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Calgary Board of Education

**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

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# School Improvement Results Reporting | For the 2025-26 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.

**School Goal:** Collaborative response and focused tiered interventions will improve student achievement while also maintaining student well-being.

**Outcome One:** Students will demonstrate enhanced reading skills across the core curriculum as focus on intellectual engagement and targeted interventions will address diverse learning needs.

**Outcome Two:** Through fostering a supportive and responsive environment, students will continue to enhance social connectedness, contributing to their sense of belonging at school.

## Data Story

Our key goal for Year Two was to improve literacy achievement across Grades 5-9 while fostering student well-being, belonging, and engagement through targeted interventions, responsive instruction, and strong relationships. Success is reflected in Provincial Achievement Test (PAT) results, student perception data, and Alberta Education Assurance Measures.

**Grade 9 PAT Results (Students Reading)**

| Measure | 2025 | 2026 | Difference |
|---|---|---|---|
| Reading Excellence | 8.8% | 13.0% | +4.2% |
| Reading Acceptable | 68.6% | 78.5% | +9.9% |
| Reading Below | 31.4% | 21.5% | -9.9% |

**Grade 6 PAT Results (Students Reading)**

| Measure | 2025 | 2026 | Difference |
|---|---|---|---|
| Reading Excellence | 24.4% | 25.7% | +1.3% |
| Reading Acceptable | 73.6% | 79.1% | +5.5% |
| Reading Below | 26.4% | 20.9% | -5.5% |

**Combined Report Card Data (Grades 5-9)**

**Reading**

| Indicator | 2025 | 2026 | Difference |
|---|---|---|---|
| Indicator 4 (Excellent) | 24.50% | 16.6% | -7.9% |
| Indicator 3 (Proficient) | 39.37% | 43.17% | -3.8% |
| Indicator 2 (Basic) | 25.62% | 31.07% | +5.45% |
| Indicator 1 (Beginning) | 1.45% | 1.88% | +0.43% |

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**English as an Additional Language (EAL), Indigenous, and Special Education Student Highlights**

**Reading**

| Group | % ≥ Indicator 2 Reading | % Indicator 4 Reading | %Indicator 4 Reading CBE |
|---|---|---|---|
| EAL | 97.03% | 14.83% | 24% |
| Indigenous | 100% | 0% | 11.73% |
| Special Education | 94.88% | 7.44% | 11.79% |

**Student Perception Data**

| Survey Item | 2025 (%) | 2026 (%) | Difference (%) |
|---|---|---|---|
| My Reading and Writing Skills Help Achieve Future Goals | 76.2 | 83.2 | +7.0 |
| I Know What to Do to Improve My Reading Skills | 77.4 | 83.7 | +6.3 |
| I Know What to Do to Improve My Writing Skills | 81.5 | 82.0 | +0.5 |

**Wellness and Belonging Data**

| Indicator | 2025 (%) | 2026 (%) | Difference (%) |
|---|---|---|---|
| I Feel Included at School | 70.3 | 71.3 | +1.0 |
| I Feel Welcome at School | 71.5 | 76.9 | +5.4 |
| My Teacher Cares About Me | 90.6 | 93.3 | +2.7 |

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| | | | |
|---|---|---|---|
| My Teacher Wants Me to be Successful | 93.0 | 95.1 | +2.1 |
| I Am Proud to be Part of My School | 76.6 | 82.7 | +6.1 |
| At Least One Adult I Really Connect With | 75.6 | 75.0 | -0.6 |

**Celebrations**

- Grade 9 reading performance exceeded the provincial average at the Acceptable Standard. 78.5% of Grade 9 students who wrote the PAT achieved the Acceptable Standard in reading, compared with 77.0% provincially, indicating that a greater proportion of students met provincial expectations.
- Grade 9 had fewer students below the Acceptable Standard than the province. 21.5% of Grade 9 students scored below the Acceptable Standard in reading, compared with 23.0% provincially, suggesting stronger overall reading achievement.
- Grade 6 reading achievement closely matched provincial results. 79.1% of Grade 6 students achieved the Acceptable Standard in reading, compared with 79.5% provincially, demonstrating performance that is essentially on par with the province.
- Grade 6 had a slightly higher percentage of students reaching the Standard of Excellence in reading. 25.7% of Grade 6 students achieved Excellence in reading.
- Classroom achievement remains strong and aligned with PAT performance. In 2026, 67.3% of students received Proficient or Excellent ratings on report cards, compared with 79.1% of Grade 6 students and 78.5% of Grade 9 students achieving the Acceptable Standard in PAT reading. This suggests that the majority of students are demonstrating reading success both in daily classroom learning and on provincial assessments.
- Growth is evident in students meeting expectations. Report card data shows a 5.7% increase in students achieving the Proficient level, while PAT reading results improved substantially, with Grade 6 Acceptable Standard increasing from 73.6% to 79.1% and Grade 9 increasing from 68.6% to 78.5%. Together, these results indicate that more students are moving into successful levels of achievement.
- Student perception data reflects growing literacy confidence and ownership of learning. More students reported that reading skills help them achieve future goals and that they know what they need to do to improve their literacy skills.
- Students reported stronger feelings of belonging within the school community. School pride increased from 76.6% to 82.7%, and perceptions of feeling welcome at school increased by more than five percentage points.
- Strong teacher-student relationships remain a significant school strength, with 95.1% of students reporting that teachers want them to be successful and 93.3% reporting that teachers care about them.

**Areas for Growth**

- Grade 6 and 9 reading excellence remains an area for growth compared to provincial results. Students achieving the standard of excellence is lower than the province by approximately 5% each.
- Report card data indicates a reduction in Indicator 4 (Excellent) achievement in reading. Continued attention is needed to ensure more students are challenged and supported to achieve at the highest levels.
- Student engagement, citizenship, and perceptions of educational quality declined across several Alberta Assurance Measures and require continued attention.

**Next Steps**

- Strengthen evidence-informed literacy instruction and intervention practices.
- Increase student engagement and achievement through purposeful, high-quality literacy experiences.
- Build student agency and metacognitive awareness as readers and learners.
- Foster a cohesive and responsive learning culture through collaborative instructional practices and shared experiences.

# Required Alberta Education Assurance Measures (AEAM) Overall Summary

# Fall 2026

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

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- 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. George Stanley School | | | Alberta | | | Measure | |
|---|---|---|---|---|---|---|---|---|---|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Impr |
| Student Growth and Achievement | Student Learning Engagement | **79.3** | 83.8 | 81.3 | **84.2** | 83.9 | 84.0 | Very Low | Ma |
| | Citizenship | **72.8** | 79.5 | 72.6 | **81.2** | 79.8 | 79.8 | Intermediate | Ma |
| | 3-year High School Completion | **n/a** | n/a | n/a | **82.1** | 81.4 | 80.8 | n/a | |
| | 5-year High School Completion | **n/a** | n/a | n/a | **86.7** | 87.1 | 87.9 | n/a | |
| | PAT9: Acceptable | **n/a** | 57.3 | 58.9 | **n/a** | 62.5 | 62.6 | n/a | |
| | PAT9: Excellence | **n/a** | 7.7 | 7.3 | **n/a** | 15.6 | 15.5 | n/a | |
| | Diploma: Acceptable | **n/a** | n/a | n/a | **n/a** | 82.0 | 81.3 | n/a | |
| | Diploma: Excellence | **n/a** | n/a | n/a | **n/a** | 23.0 | 22.3 | n/a | |
| Teaching & Leading | Education Quality | **80.0** | 86.4 | 81.4 | **87.8** | 87.7 | 87.8 | Very Low | Ma |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | **80.8** | 86.1 | 80.3 | **85.8** | 84.4 | 84.4 | Low | Ma |
| | Access to Supports and Services | **72.7** | 77.4 | 72.9 | **79.5** | 80.1 | 80.2 | Very Low | Ma |
| Governance | Parental Involvement | **75.9** | 80.5 | 73.0 | **79.9** | 80.0 | 79.5 | Intermediate | Ma |