

**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.

Data Story

Our key goal for Year One was to improve literacy achievement across Grades 5–9, focusing on reading and writing proficiency while supporting diverse learners through targeted strategies. Success is reflected in Grade 6 and 9 Provincial Achievement Test (PAT) results, combined report card data, and student perception surveys.

The 2025 Grade 6 PAT results provide new baseline data under the updated English Language Arts curriculum, while Grade 9 PAT results track progress for older students.

Pulling the Data Together

Grade 9 PAT Results

Measure	2024	2025	Difference	Notes
Writing Excellence	8.9%	8.2%	-0.7%	Slight dip in top writing scores
Writing Acceptable	77.7%	91.8%	+14.1%	Strong growth in writing skills
Writing Below	22.3%	8.2%	-14.1%	Fewer students below standard
Reading Excellence	14.0%	8.8%	-5.2%	Decline in reading excellence
Reading Acceptable	77.1%	68.6%	-8.5%	Decline in acceptable reading
Reading Below	22.9%	31.4%	+8.5%	Increase in students below standard

Grade 6 PAT Results (First Year of Data)

Measure	2025	Notes
Writing Excellence	7.8%	Baseline year due to new curriculum
Writing Acceptable	89.6%	Strong majority meeting expectations
Writing Below	10.4%	Minority below standard
Reading Excellence	24.4%	Promising high-level achievement
Reading Acceptable	73.6%	Solid baseline achievement
Reading Below	26.4%	Portion below acceptable level

Combined Report Card Data (Grades 5–9)

Indicator	Reading 2024	Reading 2025	Difference	Writing 2024	Writing 2025	Difference
Indicator 4 (Excellent)	19.41%	24.5%	+5.09%	16.01%	21.14%	+5.13%
Indicator 3 (Proficient)	38.95%	39.37%	+0.42%	37.11%	38.26%	+1.15%
Indicator 2 (Basic)	27.76%	25.62%	-2.14%	31.16%	27.29%	-3.87%
Indicator 1 (Beginning)	0.99%	1.45%	+0.46%	2.83%	2.13%	-0.70%

- Increase in students achieving the highest proficiency (Indicator 4) in both reading (+5.09%) and writing (+5.13%) from 2024 to 2025.
- Slight growth in proficient students (Indicator 3) for both reading (+0.42%) and writing (+1.15%).
- Decrease in students developing skills (Indicator 2) in reading (-2.14%) and writing (-3.87%), indicating overall progress.
- Minimal change in the beginning level (Indicator 1), with a slight increase in reading (+0.46%) and a decrease in writing (-0.70%).

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

Reading

Group	% ≥ Indicator 2 Reading	Difference from CBE (%)	% Indicator 4 Reading	Difference from CBE (%)
EAL	98.21%	-3.0	6% lower	-6.0
Indigenous	92.0%	-5.83	6.72% lower	-6.72
Special Education	98.42%	+6.69	10% (at CBE average)	0

- ELL learners show high percentages achieving basic proficiency (≥ Indicator 2) but lag behind CBE averages by 3%.
- Indigenous learners show a larger gap, with 92% reaching proficiency (Indicator 2), about 6% below CBE average.
- Special Education learners exceed CBE averages with 98.42% achieving proficiency and 10% at the highest level.

Writing

Group	% ≥ Indicator 2 Writing	Difference from CBE (%)	% Indicator 4 Writing	Difference from CBE (%)
ELL	98.66%	-4.52	8.04%	-2.61
Indigenous	88.0%	-6.4	4.0%	-2.17
Special Education	96.32%	+6.69	7.89%	+2.49

- ELL learners slightly below CBE averages in proficiency and excellence (8.04% Indicator 4, 2.61% below average).
- Indigenous learners show the largest gap in writing excellence, with only 4% at Indicator 4 (2.17% below CBE average).
- Special Education learners outperform CBE averages in proficiency (96.32%) and excellence (7.89%).

Student Perception Data

Survey Item	2024 (%)	2025 (%)	Difference (%)
I Understand What I Read	86.5	90.3	+3.8
My Reading and Writing Skills Help Achieve Goals	70.35	76.2	+5.85

- More students reported understanding what they read, increasing from 86.5% to 90.3% (+3.8%).
- Increased confidence in reading and writing skills supporting future goals, rising from 70.35% to 76.2% (+5.85%).

OurSCHOOL Survey (Sense of Belonging Summary measure).

- Grade 5 students who feel accepted and valued by their peers and by other at their school increased from 69% to 83%.
- Students in grades 6 to 9 who feel accepted and valued by their peers and by other at their school remained the same at 67% year-over-year. The Canadian norm for these grades is 65%.

Alberta Education Assurance Survey: "At school I feel like I belong"

- Students who stated they feel like they belong increased from 71% to 73%

CBE Student Survey questions: "I feel included at school" and "I feel welcome at school"

- Students who stated they feel included at school improved from 63.26% to 70.25%.
- Students who stated they feel welcome at school improved from 61.71% to 71.45%

Celebrations

- Writing achievement has improved significantly, reflected in both PAT and report card data.
- The gap in Standard of Excellence remains, especially in reading, but is narrowing.
- Student perceptions highlight growing literacy confidence and awareness of the importance of reading and writing skills.
- There has been significant improvement in students feeling included and welcomed at school.

Areas for Growth

Updated: November 5, 2025

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- Reading achievement requires targeted focus due to declines in Grade 9 PAT reading results, despite positive report card and perception data.

Next Steps

- Continue data-driven teaching and targeted supports to sustain gains and address challenges.
- Implement and refine targeted literacy interventions through the RTI (Response to Intervention) model, particularly focusing on reading comprehension.
- Enhance monitoring of student achievement aligned with RTI strategies.
- Leverage positive student perceptions to engage learners in literacy-rich activities that foster growth.

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. George Stanley 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	83.8	78.9	81.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	79.5	68.9	71.1	79.8	79.4	80.4	High	Improved	Good
	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	69.3	73.8	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	21.1	21.3	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	55.3	59.6	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	7.1	7.1	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	86.4	78.0	81.4	87.7	87.6	88.2	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	77.3	78.7	84.4	84.0	84.9	Intermediate	Improved	Good
	Access to Supports and Services	77.4	69.7	72.5	80.1	79.9	80.7	Low	Improved	Acceptable
Governance	Parental Involvement	80.5	63.2	71.6	80.0	79.5	79.1	High	Improved	Good