

**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

Arbour Lake School

27 Arbour Crest Drive N.W., Calgary, AB T3G 4H3 t | 403-777-7310 f | 403-777-7311 e | arbourlake@cbe.ab.ca

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 achievement in reading and number sense will improve

Outcome One: Student achievement in Number/Number Patterns & algebra will improve through a learning environment that promotes student confidence, risk taking and engagement.

Outcome Two: Student reading comprehension will improve through a learning environment that promotes student confidence and engagement.

Celebrations

- **Grade 6 English Language Arts & Literature (ELAL):** Students achieved at or above provincial averages across all areas. 79.2% of students achieved the acceptable standard (79.6% provincially), and 10.4% achieved the standard of excellence (13.5% provincially). Reading was a key strength, with 34.7% of students achieving the standard of excellence compared to 29.4% provincially.
- **Grade 9 English Language Arts (ELA):** Achievement remained strong, with 77.1% of students achieving the acceptable standard (81.9% provincially). Writing performance was comparable to the province, with 81.9% achieving the acceptable standard and 15.2% achieving the standard of excellence, nearly identical to the provincial rate of 15%.
- **Grade 6 Mathematics:** Students exceeded provincial results overall, with 62.6% achieving the acceptable standard (59.6% provincially). In Part A (number operations, fractions, and decimals), students outperformed the province by 6.5 points (61.9% vs. 55.4%), demonstrating strong procedural understanding and foundational numeracy skills.
- **Report Card Data (All Grades):** Achievement levels across subjects remain strong, with 88% of students achieving a level 3 or 4 in reading comprehension, 83% in writing, and 80% in number sense and operations. This alignment between classroom data and PAT results reflects consistent expectations and instructional practices across grades.
- **Student Engagement (Grades 7–9):** The Alberta Accountability Survey shows an increase in student interest in Mathematics from 63% to 68%, suggesting that strategies focused on relevance and engagement in numeracy are positively impacting student attitudes toward learning.

Areas for Growth

- **Grade 9 Reading:** Results are below provincial averages, with 71.9% of students achieving the acceptable standard (77.3% provincially) and 14.8% achieving the standard of excellence (17.4% provincially). Fewer students demonstrated inferential or analytical comprehension with complex texts.
- **Grade 9 Writing:** While overall results align with provincial averages, data suggest that students need further support in elaboration, precision, and control of conventions to reach higher levels of excellence.
- **Grade 9 Mathematics:** Achievement was slightly below provincial results, with 57.2% achieving the acceptable standard (59.2% provincially) and 11.6% the standard of excellence (16.2% provincially). The largest gaps occurred in algebraic reasoning, pattern recognition, and multi-step problem solving, where students showed less flexibility and confidence.

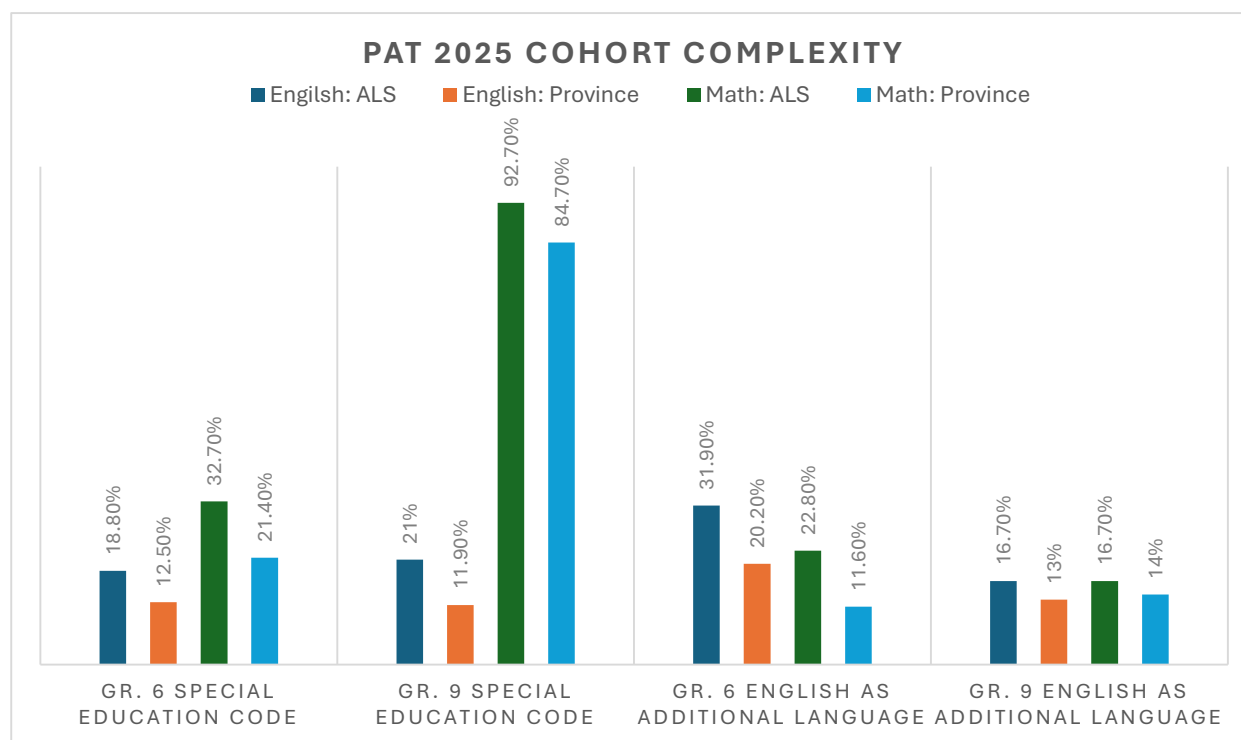
- **Literacy Engagement (Grades 7–9):** Accountability Survey data show a decrease in student interest in Language Arts, dropping from 65% to 60%, and in perceived usefulness of literacy learning (81% → 80%), indicating the need to re-engage students in reading and writing as meaningful, relevant disciplines.

Next Steps

- Continue schoolwide focus on increasing reading comprehension skills. Including critical reading and text analysis across all disciplines to strengthen inference, synthesis, and evaluation skills.
- Continue to offer mathematics learning experiences that emphasize understanding of number sense, reasoning, pattern recognition, and problem solving.
- Use formative assessment practices in literacy and numeracy to identify incremental progress and ensure consistency in teacher expectations and feedback.
- Continue to employ strategies to promote student confidence in learning and academic engagement.

Our Data Story:

Provincial Achievement Test (PAT) results and school-based report card data provide a consistent picture of overall student achievement at Arbour Lake School. When compared to provincial performance, Arbour Lake students perform at or near provincial averages despite serving a more diverse and complex student population as identified in the PAT 2025 Cohort Complexity table on page 3. Between 19- 23% of students writing PATs have special education coding and up to 33% are identified as English Language Learners, compared to provincial averages of approximately 12-20% (as identified on the PAT reports). This context is an important consideration when examining achievement patterns, as it reflects the inclusive nature of the school community and the breadth of student learning needs being supported.

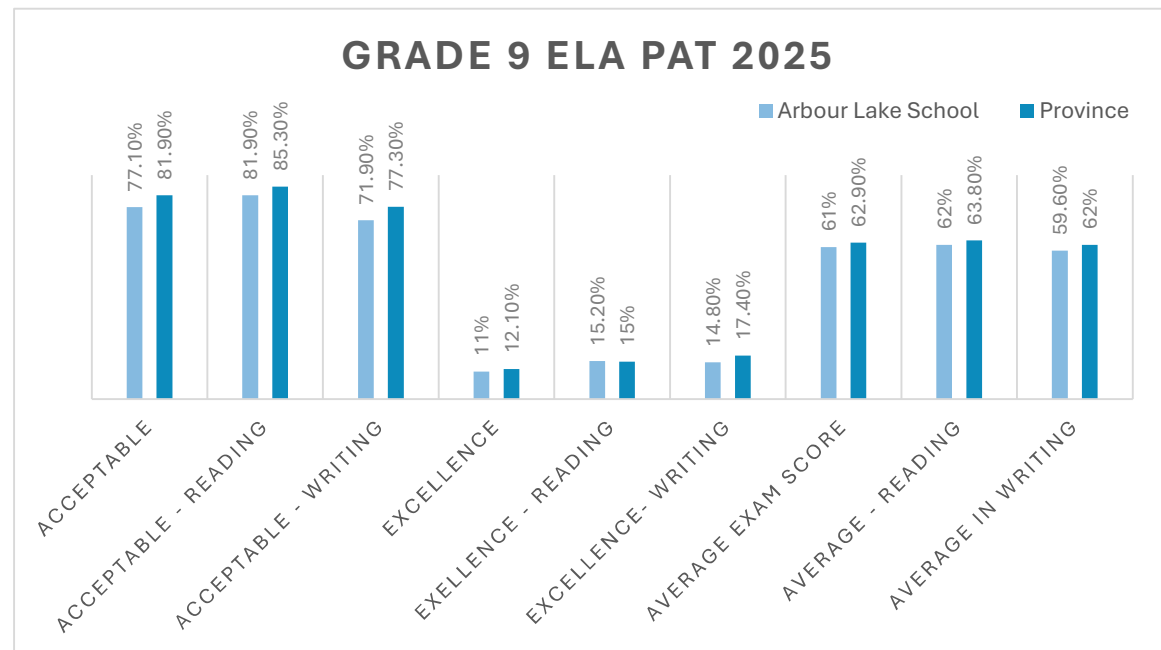
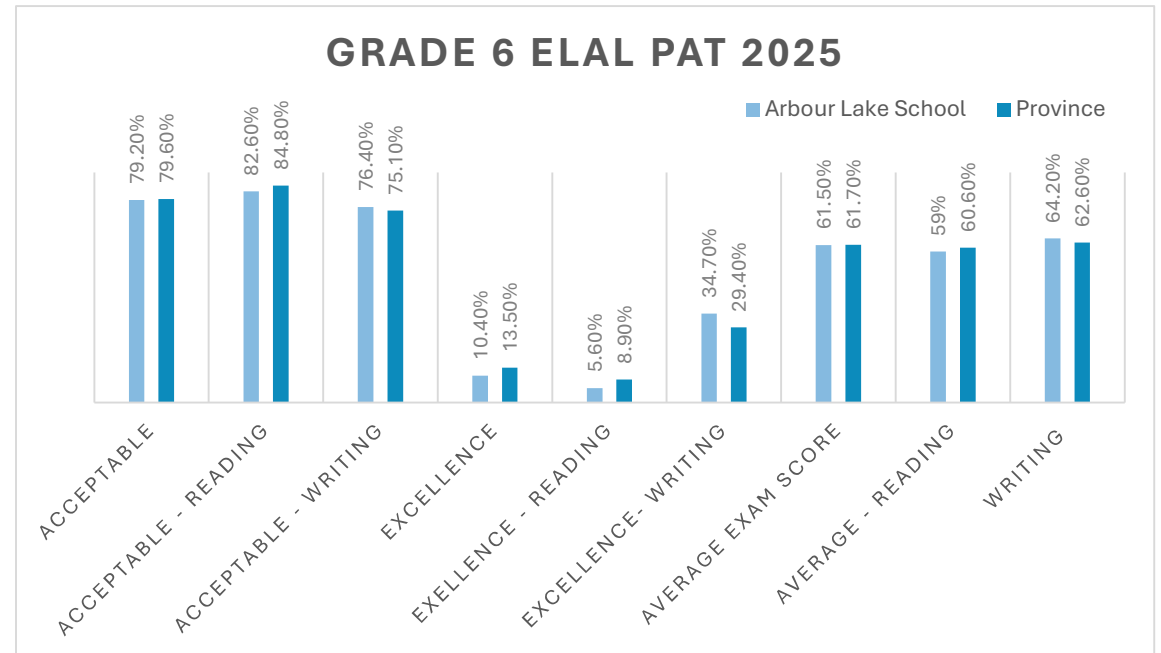


Reading and Writing

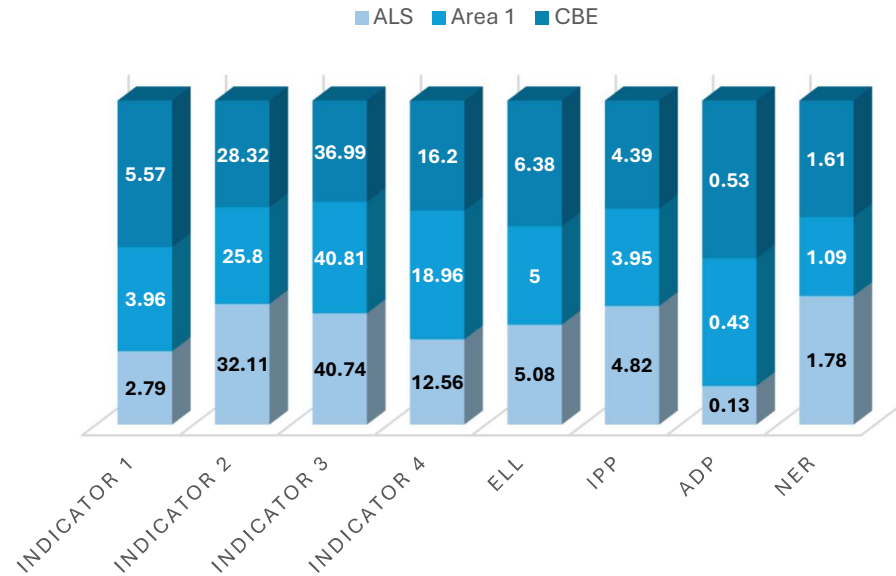
In English Language Arts, achievement is generally strong and steady. Grade 6 students performed at or above provincial averages on the PATs, with 79% achieving the acceptable standard and 10% the standard of excellence. Reading results were a relative strength, with 34.7% of students achieving at the standard of excellence compared to 29.4% provincially. This indicates that many students demonstrate strong comprehension and engagement with text.

In contrast, Grade 9 results fall slightly below provincial averages, with 71.9% of students achieving the acceptable standard in reading compared to 77.3% provincially, and 14.8% achieving the standard of excellence compared to 17.4% provincially. Writing performance in both grades aligns closely with provincial results, showing that most students meet grade-level expectations in written expression.

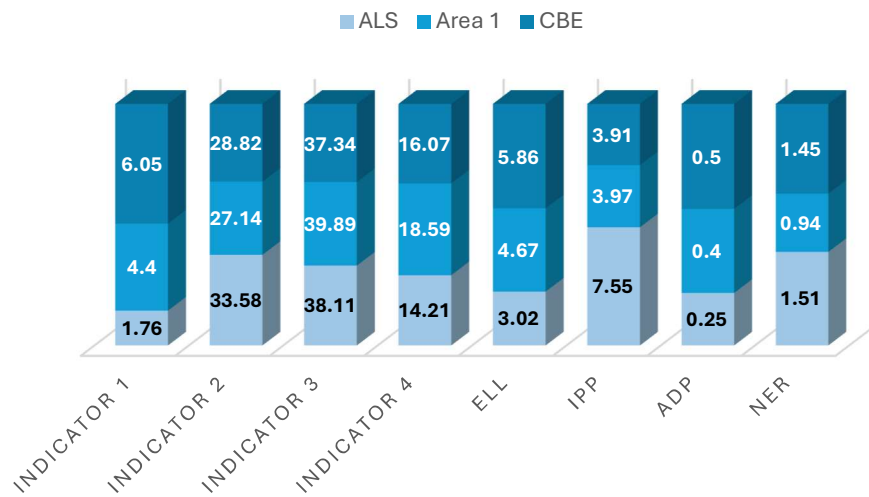
Report card data reinforce these findings, with 88% of students achieving a 3 or 4 in reading comprehension and 83% in writing. These results suggest that students are generally proficient readers and writers but that fewer are demonstrating higher levels of analysis, synthesis, and precision as tasks become more complex in the upper grades.



2024 REPORT CARD DATA - WRITING



2025 REPORT CARD DATA - WRITING

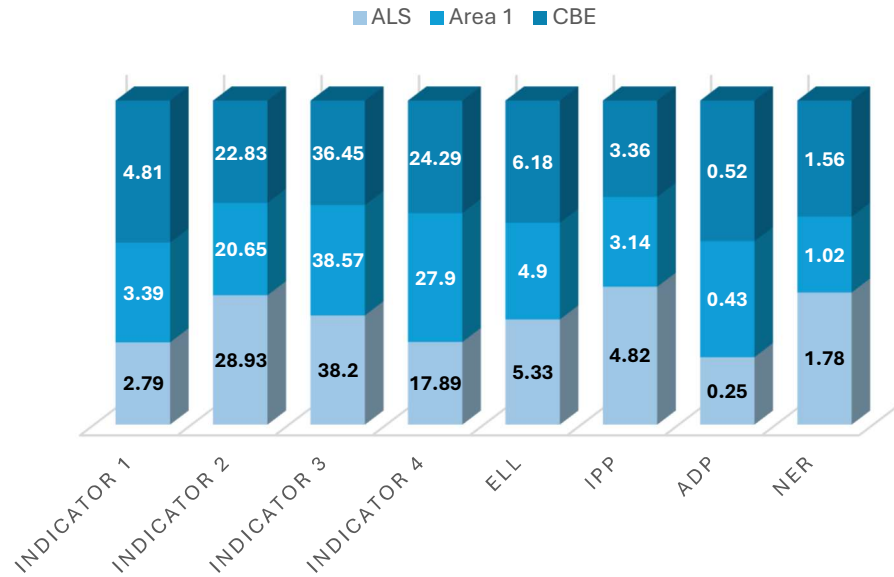


Report Card Data

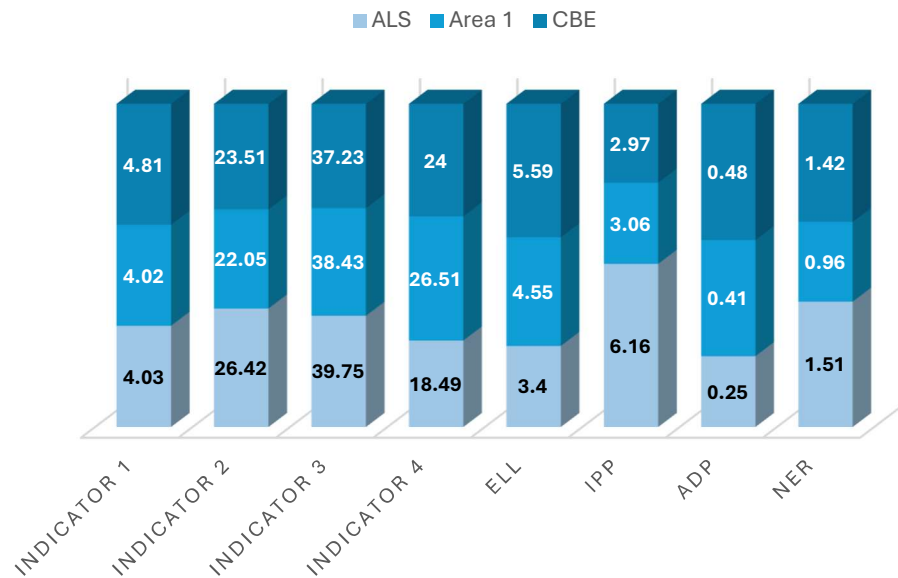
Writing 2024 to 2025

- Increase of 0.5% in students achieving at grade level in grades 6-9
- Indicator 1: + 1.03%
- Indicator 2: + 1.47%
- Indicator 3: - 2.63%
- Indicator 4: + 1.65%

2024 REPORT CARD DATA - READING



2024 REPORT CARD DATA - READING



Report Card Data

Reading 2024 to 2025

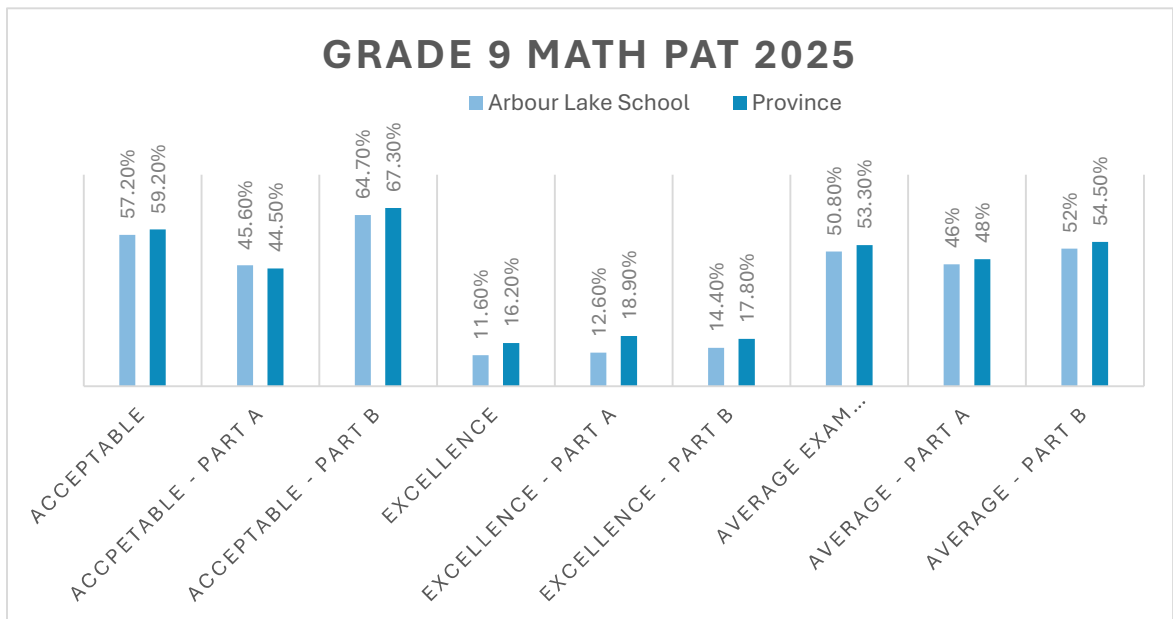
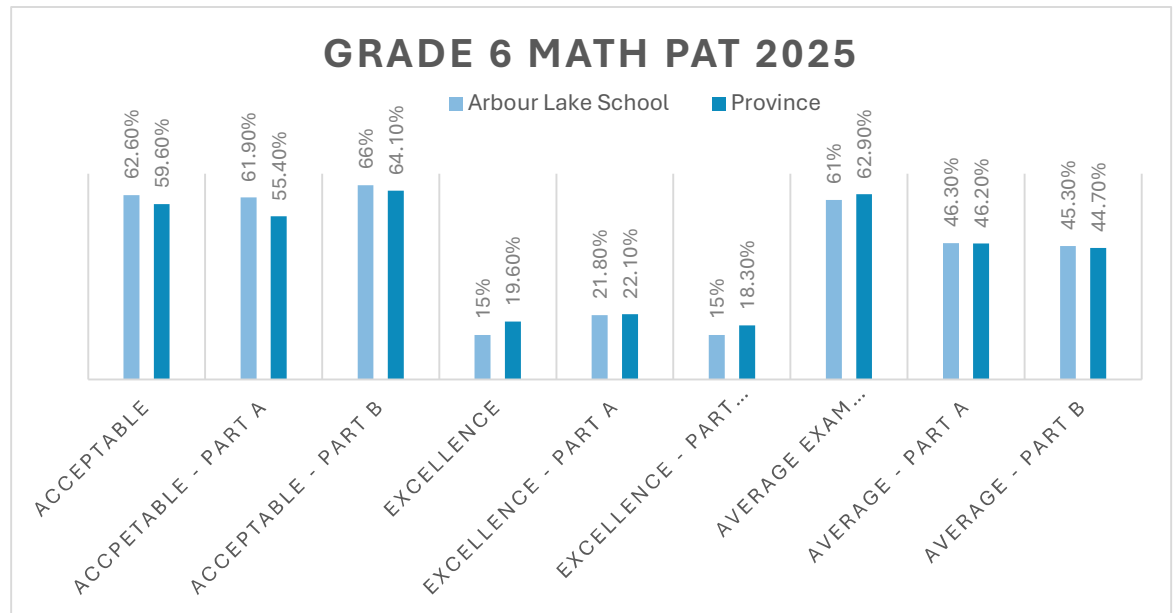
- Decline of 0.36% in students achieving at grade level in grades 6-9
- Indicator 1: + 1.24%
- Indicator 2: - 2.51%
- Indicator 3: + 1.55%
- Indicator 4: + 0.60%

Mathematics

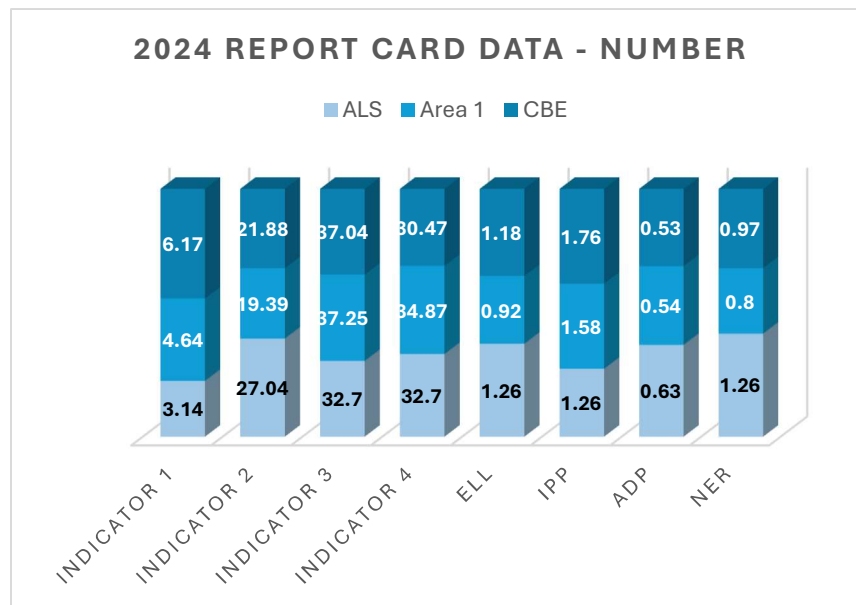
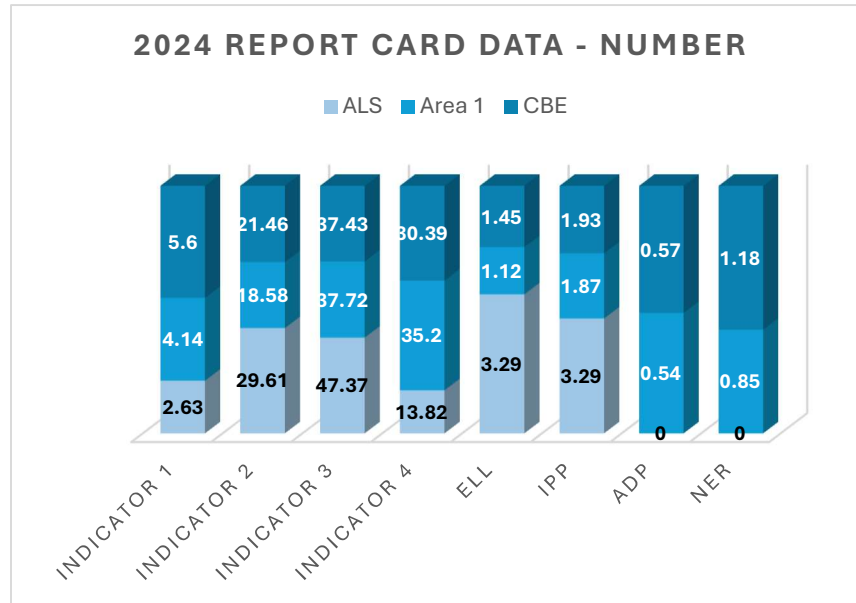
Mathematics results show a similar pattern of steady performance with notable differences between grades. In Grade 6, 62.6% of students achieved the acceptable standard compared to 59.6% provincially, demonstrating slightly stronger performance than the province overall. Students performed particularly well on Part A of the assessment, which emphasizes number operations, fractions, and decimals. These results are mirrored in report card data, where 80% of students achieved a 3 or 4 in number sense and operations, indicating that most students have developed solid foundational skills in numeracy.

By Grade 9, overall mathematics achievement is just below provincial averages, with 57.2% of students achieving the acceptable standard compared to 59.2% provincially, and 11.6% achieving the standard of excellence compared to 16.2% provincially. The greatest differences appear in areas involving algebraic reasoning, pattern recognition, and multi-step problem solving. This is consistent with report card evidence showing that while students demonstrate procedural competence, fewer show confidence and flexibility in applying mathematical reasoning to new or abstract contexts.

Of interest, engaging students in their learning was a significant goal identified in the school's SDP for 2024-2025. As noted in the Alberta Accountability Survey, student interest in mathematics increased from 63% to 68%,



suggesting growing engagement with the subject despite stable achievement. Additionally, the survey identifies that respondents continue to see numeracy learning as useful (89%), though this rating declined slightly from the previous year.



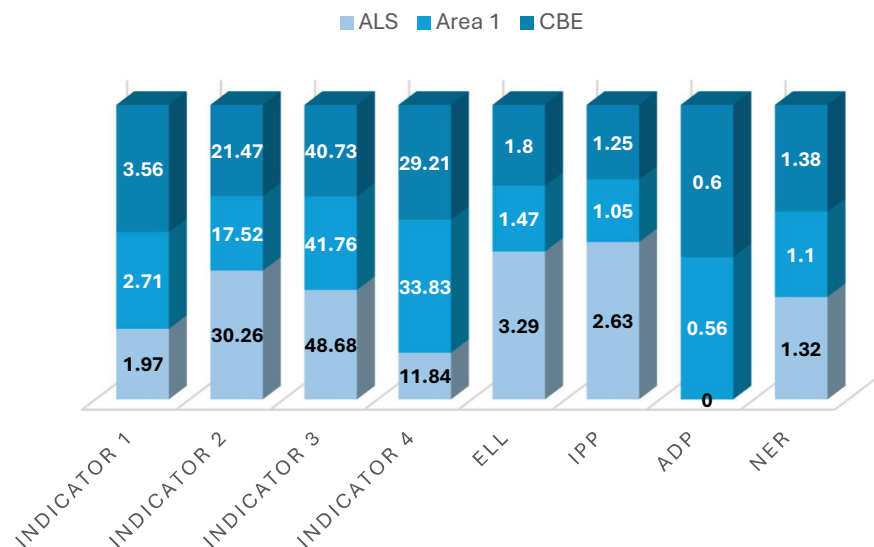
Report Card Data

Mathematics 2024 to 2025

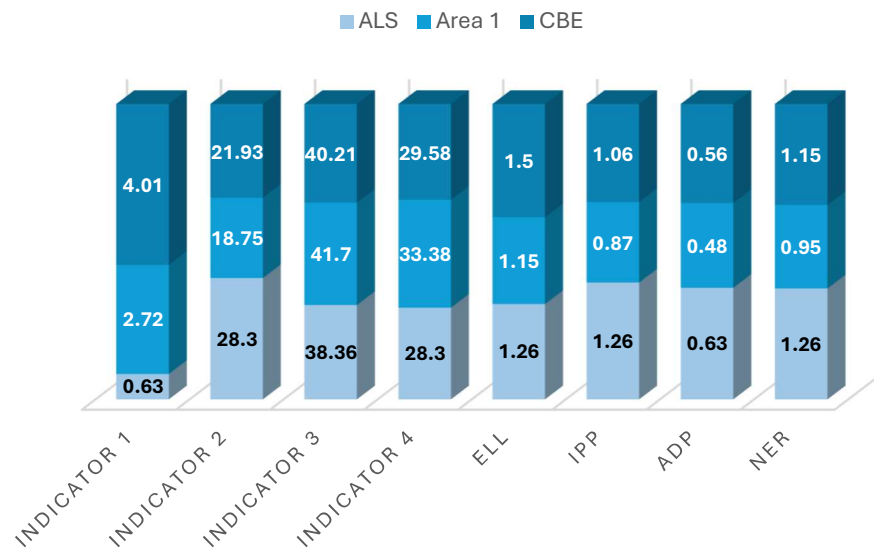
Math Stem Gr. 7-9: Number

- Increase of 1.64% in students achieving at grade level in grades 7-9
- Indicator 1: + 0.51%
- Indicator 2: - 2.57%
- Indicator 3: - 14.67%
- Indicator 4: +18.88%

2024 REPORT CARD DATA - MATH



2025 REPORT CARD DATA - MATH



Report Card Data

Mathematics 2024 to 2025

Math Stem Gr. 6: Understands and applies concepts related to measurement, geometry and statistics

- Increase of 4.18% in students achieving at grade level in grade 6
- Indicator 1: +1.34%
- Indicator 2: +1.96%
- Indicator 3: +10.32%
- Indicator 4: +16.46%

Overall, the data suggest that Arbour Lake School maintains stable and comparable achievement to the province across subject areas despite a higher proportion of students with diverse learning needs. Reading comprehension and foundational numeracy appear to be areas of relative strength, particularly in Grade 6, while deeper comprehension, analysis, and mathematical reasoning emerge as areas where fewer students reach higher levels of performance. The consistency between PAT results and report card outcomes indicates that school-based assessment practices are well aligned with provincial expectations and that the majority of students are meeting or approaching grade-level standards across disciplines.

Goal Two: Student academic engagement and community participation will increase

Outcome One: Increased student engagement both in and out of the classroom, fostering a stronger sense of belonging and connection to the school Community.

Celebrations

- Students continue to report high levels of care and connection with staff, with 89% indicating that teachers care about them and 94 % believing their teachers want them to be successful.
- Perceptions of safety remain strong, with 89% of students agreeing that learning and activities are safe and accessible for all.
- Students' understanding of their own culture increased by 2% points, and understanding of other cultures remains strong at 75%.
- A greater number of students (53%) report seeing their culture reflected in the school, showing improvement from the previous year.
- *OurSCHOOL* data show a 3% increase in students feeling safe at school and while traveling to and from school.

Areas for Growth

- Strengthening student connections with adults in the building, as results show a small decline in the number of students identifying a trusted adult.
- Continuing to build students' sense of inclusion and belonging, with small decreases noted in the percentage of students feeling included and welcome.
- Increasing the visibility of diverse cultural perspectives and identities across learning spaces and school events.

Next Steps

- Intentionally design opportunities for all students to connect with multiple trusted adults through advisory, homeroom, or mentorship structures.
- Implement school-wide initiatives that promote inclusion and belonging, such as peer leadership programs, classroom community circles, and recognition of diverse student contributions.
- Expand visible cultural representation in classrooms, hallways, and school communications to reflect the diversity of the student population.
- Continue embedding Indigenous ways of knowing, being, doing, and belonging through curricular integration and intentional learning opportunities.

Our Data Story:

At Arbour Lake School, students continue to report a strong sense of belonging and connection. Most students feel included (72%) and welcome (77%), with results remaining stable compared to last year. While there was a small decline in the number of students identifying a strong adult connection, relationships continue to be a core strength. *OurSCHOOL* data support this finding, **with 65% of students feeling accepted and valued by peers and 77 % indicating they have friends who encourage them to make positive choices**. These results reflect a caring and respectful culture where students experience meaningful connection to both staff and peers.

Students consistently report that teachers care about them and want them to be successful. **Nearly 90% of students state that their teachers care about them, and 94% believe their teachers want them to succeed**. Although adult connection decreased slightly, the overall data remain very strong. These results confirm that caring relationships between staff and students continue to be a defining strength of our school.

Student perceptions of safety remain high and continue to show improvement. *OurSCHOOL* results indicate a three-point increase in students feeling safe at school and while traveling to and from school. **In the CBE Student Survey, 89% of students report that learning and activities are safe and accessible, and more than 70% feel safe from bullying**. Students also reported increased confidence that the school responds when racism or discrimination occur. The *AEAM* measure for a welcoming, caring, respectful, and safe learning environment remained steady at 83%. These results affirm that safety and well-being continue to be well established at Arbour Lake School.

Cultural understanding and inclusion show ongoing improvement. Students' understanding of their own culture increased to 61%, and understanding of other cultures remains strong at 75%. In the *CBE Student Survey*, 53% of students see their culture reflected in the school, showing progress from last year. 86% of students report learning about Indigenous ways of being, belonging, doing, and knowing, reflecting our continued work to embed Indigenous perspectives across learning experiences. These results indicate that efforts to promote equity, cultural representation, and inclusion are having a positive impact.

Student involvement and connection data indicate that overall participation in school activities remained relatively consistent throughout the year, with slight increases in some areas and small declines in others. The most notable growth occurred in participation in school-wide initiatives and attendance on grade team field trips, both showing modest increases of 1-3%, suggesting that students continue to value opportunities for community engagement and collective experiences.

Participation in the mainstage production also rose slightly from 16% to 17%, reflecting stable interest in the performing arts. However, the most significant decline was observed in club involvement, which decreased from 26% to 15%, an 11-point drop. This suggests fewer students are choosing to participate in lunchtime extracurricular opportunities, which may relate to competing priorities, social factors, or availability of appealing club options, but also can be attributed to the time of year the survey was conducted.

Participation in athletics also declined slightly, with 52% of students reporting involvement by June compared to 56% who had planned to participate in September. Despite this small decrease in planned expectations, over half of students were still connected to school through team sports, indicating that athletics remains a strong anchor for belonging and engagement.

Overall, the data suggest that while student participation in some activities decreased slightly, levels of engagement in school-wide and grade-based experiences remained stable, pointing to a generally positive sense of connection and community within the school. The combined data demonstrate a stable and caring school culture where students feel safe, supported, and valued. Results remain strong in belonging, relationships, and safety, with growth in cultural understanding and inclusion. Continued focus on strengthening adult connections, increasing student voice, and deepening cultural representation will help maintain and extend these positive results into the next school year.

Category	Source	Survey Item	Baseline	Current	Change
Inclusion & Diversity	CBE Survey	"I can see my culture reflected in my school."	51.7%	53.2%	+1.5%
		"At my school I learn about Indigenous ways of being, belonging, doing, and knowing."	85.5%	86.4%	< 1%
	OurSchool	"Do you have an understanding of the beliefs, values, attitudes, and behaviours of your own culture?"	59%	61%	+2%
		"Do you have an understanding of the beliefs, values, attitudes, and behaviours of people from other cultures?"	76%	75%	< 1%
Safe & Caring	CBE Survey	"I am safe from bullying at school."	71.8%	72.4%	< 1%
		"My school makes an effort to prevent and reduce bullying."	71.9%	72.7%	< 1%
		"My school is a place where learning and activities are safe and accessible to all students."	88.6%	89.1%	< 1%
		"When racism or discrimination occur at my school, my school takes steps to address it."	64.8%	66.3%	+1.5%
		"My school is a place where learning and activities are safe and accessible to all students."	88.6%	89.1%	< 1%
		"There is at least one adult at school who I really connect with."	78.3%	76.5%	-1.8%
		"My teacher(s) care about me."	90.4%	89.6%	< 1%
		"My teacher(s) want me to be successful."	93.5%	94.1%	< 1%
	OurSchool (AEAM)	"Do you feel safe at school as well as when going to and from school?"	61%	64%	+3%
Belonging/ Connection	CBE Survey	"Do you feel your school is welcoming, caring, respectful, and safe for students?"	84.1%	83.2%	< 1%
		"I feel included at school."	74.6%	72.3%	-2.3%
		"I feel welcome at school."	78.1%	76.9%	-1.2%
		"There is at least one adult at school who I really connect with."	78.3%	76.5%	-1.8%
	OurSchool	"I am proud to be a part of my school."	82.7%	83.8%	+1.1%
		"Do you feel accepted and valued by your peers and by others at your school?"	66%	65%	< 1%
		"Do you have friends at school you can trust and who encourage you to make positive choices?"	78%	77%	< 1%

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	Arbour Lake Middle 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	83.4	85.4	84.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	78.1	76.4	78.9	79.8	79.4	80.4	High	Maintained	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	83.2	80.7	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	36.9	30.1	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	60.0	64.0	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	12.0	14.3	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	82.7	86.2	85.6	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.2	84.1	85.1	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	79.0	83.1	80.2	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	79.0	80.4	81.0	80.0	79.5	79.1	High	Maintained	Good