

public agenda

Regular Meeting of the Board of Trustees

December 16, 2025

11:00 a.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda, as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
11:00 a.m.	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Annual Education Results Report 2024-25	J. Pitman	R-1, OE-1,5	Page 8-1
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Board Meeting Minutes			
	October 31, 2025 Organizational Meeting			Page 9-1



- November 4, 2025 Regular Meeting
- November 20, 2025 Regular Meeting

Page 9-10
Page 9-15

(THAT the Board of Trustees approves the Minutes of the Organizational Meeting held October 31, 2025 and the Regular Meetings held November 4 and 20, 2025, as submitted.)

9.2 Items Provided for Board Information

9.2.1 Chief Superintendent's Update

OE-3,6,8 Page 9-18

9.2.2 School Enrolment Report 2025-2026

OE-7,9 Page 9-21

9.2.3 Construction Project Status Update

OE-7,9 Page 9-70

Private Session

Termination of Meeting

Debrief

Board GC-2.3

Notice |

This public Board meeting will be recorded and posted online.
Media may also attend these meetings.
You may appear in media coverage.

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For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

Annual Education Results Report 2024-25

Report to Board of Trustees



Calgary Board
of Education

Date	December 16, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dr. Michael W Nelson, Superintendent, School Improvement Dr. Jennifer Turner, Superintendent, School Improvement Andrea Beckwith-Ferraton, General Counsel Dany Breton, Superintendent of Facilities and Environmental Services Sumana Dasgupta, Superintendent, Human Resources Brad Grundy, Superintendent, Finance and Technology Services; Chief Financial Officer Marla Martin-Esposito, Chief Communications Officer
Governance Policy Reference	Operational Expectations OE-1: Global Operational Expectations OE-5: Financial Planning Results R-1: Mission
Resource Person(s)	Michael Craig, Education Director, Research & Strategy and Program Evaluation

1. Recommendation

It is recommended:

THAT the Board of Trustees approve the Annual Education Results Report 2024-25 and authorize its submission to Alberta Education.

2. Issue

School authorities use their Education Plan and the Annual Education Results Report as key elements of the Alberta Education Assurance Framework for the K-12 education system. School authorities interpret and report results to parents, legal guardians, students, staff, the Ministry of Education and Childcare, and the public in a manner and at a time the Minister of Education and Childcare prescribes, as part of ensuring transparency.

The Ministry has stated that results provided are used to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. The Minister's requirements, set out in Section L of [Funding Manual for School Authorities 2025/26 School Year](#), ensure that school board and school education plans as well as annual results reports are aligned with the Ministry of Education and Childcare's vision, mission, goals, outcomes and specific performance measures for the education system.

3. Background

The K-12 education system in Alberta is the responsibility of the Ministry of Education and Childcare. The Ministry allocates funds to school authorities to allow them to carry out delegated responsibilities. School authorities are obligated to demonstrate accountability for this funding and for the success of students. This public transparency addresses outcomes, goals and priorities established by Alberta Education's Business Plan to meet the educational needs of students along with the local outcomes and strategies in the Education Plan that consider the unique characteristics of each authority.

4. Analysis

The *Annual Education Results Report 2024-25* reflects the actions that took place within the school year, evidence of impact, and next steps in advancing the goals of the Education Plan 2024-2027. This plan encompasses CBE schools, Areas, service units and departments in support of CBE and provincial outcomes.

The *Annual Education Results Report 2024-25* demonstrates progress made over the past year in meeting the Goals and Outcomes set out by Alberta Education and Childcare and CBE.

To assist school authorities in assessing progress, through their Assurance Measure Results Report, Alberta Education and Childcare provides measure evaluations: Achievement, Improvement and Overall. Additionally, school authorities identify and use local measures to support the development and refinement of their Education Plan. Local measures allow for the examination of incremental progress using data sets reflective of the local context to ensure transparent, flexible and responsive decisions.

The Achievement Evaluation is based on a comparison of Current Year¹ data to a set of standards, which remain consistent over time. The Improvement Evaluation consists of comparing the Current Year Result for each measure with the Previous Three-Year Average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement. The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation.

Authority Assurance Measures: Overall Summary: All Students

Of the 18 required Alberta Education Assurance Measures (AEAM), two measures evaluations - Grade 6 PAT Acceptable Standard and Standard of Excellence - were not provided. The 2024-2025 school year was the first year of PAT exams for the newly implemented English Language Arts and Literature 6 and Mathematics 6 curriculum. Meaning there are no previous year or 3-year average for these exams available for analysis. French Language Arts 6 and Science 6 were newly implemented curriculum, and as such, these PATs were not administered in 2024-25. It is for this reason that no overall measures were available. Of the remaining 16 AEAMs, 10 are Alberta Education Assurance Survey measures.

An Achievement Evaluation of:

- *Very High* was reported for:
 - Diploma Exam Excellence
 - Program of Studies
- *High* was reported for:
 - Diploma Exam Acceptable
- *Intermediate* was reported for:
 - High School Completion Rate (3 yr)
 - High School Completion Rate (5 yr)
 - PAT9 Excellence
 - Citizenship
 - Education Quality
 - Parental Involvement
 - Student Learning Engagement
 - School Improvement
- *Low* was reported for:
 - Welcoming, Caring, Respectful and Safe Learning Environments
 - Access to Supports and Services
 - In-Service Jurisdiction Needs
- *Very Low* was reported for:
 - PAT9 Acceptable
 - Program of Studies - At Risk Students

An Improvement Evaluation of:

- *Improved* was reported for:
 - Diploma Exam Acceptable
 - Diploma Exam Excellence
 - School Improvement
- *Maintained* was reported for:

¹ For the High School Completion Rate (3 yr, 5 yr) the "Current year" is 2023-24. For all other measures, the "Current Year" is 2024-25.

- Parental Involvement
- High School Completion Rate (5 yr)
- PAT9 Excellence
- High School Completion Rate (3 yr)
- *Declined* was reported for:
 - In-Service Jurisdiction Needs
 - Program of Studies
- *Declined Significantly* was reported for:
 - PAT9 Acceptable
 - Access to Supports and Services
 - Citizenship
 - Education Quality
 - Program of Studies - At Risk Students
 - Student Learning Engagement
 - Welcoming, Caring, Respectful and Safe Learning Environments

While Alberta Education and Childcare improvement measures are considered in comparison to the previous 3-year average, it should be noted that the following measures all saw maintained or improved results over the previous year results for CBE.

- High School Completion Rate (3 yr)
- Diploma Exam Acceptable (*maintained*)
- Citizenship
- In-Service Jurisdiction Needs
- Parental Involvement
- Program of Studies
- Student Learning Engagement
- School Improvement
- Welcoming, Caring, Respectful and Safe Learning Environments

5. Conclusion

In The Calgary Board of Education, the Education Plan 2024-2027 provided direction and clarity of purpose to allow each school, Area, department and service unit to formulate actions in response to system data in service of Learning Excellence, Well-Being, and Truth and Reconciliation, Diversity and Inclusion.

This Board report demonstrates how these actions and strategies developed to facilitate improved outcomes for CBE students align with the jurisdiction's results within the context of the Education Plan 2024-27.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

The Calgary Board of Education Annual Education Results Report 2024-25

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.



2024-25

Annual Education Results Report



Calgary Board
of Education



Accountability Statement

Under the direction of the Board of Trustees, the Annual Education Results Report for Calgary Board of Education (CBE) for the 2024/2025 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board on (date).

Laura Hack
Chair, Board of Trustees
Calgary Board of Education

Joanne Pitman
Chief Superintendent of Schools
Calgary Board of Education

[note](#) | original signed

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CBE Communities of Learning

251 School Settings
More than 142,000 Students

We are one school system, educating more than 142,000 students in 251 schools*. More than 16,000 employees, working across schools and service units, collaborate to offer learning opportunities as unique as each student.

Our work is guided by our three-year [Education Plan](#), which connects employees in the CBE to student success. Achieving student success requires commitment from every one of the diverse communities that make up CBE – students, employees, families, community and industry partners and government. It requires a vision of what success looks like for each student and a plan for how we get there.

Note | *Enrolment as of Sept. 30, 2024. School count as of 2024-25 school year.



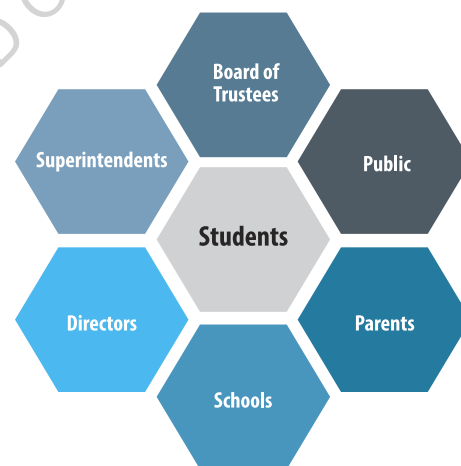


A Community of Learners

In CBE, students are at the heart of all our efforts and decisions. We are responsible for all students within our care, and therefore, all schools, supports, services and partnerships wrap around the needs of students to ensure their success. Students from a variety of backgrounds enrol in the CBE through an ongoing process over the course of the school year, bringing with them unique perspectives and stories to share.

Demographic data are used at both a system and school level to better understand students' stories allowing us to be responsive and improve student learning and well-being.

Student Supports



Communities Learning Over Time

CBE educates students across four divisions with similar enrolment levels.

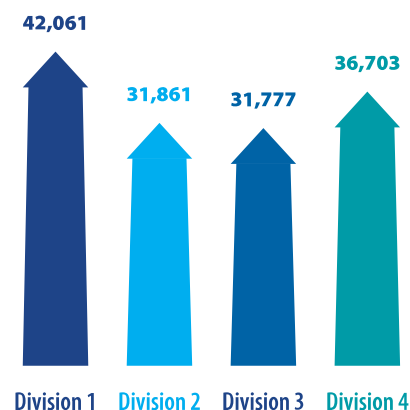
- Division 1 (Kindergarten to Grade 3)
- Division 2 (Grades 4 to 6)
- Division 3 (Grades 7 to 9)
- Division 4 (Grades 10 to 12)

Each division reflects key stages of student development: Division 1 often focuses on foundational literacy, numeracy and social-emotional learning.

Division 2 builds on these skills with increased independence and academic depth.

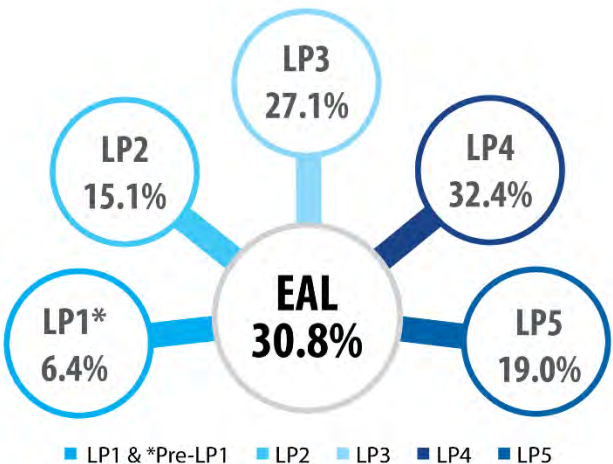
Divisions 3 and 4 emphasize subject specialization, critical thinking and preparation for high school completion, future careers and post-secondary pathways. This structure ensures that programming and supports are tailored to the evolving needs of learners as they progress through school.

Student Development



English as an Additional Language

Percentage of Students at the Identified Language Proficiency



Our student community is diverse both in language and in citizenship. In 2024-25 79.4 per cent of our students were Canadian citizens, 11.6 per cent were permanent residents and 9.0 per cent were temporary resident, and of these temporary residents, 2.4 per cent were refugees.

English as an Additional Language Learners (EAL) make up 30.8 per cent of our total student population. EAL learners can be Canadian citizens as well as permanent or temporary residents.

At CBE, we assess EAL English acquisition using the Alberta EAL Benchmarks. A student at a language proficiency 1 (LP1) level is beginning to learn English and requires significant support to understand and communicate basic ideas. At a language proficiency five (LP5) level, a student demonstrates near-native fluency and can engage independently with complex academic content. This progression reflects the student's growing ability to participate fully in classroom learning and school life.

Students with Identified Special Education Codes

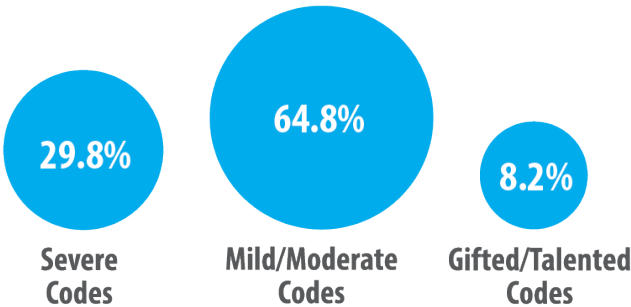
More than 20.1 per cent of CBE's student population have identified special education codes. Special Education coding in Alberta is used to identify students who need extra support and to help schools and the province plan resources and services for those students.

Alberta Education and Childcare distinguishes between mild/moderate and severe special education codes based on the intensity and persistence of a student's learning needs.

Mild/moderate codes reflect challenges that can typically be addressed through targeted supports and accommodations, while Severe codes indicate complex, ongoing needs that require more significant individualized programming and specialized services. In addition, some students who demonstrate exceptional intellectual ability or creative thinking that significantly exceeds age-level expectations may be identified with gifted/talented coding.

Students with identified special education codes that impact learning may benefit from attending specialized classes or unique settings that offer additional supports. Most students with identified special education codes are supported and accommodated within their designated community school with a continuum of school or area-based supports and services.

Percentage of Students with Identified Special Education Codes



Note | Percentages are based on funded coding only. Students are typically only funded for a single code with the exception of Gifted/talented coding.

Students who Self-Identify as Indigenous

CBE supports Students who Self-Identify as Indigenous through holistic, lifelong learning approaches that honour Indigenous ways of being, belonging, doing, and knowing. Voluntary self-identification during registration enables us to build relationships, monitor achievement and well-being and provide responsive supports. Services include access to Indigenous Elders and Knowledge Keepers, Indigenous Education staff, transition planning, and authentic experiences that connect students to Indigenous knowledge systems, languages, and cultural traditions. Grounded in the Truth and Reconciliation Commission Calls to Action, these efforts foster welcoming, caring, respectful and safe learning environments that promote academic success, cultural pride and a strong sense of belonging.

For 2024-25 School year, 6,426 students self-identified as Indigenous. Of this student cohort, 38.6 per cent were also identified as students with Special Education Coding – 15.4 per cent were identified with a Severe code and 23.2 per cent with a Mild/moderate code, including 0.5 per cent with a Gifted/talented code.

Support for Indigenous Learners





Our Staff Community

While students are at the center of our community, our employees are the heart of CBE. In 2024–25, the Calgary Board of Education employed over 16,000 staff to support student learning, well-being and school operations across the system. The majority of employees are certificated teachers and school-based support staff such as educational assistants and administrative personnel providing daily direct support for each learner.

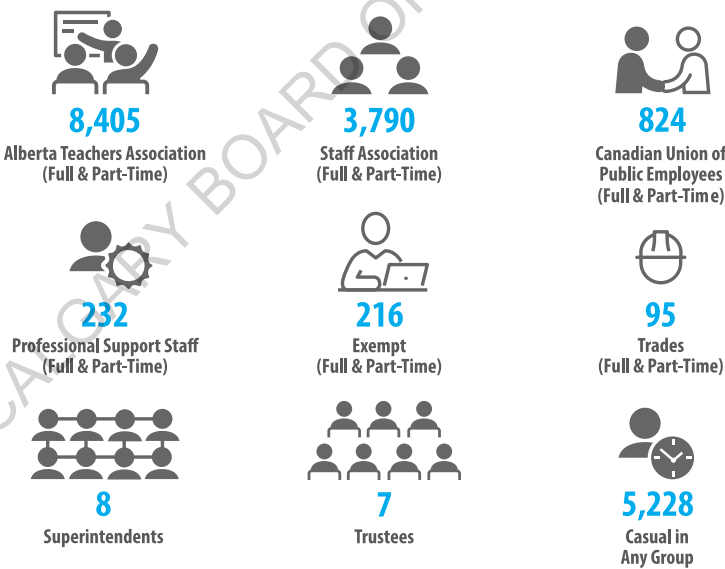
Most staffing allocations are guided by student enrolment and needs, supporting equitable access to high-quality education and specialized services throughout the division.

Employees are organized into several professional groups that come together to create safe, inclusive and responsive learning environments. School-based staff include certificated teachers represented by the Alberta Teachers' Association (ATA), while educational assistants, front office staff and lunchroom supervisors belong to the Staff Association (SA).

Our support staff such as facility operators, transportation teams and trades employees ensure schools are well-maintained and accessible. Professional support staff, including psychologists, occupational and physical therapists, speech and language pathologists, along with Indigenous Education specialists and learning support professionals provide essential services to schools, staff and students every day.

Finally, system leaders and staff guide system operations, while Superintendents provide senior leadership and elected Trustees govern the organization. Together, all these teams play key roles in supporting student success and maintaining welcoming, well-functioning learning environments across the system.

CBE Staff Overview



Note | Employees can fall into more than one category



Schools in our Community

Every child in Calgary has a [designated CBE school](#), based on their home address and chosen program. With 251 schools, led by principals and supported by seven Area and two Central office teams, the CBE fosters welcoming, caring, respectful and safe learning environments. Each school reflects its community while contributing to a shared culture of inclusion.



147 elementary

(Typically K-6)

64 middle

(Typically Gr 7-9, incl K-9)

23 high schools

(Typically 10-12, incl 7-12)

17 unique settings

(CLS/Outreach/CBe-Learn/Home Ed)

Our district includes schools with many different grade configurations and organization from Kindergarten through to Grade 12.

In addition to offering educational programs in local community schools, CBE offers a range of programs to meet diverse student needs all while adhering to the Alberta mandated curriculum.

- **Specialized Programs:** within community schools provide targeted supports for learners with complex needs, such as developmental delays, communication challenges, or giftedness.
- **Alternative Programs:** Choice in learning philosophy or focus, such as Montessori, Traditional Learning, Arts-Centred and Science
- **Language Programs:** Immersion or bilingual options in French, Spanish, German and Mandarin
- **Unique Settings:** Flexible or highly individualized environments, including online learning, outreach schools and specialized schools for complex needs. These programs also include Chinook Learning Services (CLS), CBe-Learn, and Home Education.

K to Grade 6



Grade 7 to 9



Grade 10 to 12





A Community of Families

CBE serves a richly diverse community, representing many cultures, languages, experiences and perspectives. This diversity strengthens our classrooms and underscores the role of public education in supporting the common good. Through inclusive environments and responsive programming, CBE ensures every student has equitable access to learning, support and opportunity.

Among CBE students, more than 140 different primary languages are spoken at home, reflecting the rich linguistic and cultural diversity of Calgary's communities. This diversity brings a wide range of experiences, worldviews and strengths into classrooms, enhancing learning for all. CBE embraces this multilingual landscape through inclusive practices; English language learning supports and culturally responsive programming that honours students' identities while fostering connection and academic success.





Our Board of Trustees

CBE is governed by a publicly elected [Board of Trustees](#) made up of seven members. Trustees are chosen every four years during the municipal election to represent the values Calgarians hold for their public education system. The most recent election took place in October 2025. The Board defines CBE's Mission as: "Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning."

The Board is responsible for setting expectations for organizational results and operational performance. The Board of Trustees monitor CBE's progress toward achieving the [Results](#) and performance of CBE against its stated [Operational Expectations](#), which provide direction to the Chief Superintendent on system operations. This monitoring takes place at public board meetings. The Board also evaluates its own effectiveness through Governance Culture and Board/Chief Superintendent Relationship policies.

The Board provides oversight of system performance and student outcomes, sets direction and ensures responsible stewardship of CBE resources. Public education is a shared and collective responsibility. With our students, families, employees, partners and communities, the Board works together with Administration to build positive learning and working environments to support student success.

In addition to policy oversight, the Board's responsibilities include:

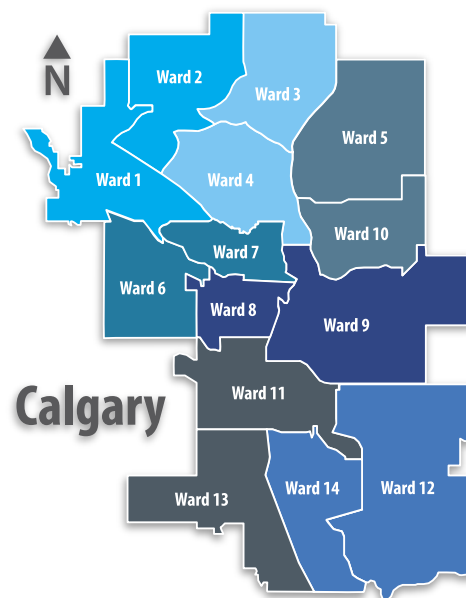
- approving the Education Plan
- approving the annual budget
- approving the annual capital plan
- approving the Annual Education Results Report
- approving audited financial statements
- approving bargaining mandates and ratifying collective agreements for unionized employees
- performing other duties required by law or not delegated to the Chief Superintendent



Back Left to Right: Cynthia Cordova, Wards 5 & 10; Jenny Regal, Wards 1 & 2; Nancy Close, Vice Chair, Wards 11 & 13; Susan Vukadinovic, Wards 8 & 9

Front Left to Right: Patricia Bolger, Wards 6 & 7; Charlene May, Wards 12 & 14; Laura Hack, Chair, Wards 3 & 4

Ward Boundaries





Our Chief Superintendent of Schools

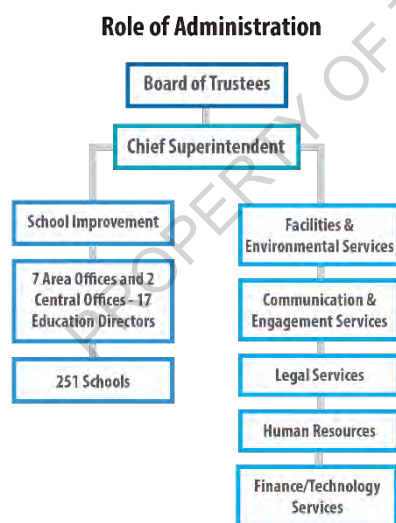


Chief Superintendent Joanne Pitman is the sole employee of the Board of Trustees. Through her leadership, the chief superintendent ensures that CBE remains focused on student success, operational excellence and public accountability. The chief superintendent provides strategic and operational leadership across the division, ensuring that all students have access to high-quality, inclusive public education. She is responsible for meeting the expectations of the Board that are set out in the Board's [Results and Operational Expectations policies](#).

In her role, Chief Superintendent Pitman oversees the implementation of the Education Plan, guides system-wide improvement efforts and ensures alignment with the Board of Trustees' Results and Operational Expectations policies. She leads a team of superintendents responsible for school and system operations.

Chief Superintendent Pitman supports the work of the Board and its commitment to the community, reporting on progress, representing the division provincially and fostering relationships with families, staff and community partners.

The [Leadership](#) webpage has more information on the people that lead CBE.





Communicating and Engaging Impacted Communities

At the CBE, we place a high priority communicating and engaging with communities.

Timely, clear communication to staff, students and families through multiple channels enables us to build trust and strong connections with the communities we serve.

- We continually update our public, internal and school websites and have invested resources to ensure all websites are accessible, mobile friendly and translatable into multiple languages.
- Information is sent regularly to employees and families via email, internal newsletters, our mass communication tool (SchoolMessenger) and social media channels. A monthly newsletter called CBE Connections connects families to important events and updates from the CBE. Analytics from SchoolMessenger indicate that approximately more than 100,000 individuals open the email on a monthly basis.
- Teachers communicate with students and families through face-to-face meetings, email, phone calls and a number of online applications including [Iris](#), [MyCBE](#), [Google Classroom](#) and [Brightspace by D2L](#).

When there is a decision to be made and the CBE community can influence that decision, community engagement takes place. At the CBE, our work is guided by our framework for community engagement called Dialogue. The [Dialogue Framework](#) provides a process and guidelines for involving students, staff, families and community members in decisions that affect them. We know we make better decisions when we work together with our communities to solve problems and find solutions.

A collaborative approach supports student success. Students have a voice through the following opportunities:

- contributing their ideas and interests to the design of daily learning tasks;
- the Chief Superintendent's Student Advisory Council;
- participating on school advisory groups;
- completing surveys and taking part in focus groups;
- their school's Principal Advisory Council; and
- other unique opportunities within schools.

School Councils

School councils in Alberta, established and guided by the Education Act and the School Councils Regulation, play a key role in education. School council advice is actively sought and seriously considered prior to making decisions on a wide range of school matters. School councils help build the context of school development plans through direct input at school council meetings and the opportunities for suggestions and feedback provided to all parents/guardians.

The CBE has established administrative regulations and practices that ensure school principals work toward:

- enhancing communication between the school and its school community;
- providing a method by which the school, home and community may work together for the benefit of students;
- providing a forum for discussion of school philosophies, results, budgets and operations that contribute to the creation of the School Development Plan; and
- reporting to the community on the progress achieved towards the goals and key outcomes in the School Development Plan through the results report.

Communicating and Engaging With Impacted Communities

Alberta Education Assurance (AEA) Survey

In the spring of 2025, more than 29,900 CBE students, over 4150 parents/guardians and over 6350 teachers responded to the Alberta Education Assurance (AEA) Survey.

- 82.6 per cent agreed or strongly agreed that students are engaged in their learning at school.
- 75.9 per cent are satisfied that students model the characteristics of active citizenship.
- 85.3 per cent are satisfied with the overall quality of basic education.
- 82.0 per cent agreed or strongly agreed that their learning environments are welcoming, caring, respectful and safe.
- 75.5 per cent agreed or strongly agreed that students have access to the appropriate supports and services at school.
- 76.9 per cent are satisfied with parental involvement in decisions about their child's education (respondents: parents and teachers only)

Kindergarten to Grade 9 Reporting and Assessment Internal Engagement

In March and April 2025, the CBE gathered input and feedback from approximately 70 per cent (3,600+) of all K-9 teachers and administrators on possible ways to reduce teacher workload, enhance assessment and reporting practices and ensure alignment with provincial expectations and CBE policies. This engagement took place in response to a shared commitment between ATA Local 38 and the CBE to explore workload related to K-9 reporting and assessment.

K-9 school leaders and teachers shared their perspectives at six in-person sessions and through an online survey.

As a result of this engagement, the CBE is implementing a variety of actions to ensure system consistency. Some actions are being rolled out in the 2025-26 school year, while others will require more time. These actions will help to reduce workload, identify opportunities for continuous improvement and have a positive impact on reporting and assessment for grades K -12. The plan reflects the CBE's commitment to employee well-being, which is identified as a high priority in the CBE's 2024-27 Education Plan.

School Planning Engagement

Each year, the CBE asks families to share their perspectives on school development plans, school budgets and school fees. This input and feedback help schools to plan and make decisions for the following school year.

Each year a toolkit of resources is updated and made available to school leaders. In 2024-25, the toolkit included an informational video for parents, online survey templates, presentation templates, a session evaluation template, invitation templates and more. Families can use video captions to learn about school planning in their language. Online surveys and meeting evaluations can also be translated into more than 30 languages.

The toolkit asked principals to gather input in two ways: at a school council/parent meeting and through a short online survey. The timeframe for the engagement was between Feb. 1 and March 31, 2025. There were 6,362 responses from CBE parents to the school planning online surveys and meeting evaluations in 2024-25.

PROPERTY OF THE CALGARY BOARD OF EDUCATION



Learning Excellence

Introduction to Goal | Strong student achievement for lifelong learning and success

CBE is demonstrating strong progress in advancing student achievement and supporting success for all learners. Across literacy, mathematics, assessment practices and preparation for future opportunities, results show consistent improvement and meaningful gains.

Early interventions are showing clear success. By the end of Grade 3, the percentage of students needing extra support in both literacy and numeracy declines sharply from where they were in Grade 1. And for students who stay with CBE for all three grades, that number is even lower. Diploma examinations show more students meeting Acceptable Standard and Standard of Excellence for English Language Arts 30-1, and Mathematics performance continues to strengthen. Indigenous and special education students are narrowing achievement gaps, and Provincial Achievement Tests show CBE students outperforming provincial averages for Mathematics.

Assessment practices are becoming more consistent and equitable across the system. Teachers and leaders report greater confidence in using shared standards and data, ensuring fairness in grading and reporting. Professional learning has expanded, and survey data confirms rising trust in assessment practices. These changes are building a stronger foundation for student achievement and engagement.

Preparation for future success remains a clear strength. Graduation rates exceed provincial averages, Indigenous completion rates are improving, and diploma exam results confirm strong academic foundations. Expanded opportunities such as dual credit, exploratory courses and apprenticeship programs are connecting students directly to real-world experiences, giving them practical skills and industry exposure.

Together, these outcomes show a system committed to equity, improvement and preparing every student for lifelong learning and success.





Outcome One

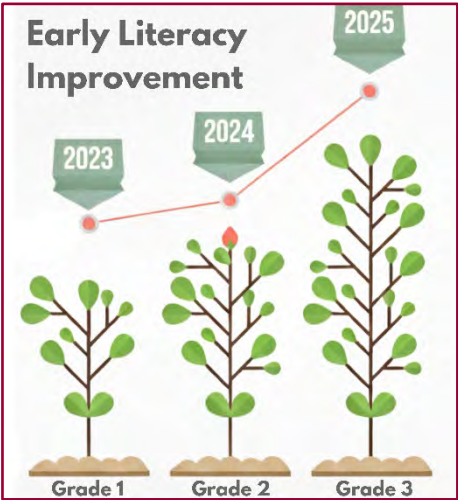
Students achieve excellence in literacy and mathematics

Excellence in Literacy

Progress Towards Our Outcome

Over the past year, the system has taken significant steps towards strengthening literacy outcomes for students across all grade levels. Early literacy assessments show that by the end of Grade 3, the number of students requiring additional supports drops from nearly 34 per cent in their initial assessments in grade one to 13 per cent. And for students who were with CBE for all three grades consistently, that number is even lower at 10 per cent at the end of Grade 3. These improvements are consistent across diverse groups, including English as an Additional Language Learners and Students with Identified Special Education Needs, suggesting that targeted interventions are reaching those who need them most. Attendance gains in the early years further reinforce this progress, highlighting the importance of regular access to literacy instruction in building strong foundations.

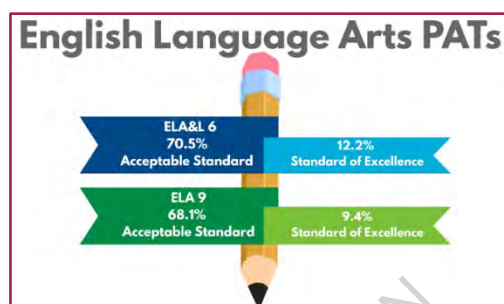
English as an Additional Language Learners are also making strong progress. Many who started with very limited English skills in the early grades are reaching advanced levels by high school. Those who have been with CBE for several years show the greatest improvement in developing their English Language skills. We are also seeing fewer students at the very beginning levels, LP 1 and Pre-LP 1, down from 7.2 per cent in 2023-24 to 6.4 per cent in 2024-25, which means more students are gaining confidence and making real progress in language acquisition.



At the high school level, English Language Arts continues to be a strength. Year-over-year improvements are evident in ELA 30-1, both in school-awarded and diploma marks. Report card marks are showing steady upward trends in Dash 2 and Dash 4 courses and Students with Identified Special Education Needs have posted significant gains compared to previous averages, and Indigenous students have recorded improvements across 20 level courses, with notable growth in ELA 20-2. These results demonstrate that

systemwide strategies are supporting equity and achievement across diverse student populations.

Both Grade 6 and Grade 9 students performed well on English Language Arts PATs, with Grade 6 students demonstrating stronger writing performance at the acceptable standard and higher reading achievement at the excellence level. These results show that early efforts aimed at developing solid foundational literacy skills are helping to build strong literacy skills, guided by our Education Plan focus and Literacy Framework. During the 2024–25 school year, educators used the framework and ongoing training to refine their approaches to reading and strengthen their skills. Early literacy screening helped identify students requiring additional support, and targeted interventions help to reduce the number who requiring that level of support by Grade 3. Building on this success, training expanded to support middle years students, with school leaders learning how to use data more effectively. New initiatives such as Improving Reading for Older Students and new data tracking tools have further strengthened reading support for middle and high school learners.



Student engagement data adds another dimension to this picture. While interest declined slightly, the percentage of students who agree that their learning is valuable has stabilized, suggesting that as students notice progress in their skills, they appreciate the relevance of their work even if personal enjoyment does not always follow.

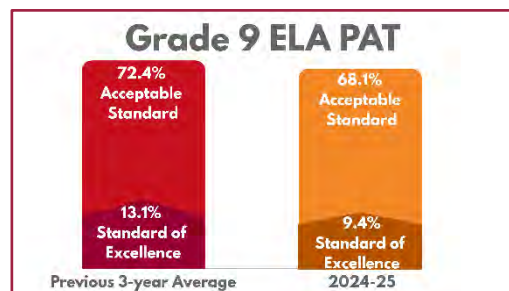
High school results further underscore the system's progress. Dash 2 courses show significant year-over-year improvements, and most 10-4 courses have recorded notable gains across all student cohorts, including Indigenous students.

These achievements reflect the impact of ongoing professional learning and consistent instructional practices. Together, they demonstrate that the system's focus on literacy is producing consistent, measurable improvements that benefit all learners.

Insights and Next Steps

Change takes time. Our system has worked hard to strengthen teaching practices in reading, and results show clear improvement. Writing, however, has not kept pace. From Grades 1–9, writing scores have declined overall, except for Indigenous students in Divisions 1 and 3. Division 2 students overall showed significant declines in writing, and those with special education needs recorded decreases in both reading and writing. EAL learners saw consistent declines in writing across all divisions. And among Division 1 Indigenous students, only 68 per cent achieved Basic to Excellent proficiency in writing, highlighting the continued need for early intervention.

Curriculum changes may have contributed to these results. Alberta's new English Language Arts and Literature curriculum began in 2022 for Grades K–3 and expanded to Grades 4–6 in 2023. CBE provided support focused heavily on reading instruction, which helped strengthen foundational reading skills. This level of focussed attention on reading first has meant that the same attention could not be given to writing. Moving forward, we can now extend the successful reading model to writing, with specific professional learning and research-based instructional practices for all students.



Grade 9 English Language Arts PATs also showed significant declines compared to three-year averages. At the high school level, ELA 30-2 was rated “Low” at the acceptable standard, with declines across both achievement standards. English as an Additional Language (EAL) Learners were rated “Very Low” at the acceptable standard in diploma exams and recorded significant year-over-year declines in writing in grades 1 through 9 report card marks and in Division 4 English Language Arts marks overall.

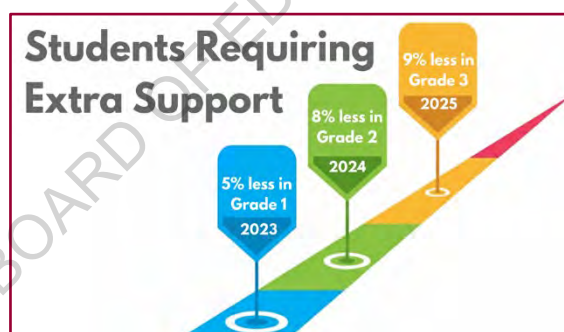
Encouragingly, students remain confident. Surveys show that while marks have declined, students believe in themselves as capable writers, and they know what they need to do to improve. This confidence gives us a chance to match their self-belief with fair marking and helpful feedback.

The next steps are clear: continue the strong work on reading instruction and assessment while applying what we have learned to our focus on writing. Professional learning will deepen teachers' understanding of evidence-based writing instruction. Middle years leaders will continue to focus on data literacy and intervention, while writing network sessions will help teachers strengthen instruction and formative assessment. By making sure opportunities for learning and evaluations are consistent for all learners, including those learning English and those with more complex needs, we can provide targeted instruction and appropriate support for all students.

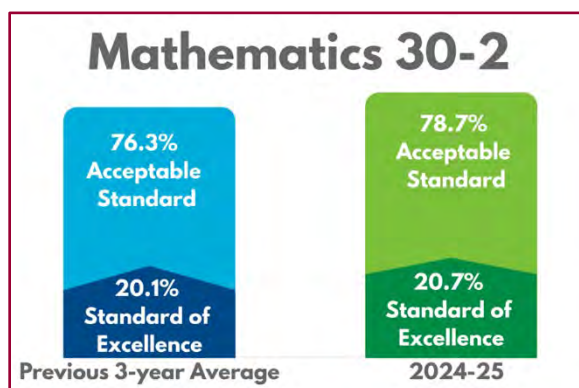
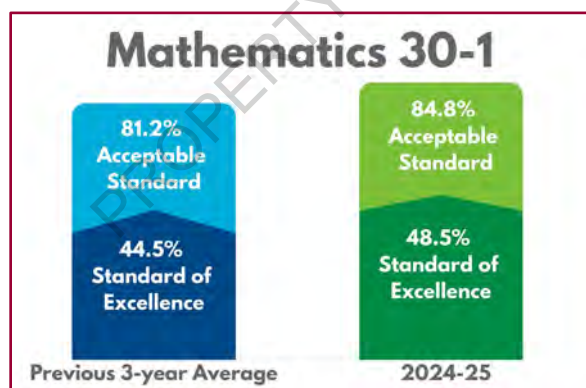
Excellence in Mathematics

Progress Towards Our Outcome

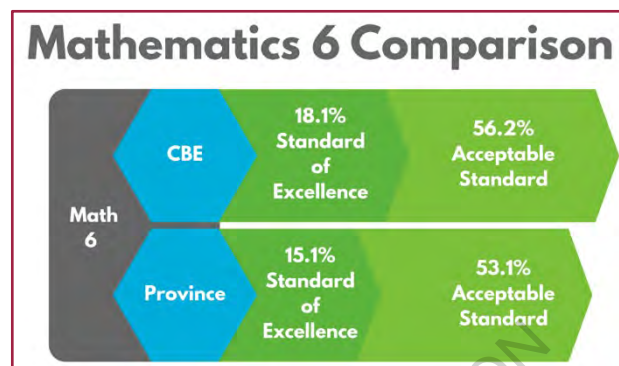
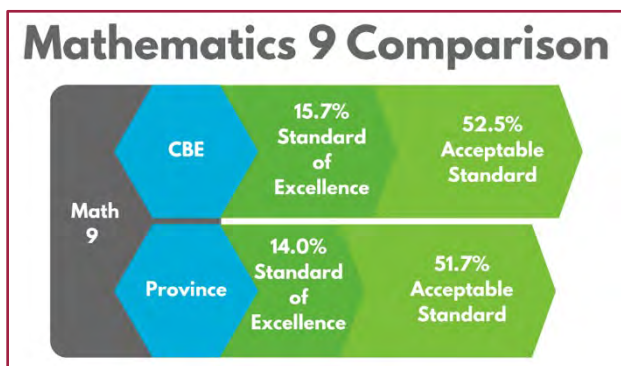
We continue to make steady progress toward helping all students succeed in mathematics. Early numeracy screening results show encouraging trends. Grade 2 students, who began with the highest percentage needing extra support, showed the largest reductions by the final screening. This demonstrates that targeted interventions are working. Over the past three years, both the overall student population and consistent Grade 3 cohorts have shown steady decreases in students flagged for additional support between initial and final screenings. These results highlight the positive impact of targeted teaching strategies.



High school mathematics performance is another area of celebration. In Math 10C and Math 30-2, students overall, as well as those Students with Identified Special Education Needs, achieved statistically significant gains compared to previous years. Students who Self-Identify as Indigenous recorded notable increases in Knowledge and Employability (K&E) Mathematics, and K&E courses broadly reported improvements across cohorts in report card marks. These gains helped narrow achievement gaps compared to other Mathematics course levels. On diploma examinations, students overall recorded significant improvement at the acceptable standard in Math 30-2, while Math 30-1 showed significant improvements over the previous three-year average at both the acceptable and excellence standards.



Provincial Achievement Tests (PATs) further demonstrate our progress. While year-over-year or three-year comparisons are not available due to the new Grade 6 Mathematics PAT, results showed that students outperformed the province at both the Acceptable Standard and at the Standard of Excellence for Mathematics 6 and 9.

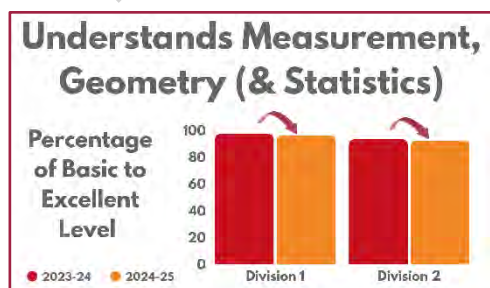
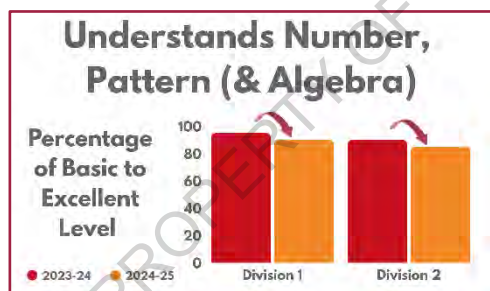


Progress in mathematics is supported by system-wide actions linked to the Mathematics Framework and strategies that support each student based on their unique needs. At the high school level, professional learning emphasized outcome-based assessment and inclusive teaching practices that are geared towards making sure every student can access, understand, and apply mathematical ideas, no matter their background or learning style. Assessment practices are now closely tied to lesson design, moving away from memorization toward deeper understanding and real-world application.

This ongoing development in assessment practices has a direct impact on students. Division 4 students showed year-over-year improvements in their mathematics report card averages in 2024–25 across most cohorts compared to a three-year average, apart from EAL learners. Supported by resources such as the Mathematics Equity and Identity tools, the updated Mathematics Framework, School Development Plan supports, and professional learning, these teaching approaches are contributing to improved results, increasing student confidence, and beginning to deliver positive outcomes for students previously identified as at risk.

Student survey data further confirms these trends. Confidence in learning mathematics increased across all cohorts, with notable growth among Students who Self-Identify as Indigenous. Students reported feeling more capable of knowing what to do next and thinking more deeply when solving problems. While enjoyment and communication in mathematics remain lower overall, the most recent survey results show a renewed upward trend after modest declines in 2023–24. These indicators suggest that while engagement challenges remain, students are developing stronger confidence and deeper engagement in mathematics.

Insights and Next Steps



Despite gains, there are still important areas for growth in mathematics, especially in Kindergarten through Grade 9. Report card data shows decline across all math areas for K to 9 students, with the largest drops in understanding numbers and algebra, geometry and measurement, and statistics. English as an Additional Language (EAL) Learners experienced similar declines, particularly in Division 1 and 2. Students who Self-Identify as Indigenous recorded lower results across most areas, while Students with Identified Special Education Needs also saw declines, except for stable results in early grade measurement and geometry.

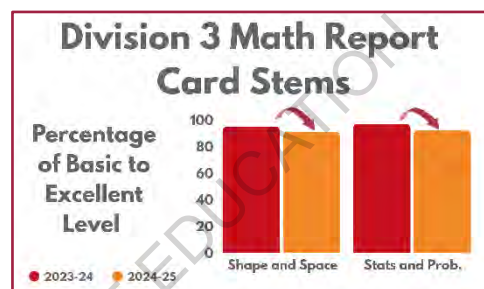
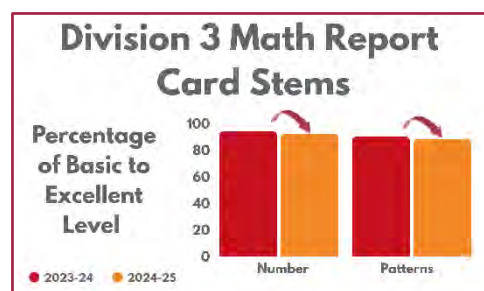
Grade 9 results require particular attention. Fewer students reached the Acceptable standard in Math 9 compared to the three-year average. EAL learners showed declines at the Acceptable standard, and Students with Identified Special Education Needs had lower acceptable rates than in previous years. By contrast, Grade 6 students often outperformed Grade 9, suggesting that middle grades bring increased challenges.

The introduction of Alberta's new math curriculum, beginning in 2022 for Division 1 and expanding in 2023 for Division 2, has likely influenced these results. The curriculum emphasizes problem-solving and deeper understanding, which are positive long-term shifts, but the transition has required significant adjustments in teaching, assessment, and curriculum expectations. Because the new curriculum moved some concepts to earlier grades, a number of students may not have learned those skills before the shift. This means they could be missing key foundations and need extra support to catch up. Teachers play an important role in spotting these gaps and weaving the missed concepts into current lessons so students can move forward with confidence. These changes may have temporarily affected achievement, particularly in middle grades, as both students and teachers adapt to new expectations.

Survey data supports this interpretation. The percentage of Grade 4–6 students who say they like math has declined from 72 per cent in 2020–21 to 67 per cent in 2024–25, pointing to engagement challenges during this transition.

Next steps include strengthening instruction in algebra and spatial reasoning, improving attendance in Divisions 3 and 4, and continuing to align assessments with classroom learning. Teachers will also continue to focus on inclusive math practices that connect lessons to students' diverse experiences and identities. System actions include working to ensure clear, consistent expectations for students at every grade, continuing MathUP cycles that connect teaching with assessment data, developing new assessment tools, and expanding professional learning.

While confidence in math is improving, enjoyment and communication remain growth areas. By applying lessons learned from literacy initiatives, CBE aims to build teacher expertise, strengthen alignment across the grades and all schools, and provide equitable and engaging learning experiences for all students.





Outcome Two

Student learning improves through fair and equitable assessment practices

Progress Towards Our Outcome

Together, educators, leaders, and students have made progress in advancing assessment practices that are fair, consistent, and support learners across the system. This progress is evident in the growing confidence of teachers and leaders, the expansion of professional learning opportunities, and the measurable improvements in calibration and data-informed decision-making. This matters because confident teachers, strong professional learning, and the consistent use of evidence creates fairer, clearer expectations for students. Professional learning initiatives are driving this progress across the system. Outcomes-Based Assessment sessions have led to more mathematics teachers identifying as proficient or exemplary in applying a CBE calibration protocol, which is aimed toward making sure that when a student is judged “proficient” or “exemplary,” that judgment means the same thing across the Calgary Board of Education. This matters because when teachers use shared approaches, students experience fairness in grading and reporting no matter which classroom they are in.

Collaborative Response training has strengthened teachers’ and leaders’ ability to make better informed decisions based on student evidence. Following professional learning last year, agreement on using student data as the primary source for identifying students who may require support rose by 16 percentage points. Schools also now have clearer tools to track progress, making it easier for schools to track priorities more effectively.

Confidence among teachers supporting EAL students has grown significantly. After collaborating with EAL Strategists, teachers surveyed reported a 28 percentage point increase in confidence when working with and assessing student writing samples. This progress ensures that our multilingual learners receive equitable support, and that professional judgement of achievement is based on a shared set of standards.

The Five Guiding Principles of Assessment, a foundational document that supports assessment practices for all teachers, emphasizes providing feedback that students can act on, teaching that adapts as they learn, and opportunities for students to take an

USING DATA TO IDENTIFY STUDENTS NEEDING SUPPORT

+16%



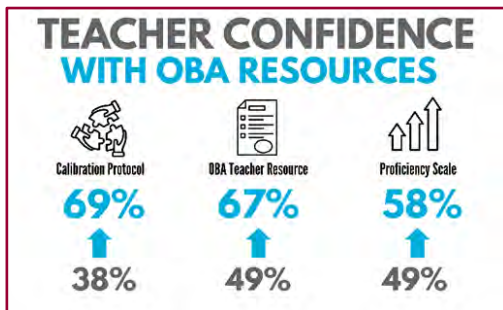
CONFIDENCE ASSESSING EAL STUDENT WRITING

+28%



active role in their own progress. These principles have been embedded throughout professional learning. By grounding assessment in these principles, educators are moving away from seeing it only as a final evaluation and toward using it with students as a tool to support growth.

Leadership development has also advanced. Middle years leaders surveyed regarding professional learning, reported greater confidence in making data-informed decisions, while high school leaders are building capacity to assess each student's mastery of skills and competencies according to the program of studies rather than evaluating students with percentage points. This shift ensures that students are recognized for the depth of their learning, not just the accumulation of marks.



Survey data for English Language Arts professional learning confirms progress: engagement with the Calibration Protocol rose from 38 per cent to 69 per cent. Confidence in using the Outcomes-Based Assessment Teacher Resource, a guide that helps teachers design lessons, tasks, and assessments directly tied to Alberta's Programs of Study outcomes, increased from 49 per cent to 67 per cent, and use of the Proficiency Scale, a strengths-based tool used to describe how deeply students understand those outcomes, grew from 49 per cent to 58 per cent.

Together, these changes show why consistency matters: it builds trust in assessment, ensures fairness for students and creates a shared foundation that allows educators to focus on growth rather than comparison.

Insights and Next Steps

Despite progress in assessment practices, important areas for growth remain. Confidence among middle school assistant principals and learning leaders is emerging, with 64 per cent reporting that they feel capable of designing reading instruction based on data. Many are still in the early stages of implementation, particularly in tracking and monitoring student progress. Strengthening data literacy and ensuring interventions are consistently applied and evaluated will be critical to moving forward.

Teacher feedback also highlights variability in how students experience assessments, especially in their understanding of the assessment clarity and its purpose. While the Five Guiding Principles of Assessment are widely recognized, they are not always fully embedded in daily practice.

Efforts to align and standardize assessments have made them more reliable at the grade or school level, but everyday practices like giving students clear, helpful feedback, are not yet fully developed. Teachers have expressed in multiple engagements, the need for greater support to make these approaches a regular part of their work.

Looking ahead, the priority will be to strengthen consistency in assessments across all subjects, provide more professional learning in strategies for EAL students and make sure assessment practices better reflect student achievement trends. Ongoing collaboration, including dedicated working groups, will help refine examples and processes so that approaches are more consistent across schools. Expanding online resources including videos and sample assessments will give teachers practical tools that make these efforts easier to access and sustain.

The broader goal is to move from shared language to shared practice. Teachers and leaders across K to 12 are increasingly aware of how assessments can guide learning, but consistent implementation is still developing. By embedding assessment as a daily practice that informs instruction, supports student growth and ensures fair and transparent outcomes, together we can sustain progress and continue advancing fair and equitable assessment.



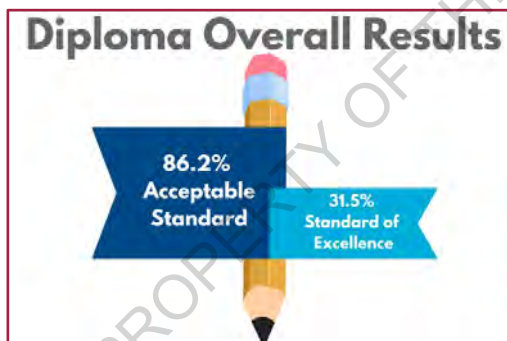
Outcome Three

Learning opportunities prepare students for future learning and success

Progress towards our outcome

We continue to show strong results in preparing students for future learning and success. One of the clearest signs of success is high school completion rate. CBE students consistently outperform the provincial average, both in three-year and five-year measures. This means more students are staying in school and graduating compared to peers across Alberta. Importantly, Students who Self-Identify as Indigenous have shown improvement in completion rates over the past year.

The work to support students to complete high school, is something that is often done on a very personalized level. As an example, in 2024-25, we offered language challenge courses that meant that 76 grade 12 students were able to earn credits that made it possible for them to complete high school. This progress reflects the impact of targeted supports and programs designed to close achievement gaps and ensure equitable outcomes for all learners.



Academic achievement remains a strength. In 2024–25, 86.2 percentage of students met the provincial “acceptable” standard on diploma exams, while 31.5 per cent reached the “excellence” standard. These results earned high ratings in provincial evaluations and confirm that CBE graduates are leaving school with strong academic foundations. Together, high completion rates and strong exam results show that students are well prepared for post-secondary education and future careers.

Beyond academics, CBE has expanded opportunities that connect students directly to real-world experiences. Programs such as Dual

Credit, Off-Campus, Apprenticeship and Exploratory courses have grown steadily. For example, schools like Lord Beaverbrook and Forest Lawn are leading in apprenticeship credits and work experience completions. These programs give students practical skills and industry exposure, helping them transition smoothly into further education or employment.

Participation in these programs continues to grow. The number of exploratory courses, short-term, hands-on learning opportunities that allow high school students to “try out” different fields of study and career pathways before committing to longer programs, increased from 12 in 2023–24 to 17 in 2024–25. This gave students more chances to explore interests and develop new skills. Dual credit programming also expanded with courses rising from 36 to 39. This provided more opportunities for CBE students to earn high school and post-secondary

credits, at the same time, reducing barriers to future education, through our partnerships with colleges and universities.

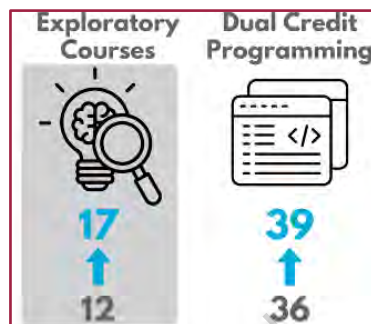
Apprenticeship and workplace readiness programs are thriving. In 2024–25, students completed more than 18,000 apprenticeship Career and Technology Studies modules. Over 150 workplace readiness and practicum modules were also completed, along with more than 4,000 safety prerequisite modules by 3,000 students across 33 schools. These numbers highlight the system's success in connecting students to practical, career-focused learning.

Professional learning for staff has supported these gains. Teachers and coordinators are engaging in focused training with industry and post-secondary partners, strengthening dual credit and apprenticeship opportunities. As well, staff participation in professional learning sessions offered by CBE specialists on artificial intelligence, robotics, computer science and assistive technology continues to grow. These sessions build teacher capacity to integrate technology into classrooms and give students exposure to emerging fields such as artificial intelligence reflecting the broader trends in society.

Schools are using approved tools such as Codio, Magic School and Scratch to design engaging learning experiences. These tools connect students to current applications of technology and prepare them for high-demand fields in the future.

One initiative of note is Calgary Board of Education's Digital Futures Pathway Collegiate which helps high school students build skills in technology, digital media and cybersecurity while earning both high school and post-secondary credits. Launched in 2024–25, the program combines in-person and online learning and is offered in partnership with SAIT and industry partners. By connecting students to real-world applications like robotics, animation and artificial intelligence, the pathway prepares them for further education and careers in Alberta's growing digital economy.

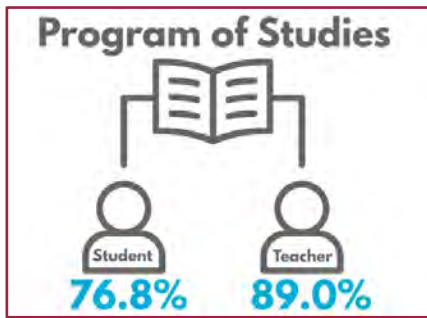
Overall, the evidence shows clear progress. Strong completion rates, improved outcomes for Indigenous students, high diploma exam results and expanded and innovative programming in dual credit, apprenticeship and exploratory courses all demonstrate that CBE is preparing students for success. By connecting learning to real-world experiences and strengthening partnerships with industry and post-secondary institutions, CBE ensures that students graduate with confidence, competence and readiness for their next steps.



Insights and Next Steps

While overall results are encouraging, there are clear areas where more progress is needed. Some groups of students, particularly EAL and Indigenous learners, continue to face challenges. Recent diploma exam results show declines for these groups over the previous year, and participation in advanced programs such as apprenticeships is uneven across schools. Ensuring that all students, regardless of background or school, have equal access to opportunities remains a priority.

Partnerships with industry and post-secondary institutions are a promising way forward. These connections give students real-world experience and help align learning with future career opportunities. Expanding these partnerships and ensuring that workplace readiness programs are available in more schools will be important steps. Currently, only a small number of schools have students completing Knowledge and Employability workplace readiness courses, which may highlight the need for increased communication and visibility about these options.



Student engagement is another area for growth. Alberta Education Assurance Program of Studies survey results reveal that students are less satisfied with their learning opportunities compared to teachers, with a gap of nearly thirteen percentage points. Interest in school tasks is low, and teacher confidence in students' literacy and numeracy skills has declined. These results suggest that while career-focused programming is expanding, core academic learning must also be strengthened.

In terms of next steps, CBE can build on the success of Career and Technology Studies, dual credit and exploratory programming by

embedding real world experiences and career-focused learning earlier in the curriculum and engaging students in experiences with technology that connect to both current issues and future opportunities. Professional learning for teachers can improve how tasks are designed and delivered, helping connect lessons to student interests. By addressing gaps in access, strengthening partnerships and focusing on both academic and career readiness, CBE can ensure every student graduates with the skills and confidence needed for future success.



Well-Being

Introduction to Goal | Students and employees thrive in a culture of well-being

CBE is committed to the goal that students and employees thrive in a culture of well-being, and recent results show strong progress.

For students, survey results show steady improvement in key areas of well-being with increases to the highest levels in four years for emotional health, physical health, resiliency, and adaptability. Middle years students showed the greatest gains, with diversity and inclusion climbing to 77.3 per cent, school connectedness and belonging to 83.7 per cent, regulation to 70.4 per cent and resilience and mental health to 77.5 per cent. Attendance has improved, with overall absenteeism dropping to 11.3 per cent, and early learning interventions are helping younger students succeed.

Professional learning and social-emotional programs have strengthened teaching practices and helped students build skills to manage emotions, cope with challenges, and stay ready to learn. Student voice is shaping school culture through Well-Being Action Teams, and initiatives like cellphone policies and inclusive resources are supporting respect and connection.

Employee well-being shows that supports and structures continue to be put in place and accessed. Teaching staff missed about nine days on average compared to approximately 13 in the broader public sector. Use of mental health supports has grown, with 88 per cent of participants in support programs accessing counseling and most reporting improvement. The Employee and Family Assistance Program use rose to 13.9 per cent, above industry averages, reflecting reduced stigma around seeking help. Professional learning in stress management, resiliency and leadership has expanded, and new roles and mentorship programs are embedding well-being into system planning.

Together, these efforts show our commitment to continue to move toward a culture where students and employees feel supported, connected and equipped to succeed.



Four-year highs across student well-being measures - All students and Middle Schools in particular



Improved student attendance

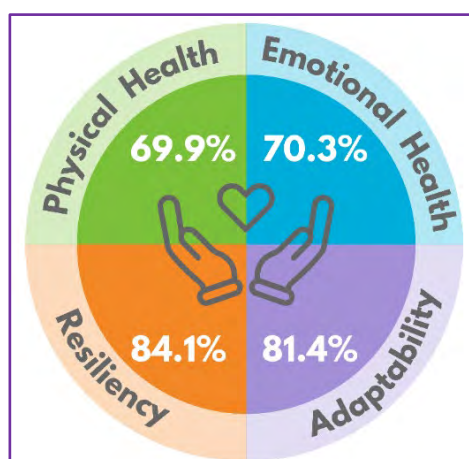


Lower employee absence and improved absence fill rates

Outcome One

Structures and processes improve students' sense of belonging and well-being

Progress Towards Our Outcome



CBE has made notable progress in fostering environments where students feel a stronger sense of belonging and well-being. Student survey data shows year-over-year improvements across most well-being measures: Emotional Health increased to 70.3 per cent, Physical Health grew to 69.9 per cent, Resiliency and Perseverance improved to 84.1 per cent and Adaptability rose to 81.4 per cent. For each of these measures, this was the highest level of agreement in four years. These upward trends suggest that structures and processes are helping students develop stronger coping skills, healthier habits and greater confidence in their ability to persevere through challenges.

Middle years students in particular have made strong progress in feeling connected and supported at school. Survey results show big improvements in all four areas of well-being. Diversity and Inclusion rose by more than 11 points, School Connectedness and Belonging increased by almost 12 points, Regulation went up 8 points and Resilience and Mental Health grew by more than 7 points. These gains reflect the impact of focused strategies such as the Middle Years Learning Series, the first Student Well-Being Symposium and school action plans designed to support middle years learners.



Professional learning initiatives have contributed to these gains. Over 94 per cent of middle school leaders agreed that well-being sessions improved their leadership practices. Teachers reported greater confidence in using data and inclusive practices. Together, these efforts contribute to creating welcoming, caring, respectful and safe learning environments across schools.

Student voice is shaping school culture. Well-Being Action Teams in middle and high schools amplify student perspectives, including those of Indigenous learners. Initiatives like the "Away for the Day" cellphone policy and resources that reflect diverse backgrounds are supporting connectedness and respect and more students are reporting a decrease in screen time. Nine out of eleven indicators related to the Alberta Education Assurance survey for School Connectedness and Belonging showed improvement. For example, survey data shows students feel safer at 78.5 per cent and more cared for by teachers at 79.7 per cent and students reported feeling more regulated and ready to learn. Other indicators for



regulation also increased, with more students reporting that they help each other and more students respecting each other.

Attendance is also improving. Overall absenteeism dropped to 11.3 per cent, and 61.4 per cent of students missed less than 10 per cent of class time. Younger students showed the most significant improvements, suggesting that early interventions are effective. Literacy and numeracy screening results reinforce this conclusion, with fewer Grade 2 students needing extra help by year-end. These improvements show that early support builds confidence and essential skills, which help students feel secure and ready to learn.

Social-emotional learning (SEL) has played an important role in these improvements. SEL helps students develop skills like managing emotions, building positive relationships and coping with challenges. Every school has an SEL designate, and teachers use digital tools to support lessons that build these skills. When students learn how to regulate their emotions, they become more resilient and better able to handle difficult situations at school or with peers. Strong self-regulation is a key part of being ready to learn, and the focus on SEL has helped create a culture of well-being across schools.

Overall, the evidence demonstrates that CBE has made significant strides in fostering environments where students feel a deeper sense of belonging and well-being. These gains are rooted in intentional structures and processes designed to elevate student voice, promote regulation and create inclusive learning spaces.

Insights and Next Steps

While we have seen significant growth, there are still important areas that need attention to strengthen belonging and well-being. The biggest concern is the decline in students feeling safe compared to the three-year average. From the OurSCHOOL survey, only 59.9 per cent of students say they feel safe at school, and the numbers are even lower in higher grades. This shows that as students get older, their sense of safety and connection decreases. Extra support during transitions to middle and high school will be critical.



Chronic absenteeism is another challenge, especially in older grades. These patterns suggest gaps in student engagement and communication between schools and families. There is a growing perception gap in students' access to supports. Teachers believe resources are available, but parents and students are less sure. This calls on us to make sure that support for students, and how they and their families can access them, is made visible and clear.

Social connections among students are also slipping. The OurSCHOOL survey shows a 17.7 percentage point drop in students saying they have gotten along well with friends in the past month, and the CBE Student Survey reported declines in indicators such as "I easily make and keep friends," and "I know when my friendships or relationships become negative or unhealthy." This suggests that while resilience is improving, peer relationships need more focus.



Teacher-student connections show similar concerns. Only 51.8 per cent of students agree that teachers check in on their well-being often. Students want more personal connections beyond academics. On a positive note, self-care habits, while low, are beginning to increase, with more students reducing screen time. This reinforces the need to continue to embed wellness and balance into daily routines.

Moving forward, our goals are to strengthen transition supports, improve communication about resources and give students more voice in shaping well-being initiatives. Teachers and leaders need continued training in social-emotional learning to help students build regulation and resilience. Clear communication and consistent practices will be key to ensuring every student feels safe, connected and supported.



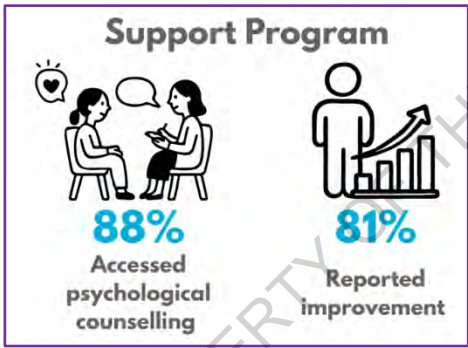
Outcome Two

Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Progress Towards Our Goal

Our staff are the heart of our organization. We continue to make a concentrated effort to support the well-being of all employees. We carefully monitor data from attendance, health and safety programs, mental health supports, professional learning, leadership development and employee engagement on an on-going basis as we work towards supports and strategies intended to help employees thrive.

Although absences increased as our workforce grew, the average number of days per employee is lower than the Canadian public sector: CBE teaching staff missed about nine days compared to just over 13 in the public sector. Improved unfilled absence rates over the previous year meant that when staff did need to be away, service in support of students and student learning could remain constant.

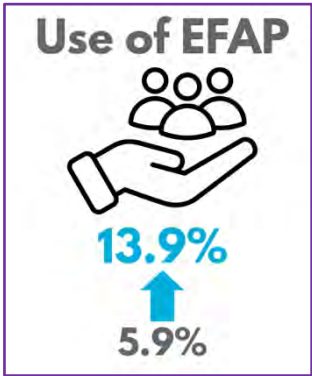


By engaging employees early in their recovery and facilitating access to practical treatment that helps people manage health concerns, employees are able to return to work sooner and perform their job safely and comfortably. This has helped reduce both the duration and frequency of long-term disability claims compared to previous years. In January 2024, the Health Advisory team launched a program designed to help people return to work after an illness, injury, or disability. Of those who participated, 88 per cent accessed psychological counselling. Of those who participated in any of the services 81 per cent reported improvement after receiving support.

Despite rising mental health concerns, short and long term disability leave outcomes are improving. Alberta School Employee Benefit Plan data shows that claims durations are shorter, and fewer are becoming long-term compared to industry averages. Health Advisors connect employees to counselling and community resources, helping manage stress and maintain well-being.

Use of the Employee and Family Assistance Program (EFAP) is strong and above industry averages. Utilization rates in 2024 were 13.9 per cent, above the industry average of 10.2 per cent. New cases reached 2,158 in 2024. Most employees accessed counselling, showing greater awareness and less stigma around seeking help. Higher EFAP utilization rates are typically associated with healthier employees and lower rates of absenteeism.

Professional learning opportunities have expanded. Workshops on stress, resiliency, communication, leadership and diversity have helped employees build



skills in empathy, feedback and conflict resolution. A new Employee Well-Being role was added in May 2024 to coordinate efforts and make well-being part of system planning. Mentorship programs also strengthened leadership. The Principal Mentorship and Assistant Principal Professional Learning Series showed strong results, with 100 percent of mentors and mentees agreeing that participation improved their growth as leaders, especially through connection, visioning, and collaborative problem-solving.

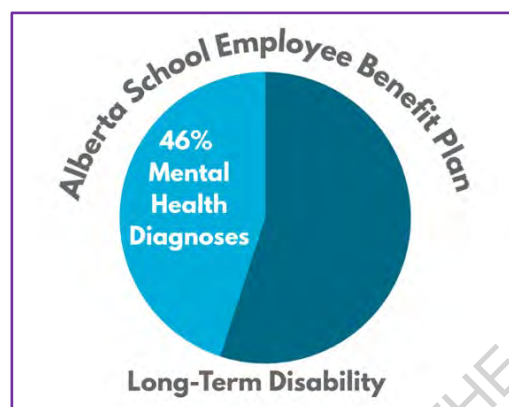
The initial phase of the Open Leadership Development program showed similar success, with nearly all participants reporting improvement in leadership skills.

The April 2024 Employee Well-Being Survey received over 7,000 responses, with over 2,400 written comments. Key themes included workload stress, working conditions, access to well-being resources and the importance of leadership and culture. This feedback, along with other collected data, will guide the Employee Well-Being Strategy.



Together, these efforts show that the structures to support positive well-being continue to be in place: more mental health support, stronger professional learning, increased EFAP use and leadership roles that embed well-being into our culture.

Insights and Next Steps



Even with these in place, challenges persist. Absences related to mental illness remain high, with teachers reporting nearly 30,000 days lost in 2024–25. Workers' Compensation Board claims and time-loss days also increased in 2024. These trends show the need for stronger proactive prevention measures.

Mental health issues continue to be a major concern. In 2024, 46 per cent of long-term disability cases under the Alberta School Employee Benefit Plan were linked to mental health diagnoses. This highlights the need for ongoing investment in psychological supports. Expanding early intervention programs and ensuring quick access to treatment will be key steps moving forward.

Employees also need easier access to information about benefits and supports. Feedback shows resources should be clearer and more user-friendly. Short-term actions include stress and resiliency presentations and further training. Longer-term steps could include more presentations through partners, enhanced leadership training and regular updates focused on mental health and available supports.

Survey results point to workload and working conditions as major concerns. Over 1,500 comments mentioned workload stress, classroom complexity and pace of work. Employees also raised issues about resource access and leadership culture, including voice and autonomy. Addressing these concerns will require strategies that balance organizational demands with employee capacity.

Professional learning needs greater consistency. While linking learning to school plans has helped leaders, staff feedback shows gaps remain. Leaders need support in adapting curriculum and instruction for diverse experiences. Expanding well-being workshops and training and offering virtual options are next steps. Leadership development must also embed well-being priorities to ensure sustainability.

We have important work to do on the Employee Well-Being Strategy. While the work has been ongoing, there have been interruptions due to the significant pressures associated with labor negotiation and impact of labor actions. While the work is ongoing, we will continue to ensure that our employees have access to supports and services, prioritize employee voice and, where possible, take steps to address concerns.

Truth & Reconciliation, Diversity and Inclusion



Introduction to Goal | Students and employees experience a sense of belonging and connection

CBE is seeing meaningful progress in creating schools where students feel included, supported and able to succeed. Across all three areas of focus, achievement and well-being for Indigenous students, teaching and learning that holds space for all cultures and identities, and school and workplace environments where everyone feels respected, included and valued, several key themes stand out.

First, student belonging has grown stronger. Surveys show that more students feel their culture is recognized and valued, that teachers care about them and that they have positive relationships with adults in their schools. This sense of connection is also reflected in improved attendance, especially among younger Indigenous students, and in rising measures of well-being across the system.

Second, academic achievement is showing steady gains. Indigenous students are meeting and exceeding standards in key subjects, high school completion rates are climbing year-over-year, and multilingual learners are benefiting from targeted supports that help teachers see language differences as strengths. These improvements demonstrate how professional learning opportunities, such as *Maatoomsii'Pookaiks (Children First) Indigenous Education Day* and inclusive teaching practices directly support stronger learning outcomes.

Third, staff and leaders are building confidence and skills through professional learning. Teachers are gaining tools to embed inclusive practices into daily routines, while leaders are strengthening their own skills through ongoing training, case studies and collaboration with specialists. This leadership work is visible in schools, where leaders celebrate diverse cultures, strengthen family partnerships and elevate student voice through councils and advisory groups. By combining teacher learning with leadership development, inclusive practices are becoming more consistent and deeply rooted across classrooms and schools.

Together, these efforts show that progress is not limited to one group or initiative. By focusing on relationships, cultural recognition and inclusive teaching and leadership, schools are creating environments where diversity is celebrated, students feel they belong and achievement continues to grow.





Outcome One

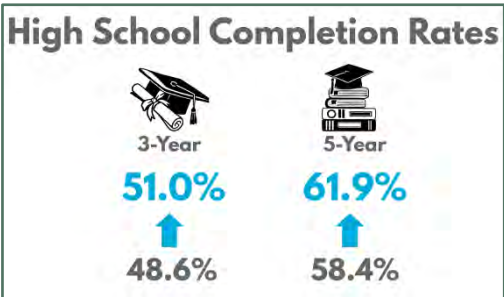
Students who Self-Identify as Indigenous experience improved well-being and achievement

Progress Towards Our Goal

Our Indigenous Education Holistic Lifelong Learning Framework (HLLF) guides our work to support Students who Self-Identify as Indigenous in achieving success while honouring Indigenous knowledge systems. The framework is grounded in four interconnected domains: Spirit-To Be, Heart-To Belong, Body-To Do, and Mind-To Know. These domains reflect a holistic approach to education that values culture and identity, belonging and relationships, land and place and academic achievement as essential to lifelong learning.

This year, we celebrate real progress in both well-being and achievement for Indigenous students in Divisions 1 and 2. Their growth reflects the strengths of the framework and our commitment to the Truth and Reconciliation Calls to Action (Education for ReconciliACTION). Students who Self-Identify as Indigenous have also shown success in English Language Arts across Divisions 1, 2 and 3 reading, and in Division 4 overall. These gains show how teaching that respects culture and identity, along with a strong sense of belonging, is helping students achieve stronger results at every grade level.

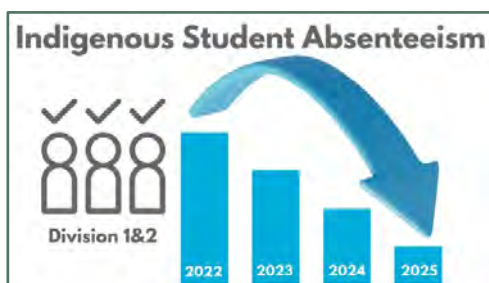
In addition, high school completion rates for Students who Self-Identify as Indigenous continue to show year-over-year improvement. Three-year completion rates have risen from 48.6 to 51 per cent, while five-year completion rates have grown from 58.4 to 61.9 per cent. While these rates remain lower than desired, the upward trend reflects steady progress and the impact of targeted supports.



Student voice drawn from the CBE Student Survey tells a powerful story. Indigenous students in Grades 5 and 6 said they feel increasingly proud to be part of their school community. Grade 6 students shared that they have stronger connections with adults, feel more welcome and included and see their culture recognized more often at school. Students in both grades also said their teachers care about them and want them to succeed.



This focus on belonging is central to the Heart-To Belong domain in the framework. It emphasizes creating spaces where Indigenous students feel respected, valued and connected to their identity and community. Schools have taken important steps, such as inviting Indigenous Elders and Knowledge Keepers to share stories, music, dance, joy and laughter, and hosting Commu-n-I-Tea Gatherings that bring Indigenous students and families together to strengthen ties between school and home.



Attendance for Indigenous students in Divisions 1 and 2 has steadily improved over the past three years, with continued progress this past year. This shows that students are feeling more connected to school, since regular attendance often reflects feeling safe, supported and ready to learn. The kinship between research and student feedback both point to the same drivers of this progress: strong relationships with teachers, active family involvement and schools that welcome and respect Indigenous culture. When students say they have at

least one adult they truly connect with, it confirms that relationships build belonging, and belonging is a powerful factor in regular attendance and academic success.

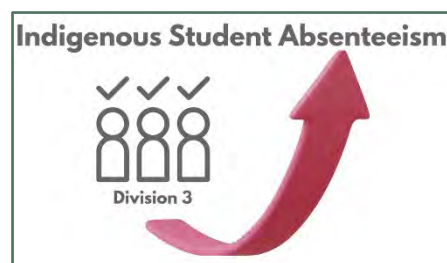
Indigenous students in Grade 6 have made strong gains on Provincial Achievement Tests. More students are meeting the Acceptable Standard, and more are achieving the Standard of Excellence. This improvement is clear in Science and Social Studies where we have year-over-year results, showing that students who take the tests are not only meeting expectations but are increasingly excelling.

This growth shows the impact of the Mind-To Know domain, which emphasizes that Indigenous students succeed when learning includes culturally responsive learning experiences that include both Western and Indigenous knowledge systems. Each year, teachers and school leaders take part in *Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day*, a time dedicated to learning together. In 2024-25, the focus was on the Mind-To Know domain, with teachers working in Professional Learning Communities to design meaningful lessons that weave in Indigenous ways of being, belonging, doing, and knowing, create culturally appropriate ways to assess learning and plan community-building activities stronger connections between Indigenous students, families and school staff.

Together, these improvements show that Indigenous students are building stronger connections, seeing their culture more visibly recognized, attending school more regularly and achieving greater academic success. These gains are supported by actions that advance Truth and Reconciliation, including genuine relationships, learning connected to the land and teaching that respects Indigenous culture

Insights and Next Steps

While we celebrate progress for Indigenous students in Divisions 1 and 2, data from Divisions 3 and 4 shows that more support is needed to improve well-being and achievement. Absenteeism has risen in Division 3, with many students in both Division 3 and 4 missing large amounts of class time. Additionally, Students who Self-Identify as Indigenous experience higher rates of absence without contact from a parent or guardian, pointing to the need for stronger school-home connections.



Student feedback highlights similar concerns. Although perceptions have improved, Indigenous students in Divisions 3 and 4 report lower levels of pride in their school, feelings of inclusion and sense of welcome compared to their peers. The biggest gap is in feeling welcome and included which the Indigenous Education HLLF reminds is an essential part of belonging and engagement. When students feel seen, respected, valued and connected to their identity and community, they are more likely to attend regularly and engage in learning.

Research confirms this: strong teacher-student relationships, family involvement and schools that welcome and respect Indigenous culture are key to better attendance, well-being and achievement. To move forward, we will continue to focus on professional learning that helps schools create welcoming environments and support smooth transitions for Indigenous students and families, with special attention to middle and high school years.



Outcome Two

Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities

Progress towards our outcome

Together, we have made significant strides towards creating schools that welcome and celebrate diverse cultures and identities. This work is guided by a commitment to equity, reconciliation and belonging, so that students see themselves reflected in their classrooms and feel connected to their school community.

Professional learning has been central to this work. The CBE *Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day* strengthened staff understanding of Indigenous knowledge, with nearly 80 per cent of participants reporting growth in their knowledge of acknowledging the land, Treaty 7, Indigenous languages greetings, and Nation names & place names and nearly 70 per cent reported a greater understanding about their role in Indigenous Education. These outcomes show how staff learning builds cultural awareness and leads to classroom practices that honour Indigenous perspectives.

Support for multilingual learners has also grown. Through the English as an Additional Language (EAL) Strategist Model, teachers reported a 46-percentage point increase in confidence when leading EAL work with colleagues in profession learning communities. This shows how targeted support helps teachers meet the needs of diverse learners and create classrooms where language differences are seen as strengths

Student feedback confirms the impact of these efforts. While cultural awareness of others experienced a small decline, the OurSCHOOL survey showed clear improvements for Grade 6, and 7 students and high school students continue to report even stronger agreement on cultural awareness of others than younger peers. This suggests that inclusive practices continue to be effective. The survey also found that students with positive relationships are more likely to report higher levels of belonging. This highlights the importance of building strong connections among peers and between students and staff. Belonging is not only about culture, it is also about relationships.



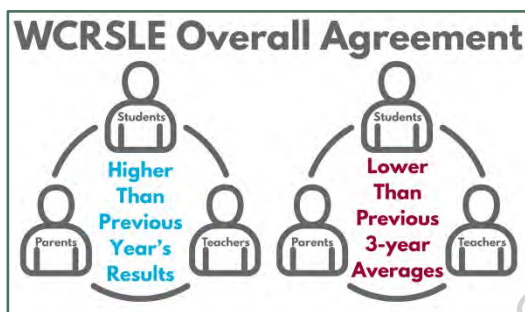
Overall, our progress reflects a strong commitment to inclusive teaching and learning. Professional learning has built confidence, student surveys show rising cultural awareness and targeted supports for multilingual learners have strengthened teaching practices. While there are still hurdles to overcome, the upward trends in cultural understanding and the growing impact of inclusive practices show meaningful progress. By continuing to invest in staff learning, teaching practices that reflects diverse cultures and relationship-building, we are ensuring that students experience schools where diverse cultures and identities are not only acknowledged but celebrated.

Insights and Next Steps

At the same time, survey results show areas where more progress is needed. Only 36.1 per cent of students said their own culture affects their learning. This points to the importance of helping students connect self-awareness with their classroom experiences. By helping students understand how their cultural identity shapes their learning experiences, educators can strengthen acceptance, belonging and overall engagement.



There is encouraging progress: over the past four years, the percentage of students who report understanding their own culture has steadily grown to 62.3 per cent. This shows improvement in building cultural identity awareness, though more work is needed to close the gap between understanding one's own culture and appreciating the cultures of others.



Other areas of inclusion show challenges. While the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe increased over the previous year's results according to both the Alberta Education Assurance Survey and OurSCHOOL survey, both remain lower compared to the previous 3-year averages. For the OurSCHOOL survey this result at 59.9 per cent is the lowest of all indicators.

In addition, EAL learners showed declines in academic achievement across several report card subjects and in PAT results. These findings highlight the need to balance cultural inclusion with strong academics and safe learning environments.

Moving forward, the next steps include embedding inclusive practices across all grade levels, strengthening anti-racism and equity efforts and addressing safety concerns by listening to student voices and creating targeted supports. This work will also focus on showing clear examples of how inclusion connects directly to student achievement, engagement and well-being, ensuring that equity is part of everyday teaching and learning

To sustain progress, these priorities will be built into long-term leadership development so that inclusion does not depend only on individual leaders but becomes a system-wide commitment. Continued collaboration with community partners and expanding curriculum resources that reflect diverse cultures will help ensure that diversity and inclusion remain central to how students experience school.

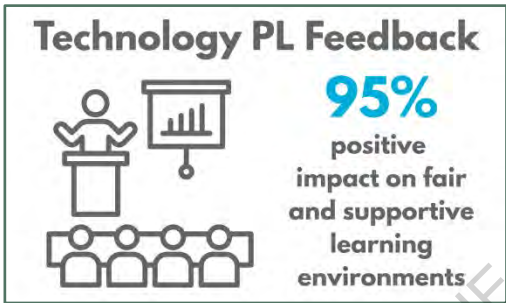


Outcome Three

Working and learning environments promote equity, diversity and inclusion

Progress Towards Our Outcome

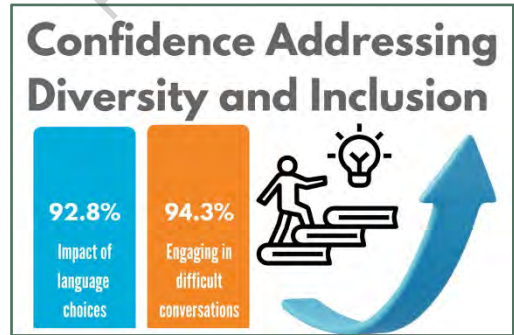
The Calgary Board of Education (CBE) continues to make equity, diversity and inclusion a priority in both schools and workplaces, and there is clear evidence of progress in staff learning, leadership and student experiences.



Professional learning sessions on inclusive teaching and collaborative practices have shown real results, with teachers reporting greater confidence and stronger use of data to guide decisions. Nearly 95 per cent of participants agreed that sessions on classroom technology improved their ability to create fair and supportive learning environments, showing the importance of digital tools in helping all students feel included. Surveys from *Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day* and the English as an Additional

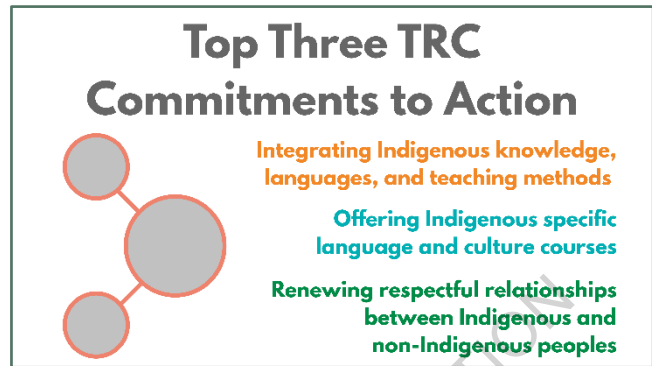
Language Strategist Model also show that staff are building skills to bring cultural knowledge into classrooms and better support Indigenous students and multilingual learners. These efforts are helping teachers create spaces that respect diverse identities and learning needs, while laying the groundwork for teaching practices that benefit every student.

Student surveys confirm these improvements. Measures of diversity and inclusion in the OurSCHOOL survey rose compared to last year, and combined results from the CBE Student Survey, the Alberta Education Assurance Survey, and the OurSCHOOL Survey showed positive trends in three out of four well-being areas overall. These gains suggest that the system-wide focus on equity and inclusion is making a difference, with students reporting stronger feelings of belonging, inclusion and overall well-being.



Leaders are also showing growth. Surveys reveal that most leaders feel more confident in addressing diversity and inclusion, and this is visible in schools. Leaders are weaving cultural representation into everyday activities such as recognizing dates of significance, creating cultural displays and celebrating diverse heritage events. These visible actions affirm students' identities and show that their cultures are valued. Many leaders also focus on building relationships, greeting students by name, hosting inclusive circles and creating welcoming spaces. These practices build trust and make a sense of belonging part of daily school life.

Progress is clear in Truth and Reconciliation and Indigenous Education as well. One-third of leaders authentically integrate Indigenous perspectives, land acknowledgements, Elder visits and commitments to the Truth and Reconciliation Commission Calls to Action in their schools. This marks a shift from symbolic gestures to meaningful practices that honor Indigenous knowledge. Family and community involvement is also growing, with more than one in four leaders working with families and community partners to shape school culture through regular communication, community events and partnership-based projects. Student voice and agency are being elevated as well, with over a quarter of leaders supporting student leadership and decision-making through student councils, clubs and advisory groups. These opportunities give students a stronger role and voice in shaping inclusive school environments.



System-wide actions have supported these successes. Ongoing professional learning through leadership meetings and case studies has given leaders practical strategies. Specialists working alongside staff have provided timely support to design and monitor inclusive practices. Clear expectations to support leaders in showing and speaking to evidence of their actions at follow-up meetings have reinforced accountability and kept momentum strong. Looking ahead, leaders have emphasized the need to deepen cultural awareness and integrate Indigenous knowledge systems into teaching, ensuring that progress continues.

Insights and Next Steps

While the Calgary Board of Education has made real progress in equity, diversity and inclusion, there are still important gaps that need attention. Recent declines in the Alberta Education Assurance Survey data for Education Quality and Access to Supports and Services show that not all students are having consistent experiences across schools. Parents also report the lowest levels of agreement on these measures, pointing to the need for stronger family involvement and clearer communication about how supports are offered and evaluated. Feelings of safety remain lower than the previous three-year average, especially among older students. This shows that inclusive practices need to be more deeply built into everyday school life to create lasting positive outcomes for all grade levels.



Looking ahead, the focus will be on continuing to deepen professional learning in equity, diversity and inclusion, supporting schools in building confidence and consistency in inclusive practices, and addressing differences in access to supports. Expanding opportunities for student voice and building stronger partnerships with families and community organizations will be key to creating environments where every learner feels valued and supported. Leaders have also expressed the need for deeper learning in how to bring cultural perspectives into daily teaching, moving beyond one-time events to practices that are ongoing and meaningful. They want support in adapting curriculum, assessment and classroom design so that learning reflects the diverse experiences of students.



There is strong interest in expanding knowledge of Indigenous ways of being, belonging, doing, and knowing, the Truth and Reconciliation Commission Calls to Action, Elder engagement and land-based learning. Leaders are asking for guidance on how to work respectfully with Indigenous partners, embed Indigenous perspectives

across subjects, and ensure that Indigenous Education is not symbolic or separate, but part of the lived experience in schools. Leaders are beginning to weave inclusive design and equity-focused practices into teaching and assessment, but this is still an area for growth, especially in connecting belonging directly to classroom learning.

Collaboration across system teams focused on inclusion, diversity, well-being and Indigenous education will help review the range of supports available, including school-wide and classroom strategies. This will strengthen connections between belonging and mental health. Together, these next steps will ensure that equity, diversity, and inclusion are consistently reflected in both the learning and working environments of CBE schools.

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Accountability and Assurance

Accountability and Assurance

CBE's commitment to quality education includes prioritizing the success of all students. Alberta Education and Childcare allocates funds to CBE to fulfill and actualize this commitment for all K-12 students. This creates a responsible relationship between CBE and the government, established in legislation and regulation, to ensure that this commitment to quality education is achieved and shared in a transparent way, using supportive evidence ([Funding Manual for School Authorities 2024-25 School Year](#), pp. 23-25).

The Board of Trustees sets direction for student achievement and well-being in its Results policies, in its strategic priorities and when approving the Education Plan, and budget. As a responsible and ethical school district, CBE uses diverse measures, metrics and results to improve the quality and effectiveness of its programs in service of student learning and achievement. These results are analysed, interpreted and reported to the public, parents, students and Alberta Education and Childcare to ensure transparency and demonstrate organizational integrity ([Funding Manual for School Authorities 2024-25 School Year](#), pp. 23-25).

The values defined by the Board are reflective throughout this report:

- Students come first.
- Learning is our central purpose.
- Public education serves the common good.



Accountability and Assurance Model

CBE's *Annual Education Results Report* provides a summary of results for the 2024-25 school year. In addition to this report, the Board of Trustees publicly monitors progress through [Operational Expectations and Results](#) reporting each year.

Annually, each school posts a *School Improvement Results Report* on its website that speaks to the achievement of goals specified in its *School Development Plan* and to the focused area(s) of improvement for the coming years.

At the core:

- we work together across CBE to create and implement system initiatives that advance learning and enhance opportunities for students and families;
- education directors review each school's School Development Plan and support and monitor principals' work towards achieving the goals of their School Development Plan;
- centralized supports are aligned with system-wide priorities reflected by CBE Values and [Education Plan](#); and
- specific areas of operations and centralized services provide efficient administrative support on core tasks to allow more time to focus on teaching and learning.

The *School Improvement Results Report* Template and *School Development Plan* Template that are used by all schools in CBE can be found in Appendix B | School Reporting Templates.

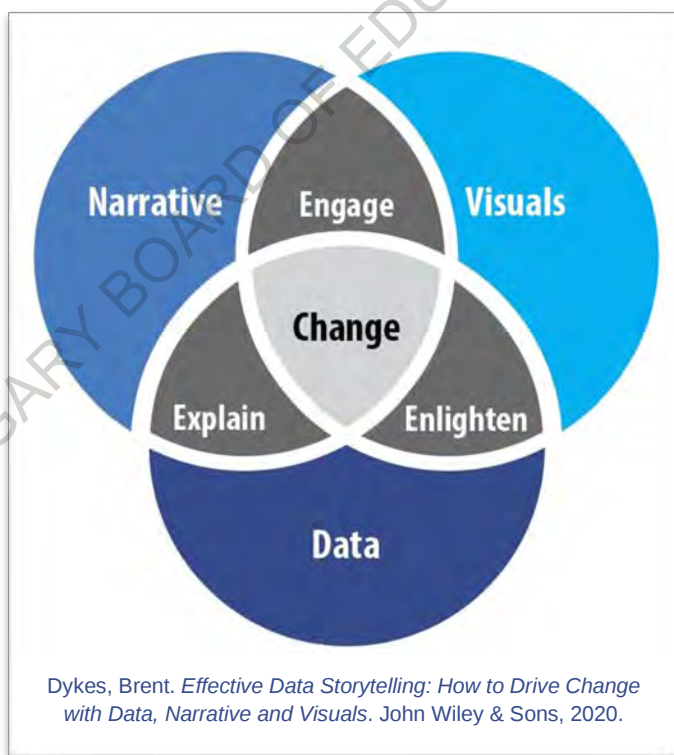


CBE Data Model | Effective Data Storytelling

CBE uses the Effective Data Storytelling Model to guide the presentation of information in the Annual Education Results Report. Based on the work of Brent Dykes, this model emphasizes the integration of credible data, meaningful narrative and clear visuals to ensure that findings arising from the results are not only transparent but also actionable. By applying this framework, CBE transforms complex data into accessible insights that support informed decision-making and public accountability.

The report presents relevant and meaningful data arising from key measures including Alberta Education Assurance Measures, Required Local Components and Local Measures from the three-year Education plan within a narrative that explains context, significance and system response. Visual elements, including charts and infographics, are used to highlight trends and comparisons, making the data easier to interpret for diverse audiences.

This approach ensures that this report communicates not just what the results are, but why they matter and how CBE is addressing areas of strength and challenge. Through effective data storytelling, the Annual Education Results Report becomes a strategic tool for engaging interest holders and advancing the division's commitment to continuous improvement.





Summary of Financial Results

Annual Budget

The CBE's 2024-25 budget demonstrates its commitment to student achievement, equity and well-being through effective budget management, financial planning and transparency. It provides a clear roadmap for a sustainable financial future for the organization.

At Calgary Board of Education, budget development is a multi-step process. In February 2024, the Government of Alberta provided all school boards with preliminary funding information in [Budget 2024](#).

CBE Administration presented the [Budget Assumptions Report \(BAR\)](#) to the Board of Trustees on April 9, 2024. In late March 2024, the CBE received the funding profile, which was then subsequently updated in both July 2024 and August 2024. The Board of Trustees approved the [2024-25 budget](#) at a public meeting on May 28, 2024. The \$1.62 billion budget supports the operation of an expected 251 schools and more than 140,000 students.

As required by law, the 2024-25 budget is balanced

Financial Health Matrix

Through the Financial Health Matrix, administration provides the Board of Trustees and the community with summary information about the CBE's financial health and any risks related to achieving its Results policies and outcomes set out in the CBE's Education Plan.

The matrix is included in the Fourth Quarter Budget Variance Analysis Report. Please refer to:

[Public Agenda | Regular Meeting of the Board of Trustees | Nov. 25, 2025](#)

[Report to Trustees | Fourth Quarter Budget Variance Report, attachment V: Financial Health Matrix, beginning on page 149/151.](#)

Budget-Actual Comparison

The Fourth Quarter Budget Variance Report provides total expenses budgeted for, the actual expenses incurred as well as the variance as a dollar amount and percentage. The CBE provides a Budget Variance report for each quarter to identify and explain variances from the approved Budget.

Please refer to:

[Public Agenda | Regular Meeting of the Board of Trustees | Nov. 25, 2025](#)

[Report to Trustees | Fourth Quarter Budget Variance Report, Attachment I: Fourth-quarter budget variance report, beginning on page 138/151](#)

Audited Financial Statements

CBE's Financial Results CBE's Financial Results for the year ended August 31, 2025, including the audited financial statements: [Public Agenda | Regular Meeting of the Board of Trustees | Nov. 25, 2025](#).

Provincial K to 12 education financial statements, include combined statements, summary reports and school authority audited financial statements: <https://www.alberta.ca/k-12-education-financial-statements.aspx>.

More Financial Information

More financial information can be obtained by visiting [Budget & Finance | About Us | CBE](#).



Data and Analysis

Data and Analysis Approach

For all measures included in the Annual Education Results Report (AERR), the school authority's most recent results are reported and footnotes for Alberta Education Assurance Measures (AEAMs), are included where applicable. Historical and trend data is also provided, incorporating at least four years of comparable results wherever available and appropriate. In cases where AEAM results were not available, this was noted in the relevant section of the AERR and included local measures of student learning achievement. Where possible, data and accompanying descriptions was presented for all students, self-identified First Nations, Métis, and Inuit students, and students who required and received English as an Additional Language supports (coded 301/303) as disaggregated populations.

Data is organized by domains to align with the Alberta Education and Childcare Assurance Framework – they are below. Local measures identified in the CBE Annual Education Plan are included in the most appropriate domain. All required measures and components are included and identified as either a required AEAM, Alberta Education and Childcare Local Component, or Local Measure.

- [Student Growth and Achievement](#)
- [Teaching and Leading](#)
- [Learning Supports](#)
- [Governance](#)
- [Local and Societal Context](#)

Student Growth and Achievement

PAT Acceptable / Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):

Grade 6 results (where available) for:

- all students;
- self-identified First Nations, Métis, and Inuit students; and
- students who require and receive English as an Additional Language supports (codes 301/303).

Grade 9 results:

- combined across all courses (Grade 9 only) for all students;
- combined across all courses (Grade 9 only) for self-identified First Nations, Métis, and Inuit students;
- combined across all courses (Grade 9 only) for students who require and receive English as an Additional Language supports (codes 301/303);
- for each course for all students;
- for each course for self-identified First Nations, Métis, and Inuit students; and
- for each course for students who require and receive English as an Additional Language supports (codes 301/303)

Required AEAM

PAT Acceptable / Excellence

Grade 6 and 9 students who achieved the Acceptable Standard

Grade 6 and 9 students who achieved the Standard of Excellence

By Cohort:

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 Over Time

Cohort	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	PAT 6: Acceptable	n/a	74.1	71.4	72.6	n/a
	PAT 6: Excellence	n/a	22.0	19.3	21.8	n/a
	PAT 9: Acceptable	n/a	66.8	64.4	63.6	62.3
	PAT 9: Excellence	n/a	20.0	16.8	15.8	15.6
English as an Additional Language Learners	PAT 6: Acceptable	n/a	72.2	67.4	66.4	n/a
	PAT 6: Excellence	n/a	18.5	15.7	18.1	n/a
	PAT 9: Acceptable	n/a	57.1	54.5	53.0	50.1
	PAT 9: Excellence	n/a	12.6	9.8	10.4	9.4
Students who Self-Identify as Indigenous	PAT 6: Acceptable	n/a	45.6	37.1	47.6	n/a
	PAT 6: Excellence	n/a	6.6	5.9	7.2	n/a
	PAT 9: Acceptable	n/a	32.6	30.7	30.3	34.5
	PAT 9: Excellence	n/a	4.1	5.2	3.4	4.8
Students with Identified Special Education Needs	PAT 6: Acceptable	n/a	52.9	50.4	54.2	n/a
	PAT 6: Excellence	n/a	10.6	9.5	10.9	n/a
	PAT 9: Acceptable	n/a	49.2	45.1	44.4	42.4
	PAT 9: Excellence	n/a	10.3	7.9	7.3	7.3

Analysis

- All Students cohort demonstrated year-over-year decline in Grade 9 Provincial Achievement Test results, with decreasing percentage of CBE students achieving acceptable standard and standard of excellence over time.
- In English as an Additional Language Learners and Students with Identified Special Education Needs cohorts, Grade 9 CBE students showed generally declining achievement on both standards for the past four years.
- Across cohorts, Students who Self-Identify as Indigenous consistently showed the lowest percentage of students achieving acceptable standard and standard of excellence over time. It is noticeable that the achievement gap between Indigenous students and other cohorts narrow due to the improvements among Students who Self-Identify as Indigenous on both standards from 2023-24 to 2024-25.

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All Students	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	62.3	63.6	64.0	62.5	62.5	62.6	Very Low	Declined Significantly	Concern
		PAT 9: Excellence	15.6	15.8	16.3	15.6	15.4	15.5	Intermediate	Declined	Issue
English as an Additional Language Learners	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	50.1	53.0	53.7	51.2	52.7	54.0	Very Low	Declined Significantly	Concern
		PAT 9: Excellence	9.4	10.4	10.1	10.0	10.1	10.5	Very Low	Maintained	Concern
Students who Self-Identify as Indigenous	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	34.5	30.3	30.5	41.6	41.4	40.4	Very Low	Improved	Issue
		PAT 9: Excellence	4.8	3.4	4.3	6.3	6.1	5.7	Very Low	Maintained	Concern
Students with Identified Special Education Needs	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	42.4	44.4	44.7	39.8	40.2	40.4	Very Low	Declined	Concern
		PAT 9: Excellence	7.3	7.3	7.6	6.3	6.4	6.4	Very Low	Maintained	Concern

Analysis

- Compared to the province, Students with Identified Special Education Needs outperformed in both standards while students in other cohorts had lower percentage of students achieving the acceptable standard and the standard of excellence in 2024-25.

- Except for All Students cohort on the standard of excellence, all cohorts were categorized as 'Very Low' on the achievement measure evaluation. Notably, Grade 9 PAT acceptable level declined significantly in both All Students and English as an Additional Language Learners cohorts.
- For Students who Self-Identify as Indigenous, when compared to the previous three-year average, statistically notable improvement was observed when looking at the aggregated Grade 9 PAT results in 2024-25 school year.

All Students Cohort:

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam

All Students		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6 & Lit 6	Acceptable Standard	n/a	n/a	n/a	70.5	n/a	n/a	69.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	12.2	n/a	n/a	12.7	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	56.2	n/a	n/a	53.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	18.1	n/a	n/a	15.1	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	Declined Significantly	Issue	69.2	72.6	72.0	64.1	68.5	67.4
	Standard of Excellence	Intermediate	Declined Significantly	Issue	18.9	21.8	20.6	18.5	19.8	18.9
English Language Arts 9	Acceptable Standard	Low	Declined Significantly	Concern	68.1	71.1	72.4	69.8	69.5	70.4
	Standard of Excellence	Low	Declined Significantly	Concern	9.4	11.6	13.1	11.1	11.8	12.6
K&E English Language Arts 9	Acceptable Standard	Low	Declined	Issue	37.1	41.4	47.9	47.4	49.6	49.9
	Standard of Excellence	Intermediate	Declined	Issue	1.4	1.4	5.1	5.2	5.6	5.6
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	76.6	76.6	77.0	75.2	76.6	76.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	10.8	11.7	11.7	9.3	10.6	10.7
Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	52.5	54.6	55.9	51.7	52.7	53.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	15.7	15.3	15.6	14.0	14.0	13.7
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	38.5	34.5	36.8	49.7	52.2	52.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	6.3	3.4	6.3	11.0	9.9	10.6
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	67.4	67.6	67.0	68.6	67.6	66.9
	Standard of Excellence	Very High	Maintained	Excellent	20.3	20.7	20.6	21.1	20.8	20.5
K&E Science 9	Acceptable Standard	Very Low	Maintained	Concern	36.2	42.3	40.3	50.3	52.3	52.6
	Standard of Excellence	Low	Maintained	Issue	2.9	2.6	5.7	7.9	8.9	9.9

Social Studies 9	Acceptable Standard	Low	Maintained	Issue	60.7	61.0	60.5	60.5	60.5	59.4
	Standard of Excellence	Intermediate	Improved	Good	17.7	16.5	16.8	17.1	15.8	15.8
K&E Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	35.9	27.4	31.9	50.3	50.4	50.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	6.3	1.6	4.4	10.6	11.3	10.9

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam Over Time

All Students		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.5	12.2
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7
French Language Arts 6 année	Authority	n/a	n/a	85.3	8.8	85.2	12.1	82.0	10.9	n/a	n/a
	Province	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.2	18.1
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1
Science 6	Authority	n/a	n/a	77.2	26.9	71.4	25.4	71.8	26.2	n/a	n/a
	Province	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8	n/a	n/a
Social Studies 6	Authority	n/a	n/a	74.1	22.0	71.4	19.3	72.6	21.8	69.2	18.9
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5
English Language Arts 9	Authority	n/a	n/a	72.5	15.7	73.6	14.6	71.1	11.6	68.1	9.4
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1
K&E English Language Arts 9	Authority	n/a	n/a	57.3	4.3	54.4	8.9	41.4	1.4	37.1	1.4
	Province	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6	47.4	5.2
French Language Arts 9 année	Authority	n/a	n/a	74.6	8.9	77.3	11.8	76.6	11.7	76.6	10.8
	Province	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3
Mathematics 9	Authority	n/a	n/a	59.0	21.4	57.2	15.9	54.6	15.3	52.5	15.7
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0
K&E Mathematics 9	Authority	n/a	n/a	55.1	13.8	39.1	9.1	34.5	3.4	38.5	6.3
	Province	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11.0
Science 9	Authority	n/a	n/a	69.9	26.0	66.4	20.4	67.6	20.7	67.4	20.3
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1
K&E Science 9	Authority	n/a	n/a	55.1	9.2	38.2	8.8	42.3	2.6	36.2	2.9
	Province	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9	50.3	7.9
Social Studies 9	Authority	n/a	n/a	65.8	18.4	60.1	17.0	61.0	16.5	60.7	17.7
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1
K&E Social Studies 9	Authority	n/a	n/a	59.6	14.9	36.4	7.3	27.4	1.6	35.9	6.3
	Province	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6

**Percentage of Students at PAT Achievement Standards of Acceptable and Excellence
for ELA Grades 6 and 9 Over Time**

All Students			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	Reading	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.0	30.6
		Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.2	8.5
	Province	Reading	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.9	30.4
		Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.3	9.8
French Language Arts 6 année	Authority	Reading	n/a	n/a	84.5	19.6	85.0	25.6	85.5	16.9	n/a	n/a
		Writing	n/a	n/a	83.8	10.0	86.7	10.6	87.1	12.1	n/a	n/a
	Province	Reading	n/a	n/a	76.4	18.0	79.8	19.8	75.8	17.7	n/a	n/a
		Writing	n/a	n/a	84.1	12.1	83.8	13.3	86.1	12.7	n/a	n/a
English Language Arts 9	Authority	Reading	n/a	n/a	82.0	27.1	80.9	21.1	77.8	20.2	73.6	16.8
		Writing	n/a	n/a	87.5	20.2	87.1	21.2	84.9	16.2	81.8	14.1
	Province	Reading	n/a	n/a	81.0	21.3	80.1	19.9	79.5	20.3	77.9	18.5
		Writing	n/a	n/a	88.6	18.1	88.8	20.1	87.1	16.6	86.0	15.5
K&E English Language Arts 9	Authority	Reading	n/a	n/a	68.8	16.1	72.1	21.3	51.9	5.6	52.0	10.0
		Writing	n/a	n/a	65.6	8.6	54.1	6.6	40.7	1.9	54.0	4.0
	Province	Reading	n/a	n/a	65.0	16.9	70.2	17.9	70.2	20.6	63.0	17.2
		Writing	n/a	n/a	67.7	5.1	67.4	5.0	63.3	4.1	60.4	4.3
French Language Arts 9 année	Authority	Reading	n/a	n/a	76.2	11.3	75.8	12.7	73.7	13.3	76.4	14.0
		Writing	n/a	n/a	80.1	13.2	85.6	17.2	84.8	16.9	82.6	14.2
	Province	Reading	n/a	n/a	73.6	10.5	75.3	11.9	72.0	11.7	74.7	13.0
		Writing	n/a	n/a	84.1	15.1	87.2	17.1	88.0	16.6	82.3	12.2

**Percentage of Students at PAT Achievement Standards of Acceptable and Excellence
for Mathematics Grades 6 and 9 Over Time**

All Students			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Mathematics 6	Authority	Part A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.7	24.5
		Part B	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	21.4
	Province	Part A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.8	23.3
		Part B	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.7	18.9
Mathematics 9	Authority	Part A	n/a	n/a	55.0	26.0	52.1	21.3	47.4	22.3	47.3	21.4
		Part B	n/a	n/a	73.4	27.1	72.9	21.0	69.4	18.3	66.2	19.1
	Province	Part A	n/a	n/a	49.0	20.3	48.7	17.6	47.1	20.3	45.7	19.4
		Part B	n/a	n/a	71.3	22.8	71.3	18.4	69.3	17.9	68.4	18.0
K&E Mathematics 9	Authority	Knowledge	n/a	n/a	66.2	16.9	52.4	11.0	33.8	7.4	50.7	8.2
		Skills	n/a	n/a	66.9	20.6	56.1	14.6	48.5	5.9	50.7	11.0
	Province	Knowledge	n/a	n/a	65.8	15.1	61.6	15.9	57.6	12.2	57.7	11.0
		Skills	n/a	n/a	69.4	18.1	69.7	18.6	69.3	16.8	64.3	18.1

Analysis

- In Grade 6 PAT results, CBE students generally showed stronger performance than the province on both achievement standards with the only exception in ELAL 6 at the standard of excellence.
- In Grade 9 PAT results, CBE outperformed the province in FLA 9, Mathematics 9 and Social Studies 9 while CBE had lower percentage of students meeting the acceptable standard and standard of excellence in ELA 9, Science 9 and all K&E courses.
- In English Language Arts, Mathematics and Social Studies, Grade 6 CBE students showed higher PAT achievement on both standards compared to Grade 9 students.
- Significant declines were observed in Social Studies 6 and ELA 9 across both achievement standards. Moreover, Mathematics 9 also showed a significant decline at the standard of excellence in comparison to the previous three-year averages.
- CBE students achieved 'Very High' achievement measure evaluation at the standard of excellence results for Science 9.
- Statistically notable improvement was observed for Social Studies 9 standard of excellence results in 2024-25 school year.
- Between Reading and Writing, CBE students consistently had stronger performance in Writing than Reading on the acceptable standard results.
- Except for French Language Arts 9, more students achieved the standard of excellence in Reading than Writing across different PAT tests.
- In Mathematics 6&9, CBE students outperformed the province level at the standard of excellence in both Part A and Part B.
- There were consistently more students achieving the acceptable standard in Part B and a higher proportion of students achieving the standard of excellence in Part A in Mathematics 6 and 9.

English as an Additional Language Learners Cohort:

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam

English as an Additional Language Learners		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts & Lit 6	Acceptable Standard	n/a	n/a	n/a	61.0	n/a	n/a	62.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	7.6	n/a	n/a	8.0	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	52.4	n/a	n/a	52.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	17.3	n/a	n/a	14.9	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Social Studies 6	Acceptable Standard	Low	Declined Significantly	Concern	63.0	66.4	66.9	60.7	64.6	65.0
	Standard of Excellence	Intermediate	Declined Significantly	Issue	14.5	18.1	16.9	15.2	16.5	16.1
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	51.9	57.9	60.5	54.5	56.9	59.6
	Standard of Excellence	Very Low	Declined Significantly	Concern	3.3	5.2	5.5	4.7	5.4	6.0
K&E English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	20.0	53.3	45.4	33.5	46.7	40.8
	Standard of Excellence	Low	Maintained	Issue	0.0	0.0	0.0	2.6	4.0	2.7
French Language Arts 9 année	Acceptable Standard	Very Low	Maintained	Concern	63.3	70.1	68.2	63.9	67.8	69.5
	Standard of Excellence	Intermediate	Improved	Good	13.3	8.2	6.2	11.6	9.2	10.3
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	45.1	47.8	48.6	45.2	46.7	48.4
	Standard of Excellence	Low	Maintained	Issue	12.5	13.1	12.8	11.6	11.5	11.8
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	45.5	37.5	30.8	51.0	49.7	44.6
	Standard of Excellence	Intermediate	Improved	Good	9.1	0.0	0.0	13.4	12.2	8.9
Science 9	Acceptable Standard	Low	Maintained	Issue	56.7	56.0	56.3	57.6	57.7	58.5
	Standard of Excellence	High	Declined	Acceptable	12.2	14.1	13.3	13.8	14.2	14.6
K&E Science 9	Acceptable Standard	Very Low	Maintained	Concern	36.4	57.1	49.2	41.6	41.1	37.1
	Standard of Excellence	Low	Maintained	Issue	0.0	0.0	0.0	2.0	5.5	4.4
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	46.7	49.7	49.2	47.9	49.4	49.9
	Standard of Excellence	Very Low	Maintained	Concern	9.7	9.6	9.3	10.4	9.6	10.3
K&E Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	33.3	25.0	37.5	48.7	44.4	41.9
	Standard of Excellence	Intermediate	Improved	Good	11.1	0.0	0.0	3.2	7.4	4.4

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam Over Time

English as an Additional Language Learners		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	61.0	7.6
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62.3	8.0
French Language Arts 6 année	Authority	n/a	n/a	75.8	7.6	81.0	14.3	77.8	11.1	n/a	n/a
	Province	n/a	n/a	74.0	11.6	75.5	13.8	74.5	12.7	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.4	17.3
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.3	14.9
Science 6	Authority	n/a	n/a	74.7	23.1	66.2	19.2	n/a	n/a	n/a	n/a
	Province	n/a	n/a	72.0	21.0	64.7	17.2	n/a	n/a	n/a	n/a
Social Studies 6	Authority	n/a	n/a	72.2	18.5	67.4	15.7	66.4	18.1	63.0	14.5
	Province	n/a	n/a	68.4	17.9	65.4	15.7	64.6	16.5	60.7	15.2
English Language Arts 9	Authority	n/a	n/a	62.0	8.3	63.0	5.8	57.9	5.2	51.9	3.3
	Province	n/a	n/a	61.9	7.0	62.2	6.6	56.9	5.4	54.5	4.7
K&E English Language Arts 9	Authority	n/a	n/a	74.1	0.0	37.5	0.0	53.3	0.0	20.0	0.0
	Province	n/a	n/a	45.7	2.4	34.9	1.3	46.7	4.0	33.5	2.6

French Language Arts 9 année	Authority	n/a	n/a	64.7	7.1	66.3	4.2	70.1	8.2	63.3	13.3
	Province	n/a	n/a	64.0	10.1	71.1	11.3	67.8	9.2	63.9	11.6
Mathematics 9	Authority	n/a	n/a	50.6	15.8	49.4	12.6	47.8	13.1	45.1	12.5
	Province	n/a	n/a	47.0	12.9	50.1	12.0	46.7	11.5	45.2	11.6
K&E Mathematics 9	Authority	n/a	n/a	60.0	8.6	24.0	0.0	37.5	0.0	45.5	9.1
	Province	n/a	n/a	54.5	9.8	39.5	5.6	49.7	12.2	51.0	13.4
Science 9	Authority	n/a	n/a	61.4	16.7	56.7	12.6	56.0	14.1	56.7	12.2
	Province	n/a	n/a	55.8	13.7	59.4	15.0	57.7	14.2	57.6	13.8
K&E Science 9	Authority	n/a	n/a	61.9	4.8	41.2	0.0	57.1	0.0	36.4	0.0
	Province	n/a	n/a	52.3	2.8	33.1	3.3	41.1	5.5	41.6	2.0
Social Studies 9	Authority	n/a	n/a	53.5	10.5	48.8	8.9	49.7	9.6	46.7	9.7
	Province	n/a	n/a	54.5	12.6	50.4	11.0	49.4	9.6	47.9	10.4
K&E Social Studies 9	Authority	n/a	n/a	84.2	15.8	50.0	0.0	25.0	0.0	33.3	11.1
	Province	n/a	n/a	64.1	11.7	39.4	1.5	44.4	7.4	48.7	3.2

Analysis

- Compared with the provincial level, English as an Additional Language Learners demonstrated higher achievements on both standards in Mathematics 6. This cohort also showed higher percentage of students achieving acceptable standard in Social Studies 6 and meeting the standard of excellence in FLA 9, Mathematics 9 and K&E Social Studies 9.
- In English Language Arts, Mathematics and Social Studies, English as an Additional Language Learners had stronger performance in Grade 6 courses than in Grade 9 courses across both standards.
- When comparing to the previous three-year average, the percentages of English as an Additional Language Learners declined significantly at both standards in Social Studies 6 and English Language Arts 9. Moreover, a significant decline at the acceptable standard was also observed in Mathematics 9.
- There were statistically notable improvements observed at the standard of excellence results in FLA 9, K&E Mathematics 9 and K&E Social Studies 9 in 2024-25 school year when compared to the corresponding three-year averages.

Students who Self-Identify as Indigenous Cohort:

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam

Students who Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6 & Lit 6	PAT: Acceptable	n/a	n/a	n/a	48.7	n/a	n/a	52.0	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	5.5	n/a	n/a	5.3	n/a	n/a
French Language Arts 6 année	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	29.4	n/a	n/a	30.4	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	4.0	n/a	n/a	4.7	n/a	n/a

Science 6	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	PAT: Acceptable	Very Low	Improved	Issue	46.0	47.6	42.4	43.7	48.7	47.0
	PAT: Excellence	Low	Maintained	Issue	8.3	7.2	6.6	7.9	7.3	6.9
English Language Arts 9	PAT: Acceptable	Very Low	Maintained	Concern	41.0	40.2	39.0	50.7	49.5	49.3
	PAT: Excellence	Very Low	Maintained	Concern	4.1	2.2	3.7	4.7	4.7	4.5
K&E English Language Arts 9	PAT: Acceptable	Low	Improved	Acceptable	50.0	25.0	25.0	43.5	42.8	43.3
	PAT: Excellence	Low	Maintained	Issue	0.0	0.0	0.0	5.3	4.9	4.3
French Language Arts 9 année	PAT: Acceptable	Low	Maintained	Issue	69.6	42.9	55.8	63.0	63.8	64.6
	PAT: Excellence	Low	Maintained	Issue	4.3	0.0	6.3	5.5	5.6	5.0
Mathematics 9	PAT: Acceptable	Very Low	Maintained	Concern	21.6	19.0	21.6	27.4	28.7	28.7
	PAT: Excellence	Very Low	Maintained	Concern	3.6	2.5	3.6	4.7	4.8	4.3
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	33.3	47.1	46.3	41.5	43.7	46.3
	PAT: Excellence	Intermediate	Maintained	Acceptable	9.5	0.0	9.1	8.5	6.2	8.7
Science 9	PAT: Acceptable	Very Low	Improved Significantly	Acceptable	41.0	31.3	31.3	47.7	46.0	44.1
	PAT: Excellence	Low	Maintained	Issue	6.4	5.5	5.5	8.9	8.5	7.8
K&E Science 9	PAT: Acceptable	Very Low	Maintained	Concern	26.7	35.7	35.7	44.9	46.6	47.5
	PAT: Excellence	Low	Maintained	Issue	0.0	0.0	0.0	6.6	7.2	7.7
Social Studies 9	PAT: Acceptable	Very Low	Improved	Issue	32.9	28.8	28.3	38.6	39.0	36.6
	PAT: Excellence	Very Low	Maintained	Concern	5.3	3.7	4.3	6.4	6.3	5.6
K&E Social Studies 9	PAT: Acceptable	Very Low	Declined	Concern	18.2	38.5	38.5	43.1	46.2	45.8
	PAT: Excellence	Low	Maintained	Issue	0.0	7.7	7.7	9.3	9.4	8.3

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam Over Time

Students who Self-Identify as Indigenous		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	48.7	5.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.0	5.3
French Language Arts 6 année	Authority	n/a	n/a	86.7	13.3	62.5	6.3	n/a	n/a	n/a	n/a
	Province	n/a	n/a	63.7	6.4	65.9	5.3	56.9	2.9	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29.4	4.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30.4	4.7
Science 6	Authority	n/a	n/a	51.2	10.5	40.1	8.4	49.1	12.0	n/a	n/a
	Province	n/a	n/a	51.2	9.7	46.0	9.0	51.4	12.3	n/a	n/a
Social Studies 6	Authority	n/a	n/a	45.6	6.6	37.1	5.9	47.6	7.2	46.0	8.3
	Province	n/a	n/a	46.8	7.3	45.3	6.5	48.7	7.3	43.7	7.9

English Language Arts 9	Authority	n/a	n/a	39.1	3.7	37.8	5.1	40.2	2.2	41.0	4.1
	Province	n/a	n/a	49.4	3.6	49.2	4.4	49.5	4.7	50.7	4.7
K&E English Language Arts 9	Authority	n/a	n/a	39.1	0.0	*	*	25.0	0.0	50.0	0.0
	Province	n/a	n/a	46.7	5.0	43.8	3.7	42.8	4.9	43.5	5.3
French Language Arts 9 année	Authority	n/a	n/a	46.2	0.0	68.8	12.5	42.9	0.0	69.6	4.3
	Province	n/a	n/a	53.3	5.2	65.4	4.4	63.8	5.6	63.0	5.5
Mathematics 9	Authority	n/a	n/a	21.0	2.2	24.3	4.7	19.0	2.5	21.6	3.6
	Province	n/a	n/a	26.3	4.1	28.7	3.8	28.7	4.8	27.4	4.7
K&E Mathematics 9	Authority	n/a	n/a	30.0	3.3	45.5	18.2	47.1	0.0	33.3	9.5
	Province	n/a	n/a	48.1	6.0	48.9	11.1	43.7	6.2	41.5	8.5
Science 9	Authority	n/a	n/a	35.9	5.8	31.3	5.6	31.3	5.5	41.0	6.4
	Province	n/a	n/a	49.3	8.5	42.1	7.1	46.0	8.5	47.7	8.9
K&E Science 9	Authority	n/a	n/a	44.4	0.0	*	*	35.7	0.0	26.7	0.0
	Province	n/a	n/a	53.3	9.7	48.4	8.2	46.6	7.2	44.9	6.6
Social Studies 9	Authority	n/a	n/a	33.1	5.6	27.8	4.9	28.8	3.7	32.9	5.3
	Province	n/a	n/a	34.7	4.1	34.1	4.9	39.0	6.3	38.6	6.4
K&E Social Studies 9	Authority	n/a	n/a	31.8	0.0	*	*	38.5	7.7	18.2	0.0
	Province	n/a	n/a	41.3	9.1	45.4	7.3	46.2	9.4	43.1	9.3

Analysis

- In Students who Self-Identify as Indigenous cohort, higher achievements compared to the province were found in Social Studies 6 on both standards; in ELAL 6 and K&E Mathematics 9 at the standard of excellence; and in FLA 9 and K&E English Language Arts 9 at the acceptable standard.
- In English Language Arts, Mathematics and Social Studies, students who self-identified as Indigenous in Grade 6 showed stronger performance than those in Grade 9 courses across both standards.
- Across all PAT courses, Students who Self-Identify as Indigenous generally received 'Low' or 'Very Low' in their achievement measure evaluations on both standards.
- Students in this cohort demonstrated statistically notable increases in the acceptable standard results for Social Studies 6, Social Studies 9, and K&E English Language Arts 9.
- When compared to the previous three-year average, a significant improvement was observed in Science 9 at the acceptable standard in 2024-25 school year.

Students with Identified Special Education Needs Cohort:

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam

Students with Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Language Arts 6 & Lit 6	PAT: Acceptable	n/a	n/a	n/a	51.1	n/a	n/a	43.9	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	3.9	n/a	n/a	3.4	n/a	n/a
French Language Arts 6 année	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Mathematics 6	PAT: Acceptable	n/a	n/a	n/a	34.8	n/a	n/a	28.8	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	8.0	n/a	n/a	5.6	n/a	n/a
Science 6	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	PAT: Acceptable	Very Low	Declined Significantly	Concern	49.4	54.6	53.3	41.5	45.3	43.8
	PAT: Excellence	Low	Declined Significantly	Concern	8.7	11.1	10.6	7.6	8.0	7.5
English Language Arts 9	PAT: Acceptable	Very Low	Declined Significantly	Concern	49.1	53.0	53.9	45.4	46.1	47.2
	PAT: Excellence	Very Low	Declined Significantly	Concern	4.2	5.3	6.1	3.4	4.2	4.7
K&E English Language Arts 9	PAT: Acceptable	Low	Maintained	Issue	41.4	40.7	48.8	45.8	47.7	49.1
	PAT: Excellence	Intermediate	Maintained	Acceptable	1.7	1.9	4.4	4.5	4.0	4.7
French Language Arts 9 année	PAT: Acceptable	Very Low	Maintained	Concern	64.1	59.9	59.2	55.5	56.5	55.4
	PAT: Excellence	Low	Maintained	Issue	5.5	5.6	5.2	2.8	5.9	5.2
Mathematics 9	PAT: Acceptable	Very Low	Declined Significantly	Concern	30.1	32.0	33.8	26.5	27.9	28.9
	PAT: Excellence	Very Low	Maintained	Concern	6.0	5.6	5.8	4.7	4.6	4.5
K&E Mathematics 9	PAT: Acceptable	Low	Maintained	Issue	35.2	31.3	35.4	43.6	46.1	47.4
	PAT: Excellence	Low	Maintained	Issue	5.6	4.7	6.3	8.2	8.5	9.2
Science 9	PAT: Acceptable	Very Low	Maintained	Concern	48.1	50.1	49.0	46.2	45.1	44.6
	PAT: Excellence	Intermediate	Maintained	Acceptable	11.0	10.3	10.5	9.3	9.2	8.9
K&E Science 9	PAT: Acceptable	Low	Maintained	Issue	39.0	40.0	40.2	49.2	52.2	53.1
	PAT: Excellence	Low	Maintained	Issue	3.4	1.7	6.2	7.8	9.1	10.1
Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	41.3	42.1	41.7	37.5	37.5	36.7
	PAT: Excellence	Very Low	Maintained	Concern	8.5	8.7	8.4	7.4	6.9	6.6
K&E Social Studies 9	PAT: Acceptable	Very Low	Maintained	Concern	37.7	28.3	32.9	48.5	49.6	49.2
	PAT: Excellence	Low	Maintained	Issue	5.7	2.2	4.8	11.3	11.0	11.8

Percentage of Students at PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9 by Exam Over Time

Students with Identified Special Education Needs		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Language Arts 6 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51.1	3.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43.9	3.4
French Language Arts 6 année	Authority	n/a	n/a	73.7	3.0	73.8	5.6	n/a	n/a	n/a	n/a
	Province	n/a	n/a	58.5	2.6	61.6	4.5	n/a	n/a	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34.8	8.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28.8	5.6
Science 6	Authority	n/a	n/a	58.0	15.5	51.7	15.9	n/a	n/a	n/a	n/a
	Province	n/a	n/a	48.4	10.7	43.9	10.9	n/a	n/a	n/a	n/a

Social Studies 6	Authority	n/a	n/a	54.2	10.9	52.0	10.1	54.6	11.1	49.4	8.7
	Province	n/a	n/a	43.6	7.7	42.4	7.0	45.3	8.0	41.5	7.6
English Language Arts 9	Authority	n/a	n/a	56.3	8.1	54.8	6.9	53.0	5.3	49.1	4.2
	Province	n/a	n/a	44.3	3.9	48.3	5.2	46.1	4.2	45.4	3.4
K&E English Language Arts 9	Authority	n/a	n/a	51.8	3.6	56.9	6.9	40.7	1.9	41.4	1.7
	Province	n/a	n/a	47.7	4.0	50.4	5.5	47.7	4.0	45.8	4.5
French Language Arts 9 année	Authority	n/a	n/a	60.4	3.1	58.5	4.8	59.9	5.6	64.1	5.5
	Province	n/a	n/a	55.9	3.4	54.4	4.6	56.5	5.9	55.5	2.8
Mathematics 9	Authority	n/a	n/a	37.5	8.8	35.6	6.1	32.0	5.6	30.1	6.0
	Province	n/a	n/a	32.6	6.6	29.9	4.4	27.9	4.6	26.5	4.7
K&E Mathematics 9	Authority	n/a	n/a	52.6	12.3	39.5	7.9	31.3	4.7	35.2	5.6
	Province	n/a	n/a	49.5	9.3	48.7	9.9	46.1	8.5	43.6	8.2
Science 9	Authority	n/a	n/a	53.0	14.8	47.9	10.7	50.1	10.3	48.1	11.0
	Province	n/a	n/a	46.0	10.2	44.0	8.7	45.1	9.2	46.2	9.3
K&E Science 9	Authority	n/a	n/a	52.1	11.0	40.4	10.6	40.0	1.7	39.0	3.4
	Province	n/a	n/a	55.0	12.8	53.9	11.1	52.2	9.1	49.2	7.8
Social Studies 9	Authority	n/a	n/a	48.5	10.0	41.3	8.2	42.1	8.7	41.3	8.5
	Province	n/a	n/a	41.1	7.7	35.9	6.3	37.5	6.9	37.5	7.4
K&E Social Studies 9	Authority	n/a	n/a	55.2	13.4	37.5	7.5	28.3	2.2	37.7	5.7
	Province	n/a	n/a	50.2	14.1	48.9	12.5	49.6	11.0	48.5	11.3

Analysis

- Except for K&E courses, CBE's Students with Identified Special Education Needs outperformed their provincial counterparts across all Grade 6 and Grade 9 PAT tests on both standards in 2024-25 school year.
- Except for ELAL 6 at the standard of excellence, students in this cohort had higher achievement levels in Grade 6 English Language Arts, Mathematics and Social Studies compared to the corresponding Grade 9 courses.
- Across all PAT courses, Students with Identified Special Education Needs generally had 'Low' or 'Very Low' achievements on both standards.
- The 2024-25 results in Social Studies 6 and ELA 9 on both standards declined significantly in comparison to the previous three-year averages.
- There were significantly lower percentages of students in this cohort achieving acceptable standard in Mathematics 9 in 2024-25 school year than the previous 3-year average.

Diploma Exam Acceptable / Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.

Results combined across all courses for:

- all students;
- self-identified First Nations, Métis, and Inuit students; and
- overall and specific course results for students who require and receive English language supports (codes 301/303).

Results for each course for:

- all students;
- self-identified First Nations, Métis, and Inuit students; and
- students who require English as an Additional Language supports (codes 301/303).

Required AEAM

Diploma Exam Acceptable/
Excellence

Overall and by course for:

All students

Self-identified First Nations,
Métis and Inuit students

Students who require and
receive English as an
additional language supports

By Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All Students	Student Growth and Achievement	Diploma: Acceptable	86.2	86.2	85.6	82.0	81.5	80.9	High	Improved	Good
		Diploma: Excellence	31.5	31.9	30.7	23.0	22.6	21.9	Very High	Improved	Excellent
English as an Additional Language Learners	Student Growth and Achievement	Diploma: Acceptable	70.9	72.9	71.8	67.4	66.3	66.7	Very Low	Maintained	Concern
		Diploma: Excellence	18.3	18.8	18.4	14.8	14.0	13.9	Intermediate	Maintained	Acceptable
Students who Self-Identify as Indigenous	Student Growth and Achievement	Diploma: Acceptable	84.5	85.3	83.1	77.5	76.9	75.9	Intermediate	Maintained	Acceptable
		Diploma: Excellence	16.3	21.1	19.2	11.9	11.8	11.6	Intermediate	Declined	Issue
Students with Identified Special Education Needs	Student Growth and Achievement	Diploma: Acceptable	84.9	83.3	83.0	78.9	77.2	76.9	High	Improved	Good
		Diploma: Excellence	21.5	22.7	21.5	15.6	15.7	14.7	High	Maintained	Good

Analysis

- CBE students consistently achieved higher diploma examination results compared to the province on both standards across different cohorts.
- In 2024-25, All Students cohort achieved statistically notable improvements on both standards when compared to the previous three-year averages.
- 86.2 per cent of CBE students met the acceptable standard and 31.5 per cent of them achieved the standard of excellence, which was categorized as “High” and “Very High” achievement in the measure evaluation, respectively.

- CBE Students with Identified Special Education Needs received “High” on both standards in the measure evaluation categories and demonstrated improved results at the acceptable standard in 2024-25 school year.
- English as an Additional Language Learners had “Very Low” evaluation on the achievement measure at the acceptable standard while consistently above 80 per cent of students meeting acceptable standard in other cohorts.

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence over Time

Cohort	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	Diploma: Acceptable	n/a	81.1	85.0	86.2	86.2
	Diploma: Excellence	n/a	26.5	29.5	31.9	31.5
English as an Additional Language Learners	Diploma: Acceptable	n/a	65.7	70.8	72.9	70.9
	Diploma: Excellence	n/a	15.2	17.9	18.8	18.3
Students who Self-Identify as Indigenous	Diploma: Acceptable	n/a	77.1	81.0	85.3	84.5
	Diploma: Excellence	n/a	10.2	17.4	21.1	16.3
Students with Identified Special Education Needs	Diploma: Acceptable	n/a	77.0	82.7	83.3	84.9
	Diploma: Excellence	n/a	19.4	20.2	22.7	21.5

Analysis

- The percentage of students achieving acceptable standard showed year-over-year improvement in both All Students and Students with Identified Special Education Needs cohorts over time.
- In 2024-25, year-over-year decreases in the standard of Excellence results were consistently observed across different cohorts. Moreover, CBE's English as an Additional Language Learners and Students who Self-Identify as Indigenous also showed decreased performances at the acceptable standard.

All Students Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence by Course

All Students		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	Improved Significantly	Good	87.7	86.4	86.3	85.3	84.2	83.9
	Diploma: Excellence	High	Improved	Good	15.1	14.4	14.4	10.9	10.1	10.3
English Lang Arts 30-2	Diploma: Acceptable	Low	Declined Significantly	Concern	84.1	86.2	86.5	85.6	85.7	85.9
	Diploma: Excellence	Intermediate	Declined Significantly	Issue	12.3	15.6	15.6	11.3	12.9	12.8
French Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	97.2	97.5	97.2	94.7	95.3	94.2
	Diploma: Excellence	Intermediate	Improved	Good	14.1	11.9	10.4	6.0	8.6	7.4
Mathematics 30-1	Diploma: Acceptable	n/a	Improved Significantly	n/a	84.8	83.9	81.2	77.8	75.4	73.1
	Diploma: Excellence	n/a	Improved Significantly	n/a	48.5	48.9	44.5	37.1	34.9	32.0

Mathematics 30-2	Diploma: Acceptable	n/a	Improved Significantly	n/a	78.7	75.2	76.3	73.6	70.9	71.0
	Diploma: Excellence	n/a	Maintained	n/a	20.7	20.4	20.1	17.3	15.4	15.3
Social Studies 30-1	Diploma: Acceptable	High	Declined	Acceptable	88.5	90.6	89.8	84.6	85.2	84.4
	Diploma: Excellence	Very High	Declined Significantly	Acceptable	22.2	25.0	23.9	16.8	18.7	17.3
Social Studies 30-2	Diploma: Acceptable	Intermediate	Declined	Issue	81.0	82.5	82.4	77.5	77.6	77.8
	Diploma: Excellence	High	Maintained	Good	19.3	20.2	20.0	12.3	12.7	12.5
Biology 30	Diploma: Acceptable	High	Maintained	Good	88.8	88.8	88.5	82.7	83.1	82.9
	Diploma: Excellence	Very High	Improved	Excellent	46.1	45.0	44.6	34.8	33.7	33.2
Chemistry 30	Diploma: Acceptable	Very High	Improved Significantly	Excellent	88.7	88.1	86.9	83.8	82.9	81.7
	Diploma: Excellence	Very High	Improved Significantly	Excellent	53.8	51.0	49.6	40.6	38.0	37.5
Physics 30	Diploma: Acceptable	Very High	Maintained	Excellent	90.6	90.8	90.3	85.6	85.1	83.7
	Diploma: Excellence	Very High	Maintained	Excellent	56.6	57.6	55.9	43.6	43.1	41.5
Science 30	Diploma: Acceptable	Intermediate	Improved	Good	85.1	84.6	82.9	79.6	81.3	80.3
	Diploma: Excellence	High	Improved	Good	29.9	27.3	26.5	26.2	24.6	23.9

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence for School Awarded and Diploma Exam by Course over Time

All Students			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	97.6	46.0	97.7	44.4	98.3	44.4	98.5	43.2
		Diploma Exam	n/a	n/a	81.6	13.9	86.3	14.4	86.4	14.4	87.7	15.1
	Province	School-Awarded	n/a	n/a	98.2	44.6	98.4	42.4	98.6	42.1	98.8	42.4
		Diploma Exam	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9
English Lang Arts 30-2	Authority	School-Awarded	n/a	n/a	95.4	21.0	94.3	18.5	95.4	21.8	96.0	22.4
		Diploma Exam	n/a	n/a	81.9	15.8	86.9	15.6	86.2	15.6	84.1	12.3
	Province	School-Awarded	n/a	n/a	96.6	19.9	96.7	18.7	96.7	19.1	97.3	20.1
		Diploma Exam	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	100.0	65.2	99.7	61.0	100.0	73.8	99.7	69.0
		Diploma Exam	n/a	n/a	92.3	5.8	96.9	8.8	97.5	11.9	97.2	14.1
	Province	School-Awarded	n/a	n/a	99.8	65.8	99.4	62.3	99.3	67.4	99.7	64.6
		Diploma Exam	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0
Mathematics 30-1	Authority	School-Awarded	n/a	n/a	92.2	47.7	94.3	55.9	95.2	57.5	95.4	58.6
		Diploma Exam	n/a	n/a	66.5	24.4	78.4	40.1	83.9	48.9	84.8	48.5
	Province	School-Awarded	n/a	n/a	95.4	51.6	96.1	54.1	96.4	54.8	96.9	56.5
		Diploma Exam	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1

Mathematics 30-2	Authority	School-Awarded Diploma Exam	n/a	n/a	93.6	29.7	92.0	27.5	91.8	30.5	93.8	30.7
			n/a	n/a	68.1	15.1	77.4	19.8	75.2	20.4	78.7	20.7
	Province	School-Awarded Diploma Exam	n/a	n/a	94.3	29.7	94.1	29.2	94.3	30.9	95.5	32.9
			n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3

Percentage of Students at Overall Achievement Standards of Acceptable and Excellence by Course over Time

All Students		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	n/a	n/a	81.6	13.9	86.3	14.4	86.4	14.4	87.7	15.1
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9
English Lang Arts 30-2	Authority	n/a	n/a	81.9	15.8	86.9	15.6	86.2	15.6	84.1	12.3
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3
French Lang Arts 30-1	Authority	n/a	n/a	92.3	5.8	96.9	8.8	97.5	11.9	97.2	14.1
	Province	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0
Mathematics 30-1	Authority	n/a	n/a	66.5	24.4	78.4	40.1	83.9	48.9	84.8	48.5
	Province	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1
Mathematics 30-2	Authority	n/a	n/a	68.1	15.1	77.4	19.8	75.2	20.4	78.7	20.7
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3
Social Studies 30-1	Authority	n/a	n/a	88.0	24.5	88.9	22.8	90.6	25.0	88.5	22.2
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8
Social Studies 30-2	Authority	n/a	n/a	80.2	23.8	82.3	19.8	82.5	20.2	81.0	19.3
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3
Biology 30	Authority	n/a	n/a	82.9	37.9	88.2	44.1	88.8	45.0	88.8	46.1
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8
Chemistry 30	Authority	n/a	n/a	85.8	43.1	85.6	48.2	88.1	51.0	88.7	53.8
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6
Physics 30	Authority	n/a	n/a	86.9	47.9	89.9	54.2	90.8	57.6	90.6	56.6
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6
Science 30	Authority	n/a	n/a	80.0	21.9	81.2	25.7	84.6	27.3	85.1	29.9
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2

Analysis

- Compared to the province, CBE students consistently received higher diploma examination results across courses, except for the acceptable standard in English Language Arts 30-2.
- Significant improvements on both standards could be observed in Mathematics 30-1 and Chemistry 30. Moreover, Chemistry 30 also had “Very High” in the achievement measure evaluation on both standards.
- All Students cohort showed statistically significant improvements at the acceptable standard in English Language Arts 30-1 and Mathematics 30-2.

- English Language Arts 30-2 was categorized as “Low” in the achievement measure at the acceptable standard and the performance on both standards declined significantly in the improvement measure evaluation.
- Social Studies 30-1 had “Very High” standard of excellence results in the achievement measure, however, the 2024-25 result declined significantly compared to the previous three-year average.
- English Language Arts 30-1 and Mathematics 30-1 showed continuous year-over-year increases at the acceptable standard for both School-Awarded and diploma examination marks over time.

English as an Additional Language Learners Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence by Course

English as an Additional Language Learners		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Very Low	Maintained	Concern	67.1	64.8	64.7	64.7	61.3	62.3
	Diploma: Excellence	Low	Maintained	Issue	3.2	2.8	2.9	3.3	2.7	3.2
English Lang Arts 30-2	Diploma: Acceptable	Very Low	Declined	Concern	69.3	73.6	73.4	67.4	70.0	70.7
	Diploma: Excellence	Low	Declined	Issue	4.5	5.5	6.2	4.5	5.2	5.4
French Lang Arts 30-1	Diploma: Acceptable	Very High	n/a	n/a	100.0	*	n/a	96.0	85.7	85.4
	Diploma: Excellence	High	n/a	n/a	22.2	*	n/a	8.0	19.0	9.5
Mathematics 30-1	Diploma: Acceptable	n/a	Improved	n/a	72.7	73.7	69.4	67.6	64.0	62.6
	Diploma: Excellence	n/a	Maintained	n/a	37.5	39.9	35.8	30.8	27.6	25.4
Mathematics 30-2	Diploma: Acceptable	n/a	Maintained	n/a	65.7	64.8	64.8	63.3	57.7	58.1
	Diploma: Excellence	n/a	Improved	n/a	15.8	12.0	12.1	13.4	9.0	9.4
Social Studies 30-1	Diploma: Acceptable	Low	Declined	Issue	72.7	79.2	77.7	72.5	70.5	71.6
	Diploma: Excellence	Low	Declined	Issue	8.4	12.8	11.6	8.2	10.7	9.8
Social Studies 30-2	Diploma: Acceptable	Very Low	Declined	Concern	66.8	72.8	70.2	63.2	63.2	62.9
	Diploma: Excellence	Intermediate	Declined	Issue	9.4	12.4	12.0	8.3	8.3	8.1
Biology 30	Diploma: Acceptable	Low	Declined	Issue	76.3	78.9	79.1	69.2	69.7	71.3
	Diploma: Excellence	Very High	Maintained	Excellent	33.9	32.9	32.6	25.3	23.6	24.1
Chemistry 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	78.4	77.0	76.9	74.7	73.2	73.3
	Diploma: Excellence	Very High	Improved Significantly	Excellent	43.2	36.9	36.6	33.1	29.6	29.8
Physics 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	81.0	78.0	82.1	75.0	71.3	73.5
	Diploma: Excellence	Very High	Maintained	Excellent	44.3	41.7	42.1	32.0	32.9	32.6
Science 30	Diploma: Acceptable	Low	Improved	Acceptable	72.2	69.9	66.6	66.0	69.0	68.2
	Diploma: Excellence	Intermediate	Improved	Good	18.7	15.4	14.2	17.7	16.2	16.2

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence for School Awarded and Diploma Exam by Course over Time

English as an Additional Language Learners			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	94.6	22.4	93.8	29.1	96.5	30.4	96.0	24.6
		Diploma Exam	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8	67.1	3.2
	Province	School-Awarded	n/a	n/a	96.4	28.5	95.6	29.7	95.8	30.3	97.1	29.2
		Diploma Exam	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7	64.7	3.3
English Lang Arts 30-2	Authority	School-Awarded	n/a	n/a	94.9	14.5	92.7	12.3	96.8	18.4	96.0	17.6
		Diploma Exam	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5	69.3	4.5
	Province	School-Awarded	n/a	n/a	95.5	14.8	95.8	12.7	96.7	16.5	97.1	16.8
		Diploma Exam	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2	67.4	4.5
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	*	*	*	*	*	*	100.0	55.6
		Diploma Exam	n/a	n/a	*	*	*	*	*	*	100.0	22.2
	Province	School-Awarded	n/a	n/a	100.0	56.3	96.3	48.1	90.5	71.4	100.0	64.0
		Diploma Exam	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0	96.0	8.0
Mathematics 30-1	Authority	School-Awarded	n/a	n/a	84.6	35.2	87.6	46.1	88.5	50.3	90.1	47.9
		Diploma Exam	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9	72.7	37.5
	Province	School-Awarded	n/a	n/a	92.1	47.7	92.3	46.6	91.6	47.8	93.8	49.3
		Diploma Exam	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6	67.6	30.8
Mathematics 30-2	Authority	School-Awarded	n/a	n/a	90.2	24.8	88.1	20.5	89.2	22.3	90.5	24.2
		Diploma Exam	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0	65.7	15.8
	Province	School-Awarded	n/a	n/a	91.0	23.9	88.7	20.9	89.4	20.9	92.4	26.5
		Diploma Exam	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0	63.3	13.4

Percentage of Students at Overall Achievement Standards of Acceptable and Excellence by Course over Time

English as an Additional Language Learners		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	n/a	n/a	60.5	2.0	64.5	3.0	64.8	2.8	67.1	3.2
	Province	n/a	n/a	55.5	2.6	63.3	3.7	61.3	2.7	64.7	3.3
English Lang Arts 30-2	Authority	n/a	n/a	66.2	2.6	73.2	6.9	73.6	5.5	69.3	4.5
	Province	n/a	n/a	63.9	3.7	71.5	5.5	70.0	5.2	67.4	4.5
French Lang Arts 30-1	Authority	n/a	n/a	*	*	*	*	*	*	100.0	22.2
	Province	n/a	n/a	93.8	12.5	85.2	0.0	85.7	19.0	96.0	8.0
Mathematics 30-1	Authority	n/a	n/a	50.0	19.1	65.0	31.8	73.7	39.9	72.7	37.5
	Province	n/a	n/a	52.2	19.2	61.1	23.1	64.0	27.6	67.6	30.8

Mathematics 30-2	Authority	n/a	n/a	58.6	8.3	64.7	12.2	64.8	12.0	65.7	15.8
	Province	n/a	n/a	46.9	6.3	58.5	9.7	57.7	9.0	63.3	13.4
Social Studies 30-1	Authority	n/a	n/a	75.0	11.7	76.3	10.5	79.2	12.8	72.7	8.4
	Province	n/a	n/a	68.7	9.0	72.7	8.8	70.5	10.7	72.5	8.2
Social Studies 30-2	Authority	n/a	n/a	68.0	13.9	67.6	11.6	72.8	12.4	66.8	9.4
	Province	n/a	n/a	55.6	7.1	62.5	7.8	63.2	8.3	63.2	8.3
Biology 30	Authority	n/a	n/a	68.8	30.7	79.4	32.4	78.9	32.9	76.3	33.9
	Province	n/a	n/a	61.0	18.0	72.8	24.7	69.7	23.6	69.2	25.3
Chemistry 30	Authority	n/a	n/a	76.9	33.5	76.8	36.2	77.0	36.9	78.4	43.2
	Province	n/a	n/a	67.9	23.5	73.5	29.9	73.2	29.6	74.7	33.1
Physics 30	Authority	n/a	n/a	75.6	40.2	86.2	42.5	78.0	41.7	81.0	44.3
	Province	n/a	n/a	63.1	26.4	75.7	32.3	71.3	32.9	75.0	32.0
Science 30	Authority	n/a	n/a	58.2	12.7	63.4	13.0	69.9	15.4	72.2	18.7
	Province	n/a	n/a	59.7	11.8	67.4	16.1	69.0	16.2	66.0	17.7

Analysis

- CBE's English as an Additional Language Learners consistently outperformed the province across all diploma examinations except for the standard of excellence results in English Language Arts.
- English as an Additional Language Learners had "Very Low" achievement measure at the acceptable standard in English Language Arts 30-1 & 30-2 and Social Studies 30-2 while received "Very High" standard of excellence achievement measure results in Biology 30, Chemistry 30 and Physics 30. Notably, a significant improvement at the standard of excellence was observed in Chemistry 30.
- CBE students in this cohort achieved continued year-over-year increases in their English Language Arts 30-1 and Mathematics 30-2 acceptable standard diploma examination marks over time.

Students who Self-Identify as Indigenous Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence by Course

Students who Self-Identify as Indigenous		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	87.6	88.0	87.1	80.6	81.7	80.0
	Diploma: Excellence	Intermediate	Maintained	Acceptable	9.0	11.3	11.7	5.3	6.9	6.5
English Lang Arts 30-2	Diploma: Acceptable	Intermediate	Improved	Good	93.6	88.6	90.0	88.6	86.0	86.2
	Diploma: Excellence	Intermediate	Maintained	Acceptable	13.3	14.3	14.9	9.3	10.8	10.4
French Lang Arts 30-1	Diploma: Acceptable	Very High	Maintained	Excellent	100.0	100.0	100.0	86.0	88.9	86.3
	Diploma: Excellence	Low	Maintained	Issue	0.0	0.0	0.0	2.3	0.0	1.4
Mathematics 30-1	Diploma: Acceptable	n/a	Maintained	n/a	72.9	83.3	79.2	67.8	64.4	62.5
	Diploma: Excellence	n/a	Improved	n/a	37.1	26.4	23.8	23.2	17.0	16.0

Mathematics 30-2	Diploma: Acceptable	n/a	Maintained	n/a	82.2	80.0	81.2	71.6	64.8	65.3
	Diploma: Excellence	n/a	Declined	n/a	8.9	18.5	18.0	11.5	10.1	11.1
Social Studies 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	85.7	92.2	85.4	77.5	79.1	76.1
	Diploma: Excellence	High	Maintained	Good	15.1	22.2	17.7	9.1	10.6	9.6
Social Studies 30-2	Diploma: Acceptable	Low	Maintained	Issue	77.2	80.2	77.2	72.1	72.9	72.6
	Diploma: Excellence	Low	Declined	Issue	7.8	12.6	12.4	5.7	6.6	6.0
Biology 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	82.2	77.1	76.7	74.0	72.8	72.7
	Diploma: Excellence	Intermediate	Maintained	Acceptable	22.8	31.3	23.6	20.3	17.0	18.0
Chemistry 30	Diploma: Acceptable	High	Maintained	Good	81.5	87.5	84.8	75.6	78.2	74.1
	Diploma: Excellence	High	Declined	Acceptable	30.8	48.2	43.1	22.9	23.5	23.7
Physics 30	Diploma: Acceptable	Very High	Improved	Excellent	96.4	85.7	84.0	76.5	80.4	76.2
	Diploma: Excellence	Very High	Maintained	Excellent	60.7	42.9	47.9	30.3	23.2	25.0
Science 30	Diploma: Acceptable	Intermediate	Maintained	Acceptable	84.2	96.8	84.1	77.9	78.1	76.7
	Diploma: Excellence	Intermediate	Maintained	Acceptable	23.7	41.9	33.8	18.5	18.5	18.6

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence for School Awarded and Diploma Exam by Course over Time

Students who Self-Identify as Indigenous			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	98.0	28.6	96.8	31.5	98.5	42.1	97.7	33.3
		Diploma Exam	n/a	n/a	79.6	2.0	86.3	12.1	88.0	11.3	87.6	9.0
	Province	School-Awarded	n/a	n/a	97.1	31.9	98.1	30.3	98.0	33.0	98.5	28.2
		Diploma Exam	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9	80.6	5.3
English Lang Arts 30-2	Authority	School-Awarded	n/a	n/a	100.0	15.9	96.9	10.9	91.4	20.0	95.1	22.2
		Diploma Exam	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3	93.6	13.3
	Province	School-Awarded	n/a	n/a	96.0	13.7	96.3	13.7	95.1	15.5	96.0	16.0
		Diploma Exam	n/a	n/a	82.1	9.2	86.5	9.9	86.0	10.8	88.6	9.3
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	n/a	n/a	*	*	100.0	66.7	100.0	50.0
		Diploma Exam	n/a	n/a	n/a	n/a	*	*	100.0	0.0	100.0	0.0
	Province	School-Awarded	n/a	n/a	100.0	55.6	100.0	64.9	100.0	44.4	100.0	58.1
		Diploma Exam	n/a	n/a	83.3	0.0	83.8	2.7	88.9	0.0	86.0	2.3
Mathematics 30-1	Authority	School-Awarded	n/a	n/a	88.2	11.8	90.4	50.0	94.4	37.5	94.3	51.4
		Diploma Exam	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4	72.9	37.1
	Province	School-Awarded	n/a	n/a	94.5	39.1	95.8	41.3	97.0	41.8	95.7	44.8
		Diploma Exam	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17.0	67.8	23.2

Mathematics 30-2	Authority	School-Awarded	n/a	n/a	93.1	34.5	93.0	19.3	92.3	30.8	94.4	18.9
		Diploma Exam	n/a	n/a	75.9	6.9	82.5	17.5	80.0	18.5	82.2	8.9
	Province	School-Awarded	n/a	n/a	91.5	22.8	93.5	24.0	93.8	24.6	95.5	26.3
		Diploma Exam	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1	71.6	11.5

Percentage of Students at Overall Achievement Standards of Acceptable and Excellence by Course over Time

Students who Self-Identify as Indigenous		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	n/a	n/a	79.6	2.0	86.3	12.1	88.0	11.3	87.6	9.0
	Province	n/a	n/a	73.5	4.4	78.3	6.1	81.7	6.9	80.6	5.3
English Lang Arts 30-2	Authority	n/a	n/a	85.7	9.5	91.5	15.5	88.6	14.3	93.6	13.3
	Province	n/a	n/a	82.1	9.2	86.5	9.9	86.0	10.8	88.6	9.3
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	100.0	0.0	100.0	0.0
	Province	n/a	n/a	n/a	n/a	83.8	2.7	88.9	0.0	86.0	2.3
Mathematics 30-1	Authority	n/a	n/a	41.2	5.9	75.0	21.2	83.3	26.4	72.9	37.1
	Province	n/a	n/a	50.9	10.5	60.6	15.0	64.4	17.0	67.8	23.2
Mathematics 30-2	Authority	n/a	n/a	75.9	6.9	82.5	17.5	80.0	18.5	82.2	8.9
	Province	n/a	n/a	55.2	7.3	65.8	12.1	64.8	10.1	71.6	11.5
Social Studies 30-1	Authority	n/a	n/a	82.8	10.3	78.6	13.1	92.2	22.2	85.7	15.1
	Province	n/a	n/a	72.5	7.4	73.0	8.6	79.1	10.6	77.5	9.1
Social Studies 30-2	Authority	n/a	n/a	73.6	8.3	74.2	12.3	80.2	12.6	77.2	7.8
	Province	n/a	n/a	66.0	5.4	72.3	5.4	72.9	6.6	72.1	5.7
Biology 30	Authority	n/a	n/a	67.6	23.5	76.3	15.8	77.1	31.3	82.2	22.8
	Province	n/a	n/a	58.9	11.5	72.5	19.1	72.8	17.0	74.0	20.3
Chemistry 30	Authority	n/a	n/a	82.4	17.6	82.0	38.0	87.5	48.2	81.5	30.8
	Province	n/a	n/a	62.5	15.4	70.0	24.0	78.2	23.5	75.6	22.9
Physics 30	Authority	n/a	n/a	90.0	40.0	82.4	52.9	85.7	42.9	96.4	60.7
	Province	n/a	n/a	68.6	25.2	72.0	26.8	80.4	23.2	76.5	30.3
Science 30	Authority	n/a	n/a	91.7	0.0	71.4	25.7	96.8	41.9	84.2	23.7
	Province	n/a	n/a	70.0	7.2	75.3	18.7	78.1	18.5	77.9	18.5

Analysis

- Students who Self-Identify as Indigenous showed higher diploma examination achievements than the provincial level across courses, except for the standard of excellence in French Language Arts 30-1 and Mathematics 30-2.
- CBE Students in this cohort achieved 'Very High' achievement measures on both standards in Physics 30.
- In 2024-25 school year, notable improvements were observed in the acceptable standard results for English Language Arts 30-2 and Physics 30 as well as in the standard of excellence result for Mathematics 30-1.

- In Biology 30, CBE's Students who Self-Identify as Indigenous maintained an upward trend in their acceptable standard results.

Students with Identified Special Education Needs Cohort:

Alberta Education and Childcare Assurance Measure Data for Diploma Achievement Standards of Acceptable and Excellence by Course

Students with Identified Special Education Needs		The Calgary School Division						Alberta		
Course	Measure	Achievement	Improvement	Overall	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
English Lang Arts 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	86.3	85.3	85.2	81.9	79.6	79.6
	Diploma: Excellence	Intermediate	Maintained	Acceptable	10.2	11.2	10.5	8.1	7.8	7.5
English Lang Arts 30-2	Diploma: Acceptable	Low	Maintained	Issue	88.1	86.2	86.7	84.0	82.4	82.5
	Diploma: Excellence	High	Declined	Acceptable	15.6	16.8	17.5	9.8	11.2	10.7
French Lang Arts 30-1	Diploma: Acceptable	Low	Declined	Issue	91.2	100.0	99.0	93.1	94.8	93.8
	Diploma: Excellence	Intermediate	Maintained	Acceptable	5.9	9.1	6.6	2.3	6.3	5.2
Mathematics 30-1	Diploma: Acceptable	n/a	Improved	n/a	79.4	81.0	76.2	73.0	71.6	69.1
	Diploma: Excellence	n/a	Maintained	n/a	36.2	39.5	33.6	29.0	27.8	24.7
Mathematics 30-2	Diploma: Acceptable	n/a	Improved Significantly	n/a	82.1	73.6	76.2	75.0	69.0	68.5
	Diploma: Excellence	n/a	Maintained	n/a	21.1	20.5	21.2	16.7	15.1	14.2
Social Studies 30-1	Diploma: Acceptable	Intermediate	Maintained	Acceptable	86.5	86.3	86.2	82.9	80.9	81.8
	Diploma: Excellence	High	Maintained	Good	15.0	17.5	16.7	12.1	13.4	13.0
Social Studies 30-2	Diploma: Acceptable	Intermediate	Maintained	Acceptable	80.5	79.0	79.2	72.1	70.8	70.6
	Diploma: Excellence	High	Maintained	Good	14.4	15.4	15.3	8.5	9.5	8.8
Biology 30	Diploma: Acceptable	High	Maintained	Good	86.2	83.7	84.4	78.9	78.0	78.7
	Diploma: Excellence	High	Maintained	Good	32.7	32.7	31.6	25.9	25.4	24.7
Chemistry 30	Diploma: Acceptable	Very High	Improved	Excellent	86.8	86.2	84.2	83.5	81.8	80.2
	Diploma: Excellence	Very High	Maintained	Excellent	39.3	40.6	39.5	34.6	31.9	32.0
Physics 30	Diploma: Acceptable	Very High	Improved	Excellent	91.2	88.7	87.4	85.8	82.0	80.5
	Diploma: Excellence	Very High	Improved	Excellent	48.2	52.1	43.0	38.1	37.7	32.7
Science 30	Diploma: Acceptable	High	Maintained	Good	87.8	88.1	85.5	77.3	79.9	78.1
	Diploma: Excellence	High	Improved	Good	30.4	26.8	23.7	22.0	20.3	17.3

Percentage of Students at Diploma Achievement Standards of Acceptable and Excellence for School Awarded and Diploma Exam by Course over Time

Students with Identified Special Education Needs			Results (in percentages)									
			2020-21		2021-22		2022-23		2023-24		2024-25	
			Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	97.9	36.7	96.7	32.7	98.7	35.6	98.8	34.6
		Diploma Exam	n/a	n/a	77.5	11.0	85.1	9.8	85.3	11.2	86.3	10.2
	Province	School-Awarded	n/a	n/a	98.0	35.4	97.6	32.0	98.6	33.7	98.4	32.6
		Diploma Exam	n/a	n/a	72.2	7.2	79.7	7.2	79.6	7.8	81.9	8.1
English Lang Arts 30-2	Authority	School-Awarded	n/a	n/a	94.5	21.6	94.7	19.2	95.2	21.0	95.4	21.7
		Diploma Exam	n/a	n/a	85.6	17.3	87.3	18.1	86.2	16.8	88.1	15.6
	Province	School-Awarded	n/a	n/a	96.5	14.6	96.8	15.1	96.3	15.6	96.1	16.0
		Diploma Exam	n/a	n/a	74.5	8.8	82.5	10.2	82.4	11.2	84.0	9.8
French Lang Arts 30-1	Authority	School-Awarded	n/a	n/a	100.0	79.2	100.0	53.1	100.0	84.1	97.1	41.2
		Diploma Exam	n/a	n/a	91.7	4.2	98.0	4.1	100.0	9.1	91.2	5.9
	Province	School-Awarded	n/a	n/a	100.0	65.8	99.0	54.1	99.0	67.7	98.9	52.9
		Diploma Exam	n/a	n/a	89.5	2.6	92.9	4.1	94.8	6.3	93.1	2.3
Mathematics 30-1	Authority	School-Awarded	n/a	n/a	89.5	41.5	93.8	44.0	95.0	47.9	95.3	49.5
		Diploma Exam	n/a	n/a	59.6	21.6	71.5	27.7	81.0	39.5	79.4	36.2
	Province	School-Awarded	n/a	n/a	93.6	44.9	95.5	44.4	95.5	45.7	95.4	48.7
		Diploma Exam	n/a	n/a	55.8	15.9	66.6	21.5	71.6	27.8	73.0	29.0
Mathematics 30-2	Authority	School-Awarded	n/a	n/a	93.6	26.0	92.5	22.0	91.5	29.6	94.8	29.7
		Diploma Exam	n/a	n/a	65.7	13.2	78.8	21.8	73.6	20.5	82.1	21.1
	Province	School-Awarded	n/a	n/a	93.7	25.3	93.5	20.8	92.4	27.3	95.1	28.1
		Diploma Exam	n/a	n/a	58.0	9.8	67.9	13.3	69.0	15.1	75.0	16.7

Percentage of Students at Overall Achievement Standards of Acceptable and Excellence by Course over Time

Students with Identified Special Education Needs		Results (in percentages)									
		2020-21		2021-22		2022-23		2023-24		2024-25	
		Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
English Lang Arts 30-1	Authority	n/a	n/a	77.5	11.0	85.1	9.8	85.3	11.2	86.3	10.2
	Province	n/a	n/a	72.2	7.2	79.7	7.2	79.6	7.8	81.9	8.1
English Lang Arts 30-2	Authority	n/a	n/a	85.6	17.3	87.3	18.1	86.2	16.8	88.1	15.6
	Province	n/a	n/a	74.5	8.8	82.5	10.2	82.4	11.2	84.0	9.8
French Lang Arts 30-1	Authority	n/a	n/a	91.7	4.2	98.0	4.1	100.0	9.1	91.2	5.9
	Province	n/a	n/a	89.5	2.6	92.9	4.1	94.8	6.3	93.1	2.3
Mathematics 30-1	Authority	n/a	n/a	59.6	21.6	71.5	27.7	81.0	39.5	79.4	36.2
	Province	n/a	n/a	55.8	15.9	66.6	21.5	71.6	27.8	73.0	29.0
Mathematics 30-2	Authority	n/a	n/a	65.7	13.2	78.8	21.8	73.6	20.5	82.1	21.1
	Province	n/a	n/a	58.0	9.8	67.9	13.3	69.0	15.1	75.0	16.7
Social Studies 30-1	Authority	n/a	n/a	82.6	18.7	86.1	15.9	86.3	17.5	86.5	15.0
	Province	n/a	n/a	76.8	13.8	82.8	12.7	80.9	13.4	82.9	12.1
Social Studies 30-2	Authority	n/a	n/a	74.1	18.2	79.4	15.1	79.0	15.4	80.5	14.4
	Province	n/a	n/a	63.1	9.2	70.4	8.1	70.8	9.5	72.1	8.5

Biology 30	Authority	n/a	n/a	75.2	26.9	85.1	30.4	83.7	32.7	86.2	32.7
	Province	n/a	n/a	65.4	18.0	79.3	24.0	78.0	25.4	78.9	25.9
Chemistry 30	Authority	n/a	n/a	82.2	31.9	82.1	38.3	86.2	40.6	86.8	39.3
	Province	n/a	n/a	76.2	24.6	78.7	32.0	81.8	31.9	83.5	34.6
Physics 30	Authority	n/a	n/a	80.2	39.6	86.1	33.9	88.7	52.1	91.2	48.2
	Province	n/a	n/a	68.6	27.4	79.1	27.6	82.0	37.7	85.8	38.1
Science 30	Authority	n/a	n/a	80.7	18.7	83.0	20.5	88.1	26.8	87.8	30.4
	Province	n/a	n/a	75.1	16.2	76.2	14.3	79.9	20.3	77.3	22.0

Analysis

- CBE's Students with Identified Special Education Needs demonstrated stronger diploma examination performances compared to the provincial level across courses with the only exception of the acceptable standard in French Language Arts 30-1.
- When compared to the previous three-year average, a statistically significant improvement at the Acceptable standard result was observed in Mathematics 30-2.
- Students in this cohort had "Very High" achievement measure evaluations on both standards in Chemistry 30 and Physics 30.
- In English Language Arts 30-1, Social Studies 30-1, and Physics 30, CBE's Students with Identified Special Education Needs maintained an upward trend in their acceptable standard results.

High School Completion

Results combined across all courses for:

- High school completion rate of students within three and five years of entering Grade 10.
- Results and evaluations for all students
- Results and evaluations for self-identified First Nations, Métis, and Inuit students; and
- Results and evaluations for students with English as an Additional language supports (codes 301/303).

Required AEAM

High School Completion

High School completion rate of students within three and five years of entering grade 10.

Alberta Education and Childcare Assurance Measure and Evaluation by Cohort

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
All Students	Student Growth and Achievement	3-year High School Completion	81.6	80.4	81.5	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
		5-year High School Completion	88.0	89.0	88.1	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
English as an Additional Language Learners	Student Growth and Achievement	3-year High School Completion	68.5	66.2	66.2	73.5	72.0	74.4	Low	Improved	Acceptable
		5-year High School Completion	82.7	83.5	82.6	85.3	88.1	87.6	Intermediate	Maintained	Acceptable
Students who Self-Identify as Indigenous	Student Growth and Achievement	3-year High School Completion	51.0	48.6	49.0	59.8	58.6	58.4	Very Low	Maintained	Concern
		5-year High School Completion	61.9	58.4	56.4	69.7	69.4	69.6	Very Low	Improved	Issue
Students with Identified Special Education Needs	Student Growth and Achievement	3-year High School Completion	69.2	67.3	68.1	68.8	67.8	68.0	Low	Maintained	Issue
		5-year High School Completion	78.1	79.9	78.2	76.7	77.8	77.3	Low	Maintained	Issue

CBE 3 and 5 Year Completion Rates by Cohort

CBE Cohort	Measure	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	3-year High School Completion	82.4	83.0	81.1	80.4	81.6
	5-year High School Completion	86.0	86.6	88.6	89.0	88.0
English as an Additional Language Learners	3-year High School Completion	68.6	67.3	65.2	66.2	68.5
	5-year High School Completion	85.0	79.9	84.4	83.5	82.7
Students who Self-Identify as Indigenous	3-year High School Completion	48.0	48.8	49.6	48.6	51.0
	5-year High School Completion	53.1	50.7	60.2	58.4	61.9
Students with Identified Special Education Needs	3-year High School Completion	67.8	70.1	66.7	67.3	69.2
	5-year High School Completion	74.8	76.2	78.4	79.9	78.1

Analysis

- CBE All Students cohort consistently achieved 80s percentage result and outperformed the province in both 3-year and 5-year high school completion rates in 2024-25.
- CBE consistently showed year-over-year improvements in 3-year high school completion across different cohorts. Notably, for Students who Self-Identify as Indigenous, improvements were observed in both 3-year and 5-year completion rates when compared to 2023-24 results.
- All Students cohort, English as Additional Language Learners and Students with Identified Special Education Needs cohort had decreasing results in 5-year completion rate but the decreases were not statistically significant as indicated by the measure evaluations.

Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship.

Results and evaluations for the overall measure and each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Citizenship

Respondent agreement that students model the characteristics of active citizenship.

Alberta Education and Childcare Assurance Measure and Evaluation Overall

Assurance Domain	Measure	The Calgary School Division			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	Citizenship	75.9	75.6	77.2	79.8	79.4	80.4	Intermediate	Declined Significantly	Issue

Alberta Education and Childcare Assurance Measure and Evaluation by Parent, Student and Teacher Response over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.														
Overall	Authority	34 624	80.3	36 950	79.2	39 408	76.9	40 260	75.6	40 355	75.9	Intermediate	Declined Significantly	Issue
	Province	230 843	83.2	249 770	81.4	257 231	80.3	265 100	79.4	269 117	79.8	High	Declined Significantly	Issue
Parent	Authority	5247	76.9	4909	77.7	5654	76.1	4950	74.6	4151	73.9	High	Declined Significantly	Issue
	Province	30 905	81.4	31 689	80.4	31 869	79.4	33 217	78.7	34 441	78.6	High	Declined Significantly	Issue
Student	Authority	24 251	72.1	26 883	70.8	28 272	68.7	29 307	67.0	29 847	67.8	Intermediate	Declined Significantly	Issue
	Province	169 741	74.1	187 120	72.1	193 015	71.3	199 816	69.6	201 119	70.3	High	Declined Significantly	Issue
Teacher	Authority	5126	91.9	5158	89.2	5482	86.0	6003	85.1	6357	86.0	Low	Declined	Issue
	Province	30 197	94.1	30 961	91.7	32 347	90.3	32 067	89.8	33 557	90.5	Intermediate	Maintained	Acceptable

Analysis

- Similar to the province, CBE showed a general declining trend in the Citizenship measure over time. However, with the exception of Parent group, both students and teachers reported higher year-over-year agreements towards active citizenship of students.
- Across these three reporting groups, teachers consistently showed the highest agreement of 86.0 per cent while only 67.8 per cent of students agreed that they model the characteristic of active citizenship. Within the five years, significant discrepancies were observed across the three groups, with teachers reporting the highest level of agreement and students the lowest.

Student Learning and Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

Results and evaluations for the overall measure and each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

Note | Also Included:
Supplemental AEAMs for
Programs of Studies and
Program of Studies- At Risk

Alberta Education and Childcare Assurance Measure and Evaluation Overall

Assurance Domain	Measure	The Calgary School Division			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	82.6	82.5	83.7	83.9	83.7	84.4	Intermediate	Declined Significantly	Issue

Alberta Education and Childcare Assurance Supplemental Measures and Evaluation Overall

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Supplemental AEAMs	Program of Studies	81.8	81.7	82.1	83.0	82.8	82.9	Very High	Declined	Good
	Program of Studies - At Risk Students	75.9	76.7	77.5	80.5	80.6	81.2	Very Low	Declined Significantly	Concern

Alberta Education and Childcare Assurance Measure and Evaluation by Parent, Student and Teacher Response over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.														
Overall	Authority	34 644	84.8	36 936	84.7	39 401	83.7	40 260	82.5	40 368	82.6	Intermediate	Declined Significantly	Issue
	Province	230 956	85.6	249 740	85.1	257 214	84.4	265 079	83.7	269,076	83.9	Intermediate	Declined Significantly	Issue
Parent	Authority	5266	86.5	4906	86.9	5655	85.3	4951	83.8	4151	83.8	Low	Declined Significantly	Concern
	Province	30 994	89.0	31 694	88.7	31 862	87.3	33 209	86.7	34 444	87.6	Intermediate	Maintained	Acceptable
Student	Authority	24 258	72.8	26 879	72.4	28 269	71.5	29 311	69.9	29 860	69.9	Intermediate	Declined Significantly	Issue
	Province	169 789	71.8	187 102	71.3	193 029	70.9	199 823	69.3	201 089	69.3	Intermediate	Declined Significantly	Issue

Teacher	Authority	5120	95.0	5151	94.9	5477	94.5	5998	93.9	6357	94.1	Low	Maintained	Issue
	Province	30 173	96.0	30 944	95.5	32 323	95.1	32 047	95.1	33 543	95.0	Intermediate	Declined	Issue

Alberta Education and Childcare Assurance Supplemental Measures and Evaluation by Parent, Student and Teacher Response over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Program of Studies: Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.														
Overall	Authority	23 788	81.5	25 328	82.6	27 748	82.0	28 445	81.7	28 615	81.8	Very High	Declined	Good
	Province	157 680	81.9	172 339	82.9	179 589	82.9	184 554	82.8	190 222	83.0	Very High	Maintained	Excellent
Parent	Authority	5231	79.0	4900	80.6	5633	80.5	4938	80.4	4141	79.5	High	Declined	Acceptable
	Province	30 817	81.7	31 625	82.4	31 780	82.2	33 145	82.3	34 368	82.4	Very High	Maintained	Excellent
Student	Authority	13 431	77.2	15 272	78.8	16 633	77.8	17 514	76.8	18 119	76.8	Very High	Declined Significantly	Acceptable
	Province	96 676	74.9	109 776	76.9	115 487	77.4	119 382	76.7	122 315	77.0	Very High	Maintained	Excellent
Teacher	Authority	5126	88.3	5156	88.4	5482	87.8	5993	87.9	6355	89.0	High	Improved	Good
	Province	30 187	89.2	30 938	89.3	32 322	89.3	32 027	89.2	33 539	89.5	High	Maintained	Good
Program of Studies - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.														
Overall	Authority	34574	79.2	36884	78.3	39308	77.5	40148	76.7	40,263	75.9	Very Low	Declined Significantly	Concern
	Province	230686	82.7	249524	81.9	256932	81.2	264651	80.6	268,717	80.5	Low	Declined Significantly	Concern
Parent	Authority	5240	70.7	4900	70.1	5636	68.4	4933	67.8	4,141	65.5	Very Low	Declined Significantly	Concern
	Province	30874	76.7	31643	75.3	31805	73.7	33110	73.5	34,352	73.5	Low	Declined	Issue
Student	Authority	24214	78.2	26832	77.8	28198	76.7	29220	75.8	29,770	75.6	Very Low	Declined Significantly	Concern
	Province	169631	80.2	186935	80.1	192805	79.9	199516	78.7	200,841	78.7	Low	Declined Significantly	Concern
Teacher	Authority	5120	88.7	5152	87.1	5474	87.4	5995	86.6	6,352	86.7	Very Low	Maintained	Concern
	Province	30181	91.2	30946	90.3	32322	89.9	32025	89.5	33,524	89.4	Very Low	Declined Significantly	Concern

Analysis

- Overall declining trends were observed in Student Learning Engagement: Program of Studies – At Risk Students measure for the past five years.
- However, when compared to 2023-24 results, there were 0.1 percentage point increases in the overall agreements for both Program of Studies and Student Learning Engagement measures, mostly attributed to the improvements within the Teacher group.
- In 2024-25 school year, CBE teachers expressed improved satisfaction towards the program of studies opportunities for students when compared to the previous three-year average while the provincial teachers showed relatively similar agreements than before.
- Among these three respondent groups, Teacher group consistently showed the highest agreements across all three measures while Student group reported the lowest percentage of agreement on Student Learning Engagement and Program of Studies measures. Additionally, the Parent group recorded the lowest results in Program of Studies – At Risk measure.

Early Years Literacy & Numeracy Assessments

School authorities must provide a summary of their literacy and numeracy results for children and students in Kindergarten to grade three that includes:

- a list of the Alberta Education & Childcare approved screening assessments used at each grade level;
- the total number of children and students assessed using the initial assessment at each grade level;
- the total number of children and students identified as requiring additional supports based on the initial assessment at each grade level;
- the total number of students identified as requiring additional supports at the end of the school year in grades 1 to 3; and
- a summary of support strategies used for children and students identified as requiring additional supports at each grade level.

Required Local Component

Early Years Literacy Assessments

- CC3
- LeNS
- PAST
- RAN

Literacy Results

Literacy Results by Grade

Grade	Total number of students assessed using the initial screening assessment at each grade level	Total number of students identified as requiring additional supports in literacy based on initial screening assessment(s) at each grade level	Total number of students identified as requiring additional supports at the end of the school year at each grade level
Kindergarten	8902	1874	N/A
Grade 1	11210	2326	1393
Grade 2	11211	3411	1734
Grade 3	11525	2313	1429

CC3 Results – All Students and by Cohort

Cohort		All Students		English as an Additional Language Learners		Students who Self-Identify as Indigenous		Students with Identified Special Education Needs	
Grade	CC3 Category	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage
Grade 1	Regular Words	26.9	15.0	34.2	20.5	47.7	34.1	47.3	35.2
	Irregular Words	25.9	18.0	30.1	24.3	46.5	38.1	44.8	38.8
	Non-words	23.1	15.2	29.9	19.7	41.3	32.6	46.6	36.7
Grade 2	Regular Words	25.9	14.3	31.7	19.2	41.9	26.3	47.2	33.6
	Irregular Words	25.3	17.1	29.5	22.7	41.1	29.8	43.0	36.4
	Non-words	25.0	13.5	29.7	17.8	41.9	26.2	47.3	31.0
Grade 3	Regular Words	26.3	14.4	32.6	19.0	43.9	31.5	45.3	29.7
	Irregular Words	26.4	17.8	32.6	23.5	41.0	34.3	43.0	34.6
	Non-words	25.7	13.2	31.3	17.6	43.4	29.5	43.5	28.2

LeNS Results – All Students and by Cohort

Grade	All Students		English as an Additional Language Learners		Students who Self-Identify as Indigenous		Students with Identified Special Education Needs	
	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage
Grade 1	26.4	19.4	36.2	27.1	44.4	36.5	45.2	38.7
Grade 2	27.8	18.1	36.7	23.4	43.1	31.9	47.7	36.7

RAN & PAST Results for Grade One Students – All Students and by Cohort

Cohort	RAN Initial Screening Assessment RAS Percentage	PAST Initial Screening Assessment RAS Percentage
All Students	27.2	28.3
English as an Additional Language Learners	32.3	42.0
Students who Self-Identify as Indigenous	39.1	36.2
Students with Identified Special Education Needs	46.7	57.2

Literacy Support Strategies by Grade

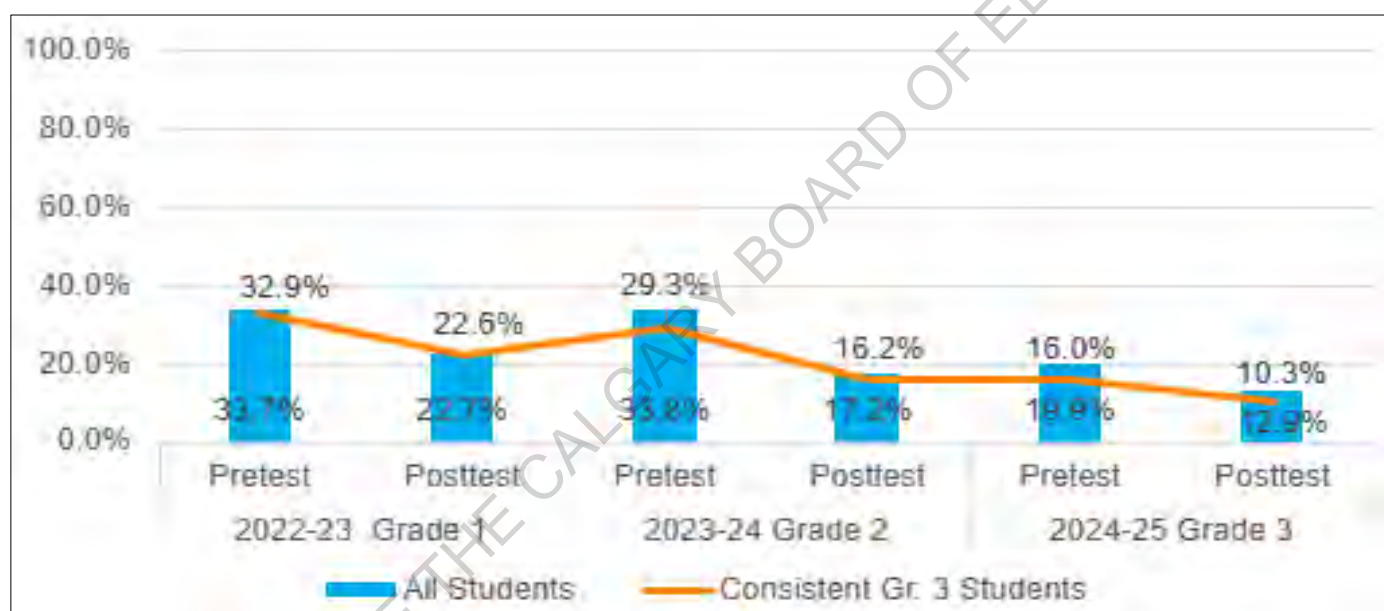
Grade	Key Support Strategies
Kindergarten	- Introduced the Strive for Five framework to develop oral language competence. - Increased dosage and intensity of instruction, targeted through the use of the CBE ELAL Scope and Sequence. - Use of evidence-based literacy routines provided to students through the use of UFLI lessons. - Use of evidence-based literacy sequence to explicitly teach printing. - Use of decodable text to support transfer and mastery of phonics knowledge. - Use of diagnostic/screening data to target both universal and intervention instruction (LeNS, PAST, RAN) - Use of ongoing progress monitoring to inform next steps in intervention. - District-created professional learning videos were used to build teacher capacity in oral language and phonological awareness
Grade 1	- Increased dosage and intensity of instruction, targeted through the use of the CBE ELAL Scope and Sequence. - Use of evidence-based literacy routines provided to students through the use of UFLI lessons. - Use of evidence-based literacy sequence to explicitly teach printing. - Use of decodable text to support transfer and mastery of phonics knowledge. - Use of diagnostic/screening data to target both universal and intervention instruction (LeNS, PAST, RAN, CC3) - Use of ongoing progress monitoring to inform next steps in intervention. - District-created professional learning videos were used to build teacher capacity in oral language and phonological awareness
Grade 2	- Increased dosage and intensity of instruction, targeted through the use of the CBE ELAL Scope and Sequence. - Use of interventions emphasizing decoding multisyllabic words, building fluency and strengthening comprehension. - Use of evidence-based literacy routines provided to students through the use of UFLI lessons. - Use of evidence-based literacy sequence to explicitly teach printing. - Use of decodable text to support transfer and mastery of phonics knowledge. - Use of diagnostic/screening data to target both universal and intervention instruction (LeNS, PAST, RAN, CC3) - Use of ongoing progress monitoring to inform next steps in intervention.
Grade 3	- Increased dosage and intensity of instruction, targeted through the use of the CBE ELAL Scope and Sequence. - Use of interventions emphasizing decoding multisyllabic words, building fluency and strengthening comprehension. - Use of evidence-based literacy routines provided to students through the use of UFLI lessons. - Use of evidence-based literacy sequence to explicitly teach printing. - Use of decodable text to support transfer and mastery of phonics knowledge. - Use of diagnostic/screening data to target both universal and intervention instruction (LeNS, PAST, RAN, CC3) - Use of ongoing progress monitoring to inform next steps in intervention.

Literacy Results – Consistent Grade 3 Cohort vs the All Grade 3 Student Cohort Requiring Additional Supports Percentages Over Time

Cohort	2022-23 Grade 1		2023-24 Grade 2		2024-25 Grade 3	
	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment
All Students	33.7%	22.7%	33.8%	17.2%	19.9%	12.9%
Consistent Gr. 3 Students	32.9%	22.6%	29.3%	16.2%	16.0%	10.3%

Note | The All Grade 3 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 1, Grade 2 and Grade 3 for the identified school year. The Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

Literacy Results – Consistent Grade 3 Cohort vs the All Grade 3 Student Cohort Requiring Additional Supports Percentages Over Time



Numeracy Results

Numeracy Results by Grade

Grade	Total number of students assessed using the initial screening assessment at each grade level	Total number of students identified as requiring additional supports in literacy based on initial screening assessment(s) at each grade level	Total number of students identified as requiring additional supports at the end of the school year at each grade level
Kindergarten	8867	2298	N/A
Grade 1	11228	2712	1816
Grade 2	11303	3206	1952
Grade 3	11292	2972	1802

Numeracy Results – All Students and by Cohort

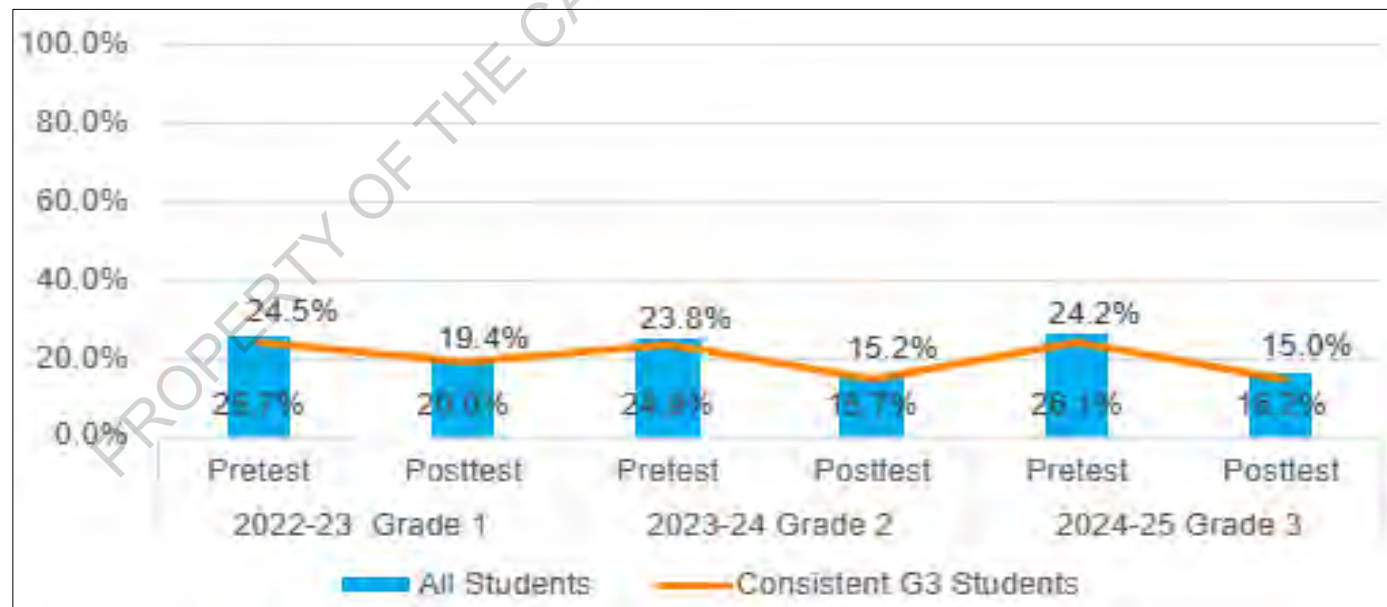
Grade	All Students		English as an Additional Language Learners		Students who Self-Identify as Indigenous		Students with Identified Special Education Needs	
	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage	Initial Screening Assessment RAS Percentage	Final Screening Assessment RAS Percentage
Grade 1	24.3	18.7	28.7	21.9	42.3	36.5	48.1	42.1
Grade 2	28.5	19.1	33.1	22.4	47.2	34.0	52.3	40.0
Grade 3	26.4	17.3	30.4	20.0	43.9	35.2	46.8	35.6

Numeracy Results – Consistent Grade 3 Cohort vs the All Grade 3 Student Cohort Requiring Additional Supports Percentages Over Time

Cohort	2022-23 Grade 1		2023-24 Grade 2		2024-25 Grade 3	
	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment	Initial Screening Assessment	Final Screening Assessment
All Students	25.7%	20.0%	24.9%	15.7%	26.1%	16.2%
Consistent Gr. 3 Students	24.5%	19.4%	23.8%	15.2%	24.2%	15.0%

Note | The All Grade 3 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 1, Grade 2 and Grade 3 for the identified school year. The Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

Numeracy Results – Consistent Grade 3 Cohort vs the All Grade 3 Student Cohort Requiring Additional Supports Percentages Over Time



Numeracy Support Strategies by Grade

Grade	Key Support Strategies
Kindergarten	- Kindergarten intervention programming emphasizes numeracy foundations - Numeracy interventions target number recognition, counting, subitizing, and early patterning - Activities such as counting collections, number talks, and structured games provide multiple entry points for students - Instructional approaches emphasize multiple representations (physical, visual, verbal, symbolic) to build conceptual understanding. - Intervention teachers collaborate with classroom staff to ensure instructional alignment and consistency for students requiring additional time and intensity.
Grade 1	- Interventions prioritized the development of number sense, addition and subtraction strategies, and procedural fluency - Mathematics programming was supported by district-developed curriculum resources aligned to the new Grade 1 curriculum - Resources included guidance on scaffolding and extensions, along with tasks adaptable to both classroom and intervention contexts - Teachers accessed MathUP licenses and professional learning sessions to deepen content knowledge and share implementation strategies
Grade 2	- Support targeted operational fluency and problem-solving - Mathematics interventions included structured routines such as "Alike and Different" tasks to strengthen conceptual understanding through comparison - District-developed curriculum resources provided tasks with multiple forms of representation, enabling teachers to scaffold and extend learning - MathUP resources and professional learning opportunities built teacher capacity and aligned classroom and intervention practices
Grade 3	- Continued focus on EAL students and equitable intervention access. - Clear learning goals with structured lessons for conceptual understanding. - Use of routines like "Alike and Different" to deepen learning through varied representations. - Short, high-impact intervention routines to build procedural fluency.

Note | In all grades, a key theme is differentiated instruction, continuous assessment, and evidence-based strategies to support both mathematical and literacy growth, especially for EAL learners.

Analysis

- There were notably and consistently fewer CBE students who scored 'Requiring Additional Support' in their literacy and numeracy final screening assessments than initial screening assessments.
- While improvements were observed in literacy across different grades, Grade 1 students generally showed a greater number of students requiring additional support than students in higher grades in both CC3 and LeNS final screening assessments.
- For Students who Self-Identify as Indigenous, Grade 1 students had higher percentages of 'Requiring Additional Support' LeNS results in both initial screening assessments and final screening assessments than Grade 2 students.
- Significant progress in LeNS was consistently observed for Grade 2 All Students cohort, English as an Additional Language Learners and Students with Identified Special Education Needs cohort.
- Across all grades and cohorts, more 'Requiring Additional Support' students were observed in Regular Words category in their initial screening assessments when compared to all subcategories of CC3 screening assessments.
- Across all grades and cohorts, more 'Requiring Additional Support' students were observed in Irregular Words category in their final screening assessments when compared to all subcategories of CC3 screening assessments.
- When comparing initial screening assessments to final screening assessments, all subcategories of CC3 screening assessment showed significant improvements, with a reduced number of students receiving 'Requiring Additional Support' result in their final screening assessments across grades and cohorts.
- In Numeracy, Grade 2 students had the highest percentages of 'Requiring Additional Support' in their initial screening assessments across different cohorts when compared to other grade levels.

- Moreover, Grade 2 students also showed the most significant improvements, as evidenced by the largest reduction in the percentage of 'Requiring Additional Support' between the initial screening assessments and final screening assessments across cohorts.
- In the Numeracy final screening assessments, for Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, Grade 1 students had the highest percentages of 'Requiring Additional Support' when compared to other grade levels.
- Across three years, both All Students and Consistent Grade 3 Students cohort showed notable progress on Early Years Assessment, with a steady decrease in the percentage of students identified as "Required Additional Support" between the initial screening assessments and final screening assessments administrations.
- CBE students demonstrated improved literacy performance on final screening assessments with grade progression.

Assessment of Foundational Reading Skills (AFRS)

Due to the implementation of Early Years Literacy and Numeracy Screening Assessments and the inclusion of this data in the Annual Education Results Report, the Assessment of Foundational Reading Skills (AFRS) was not formally collected for the 2024-2025 school year.

While this local measure appeared in the Year One 2024-2027 Education Plan, the approval of the Education Plan preceded the decision by Alberta Education and Childcare for full implementation of the Early Years Literacy and Numeracy Screening Assessment.

Local Measure

Assessment of Foundational
Reading Skills (AFRS)

Not included

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Alberta K-12 English as an Additional Language Learner (EAL) Proficiency Benchmarks

The Alberta K-12 EAL Proficiency Benchmarks is a language proficiency (LP) assessment, developed in Alberta, as an informal criterion-based assessment. It was designed for use by teachers of English as additional language learners and can be used to assess language proficiency in the classroom context.

For more information, see Supporting English as an Additional Language Learners: <https://www.learnalberta.ca/content/eslapb/index.html>.

Local Measure

EAL Proficiency Benchmarks

Percentage of students achieving language proficiency by benchmark.

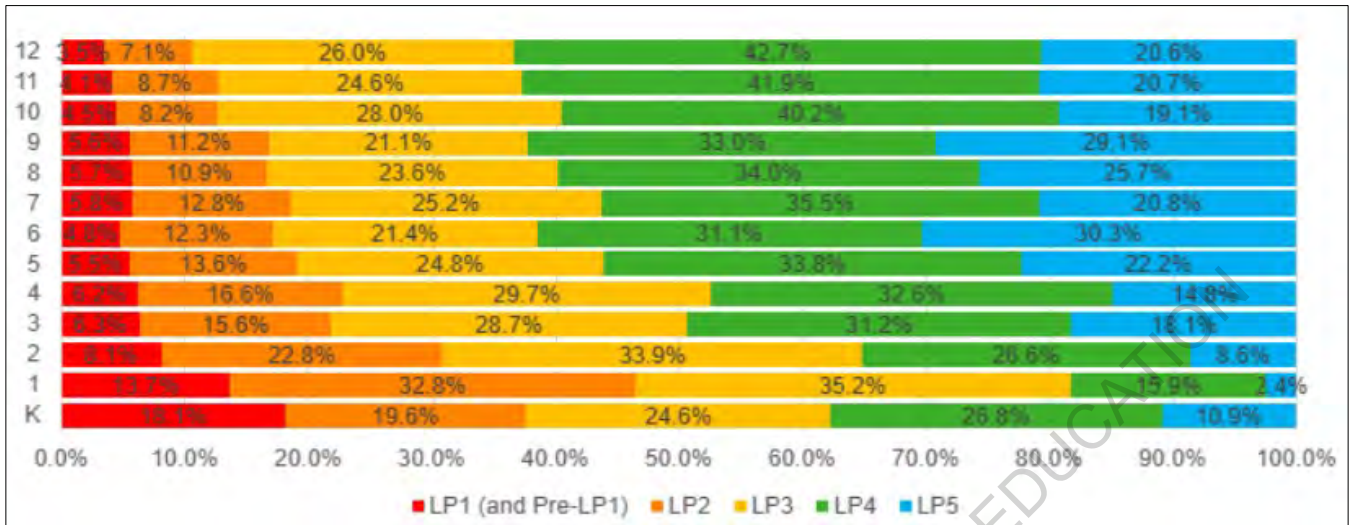
Number of Students at the Each Identified LP Level by Grade (2024-25)

Grade	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
K	25	27	34	37	15
1	524	1254	1348	608	91
2	355	1001	1488	1165	375
3	292	716	1321	1437	834
4	256	684	1223	1342	607
5	245	602	1101	1498	986
6	196	504	876	1270	1239
7	228	506	993	1399	819
8	205	389	845	1216	918
9	177	354	666	1045	920
10	118	216	738	1062	505
11	100	214	607	1032	511
12	100	199	735	1206	582
All	2821	6666	11975	14317	8402

Percentage of Students at the Each Identified LP Level by Grade (2024-25)

Grade	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
K	18.1%	19.6%	24.6%	26.8%	10.9%
1	13.7%	32.8%	35.2%	15.9%	2.4%
2	8.1%	22.8%	33.9%	26.6%	8.6%
3	6.3%	15.6%	28.7%	31.2%	18.1%
4	6.2%	16.6%	29.7%	32.6%	14.8%
5	5.5%	13.6%	24.8%	33.8%	22.2%
6	4.8%	12.3%	21.4%	31.1%	30.3%
7	5.8%	12.8%	25.2%	35.5%	20.8%
8	5.7%	10.9%	23.6%	34.0%	25.7%
9	5.6%	11.2%	21.1%	33.0%	29.1%
10	4.5%	8.2%	28.0%	40.2%	19.1%
11	4.1%	8.7%	24.6%	41.9%	20.7%
12	3.5%	7.1%	26.0%	42.7%	20.6%
All	6.4%	15.1%	27.1%	32.4%	19.0%

Percentage of Students at the Each Identified LP Level by Grade



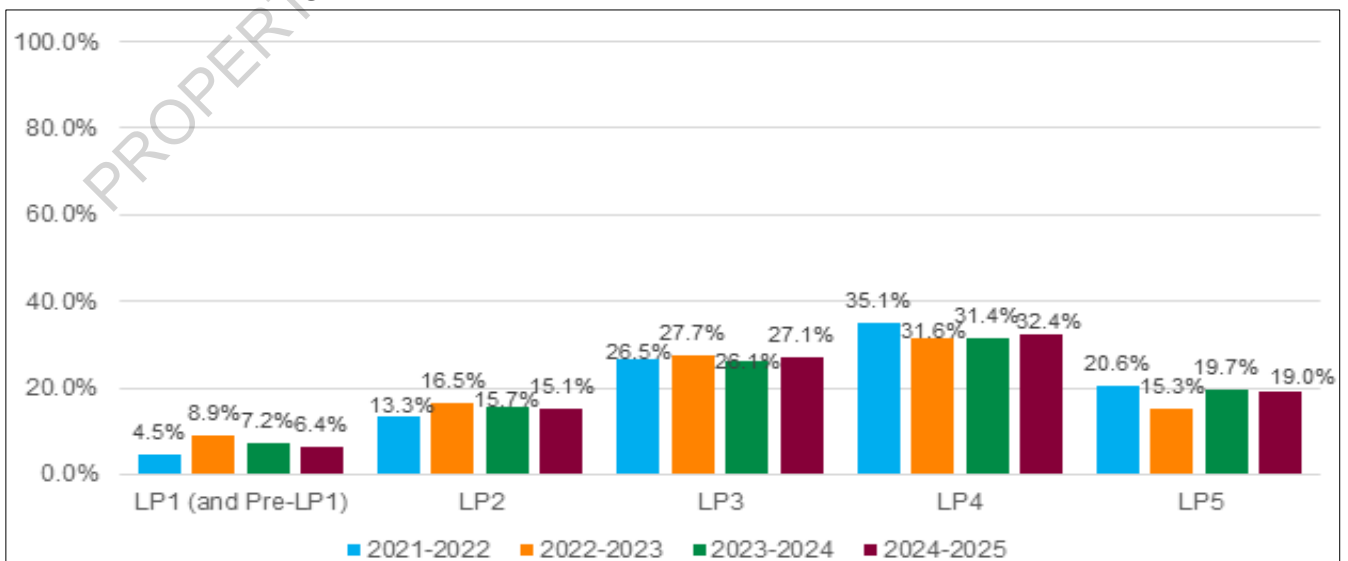
Number of Students at the Each Identified LP Level Over Time

Year	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2021-22	1419	4061	8071	10614	6191
2022-23	3030	5653	9496	10815	5239
2023-24	3005	6554	10874	13094	8210
2024-25	2821	6666	11975	14317	8402

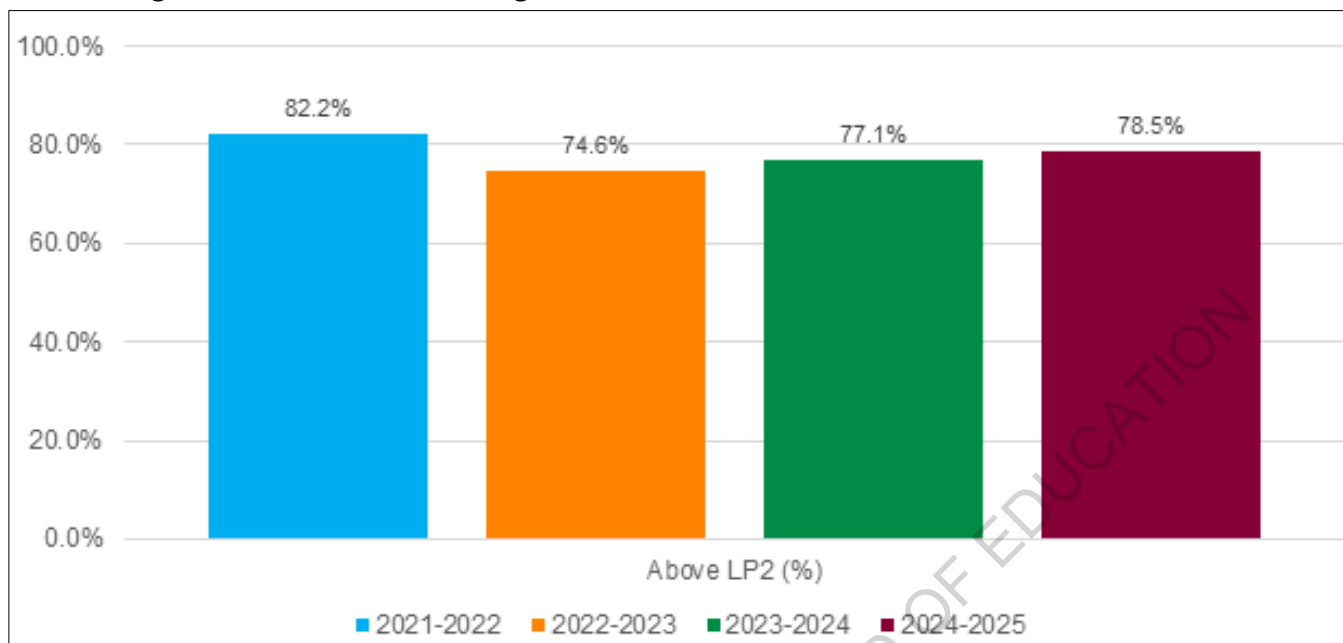
Percentage of Students at the Each Identified LP Level Over Time

Year	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2021-22	4.5%	13.3%	26.5%	35.1%	20.6%
2022-23	8.9%	16.5%	27.7%	31.6%	15.3%
2023-24	7.2%	15.7%	26.1%	31.4%	19.7%
2024-25	6.4%	15.1%	27.1%	32.4%	19.0%

Percentage of Students at the Each Identified LP Level Over Time



Percentage of Students Receiving an LP Level Benchmark of LP2 or Above Over Time



Percentage of Students at the Each Identified LP Level by Three Year Divisional Consistent Student Cohort

Consistent Division One Grade 3 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 1	21.0%	40.3%	29.7%	8.2%	0.8%
2023-24 Grade 2	3.4%	18.7%	35.5%	32.0%	10.3%
2024-25 Grade 3	2.1%	9.1%	28.6%	36.9%	23.3%
Consistent Division One Grade 6 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 4	8.5%	18.9%	35.0%	31.0%	6.6%
2023-24 Grade 5	1.9%	9.7%	27.4%	39.2%	21.8%
2024-25 Grade 6	1.0%	6.1%	19.9%	35.6%	37.3%
Consistent Division One Grade 9 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 7	7.8%	13.7%	32.7%	36.2%	9.6%
2023-24 Grade 8	2.9%	8.8%	22.0%	41.0%	25.4%
2024-25 Grade 9	1.7%	5.6%	18.1%	37.6%	37.0%
Consistent Division One Grade 12 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 10	6.7%	16.1%	33.8%	35.3%	8.1%
2023-24 Grade 11	1.8%	6.5%	28.5%	47.1%	16.1%
2024-25 Grade 12	0.7%	4.5%	23.0%	47.6%	24.2%

Note | The Three Year Divisional Consistent Student Cohort data set represents a three-year retroactive student cohort analysis of English as An Additional Language Benchmarks disaggregated by division. Each cohort represents any student who was enrolled as of June 30 in the identified grade and who also was enrolled in CBE for the two-preceding years. As an example, the Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

Percentage of Students at the Each Identified Language Proficiency Level by Three Year Divisional All Students Cohort

All Students Division One Grade 3 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 1	21.7%	40.4%	28.9%	8.2%	0.9%
2023-24 Grade 2	9.4%	22.3%	32.3%	27.1%	9.0%
2024-25 Grade 3	6.4%	15.6%	28.7%	31.2%	18.1%
All Students Division One Grade 6 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 4	8.1%	17.2%	32.4%	32.0%	10.4%
2023-24 Grade 5	6.4%	13.5%	24.4%	32.4%	23.3%
2024-25 Grade 6	4.8%	12.3%	21.4%	31.1%	30.3%
All Students Division One Grade 9 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 7	6.0%	11.0%	26.9%	37.2%	18.9%
2023-24 Grade 8	6.6%	10.8%	20.8%	32.0%	30.0%
2024-25 Grade 9	5.6%	11.2%	21.1%	33.1%	29.1%
All Students Division One Grade 12 Student Cohort	LP1 (and Pre-LP1)	LP2	LP3	LP4	LP5
2022-23 Grade 10	5.5%	11.3%	28.5%	38.8%	15.8%
2023-24 Grade 11	4.6%	9.7%	26.6%	41.7%	17.5%
2024-25 Grade 12	3.5%	7.1%	26.1%	42.7%	20.6%

Note | The Three Year Divisional All Student Cohort data set represents a three-year retroactive student cohort analysis of English as An Additional Language Benchmarks disaggregated by division. It is inclusive of any student who was enrolled as of June 30 in the identified grade for that year. As an example, the All Students Division One Grade 3 Student Cohort represents all students who were enrolled as of June 30 in Grade 3, and all students who were enrolled as of June 30 in Grade 2 in the previous year and all students in Grade 1 two years prior.

Analysis

- Over time, a general improvement in English Language Proficiency was noted, with students progressing from LP1 or LP2 in the early grades to predominantly LP4 or LP5 by Grade 12.
- Only 10.6 per cent of Grade 12 students were assessed at LP1 or LP2 in 2024-25. Moreover, the percentage of LP1 (including Pre-LP1) and LP2 CBE students continued to decline for the past two years.
- Compared to the previous year, higher percentages of LP3 and LP4 were observed in 2024-25 while there was a 0.7 percentage point decrease in LP5. However, in comparison to the previous three-year average, the percentage of students with LP5 for 2024-25 result is higher.
- 78.5 per cent of K-12 students achieved above LP2 level in 2024-25, with a 1.3 percentage point increase compared to the previous year.
- Notably in Grade 3, 6, 9, and 12, students with three years of continuous enrolments in CBE consistently demonstrated higher percentages of above LP2 level in English Language Proficiency than the overall student population within the same grades. This trend highlights the effectiveness of CBE's long-term instructional supports in language development and academic success over time.

Report Card Results

The Calgary Board of Education (CBE) uses a four-point proficiency scale to describe report card marks for students in Kindergarten through Grade 9:

- 4 – Excellent: The student demonstrates mastery-level understanding with perceptive and insightful work. They consistently meet grade-level expectations.
- 3 – Good: The student demonstrates a well-developed understanding and produces clear, well-reasoned work. They consistently meet expectations and can be confident in their readiness for continued learning.
- 2 – Basic: The student has demonstrated basic achievement of grade-level expectations and show a developing level of understanding. The student consistently performs at this level, though adjustments to planning and instruction may be needed to support continued growth and deeper understanding in this area.
- 1 – Not Meeting: The student demonstrates only a beginning level of understanding, with vague or undeveloped work. Targeted instructional adjustments are required to support future learning in this area.

Local Measure

Report Card Results

English Language Arts

Mathematics

For high school students, CBE uses percentage grades, with 50 per cent as the minimum passing mark.

These marks are based on consistent demonstration of achievement in relation to the outcomes as defined in Alberta Education and Childcare Programs of Study and Curriculum. Marks are informed by daily classroom assessment, diagnostic tools, and formative feedback. Teachers use report card "stems" to organize learning outcomes and provide clarity on what each mark represents.

Mean Indicators

ELA Report Card Means (Div 1-3) and Report Card Final Marks (Div 4)

Cohort	Division	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	Div 1	2.9	3.0	2.9	2.9	2.8
	Div 2	3.0	3.0	2.9	2.9	2.9
	Div 3	2.9	2.9	2.9	2.9	2.9
	Div 4	71.5	70.9	70.0	70.3	70.5
English as an Additional Language Learners	Div 1	2.8	2.8	2.8	2.8	2.7
	Div 2	2.8	2.8	2.8	2.7	2.7
	Div 3	2.8	2.8	2.7	2.7	2.7
	Div 4	67.5	66.9	65.0	66.4	65.9
Students who Self-Identify as Indigenous	Div 1	2.3	2.4	2.4	2.5	2.4
	Div 2	2.5	2.5	2.4	2.5	2.5
	Div 3	2.4	2.4	2.4	2.4	2.4
	Div 4	60.6	58.8	59.6	60.1	63.1
Students with Identified Special Education Needs	Div 1	2.5	2.4	2.4	2.4	2.4
	Div 2	2.6	2.6	2.6	2.6	2.6
	Div 3	2.6	2.6	2.5	2.5	2.5
	Div 4	65.4	65.1	64.6	65.3	66.6

Mathematics Report Card Means (Div 1-3) and Report Card Final Marks (Div 4)

Cohort	Division	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	Div 1	3.1	3.1	3.0	3.0	3.0
	Div 2	3.0	3.0	2.9	2.9	2.9
	Div 3	2.9	2.9	2.8	2.8	2.8
	Div 4	73.7	72.4	70.9	72.1	72.1
English as an Additional Language Learners	Div 1	2.9	2.9	2.9	2.9	2.9
	Div 2	2.9	2.9	2.9	2.8	2.8
	Div 3	2.8	2.8	2.7	2.7	2.7
	Div 4	70.3	69.7	66.2	68.4	67.5
Students who Self-Identify as Indigenous	Div 1	2.4	2.5	2.6	2.6	2.5
	Div 2	2.4	2.4	2.3	2.3	2.4
	Div 3	2.2	2.2	2.3	2.2	2.2
	Div 4	60.9	60.6	59.5	61.4	62.7
Students with Identified Special Education Needs	Div 1	2.6	2.6	2.5	2.5	2.5
	Div 2	2.6	2.6	2.6	2.6	2.6
	Div 3	2.5	2.5	2.5	2.4	2.4
	Div 4	66.5	65.4	64.1	66.0	66.6

Division 1, 2 and 3 ELA Report Card Stems

Percentage of Students with an Indicator of 1, 2, 3 or 4 by Cohort

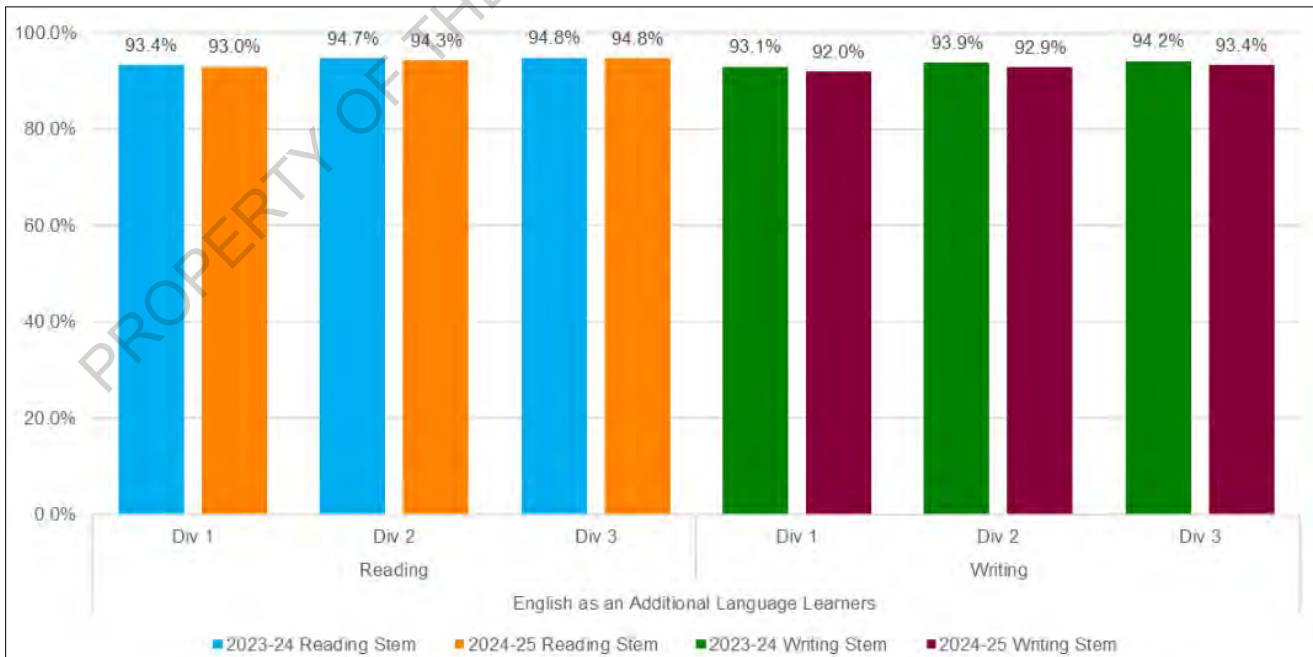
Cohort	Stem	Division	1	2	3	4
All Students	Reading	Div 1	8.2%	23.7%	37.2%	30.9%
		Div 2	4.4%	25.9%	43.6%	26.1%
		Div 3	3.6%	29.1%	43.8%	23.5%
	Writing	Div 1	9.8%	33.1%	39.7%	17.4%
		Div 2	6.3%	32.7%	42.9%	18.1%
		Div 3	4.5%	32.1%	44.2%	19.2%
English as an Additional Language Learners	Reading	Div 1	7.0%	29.0%	38.5%	25.5%
		Div 2	5.8%	33.7%	43.2%	17.4%
		Div 3	5.3%	39.0%	40.6%	15.2%
	Writing	Div 1	8.0%	38.0%	39.2%	14.8%
		Div 2	7.2%	41.3%	38.7%	12.9%
		Div 3	6.5%	41.6%	40.0%	11.8%
Students who Self-Identify as Indigenous	Reading	Div 1	26.0%	26.4%	31.8%	15.8%
		Div 2	13.4%	37.7%	35.0%	13.9%
		Div 3	9.7%	46.4%	35.3%	8.6%
	Writing	Div 1	31.9%	36.4%	24.9%	6.8%
		Div 2	21.7%	40.8%	29.3%	8.3%
		Div 3	13.5%	48.8%	29.7%	8.0%
Students with Identified Special Education Needs	Reading	Div 1	20.7%	30.5%	31.0%	17.7%
		Div 2	8.0%	37.9%	38.5%	15.6%
		Div 3	6.6%	43.2%	39.2%	11.1%

	Writing	Div 1	28.0%	41.6%	24.2%	6.2%
		Div 2	12.6%	45.4%	34.1%	7.9%
		Div 3	7.8%	47.8%	36.1%	8.3%

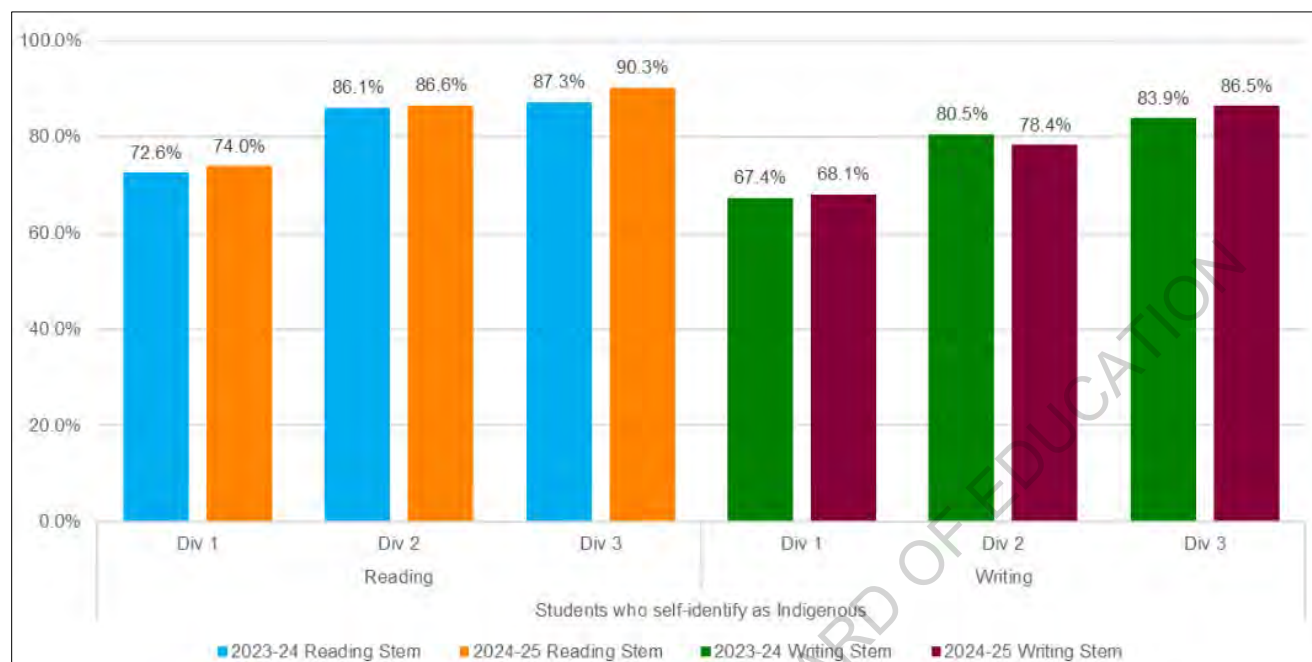
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



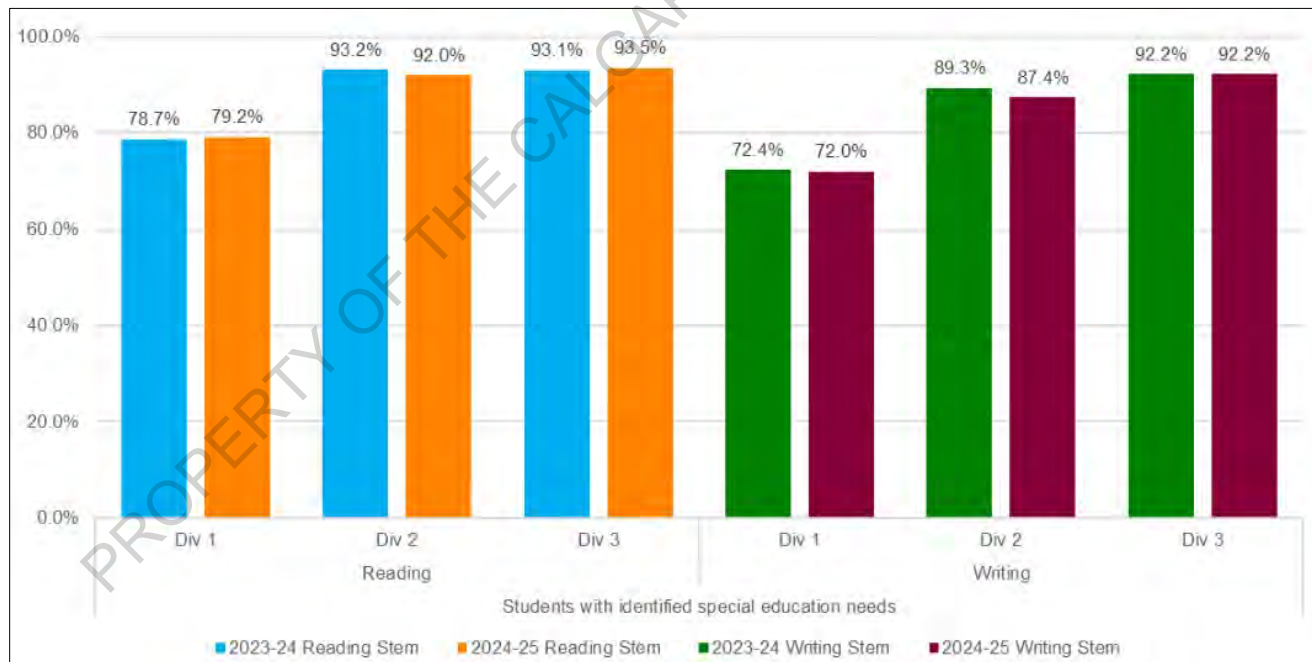
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Students with Identified Special Education Needs Students Achieving a Basic to Excellent Level of Proficiency in ELA



Analysis

- In English Language Arts, the increase in Division 4 students with Identified Special Education Needs was statistically significant when compared to the previous three-year result.

- In English Language Arts, the percentage of students achieving a 'Basic to Excellent Level of Proficiency' in both Reading and Writing stems showed a progressive increase from early to upper grades across all cohorts.
- The Reading report card results consistently outperformed Writing results among Division 1 through Division 3 in all cohorts.
- Notably, only 68.1 per cent of Students who Self-Identify as Indigenous in Division 1 achieved 'Basic to Excellent Level of Proficiency' in the Writing Stem.
- Compared to the previous year, both All Students and Students with Identified Special Education Needs cohorts showed decreased or maintained Reading and Writing results among divisions except for increases in Reading at Division 1 and Division 3.
- Notably, Division 2 students in All Students cohort experienced a significant decline in the Writing stem, while Division 2 Students with Identified Special Education Needs had significant decreases in both Reading and Writing stems.
- English as an Additional Language Learners experienced maintained or declining results in both Reading and Writing stems across all divisions, with the decreases in Writing being statistically significant in comparison to the previous year.
- In the Students who Self-Identify as Indigenous cohort, except for a non-significant decline in Division 2 Writing, the percentage of students achieving 'Basic to Excellent Level of Proficiency' in English Language Arts was higher than last year across divisions. A significant year-over-year improvement was observed in Division 3 Reading result in 2024-25.

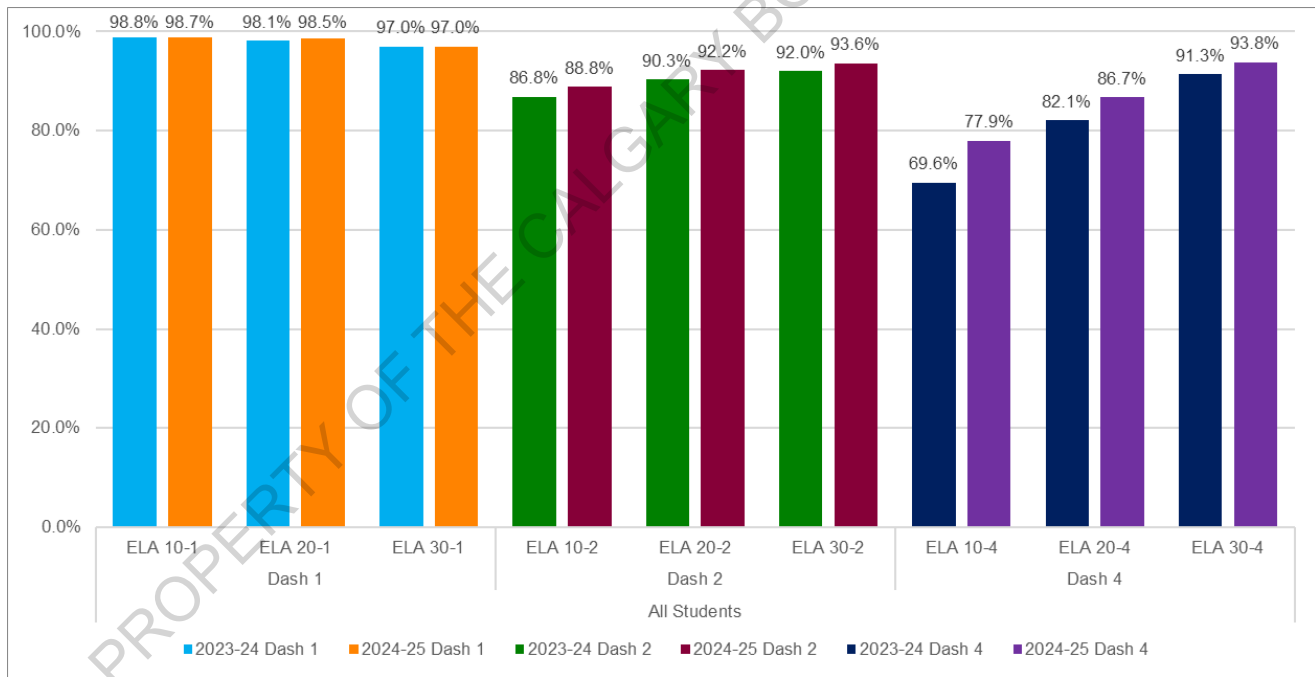
Division 4 ELA Final Course Marks

Percentage of Students within the Identified Range on Report Card by Cohort

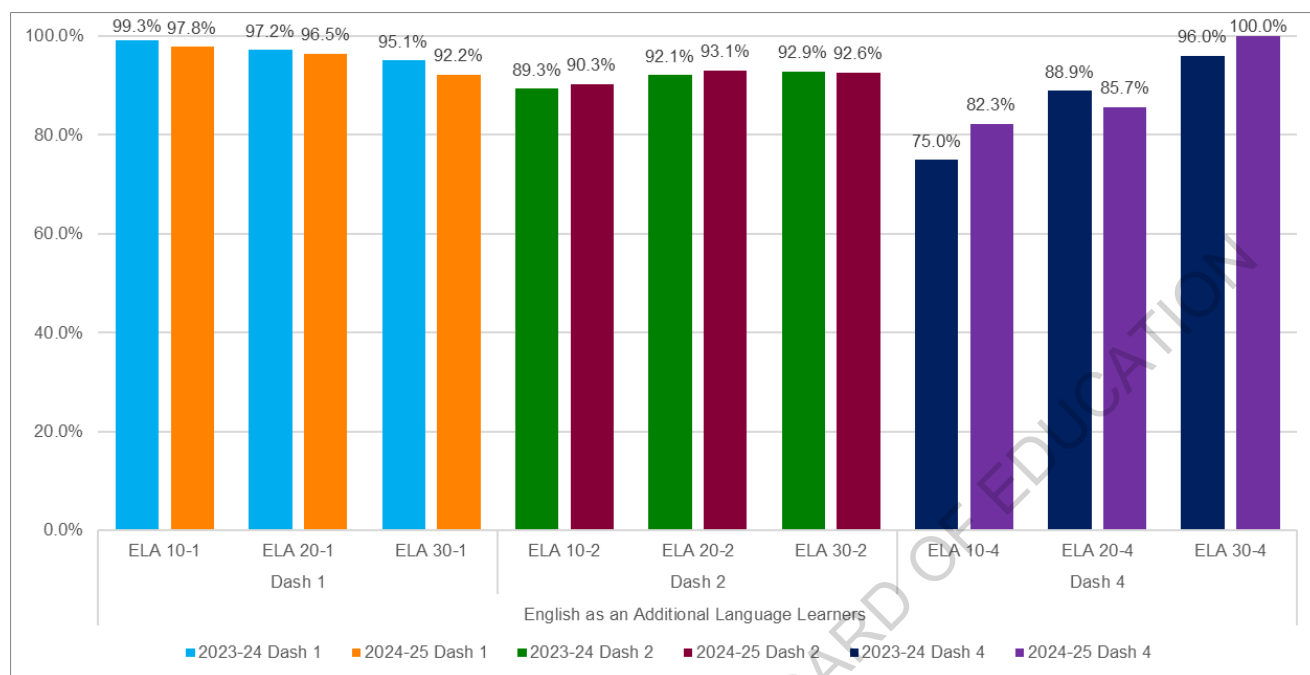
Cohort	Course	80 - 100%	65 - 79%	50 - 64%	0 - 49%
All Students	ELA 10-1	41.8%	43.1%	13.8%	1.3%
	ELA 10-2	13.4%	37.6%	37.8%	11.2%
	ELA 10-4	13.1%	31.1%	33.7%	22.1%
	ELA 20-1	40.7%	42.5%	15.3%	1.5%
	ELA 20-2	15.9%	38.0%	38.3%	7.8%
	ELA 20-4	11.4%	31.4%	43.9%	13.3%
	ELA 30-1	28.9%	48.2%	19.9%	3.0%
	ELA 30-2	13.7%	44.4%	35.5%	6.4%
	ELA 30-4	20.7%	33.2%	39.9%	6.3%
English as an Additional Language Learners	ELA 10-1	28.7%	46.7%	22.4%	2.3%
	ELA 10-2	13.4%	37.4%	39.5%	9.7%
	ELA 10-4	7.8%	31.4%	43.1%	17.6%
	ELA 20-1	26.4%	46.8%	23.3%	3.5%
	ELA 20-2	15.8%	38.8%	38.5%	6.9%
	ELA 20-4	14.3%	30.6%	40.8%	14.3%
	ELA 30-1	9.8%	45.5%	36.9%	7.8%
	ELA 30-2	6.4%	38.4%	47.8%	7.5%
	ELA 30-4	14.6%	22.0%	63.4%	0.0%
Students who Self-Identify as Indigenous	ELA 10-1	35.0%	42.0%	19.1%	3.8%
	ELA 10-2	8.5%	29.0%	38.9%	23.5%

	ELA 10-4	6.6%	27.5%	37.4%	28.6%
	ELA 20-1	30.7%	40.7%	26.4%	2.1%
	ELA 20-2	13.3%	34.2%	37.9%	14.6%
	ELA 20-4	14.3%	32.1%	39.3%	14.3%
	ELA 30-1	22.7%	46.6%	26.1%	4.5%
	ELA 30-2	13.5%	46.2%	30.9%	9.4%
	ELA 30-4	17.1%	36.6%	29.3%	17.1%
Students with Identified Special Education Needs	ELA 10-1	30.9%	46.9%	19.9%	2.2%
	ELA 10-2	10.7%	36.1%	40.0%	13.2%
	ELA 10-4	13.7%	33.0%	32.3%	21.1%
	ELA 20-1	29.5%	46.2%	21.5%	2.8%
	ELA 20-2	13.5%	36.0%	42.0%	8.5%
	ELA 20-4	12.0%	32.5%	42.0%	13.5%
	ELA 30-1	20.1%	51.9%	25.1%	2.9%
	ELA 30-2	14.5%	47.7%	31.1%	6.8%
	ELA 30-4	20.6%	36.6%	37.7%	5.1%

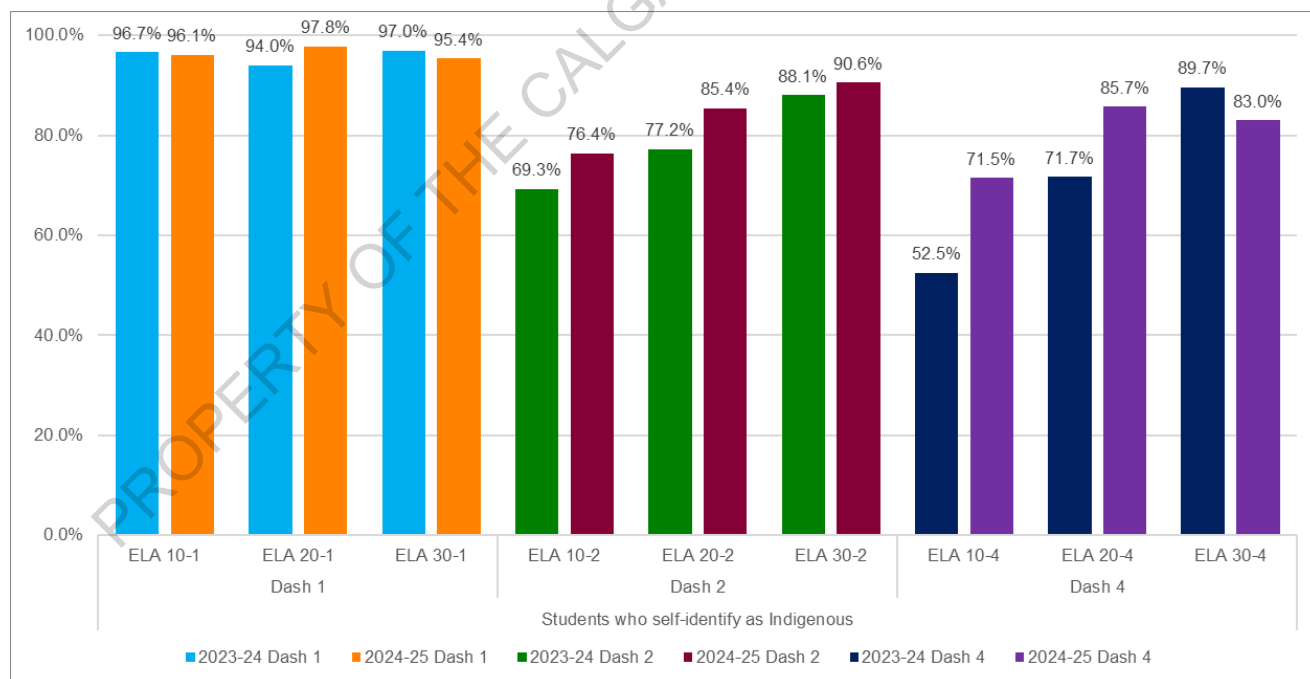
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



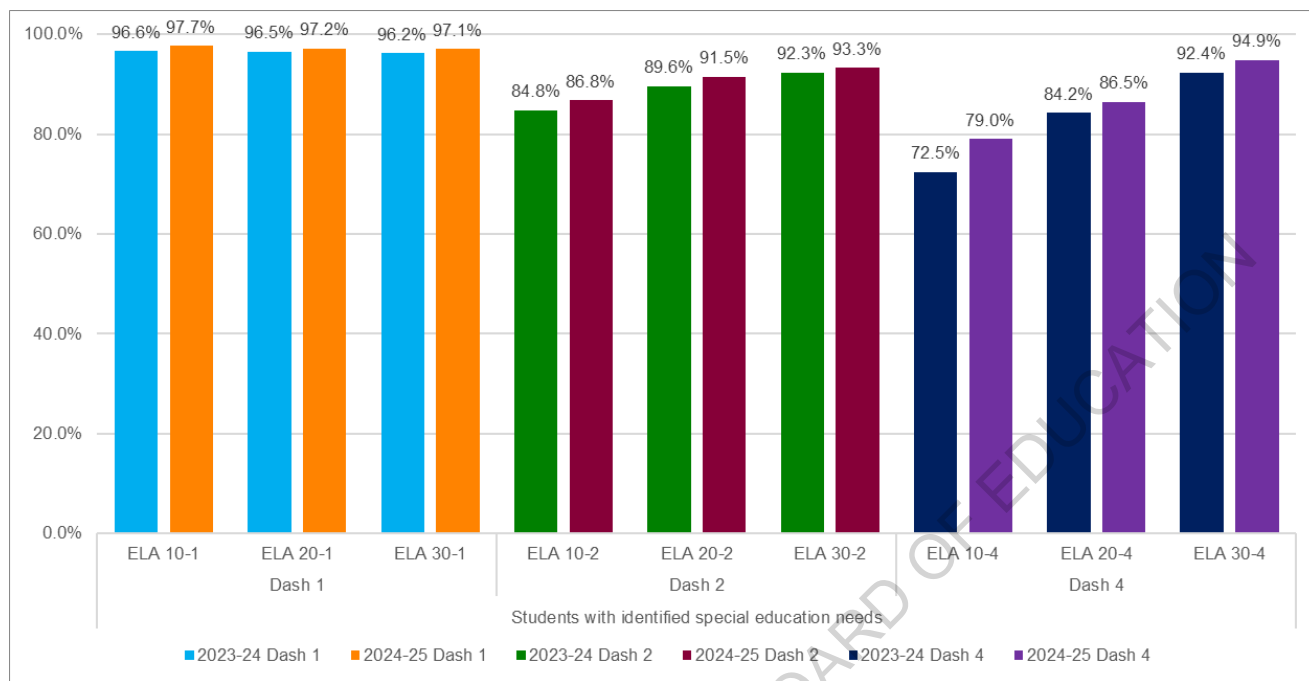
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in ELA



Analysis

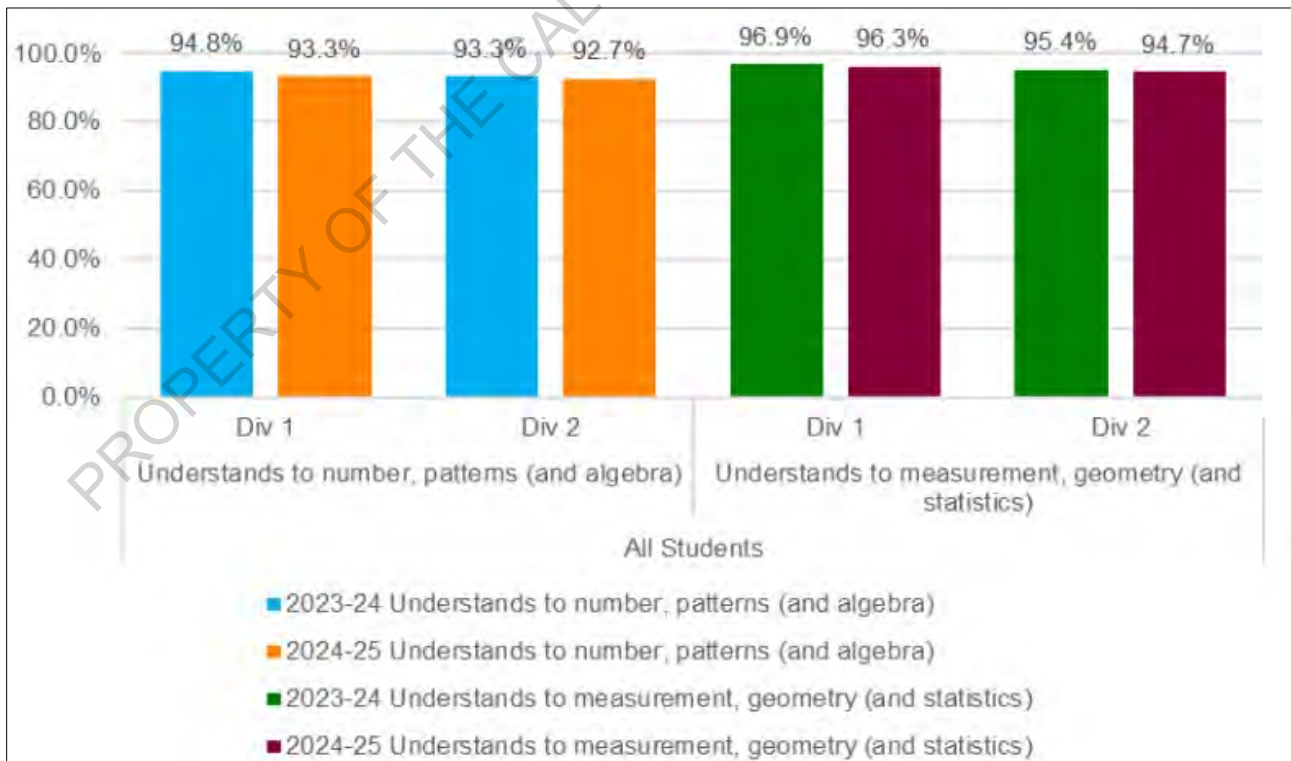
- All Students cohort achieved improved performance in most high school ELA courses, except for a 0.1 percentage point drop in ELA 10-1. Similarly, all dash 2 courses showed significant year-over-year improvements.
- English as an Additional Language Learners showed declined results in all dash 1 courses, with statistically significant decreases in ELA 10-1 and 30-1 compared to last year.
- In Students who Self-Identify as Indigenous cohort, consistent improvements could be found in all 20 level courses, highlighted by a significant increase in ELA 20-2 in comparison to the previous year.
- Increases in ELA 10-4 course were consistently observed among all cohorts and the increases in both All Students and Students who Self-Identify as Indigenous cohorts were statistically significant compared to last year.
- All cohorts consistently recorded the lowest achievement in ELA 10-4 with less than 80 per cent of students achieving “Basic to Excellent Level of Proficiency”, however, more than 82 per cent of English as an Additional Language Learners achieved “Basic to Excellent Level of Proficiency”, in ELA 10-4 in 2024-25 school year.
- Dash 2 and 4 course results showed a gradual upward trend from Grade 10 to Grade 12 across all cohorts, whereas dash 1 courses generally declined with the student grade progression.

Division 1 and 2 Mathematics Report Card Stems

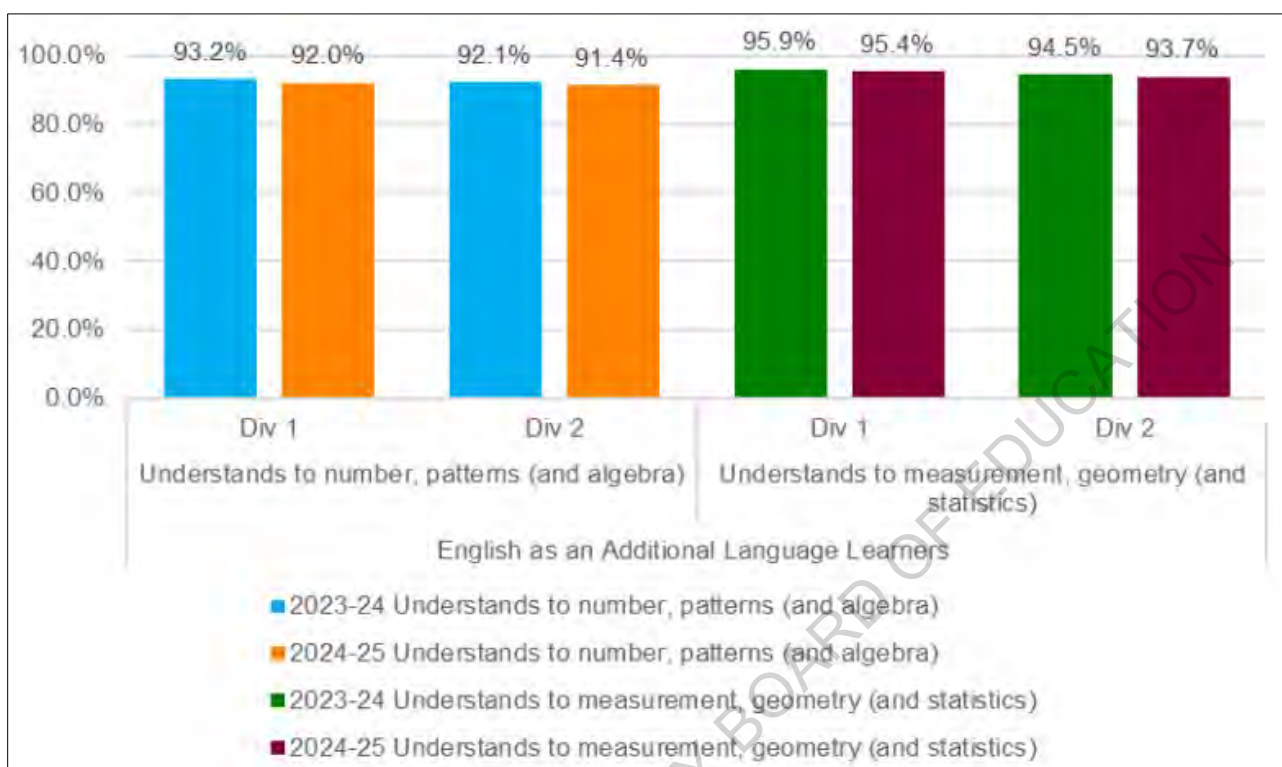
Percentage of Students with an Indicator of 1, 2, 3 or 4 by Cohort

Cohort	Stem	Division	1	2	3	4
All Students	Understands to number, patterns (and algebra)	Div 1	6.6%	22.9%	39.0%	31.4%
		Div 2	7.3%	24.6%	38.8%	29.3%
	Understands to measurement, geometry (and statistics)	Div 1	3.7%	22.3%	42.8%	31.2%
		Div 2	5.3%	24.9%	40.9%	28.9%
English as an Additional Language Learners	Understands to number, patterns (and algebra)	Div 1	7.9%	26.0%	37.4%	28.6%
		Div 2	8.6%	26.4%	37.5%	27.5%
	Understands to measurement, geometry (and statistics)	Div 1	4.6%	28.4%	41.7%	25.3%
		Div 2	6.4%	28.9%	39.6%	25.2%
Students who Self-Identify as Indigenous	Understands to number, patterns (and algebra)	Div 1	21.4%	32.5%	31.0%	15.1%
		Div 2	23.7%	35.9%	28.0%	12.5%
	Understands to measurement, geometry (and statistics)	Div 1	12.2%	36.4%	34.2%	17.2%
		Div 2	17.7%	36.4%	33.3%	12.7%
Students with Identified Special Education Needs	Understands to number, patterns (and algebra)	Div 1	18.3%	33.5%	31.5%	16.8%
		Div 2	12.5%	36.5%	35.6%	15.5%
	Understands to measurement, geometry (and statistics)	Div 1	12.0%	37.4%	35.3%	15.3%
		Div 2	10.2%	37.1%	37.0%	15.7%

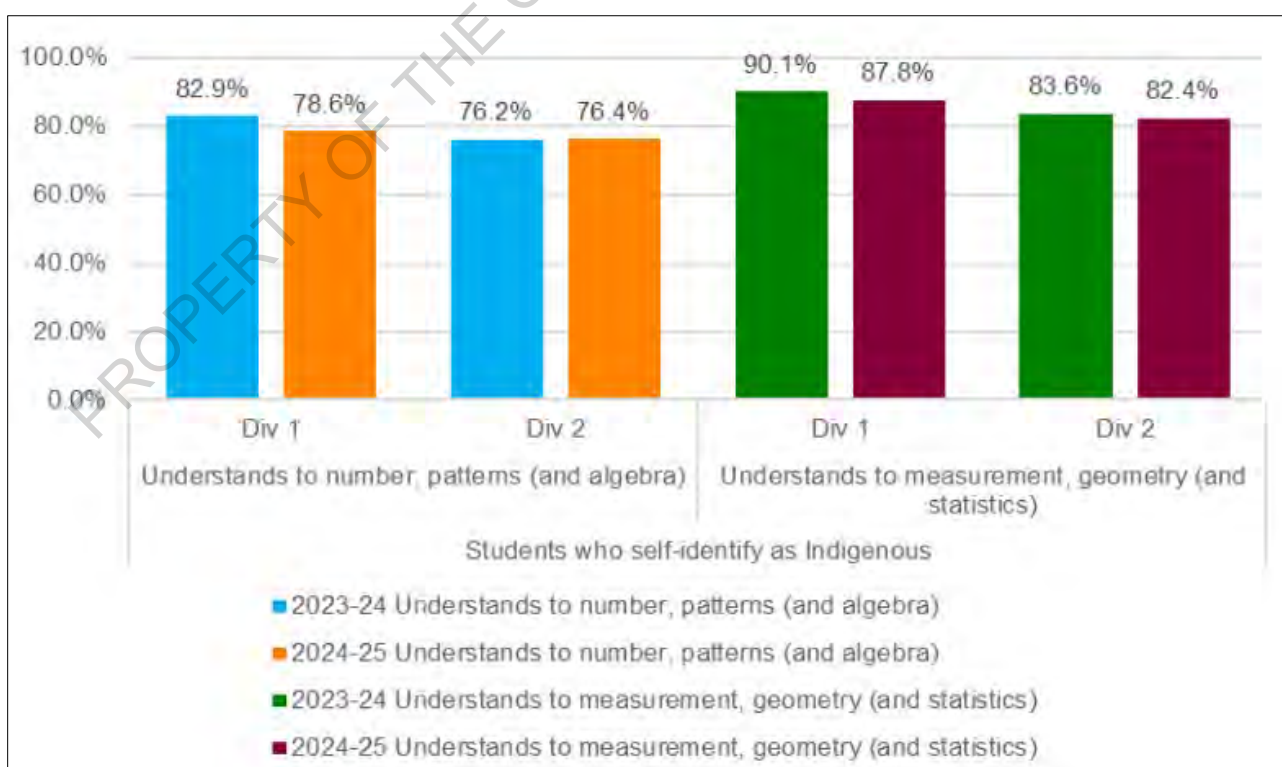
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



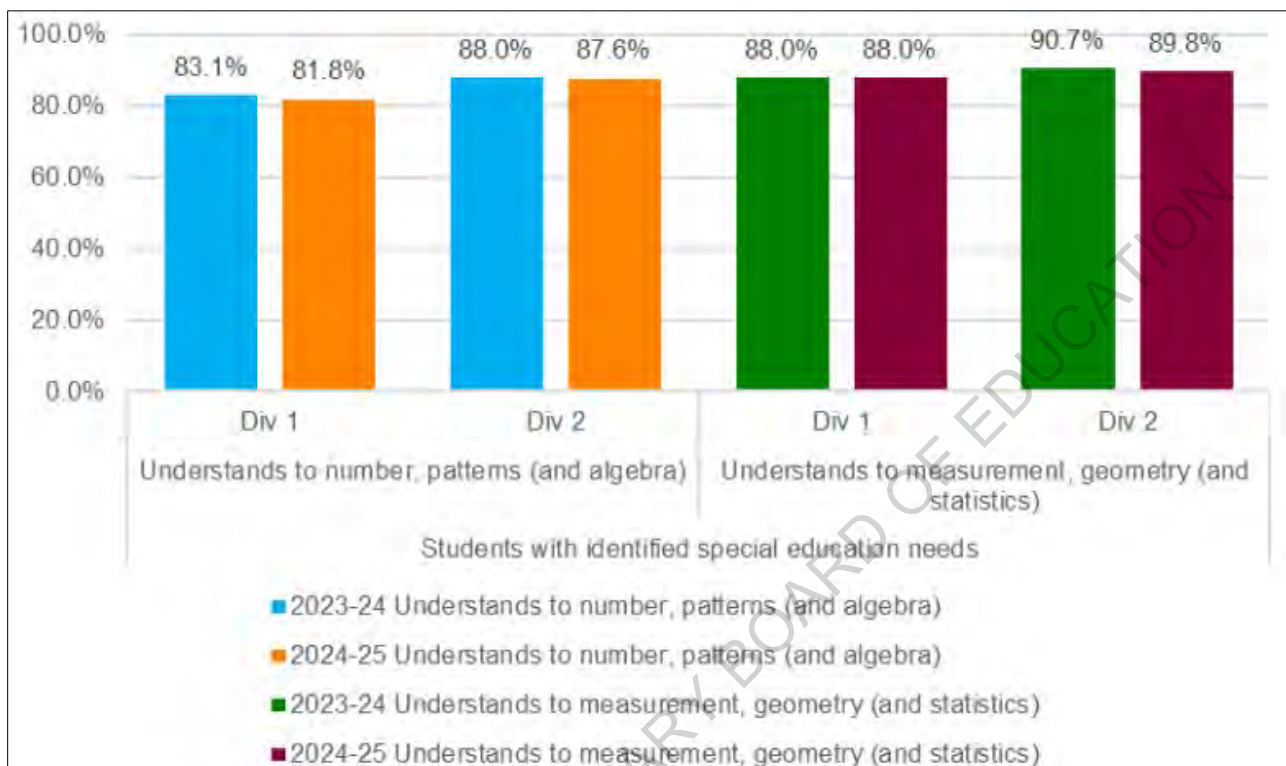
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics

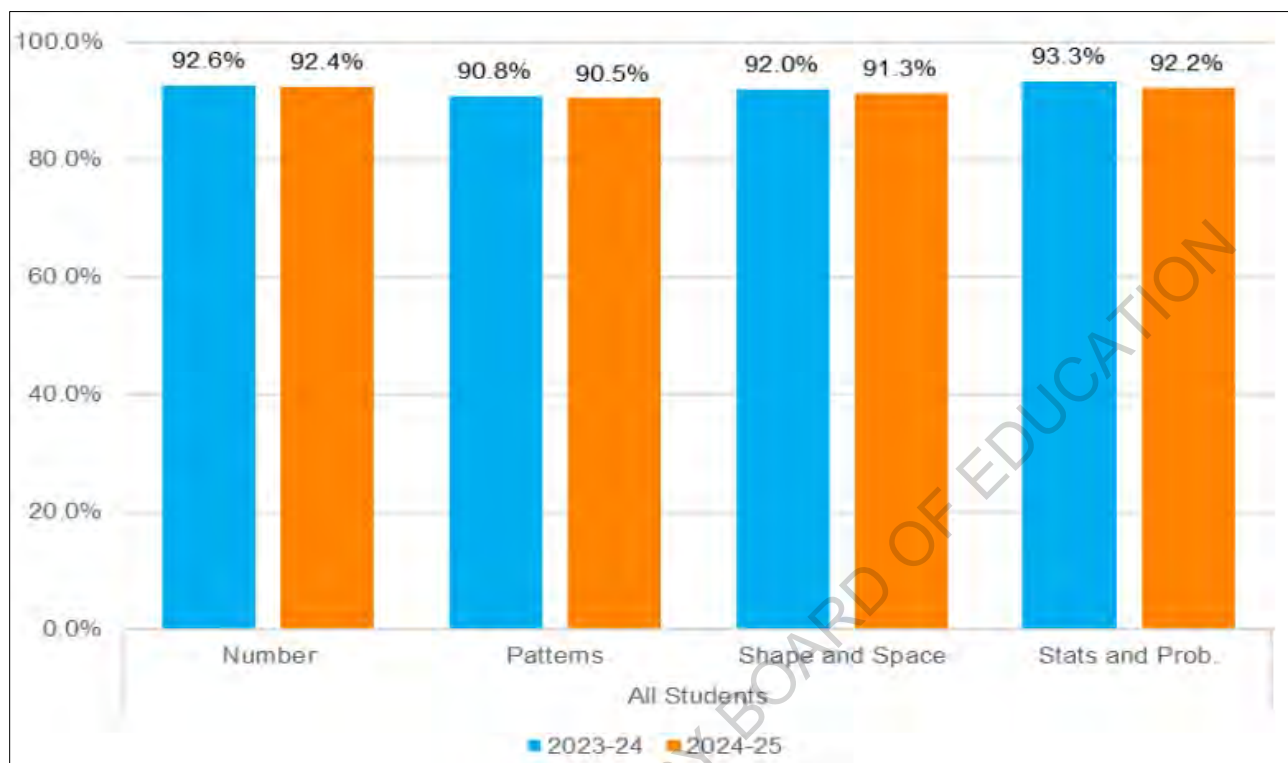


Division 3 Mathematics Report Card Stems

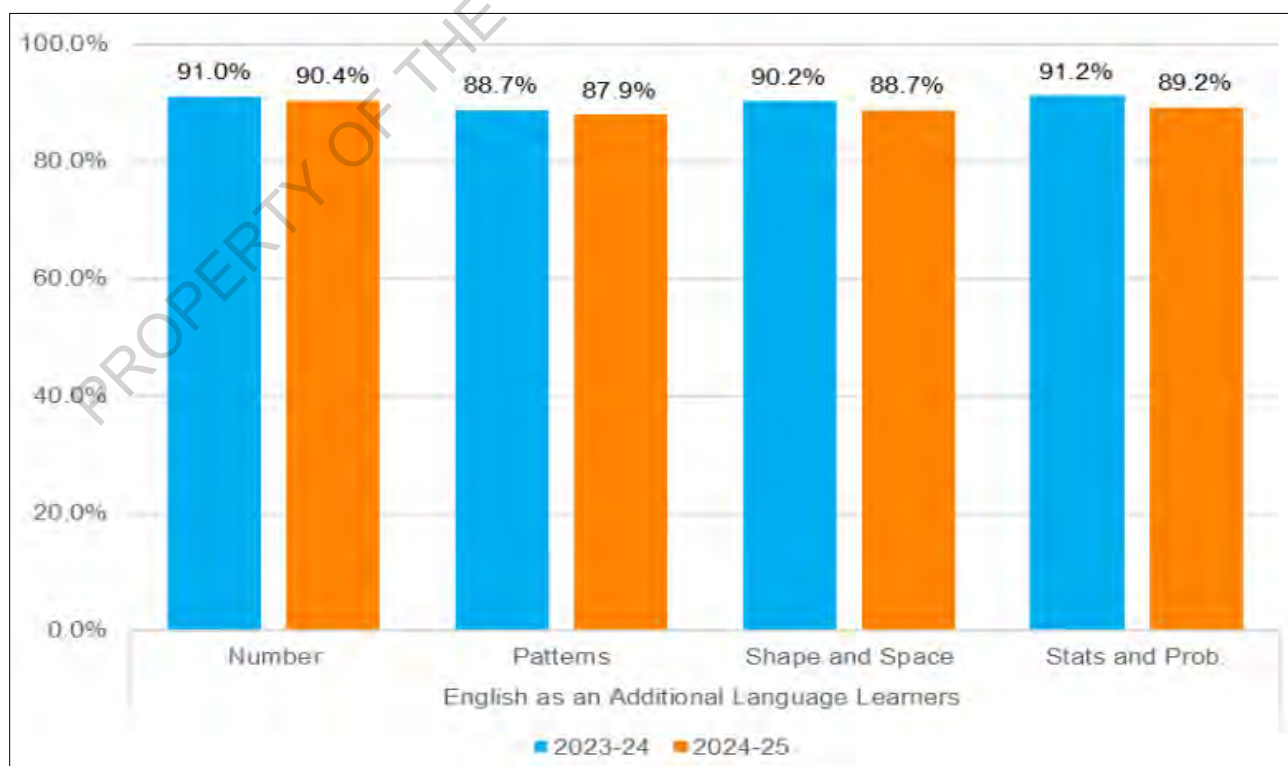
Percentage of Students with an Indicator of 1, 2, 3 or 4 by Cohort

Cohort	Number Stem	1	2	3	4
All Students	Number	7.6%	28.7%	37.2%	26.5%
	Patterns	9.5%	28.5%	35.1%	26.9%
	Shape and Space	8.7%	28.7%	36.7%	25.9%
	Stats and Prob.	7.7%	28.6%	37.5%	26.1%
English as an Additional Language Learners	Number	9.5%	31.8%	36.8%	21.8%
	Patterns	12.1%	31.8%	33.3%	22.8%
	Shape and Space	11.4%	33.0%	35.4%	20.3%
	Stats and Prob.	10.8%	34.4%	35.9%	18.9%
Students who Self-Identify as Indigenous	Number	22.0%	43.9%	24.1%	10.0%
	Patterns	29.0%	38.4%	23.9%	8.7%
	Shape and Space	24.6%	41.0%	24.2%	10.2%
	Stats and Prob.	22.5%	39.3%	26.4%	11.8%
Students with Identified Special Education Needs	Number	12.7%	41.9%	32.1%	13.2%
	Patterns	16.6%	40.0%	30.0%	13.4%
	Shape and Space	15.1%	40.5%	31.1%	13.4%
	Stats and Prob.	12.8%	40.6%	32.9%	13.8%

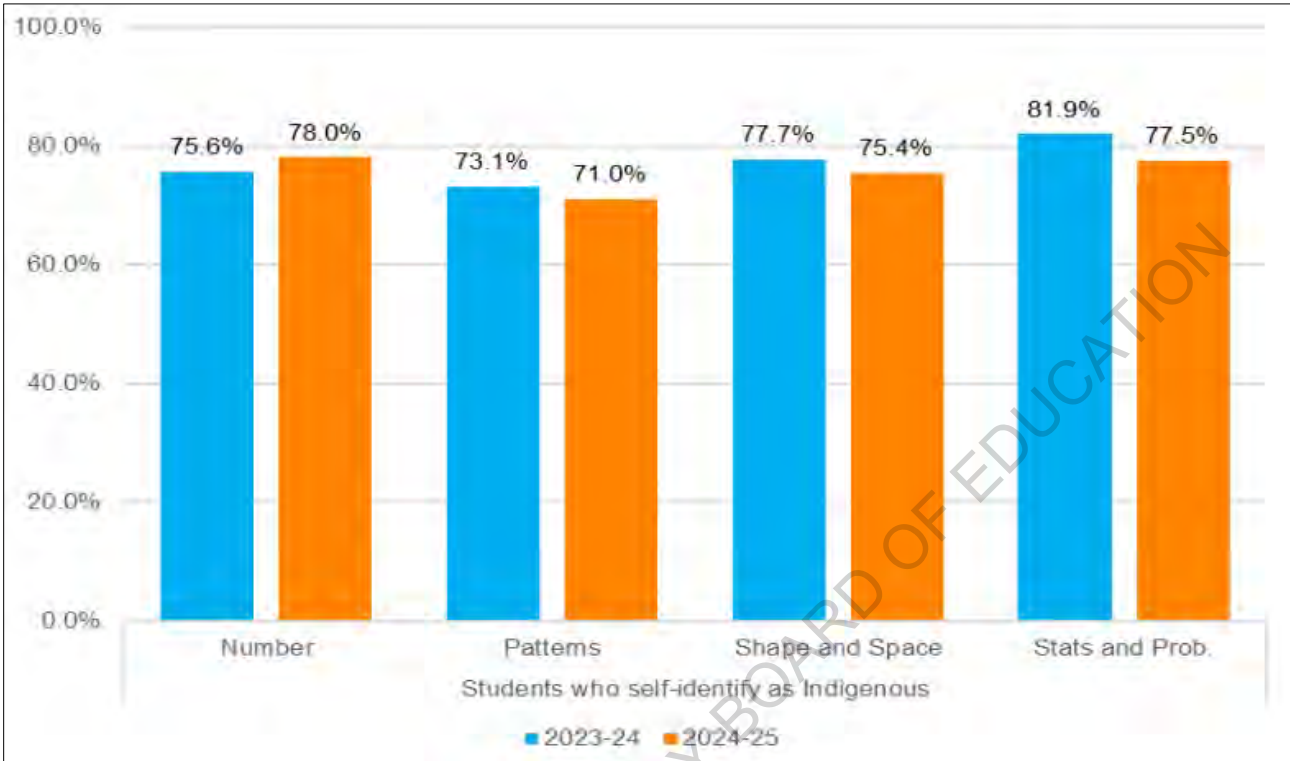
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



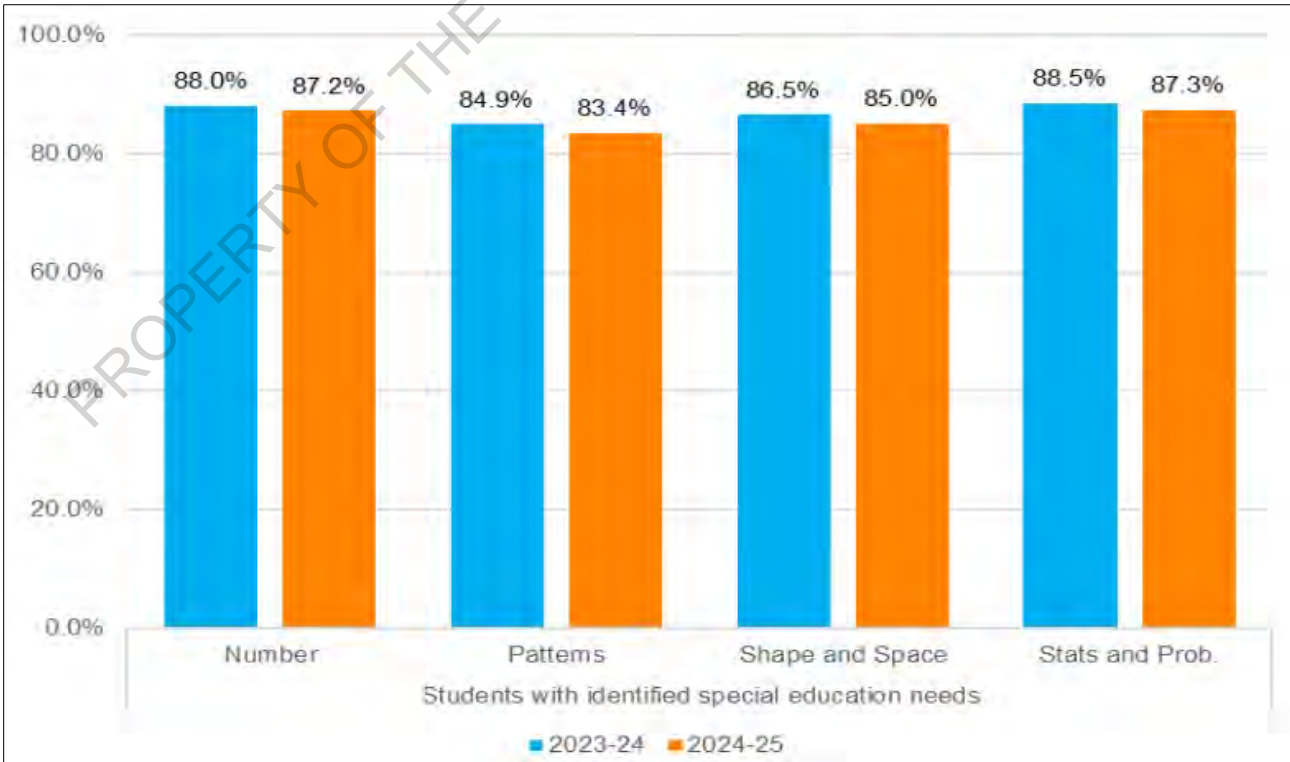
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Analysis

- Division 1 students achieved stronger Mathematics report card results than Division 2 students across different cohort except for Students with Identified Special Education Needs.
- For Division 3 students, Number stem generally had the highest percentage of students achieving a “Basic to Excellent Level of Proficiency” across different cohorts except for Students with Identified Special Education Needs cohort, where student performance was the strongest in the Statistics and Probability stem.
- In All Students cohort, K-9 students showed decreases across all Mathematics stems, with statistically significant decreases observed in “Understands to number, patterns (and algebra)”, “Understands to measurement, geometry (and statistics)”, “Shape and Space” and “Statistics and Probability” stems.
- English as an Additional Language Learners also experienced decreased Mathematics results among all stems and significant decreases were found in “Understands to number, patterns (and algebra)” stem in Division 1, “Understands to measurement, geometry (and statistics)” stem in Division 2, and both “Shape and Space” and “Statistics and Probability” stems in Division 3.
- Students who Self-Identify as Indigenous had lower percentage of students achieving a “Basic to Excellent Level of Proficiency” indicator compared to last year across most stems, except for the increases in “Understands to number, patterns (and algebra)” in Division 2 and “Number” stem in Division 3. Notably, only the result in the Statistics and Probability stem declined significantly in comparison to the previous year.
- Mathematics performances in Students with Identified Special Education Needs cohort consistently decreased across all stems excluding the maintained result in “Understands to measurement, geometry (and statistics)” in Division 1.
- Moreover, the percentage of Students with Identified Special Education Needs achieved a “Basic to Excellent Level of Proficiency” declined significantly in both Pattern and Shape and Space stems compared to the previous year.

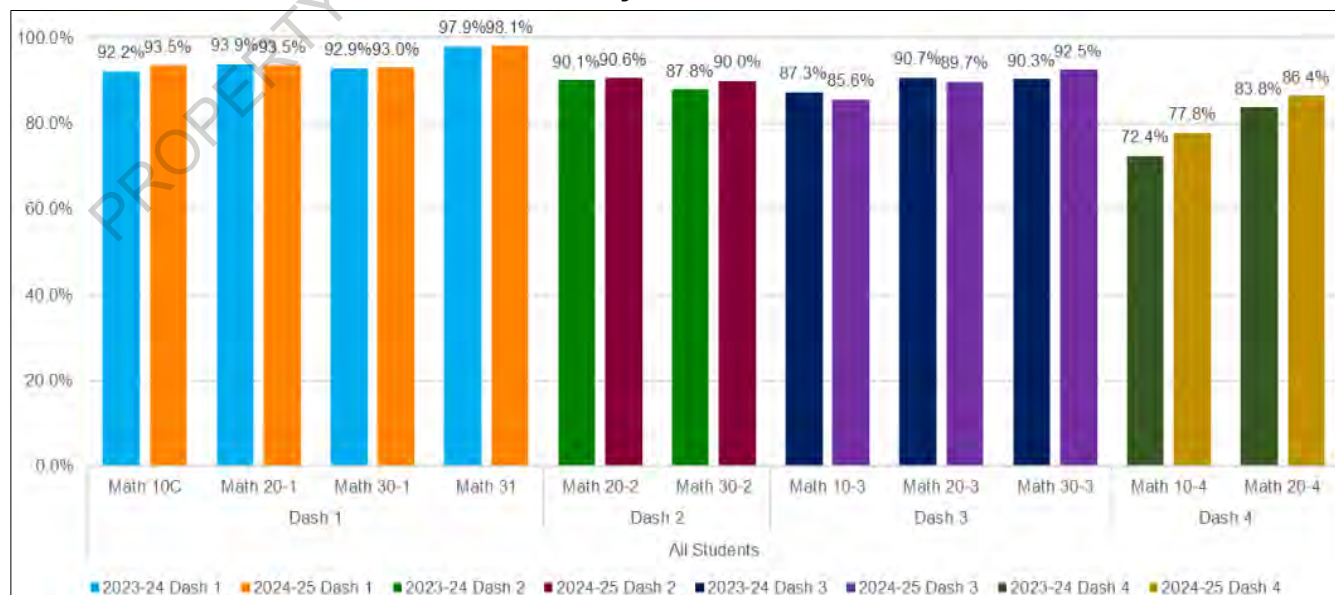
Division 4 Mathematics Final Course Marks

Percentage of Students within the Identified Range on Report Card by Cohort

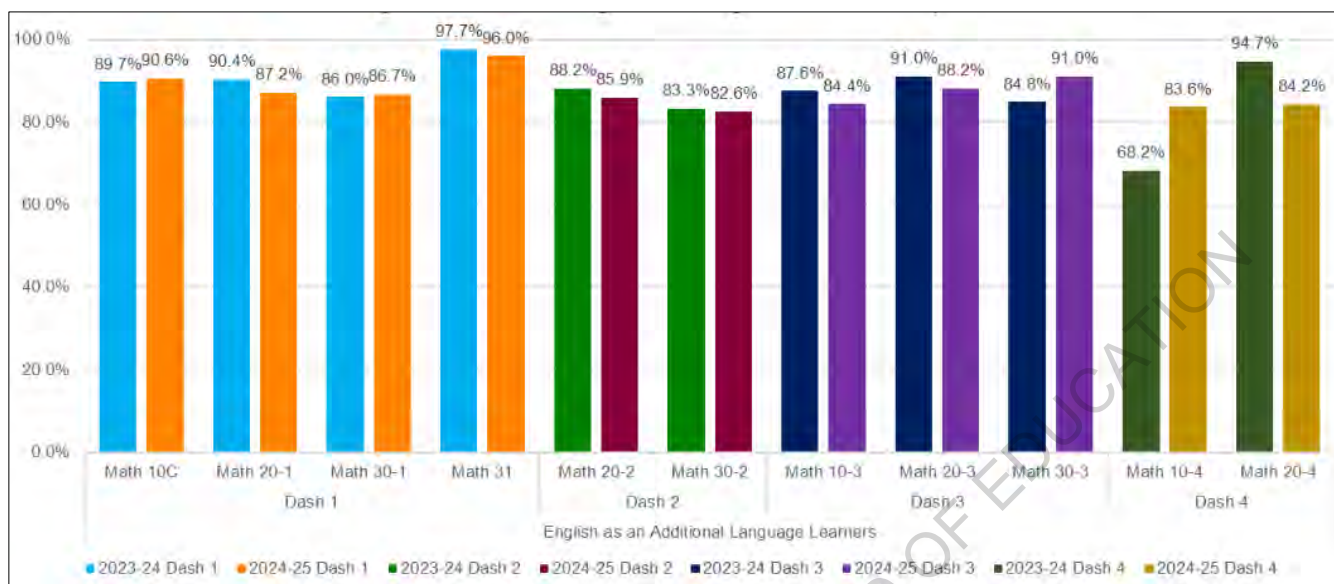
Cohort	Course	80 – 100%	65 – 79%	50 – 64%	0 – 49%
All Students	Math 10C	46.1%	25.7%	21.7%	6.5%
	Math 10-3	23.0%	28.6%	34.0%	14.4%
	Math 10-4	24.0%	22.5%	31.3%	22.3%
	Math 20-1	50.1%	24.3%	19.1%	6.5%
	Math 20-2	17.6%	35.0%	38.0%	9.4%
	Math 20-3	21.8%	28.9%	39.0%	10.3%
	Math 20-4	24.7%	26.8%	34.9%	13.6%
	Math 30-1	52.9%	25.7%	14.4%	7.0%
	Math 30-2	23.9%	36.1%	30.0%	10.1%
	Math 30-3	21.6%	31.3%	39.6%	7.5%
	Math 31	74.6%	17.5%	6.0%	1.9%
English as an Additional Language Learners	Math 10C	36.6%	26.5%	27.5%	9.4%
	Math 10-3	21.6%	28.8%	34.0%	15.6%
	Math 10-4	29.5%	26.2%	27.9%	16.4%
	Math 20-1	39.3%	25.3%	22.6%	12.7%
	Math 20-2	13.2%	33.5%	39.2%	14.1%

	Math 20-3	21.6%	25.9%	40.7%	11.8%
	Math 20-4	23.7%	23.7%	36.8%	15.8%
	Math 30-1	42.6%	24.2%	19.9%	13.3%
	Math 30-2	18.1%	27.6%	36.9%	17.4%
	Math 30-3	18.3%	25.2%	47.5%	8.9%
	Math 31	73.1%	15.3%	7.6%	4.0%
Students who Self-Identify as Indigenous	Math 10C	29.2%	25.9%	31.9%	13.0%
	Math 10-3	16.2%	26.2%	36.2%	21.5%
	Math 10-4	17.3%	20.9%	33.6%	28.2%
	Math 20-1	36.2%	27.6%	24.8%	11.4%
	Math 20-2	12.4%	40.2%	37.1%	10.3%
	Math 20-3	18.5%	26.0%	39.0%	16.5%
	Math 20-4	24.5%	28.6%	34.7%	12.2%
	Math 30-1	40.6%	34.8%	17.4%	7.2%
	Math 30-2	11.3%	40.2%	44.3%	4.1%
	Math 30-3	19.5%	26.8%	41.5%	12.2%
	Math 31	77.3%	13.6%	9.1%	0.0%
Students with Identified Special Education Needs	Math 10C	32.0%	29.0%	29.1%	9.8%
	Math 10-3	21.1%	26.7%	36.0%	16.2%
	Math 10-4	24.3%	24.6%	32.6%	18.5%
	Math 20-1	34.6%	29.8%	26.7%	8.9%
	Math 20-2	18.8%	35.5%	37.2%	8.5%
	Math 20-3	20.9%	27.9%	42.1%	9.1%
	Math 20-4	24.0%	26.8%	35.0%	14.2%
	Math 30-1	40.4%	31.9%	19.2%	8.5%
	Math 30-2	24.9%	36.8%	31.1%	7.3%
	Math 30-3	23.2%	35.7%	33.3%	7.7%
	Math 31	68.3%	19.6%	9.5%	2.6%

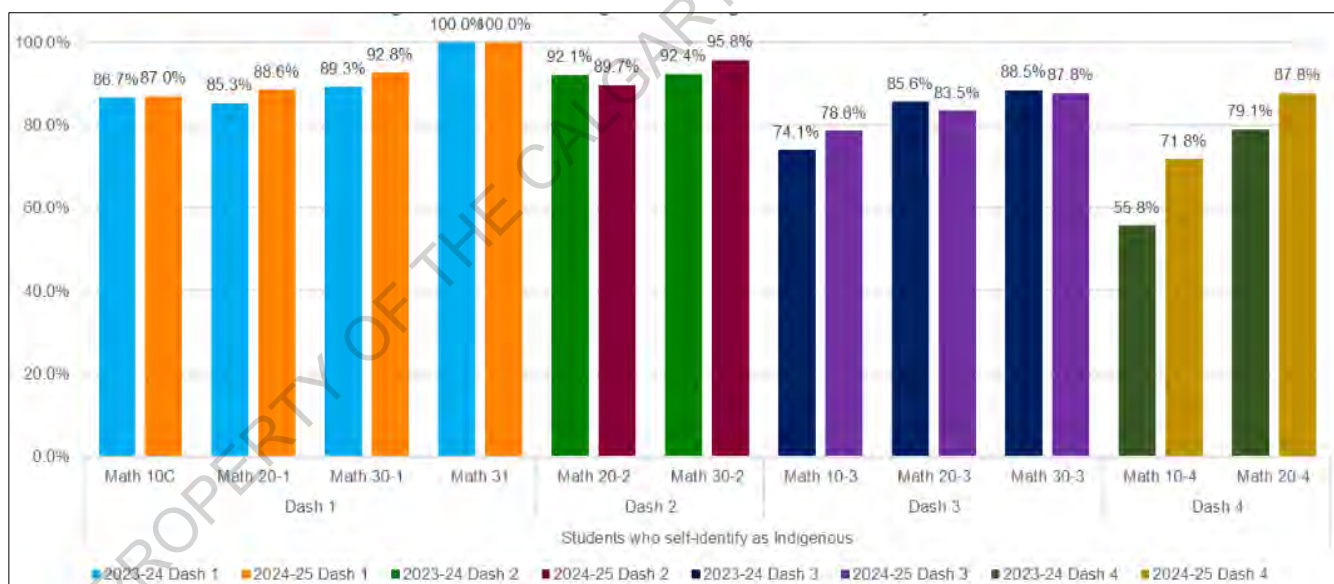
All Students Cohort: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



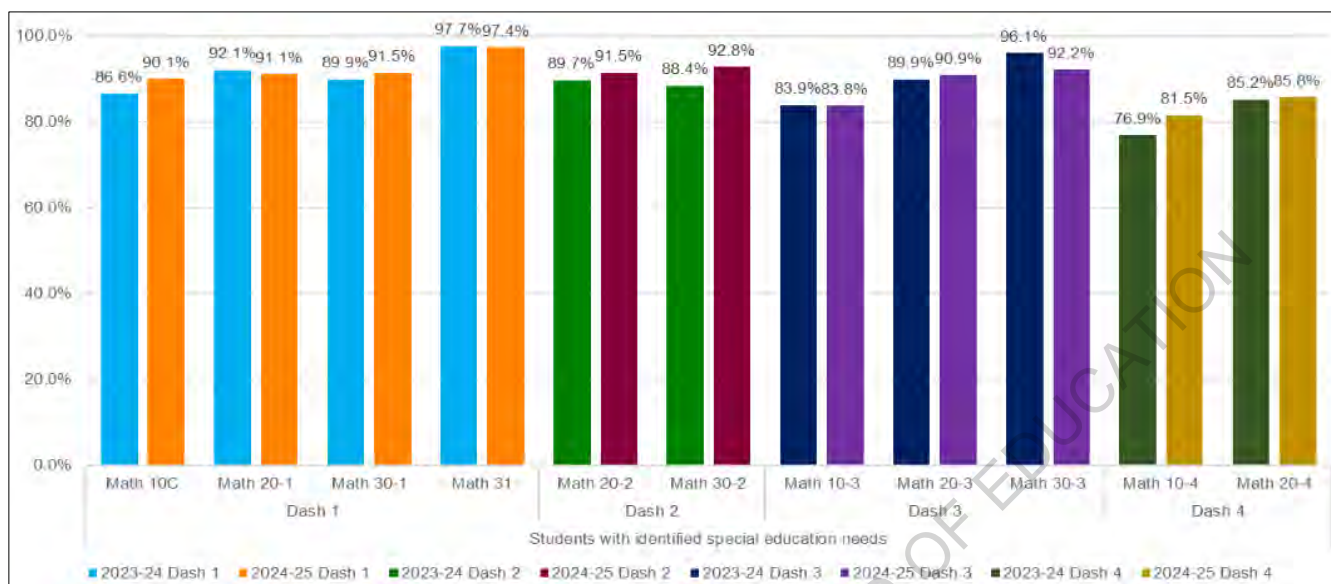
English as an Additional Language Learners: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students who Self-Identify as Indigenous: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Students with Identified Special Education Needs: Percentage of Students Achieving a Basic to Excellent Level of Proficiency in Mathematics



Analysis

- For Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, students enrolled in math level 30 courses achieved higher performances than those taken math level 10 and level 20 courses.
- In All Students cohort, students showed improved performances in most of the Math high school courses except for 10-3, 20-1 and 20-3. In the meanwhile, Math 10C and Math 30-2 showed significant improvements in comparison to the previous year.
- For English as an Additional Language Learners, Mathematics results decreased across most courses, with significant declines observed in Math 10-3 and 20-1.
- Both Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts showed general improvements in most of the high school math courses, moreover, the declines observed in other courses were not statistically significant.
- Compared to the previous year, significant increases were observed in Math 10-4 for Students who Self-Identify as Indigenous, and in Math 10C and Math 30-2 for Students with Identified Special Education Needs.
- Furthermore, except for Math 20-4 in the English as an Additional Language Learners cohort, all dash 4 courses recorded notable increases across cohorts, contributing to a narrowing of the achievement gap with other dash-level courses.

ELA and Mathematics Report Card Combined Analysis

- In the All Students, English as an Additional Language Learners and Students with Identified Special Education Needs cohorts, statistically non-significant declines in the mean of the indicators were observed among Division 1 through Division 3 over time in both English Language Arts and Mathematics. However, these drops were not statistically significant in comparison to their previous three-year averages.

- For Students who Self-Identify as Indigenous, students in Division 1 to Division 3 showed generally maintained results of English Language Arts and Mathematics over the past five years.
- Division 4 students saw year-over-year maintained or improved results in their English Language Arts and Mathematics average mark in 2024-25 school year across all the different cohorts, except for English as an Additional Language Learners.

Physical Education and Wellness

Physical Education and Wellness Report Card Stems (Div 1&2), Health and Life Skills Report Card Stems (Div 3) and CALM Report Card Final Marks (Div 4)

PE and Wellness & Health & CALM	Division	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	Div 1	3.2	3.2	3.1	3.1	3.1
	Div 2	3.2	3.2	3.2	3.1	3.1
	Div 3	3.1	3.1	3.1	3.1	3.1
	Div 4	76.3	75.6	75.0	75.2	75.1
English as an Additional Language Learners	Div 1	3.1	3.0	3.0	3.0	3.0
	Div 2	3.1	3.1	3.1	3.0	3.0
	Div 3	3.0	3.0	2.9	2.9	2.9
	Div 4	73.8	73.0	72.6	71.9	73.4
Students who Self-Identify as Indigenous	Div 1	2.7	2.7	2.9	2.9	2.9
	Div 2	2.7	2.7	2.8	2.8	2.8
	Div 3	2.7	2.8	2.7	2.7	2.7
	Div 4	59.7	61.4	61.5	63.4	62.1
Students with Identified Special Education Needs	Div 1	2.7	2.7	2.7	2.7	2.7
	Div 2	2.8	2.8	2.9	2.9	2.9
	Div 3	2.8	2.9	2.8	2.8	2.8
	Div 4	69.0	68.6	68.4	68.4	69.1

Analysis

- In terms of Physical Education and Wellness report card stems, declines were observed for the All Students cohort and English as an Additional Language Learners while general improvements were seen for the other two cohorts.
- Division 4 students in the All Students cohort demonstrated a general decline in the average CALM final marks over the past five years, with results remaining relatively stable in comparison to the previous three-year average.
- In contrast, Division 4 Students who Self-Identify as Indigenous generally achieved an upward trend in CALM over time.

Attendance Data

Attendance data is a foundational component of the Calgary Board of Education's approach to monitoring student success and learning excellence. It is used to assess engagement, identify barriers to achievement, and inform targeted interventions across schools. Student absenteeism is calculated by blocks of time a student is absent from school to provide a standardized measure that accounts for varying lengths of absence and enables consistent tracking across different attendance patterns. The data is collected annually and includes overall absenteeism rates across grade levels, with particular attention to key student populations such as Students who Self-Identify as Indigenous, English as an Additional Language Learners and Students with Identified Special Education Needs. Attendance metrics are analyzed to support school-level planning, guide resource allocation, and ensure timely responses to emerging concerns.

Local Measure

Attendance

Student attendance calculated by blocks absent from school.

Overall Average Percentage Absenteeism

Cohort	2021-22	2022-23	2023-24	2024-25
All Students	11.3	12.3	11.7	11.3
English as an Additional Language Learners	10.4	11.9	11.4	11.2
Students who Self-Identify as Indigenous	25.4	25.1	24.7	23.6
Students with Identified Special Education Needs	15.4	16.2	15.7	15.2

Overall Average Percentage Absenteeism by Division

Cohort	Division	2021-22	2022-23	2023-24	2024-25
All Students	Div 1	11.8	12.3	10.5	9.8
	Div 2	9.9	10.6	9.4	8.9
	Div 3	11.1	12.2	12.2	11.7
	Div 4	12.7	13.8	13.2	13.2
English as an Additional Language Learners	Div 1	12.1	13.2	11.8	10.8
	Div 2	9.2	10.2	9.4	9.0
	Div 3	9.7	11.0	11.3	10.9
	Div 4	12.1	14.7	13.8	14.5
Students who Self-Identify as Indigenous	Div 1	23.8	21.0	18.8	17.3
	Div 2	20.2	20.3	17.7	15.6
	Div 3	25.9	25.8	26.5	26.7
	Div 4	29.5	29.5	29.6	26.9
Students with Identified Special Education Needs	Div 1	14.5	14.8	12.7	11.7
	Div 2	12.2	12.7	11.4	10.7
	Div 3	15.0	16.1	16.5	15.8
	Div 4	18.4	18.8	18.0	18.0

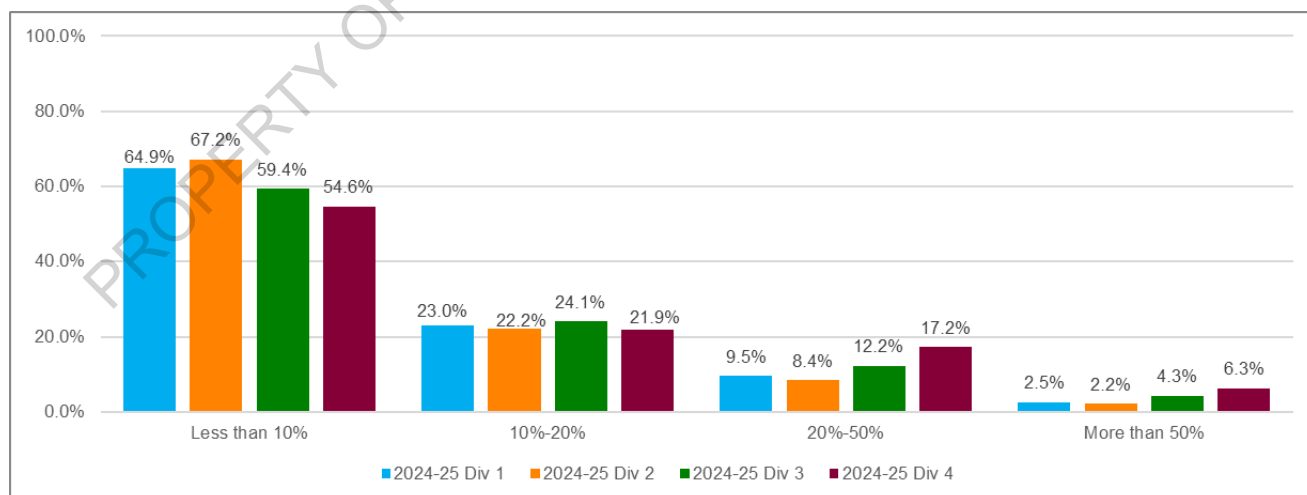
Percentage of Absenteeism Overall

Cohort	Less than 10%	10%-20%	20%-50%	More than 50%
All Students	61.4%	22.8%	11.9%	3.9%
English as an Additional Language Learners	59.5%	23.6%	13.3%	3.7%
Students who Self-Identify as Indigenous	36.6%	21.6%	24.8%	17.0%
Students with Identified Special Education Needs	51.6%	24.5%	17.2%	6.7%

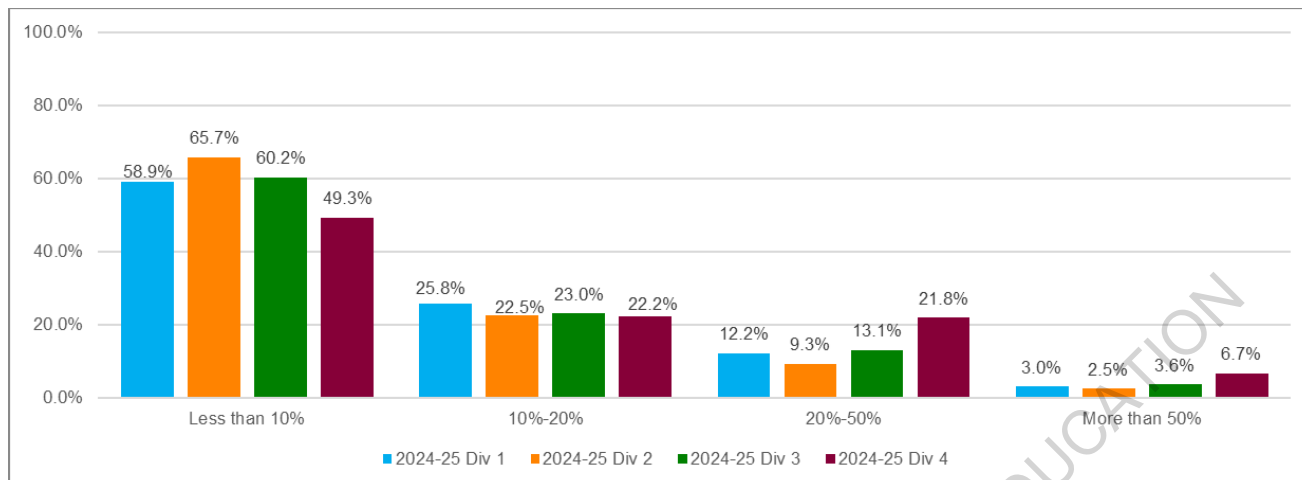
Percentage of Absenteeism by Division

Cohort	Division	Less than 10%	10%-20%	20%-50%	More than 50%
All Students	Div 1	64.9%	23.0%	9.5%	2.5%
	Div 2	67.2%	22.2%	8.4%	2.2%
	Div 3	59.4%	24.1%	12.2%	4.3%
	Div 4	54.6%	21.9%	17.2%	6.3%
English as an Additional Language Learners	Div 1	58.9%	25.8%	12.2%	3.0%
	Div 2	65.7%	22.5%	9.3%	2.5%
	Div 3	60.2%	23.0%	13.1%	3.6%
	Div 4	49.3%	22.2%	21.8%	6.7%
Students who Self-Identify as Indigenous	Div 1	41.4%	24.3%	23.3%	10.9%
	Div 2	45.0%	23.3%	22.1%	9.6%
	Div 3	32.1%	20.7%	24.8%	22.4%
	Div 4	28.0%	17.9%	29.1%	25.0%
Students with Identified Special Education Needs	Div 1	57.6%	24.5%	14.3%	3.6%
	Div 2	61.1%	24.4%	11.9%	2.6%
	Div 3	49.0%	25.7%	17.7%	7.6%
	Div 4	42.6%	23.5%	22.7%	11.2%

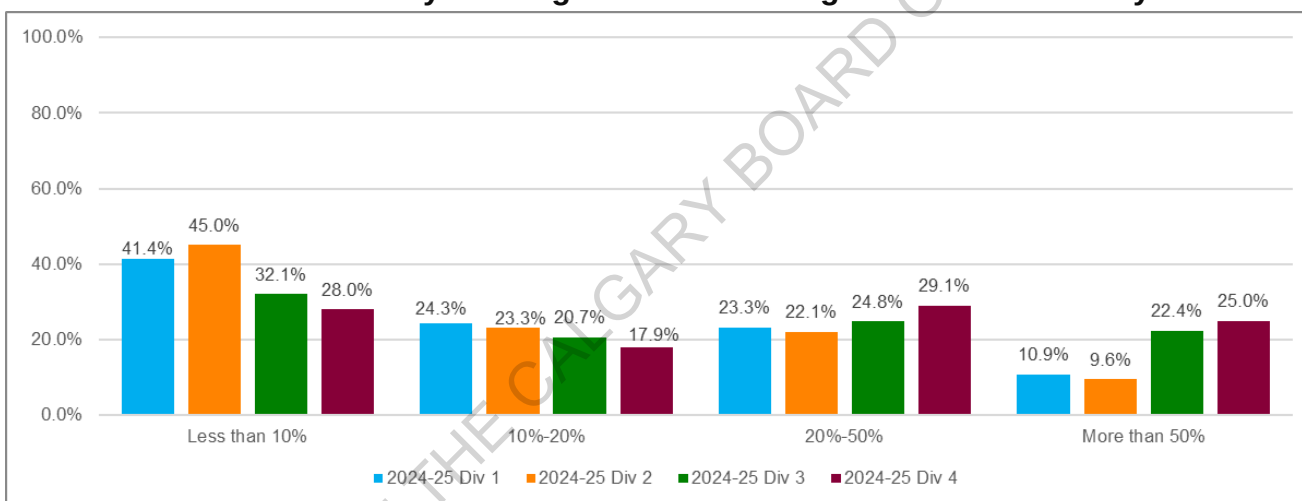
All Students: Percentage of Absenteeism by Division



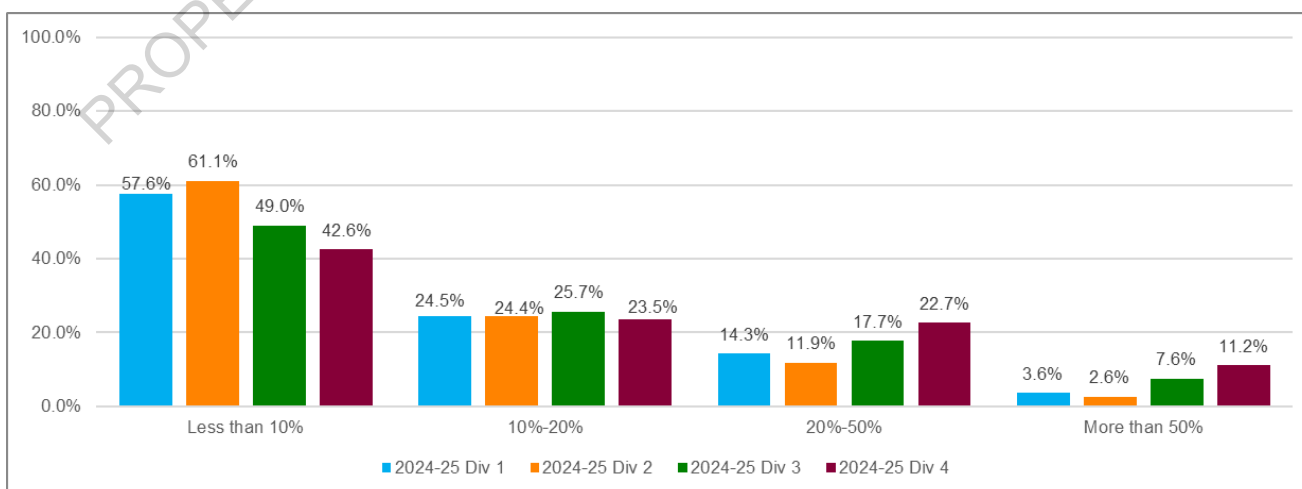
English as an Additional Language Learners: Percentage of Absenteeism by Division



Students who Self-Identify as Indigenous: Percentage of Absenteeism by Division



Students with Identified Special Education Needs: Percentage of Absenteeism by Division



Percentage Absenteeism by Code and Division (Absent vs Illness)

Reason Code	Div 1	Div 2	Div 3	Div 4
All Students				
A: Absent without contact from the legal guardian	2.0	1.9	4.2	7.9
IL: Student is absent due to physical or mental illness or injury, and a legal guardian has called in and/or provided medical documentation	3.9	3.6	3.8	3.0
Other	3.9	3.5	3.6	2.3
English as an Additional Language Learners				
A: Absent without contact from the legal guardian	2.4	2.1	4.4	9.7
IL: Student is absent due to physical or mental illness or injury, and a legal guardian has called in and/or provided medical documentation	4.0	3.2	3.2	2.6
Other	4.4	3.7	3.3	2.2
Students who Self-Identify as Indigenous				
A: Absent without contact from the legal guardian	7.9	6.8	17.3	19.7
IL: Student is absent due to physical or mental illness or injury, and a legal guardian has called in and/or provided medical documentation	4.7	4.4	4.7	3.9
Other	4.7	4.4	4.7	3.2
Students with Identified Special Education Needs				
A: Absent without contact from the legal guardian	2.6	2.3	6.1	10.6
IL: Student is absent due to physical or mental illness or injury, and a legal guardian has called in and/or provided medical documentation	4.5	4.5	5.2	4.4
Other	4.6	4.0	4.6	3.0

Percentage Absenteeism by Code and Division (Excused vs Unexcused)

Reason Code	Div 1	Div 2	Div 3	Div 4
All Students				
Excused	4.0	3.7	4.1	3.2
Unexcused	5.2	4.7	6.9	9.3
English as an Additional Language Learners				
Excused	4.2	3.4	3.5	2.9
Unexcused	6.1	5.1	6.9	11.0
Students who Self-Identify as Indigenous				
Excused	5.1	4.7	5.3	4.4
Unexcused	11.3	10.0	20.2	21.6
Students with Identified Special Education Needs				
Excused	4.8	4.7	5.5	4.7
Unexcused	5.8	5.1	9.0	12.3

Analysis

- In 2024-25 school year, the overall absenteeism rate among all CBE students was 11.3 per cent, showing a 0.4 percentage point decrease from the previous year. Moreover, 61.4 per cent of CBE students missed less than 10 per cent of instructional time while only 3.9 per cent of CBE students missed more than half of school time.

- All three sub-cohorts showed continued improvements in their attendance since 2022-23 school year. Notably, the overall absenteeism in All Students and Students who Self-Identify as Indigenous cohorts decreased significantly in comparison to the previous three-year averages.
- Tracking absenteeism within divisions over the years, Division 1 and 2 students showed better attendance performances across all cohorts when comparing to the previous three-year average results. Notably, the absenteeism rate in Division 1 declined significantly across all cohorts while Division 2 students also showed significantly decreased absent rates in most cohorts except for English as an Additional Language Learners. When comparing to 2023-24 school year, Division 3 and Division 4 students showed lower or maintained absent rates across cohorts except for Division 4 English as an Additional Language Learners and Division 3 Students who Self-Identify as Indigenous. In comparison to the previous three-year averages, the increases observed in Division 3 and Division 4 were non-significant.
- When comparing different cohorts, the gaps between Students who Self-Identify as Indigenous and other cohorts has narrowed over time. However, high absenteeism was still evident for Students who Self-Identify as Indigenous, especially in Division 3 and Division 4.
- It is notable that 17.0 per cent of Students who Self-Identify as Indigenous were absent from school for more than half of the classes. Moreover, 22.4 per cent of Division 3 and 25.0 per cent of Division 4 Students who Self-Identify as Indigenous missed more than half of courses in 2024-25 school year.
- In general, CBE students in lower grade levels had lower absenteeism rates compared to students in higher grades. When comparing to other divisions, Division 4 students consistently had the highest percentage of students missing more than 20 per cent of the classes across all cohorts of students.
- For absences due to physical or mental illness or injury, the absenteeism rate in Division 4 was lower than students in other divisions. It is noticeable that the high absenteeism rates among Students who Self-Identify as Indigenous and those in Division 3 and 4 were significantly affected by the higher number of absences categorized as 'Absent without contact from a legal guardian'.
- Students who Self-Identify as Indigenous consistently recorded higher rates of unexcused absences across all divisions when compared with other cohorts. Moreover, Division 4 students had the highest unexcused absenteeism across all cohorts when comparing to other divisions. This indicates that unexcused absences were a key factor contributing to the higher overall absenteeism observed among Students who Self-Identify as Indigenous and those in Division 4.

CBE Student Survey Data

The CBE Student Survey provides a critical source of evidence for understanding student experiences, perceptions, and engagement across the system. Administered annually, the survey captures student voice in relation to key areas such as belonging, safety, citizenship, and learning environment. Responses are aligned with the outcomes of the CBE Education Plan and are disaggregated by division and demographic groups to support equity-focused analysis. The data is used in conjunction with academic and attendance metrics to inform school-level planning, guide system-wide strategies, and evaluate progress toward student success.

Local Measure

CBE Student Survey

Student perception data

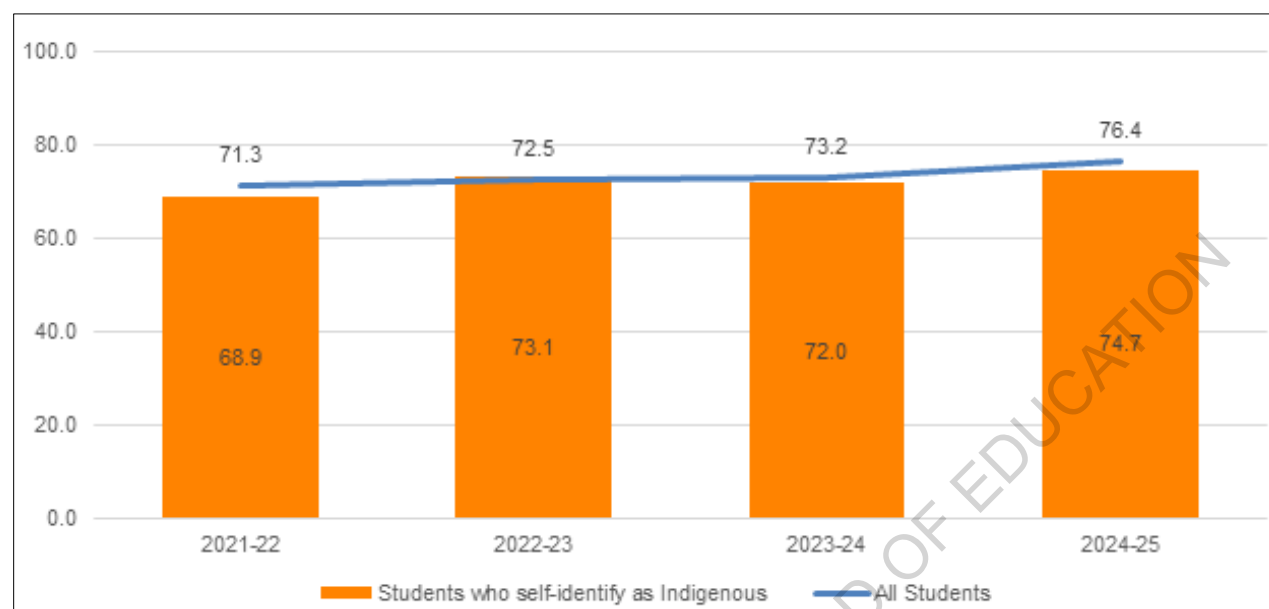
Percentage of Agreement for All Students with the Suite of CBE Student Survey Questions tied to each Summary Measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Literacy Framework	77.7	79.8	79.5	80.8
Mathematics Framework	73.1	73.7	73.5	74.6
Indigenous Education Holistic Lifelong Learning Framework	71.3	72.5	73.2	76.4
Adaptability Summary	79.6	78.5	80.2	81.4
Emotional Health Summary	63.2	68.0	67.9	70.3
Physical Health Summary	65.1	67.7	67.5	69.9
Resiliency and Perseverance Summary	82.0	83.1	82.7	84.1
Respectfully Challenging Policies or Decisions Summary	65.1	64.5	64.2	65.3
Risk-taking Summary	82.9	83.7	84.5	84.3
Social Health Summary	82.2	84.5	84.3	84.0

Percentage of Agreement for Students who Self-Identify as Indigenous with the Suite of CBE Student Survey Questions tied to each Summary Measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Indigenous Education Holistic Lifelong Learning Framework	68.9	73.1	72.0	74.7
Adaptability Summary	69.3	74.1	73.6	76.9
Emotional Health Summary	59.4	64.7	64.3	68.0
Physical Health Summary	62.4	64.7	65.1	67.5
Resiliency and Perseverance Summary	75.5	76.3	75.5	78.3
Respectfully Challenging Policies or Decisions Summary	65.0	66.5	64.2	65.2
Risk-taking Summary	79.2	78.4	73.7	80.0
Social Health Summary	78.9	77.6	80.0	79.1

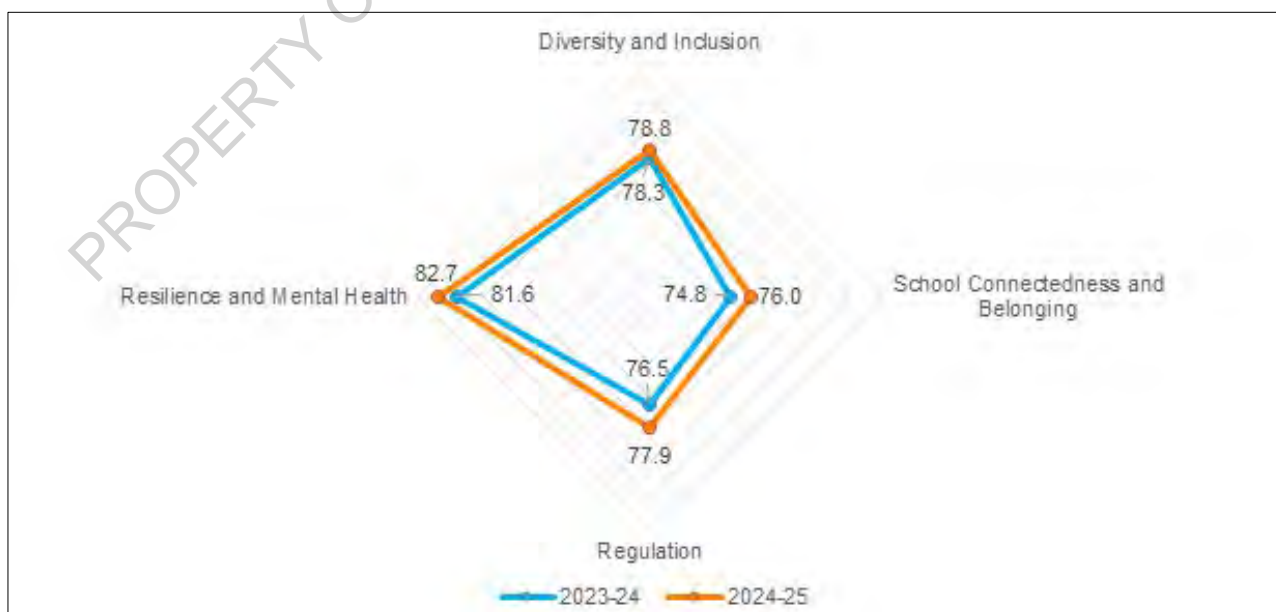
Overall Percentage Agreement for Indigenous Education Holistic Lifelong Learning Framework Measure



Percentage of student agreement with the suite of questions tied to each theme in CBE Student Survey

Well-Being Themes	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Diversity and Inclusion	78.3	78.8
School Connectedness and Belonging	74.8	76.0
Regulation	76.5	77.9
Resilience and Mental Health	81.6	82.7

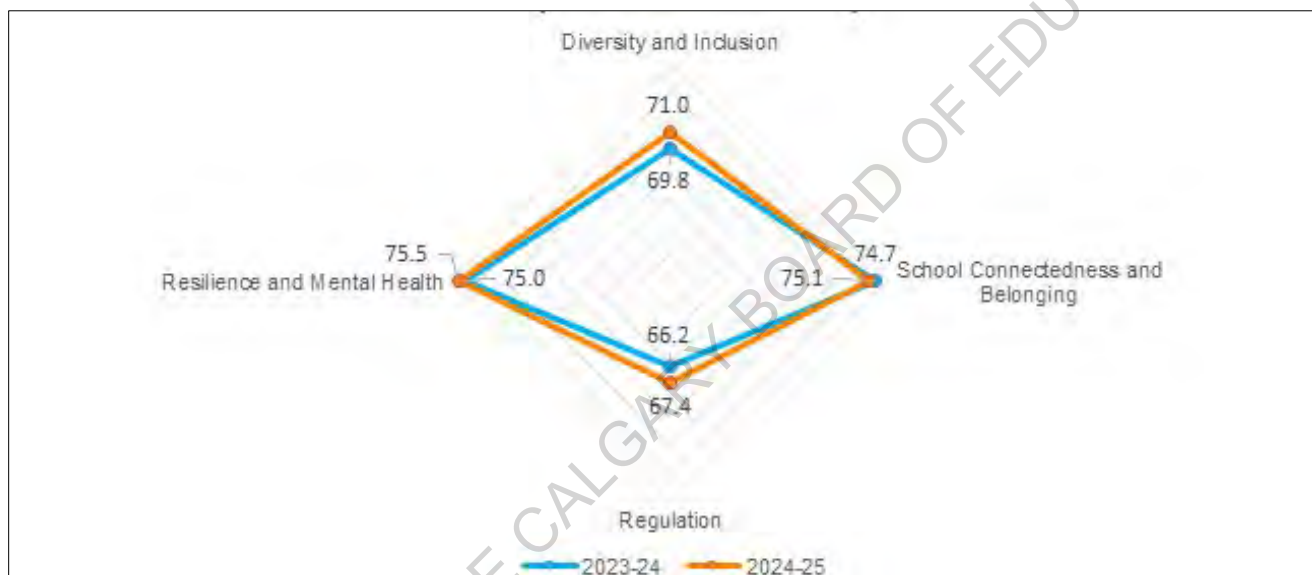
Percentage Agreement for Four Well-Being Themes Based on CBE Student Survey



Percentage of student agreement with the suite of questions tied to each theme across three different student surveys (AEA Survey, CBE Student Survey, OurSCHOOL Survey)

Well-Being Themes	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Diversity and Inclusion	69.8	71.0
School Connectedness and Belonging	75.1	74.7
Regulation	66.2	67.4
Resilience and Mental Health	75.0	75.5

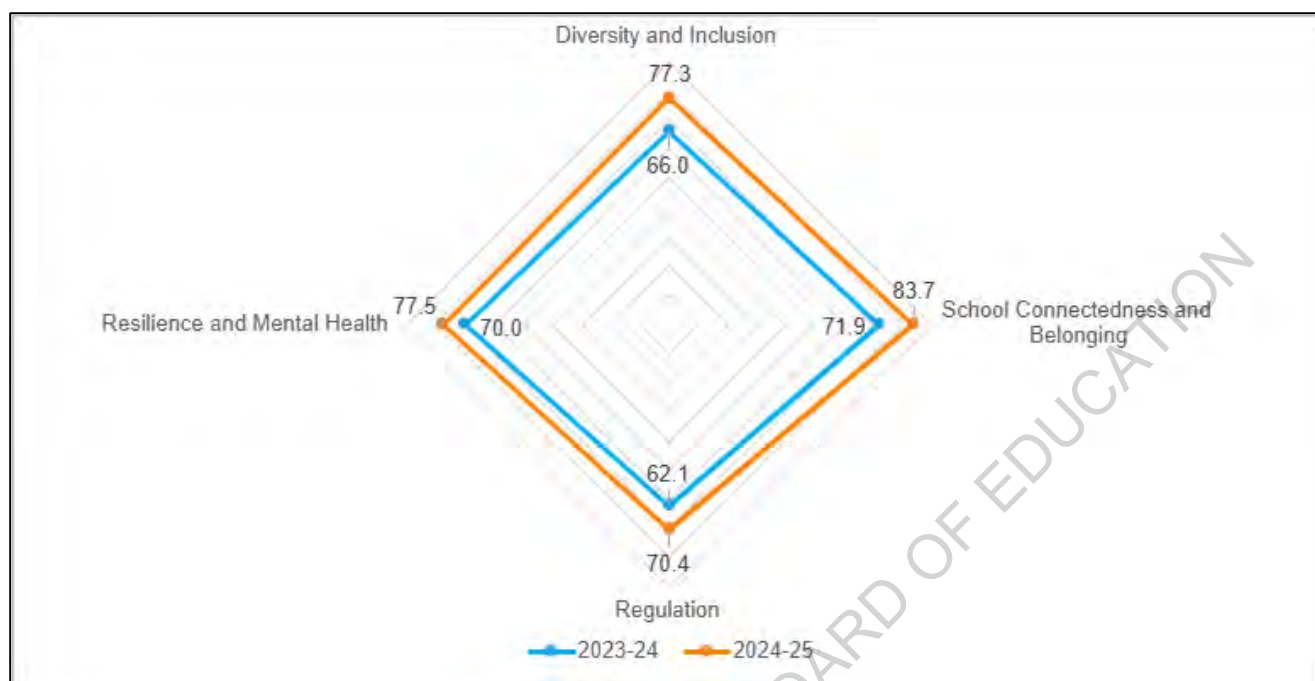
Percentage Agreement for Four Well-Being Themes Based on CBE Student Survey, AECA Survey, and OurSCHOOL Survey



Percentage of Middle School Student Agreement with the Suite of Questions tied to each Theme across Three Different Student Surveys (AEA Survey, CBE Student Survey, OurSCHOOL Survey) as Compared to All CBE Students

Well-Being Theme	2023-2024		2024-2025	
	Middle Years	All CBE	Middle Years	All CBE
Diversity and Inclusion	66.0	69.8	77.3	71.0
School Connectedness and Belonging	71.9	75.1	83.7	74.7
Regulation	62.1	66.2	70.4	67.4
Resilience and Mental Health	70.0	75.0	77.5	75.5

Percentage of Middle School Student Agreement for Four Well-Being Themes Based on CBE Student Survey, AECA Survey, and OurSCHOOL Survey Year over Year



Percentage of Agreement for All Students with the Suite of CBE Student Survey Questions tied to each Summary Measure

Summary Measure	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Learning Technology Summary	90.5	91.5
Technological Communication Summary	86.6	86.2
Technological Critical Thinking Summary	73.5	75.8

Analysis

- Except for Social Health Summary measure, most measures in CBE All Students cohort demonstrated a generally upward trend over time and improved significantly in comparison to the previous three-year averages.
- Notably, year-over-year improvements were observed in the Indigenous Education Holistic Lifelong Learning Framework within the past four years.
- Compared to the Mathematics Framework, CBE students consistently expressed higher agreements on the questions tied to Literacy Framework over time.
- For Students who Self-Identify as Indigenous, Physical Health measure showed continuously increasing results while other summary measures exhibited greater fluctuations over time.
- Compared to last year's data, for the Students who Self-Identify as Indigenous cohort, most summary measures reflected higher percentages of agreement, apart from Social Health Summary measure. Especially, significant increases were observed in Indigenous Education Holistic Lifelong Learning Framework, Adaptability, Emotional Health, Physical Health, Resiliency and Perseverance and Risk-taking Summary measures.

- Between All Students cohort and Students who Self-Identify as Indigenous cohort, All Students cohort consistently reported higher agreements on most of the summary measures over the past four years.
- All Students cohort and Students who Self-Identify as Indigenous reported comparable results in Respectfully Challenging Policies or Decisions Summary measure over the past four years.
- In 2024-25 school year, students showed improved agreements from CBE Student Survey across all four Well-Being themes in comparison to the previous year.
- Furthermore, when combining the results from CBE Student Survey, AEA Survey and OurSCHOOL Survey, three out of four Well-Being themes reported year-over-year increasing agreement percentages with the only exception of School Connectedness and Belonging theme.
- Across the three Technology Summary measures, Learning Technology and Technological Critical Thinking measures showed increases in the agreement percentages while students reflected lower agreements towards questions tied to Technological Communication Summary measure in 2024-25. And the increase in Technological Critical Thinking measure was statistically significant when compared to last year's result.

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OurSCHOOL Survey Data

The OurSCHOOL Survey is a nationally validated instrument used by the Calgary Board of Education to gather student feedback on engagement, Well-Being, and school climate. Administered annually to students in Grades 4 through 12, the survey provides a consistent and research-based measure of student perceptions across key areas such as intellectual engagement, emotional health, and sense of belonging. Results are aligned with the CBE Education Plan and the CBE Well-Being Framework to support equity-focused planning and continuous improvement. The data complements other system measures and informs strategies that enhance inclusive practices, mental health supports, and instructional design.

Local Measure

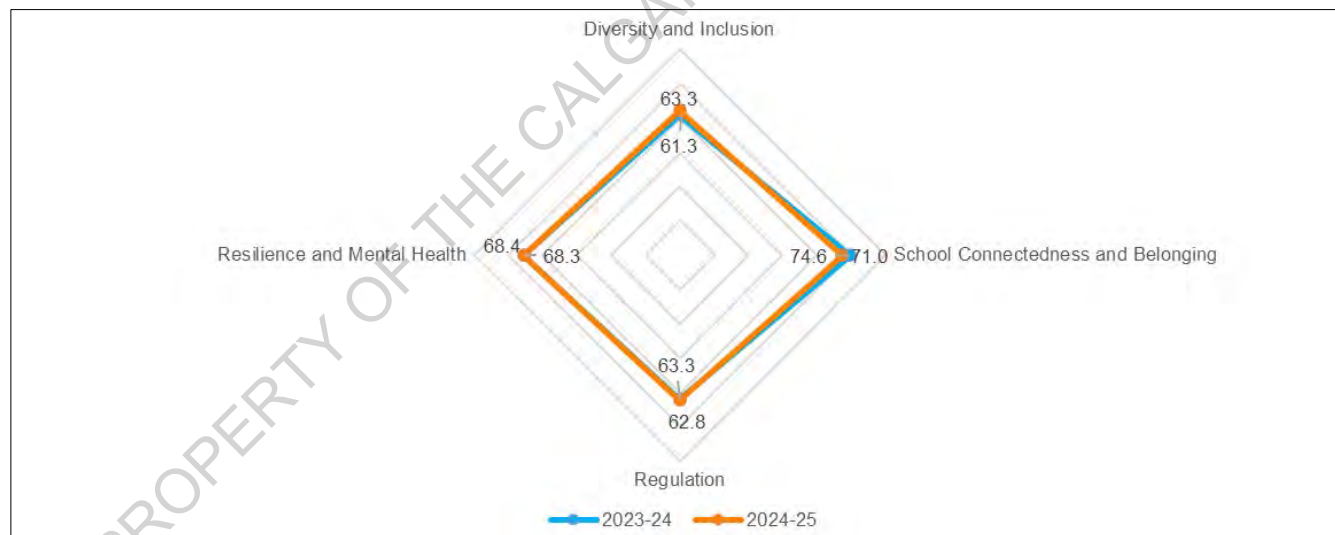
OurSCHOOL Survey

Student perception data

Percentage of student agreement with the suite of questions tied to each theme in OurSCHOOL Survey

Well-Being Themes	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Diversity and Inclusion	61.3	63.3
School Connectedness and Belonging	74.6	71.0
Regulation	62.8	63.3
Resilience and Mental Health	68.4	68.3

Percentage Agreement for Four Well-Being Themes Based on CBE OurSCHOOL Survey



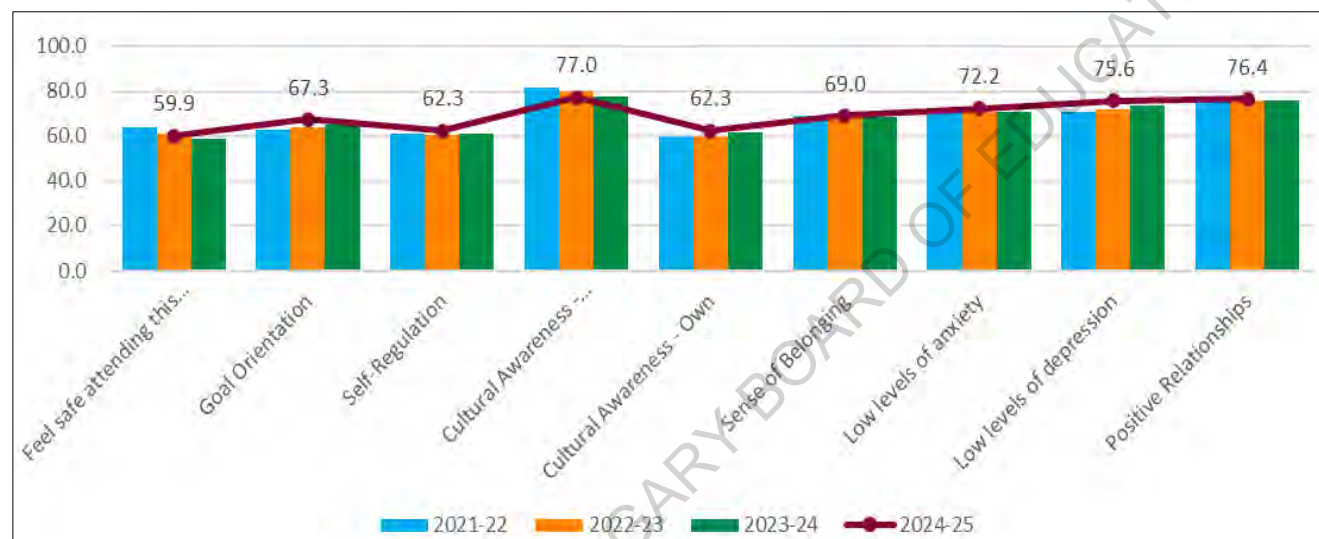
Percentage of agreement for all students with the suite of OurSCHOOL survey questions tied to each summary measure

Summary Measure	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Feel safe attending this school*	64.1	61.0	58.8	59.9
Goal Orientation	62.7	63.9	64.9	67.3
Self-Regulation	61.1	60.7	61.0	62.3

Cultural Awareness - Others	81.4	80.0	77.4	77.0
Cultural Awareness - Own	59.6	59.7	61.4	62.3
Sense of Belonging	68.8	68.8	68.6	69.0
Low levels of anxiety	71.3	70.9	70.9	72.2
Low levels of depression	70.7	71.9	73.7	75.6
Positive Relationships	76.2	75.6	75.6	76.4

Note | Only cases where the student agreed with the statements of all three questions of this summary measure are included.

Percentage Agreement with the Suite of OurSCHOOL Survey Questions tied to each Summary Measure Overtime



Percentage of agreement for all students with the suite of OurSCHOOL survey questions tied to each summary measure by grade

Summary Measure	Grade	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Cultural Awareness - Others	6	78	78	75	77
	7	78	78	74	75
	8	79	79	76	75
	9	83	79	77	75
	10	84	82	79	79
	11	84	82	80	78
	12	84	82	81	80
Cultural Awareness - Own	6	56	58	60	62
	7	54	55	57	59
	8	55	57	58	60
	9	58	58	59	60
	10	63	63	63	63
	11	64	63	66	65
	12	67	64	67	67

Goal Orientation	6	71	73	73	74
	7	64	66	68	70
	8	59	62	62	66
	9	61	61	62	64
	10	60	63	62	66
	11	61	61	63	64
	12	63	61	64	67
Self-regulation	6	66	66	64	66
	7	63	63	62	63
	8	60	59	59	60
	9	60	60	60	60
	10	60	60	60	63
	11	59	58	61	61
	12	60	59	61	63
Low Levels of Depression	6	79	80	81	81
	7	77	77	79	79
	8	72	74	75	78
	9	70	72	74	75
	10	68	69	72	74
	11	65	67	69	72
	12	64	64	66	70

Percentage of agreement for all students with the suite of OurSCHOOL survey questions tied to each summary measure by grade

Summary Measure	Grade	2021-22 Percentage Agreement	2022-23 Percentage Agreement	2023-24 Percentage Agreement	2024-25 Percentage Agreement
Low levels of Anxiety	4	79	78	72	73
	5	78	76	71	71
	6	76	75	76	76
	7	71	72	73	74
	8	68	68	70	72
	9	66	67	70	71
	10	67	67	69	71
	11	68	67	68	71
	12	69	68	69	71
Feel safe attending this school* *Only cases where the student agreed with the statements of all three questions of this summary measure are included.	4	71	70	68	69
	5	70	68	67	66
	6	68	67	64	65
	7	64	62	59	58
	8	60	56	53	55
	9	62	56	54	55
	10	60	57	55	56
	11	60	56	54	56
	12	62	57	55	59

Positive Relationships	4	79	78	80	81
	5	80	79	81	81
	6	74	75	75	76
	7	76	76	76	77
	8	77	76	76	77
	9	78	76	75	75
	10	74	74	72	74
	11	74	73	72	74
	12	74	73	73	73
Sense of Belonging	4	81	81	80	81
	5	77	76	76	76
	6	71	72	71	71
	7	68	69	69	68
	8	65	65	63	65
	9	65	64	64	63
	10	65	66	66	67
	11	63	64	64	65
	12	64	62	64	65

Analysis

- In the 2024-25 OurSCHOOL Survey, students expressed increased agreements towards Diversity and Inclusion as well as Regulations themes but declined agreements towards the other two well-being themes. Moreover, OurSCHOOL results across all well-being themes were lower than those observed in the combined results from the AEA Survey, CBE Student Survey, and OurSCHOOL Survey.
- In 2024-25 school year, most summary measures reported improved agreement percentage in comparison to last year's result except for a 0.4 percentage point decrease in the Cultural Awareness – Others measure.
- Notably, the increases were statistically significant when compared to the previous three-year averages in Orientation, Self-Regulation, Cultural Awareness – Own, Anxiety, Depression and Positive Relationship measures.
- Among all summary measures, Cultural Awareness – Others consistently had the highest percentages of agreement over time despite the notable year-over-year decrease in 2024-25 school year.
- When compared to the previous three-year average, the overall agreement towards 'Feel safe attending this school' showed a significant decline and reported the lowest result of 59.9 per cent among all OurSCHOOL survey measures.
- When analysed by grade level, it is noticeable that elementary students showed a higher percentage of agreement on feeling safe at school compared to students in higher grades.
- Notably, a general downward trend in agreement was observed across most summary measures as students progresses through grade levels, with the exception of Cultural Awareness measures. High school students consistently showed stronger agreements on both Cultural Awareness – Others and Cultural Awareness – Own measures.

Teaching and Leading

Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

Results and evaluations for each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Education Quality

Respondent agreement with the overall quality of basic education.

Alberta Education and Childcare Supplemental Assurance Measure – Education Quality

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Teaching & Leading	Education Quality	85.3	85.4	86.6	87.7	87.6	88.2	Intermediate	Declined Significantly	Issue

Alberta Education and Childcare Supplemental Assurance Measure – Education Quality by Groups Over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.														
Overall	Authority	34 621	88.1	36 920	87.9	39 512	86.5	40 429	85.4	40 506	85.3	Intermediate	Declined Significantly	Issue
	Province	230 814	89.6	249 532	89.0	257 584	88.1	265 643	87.6	269 550	87.7	High	Declined Significantly	Issue
Parent	Authority	5269	83.7	4912	84.0	5659	82.0	4955	80.6	4153	80.0	Intermediate	Declined Significantly	Issue
	Province	31 024	86.7	31 728	86.1	31 890	84.4	33 250	83.8	34 466	84.3	High	Declined	Acceptable
Student	Authority	24 228	85.7	26 852	85.2	28 367	84.4	29 471	83.4	29 993	83.3	Low	Declined Significantly	Concern
	Province	169 589	86.3	186 834	85.9	193 343	85.7	200 322	84.9	201 514	84.8	Intermediate	Declined Significantly	Issue
Teacher	Authority	5124	94.8	5156	94.4	5486	93.2	6003	92.3	6360	92.6	Intermediate	Declined	Issue
	Province	30 201	95.7	30 970	95.0	32 351	94.4	32 071	93.9	33 570	93.9	Intermediate	Declined Significantly	Issue

Analysis

- The overall agreement on the Education Quality measure in CBE declined significantly for the past five years, reflecting a consistent downward trend in the satisfaction with the education quality.
- Among three respondent groups, when compared to last year's data, the Teacher group had a 0.3 percentage point increase while both Parent and Student groups showed decreases in the percentage of agreement on Education Quality 0.6 and 0.1 percentage points, respectively.
- Across distinct groups, the Teacher group and Parent group reported the highest and lowest satisfaction with Education Quality, respectively.

Professional Learning, Supervision and Evaluation

School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision, and evaluation processes. This includes providing information summarizing implementation of their local policy as outlined in Teacher Growth, Supervision and Evaluation Policy, Section 1(e).

To demonstrate this responsibility is being met, school authorities must:

- Identify and report results from related local measures; and
- Provide a succinct description of the impact of related strategies implemented as defined in the education plan.

Required Local Component

Professional Learning, Supervision and Evaluation

How the school authority is supporting teaching and leadership quality through professional learning, supervision and evaluation.

Note | Refer to Local Measure Section: Professional Learning Data Regarding Impact on Professional Growth for Results from Related Local Measures.

Teacher Growth, Supervision and Evaluation Policy Implementation

In accordance with Administrative Regulation 4003 | Teacher Growth, Supervision and Evaluation, all teacher evaluations must include two comprehensive and successful reports, Evaluation 1 and Evaluation 2. These reports serve as formal documentation confirming that the teacher is meeting the expectations outlined in the Teacher Quality Standard (TQS). Each evaluation report is an official record that requires the signatures of both the teacher and the designated evaluator(s). The content of each report is structured to provide a thorough assessment of the teacher's professional practice. It includes clearly articulated claims regarding the teacher's demonstrated competencies in relation to the TQS, supported by specific, observable evidence gathered through classroom observations, professional interactions, and other relevant data sources. The evaluator conducts a detailed analysis to interpret the data, identifying strengths, and areas for growth. Subsequently, the evaluator draws informed conclusions and makes recommendations regarding contracts and/or certification.

To support administrators in teacher evaluation and supervision, the Teacher Staffing team and HR Advisory provided both live virtual sessions and asynchronous video resources outlining the evaluation process. An additional session focused on the remediation process for teachers requiring further support. Training materials emphasized effective evidence collection, report writing, and exemplars. HR Advisory also shared strategies for performance management, guiding administrators through supervision, observation, dialogue, and documentation. All evaluation documents have been updated to include permanent certification requirements, guidance on when to consult HR Advisory, and structured feedback aligned with each TQS competency.

Leaders (Principals, Assistant Principals) Growth, Supervision and Evaluation Policy Implementation

All newly appointed administrators are required to undergo a performance evaluation within their first year to assess their eligibility for continued appointment in their role. This final evaluation report highlights the administrator's development in meeting the competencies outlined in the Leadership Quality Standard (LQS), fulfilling the expectations set by Administrative Regulation 4002 | Administrator Growth, Supervision and Evaluation, and adhering to the criteria specified in the Guidelines for Evaluation of Administrators. Education Directors are tasked with evaluating principals, while principals are responsible for assessing assistant principals. If an administrator does not demonstrate the necessary leadership and role-specific competencies as defined by the LQS, their supervisor - either a director or principal - will not recommend them for continued designation. To support this process, HR provided both a live virtual session and an asynchronous video resource to guide administrators and Education Directors through the evaluation procedures.

Completed Teacher and Leader Evaluations

Evaluation Type	2021-22	2022-23	2023-24	2024-25
Teacher Evaluations	291	689	943	828
Full Part 1 and 2 Evaluation	271	655	801	627
Confirming Reports	20	34	142	201
Teachers Recommended for Permanent Professional Certificate (PPC)	266	328	490	449
Principal Evaluations	20	32	24	23
Assistant Principal Evaluations	32	40	44	42

Analysis

- When compared to 2023-24 school year, CBE conducted roughly the same amount of leader evaluations in 2024-25 while seeing a notable decrease in the total number of teacher evaluations.
- There was a steady year-over-year increasing trend observed in the percentage of teacher evaluations conducted by Confirming Reports over the last three years.
- Since 2022-23 school year, there were higher percentages of teachers who were recommended for Permanent Professional Certificate (PPC) after evaluations.

Professional Learning Data Regarding Impact on Professional Growth

Professional learning data is used to assess the impact of staff development on instructional practice and professional growth across the Calgary Board of Education. This data reflects participation in system-wide learning opportunities, school-based initiatives, and collaborative professional communities. It is aligned with the goals of the CBE Education Plan and supports evidence-based decision-making at both the school and system levels. By analyzing trends in engagement and feedback, the data helps identify areas of strength and opportunities for further support, guiding strategies that enhance teaching effectiveness and contribute to improved student outcomes.

Required Local Component

Professional Learning Data Regarding Impact on Professional Growth

How the school authority is supporting continuous improvement and evidence-informed decision making

The requirements for the process, content and format for school education plans and Results reports

Alberta Education and Childcare Supplemental Assurance Measure – In-Service Jurisdiction Needs

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Supplemental AEAMs	In-Service Jurisdiction Needs	76.4	75.2	77.4	81.7	81.1	82.3	Low	Declined	Issue

Alberta Education and Childcare Supplemental Assurance Measure – School Improvement

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Supplemental AEAMs	School Improvement	72.3	71.8	71.6	76.6	75.8	75.1	Intermediate	Improved	Good

Alberta Education and Childcare Supplemental Assurance Measure – In-Service Jurisdiction Needs Over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
In-Service Jurisdiction Needs: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.														
Teacher	Authority	5033	81.2	5072	80.5	5367	76.6	5850	75.2	6227	76.4	Low	Declined	Issue
	Province	29 619	84.9	30 280	83.7	31 648	82.2	31 298	81.1	32 856	81.7	Low	Declined Significantly	Concern

Alberta Education and Childcare Supplemental Assurance Measure – School Improvement by Group over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
School Improvement: Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.														
Overall	Authority	33 236	79.0	35 712	71.9	38 017	71.2	38 771	71.8	38 983	72.3	Intermediate	Improved	Good
	Province	224 041	81.4	243 980	74.2	251 355	75.2	258 502	75.8	262 745	76.6	High	Improved Significantly	Good
Parent	Authority	4664	78.2	4626	67.4	5322	68.5	4684	70.6	3931	69.3	Intermediate	Maintained	Acceptable
	Province	28 016	81.7	30 147	70.0	30 371	72.5	31 538	75.2	32 755	76.4	High	Improved Significantly	Good
Student	Authority	23 859	77.3	26 368	74.3	27 798	71.3	28 769	70.8	29 290	71.4	Low	Declined Significantly	Concern
	Province	167 992	79.1	185 107	76.3	191 142	75.0	197 479	74.0	198 914	74.4	Intermediate	Declined Significantly	Issue
Teacher	Authority	4713	81.6	4718	73.9	4897	73.6	5318	74.0	5762	76.0	Intermediate	Improved Significantly	Good
	Province	28 033	83.4	28 726	76.3	29 842	78.0	29 485	78.2	31 076	79.1	Intermediate	Improved Significantly	Good

Analysis

- In terms of In-Service Jurisdiction Needs measure, teachers showed a 1.2 percentage point increase in agreement from 2023-24 to 2024-25 school year while the current result remained below the previous three-year average.
- Moreover, CBE reported overall improvement in School Improvement measure. Both Student and Teacher groups showed higher percentages of agreement on this measure in comparison to last year's results while the Parent group declined from 2023-24 to 2024-25. Notably, the Teacher group's result improved significantly and achieved a 'Good' overall evaluation. Among the three dependent groups, the Teacher groups reported the strongest agreement on School Improvement measure, whereas the Parent group showed the lowest agreement.

Middle School Principals Professional Learning Final Feedback

Middle School Professional Learning Series Impact Categories	Strongly agreed or agreed
As an instructional leader, I have a network of supports and belong to a positive learning culture:	94%
As an instructional leader, I feel confident and competent in leading reading instruction (assessments, strategies, interventions) for middle years students:	64%
As an instructional leader, I know where to access supports and resources to lead the work of improving Literacy and Well-Being for middle years:	94%
As an instructional leader, I feel confident in my ability to establish structures and processes in response to the needs of middle years learners, with respect to: Assessment	94%
As an instructional leader, I feel confident in my ability to establish structures and processes in response to the needs of middle-year learners, with respect to: Well-Being	94%
As an instructional leader, I feel confident in making data informed decisions to guide my instructional leadership actions:	86%

Middle School Assistant Principal and Learning Leader Final Feedback

Middle School Professional Learning Series Impact Categories	Strongly agreed or agreed
building capacity & instructional leadership in literacy	98%
building capacity & instructional leadership in Well-Being	95%
contributing to building system coherence	97%
been focused on the priorities of the CBE	100%
effectively addressing their professional development needs	95%
significantly contributing to their on-going professional growth	94%
in tracking and monitoring data sets	62%
in leading targeted programming	51%
in considering structures and processes	68%
in understanding system resources	64%

Analysis

- Consistently above 94 per cent of middle school Assistant Principals and Principals agreed on the positive impact on the Well-Being related topics from the professional learning sessions.
- Only around half of the middle school Assistant Principals agreed on the impact of professional learnings on strengthening their abilities to lead targeted programming.
- Compared to middle school principals, middle school assistant principals demonstrated less agreement upon data related improvement through the professional learning sessions.

Teaching and Learning with Technology Session Professional Learning Feedback

Question: This session had a positive impact on my professional practice	
Strongly Agree	39.2%
Agree	55.6%
Neither Agree nor Disagree	4.4%
Disagree/Strongly Disagree Combined	0.8%

Note | Sessions focused on artificial intelligence for task design and personalized learning, digital citizenship, and generative AI prompt writing, alongside hands-on robotics activities, and inclusive education applications. Additional topics included design thinking, home education, privacy and policy considerations, supporting educators in integrating technology, and fostering safe, innovative learning environments.

Analysis

- Almost 95 per cent of the participants agreed on the positive impact of Teaching and Learning with Technology professional learning Session.

Collaborative Response Professional Learning Feedback: Percentage of leaders who identify their progress towards the goal

Collaborative Response Components	Goals	Survey	Tree and Sapling (Mastery and Well-Developed)	Seed and Sprout (Beginning and Developing)
Collaborative Structures and Processes	Team Meetings with clear articulation (purpose, participation, schedule) and aligned to continuum of support	Fall	66%	34%
		Spring	59%	42%
	Teacher teams with regular, structured meetings focused on improving universal practices and aligned to the continuum of support.	Fall	81%	20%
		Spring	86%	14%
	Teams that are flexible and adjusted regularly to strengthen collaboration and share classroom practices	Fall	66%	34%
		Spring	62%	38%
	School Learning Team meets weekly to ensure proactive support beyond the classroom, with clear processes for adding students and implementing actions.	Fall	68%	32%
		Spring	71%	28%
	Various regular meetings focused on individual students with predictable structures and processes	Fall	74%	25%
		Spring	83%	17%
	PLCs and CTMs focus areas align with School Development Plan goals.	Fall	86%	14%
		Spring	89%	11%
	Documentation includes consistent agendas and notes for all team meetings, following essential structures like norms and roles.	Fall	74%	27%
		Spring	83%	17%
	Action Focused meetings include celebrations with an explicit emphasis on staff actions that contributed to success.	Fall	70%	31%
		Spring	76%	24%
	Norms include co-created team agreements with opportunities to reflect and practice at each meeting.	Fall	63%	36%
		Spring	78%	22%
Data and Evidence	Universal Screens are established with clear alignment to key school priorities.	Fall	64%	35%
		Spring	76%	24%
	Scheduling includes clear timelines for administering all universal screens, aligned to key dates to inform team meetings.	Fall	69%	31%
		Spring	75%	25%
	Data Collection processes for administering and gathering all key measures are clearly articulated to staff for efficiency.	Fall	68%	33%
		Spring	75%	25%
	Data Organization ensures all key measures are organized using color-coding and highlighting key student issues.	Fall	53%	46%
		Spring	65%	35%
	The process for using data to guide PLCs is clearly communicated and consistently applied by teams.	Fall	63%	36%
		Spring	70%	30%
	Teachers regularly utilize data as the primary source for determining students to bring forward to CTMs, with a focus on those approaching, meeting, or exceeding expectations.	Fall	44%	56%
		Spring	60%	40%
	Monitoring includes clear processes and tools for tracking progress on each key school priority.	Fall	57%	43%
		Spring	70%	30%
Continuum of Supports	A continuum of support is established for each School Development Plan goal.	Fall	55%	45%
		Spring	69%	30%

	Continuums of support are utilized effectively in all team meetings, as well as used as a source of information when discussing student needs with parents, students and staff members.	Fall	38%	62%
		Spring	47%	53%
	Tier 1 non-negotiables are established in each continuum of support, with supporting resources linked to supporting universal classroom instruction across the school.	Fall	55%	44%
		Spring	65%	34%
	Tier 2 supports are articulated in each continuum of support, with supporting resources linked to support targeted implementation at the classroom level.	Fall	55%	45%
		Spring	65%	35%
	Tier 3 supports are articulated in each continuum of support, with supporting resources linked to support targeted implementation by staff beyond the classroom.	Fall	54%	46%
		Spring	69%	31%
	Tier 4 supports are articulated in each continuum, with resources and strategies to access each support.	Fall	55%	45%
		Spring	63%	36%

Analysis

- 20 out of 22 goals showed improvements in the Tree and Sapling percentage between fall and spring surveys.
- The Tree and Sapling percentage for goal 'Team Meetings with clear articulation (purpose, participation, schedule) and aligned to continuum of support' showed the most evident decline of 7 percentage points, however, the drop was not statistically significant.
- There was a statistically significant 16 percentage point increase in the agreement level of goal 'Teachers regularly utilize data as the primary source for determining students to bring forward to Collaborative Team Meetings.'
- Except for Tier 4, all goals within Continuum of Supports component showed significant improvements in the Tree and Sapling percentages in the spring survey.

Diversity and Inclusion Professional Learning Data Regarding the Main Themes Identified by Participants

Theme	Count
Calling In, Calling out, Calling Up and Calling on	31
Cultural Responsiveness	24
Racism and anti-racism	20
Creating Welcoming, Caring, Respectful and Safe Schools	12
Building Capacity and confidence to have difficult conversations	11
Cross Portfolio Connections (Well-Being, EAL, Indigenous Education, Literacy)	0
Other	9

Diversity and Inclusion Professional Learning Session Feedback

This learning opportunity has increased my understanding of how I will...	Strongly Agree	Agree	Neither agree nor disagree	Disagree
Developing Self and Others	40.4%	55.3%	4.3%	0%
Leading, Teaching and Learning	19.1%	70.2 %	8.5%	2.2%
Develop Inclusive Schools	42.6%	48.9 %	8.5%	0%
Leading a Culture of Improvement	21.3%	66%	12.7%	0%
This learning opportunity has increased my capacity and confidence to address...	Strongly Agree	Agree	Neither agree nor disagree	Disagree
Impact of language choices when talking about difficult subjects such as racism, identity, and/or privilege	35.8%	57%	4.3%	2.9%
The areas where I may need to learn, relearn and/or unlearn	37.7%	52.8%	7.5%	2%
Ways to support students and staff in engaging in difficult conversations about identity, race, racism, and anti-racism	37.7%	56.6%	3.8%	1.9%

Analysis

- Almost 96 per cent of participants agreed on the impact towards increasing understanding of developing self and others after attending Diversity and Inclusion Professional Learning Session.
- Around 94 per cent of Diversity and Inclusion Professional Learning attendants indicated their growth in supporting students and staff in engaging difficult conversations about identity, race, racism, and anti-racism.

Inclusive Education Professional Learning Sessions Impact

Perceived Impact of Inclusive Education PL	Agree or Strongly Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Not Applicable
Helped me see the topic from a different perspective	250	24	14	1
Affirmed my strengths	259	24	4	2
Allowed me to build new knowledge and skills	261	22	5	1
Helped me identify specific strategies to support the students I teach	259	22	5	3
Showed me how to navigate structures or access resources to support student learning	257	24	5	3
Improved my confidence and/or capacity to lead others	242	37	6	4

Analysis

- Compared to other impacts, participants agreed less on the improvement of leadership through the professional learning sessions provided by Inclusive Education.

Maatoomsii'Pookaiks Professional Learning Day Survey Completion Counts

Measure	2023-24	2024-25
Survey Completion	5808	1644

Maatoomsii'Pookaiks Professional Learning Day Knowledge Topic(s) Where Professional Growth Was Identified

Professional Learning Themes	% of Respondents
Weaving Indigenous knowledge into my work/workplace (e.g., curriculum, policy, processes, structures, decision making, relationship building, engagement, celebrations).	66.5%
Importance of eliminating educational and employment gaps between Indigenous and non-Indigenous Canadians.	30.8%
Indigenous approaches to data collection & analysis (gathering stories).	25.4%
Historical and contemporary contributions of Indigenous peoples to society.	31.9%
Acknowledging the land where we gather, Treaty 7, Indigenous languages greetings, Nation names & place names, preparing to acknowledge the land).	79.4%
TRC Commitment to Action (making or advancing a commitment).	46.7%
Blackfoot value of likakimat.	60.4%
Understanding my role in Indigenous Education (through knowing Indigenous learners, Truth & Reconciliation, creating ethical space, holistic Collaborative Team Meetings, PLCs & task design, CBE Land Acknowledgement).	68.2%

Analysis

- Survey completion is down significantly from 2023 where 5808 staff completed some or all of the survey. Low completion was the result of CBE and Zencity network issues on November 8, 2024. The survey remained open until November 30, 2024.
- Closing survey asked participants to select the knowledge topic(s) where they experienced growth (both in big and small ways) during the Maatoomsii'Pookaiks (Children First) Indigenous Education Professional Learning Day. Participants could select from the following knowledge topics. Top three topics identified were Acknowledging the land where we gather - 79.4 per cent, Understanding my role in Indigenous Education - 68.2 per cent and Weaving Indigenous knowledge into my work/workplace - 66.5 per cent

Outcomes Based Assessment Teacher Feedback - ELA

ELA		
OBA LL and Implementor Pre and Post survey	% of Teachers who identified baseline knowledge and understanding of outcomes-based assessment as Proficient/Exemplary	% of Teachers who identified post professional knowledge and understanding of outcomes-based assessment as Proficient/Exemplary
Using CBE Assessment and Reporting guide	56%	69%
Using updated Practices and Procedures guide	56%	69%
Using OBA Implementation - Teacher Resource	49%	67%

Assessing Program of Study and associated Learning Outcomes	85%	69%
Designing tasks using CBE's High-Quality Summative Assessment	56%	64%
Establishing and communicating Success Criteria	72%	64%
Assessing the System Outcomes	72%	64%
Assessing CBE's High School Proficiency Scale	49%	58%
Using an Outcome-based Gradebooks (PowerSchool)	79%	67%
Engaging with CBE's Calibration Protocol	38%	69%

Analysis

- There were significantly more teachers who identified post professional knowledge and understanding of outcomes-based assessment as Proficient/Exemplary in engaging with CBE's Calibration Protocol.

Outcomes Based Assessment Teacher Feedback - Math

Math		
OBA LL and Implementor Pre and Post survey	% of Teachers who identified baseline knowledge and understanding of outcomes-based assessment as Proficient/Exemplary	% of Teachers who identified post professional knowledge and understanding of outcomes-based assessment as Proficient/Exemplary
Using CBE Assessment and Reporting guide	51%	83%
Using updated Practices and Procedures guide	38%	81%
Using OBA Implementation - Teacher Resource	41%	67%
Assessing Program of Study and associated Learning Outcomes	67%	92%
Designing tasks using CBE's High-Quality Summative Assessment	51%	69%
Establishing and communicating Success Criteria	54%	75%
Assessing the System Outcomes	67%	89%
Assessing CBE's High School Proficiency Scale	26%	69%
Using an Outcome-based Gradebooks (PowerSchool)	59%	78%
Engaging with CBE's Calibration Protocol	31%	61%

Analysis

- There were consistently more teachers who identified post professional knowledge and understanding of outcome-based assessment as Proficient/Exemplary across all math topics.

Percentage of teachers who agreed that English as an Additional Language Strategist Model had Impact on Professional Practice

I know where and how to access CBE EAL resources.		Yes	No
EAL D2L Toolbox	% Pre	70%	30%
	% Post	77%	7%
EAL Insite Page(s)	% Pre	79%	21%
	% Post	76%	6%
Benchmarks with Examples	% Pre	73%	27%
	% Post	79%	3%

Note | Post survey response rates are based on initial group of teachers surveyed.

Teacher Confidence Related to English as an Additional Language Benchmark Practices

How confident are you in using the CBE ESL Benchmarks to assess EAL Learners...		Very Confident	Confident	Somewhat Confident	Not Yet Confident
diagnostically	% Pre	1%	34%	53%	12%
	% Post	15%	53%	29%	4%
formatively	% Pre	1%	37%	49%	13%
	% Post	21%	48%	29%	3%
summatively	% Pre	1%	32%	51%	16%
	% Post	20%	55%	21%	4%
How confident are you in annotating and benchmarking student work samples for Working Files?		Very Confident	Confident	Somewhat Confident	Not Yet Confident
Listening	% Pre	1%	29%	51%	19%
	% Post	16%	35%	36%	13%
Speaking	% Pre	3%	32%	51%	14%
	% Post	15%	40%	35%	10%
Reading	% Pre	3%	29%	51%	17%
	% Post	10%	41%	40%	9%
Writing	% Pre	6%	39%	42%	13%
	% Post	24%	49%	23%	5%
I intentionally use the CBE K-12 ESL Benchmarks to inform		Often	Occasionally	Rarely	Not Yet
Task design	% Pre	9%	54%	21%	15%
	% Post	28%	55%	15%	3%

Teacher Confidence Related to Leading English as an Additional Language Practice

Currently, how confident are you in your capacity to lead EAL work with colleagues?		Very Confident	Confident	Somewhat Confident	Not Yet Confident
Informally (e.g., hallway talk)	% Pre	15%	32%	38%	15%
	% Post	35%	46%	18%	1%
Professional Learning Communities (PLC)	% Pre	3%	16%	52%	29%
	% Post	12%	53%	24%	12%

Collaborative Response Model (CRM)	% Pre	3%	19%	48%	30%
	% Post	12%	51%	26%	12%
Team/Grade Meetings	% Pre	6%	32%	40%	22%
	% Post	24%	56%	12%	8%
Whole School (e.g., staff meeting or PL)	% Pre	4%	10%	40%	46%
	% Post	12%	33%	29%	26%

In the past, have you led EAL work to build the capacity of your colleagues?		Yes	No
Informally (e.g., hallway talk)	% Pre	70%	30%
	% Post	90%	10%
Professional Learning Communities (PLC)	% Pre	27%	73%
	% Post	51%	49%
Collaborative Response Model (CRM)	% Pre	16%	84%
	% Post	34%	66%
Team/Grade Meetings	% Pre	37%	63%
	% Post	71%	29%

Analysis

- Compared to other questions, teachers showed less improvements on utilizing CBE EAL resources, moreover, there was a 3 percentage point decrease in knowing where and how to access EAL Insite Page(s).
- Teachers consistently showed improved confidence in annotating and benchmarking student work samples for Working Files, especially with a combined 28 percentage point increase in the 'Very Confident' and 'Confident' responses in Writing.
- Currently, teachers showed the least confidence in leading EAL work for the whole school, they also showed the least increase in the agreement to lead EAL work for the whole school in the post survey.
- With less than 20 per cent of teachers agreeing on their confidence in leading EAL work under PLC environment, 65 per cent of teachers demonstrated their confidence in the post survey, showing a significant 46 percentage point increase in the overall agreement.
- In the pre survey, less than 40 per cent of teachers had the experience of leading the EAL work through Team/Grade Meetings while in the post survey, more than 70 per cent of the teachers agreed on leading EAL in Team/Grade Meetings.
- Comparatively speaking, EAL Strategist Model had the most impact on the teachers' professional practice in Team/Grade Meetings out of all the approaches.

Percentage of Principals who agreed that Mentorship Partnerships Impacted Professional Practice

Participating in a mentor-mentee opportunity has supported me in my professional growth as a leader.				
Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
76%	24%	0%	0%	0%

Percentage of Teachers who agreed that Open Leadership Sessions Impact on Professional Practice

Which priorities practice area has had the greatest impact on your skills and abilities to lead in your context?	% Agreement
Leading Inclusive Schools	33%
Leading a Culture of Improvement	23%
Developing Self and Others	18%
Leading Teaching and Learning	33%

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Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment

Teacher, parent, and student agreement that learning environments are welcoming, caring, respectful and safe.

Results and evaluations for the overall measure and each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Welcoming, Caring, Respectful and Safe Learning Environment

Respondent agreement that learning environments are welcoming, caring, respectful and safe.

Alberta Education and Childcare Supplemental Assurance Measure – Welcoming, Caring, Respectful and Safe Learning Environments

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	81.5	82.9	84.4	84.0	84.9	Low	Declined Significantly	Concern

Alberta Education and Childcare Supplemental Assurance Measure – Welcoming, Caring, Respectful and Safe Learning Environments by Groups Over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.														
Overall	Authority	34 668	86.0	36 995	84.9	39 456	82.4	40 318	81.5	40 415	82.0	Low	Declined Significantly	Concern
	Province	231 091	87.8	249 941	86.1	257 391	84.7	265 321	84.0	269 282	84.4	Intermediate	Declined Significantly	Issue
Parent	Authority	5259	85.5	4910	85.5	5658	83.6	4952	82.6	4152	82.5	Intermediate	Declined	Issue
	Province	30 980	88.2	31 715	86.9	31 885	85.6	33 232	85.3	34 452	85.2	Intermediate	Declined Significantly	Issue
Student	Authority	24 282	78.9	26 927	77.4	28 314	74.9	29 363	73.9	29 904	74.5	Intermediate	Declined Significantly	Issue
	Province	169 900	79.8	187 258	77.7	193 156	76.6	200 020	75.2	201 268	75.7	Intermediate	Declined Significantly	Issue
Teacher	Authority	5127	93.6	5158	91.9	5484	88.7	6003	88.1	6359	89.0	Very Low	Declined	Concern
	Province	30 211	95.3	30 968	93.6	32 350	92.0	32 069	91.6	33 562	92.3	Intermediate	Maintained	Acceptable

Analysis

- Overall, CBE showed a generally decreasing trend in this measure for the past five years, with the exception of a 0.5 percentage point increase in 2024-25.

- Among the Parent, Student and Teacher groups, both Student and Teacher groups reported higher percentages of agreement compared to last year's results while Parent group reported continued year-over-year decreases.
- Across all reporting groups, teachers showed the highest agreement that learning environments are welcoming, caring, respectful and safe, whereas students reported the lowest agreement.

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Access to Support and Services

Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.

Results and evaluations for the overall measure and each respondent group:

- Teachers;
- Parents; and
- Students.

Required AEAM

Access to Supports and Services

Respondent agreement that students have access to the appropriate supports and services.

Alberta Education and Childcare Supplemental Assurance Measure – Access to Supports and Services

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	Access to Supports and Services	75.5	76.3	77.0	80.1	79.9	80.7	Low	Declined Significantly	Concern

Alberta Education and Childcare Supplemental Assurance Measure – Access to Supports and Services by Groups Over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Access to Supports & Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.														
Overall	Authority	34 585	78.9	36 894	77.9	39 329	76.9	40 160	76.3	40 270	75.5	Low	Declined Significantly	Concern
	Province	230 761	82.6	249 570	81.6	256 994	80.6	264 733	79.9	268 786	80.1	Intermediate	Declined Significantly	Issue
Parent	Authority	5248	73.4	4908	72.9	5647	71.4	4942	70.6	4144	67.8	Low	Declined Significantly	Concern
	Province	30 936	78.9	31 684	77.4	31 847	75.7	33 177	75.4	34 400	75.5	Intermediate	Declined Significantly	Issue
Student	Authority	24 214	78.2	26 832	77.8	28 198	76.7	29 220	75.8	29 770	75.6	Low	Declined Significantly	Concern
	Province	169 631	80.2	186 935	80.1	192 805	79.9	199 516	78.7	200 841	78.7	Intermediate	Declined Significantly	Issue
Teacher	Authority	5123	85.1	5154	83.0	5484	82.7	5998	82.3	6356	82.9	Low	Maintained	Issue
	Province	30 194	88.7	30 951	87.3	32 342	86.2	32 040	85.6	33 545	86.0	Intermediate	Declined	Issue

Analysis

- The overall agreement on Access to Supports & Services declined continuously over time.
- Among the three reporting groups, teachers expressed the strongest agreement that students have access to the appropriate supports and services at school whereas parents showed the lowest agreement. Moreover, the gaps in the agreement across these groups widened in the 2024-25 school year.

Access to a Continuum of Supports and Services

School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

- Identify and report results from related local measures; and
- Provide a succinct description of the related processes and strategies it has implemented and their impact.

Required Local Component

Access to a Continuum of Supports and Services

Student access to a continuum of supports and services

Note | Refer to Local Measure Sections: **Professional Learning Data Regarding Impact on Professional Growth:** Collaborative Response Professional Learning Feedback and **Referrals for Supports and Services** for Results from Related Local Measures.

Overview of Continuum of Supports and Services Processes

The Calgary Board of Education's mission focuses on achievement, equity, and well-being for all students. The need to meet students in a variety of ways to support their learning remains a key priority. CBE teachers meet and program for each child at their unique entry points through a continuum of supports and services. While all students are considered within this context, particular identified groups that are considered in this report include students assigned an Alberta Education Special Education Code, in the process of acquiring English as an Additional Language (EAL), and students with diverse cultural and linguistic backgrounds.

For the 2024-25 school year, 20.1 per cent of students within CBE were assigned an Alberta Education Special Education Code. All student needs are considered within a continuum of services and supports, with some requiring additional services or programs. All students are supported with programming aligned with their identified needs, while staff and parents engage in collaborative planning, communication and support to ensure student success.

Approximately 30.8 per cent of students in CBE were EAL for the 2024-25 school year. EAL learners receive comprehensive support at the system, school, and classroom levels to address cultural, linguistic, and academic integration within a multi-ethnic system, including cultural and linguistic assistance from Diversity and Learning Support Advisors, and specialized services through the Literacy, English, and Academic Development (LEAD) program. The Welcome Centre, an initial point of contact for all our non-Canadian families new to the country, assists newly arrived families, offering language assessments and connecting them to resettlement services. During the 2024-2025 school year, the Welcome Centre registered 8,825 students.

Kindergarten Direct Service Referrals Process Changes

Modifications to service delivery were introduced during the 2024–2025 school year to enhance efficiency and more clearly define the roles and responsibilities of OTs, PTs and SLPs. Recognizing the need for more actionable data on services provided, and the lack of a centralized team database, our leadership team developed a system designed to address these gaps. The following outlines key initiatives and changes that were implemented as a result.

Year	Therapist	Kindergarten	Grades 1-4	Grades 5-12	Spec Classes
2023-24	OT	Access through SLT and Service Request form	Access through SLT and Request form	Access through ALT	Access through OT assigned to the school
2024-25	OT	School completes a Request for Services form for all grades and programs			
2023-24	PT	Access through PT assigned to the school	Access through PT assigned to the school	Access through ALT	EES access through PT assigned to the school (all others through ALT)*
2024-25	PT	School completes a Request for Services form for all grades and programs			
2023-24	SLP K-2	Access through SLP assigned to the school	Grade 1-2 only Access through SLT and Request form	No SLP K-2 services	SLP supports provided by SLP-AAC
2024-25	SLP K-2	School completes a Request for Services form for all grades and programs		No SLP K-2 services	SLP supports provided by SLP-AAC
2023-24	SLP-AAC	Access through ALT	Access through ALT	Access through ALT	Access through SLP assigned to these classrooms
2024-25	SLP-AAC	School completes a Request for Services form for all grades and programs			

[Note](#) | A total of 5901 requests for OT/PT/SLP Services were submitted by 231 schools this year

First Nations, Métis and Inuit Student Success

School authorities are responsible for:

- improving education outcomes for First Nations, Métis and Inuit students through system, program and instructional supports;
- addressing the systemic education gap for self-identified First Nations, Métis, and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

To demonstrate it is meeting this responsibility, the school authority must:

- provide total grant funding received; and
- report on activities that support the implementation of the Truth and Reconciliation Commission recommendations.
- list and describe the strategies, activities, programs, and their corresponding impact (assessed by local and provincial measures) on First Nations, Métis and Inuit students' education outcomes and results.

Required Local Component

First Nations, Métis and Inuit Student Success

How the school authority is improving educational outcomes for First Nations, Métis and Inuit students.

Implementation of recommendations of Truth and Reconciliation Commission.

Grant funding

Note | Refer to Goal Section Truth & Reconciliation, Diversity and Inclusion: Students and employees experience a sense of belonging and connection, Outcome One | Students who Self-Identify as Indigenous experience improved well-being and achievement for Results from Related Local Measures.

Total Grant Funding Received

For the 2024-25 school year Calgary Board of Education received **\$9,672,162** for the FNMI grant. This is the only provincial grant for students who have declared Indigenous status.

Actions in Support of the Implementation of the Truth and Reconciliation Commission (TRC) Recommendations to Support Indigenous Student Success and Indigenous Education for all Students and Staff

To advance the TRC Calls to Action in the CBE, every school made a TRC Commitment to Action for the 2024-25 school year and then reported on their actions and impact in June. This collective responsibility and impact reflect our ongoing dedication to Truth and Reconciliation and to creating inclusive learning environments where all students feel a sense of belonging and connection.

2024-25 TRC Commitments to Action were focused exclusively on Education for ReconciliACTION (Calls to Action 62 to 65). Schools were asked to choose an adapted TRC Call to Action that their school would focus on advancing. The chart below (2024-25 TRC Commitments to Action) identifies the TRC Calls to Action and the number of schools who selected it as a focus. The TRC Calls to Action were adapted to align with our local and CBE context and are described in the notes section.

Central to this work is the acquisition and application of First Nations, Métis and Inuit foundational knowledge, which is embedded in Competency 5 of the Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), and Superintendent Leadership Quality Standard (SLQS). These standards guide educators and leaders in fostering understanding of Indigenous histories, cultures, languages, contributions, perspectives, and

contemporary contexts, not only for the benefit of self-identified Indigenous students, but for the enrichment of the entire learner community.

To advance their TRC Commitments to Action, CBE schools engaged in meaningful and impactful actions. These included land-based learning experiences, learning from Indigenous Elders and Knowledge Keepers, weaving of Indigenous ways of being, belonging, doing and knowing across subjects, and school-wide observances such as Orange Shirt Day, Métis Week, and National Indigenous Peoples Day. Staff and students participated in storytelling, smudging, seasonal ceremonies, and cultural residencies with Indigenous Elders and Knowledge Keepers, while teachers used the CBE Indigenous Education Holistic Lifelong Learning Framework to guide their planning and assessment. These actions were supported by professional learning, documentation panels, and family engagement events, creating a comprehensive and sustained approach to Education for ReconciliACTION.

Schools reported that because of TRC activities, students developed a deeper knowledge and understanding of Indigenous histories, cultures, and worldviews to foster empathy, respect, and intercultural awareness. Indigenous land-based learning helped students build meaningful connections to the land and supported emotional regulation and mindfulness. The CBE Student survey indicates that self-identified Indigenous students reported an increase in feeling welcome and proud to be a part of their school, while the number of all students reported that they are learning about Indigenous ways of being, belonging, doing & knowing also increased. The experiences offered have contributed to nurturing a stronger sense of identity, belonging, and responsibility among all students, which have empowered them to become active participants in reconciliation.

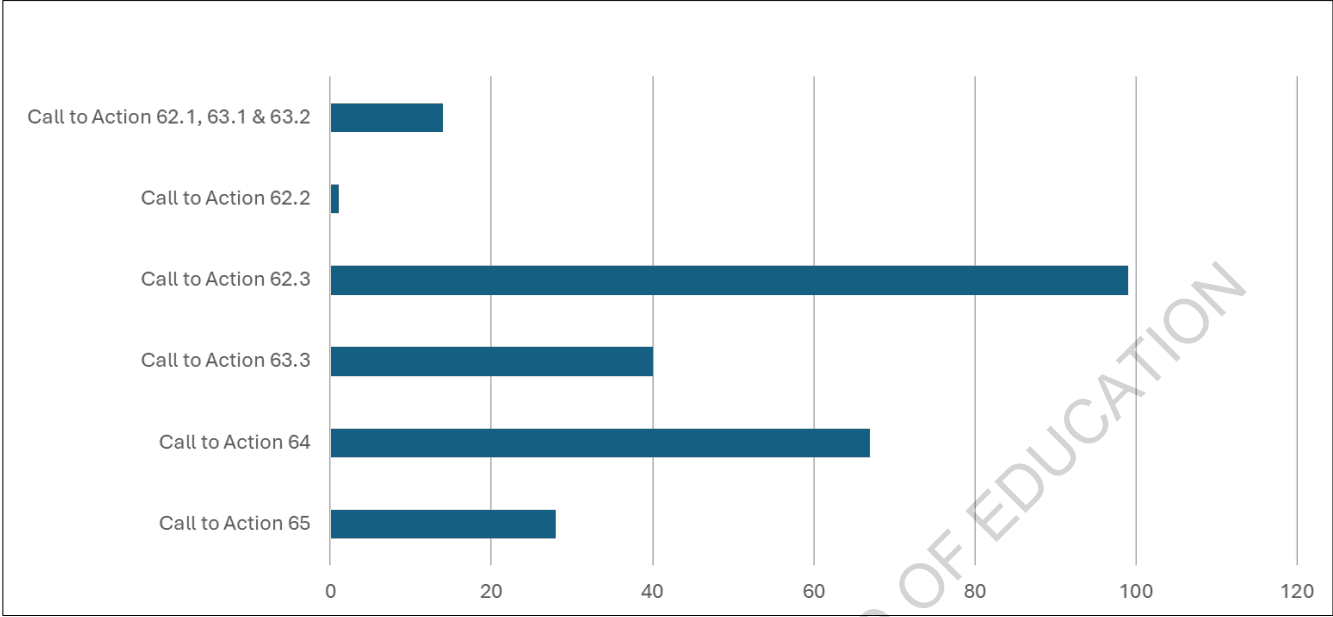
Schools also reported a positive impact on staff who experienced significant professional and personal growth through their engagement with TRC actions. Educators deepened their understanding of Indigenous pedagogies and gained confidence in braiding Indigenous ways of being, belonging, doing, and knowing into their task design for all students. Professional learning opportunities, collaboration with Elders, and interdisciplinary planning helped shift instructional design toward more holistic, culturally responsive practices. Staff reported increased empathy, stronger relationships with students and families, and a renewed sense of purpose in their roles as educators committed to reconciliation. Many schools saw the emergence of informal leadership and collective ownership of TRC work among staff.

Finally, parents and families were also meaningfully impacted as they became more engaged in their children's learning and the school's reconciliation journey. Students brought Indigenous teachings home, sparking conversations around culture, history, and identity. Families participated in cultural events, land-based learning, and community gatherings such as Commün-I-Tea, which built trust and strengthened school-home relationships. In many schools, Indigenous families expressed appreciation for seeing their cultures reflected in the school environment, while non-Indigenous families reported learning alongside their children. These shared experiences fostered a sense of community, belonging, and collective responsibility for reconciliation.

Transition Plans for Grade 9 students

Completion Status	2022-23	2023-24	2024-25
Complete	366	325	411
Incomplete Reason	-	12	13
Incomplete No Reason	-	116	50
No Transition	-	1	2
Total	366	454	476

2024-25 TRC Commitments to Action



Notes |

62.1, 63.1 & 63.2: Design, implement, and share learning tasks and resources to teach K-12 students about Indigenous peoples in Canadian history, residential schools, Treaties, and Indigenous peoples' historical and contemporary contributions to Canada.

62.2: Educate teachers on how to integrate Indigenous knowledges, languages, and teaching methods into classrooms (focus on professional learning and planning).

62.3: Utilize Indigenous knowledges, languages, and teaching methods in classrooms (focus on applying learning that includes inviting Indigenous community members to share knowledge with students).

63.3: Commit to learning about and through Indigenous knowledges focused on building student capacity for intercultural understanding, empathy, and mutual respect (focus on renewing respectful relationships between Indigenous and non-Indigenous peoples).

64: Offer Indigenous specific courses (e.g. LDC Niihiyiyat 5-9, Aboriginal Studies 10, 20, 30, Blackfoot Language & Culture) which includes a segment on Indigenous spiritual beliefs and practices developed in collaboration with Indigenous Elders.

65: Advance understanding of Truth and ReconciliACTION with students, staff and families.

Analysis

- The top 2 2024-25 TRC Commitments to Action TRC areas of focus were Utilizing Indigenous knowledges, languages, and teaching methods in classrooms and Offering Indigenous specific courses which includes a segment on Indigenous spiritual beliefs and practices developed in collaboration with Indigenous Elders.

Referrals for Support and Services

CBE schools regularly identify and request specialized supports to meet the diverse needs of students. These requests include access to psychologists, occupational and physical therapists, speech-language pathologists, Indigenous education specialists, and learning support professionals. Request processes are formalized either through the Area Learning Teams or through specific School or Service Unit or Team referrals. Tracking and responding to these requests ensures timely, equitable access to resources and supports that enable student success.

Local Measures

Area Learning Team Referrals

Request for specialized supports and services for students

School, Service Unit and Team Referrals

Specialized request for consultation and supports.

Area Team Learning Referrals Process Overview

Students who, after intentional support and intervention, are still struggling are brought forward to their area learning team where strategists, specialists, psychologists, under the direction of the system principal and education directors, meet to plan interventions and action plans.

Each area has a team that supports schools. Access to the area learning team requires schools to share their school learning team process and include a continuum of supports, starting at what would be in place as support in every classroom for every child (tier 1) to targeted supports for some of the students some of the time (tier 2) and individualized school supports (tier 3).

Examples of supports that can be accessed by a referral to the area learning team include: school based mental health counsellor; psychological assessment; vision; audiology; EAL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension and Children's' Services.

Indigenous Education Team Requests for Support

Category of Support Requested	2021-22	2022-23	2023-24	2024-25
Learning	233	131	273	163
Resources	69	105	245	156
Attendance	69	59	50	65
Transitions	36	45	37	12
Mental Health	28	50	32	50
Cultural	76	135	177	243
Relationship Building	59	78	177	177
Indigenous Education Diversity & Learning Support Advisor	189	202	281	209

English as an Additional Language Requests for Support

Types of Requests	Number of Requests	Supports Included
Benchmarking and Annotating	20	Benchmarking, Annotating, Annotating and Benchmarking evidence, Benchmarking & Annotating, Annotating and benchmarking support, Annotating and benchmarking support for working files, Assessment & Benchmarking, Assessment and reporting
Working Files and Processes	6	Working files, benchmarks, task design, Supporting with structures and processes (Working files, Benchmarks, etc.)
Calibration	4	Calibration, Calibration of EAL Benchmarking
High Impact Strategies	5	High impact strategies, Implementing High Impact Strategies, High Impact Strategies (examples for LP1/2), High Impact Strategies for vocabulary acquisition
Building Staff Capacity	7	Building staff capacity
Vocabulary and LP1/2 Support	4	LP1/2 supports and vocabulary acquisition, Focus on subject-specific vocabulary, EAL Lens for Universal Design for Learning Professional Learning, EAL Math Resources
Supporting curriculum and assessment	10	Report card comments, Supporting next steps, Capturing evidence for each Strand, Everything, Planning for next steps using EAL Benchmarks data, Programming and assessing listening/speaking, Task Design, Transitioning new LP1 learners

Specialized Setting Requests vs Placement

Setting	Spec Setting Requests	Spec Setting Placements	Requests vs Placements Differential (not placed)
Behavior / Mental Health	232	157	75
Complex Needs	335	189	146
Oakley / Literacy and Learning	286	170	116
Paced Learning Program	189	112	77
Gifted and Talented Education	138	138	0
Total	1180	766	414

Area Team Learning Referrals Over Time

Resource	2022-23	2023-24	2024-25
Behaviour Support Worker	290	200	261
Community Outreach of Pediatrics and Psychiatry in Education	61	68	112
Early Learning – Learning Leader	-	-	0
Early Learning - Strategist	-	-	323
Early Learning – School Family Liaison	-	-	178
Early Learning - Psychologist	-	-	16
Diversity & Learning Support Advisor - Culturally and Linguistically Diverse	-	-	571
EAL Strategist	-	-	88
Inclusive Education Learning Leader	92	163	156
Key Contact Strategist Functional Behaviour Assessment	-	-	9
Key Contact Strategist complex needs related	263	239	407
Key Contact Strategist Learning Related	287	441	589
Key Contact Strategist Placement Request	1087	1051	1289
Key Contact Strategist Professional Learning	-	-	10
Key Contact Strategist Social/Emotional/Behavioral Related	214	227	343
Multi-Agency School Support Team	84	329	101

Psychology consult	1163	53	56
Psychology formal consult		163	50
Psychology assessment		724	1350
School Family Liaison	712	601	774
Hearing	-	83	45
Transportation	95	119	138
Transportation/PT	-	-	3
Indigenous Education Diversity and Learning Support Advisor	202	281	209
Early Learning Support	415	345	323
English Language Learning Diversity and Learning Support Advisor	564	562	571
English Language Learning Strategist	36	117	323
Speech Language Pathologist K-2	-	-	2236
Safety and Accessibility Occupational Therapy / Physical Therapy	-	-	384
EAL- Professional Learning	-	-	52
EAL - Diversity and Learning Support Advisor	-	-	325
Diversity Equity Inclusion Professional Learning	-	-	34
Diversity Equity Inclusion Direct support	-	-	24
Sexual Orientation Gender Identity	-	-	137
Inclusive Education Professional Learning sessions- General	-	-	35
Other See Notes	-	-	15

Note | Not all data sets were represented / collected in this manner year-over-year. Some sets are direct through requests to specific teams or services units and were historically tracked at that team level. Where not available for that year, field is left blank.

Analysis

- When compared to 2023-24 school year, significant increases of Area Team Learning Referrals were observed in resources related to Psychology (Psychology consult, Psychology formal consult, and Psychology assessment), Key Contact Strategist Placement, and English Language Learning Strategist.
- In 2024-25 school year, almost 20 per cent of the Area Team Learning Referrals were related to Speech and Language Pathology K-2.
- Around 65 per cent of the specialized setting requests were successfully placed.
- Almost 30 per cent of the specialized setting requests were from Complex Needs setting and more than 56 per cent of the Complex Needs requests were successfully placed.
- In 2024-25 school year, 100 per cent of the Gifted and Talented Education requests were placed.
- For Indigenous Education team, the majority of supporting requests has shifted from Learning to Cultural over the last few years while Indigenous Education Diversity & Learning Support Advisor remained to be the focus of requests for the team.
- There was a year-over-year notable drop in the total number of requests for support from Indigenous Education team in 2024-25 school year.
- More than half of the English as an Additional Language Learners team requests were for Benchmarking and Annotating and Supporting curriculum and assessment.

Commitments to Truth and ReconciliACTION

Data for this measure is based on commitments to actions that each school community would engage in to advance an identified Call to Action. The TRC Calls to Action and the number of schools who selected it as a focus are documented under required local component, First Nations, Métis and Inuit Student Success.

Local Measure

Commitments to Truth and ReconciliACTION

Context

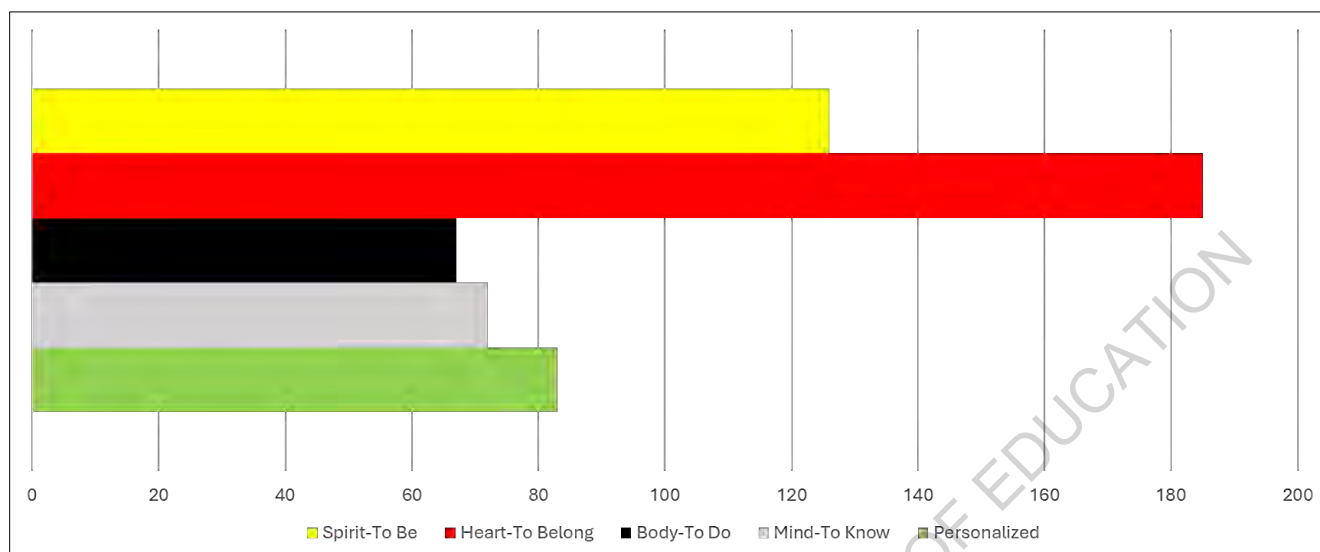
As a learning organization, our practice and work to support well-being and achievement for Students who Self-Identify as Indigenous, and Indigenous Education for all students and staff continues to improve. The collective work of staff to implement the four domains of the CBE Indigenous Education Holistic Lifelong Learning Framework is rippling across the district in positive ways. While we have a great deal to celebrate, we acknowledge that Education for ReconciliACTION requires long-term focus and action. Former Canadian senator and chair of the Truth and Reconciliation Commission, The Honourable Murray reminds us that advancing the Truth and Reconciliation 94 Calls to Action is comparable to climbing a mountain. On behalf of the Indigenous students, we serve now and for future generations, we will continue to climb this mountain with strength and determination. Following the teachings of Elder Casey Eagle Speaker from the Kainai Nation, we will apply the Blackfoot value of likakimat, which means that we will “give and do our best” and never give up.

The CBE continues to make relatives with Indigenous Elders, Knowledge Keepers, families, community members, and agencies to support well-being and achievement for self-identifying Indigenous students, and Indigenous Education for all students and staff. Our commitment to Education for ReconciliACTION requires us to hold space for Indigenous voices in our thinking, planning, implementation, and evaluation of identified key actions. Since the establishment of the CBE Chief Superintendent's Elder Advisory Council in 2010, Elders and Knowledge Keepers from the Treaty 7 Nations (Siksikaitsitapi/Blackfoot Confederacy, Îyârhe Nakoda, Tsuut'ina), the Métis Nation, and Cree Nations have offered significant friendship, knowledge, advice, and guidance to ensure that we are doing our work in a good way.

Commitments to Truth and ReconciliACTION

Based on an identified TRC Call to Action, schools selected 1 to 2 actions that their school community would engage in to advance the selected Call to Action. TRC Actions were offered through the 4 domains of the CBE Indigenous Education Holistic Lifelong Learning Framework (Spirit-To Be, Heart-To Belong, Body-To Do, Mind-To Know). The chart below represents actions selected across all domains. Once school selected a minimum of 1 action, they could also identify 1 personalized school-based action.

Commitments to Truth and ReconciliACTION by Indigenous Education Holistic Lifelong Learning Framework Domain



Analysis

- Alignment between School Commitments to Truth and ReconciliACTION and Indigenous Education Holistic Lifelong Learning Framework Domain were highest for the Heart – To Belong followed by Spirit – To Be.

Dual Credit Courses, Off-Campus, Apprenticeship Opportunities, and Exploratory Programming Data

Unique CTS credits are awarded for Dual Credit courses and programs within the Unique Pathways menu of program offerings. This menu continues to grow, offering students more choice in their programming, and the number of students impacted increases alongside. Students in these programs generally do very well and earn post-secondary credits as well.

Local Measure

Dual Credit Courses, Off-Campus, Apprenticeship Opportunities, and Exploratory Programming Data

Data monitoring programs and opportunities that are preparing students for the future.

Apprenticeship Career and Technology Studies Pathway Credits Earned by School

Within Alberta's *Career and Technology Studies (CTS)* curriculum, students can pursue pathways that align with trades and apprenticeship programs (e.g., carpentry, welding, mechanics, cosmetology). These pathways are structured to give students foundational skills that connect directly to Alberta's Registered Apprenticeship Program (RAP) or other trade certifications.

School Name	# of Apprenticeship CTS Pathway Credits Earned 2024-25
Bowness High School	1016
Centennial High School	2116
Central Memorial High School	1244
Chinook Learning Services	515
Ernest Manning High School	706
Forest Lawn High School	1816
James Fowler High School	1489
Joane Cardinal-Schubert High School	1930
Lester B. Pearson High School	578
Lord Beaverbrook High School	3430
Nelson Mandela High School	1349
Robert Thirsk High School	921
Sir Winston Churchill High School	898
William Aberhart High School	94
Grand Total	18102

Work Experience and Internship Safety Prerequisite Modules Completed by School

Work Experience and Internship Safety Prerequisite Modules completion measures how many required safety training modules students have finished at each school, ensuring they are prepared and eligible to participate in workplace learning programs.

School Name	Work Experience and Internship Safety Prerequisite Modules Completed by Students 24-25
Adolescent Mental Health Services	17
Alternative High School	19
Bowness High School	161
CBe-learn	42
Centennial High School	132
Central Memorial High School	256
Chinook Learning Services	62
Chinook Learning Summer School	110
Crescent Heights High School	125
Discovering Choices	78
Discovering Choices II	40
Dr. E. P. Scarlett High School	185
Ernest Manning High School	61
Forest Lawn High School	471
Henry Wise Wood High School	198
Jack James High School	142
James Fowler High School	198
Joane Cardinal-Schubert High School	240
John G. Diefenbaker High School	158
Lester B. Pearson High School	55
Lord Beaverbrook High School	330
Nelson Mandela High School	270
North Trail High School	201
Queen Elizabeth High School	55
Robert Thirsk High School	117
Sir Winston Churchill High School	157
START Outreach	32
West View School	8
Westbrook Outreach	37
Western Canada High School	142
William Aberhart High School	32
William Roper Hull School	12
Wood's Homes School	5
Grand Total	4148

Knowledge and Employability Workplace Readiness Credit Count by School

These are credits that students earn through the Workplace Readiness 10-4 K&E course by high school that emphasizes career preparation, applied skills, and readiness for employment.

Schools	Credit Count
Alternative High School	1
Bowness High School	1
Central Memorial High School	3
Forest Lawn High School	5
Jack James High School	137
Lester B. Pearson High School	6
Grand Total	153

Student Completion by Career and Technology Occupational Studies Pathway – Dual Credit and Exploratory

An Occupational Pathway is a group of courses that help students build skills for a specific career or trade and prepare for work or further training. This measure tracks how many students complete either dual credit or exploratory programming and the associated Occupational Pathway. It shows both advanced engagement in post-secondary level learning and early exposure to career options across schools.

Career and Technology Occupational Pathway	Count of CTS Pathway	Count of Dual Credit / Exploratory	Sum of Number of Student Completed
Business, Administration, Finance & Information Technology (e.g., Computing Sciences, Marketing, Networking, Finance Management)	8	8	113
Dual Credit	8	8	113
Health, Recreation & Human Services (e.g., Foods, Health Care Services, Cosmetology, Legal Studies, Tourism)	22	22	229
Dual Credit	20	20	203
Exploratory	2	2	26
Media, Design & Communication Arts (e.g., Communication Technology, Design Studies, Fashion Studies)	1	1	11
Dual Credit	1	1	11
Natural Resources (e.g., Agriculture, Forestry, Environmental Stewardship, Wildlife)	1	1	5
Dual Credit	1	1	5
Trades, Manufacturing & Transportation (e.g., Automotive Services, Construction, Electro-Technologies, Fabrication, Aviation)	16	16	101
Dual Credit	6	6	38
Exploratory	10	10	63
Grand Total	48	48	459

Analysis

- When looking at the apprenticeship credits as well as the work experience and internship safety module completions, Lord Beaverbrook High School had the highest overall results across all the high schools.

- In 2024-25 school year, almost 20 per cent of the completed apprenticeships were from Lord Beaverbrook High School.
- More than 11 per cent of the work experience and internship safety modules completed by the whole system were from Forest Lawn High School.

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Governance

Parental Involvement

Teacher and parent satisfaction with parental involvement in decisions about their child's education.

Results and evaluations for the overall measure and each respondent group:

- Teachers; and
- Parents.

Required AEAM

Parental Involvement

Respondent satisfaction with parental involvement in decision-making.

Alberta Education and Childcare Supplemental Assurance Measure – Parental Involvement

Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Governance	Parental Involvement	76.9	76.5	76.9	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

Alberta Education and Childcare Supplemental Assurance Measure – Parental Involvement by Groups over Time

Measure		2020-21		2021-22		2022-23		2023-24		2024-25		Measure Evaluation		
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.														
Overall	Authority	10 328	76.6	10 029	77.3	11 069	76.8	10 885	76.5	10 432	76.9	Intermediate	Maintained	Acceptable
	Province	60 919	79.5	62 412	78.8	63 935	79.1	64 949	79.5	67 669	80.0	High	Improved Significantly	Good
Parent	Authority	5239	68.7	4895	70.9	5612	70.6	4920	71.6	4130	72.8	Very High	Improved	Excellent
	Province	30 886	72.2	31 598	72.3	31 720	72.5	33 070	74.4	34 316	75.6	Very High	Improved Significantly	Excellent
Teacher	Authority	5089	84.6	5134	83.7	5457	83.0	5965	81.4	6302	81.1	Low	Declined Significantly	Concern
	Province	30 033	86.8	30 814	85.2	32 215	85.7	31 879	84.6	33 353	84.3	Low	Declined Significantly	Concern

Analysis

- CBE reported a 0.4 percentage point increase in the overall agreement on Parental Involvement measure in 2024-25.
- Between the Parent and Teacher groups, parents showed generally improving results over time while teachers reported continued decreases in the agreement.
- Despite the significant difference in the agreements towards parental involvement, the gap between the two reporting groups narrowed in 2024-25 school year.

Budget-Actual Comparison

School boards and charter schools need to report the “Total Expenses” line from the Variance Analysis schedule, comparing and explaining the difference in the amount budgeted for the previous school year, the actual spent and the variance (in both amount and percentage).

Note | Refer to **Accountability and Assurance: Financial Summary**

Required AEAM

Budget– Actual Comparison

Accountability and Assurance

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Summary of Financial Results

School authorities are responsible for effectively managing their resources. This includes collaborating with other school authorities, municipalities, and community agencies to address student needs and manage the use of public resources.

To demonstrate this responsibility is being met, school authorities must:

- Identify and report results from related local measures; and
- Provide a succinct description of the related processes and strategies it has implemented and their impact.

Note | Refer to **Accountability and Assurance: Financial Summary**

Required Local Component

Summary of Financial Results

Accountability and Assurance

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Audited Financial Statements

School boards and charter schools must include a web link to the Audited Financial Statements and related unaudited schedules and a web link to the provincial roll up of Audited Financial Statement information: [K to 12 education financial statements | Alberta.ca](#)

Includes program expenditure information in a table or graph format, complete with amounts, for the primary audience – parents and other members of the school's community.

Note | Refer to **Accountability and Assurance: Financial Summary**

Required Local Component

Audited Financial Statements

Accountability and Assurance

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Financial Information Contact

Indicate where more financial information can be obtained (e.g., contact at central office).

Note | Refer to **Accountability and Assurance: Financial Summary**

**Required Local
Component**

Financial Information Contact

**Accountability and
Assurance**

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Stakeholder Engagement

School authorities are expected to actively engage stakeholders to share progress and results toward achieving outcomes.

The AERR must clearly indicate:

- What stakeholders were involved
- How were they engaged; and
- How results and related information were shared.

Note | Refer to **Communicating and Engaging Impacted Communities**

Required Local Component

Stakeholder Engagement

Progress and results of stakeholder engagement.

Communicating and Engaging Impacted Communities

Accountability / Assurance System

School boards must outline the features of their accountability/assurance system for their schools (or provide a link to the information) that addresses how they are ensuring schools are providing assurance to their communities and demonstrating continuous improvement.

This outline must include:

- the requirements for the process, content and format for school education plans and results reports, and
- a description of how the school authority met its obligations under the School Councils Regulation to provide school councils the opportunity to provide advice on the development of school AERRs and to share results from provincial assessments and information from its reporting and accountability system.

Note | Refer to **Accountability and Assurance** and **Communities of Learning: A Community of Families**

Required Local Component

Accountability / Assurance System

How the school authority is supporting continuous improvement and evidence-informed decision making

The requirements for the process, content and format for school education plans and Results reports

Accountability and Assurance

Communities of Learning

Accountability Statement

An Accountability Statement is required for the AERR:

- Include the Accountability Statement at the beginning of the AERR.
- Recommended wording for the Accountability Statement, provided in Section O of the Alberta Ed Funding Manual for School Authorities 2025/26 School Year.
- The Accountability Statement is required to include the printed name(s) of the required signatory(ies) with a note stating, "original signed."

Note | Refer to **Accountability Statement** (page 1)

Required Local Component

Accountability Statement

Accountability Statement as required for the AERR.

Accountability and Assurance

Annual Report of Disclosures

Section 32 of the Public Interest Disclosure Act requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at www.yourvoiceprotected.ca.

Required Local Component

Annual Report of Disclosures

Section 32 of the Public Interest Disclosure Act.

Whistleblower Protection

The CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From October 1, 2024, up to and including September 30, 2025, the following has been received:

Disclosure Detail	Count
Disclosures received by the Designated Officer	4
Disclosures acted on	1
Disclosures not acted on	3
*Disclosures under review	0
Investigations commenced by the Designated Officer as a result of the disclosures	0

Note | *Disclosures under review include matters where no determination has been made as of the reporting date.

Local and Societal Context

Contextual Information

Provide information about the school authority, students, staff, and communities served (such as demographic or socio-economic data) that provide context for the AERR. Relevant contextual information may also be integrated into “Required Local Component” for specific domains.

Note | Refer to **Communities of Learning**

Required Local Component

Contextual Information

Relevant information to support understanding of context, students, staff and communities.

Communities of Learning

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Employee Absence and Fill Rates

The Employee Absence and Fill Rates measure tracks how often staff are away from work and how successfully those absences are covered by substitutes. The dataset comes from Human Resources and substitute management systems, combining records of staff absences with whether replacements were secured. It provides a clear picture of workforce stability, instructional continuity, and the system's ability to maintain consistent services for students.

Local Measure

Employee Absence and Fill Rates

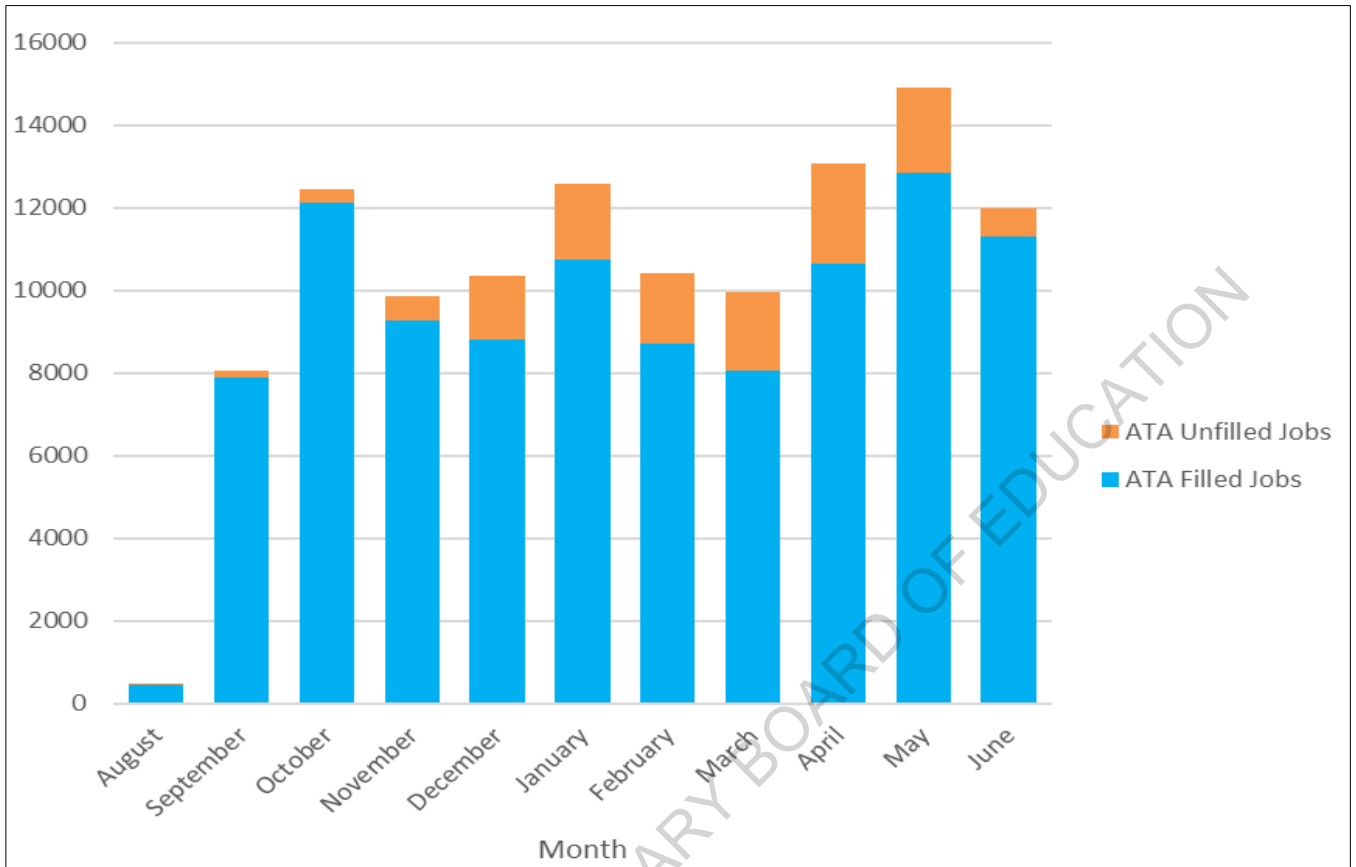
Breakdown of employee absence and fill rates by reason.

Staff Absenteeism Staff Absence Counts

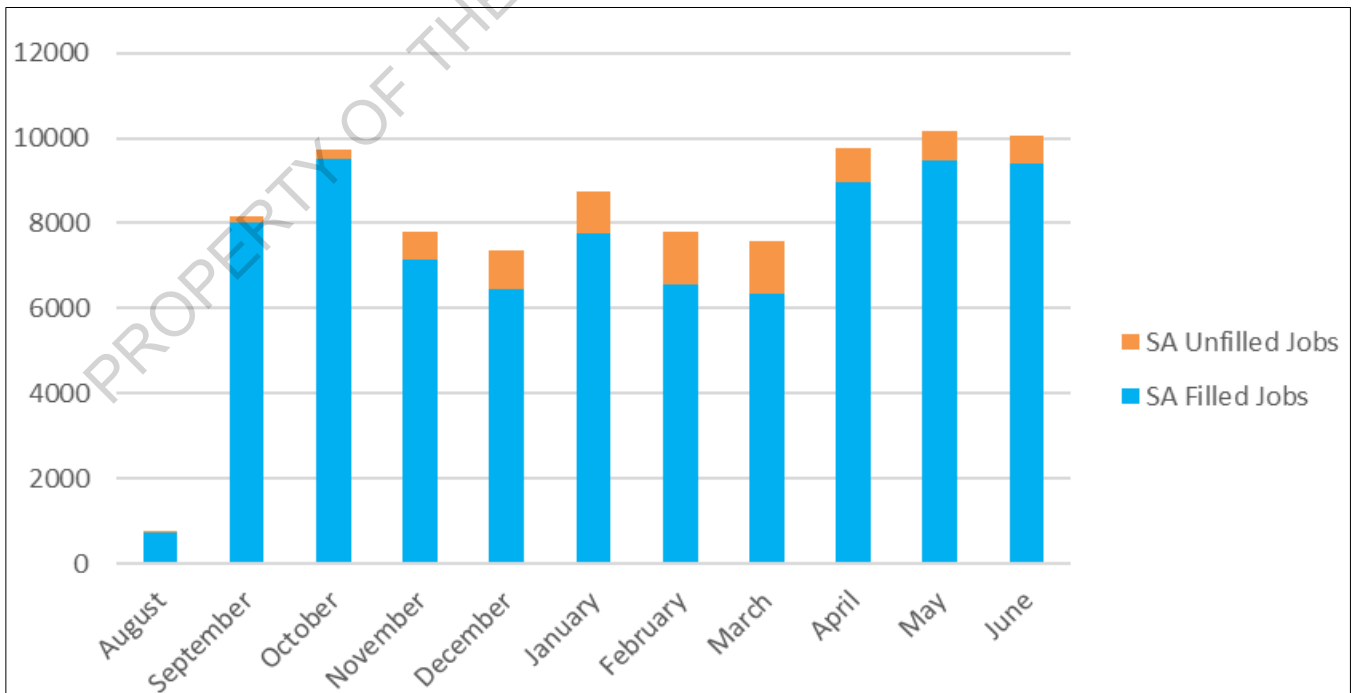
Teacher (ATA) Reason Absence Codes	2022-23	2023-24	2024-25
Additional Help	8,882	8,099	11,844
Appointment - Dental, Medical	23,982	25,078	27,024
Board Business	3,080	3,713	3,496
Child Arrival and Adoption	181	162	106
Convocation	441	547	532
Critical Illness Family, Family Emergency	5,484	5,206	5,200
External Agency	1,638	1,968	2,623
Full Deduction	707	760	1,032
Funeral	1,361	1,223	1,481
Leave - Paid Personal, Sick, Unspecified	18,630	20,227	21,581
Lieu Day - Principal, Assistant Principal	323	483	562
Illness	37,262	33,214	29,954
Teacher Vacancy	2,555	2,474	1,885
Workshop	7,328	6,608	6,512
Other	859	377	575
Grand Total	112,713	110,139	114,407

School-Based Support Staff	2021-22	2022-23	2023-24	2204-25
Absence (school account, central account)	40,168	46,194	50,435	56,145
Additional Help	16,057	19,330	18,361	20,309
Vacancy Fill	10,587	15,517	13,207	13,121
Grand Total	66,812	81,041	82,003	89,575

2024-25 School Year Total Filled and Unfilled ATA Absences by Month



2024-25 School Year Filled and Unfilled Staff Association Vacancies by Month



CBE Work Absence Statistics - average total days lost per worker in a year

Job Category	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
ATA Admin*	7	9	9	9	8
ATA Teacher*	8	10	10	9	9
CUPE – 10* Month	8	8	5	6	6
CUPE - 12 Month	10	12	12	13	12
Executive - 12 Month	3	2	2	4	2
Exempt - 12 Month	6	7	8	7	8
SA/PSS - 10* Month	7	9	9	9	9
SA/PSS - 12 Month	9	11	11	12	12
Trades - 12 Month	17	18	16	17	16

Note | *employee group that work 10 months per year

Work Absence statistics – total days lost per worker in a year

Sector	2019	2020	2021	2022	2023	2024
Public	14.7	15.3	14.8	16.7	15.8	15.7
Adjusted for 10 Months	12.3	12.8	12.3	13.9	13.2	13.1

Workers Compensation Board Statistics

Detail	2021	2022	2023	2024
Number of claims	227	290	284	288
Claim costs	\$800,145	\$987,823	\$1,245,491	\$1,285,404
Number of time loss claims	86	108	98	126
Total time loss days	1,645	2,038	2,571	3,396

EHRC Rehabilitation Tracking and Outcomes

Services Offered				# of Cases
Exercise Program				2
Nutrition Counselling				0
Occupational Therapy				2
Physiotherapy				7
Psychological Counselling				24
Sleep Therapy				0
Vocational Rehabilitation				3
Other				0
Level of Function Post Services	Employee Self Reported Count	Employee Self Reported %	Provider Reported Count	Provider Reported %
improved function	22	81.5	22	81.5
declined function	2	7.4	2	7.4
remained the same	2	7.4	2	7.4
no report	1	3.7	1	3.7

Note | Employees were able to access more than one service

Professional Learning Summary

Focus	Audience	Next Steps
Well-Being Outcome 1: Stress and Resiliency workshop (identifying stress triggers and personalized tools to support well-being)	In-Person 1.5 hour session HR only	Expand to a virtual workshop and on-demand offering for additional audiences
Well-Being Outcome 2: Effective Communication workshops (x2) that focused on empathy, customer service, and empathic strain	In-Person, 2 Hour session HR only	Broaden offering to additional HR Teams and service units across CBE
Well-Being Outcome 2: Principal Leadership Series Course 1 - Role of the Principal (adherence to Leadership Quality Standard) Course 2 – Coaching (developing a culture of effective feedback)	Course 1: In-Person, 2 Hour session All principals over the course of the year Course 2: In-Person, 2 Hour session at all Area Meetings Nov 2024	Expand series to include working with Accommodations and Conflict Resolution
Truth & Reconciliation, Diversity & Inclusion Outcome 1: DEI course on Unconscious Bias & Racial Microaggressions – practical strategies for awareness and mitigation	Virtual Course – April 2025 260 Service Unit Employees	Expand future offerings and pathways for teams who want to explore in more depth
Truth & Reconciliation, Diversity & Inclusion Outcome 1: Understanding the Indigenous Education Holistic Lifelong Learning Framework for Service Units	In person – 3 hours Dec – Jan 2024-25	Adapting this offering to be considered in future onboarding learning initiatives

Aspiring Assistant Principal and Principal Candidate Pool for 2024-2025

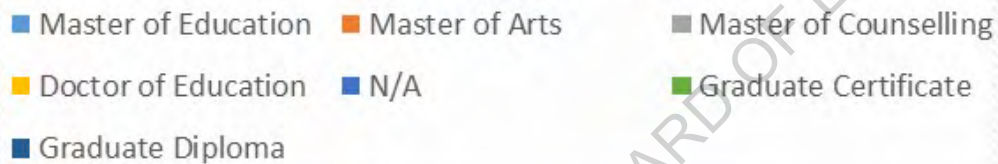
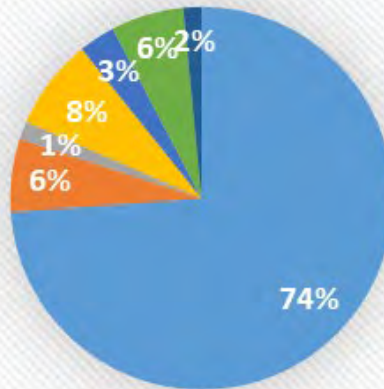
Candidate Pool	Total interviews	Participants selected	Number attaining leadership roles
Principals	22	20	12
Assistant Principals	57	39	23

Professional Improvement Fellowships

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees. In the 2024-2025 school year, 26 employees were granted and began their Professional Improvement Fellowship (PIF) leave.

The composition of employees taking a PIF consisted of 16 employees affiliated with the ATA, and 10 with the SA. In addition, there were 51 tuition and books approved for reimbursement through the PIF program. Currently, the CBE does not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

Program



PIF Areas of Study 2024-25	Count
Interdisciplinary Studies	14
Leadership	14
Learning Science (in Mathematics)	1
Curriculum and Instruction	1
Deaf and Hard of Hearing	1
Indigenous Education	7
Educational Neuroscience	3
English as an Additional Language	2
French as an Additional Language / French Immersion	2
English Literature	1
Literacy and Reading Science	5
Educational Technology and Design	1
Educational Research	3
Social Emotional Learning	2
Equity, Diversity, Inclusion, Social Justice	3
Counselling Psychology	3
Special Education	1
Enhancing Children's Mental Health	2
Environmental and Sustainability Education	1

Analysis

- Notably, for ATA staff there are increases in the use of Additional Help and External Agency reason codes. This is due to an increase in supports brought in to administer K-3 assessments and an increase in partnerships providing funding coverage for teacher initiatives (e.g. provincial achievement assessment, committee work etc.)
- Overall unfilled rates improved year over year from 2023-24.
- While the total number of employee absences has increased with the growth of the CBE workforce, the average absence rate per employee (which includes dental and medical appointments) is below the Canadian public sector average.
- The total number of WCB claims increased from 227 in 2021 to 288 in 2024. Over the same period, total time loss days rose from 1,645 (2021) to 3,396 (2024).
- The EHRC rehabilitation program was introduced in January of 2024 with the majority of participants (88.9%) accessing psychological counselling.
- 81.5% of those participants in the EHRC rehabilitation program reported improved functioning upon completion of services.

Employee Supports and Services Utilization Rates

The utilization rate is an indication to what extent CBE employees are accessing Employee and Family Assistance Program resources in support of their well-being.

Local Measure

Employee Supports and Services Utilization Rates

Employee and Family Assistance Program

Employee and Family Assistance Programs (EFAP) play a vital role in early intervention and overall employee well-being. Beyond supporting employees and their family members with short-term psychological concerns that may influence workplace performance, EFAPs provide a wide range of wellness-focused services.

Employee well-being is shaped by many factors, including family stressors, financial strain, physical health, and workplace dynamics. TELUS Health EAP, the Calgary Board of Education's (CBE) EFAP provider, offers a comprehensive suite of supports encompassing psychological counselling, as well as financial, career, legal, and nutritional services, among others.

Utilization Rates

Cohort	2020 *	2021 *	2022 *	2023*	2024**
Service Utilization per cent	5.88	5.72	8.23	10.67	13.92
Total new cases	433	427	621	1,608	2,158
# of employees covered	7,364	7,465	7,546	15,076	15,500

Notes |

*Prior to 2023, ATA and CUPE employees were accessing the EFAP program through their insurance benefit provider, ASEBP. Utilization rates for these two groups were not included in the Homewood Health reporting to the CBE. Starting in 2023, Homewood Health, started including all CBE groups in the reporting. Effective February 1, 2024, and moving forward with Telus Health EAP, utilization rates will reflect all employee groups.

**In February of 2024, CBE transitioned to a new provider. The previous provider, Homewood Health, was replaced by Telus Health EAP, effective February 1, 2024, Full year 2024 Telus EAP report inclusive of Feb 1, 2024, to Jan 31, 2025

Analysis

- Research consistently demonstrates that higher EFAP utilization rates are linked to reduced absenteeism and improved employee well-being. Reflecting this trend, the CBE has experienced an increase in EFAP use since 2023.
- The current TELUS Health EAP utilization rate of 13.92% notably exceeds the industry average of 10.21%, with the majority of employees accessing counselling services.
- Between 2022 and 2024, the most common reasons CBE employees sought EFAP support included personal stress, anxiety, relationship challenges, and workplace stress.

Alberta School Employees Benefit Plan (ASEBP)

ASEBP covers Long Term Disability benefits (also called Extended Disability Benefits) for CUPE and ATA employees. An employee is eligible for LTD benefits if they are deemed to be disabled from working for more than 90 consecutive days. Once they return to work, if they are deemed disabled from working, they are eligible for a renewed 90 days of paid sick time before they become eligible for long term disability benefits. This is termed a 90 day ever-green sick leave plan.

ASEBP Extended Disability Benefits Data:

Detail	2020	2021	2022	2023	2024
Total number of active cases	415	443	470	467	413
% of those with primary diagnoses of mental health	44%	43%	45%	48%	46%
CBE Incurred loss ratio (max 200%)	200.0%	200.0%	199.4%	114.2%	87.4%
ASEBP overall average Incurred loss ratio	153.0%	161.2%	125.3%	105.1%	96.6%
Differential	+47%	+38.8%	74.1%	+9.1%	-9.2%

Analysis

- A lower incurred loss ratio indicates that employees are filing fewer or shorter, less costly disability claims compared to industry.
- The CBE data indicates a consistent downward trend in the incurred loss ratio. For the CBE, this translates into lower long-term disability insurance premiums and reflects a healthier, more productive workforce overall.
- Adjusted for population, since 2021, the CBE has seen positive trends in disability-related absences. Both the duration of sick leaves and the number of employees transitioning to long-term disability have declined.

Employee Well-Being Survey Data

The Employee Well-Being Survey was conducted in April 2024, as a follow-up to the Pulse Survey. Data from that survey is included as part of a local measure on employee Well-Being. It is important to note this survey provides a single point of data about Well-Being generally at the CBE.

Local Measure

Employee Well-Being Survey Data

Employee perception data.

Roadmap to Employee Well-Being

Roadmap to Employee Well-Being Strategy is our focus for 25/26. Prioritizing employee well-being is essential for creating a successful workplace and achieving the goals of the Education Plan. The Employee Well-Being Strategy will advance the Education Plan's focus on supporting students and employees in a culture of Well-Being, Truth and Reconciliation, Diversity and Inclusion. Supporting employee well-being means we must develop a culture of well-being. This is not solely the work of the system, schools, or service units: it is our collective commitment.

Survey Result Summary

Overall, Work-Related Stress is Manageable					
	Strongly Agree 9%	Agree 44%	Disagree 27%	Strongly Disagree 18%	I Don't Know 2%
Growth increased by 1.1% in 2024					
Supervisors Create an Environment Where Employees Discuss Well-Being					
	Strongly Agree 32%	Agree 42%	Disagree 14%	Strongly Disagree 9%	I Don't Know 3%
Positive respondents increased by 2.8% in 2024					
Employees Know How to Access CBE Resources					
	Strongly Agree 24%	Agree 55%	Disagree 13%	Strongly Disagree 4%	I Don't Know 4%
Positive respondents decreased by 3.1% in 2024					
Reasonable Measures in Place to Protect Employees' Health and Safety at Work					
	Strongly Agree 15%	Agree 54%	Disagree 19%	Strongly Disagree 9%	I Don't Know 3%
Positive respondents decreased by 2.9% in 2024					
The Culture of My School / Department Promote Well-Being					
	Strongly Agree 22%	Agree 47%	Disagree 18%	Strongly Disagree 9%	I Don't Know 3%
Positive respondents increased by 2.1% in 2024					

Analysis

- Many employees actively promote well-being at work, while half agreed their work-related stress is manageable.
- Employees' responses indicate an increase in the importance of relationships, both with colleagues and their direct supervisor, compared to 2022 results.
- Leaders' confidence in discussing and/or providing support and advice on well-being topics with their employees remained similar to the 2022 results.
- Group benefits continue to be identified as the most important CBE resource to support employees.

2024 Well-Being Survey Participation vs Pulse Survey

Respondent Detail	Count / % of Count	Percentage Point Differential
Overall responses	7,048	+5.9
School-based employees	91.7%	+0.1
Service unit employees	8.4%	0
Written Comments*	2,419	+5.2

Note | *Key themes from the comments include:

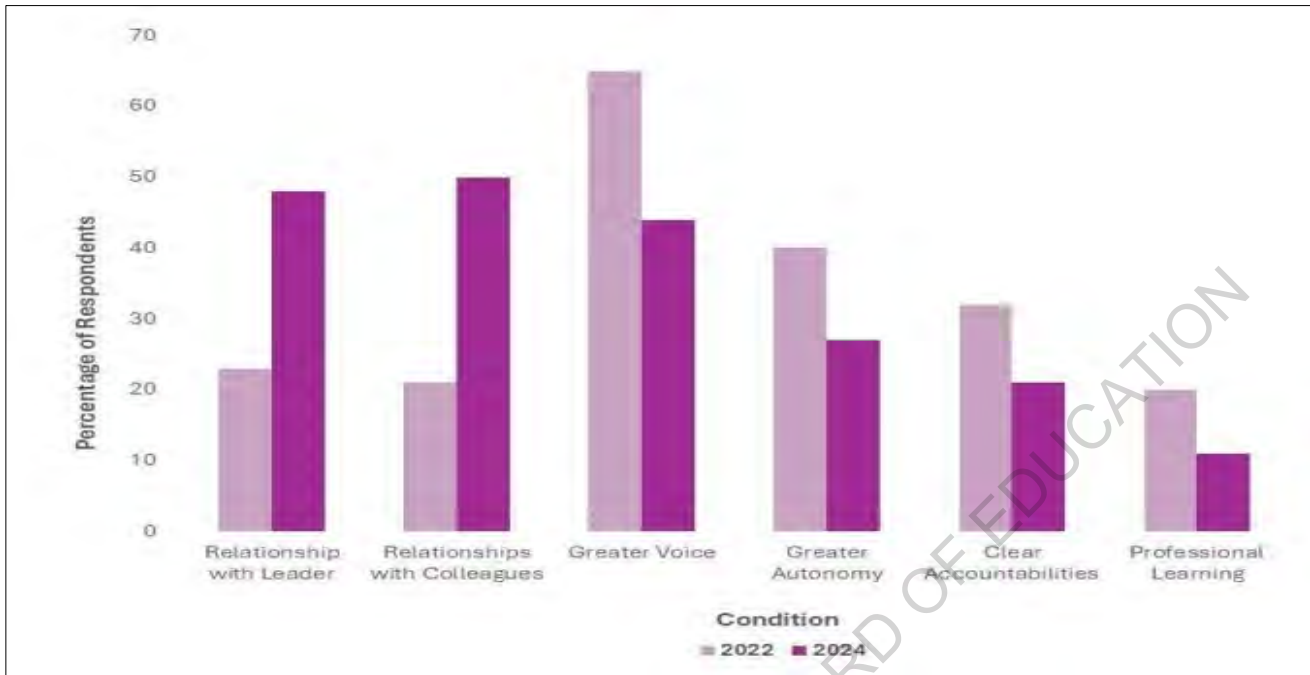
- **Working Conditions/Workload** (1,516 mentions): Comments were related to the impacts of workload related stress, challenges with working conditions, classroom complexity and the pace of the work.
- **Resources and Support:** Comments were related to challenges with awareness, accessibility, and adequacy of resources, and supports related to benefits, mental health, and well-being.
- **Leadership:** Comments were related to employee experiences and challenges with employee voice, belonging, autonomy, and culture.

Leader confidence in providing support and advice to team members

Leaders were asked about their confidence in supporting employees in a number of areas. Leaders expressed the most confidence in the following areas.

Area	% Confidence	Percentage Point Differential
Proactive Well-Being Strategies	81.6	+3.4
Difficult Conversations	81.2	-1.2
Bullying or Harassment	80.0	-1.1
Mental health (e.g., stress, anxiety, depression)	78.9	+4.7

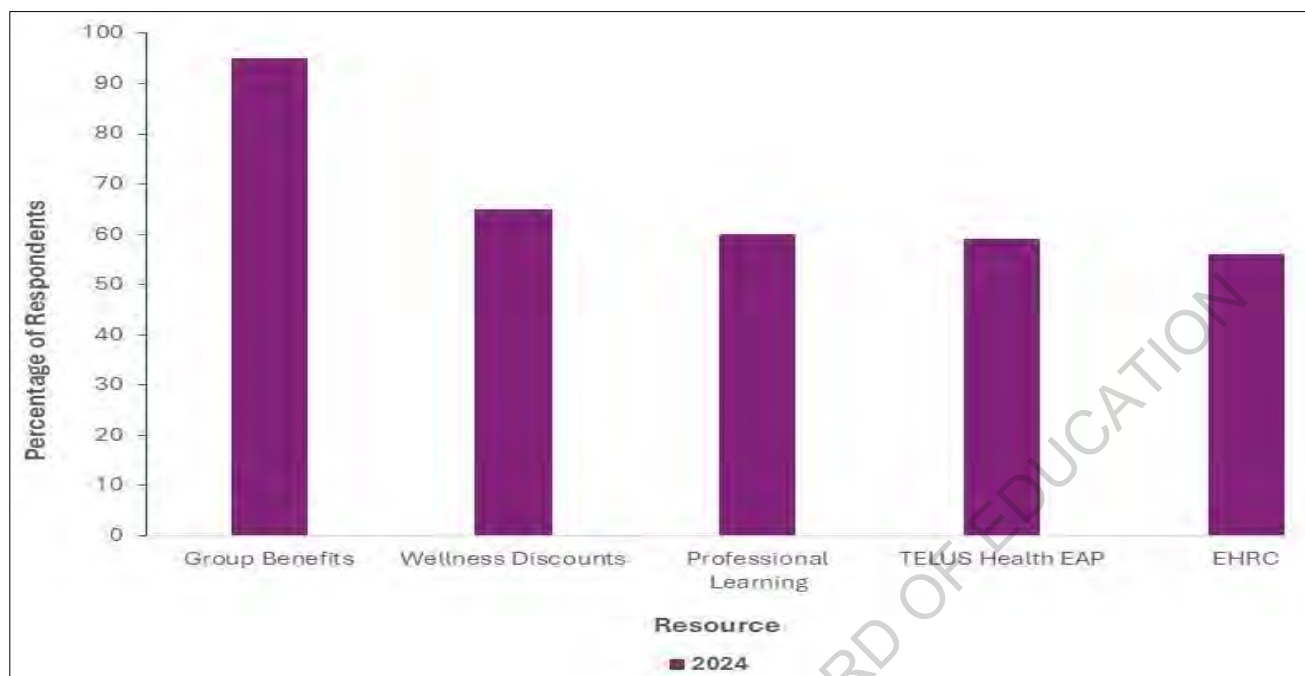
Conditions for Well-Being



Analysis

- Relationships with my colleagues (50.1 per cent) has more than doubled from (20.7 per cent) in 2022 when it was ranked 5th.
- Better relationships with my direct supervisor (47.5 per cent) has more than doubled from 22.8 (per cent) in 2022 when it was ranked 4th.
- Greater voice and decisions that affect me 43.5 (per cent) decreased by 21.2 (percentage point) in 2022 when it was ranked 1st (64.0 per cent).

Ranking of Resources to Support Well-Being



Analysis

- CBE group benefits (94.6 per cent) was ranked as most important to supporting well-being, a 1.2 percentage point increase from 2022.
- CBE employee wellness discounts (65 per cent) ranked second, no change from 2022.
- Professional learning opportunities (59.9 per cent) ranked third, a decrease of 4.6 percentage points from 2022.



Appendices and References

List of Appendices and References

This section provides supporting materials that deepen understanding of the frameworks, measures, and contextual factors referenced throughout the Annual Education Results Report. It includes foundational elements of Alberta's Assurance Model and templates for school-level planning and reporting. Definitions and descriptions of key measures are provided alongside provincial results and evaluation criteria used by Alberta Education and Childcare. Methodological notes clarify how demographic rates are calculated and how various types of school data are interpreted. In addition, guidance is offered to help readers interpret the Alberta Education Assurance Measures Summary with clarity and consistency.

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Appendix A | Assurance Domains

Domains

Student Growth and Achievement	Teaching and Leading	Learning Supports	Governance	Local and Societal Context
Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all stakeholders (– Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.) Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards	Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. (Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.) Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	Refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. (Processes that determine strategic direction, establish policy and manage fiscal resources.) Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	Refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students (Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students). Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts. Processes and practices that enable attending to local and society context are woven throughout each of the other four domains.

Key Elements

Key Elements	Key Elements	Key Elements	Key Elements	Key Elements
Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. Students are active, healthy and well. Students apply knowledge, understanding and skills in real life contexts and situations. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. Students demonstrate understanding and respect for the uniqueness of all learners.	Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all (stakeholders) Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning.	Learning environments are welcoming, caring, respectful and safe. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Education partners fulfil their respective roles with a shared understanding of an inclusive education system. Students and their families work in collaboration with education partners to support learning. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.	Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. Legislation, policy and regulation provide clarity regarding the roles and responsibilities of education partners in matters of governance. Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.	Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.

Appendix B | School Planning Templates

A school's development plan sets out what needs to be done including the identification of goals, key actions, key outcomes and measures based on the school's data. The school development plan alongside the school improvement results report captures the previous year's improvement story and the plan moving forward. The plan and report are posted to the school's website under the About Us > Our School tab.

School Improvement Results Report and School Development Plan Template

The 2023-24 School Improvement Results Report SIRR template included the following sections:

- School Improvement Results | 2023-24
- Our School Focused on Improving
- What We Measured and Heard
- Analysis and Interpretation
 - What We Noticed
 - Celebrations
 - Areas for Growth
- Alberta Education Assurance Measures (AEAM) Overall Summary

School Development Plan Template- Year 1 of 3

- School Goal*
- Outcome
- Outcome Measures
- Data for Monitoring Progress
- Leading Excellence Actions
- Well-Being actions
- Truth & Reconciliation, Diversity and Inclusion Actions
- Professional Learning
- Structures & Process
- Resources

[Note](#) | *Schools had the option of an additional goal if required

Appendix C | Glossary

All Student Cohort: the entire set of students included in the data set for a specific result.

Division: groupings of grade levels used to organize curriculum and instruction across developmental stages. Alberta's K–12 education system is structured into four formal divisions, each representing a distinct phase of student learning and development:

- Division I: Grades 1(K*) to 3 (typically ages 6–8)
- Division II: Grades 4 to 6 (typically ages 9–11)
- Division III: Grades 7 to 9 (typically ages 12–14)
- Division IV: Grades 10 to 12 (typically ages 15–18)

[Note](#) | *Kindergarten may at times be included in Division 1

English as an Additional Language Learner Cohort: This cohort only includes those students who have been assessed as needing English as an Additional Language learning support and assigned the corresponding Alberta Education and Childcare code.

Self-Identify as Indigenous Cohort: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Student Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. Only students who have been self-identified are included in the results.

Students with Identified Special Education Needs Cohort: This cohort only includes those students who have been assessed and identified with a special education need and then assigned the corresponding Alberta Education Special Education code.

[Note](#) | students who are only identified as gifted and talented (i.e., only one code) are not included in this cohort.

Three-Year Divisional Consistent Student Cohort: Represents a three-year retroactive student cohort analysis disaggregated by division. Each cohort represents any student who was enrolled as of June 30 in the identified grade and who also was enrolled in CBE for the two-preceding years. As an example, the Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

Three-Year Divisional All Student Cohort: Represents a three-year retroactive student cohort analysis disaggregated by division. It is inclusive of all students enrolled as of June 30 in the identified grade for that year. As an example, the All Students Division One Grade 3 Student Cohort represents all students who were enrolled as of June 30 in Grade 3, and all students who were enrolled as of June 30 in Grade 2 in the previous year and in Grade 1 two years prior.

Appendix D | Measures Used in AERR

This appendix includes definitions and information for some of the measures used in this report.

Alberta Education Assurance (AEA) Survey

Every year, Alberta Education and Childcare surveys students, their parents and all teachers on behalf of schools and school authorities to assess what is working well and where there is room for improvement. The survey asks students in grades 4, 7 and 10, and their parents, about their thoughts, feelings and experiences in school. The survey will be administered between January and March 2025. In some schools, all students in grades 4 and above and their parents will be surveyed.

The Alberta Education Assurance Framework requires school authorities across the province to report their performance according to a number of different measures that provide key information about how the education system is doing. A provincial survey allows all school authorities to be measured on the same things at the same time. Alberta Education and Childcare's Assurance Framework provides the basis for accountability and public assurance in the Kindergarten to Grade 12 education system. To support the framework, school authorities report on their performance according to a number of different measures. This provides key information about how the education system is doing.

[\(Alberta Education Assurance Survey: Information for parents and guardians\)](#)

The following AEA Survey measures are included in this report:

- **Access to Supports and Services:** The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- **Citizenship:** Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Education Quality:** Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **In-Service Jurisdiction Needs:** The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **Parental Involvement:** Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Program of Studies - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- **Program of Studies -** Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **School Improvement:** Percentage of teacher, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Student Learning Engagement:** The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- **Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE):** The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

For more information, refer to Appendix E | Alberta Education Assurance Measure Results and Alberta Education and Childcare's [Assurance and accountability in Alberta's K to 12 education system](#) webpage.

Castles and Coltheart 3 (CC3)

The Castles and Coltheart 3 (CC3) Test is based on the Castles and Coltheart Reading Test 2 (CC2) designed by researchers at Macquarie University, led by Professor Anne Castles, and adapted to CC3 by Professor Rauno Parrila at the Macquarie University Centre for Reading. The CC3 is designed to identify the nature of a student's reading difficulties. As such, it assesses a student's ability to recall familiar and irregular words (e.g., take, hand, island, cough), and their ability to sound out non-words (e.g., norf, framp, gurve) that were created specially for this assessment and are meant to be fictitious and without meaning. The Test Castle et Coltheart 3 (CC3) is also available in French.

[General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025](#)

For further information, see [Alberta Government-Provided Kindergarten to Grade 3 Literacy Screening Assessments: PAST, RAN, LeNS, and CC3 Interpretation Guide](#)

CBE Student Survey

The CBE Student Survey is an in-house survey administered to students in grades 5, 6, 8, 9, 11, 12. Questions are tied to the Indigenous Education Holistic Lifelong Learning Framework, Literacy Framework, Mathematics Framework, Results 3 | Citizenship, Results 4 | Personal Development and Results 5 | Character. It is an opportunity for students to:

- report on themselves, their own abilities and their accomplishments; and
- take pride in what they have achieved.

CBE Three-Year Divisional Student Cohort Model

A three-year retroactive student cohort model that tracks a cohort of students who have been consistently enrolled during a 3-year period and a second cohort of students who are currently enrolled with the Calgary Board of Education. The analysis of each group of students is also disaggregated by division.

English as an Additional Language Learner (EAL) Benchmarks

The *Alberta K-12 EAL Proficiency Benchmarks* is a language proficiency assessment, developed in Alberta, as an informal criterion-based assessment. It was designed for use by teachers of English as additional language learners and can be used to assess language proficiency in the classroom context. For more information, see Supporting English as an Additional Language Learners: <https://www.learnalberta.ca/content/eslapb/index.html>.

High School Completion Rate (HSCR)

Alberta Education and Childcare calculates the rate at which Alberta students complete high school within three, four, and five years of starting Grade 10. The High School Completion rate is calculated by dividing the number of high school completers by the number of students in the Grade 10 Cohort, adjusted for attrition.

The Grade 10 Cohort used for the HSCR is comprised of first-time Grade 10 students:

- whom the government of Alberta has a responsibility to educate;
- who can reasonably be expected to complete high school and write diploma examinations (in the case of the HSCR and DEPR); and
- who have the capacity to pursue post-secondary education (in the case of the Transition rate)

For more information, refer to Appendix E | Alberta Education Assurance Measure Results and [Student Outcomes Measures Based on the Grade 10 Cohort: methodology for rates calculation](#).

High School Completion | Alberta Education and Childcare's Categories

- A. High School Diploma
- B. High School Equivalency Diploma
- C. Certificate of High School Achievement
- D. Post-Secondary Attendance
- E. Apprenticeship
- F. Academic Standing

A. [High School Diploma](#)

The requirements indicated below are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

- 100 credits including the following:
 - English Language Arts – 30-level (English Language Arts 30-1 or 30-2)
 - Social Studies – 30-level (Social Studies 30-1 or 30-2)
 - Mathematics – 20-level (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
 - Science – 20-level^o (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

- Physical Education 10 (3 credits)□
- Career and Life Management (3 credits)□
- 10 credits in any combination from:
 - Career and Technology Studies (CTS) courses
 - Fine Arts courses
 - Second Languages courses
 - Physical Education 20 and/or 30
 - Knowledge and Employability courses
 - Registered Apprenticeship Program courses
 - Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses
- 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above). These courses may include:
 - 30-level locally developed courses
 - Advanced level (3000 series) in Career and Technology Studies courses
 - 30-level Work Experience course□
 - 30-level Knowledge and Employability courses
 - 30-level Registered Apprenticeship Program courses
 - 30-level Green Certificate Specialization courses
 - Special Projects 30

¹ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.

² See information on [exemption from the physical education requirement](#).

³ See information on [exemption from the CALM requirement](#).

⁴ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

⁵ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- Only 5 high school credits for external learning may be used to meet the 100-credit requirement for the Alberta High School Diploma.

B. [High School Equivalency Diploma](#)

There are two options for achieving a High School Equivalency Diploma:

- **Option 1** - A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section.

The 60 credits will include:

- a high school course in mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English language arts (5 credits)
- additional high school courses (42 credits)

If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in Provincial Approach to Student Information (PASI) for the following:

- additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
- a maximum of 15 credits for age, according to the following scale:
 - age 21–24 (inclusive) 5 credits
 - age 25–29 (inclusive) 10 credits
 - age 30 and over 15 credits
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading

The student will be awarded the credential if the number of additional credits added to the minimum 60 credits gained through classroom instruction totals at least 100.

Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

Note | the credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

- **Option 2:** A person who is 18 years or older who has been out of school for at least 10 consecutive months and who passes all 5 Canadian Adult Education Credential (CAEC)/Certificat canadien de l'éducation des adultes (CCÉA) subject tests will be granted a High School Equivalency Diploma. The 5 CAEC/CCÉA subjects include:
 - English: Reading OR Français: Lecture
 - English: Writing OR Français: Écriture
 - Mathematics (Part I: no calculator AND Part II: calculator)
 - Science
 - Social Studies

For more information about Option 2 and the CAEC program, contact the CAEC Testing service. For contact information, see Government Contacts.

C. Certificate of High School Achievement

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 credits^o including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 credits)
- Career and Life Management (3 credits)
- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses, or
 - 30-level locally developed course with an occupational focus

AND

- 5 credits in:
 - 30-level Knowledge and Employability Workplace Practicum course, or
 - 30-level Work Experience course, or
 - 30-level Green Certificate course, or
 - Special Projects 30

OR

- 5 credits in a 30-level Registered Apprenticeship Program (RAP) course□.

1 To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.

2 See information on exemption from the physical education requirement.

3 See information on exemption from the CALM requirement.

4 Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of "5 credits in Advanced level (3000 series) in Career and Technology Studies courses."

5 Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 80-credit requirement for the Certificate of High School Achievement. Refer to the Off-campus Education Handbook for additional information.

6 See additional Green Certificate information.

7 Refer to the Off-campus Education Handbook for additional information.

D. Post-Secondary Attendance

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#), p. 11

Students enrolled in a credit program in an Alberta post-secondary who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement are considered non-credentialed high school completers. The information on post-secondary enrolments incorporates post-secondary Classification of Instructional Programs (CIP) coding to better identify students enrolled in programs not deemed to be post-secondary level (e.g., academic upgrading). Students in these programs are not considered completers for the purpose of this measure.

E. Apprenticeship

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#), p. 11

Students registered in an apprenticeship program who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement and are no longer registered in school are considered non-credentialed high school completers. The Alberta Student Number is used to match students from the Grade 10 Cohort with the apprentices in Alberta Advanced Education's apprenticeship information system (ATOMS). Students in a Registered Apprenticeship Program (RAP) are excluded because they are still in high school. Students identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution.

F. Academic Standing

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#), p. 11

Students who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement have achieved academic standing if they have passed a minimum of five Grade 12 courses including a Language Arts diploma exam course and three other diploma exam courses. These students may be eligible for post-secondary entrance and some may be attending a post-secondary institution out of province.

Letter Name-Sound (LeNS)

The Letter Name-Sound (LeNS) Test, developed by Professor Rauno Parrila and Associate Professor Saskia Kohnen at the Macquarie University Centre for Reading. The LeNS assessment is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. As such, it assesses a student's ability to sound out single letters and letter combinations (e.g., n, d, e, ch, ay, oa, oy). The Tests Nom et son des lettres (NSLe) is the equivalent in French to the LeNS Test. It was developed by Professor Alain Desrochers at the University of Ottawa. It assesses a student's ability to sound out single letters and French letter combinations (e.g., a, s, r, ou, ch, ain).

[General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025](#)

For further information, [Alberta Government-Provided Kindergarten to Grade 3 Literacy Screening Assessments: PAST, RAN, LeNS, and CC3 Interpretation Guide](#)

Numeracy Screening Assessment

Provincial Numeracy Screening Assessments for Kindergarten to Grade 4 have been developed and used with permission by Dr. Heather Douglas, Dr. Chang Xu, Ph.D., and Dr. Jo-Anne LeFevre, Ph.D., Department of Cognitive Science, Carleton University Centre for Applied Cognitive Research, Carleton University. These assessments are rooted in current theory on mathematical cognition and development, and the results of these assessments can be used to help teachers identify and address gaps in their children's and students' foundational understanding of numbers. A set of numeracy intervention activities for each grade level is available for teachers to use as a resource to help these children and students. [General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025](#)

For more information, see [Provincial Kindergarten to Grade 4 Numeracy Screening Assessments: Interpretation Guide](#)

OurSCHOOL Survey

CBE administers The Learning Bar's OurSCHOOL Well-Being Survey in the fall to students in grades 4-12. Schools have the option to re-administer the survey in the spring.

The measures are developed by internationally renowned education researcher Dr. J. Douglas Willms in collaboration with subject-matter experts. All measures are based on the latest educational research and are rigorously tested to ensure that they produce reliable and valid results. The survey is focused on measuring the factors that have been proven to directly affect students' academic achievement, health and well-being, engagement and attainment. The survey uses leading indicator metrics that help you take timely action to prevent unwanted outcomes such as drop-out, disengagement or declining well-being before they happen.

<https://thelearningbar.com/ourschool-survey/ourschool-student-survey/?lang=en-us>

There are two versions of the survey.

- Grades 4 and 5 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, feeling safe at school.
- Grades 6-12 students have an opportunity to provide feedback on their sense of belonging, positive relationships, anxiety, depression, self-esteem, feeling safe at school, life satisfaction, general health, orientation to well-being, goal-oriented, self-regulation, cultural awareness.

The results of the survey are used at both the system and school levels to determine next steps in improving student well-being including specific instructional actions, supports and school processes.

Phonological Awareness Screening Test (PAST)

Developed by Professor David A. Kilpatrick at State University of New York College, is designed to assess phonemic awareness and phonemic proficiency or phonemes (sounds) in spoken words. The Test de dépistage de la conscience phonologique (TDCP) is the equivalent in French to the PAST. It was developed by Professor Alain Desrochers at the University of Ottawa.

The Rapid Automatized Naming (RAN)

Digits, developed by Professor George K. Georgiou at University of Alberta, is based on the original work of Denckla and Rudel (1974) and Wolf and Denckla (2005), RAN assesses cognitive automaticity and speed for alphanumeric recognition. The Dénomination rapide sérielle (DRS) test is the equivalent in [General Information Bulletin: Literacy and Numeracy Screening Assessments, 2024-2025](#)

For more information, see [Provincial Kindergarten to Grade 4 Numeracy Screening Assessments: Interpretation Guide](#)

Appendix E | AEAM Results

The Alberta Education Assurance Measures Overall Summary records the results for specific measures. Current Result is from 2024-25 for all measures except for the following where the Current Result is from 2023-24:

- 3-year High School Completion
- 5-year High School Completion

Based on the year of the Current Result, the year(s) of other results are as follows:

Current Result	Prev Year Result	Prev 3 Year Average
2021-22	2020-21	2018-19, 2019-20, 2020-21
2022-23	2021-22	2019-20, 2020-21, 2021-22
2023-24	2022-23	2020-21, 2021-22, 2022-23
2024-25	2023-24	2021-22, 2022-23, 2023-24

The Measures fall into one of three types.

1. Achievement:
 - Diploma Examination (Diploma): Acceptable
 - Diploma Examination (Diploma): Excellence
 - Provincial Achievement Test (PAT): Acceptable
 - Provincial Achievement Test (PAT): Excellence
2. Alberta Education Assurance (AEA) Survey:
 - Access to Supports and Services
 - Citizenship
 - Education Quality
 - In-Service Jurisdiction Needs
 - Parental Involvement
 - Program of Studies
 - Program of Studies – At Risk Students
 - School Improvement
 - Student Learning Engagement
 - Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)
3. Demographic:
 - 3-year High School Completion
 - 5-year High School Completion

Appendix F | Methodology Rate Calculation for Demographic Measures

Summary

The methodology for rate calculation varies by measure. For detailed information, refer to the “AEAM methodology documents” section of Alberta Education and Childcare’s [Assurance and accountability in Alberta’s K to 12 education system](#) webpage.

High School Completion rates are based on the Grade 10 Cohort. Students are included in the Grade 10 Cohort in the first school year in which they have a Grade 10 registration as of September 30 and they remain attached to that school’s Cohort whether they remain registered at the school or not.

High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year, adjusted for attrition. High school completion is defined as:

- receiving an Alberta high school diploma, certificate of high school achievement or high school equivalency;
- entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or
- earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

Appendix G | How to Read the AEAM Overall Summary

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Required Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Note |

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Supplemental Assurance Measures

Measure	Very Low	Low	Intermediate	High	Very High
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes |

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Diploma Examinations

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes |

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Provincial Achievement Tests

Course	Measure	Very Low	Low	Intermediate	High	Very High
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Lang Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Lang Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Lang Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes |

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, the Improvement Evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five Improvement Evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement Evaluations are combined to get the Overall Evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Additional Notes

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2

Chief Superintendent's Update

Report to Board of Trustees



Calgary Board
of Education

Date	December 16, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-3: Instructional Program OE 6: Asset Protection OE 8: Communicating and Engaging with the Public

1. Recommendation

This report is being provided for information to the Board of Trustees. No decision is required at this time.

2. Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-6: Asset Protection states that "the protection of all organizational assets contributes to student learning." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

OE-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

3. Background

OE-3 Instructional Program, OE-6 Asset Protection | Software Asset Management Catalogue Streamlined

Teaching and Learning with Technology, in collaboration with Client Technology Services, has led comprehensive work to streamline the Software Asset Management (SAM) catalogue. Analyzing system usage data from many sources combined with expertise from curriculum teams, the catalogue has been streamlined to make it easier for users to search and browse approved software titles and to enhance the efficiency of support for teaching and learning technologies across the system. The team removed 1068 software titles from SAM, leaving the current catalogue at 1046 approved titles.

The Software Vetting Committee has also improved the catalogue by making it easier for users to view software approval statuses and simplifying the process for requesting titles that are already approved. This ongoing work reflects a continued commitment to improving access to high quality teaching and learning software, operational efficiency, and effective user experience and support of SAM across the district.

OE-8: Communicating and Engaging with the Public | CBE School Spotlight Series Receives CACE BRAVO! Award

The Calgary Board of Education received national recognition through the Canadian Association of Communicators in Education (CACE) BRAVO! Awards, the only Canada-wide program celebrating excellence in school board communications. Communication and Engagement Services was honoured with the 2025 BRAVO! Coup de Coeur Award for its School Spotlight Series, a social media campaign launched in September 2024. The campaign highlighted the diversity, character and community spirit of nine CBE schools, featuring authentic, unscripted moments from students and staff. From September 2024 to May 2025, CBE’s Instagram following grew by 36.3 per cent, tripling the project’s original goal, and generated strong, positive engagement from families, staff and students. The series of nine videos earned 76,600 views and 3,072 interactions — including likes, comments, shares and saves. The School Spotlight series was also highlighted through CBE channels such as school websites and in our bi-weekly internal newsletter which is emailed to more than 16,000 employees.

Beyond its measurable reach, the series elevated school pride and strengthened community connection across the CBE. At its core, the series celebrates what makes the CBE special: students, employees and the everyday magic happening inside schools.

OE-8: Communicating and Engaging with the Public | CBE Receives Significant Donation through EducationMatters’ Partnership with Suncor

CBE hosted an announcement event to celebrate EducationMatters’ announcement of their partnership with Suncor. Suncor’s \$260,000 *Energizing Youth* initiative will directly support CBE

students in Dual Credit and Exploratory programs, national and provincial Skills competitions along with providing students in need with backpacks and essential school supplies.

This milestone partnership ensures CBE students have access to the tools and supports they need to succeed.



JOANNE PITMAN

CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

**report to
Board of Trustees**

School Enrolment Report 2025-2026

Date	December 16, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations: OE-7: Communication with and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Jeff Quigley, Manager, Planning Sherri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Business Administration, School Improvement Arlene Reid, Manager Financial Systems Tanya Scanga, Director Corporate Financial Services Sandra Pearse, Admissions Coordinator, CBE Welcome Centre

1 | Recommendation

This report is being provided for information to the Board of Trustees. No decision is required.

2 | Issue

Each year in late November or early December, a School Enrolment Report is presented to the Board of Trustees for information.

3 | Background

The purpose of the report is to provide a snapshot of the end-September 2025 enrolment data for all CBE schools and programs. The CBE uses this information to prepare key documents such as the annual Three-Year School Capital Plan, which provides an updated analysis of projected enrolment growth and population trends.

For many years, the CBE relied on the City of Calgary's annual Civic Census data as the main source for population and demographic information to provide context for this report. The City of Calgary's census program was discontinued in 2019. *The Calgary and Region Economic Outlook 2025-2030: Fall 2025 Update* document is now the only City data that informs this report.

Several attachments are included as part of the School Enrolment Report, which provide the following information:

- The number of students enrolled in each school, by grade and program, including alternative programs, classes for students with complex learning needs, and the number of out-of-attendance area students as of end September 2025;
- CBE total enrolment over the past 10 years;
- The provincial capacity of schools, including the associated number of modular classrooms, and utilization rate of each school building;
- A description of each of the specialized classes offered by the CBE;
- A list of the leases and the amount of space leased for each building; and
- Maps showing the change in number of students by neighbourhood over time as well as the number of students by neighbourhood who registered through the Welcome Centre.

It is important to note that the School Enrolment Report does not provide financial data or information on class size within schools. School budgets are adjusted during the school year to allocate resources based on equity considerations, complexity, and other additional factors that are unique to each school.

4 | Analysis

City of Calgary's Population

The City of Calgary estimates that Calgary's population was 1,509,800 as of April 2024. This represents an increase of approximate 87,600 people, or 6.2 per cent, from April 2023.

Calgary's population is forecast to be 1,562,600 in 2025 – an increase of approximately 52,800 people, or 3.5 per cent, from the year before. This slower

population growth is largely due to anticipated reductions in international immigration over the next few years.

Net migration continues to drive population growth accounting for 80.7 per cent of the total projected increase with 42,600 people. Natural increase, due to the difference between births and deaths, is projected to add an additional 10,200 to the Calgary population in 2025.

The primary school age population (6-17 years) grew by 11,900 people between 2023 and 2024, and it is projected to grow by a further 6,100 people in 2025.

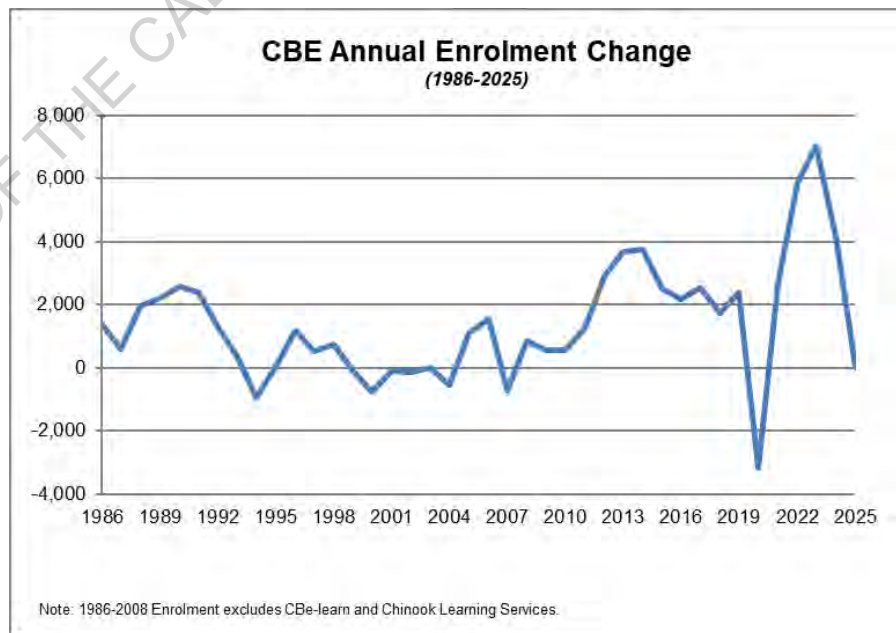
Calgary's population grew by 25% between 2014 and 2024, faster than any other major Canadian city over this period. The trend is expected to continue in 2025, although with a slowdown in net migration.

More information on the City of Calgary's outlook is available on the City of Calgary website [The Calgary and Region Economic Outlook 2025-2030: Fall 2025 Update](#).

Enrolment Trends-Calgary Board of Education

Graph 1 shows annual year-over-year changes in student enrolment. For 10 consecutive years between 2009 and 2019, enrolment grew each year. A distinctive dip occurred during the 2020-21 school year, when enrolment dropped by 3,168 students, or 2.5 per cent. However, a sharp increase was realized between 2021 and 2023. Between end-September 2021 and end-September 2024, enrolment at CBE increased by just over 17,000 students.

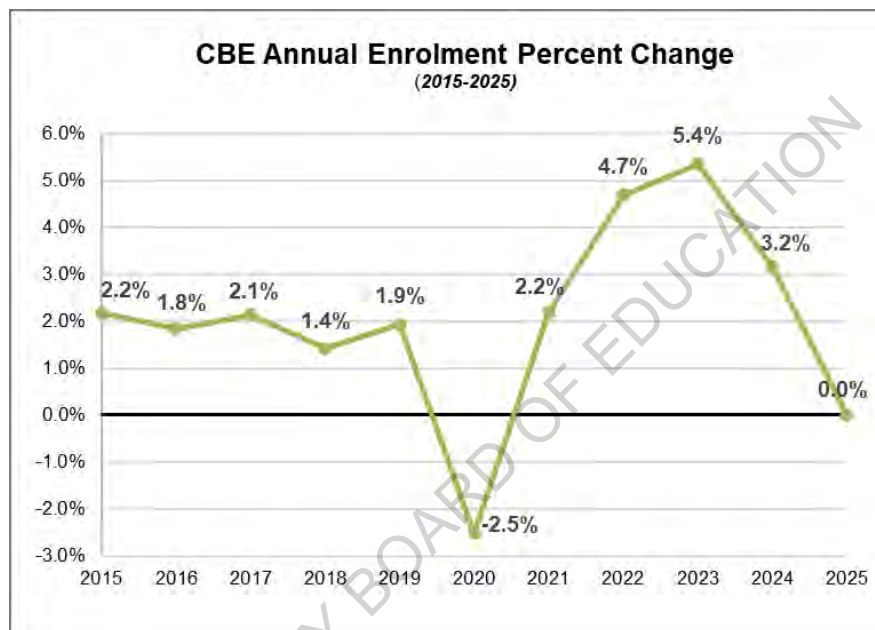
Graph 1: CBE Annual Enrolment Change (1986-2025)



Between end-September 2024 and end-September 2025, enrolment remained flat.

Graph 2 shows year-over-year percent changes in student enrolment since 2015. In the last 10 years, enrolment grew each year except for the decline in 2020. Although growth remained flat in 2025, total enrolment is the highest ever experienced at CBE, at 142, 403 students.

Graph 2: CBE Annual Enrolment Percent Change (2015-2025)



This year, the CBE aligned its enrolment validation process with Alberta Education and Childcare's count period. This resulted in more students being identified as unfunded than in previous years leading to increased accuracy in the validated enrolment count for September 2025-26.

Table 1 below compares student enrolment counts between end-September 2024 and end-September 2025.

- The largest enrolment increases occurred in Divisions II (Gr 4-6) and IV (Gr10-12), while the largest decline occurred in kindergarten.
- The market share for kindergarten students dropped to approximately 52.4 per cent this school year from 55.8 per cent in the 2024-25 school year. This is the result of fewer potential kindergarten students in the CBE catchment area in comparison to the 2024-25 school year, as well as less kindergarten students registering this school year.
- The CBE offers pre-kindergarten programming at one location to 33 students this year.
- As of end-September 2025, 14 schools offered a full day kindergarten program, reporting a total enrolment of 448 full day kindergarten students, a decrease of 46 students or -9.3 per cent from last year.
- Between end-September 2024 and end-September 2025, 20,789 K-12 students left the CBE, and 20,790 new students joined. There was a net gain

of 1 student this school year. Both the number of new registrations as well as the number of withdrawals was lower than last year.

Table 1: Comparison of CBE Student Enrolment Counts between end-September 2024 and end-September 2025, by division.

	End-September 2024	End-September 2025	Difference
Pre-Kindergarten	40	33	-7
Kindergarten	9,082	8,310	-772
Grades 1-3 (Division I)	32,654	32,071	-583
Grades 4-6 (Division II)	31,244	32,047	803
Grades 7-9 (Division III)	30,794	31,051	257
Grades 10-12 (Division IV)	35,902	36,230	328
Sub-Total (Pre-K to GR12)	139,716	139,742	26
Self Contained Special Ed.	2,686	2,661	-25
Total	142,402	142,403	1

High enrolment is still putting pressure on our system. The number of schools in overflow is lower than last school year, but it is still higher than previous years. As of end-September 2025, 32 schools had an overflow plan in place. This represents 12.7 per cent of all CBE schools. By comparison, at the end of the 2024-25 school year, 36 schools had an overflow in place; 21 schools had an overflow in place at the end of the 2022-23 school year: and only 12 schools had an overflow plan in place at the end of the 2021-22 school year.

Non-Canadian Student Admissions through the CBE Welcome Centre

Students who are “Non-Canadian”, as defined in AR6090, must register for admission to CBE schools through the CBE Welcome Centre. Students admitted through the CBE Welcome Centre include permanent residents, refugee claimants, children of lawfully admitted temporary residents, children with parents/guardians on work or study permits, and children with parents/guardians who are permanent residents or Canadian citizens although their child is not.

The CBE Welcome Centre tracks student registrations from July 1 to June 30 of each year. Graph 3 shows the number of Non-Canadian Students that registered through the CBE Welcome Centre since July 1, 2016.

During the COVID-19 pandemic, because of global lockdowns and restricted travel, the number of student registrations through the Welcome Centre declined from 4,414 registrations in 2018-19, by 785 students (or -18 per cent) in 2019-20 and 1,766 students (or -49 per cent) in 2021-22.

Conversely, from July 1, 2021, to June 30, 2022, there were more than three times as many registrations through the CBE Welcome Centre than during the 2020-21 school year. 5,734 students registered for CBE schools through the CBE Welcome Centre between July 1, 2021, to June 30, 2022. The uptick in non-Canadian student registrations continued during the 2022-23 and 2023-24 school

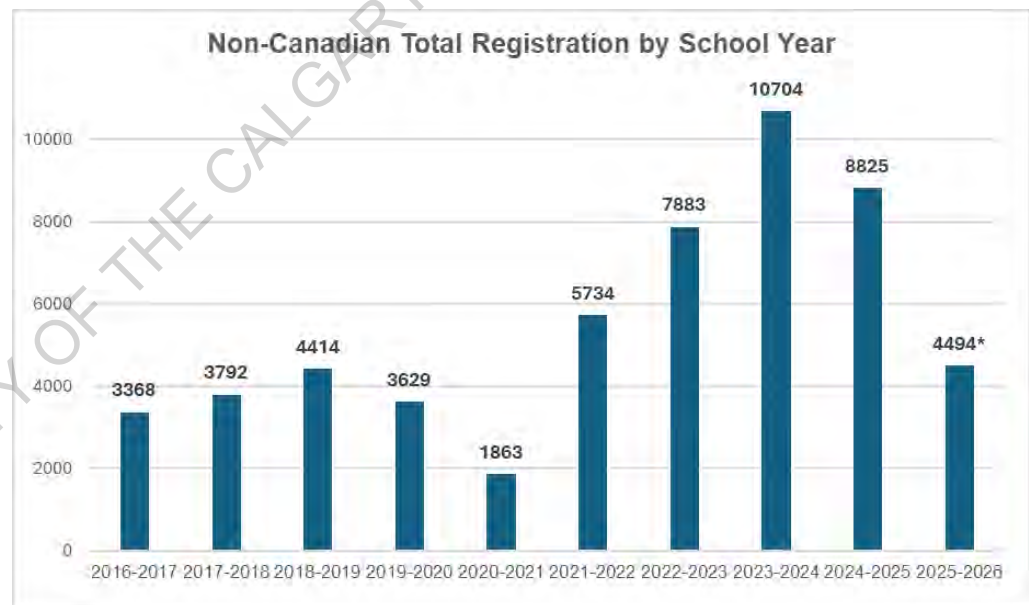
years. 7,883 student registrations were processed between July 1, 2022, and June 30, 2023, and 10,704 student registrations between July 1, 2023, and June 30, 2024. This is the highest annual non-Canadian student admission at CBE schools on record.

Between July 1, 2024, and June 30, 2025, 8,825 student registrations were processed by the CBE Welcome Centre. This is an 18 per cent or 1,879 decrease in registrations from the year prior. Although the number of students registration declined from the 2023-24 school year, this is the second highest annual non-Canadian student admission at CBE schools on record.

Non-Canadian student admissions have continued throughout the summer and autumn of 2025. For the 2025-26 school year, the Welcome Centre has processed 4,494 registrations up to September 29, 2025 (3 months of registrations).

It follows that student admissions through the CBE Welcome Centre are the primary contributor to the net increase in student enrolments for the past four years. However, Immigration, Refugees and Citizenship Canada (IRCC) has announced a decrease in overall permanent and temporary resident admissions for the next three years starting in 2025, as well as an intake cap on most study permit applications for two years starting in 2024. Due to these measures, it is likely that non-Canadian student registrations will be fewer during the 2025-26 school year and continue to decline into the future.

Graph 3: Non-Canadian Student Admissions



Note: Non-Canadian Total Registrations for 2025-2026 as of September 29, 2025 – (i.e. 3 months of registrations)

The map in Attachment I shows where students who had enrolled for CBE schools through the CBE Welcome Centre resided at the time of registration. While registrants are distributed across the city, high concentrations are found in the centre and northeast sectors with smaller pockets in the northwest, and the far west, north and southeast sectors.

School Enrolment (2024-2025)

Attachment II lists enrolment by CBE Administrative Area for each school by grade. It also reports the number of out-of-attendance area students in each school. Out-of-attendance-area (OOA) would include those students who are outside of CBE boundaries or are not attending their designated school. There are several CBE schools in communities where enrolment from the designated communities may be low or declining and the out of attendance area students make up a relatively large proportion of the student population. Accepting out of attendance area students each year allows these schools to maintain strong programming for students. Additionally, the out-of-attendance transfer process can also allow students to access programs that may not exist within their designated school. This is typically most prevalent at the high school level. Recently, due to high enrolment and limited space in high schools, the ability to transfer schools has been extremely constrained, and has led to a decline in the number of OOA students at the high school level.

Overall, 5,271 OOA students were enrolled at CBE, which represents a decrease of 740 students, or -12.3 per cent, from the 2024-25 school year. This OOA student count was impacted by a fewer number of non-residents of the CBE School Boundary enrolled at CBE schools in comparison to the 2024-25 school year.

The number of students in each Administrative Area ranges between 17,029 students in Area 3 to 24,734 students in Area 5. The largest number of students are found in Areas 4, 5 and 7. As of end-September 2025, enrolment in Areas 4 and 5 experienced the largest growth with 1.6 and 1.5 per cent respectively. Area 7 showed a decrease of 432 students, or -2.1 per cent, from the 2024-25 school year, impacted by lower number of students residing in the west and centre residential sectors in comparison to the 2024-25 school year.

A graph of total student enrolment over the last decade is included in Attachment III. Total enrolment as of end-September 2025, was 142,403 students. 114,387 CBE students (or 80.3 per cent of total student population) were enrolled in the regular program (including Home Education, Outreach, Unique Settings, Chinook Learning and CBe-learn), which represents a decrease of 457 regular program students, or -0.4 per cent, from the 2024-25 school year.

Attachment IV is a map of student population change by community. It conveys the changes that occurred in pre-k to Grade 12 enrolment, by community, from end-September 2024 to end-September 2025. Consistent with the large increases in student population growth across the system, the largest increase occurred in the northeast and north sectors, and the downtown area. The map also indicates the location of schools that are approved for either construction, planning and/or design. The Evanston Middle School will be the next new CBE school expected to open for the 2026-27 school year.

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment V. As of end-September 2025, 28,016 CBE students (or 19.7 per cent of total student population) were enrolled in alternative programs, which represents an increase of 458 students, or 1.7 per cent, from the 2024-25 school year.

Complex Learning Needs

Enrolment counts for the regular program include students with complex learning needs. Some schools have classes for students with complex learning needs that do not offer a regular program but do offer an alternative program. In these situations, enrolment for students with complex learning needs is reported separately. Schools that offer classes for students with complex learning needs, are known as specialized classes and can have grade configurations that differ from the school's regular or alternative program(s). For example, a school that accommodates kindergarten to Grade 4 students for the regular program may simultaneously offer Grade 5 complex learning classes.

A detailed list of classes and enrolment by school for students with complex learning needs is reported in Attachments VI and VII. As of end-September 2025, 3,112 CBE students (or 2.2 per cent of total student population) were enrolled in specialized classes (excluding Unique Settings), which represents a decrease of 61 students, or -1.9 per cent, from the 2024-25 school year.

A list of definitions and acronyms for specialized classes for students with complex learning needs is included in Attachment VIII.

Capacity and Utilization

Attachment IX provides provincial capacity and utilization rates for schools. The method for calculating Provincial Capacity is based on the on the “instructional” area determined for a school.

The following instructional spaces, if applicable for a particular school, are exempted and deducted from the total capacity of a school:

- areas leased to the public sector and non-profit groups, with the lease rate being at cost or for a nominal fee (e.g. not for profit daycare);
- areas leased by independent schools;
- areas leased by charter schools; and
- decentralized administration space in schools.

Area exemptions are not granted for space leased to the private sector for non-private school use.

Lease exemptions are a parameter in the formula used to calculate capacity and as such, a school's capacity has the potential to change from year to year. The execution of a new lease for space, changes to an existing lease arrangement, or the discontinuation of a leased space at a school can alter a school's capacity value.

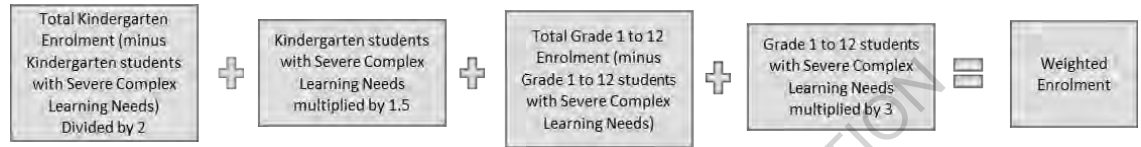
The calculation of utilization is based on a Provincial formula that “weights” students in the following categories:

- Kindergarten students who typically attend school on a half day basis (Early Development Centre and full-day kindergarten students are not weighted).

- K-12 students who have severe complex learning needs.

Students with a severe complex learning code may attend either a regular program or a specialized complex learning class.

The graphic below gives the calculation for weighted enrolment based on end of September student enrolment each year:



Once weighted enrolment is determined, utilization is calculated by dividing the weighted enrolment by the Provincial capacity.

Graph 4 shows the CBE System Utilization rates for the last 10 years. Utilization rates have been increasing since 2022. Between end-September 2024 and end-September 2025, the utilization rate of the CBE remained flat. As of end-September 2025, the utilization rate of the system is 95 per cent, which remained as the highest experienced in the last 10 years.

Graph 4: CBE System Utilization Rates (2015-2025)

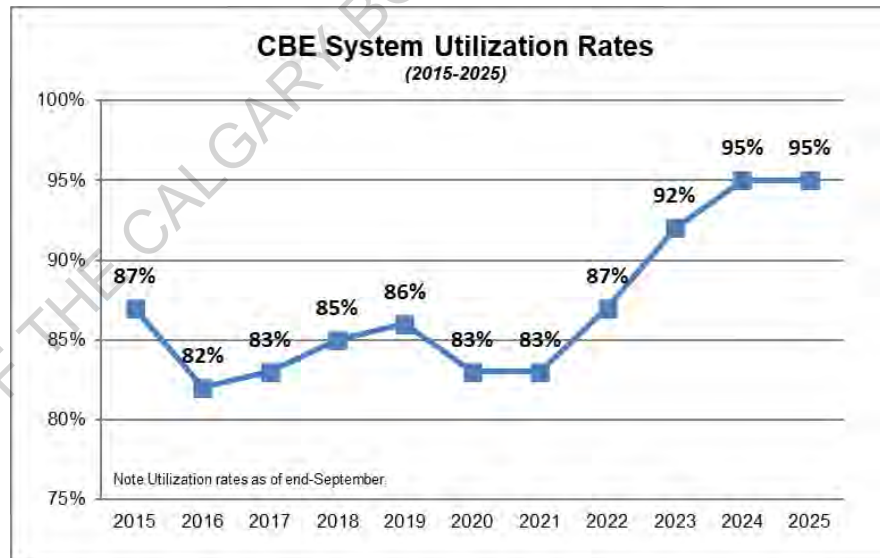


Table 2 shows the number of schools over, at, and under 85 per cent utilization per end-September 2024 enrolment data and end-September 2025 enrolment data with fewer schools over 85% compared with last school year.

Table 2: Comparison of number of schools over, at and under 85% utilization

	2024	2025	Change
Over 85%	171	165	-6
At 85%	0	1	1
Under 85%	67	71	4

Leases

Leases of space by Area and leasing of surplus school facilities are reported in Attachments X and XI. A total of 36,282.6 m² of space in operating CBE facilities is leased for the 2025-26 school year and primarily consists of space for non-profit childcare providers. Fifteen surplus school facilities are leased, primarily to charter schools.

5 | Financial Impact

The Alberta Government has updated its funding model, moving from a three-year Weighted Moving Average (WMA) to a two-year Adjusted Enrolment Method (AEM). The new approach determines the annual funding school jurisdictions receive and is designed to provide funding that is more responsive to growth while still providing stability for division with declining enrolments. Table 3 shows how the two-year AEM enrolment is calculated.

Table 3: Two-year AEM enrolment

School Year	Weighted Factor	Enrolment Count FTE
2024-2025	30%	Estimate
2025-2026	70%	Projection

Source: *Funding Manual for School Authorities 2025/2026 School Year*

Table 4 shows the number of full-time equivalent funded students for last school year and this school.

Table 4: Funding Full-time Enrolment (FTE) over two years

Student Count	2024-2025	2025-2026
Actual Funded FTE	136,155	136,998*

*Subject to review and confirmation by Alberta Education & Childcare

This means there are approximately 137,000 funded students within the CBE for the 2025-26 school year. Funded enrolments based on the AEM is also approximately 137,000 (*both figures are subject to review and confirmation by Alberta Education & Childcare*). Since CBE experienced flat growth year-over-year, the AEM enrolment method provides stability in this scenario. For rapidly growing school jurisdictions, however, the AEM approach will still attract less grant revenue than actual funded-student enrolment, but not as significant compared to the WMA method.

The CBE is aware that Alberta Education & Childcare is preparing a new funding model for Budget 2026-27 and is unaware at this time of what the implications, if any, this will have on AEM and funding.

6 | Conclusion

Between end-September 2024 and end-September 2025, enrolment growth remained flat at CBE with a total of 142,403 students.

Total enrolment is the highest ever experienced at CBE. The stability in enrolment continues to be attributable to interprovincial migration and non-Canadian student registrations through the CBE Welcome Centre, despite the overall decline in enrolment in pre-K, Kindergarten and Division I.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Welcome Centre Student Registrations 2025-2026
Attachment II:	End-September 2025 enrolment including out of attendance area
Attachment III:	CBE actual enrolment 2015-2025
Attachment IV:	Student population change by community
Attachment V:	Alternative program enrolment by school and grade
Attachment VI:	Specialized classes 2025-2026
Attachment VII:	Enrolment in specialized classes by school and by grade
Attachment VIII:	Specialized classes definitions
Attachment IX:	School capacity and utilization 2025-2026
Attachment X:	Leased space in operating CBE schools 2025-2026
Attachment XI:	Lease of surplus school facilities 2025-2026

GLOSSARY – Developed by the Board of Trustees

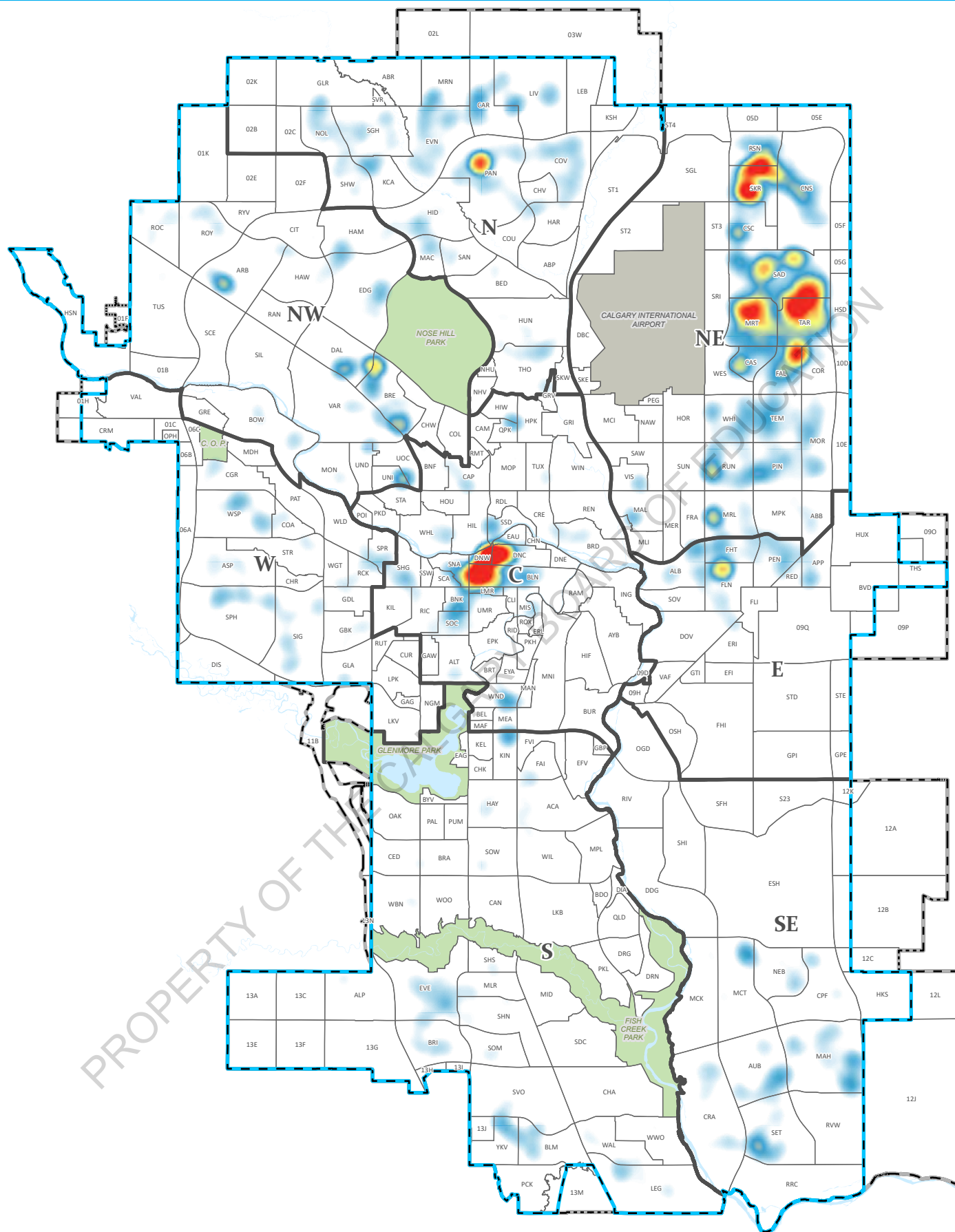
Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.



CALGARY BOARD OF EDUCATION
End-September 2025 enrolment including out-of-attendance area

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Arbour Lake School		722	-	-	-	-	-	-	-	145	164	169	206	-	-	-	38	14
Belvedere Parkway School		451	-	50	64	71	52	65	64	75	-	-	-	-	-	-	10	7
Bowcroft School		200	-	13	29	29	35	38	32	24	-	-	-	-	-	-		12
Bowcroft School	German Bilingual	155	-	24	26	19	31	22	14	19	-	-	-	-	-	-		1
Bowness High School		1,457	-	-	-	-	-	-	-	-	-	-	-	482	449	510	16	185
Brentwood School	Traditional Learning	809	-	96	124	126	124	121	107	111	-	-	-	-	-	-		27
Captain John Palliser School		266	-	8	22	22	39	39	33	89	-	-	-	-	-	-	14	28
Captain John Palliser School	Montessori	311	-	59	47	49	47	55	29	25	-	-	-	-	-	-	-	
Citadel Park School		500	-	64	80	79	92	116	69	-	-	-	-	-	-	-		1
Dr. E. W. Coffin School		180	-	11	22	28	29	26	29	35	-	-	-	-	-	-		48
Edgemont School		573	-	45	81	91	119	125	112	-	-	-	-	-	-	-		11
Eric Harvie School		467	-	63	77	77	93	87	70	-	-	-	-	-	-	-		18
F. E. Osborne School		445	-	-	-	-	-	-	-	-	144	151	150	-	-	-		18
F. E. Osborne School	French Immersion	212	-	-	-	-	-	-	-	82	50	43	37	-	-	-		10
H. D. Cartwright School		482	-	-	-	-	-	-	-	-	144	134	173	-	-	-	31	21
The Hamptons School		196	-	21	30	20	36	48	41	-	-	-	-	-	-	-		3
Hawkwood School		699	-	78	98	106	114	122	115	66	-	-	-	-	-	-		9
Marion Carson School		247	-	23	27	38	30	59	34	36	-	-	-	-	-	-		1
Marion Carson School	Chinese (Mandarin) Bilingual	254	-	52	52	52	54	44	-	-	-	-	-	-	-	-		
Ranchlands School		393	-	34	58	63	55	51	56	57	-	-	-	-	-	-	19	4
Robert Thirsk High School		1,429	-	-	-	-	-	-	-	-	-	-	-	419	451	516	43	54
Royal Oak School		555	-	72	110	115	125	133	-	-	-	-	-	-	-	-		2
Scenic Acres School		186	-	25	34	29	31	39	28	-	-	-	-	-	-	-		14
Silver Springs School		250	-	30	34	37	37	44	39	29	-	-	-	-	-	-		4
Simon Fraser School		658	-	-	-	-	-	-	112	82	140	169	155	-	-	-		6
Sir Winston Churchill High School		2,151	-	-	-	-	-	-	-	-	-	-	-	725	670	735	21	86
Terrace Road School		223	-	31	32	28	25	39	22	34	-	-	-	-	-	-	12	14
Thomas B. Riley School		212	-	-	-	-	-	-	-	-	62	60	64	-	-	-	26	9
Thomas B. Riley School	Traditional Learning	264	-	-	-	-	-	-	-	-	82	92	90	-	-	-	-	3
Tom Baines School		805	-	-	-	-	-	-	-	159	209	216	221	-	-	-		13
Tuscany School		232	-	24	25	35	43	41	46	-	-	-	-	-	-	-	18	9
Tuscany School	French Immersion	342	-	56	70	63	54	56	43	-	-	-	-	-	-	-	-	3
Twelve Mile Coulee School		707	-	-	-	-	-	-	-	163	174	189	181	-	-	-		38
West Dalhousie School		280	-	19	34	36	32	45	48	48	-	-	-	-	-	-	18	12
William D. Pratt School		884	-	-	-	-	-	-	126	186	192	186	191	-	-	-	3	8
AREA 1 TOTAL		18,197	-	898	1,176	1,213	1,297	1,415	1,269	1,465	1,361	1,409	1,468	1,626	1,570	1,761	269	693

CALGARY BOARD OF EDUCATION
End-September 2025 enrolment including out-of-attendance area

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Alex Munro School		306	-	22	52	43	52	57	33	47	-	-	-	-	-	-		44
Balmoral School	Traditional Learning	554	-	-	-	-	-	-	103	120	113	116	102	-	-	-		7
Banff Trail School	French Immersion	409	-	59	77	77	73	62	61	-	-	-	-	-	-	-		4
Beddington Heights School		426	-	35	63	63	77	54	60	65	-	-	-	-	-	-	9	29
Branton School	French Immersion	746	-	-	-	-	-	-	-	117	210	225	177	-	-	-	17	33
Buchanan School		176	-	23	22	32	21	21	22	18	-	-	-	-	-	-	17	9
Buffalo Rubbing Stone School		604	-	82	78	95	125	125	99	-	-	-	-	-	-	-		19
Cambrian Heights School		449	-	46	61	69	78	67	66	52	-	-	-	-	-	-	10	
Capitol Hill School		310	-	24	44	39	33	53	56	61	-	-	-	-	-	-		7
Captain Nichola Goddard School		993	-	-	-	-	-	-	-	225	234	276	258	-	-	-		14
Catherine Nichols Gunn School		436	-	55	87	72	54	69	43	56	-	-	-	-	-	-		16
Collingwood School	Spanish Bilingual	548	-	65	84	85	86	83	74	71	-	-	-	-	-	-		6
Colonel Irvine School		355	-	-	-	-	-	-	-	-	102	129	114	-	-	-	10	2
Colonel Irvine School	Chinese (Mandarin) Bilingual	436	-	-	-	-	-	-	99	88	93	84	72	-	-	-	-	
Colonel Sanders School	Traditional Learning	406	-	-	96	101	105	104	-	-	-	-	-	-	-	-		5
Dalhousie School	Spanish Bilingual	518	-	71	79	77	73	69	78	71	-	-	-	-	-	-		6
Dr. J. K. Mulloy School	Traditional Learning	519	-	100	103	107	105	104	-	-	-	-	-	-	-	-		8
Georges P. Vanier School		181	-	-	-	-	-	-	-	-	49	58	49	-	-	-	25	18
Georges P. Vanier School	French Immersion	412	-	-	-	-	-	-	-	86	105	115	106	-	-	-	-	10
Highwood School	Chinese (Mandarin) Bilingual	366	-	75	76	67	75	73	-	-	-	-	-	-	-	-		5
Huntington Hills School		220	-	11	31	31	38	28	35	31	-	-	-	-	-	-	15	13
James Fowler High School		1,618	-	-	-	-	-	-	-	-	-	-	-	462	501	580	75	71
John G. Diefenbaker High School		1,419	-	-	-	-	-	-	-	-	-	-	-	495	476	448		32
Kenneth D. Taylor		671	-	107	142	139	130	135	-	-	-	-	-	-	-	-	18	3
King George School	French Immersion	649	-	89	121	127	121	105	86	-	-	-	-	-	-	-		3
North Haven School		236	-	21	28	37	37	41	22	24	-	-	-	-	-	-	26	10
Panorama Hills School		489	-	59	71	72	93	88	80	-	-	-	-	-	-	-	26	14
Senator Patrick Burns School		147	-	-	-	-	-	-	-	-	39	46	48	-	-	-	14	12
Senator Patrick Burns School	Spanish Bilingual	405	-	-	-	-	-	-	-	-	139	150	116	-	-	-	-	3
Sir John A. Macdonald School		640	-	-	-	-	-	-	-	-	180	216	214	-	-	-	30	24
Sir John Franklin School	System Classes	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	
Sir John Franklin School	Arts Centered Learning	281	-	-	-	-	-	-	12	24	82	90	73	-	-	-	-	3
Thorncliffe School		203	-	15	25	28	35	27	26	47	-	-	-	-	-	-		27
Thorncliffe School	Traditional Learning	66	-	66	-	-	-	-	-	-	-	-	-	-	-	-		2
Varsity Acres School	French Immersion	559	-	68	103	92	104	122	70	-	-	-	-	-	-	-		6
W. O. Mitchell School	Spanish Bilingual	387	-	57	68	57	58	52	53	42	-	-	-	-	-	-		7

CALGARY BOARD OF EDUCATION
End-September 2025 enrolment including out-of-attendance area

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
William Aberhart High School		505	-	-	-	-	-	-	-	-	-	-	-	145	144	180	36	172
William Aberhart High School	French Immersion	809	-	-	-	-	-	-	-	-	-	-	-	306	276	227	-	11
AREA 2 TOTAL		18,517	-	1,150	1,511	1,510	1,573	1,539	1,178	1,245	1,346	1,505	1,329	1,408	1,397	1,435	391	655
Abbeydale School		342	-	34	60	43	57	46	42	52	-	-	-	-	-	-	8	16
Belfast School		166	-	16	22	20	21	17	27	24	-	-	-	-	-	-	19	82
Cappy Smart School		234	-	35	30	35	36	27	30	22	-	-	-	-	-	-	19	17
Colonel Macleod School		200	-	-	-	-	-	-	-	-	55	56	63	-	-	-	26	6
Colonel Macleod School	Traditional Learning	463	-	-	-	-	-	-	97	98	97	92	79	-	-	-	-	5
Coventry Hills School		585	-	69	98	72	113	126	107	-	-	-	-	-	-	-	-	5
Crescent Heights High School		1,359	-	-	-	-	-	-	-	-	-	-	-	420	417	455	67	363
Crescent Heights High School	Spanish Bilingual	258	-	-	-	-	-	-	-	-	-	-	-	89	90	79	-	-
Dr. Gladys McKelvie Egbert School		367	-	-	-	-	-	-	-	-	120	107	111	-	-	-	29	18
Erin Woods School		373	-	37	41	55	63	45	48	53	-	-	-	-	-	-	31	10
Ernest Morrow School		559	-	-	-	-	-	-	-	-	167	165	153	-	-	-	74	41
Forest Lawn High School		1,467	-	-	-	-	-	-	-	-	-	-	-	481	405	482	99	77
G. W. Skene School		175	-	-	-	-	-	57	63	50	-	-	-	-	-	-	5	14
Hidden Valley School		296	-	38	61	57	68	72	-	-	-	-	-	-	-	-	-	2
Hidden Valley School	French Immersion	250	-	37	55	50	54	54	-	-	-	-	-	-	-	-	-	8
Ian Bazalgette School		342	-	-	-	-	-	-	-	-	84	151	107	-	-	-	-	17
Ian Bazalgette School	Science	158	-	-	-	-	-	-	-	-	57	56	45	-	-	-	-	-
Jack James High School		379	-	-	-	-	-	-	-	-	-	-	-	114	92	139	34	1
James Short Memorial School		234	-	68	62	54	50	-	-	-	-	-	-	-	-	-	-	9
Keeler School		547	-	81	70	87	85	86	75	63	-	-	-	-	-	-	-	11
Mount View School		179	-	19	26	27	22	30	24	20	-	-	-	-	-	-	11	18
North Trail High School		2,089	-	-	-	-	-	-	-	-	-	-	-	628	730	706	25	16
Northern Lights School		581	-	84	91	97	98	112	99	-	-	-	-	-	-	-	-	6
Nose Creek School		980	-	-	-	-	-	-	-	221	237	250	236	-	-	-	36	13
Patrick Airlie School		219	-	26	32	25	37	34	29	36	-	-	-	-	-	-	-	20
Penbrooke Meadows School		223	-	18	31	40	27	37	23	27	-	-	-	-	-	-	20	16
Radisson Park School		366	-	47	47	48	58	62	49	55	-	-	-	-	-	-	-	19
Riverside School	System Classes	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-
Riverside School	Science	649	-	50	50	50	50	56	59	59	98	94	83	-	-	-	-	10
Roland Michener School		178	-	19	11	24	23	29	28	22	-	-	-	-	-	-	22	19
Rosedale School		248	-	16	18	23	22	30	33	15	27	29	35	-	-	-	-	29

CALGARY BOARD OF EDUCATION
End-September 2025 enrolment including out-of-attendance area

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Rosemont School		203	-	20	30	26	28	32	26	31	-	-	-	-	-	-	10	17
Stanley Jones School		328	-	41	58	62	62	38	31	36	-	-	-	-	-	-		15
Stanley Jones School	Alice Jamieson	112	-	-	-	-	-	12	26	17	22	19	16	-	-	-		
Sunnyside School		175	-	26	21	30	22	25	25	26	-	-	-	-	-	-		33
Valley Creek School		552	-	-	-	-	-	-	68	75	129	129	133	-	-	-	18	4
Valley Creek School	French Immersion	247	-	-	-	-	-	-	57	57	41	54	38	-	-	-	-	3
Valley View School		232	-	34	28	37	32	34	34	33	-	-	-	-	-	-		14
Valley View School	Science	343	-	45	49	50	50	50	50	49	-	-	-	-	-	-	-	
Vista Heights School		126	-	16	23	10	19	15	16	14	-	-	-	-	-	-	13	4
West Dover School		239	-	22	27	45	31	33	31	34	-	-	-	-	-	-	16	24
AREA 3 TOTAL		17,029	-	898	1,041	1,067	1,128	1,159	1,197	1,189	1,134	1,202	1,099	1,732	1,734	1,861	588	982
Annie Foote School		448	-	70	72	89	64	59	41	53	-	-	-	-	-	-		23
Annie Gale School		346	-	-	-	-	-	-	-	-	99	104	117	-	-	-	26	8
Annie Gale School	Traditional Learning	240	-	-	-	-	-	-	-	59	61	57	63	-	-	-	-	
Bob Edwards School		357	-	-	-	-	-	-	-	90	91	93	79	-	-	-	4	15
Bob Edwards School	French Immersion	184	-	-	-	-	-	-	-	-	62	66	56	-	-	-	-	1
Cecil Swanson School		325	-	39	54	42	43	49	42	43	-	-	-	-	-	-	13	34
Chief Justice Milvain School		206	-	25	34	32	28	23	33	31	-	-	-	-	-	-		5
Chief Justice Milvain School	Traditional Learning	375	-	51	50	50	75	75	74	-	-	-	-	-	-	-		1
Chris Akkerman School	Traditional Learning	655	-	102	101	102	105	120	125	-	-	-	-	-	-	-		2
Clarence Sansom School		776	-	-	-	-	-	-	-	-	199	230	310	-	-	-	37	19
Colonel J. Fred Scott School		382	-	46	39	55	62	52	68	60	-	-	-	-	-	-		20
Crossing Park School		1,017	-	58	87	73	85	101	66	103	171	150	112	-	-	-	11	21
Douglas Harkness School		303	-	43	33	39	51	43	44	50	-	-	-	-	-	-		3
Dr. Gordon Higgins School		692	-	-	-	-	-	-	-	-	216	219	228	-	-	-	29	14
Falconridge School		505	-	58	72	72	83	74	59	70	-	-	-	-	-	-	17	32
Grant MacEwan School		718	-	87	110	95	115	97	106	108	-	-	-	-	-	-		7
Guy Weadick School		453	-	58	73	75	84	64	47	52	-	-	-	-	-	-		5
Hugh A. Bennett School		702	-	143	147	149	137	109	-	-	-	-	-	-	-	-	17	8
Lester B. Pearson High School		1,612	-	-	-	-	-	-	-	-	-	-	-	478	526	568	40	62
Louise Dean School		28	-	-	-	-	-	-	-	-	-	-	1	2	4	21		
Manmeet Singh Bhullar School		540	-	62	71	84	99	83	79	62	-	-	-	-	-	-		10
Marlborough School		308	-	52	56	48	67	41	44	-	-	-	-	-	-	-		7
Mayland Heights School		144	-	19	12	22	20	30	18	23	-	-	-	-	-	-		46
Mayland Heights School	French Immersion	288	-	36	74	44	45	28	30	31	-	-	-	-	-	-		3
Monterey Park School		587	-	62	108	88	91	79	66	66	-	-	-	-	-	-	27	5
Nelson Mandela High School		1,978	-	-	-	-	-	-	-	-	-	-	-	636	639	637	66	32
O. S. Geiger School		506	-	63	71	72	72	73	63	66	-	-	-	-	-	-	26	2
Peter Lougheed School		1,033	-	-	-	-	-	-	209	206	179	208	197	-	-	-	34	
Pineridge School		339	-	11	28	42	34	27	70	96	-	-	-	-	-	-	31	26

CALGARY BOARD OF EDUCATION
End-September 2025 enrolment including out-of-attendance area

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Prairie Sky School		1,142	-	99	99	99	128	130	109	130	118	114	116	-	-	-		15
Rundle School		512	-	72	91	85	70	73	80	41	-	-	-	-	-	-		1
Saddle Ridge School		644	-	124	131	129	129	131	-	-	-	-	-	-	-	-		
Sir Wilfrid Laurier School	Traditional Learning	479	-	-	-	-	-	-	-	123	123	118	111	-	-	-	4	18
Taradale School		675	-	126	150	137	131	131	-	-	-	-	-	-	-	-		9
Ted Harrison School		907	-	-	-	-	-	-	157	175	187	181	185	-	-	-	22	10
Terry Fox School		618	-	-	-	-	-	-	-	-	207	166	199	-	-	-	46	10
AREA 4 TOTAL		21,024	-	1,506	1,763	1,723	1,818	1,692	1,630	1,738	1,713	1,706	1,774	1,116	1,169	1,226	450	474
Acadia School		427	-	43	62	58	72	69	56	67	-	-	-	-	-	-		15
Auburn Bay School		540	-	62	88	81	97	92	103	-	-	-	-	-	-	-	17	18
Bayside School		625	-	56	92	107	126	126	118	-	-	-	-	-	-	-		13
Bridlewood School		508	-	59	69	62	83	88	83	64	-	-	-	-	-	-		33
Centennial High School		1,781	-	-	-	-	-	-	-	-	-	-	-	554	597	585	45	61
Chaparral School		514	-	52	80	74	89	76	76	67	-	-	-	-	-	-		2
Copperfield School		587	-	67	98	109	119	93	101	-	-	-	-	-	-	-		5
Cranston School		601	-	76	129	133	128	135	-	-	-	-	-	-	-	-		2
Deer Run School		325	-	38	44	39	59	51	47	38	-	-	-	-	-	-	9	12
Douglasdale School		361	-	43	63	62	48	78	67	-	-	-	-	-	-	-		9
Dr. George Stanley School		962	-	-	-	-	-	-	132	199	226	205	200	-	-	-		16
Dr. Martha Cohen School		907	-	-	-	-	-	-	-	214	227	227	239	-	-	-		16
Fairview School	Traditional Learning	947	-	-	-	-	-	161	165	162	155	153	151	-	-	-		3
Fish Creek School		575	-	62	77	73	82	76	100	105	-	-	-	-	-	-		58
Haultain Memorial School		167	-	17	29	17	18	32	20	28	-	-	-	-	-	-	6	9
Joane Cardinal-Schubert High School		1,836	-	-	-	-	-	-	-	-	-	-	-	529	625	672	10	34
Lake Bonavista School	Montessori	402	-	72	69	67	73	45	38	38	-	-	-	-	-	-		
Lakeshore School		979	-	-	-	-	-	-	-	247	192	295	245	-	-	-		1
Le Roi Daniels School	Traditional Learning	608	-	146	149	157	156	-	-	-	-	-	-	-	-	-		
Lord Beaverbrook High School		2,055	-	-	-	-	-	-	-	-	-	-	-	709	701	581	64	92
Mahogany School		859	-	135	149	147	157	162	109	-	-	-	-	-	-	-		
Maple Ridge School	Science	410	-	88	75	73	95	79	-	-	-	-	-	-	-	-		1
McKenzie Highlands School		742	-	-	-	-	-	32	111	117	142	150	133	-	-	-	57	43
McKenzie Lake School		614	-	77	91	99	125	108	96	-	-	-	-	-	-	-	18	9
McKenzie Towne School		547	-	89	109	132	112	80	-	-	-	-	-	-	-	-	25	3
Midnapore School		269	-	19	27	35	46	48	35	47	-	-	-	-	-	-	12	26
Midnapore School	Chinese (Mandarin) Bilingual	170	-	32	37	41	32	28	-	-	-	-	-	-	-	-	-	3

CALGARY BOARD OF EDUCATION
End-September 2025 enrolment including out-of-attendance area

Attachment II

Schools highlighted in grey offer full-day kindergarten program.

SCSE = Self Contained Special Ed and represents system classes at the school level such as ACCESS, ALP, CSSI, etc.

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
MidSun School		632	-	-	-	-	-	-	-	-	177	217	205	-	-	-	33	33
Mountain Park School		584	-	-	-	-	-	-	-	139	139	137	153	-	-	-	16	19
New Brighton School		576	-	74	106	85	117	90	104	-	-	-	-	-	-	-		1
Prince Of Wales School		338	-	44	70	60	69	74	7	14	-	-	-	-	-	-		5
R. T. Alderman School	Science	700	-	-	-	-	-	-	120	124	174	136	146	-	-	-		6
Samuel W. Shaw School		844	-	-	-	-	-	-	98	125	186	190	213	-	-	-	32	16
Sibylla Kiddle School		571	-	70	91	96	103	102	109	-	-	-	-	-	-	-		33
Somerset School		208	-	30	34	51	52	41	-	-	-	-	-	-	-	-		10
Willow Park School	Arts Centered Learning	592	-	-	-	-	-	-	59	113	146	132	142	-	-	-		5
Wilma Hansen School		371	-	-	-	-	-	-	22	45	81	100	98	-	-	-	25	17
AREA 5 TOTAL		24,734	-	1,451	1,838	1,858	2,058	1,966	1,976	1,953	1,845	1,942	1,925	1,792	1,923	1,838	369	629
A. E. Cross School		501	-	-	-	-	-	-	-	-	129	147	196	-	-	-	29	32
A. E. Cross School	Spanish Bilingual	58	-	-	-	-	-	-	-	-	25	20	13	-	-	-	-	8
Altadore School		355	-	43	50	60	57	51	52	42	-	-	-	-	-	-		7
Alternative High School		118	-	-	-	-	-	-	-	-	-	-	-	16	23	51	28	
Andrew Sibbald School		310	-	40	49	52	62	55	52	-	-	-	-	-	-	-		10
Banting and Best School		176	-	41	48	47	40	-	-	-	-	-	-	-	-	-		11
Braeside School		205	-	21	25	27	36	40	23	33	-	-	-	-	-	-		23
Canyon Meadows School	Spanish Bilingual	431	-	75	87	70	77	62	60	-	-	-	-	-	-	-		35
Cedarbrae School		187	-	20	17	24	31	30	30	28	-	-	-	-	-	-	7	37
Central Memorial High School		1,568	-	-	-	-	-	-	-	-	-	-	-	554	457	536	21	125
Chinook Park School		244	-	17	38	43	44	26	40	36	-	-	-	-	-	-		18
Chinook Park School	French Immersion	298	-	47	54	44	47	37	39	30	-	-	-	-	-	-		12
David Thompson School		139	-	-	-	-	-	-	-	-	42	53	44	-	-	-		11
David Thompson School	French Immersion	541	-	-	-	-	-	-	78	78	138	126	121	-	-	-		14
Dr. E. P. Scarlett High School		1,432	-	-	-	-	-	-	-	-	-	-	-	487	476	464	5	96
Dr. E. P. Scarlett High School	French Immersion	394	-	-	-	-	-	-	-	-	-	-	-	138	130	126	-	1
Dr. Freda Miller School		473	-	43	73	74	83	104	96	-	-	-	-	-	-	-		13
Ethel M. Johnson School		315	-	24	34	30	46	48	46	41	-	-	-	-	-	-	46	9
Eugene Coste School	Spanish Bilingual	412	-	61	88	65	76	62	60	-	-	-	-	-	-	-		57
Evergreen School		519	-	67	79	78	77	102	99	-	-	-	-	-	-	-	17	31
Glenbrook School		278	-	24	39	46	36	50	28	55	-	-	-	-	-	-		19
Glenmeadows School	Spanish Bilingual	392	-	66	62	71	68	60	36	29	-	-	-	-	-	-		19
Harold Panabaker School		299	-	-	-	-	-	-	-	-	84	90	105	-	-	-	20	13
Harold Panabaker School	Chinese (Mandarin) Bilingual	100	-	-	-	-	-	-	13	27	20	19	21	-	-	-	-	2
Haysboro School		234	-	23	33	36	41	40	33	28	-	-	-	-	-	-		15
Henry Wise Wood High School		1,860	-	-	-	-	-	-	-	-	-	-	-	582	616	634	28	75
Janet Johnstone School		281	-	33	51	63	68	66	-	-	-	-	-	-	-	-		7
Janet Johnstone School	French Immersion	217	-	45	59	39	47	27	-	-	-	-	-	-	-	-		2
John Ware School		380	-	-	-	-	-	-	-	-	127	104	137	-	-	-	12	30

CALGARY BOARD OF EDUCATION
End-September 2025 enrolment including out-of-attendance area

Attachment II

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Louis Riel School	System Classes	132	-	-	-	-	-	7	23	28	32	22	20	-	-	-		
Louis Riel School	Science	774	-	66	66	66	76	81	56	85	96	92	90	-	-	-		10
Marshall Springs School		707	-	-	-	-	-	-	-	167	174	174	186	-	-	-	6	21
Nellie McClung School		357	-	36	49	58	61	50	49	54	-	-	-	-	-	-		53
Nickle School		472	-	-	-	-	-	-	-	124	166	58	84	-	-	-	40	18
Riverbend School		298	-	41	42	55	57	44	28	31	-	-	-	-	-	-		20
Robert Warren School	Spanish Bilingual	315	-	-	-	-	-	-	-	103	79	74	59	-	-	-		
Ron Southern School		522	-	69	68	68	91	72	68	68	-	-	-	-	-	-	18	5
Sam Livingston School	French Immersion	400	-	76	81	72	92	79	-	-	-	-	-	-	-	-		17
Sherwood School		332	-	-	-	-	-	46	32	58	65	58	73	-	-	-		14
Sundance School	French Immersion	569	-	88	100	95	85	81	56	64	-	-	-	-	-	-		8
Woodbine School		387	-	48	58	61	49	67	52	48	-	-	-	-	-	-	4	11
Woodlands School		257	-	29	38	44	36	40	33	28	-	-	-	-	-	-	9	21
Woodman School		241	-	-	-	-	-	-	-	-	66	76	99	-	-	-		25
Woodman School	French Immersion	303	-	-	-	-	-	-	29	33	93	90	58	-	-	-		10
AREA 6 TOTAL		18,783	-	1,143	1,388	1,388	1,483	1,427	1,211	1,318	1,336	1,203	1,306	1,777	1,702	1,811	290	965
Alexander Ferguson School		208	-	12	31	39	37	24	28	37	-	-	-	-	-	-		27
Battalion Park School		465	-	27	61	54	79	78	66	82	-	-	-	-	-	-	18	6
Bishop Pinkham School		173	-	-	-	-	-	-	-	-	47	61	59	-	-	-	6	14
Bishop Pinkham School	French Immersion	456	-	-	-	-	-	-	-	-	188	154	114	-	-	-	-	5
Briar Hill School		210	-	27	27	34	33	30	29	30	-	-	-	-	-	-		87
Colonel Walker School		185	-	25	28	32	32	27	17	19	-	-	-	-	-	-	5	7
Connaught School		545	-	90	115	74	66	75	66	59	-	-	-	-	-	-		10
Dr. Roberta Bondar School		560	-	49	73	75	91	94	92	86	-	-	-	-	-	-		12
Earl Grey School		246	-	12	23	46	38	38	45	30	-	-	-	-	-	-	14	29
Elbow Park School		228	-	23	37	33	37	32	35	31	-	-	-	-	-	-		1
Elboya School		232	-	-	-	-	-	42	41	41	33	38	37	-	-	-		11
Elboya School	French Immersion	329	-	-	-	-	-	-	45	59	88	73	64	-	-	-		8
Ernest Manning High School		2,005	-	-	-	-	-	-	-	-	-	-	-	641	670	680	14	62
Glamorgan School	Traditional Learning	758	-	82	78	76	81	81	83	84	66	63	64	-	-	-		2
Glendale School		224	-	17	25	41	33	38	35	35	-	-	-	-	-	-		33
Griffith Woods School		968	-	72	68	97	82	104	84	112	117	120	112	-	-	-		4
Hillhurst School		281	-	16	29	20	35	62	48	71	-	-	-	-	-	-		49
Jennie Elliott School		540	-	61	69	77	87	62	73	71	-	-	-	-	-	-	40	7
Killarney School	Montessori	347	-	61	66	58	51	42	31	38	-	-	-	-	-	-		10
Mount Royal School		426	-	-	-	-	-	-	-	-	156	131	133	-	-	-	6	16
Olympic Heights School		479	-	50	63	68	68	98	68	64	-	-	-	-	-	-		22
Queen Elizabeth School		430	-	47	52	63	68	76	55	69	-	-	-	-	-	-		13
Queen Elizabeth High School		932	-	-	-	-	-	-	-	-	160	155	171	135	119	109	83	112
Ramsay School		276	-	21	41	50	48	40	37	39	-	-	-	-	-	-		9

CALGARY BOARD OF EDUCATION
End-September 2025 enrolment including out-of-attendance area

Attachment II

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Richmond School		365	-	43	55	59	47	50	55	56	-	-	-	-	-	-		26
Rideau Park School		439	-	24	30	32	34	30	30	33	76	75	75	-	-	-		26
Simons Valley School		654	-	73	85	100	101	100	86	100	-	-	-	-	-	-	9	23
Sunalta School		368	-	40	40	57	53	63	52	63	-	-	-	-	-	-		76
University School		316	-	35	54	38	44	58	35	43	-	-	-	-	-	-	9	25
Vincent Massey School		789	-	-	-	-	-	-	-	-	235	267	258	-	-	-	29	19
West Ridge School		844	-	-	-	-	-	-	156	159	150	189	190	-	-	-		21
West Springs School		591	-	77	131	117	125	141	-	-	-	-	-	-	-	-		1
Western Canada High School		1,547	-	-	-	-	-	-	-	-	-	-	-	489	525	533		53
Western Canada High School	French Immersion	676	-	-	-	-	-	-	-	-	-	-	-	216	224	236		19
Westgate School	French Immersion	607	-	80	92	104	81	81	73	96	-	-	-	-	-	-		2
Wildwood School		500	-	48	65	67	72	79	70	69	-	-	-	-	-	-	30	17
William Reid School	French Immersion	320	-	69	77	55	56	63	-	-	-	-	-	-	-	-		4
Windsor Park School		154	-	20	35	54	45	-	-	-	-	-	-	-	-	-		5
AREA 7 TOTAL		19,673	-	1,201	1,550	1,620	1,624	1,708	1,535	1,676	1,316	1,326	1,277	1,481	1,538	1,558	263	873
Piitoayis Family School	Colonel Walker	213	-	14	39	27	41	37	28	27	-	-	-	-	-	-		
CENTRAL B TOTAL		213	-	14	39	27	41	37	28	27	-	-	-	-	-	-		
TOTAL		138,170	-	8,261	10,306	10,406	11,022	10,943	10,024	10,611	10,051	10,293	10,178	10,932	11,033	11,490	2,620	5,271

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
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OUTREACH PROGRAMS (includes NEXUS)

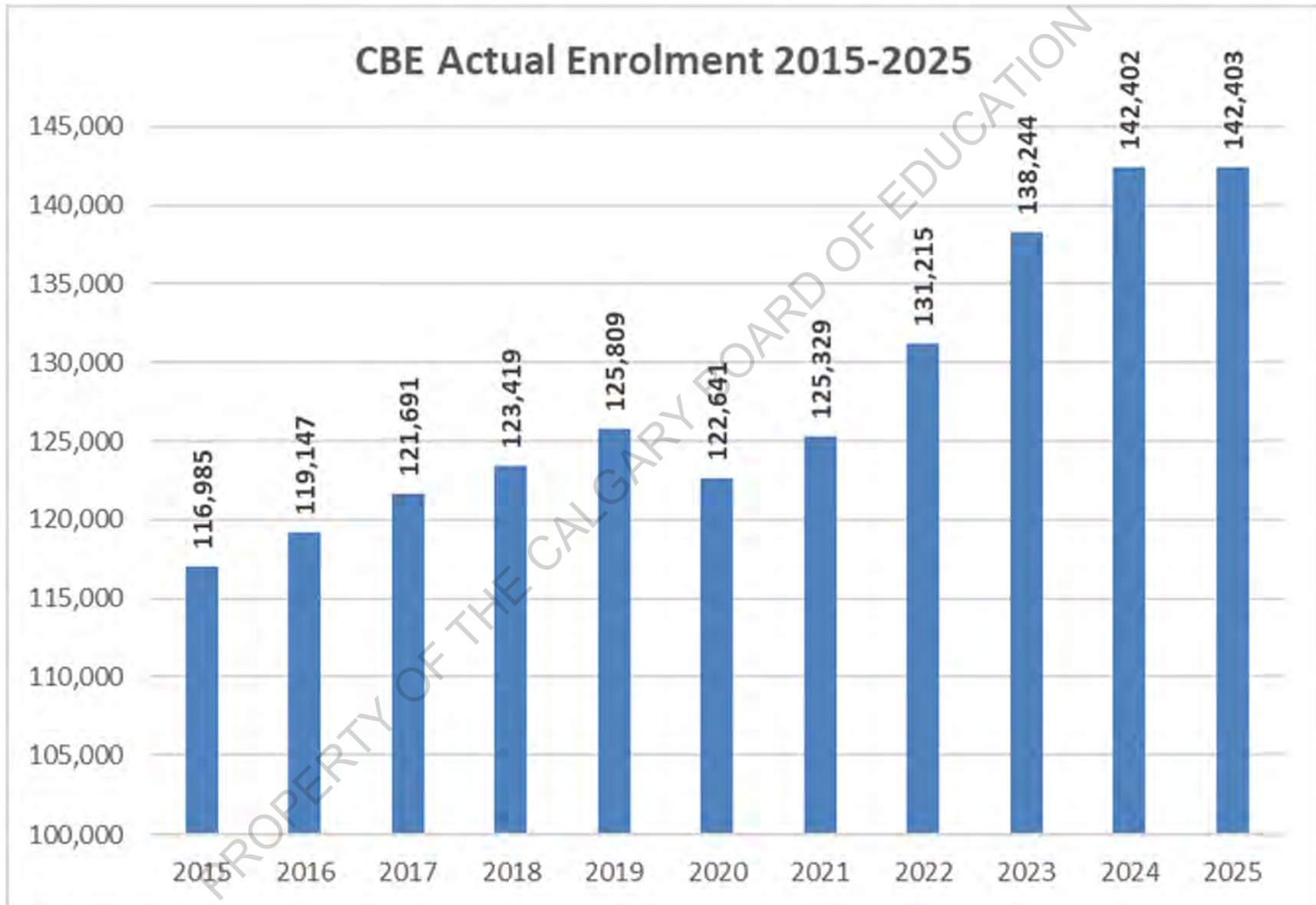
Discovering Choices	Downtown	302	-	-	-	-	-	-	-	-	-	-	-	-	25	262	15
Discovering Choices II	Marlborough	219	-	-	-	-	-	-	-	-	-	-	-	-	16	203	
Start Outreach - Bowness	Bowness	147	-	-	-	-	-	-	-	-	-	-	-	-	24	113	10
Westbrook Outreach	Westbrook	131	-	-	-	-	-	-	-	-	-	-	-	-	20	111	
TOTAL OUTREACH PROGRAMS		799	-	-	-	-	-	-	-	-	-	-	-	-	85	689	25

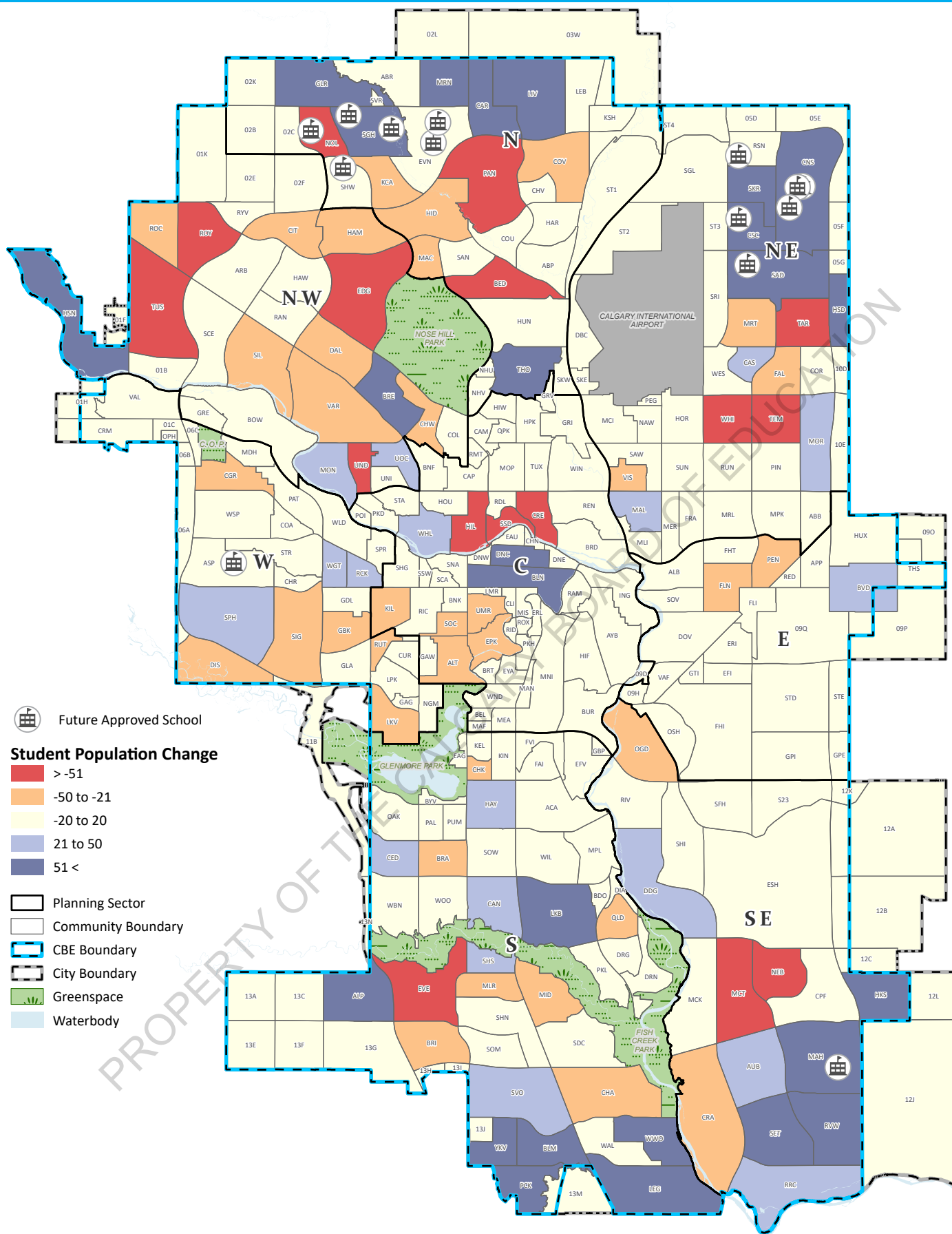
UNIQUE SETTINGS

Adolescent Day Treatment Program	8	-	-	-	-	-	-	-	-	-	-	-	1	1	4	2	
Adolescent Mental Health Services	11	-	-	-	-	-	-	-	-	2	-	3	2	2	2		
Children's Village School	68	-	-	2	6	6	11	12	15	-	-	-	-	-	-	-	16
Christine Meikle School	113	-	-	-	-	-	-	-	2	9	11	22	21	21	27	-	
Dr. Gordon Townsend School	13	-	1	-	3	-	1	-	1	2	1	-	2	-	2		
Dr. Oakley School	197	-	-	-	-	2	24	49	60	44	12	6	-	-	-	-	
Emily Follensbee School	85	-	1	12	6	21	10	9	19	3	4	-	-	-	-	-	
Niitsitapi Learning Centre	179	33	47	58	41	-	-	-	-	-	-	-	-	-	-	-	
West View School	53	-	-	-	-	-	-	-	-	1	-	3	6	11	32		
William Roper Hull School	92	-	-	1	4	4	5	4	6	9	13	13	11	11	11		
Wood's Homes School	62	-	-	-	-	-	1	1	-	4	8	15	15	8	10		
TOTAL UNIQUE SETTINGS	881	33	49	73	60	33	52	75	103	74	49	63	58	57	86	16	

Home Education	Windsor Park	378	-	-	38	45	43	41	39	52	37	30	41	4	4	4	-
CBe-learn*		1,263	-	-	8	13	24	24	37	46	48	94	93	58	114	704	-
Chinook Learning Services*		912	-	-	-	-	-	-	-	-	-	-	-	-	-	912	-
SUB-TOTAL		2,553	-	-	46	58	67	65	76	98	85	124	134	62	118	1,620	-
*includes students 20 years old and older																	

TOTAL ENROLMENT	142,403	33	8,310	10,425	10,524	11,122	11,060	10,175	10,812	10,210	10,466	10,375	11,052	11,293	13,885	2,661	5,271
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Alternative Program Enrolment by School and by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Alice Jamieson Girls' Academy						12	26	17	22	19	16				112
Stanley Jones School						12	26	17	22	19	16				112
Arts-Centred Learning							71	137	228	222	215				873
Sir John Franklin School							12	24	82	90	73				281
Willow Park School							59	113	146	132	142				592
Chinese (Mandarin) Bilingual		159	165	160	161	145	112	115	113	103	93				1326
Colonel Irvine School							99	88	93	84	72				436
Harold Panabaker School							13	27	20	19	21				100
Highwood School		75	76	67	75	73									366
Marion Carson School		52	52	52	54	44									254
Midnapore School		32	37	41	32	28									170
French Immersion		750	963	862	859	795	667	733	975	946	771	660	630	589	10200
Banff Trail School		59	77	77	73	62	61								409
Bishop Pinkham School									188	154	114				456
Bob Edwards School									62	66	56				184
Branton School								117	210	225	177				729
Chinook Park School		47	54	44	47	37	39	30							298
David Thompson School							78	78	138	126	121				541
Dr. E. P. Scarlett High School												138	130	126	394
Elboya School							45	59	88	73	64				329
F. E. Osborne School								82	50	43	37				212
Georges P. Vanier School								86	105	115	106				412
Hidden Valley School		37	55	50	54	54									250
Janet Johnstone School		45	59	39	47	27									217
King George School		89	121	127	121	105	86								649
Mayland Heights School		36	74	44	45	28	30	31							288
Sam Livingston School		76	81	72	92	79									400
Sundance School		88	100	95	85	81	56	64							569
Tuscany School		56	70	63	54	56	43								342
Valley Creek School							57	57	41	54	38				247
Varsity Acres School		68	103	92	104	122	70								559
Western Canada High School												216	224	236	676
Westgate School		80	92	104	81	81	73	96							607
William Aberhart High School												306	276	227	809
William Reid School		69	77	55	56	63									320
Woodman School							29	33	93	90	58				303
German Bilingual		24	26	19	31	22	14	19							155
Bowcroft School		24	26	19	31	22	14	19							155
Indigenous Focus		33	61	97	68	41	37	28	27						392
Niitsitapi Learning Centre	33	47	58	41											179
Piitoayis Family School		14	39	27	41	37	28	27							213

Alternative Program Enrolment by School and by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Montessori	192	182	174	171	142	98	102								1061
Captain John Palliser School	59	47	49	47	55	29	26								312
Killarney School	61	66	58	51	42	31	38								347
Lake Bonavista School	72	69	67	73	45	38	38								402
Science School	249	240	239	271	266	285	317	425	378	364					3034
Ian Bazalgette School									57	56	45				158
Louis Riel School	66	66	66	76	81	56	85	96	92	90					774
Maple Ridge School	88	75	73	95	79										410
R. T. Alderman School						120	124	174	136	146					700
Riverside School	50	50	50	50	56	59	59	98	94	83					649
Valley View School	45	49	50	50	50	50	49								343
Spanish Bilingual	395	468	425	438	388	361	316	243	244	188	89	90	79		3724
A. E. Cross School									25	20	13				58
Canyon Meadows School	75	87	70	77	62	60									431
Collingwood School	65	84	85	86	83	74	71								548
Crescent Heights High School												89	90	79	258
Dalhousie School	71	79	77	73	69	78	71								518
Eugene Coste School	61	88	65	76	62	60									412
Glenmeadows School	66	62	71	68	60	36	29								392
Robert Warren School							103	79	74	59					315
Senator Patrick Burns School								139	150	116					405
W. O. Mitchell School	57	68	57	58	52	53	42								387
Traditional Learning Centre	643	701	719	751	766	754	757	697	691	660					7139
Annie Gale School								59	61	57	63				240
Balmoral School							103	120	113	116	102				554
Brentwood School	96	124	126	124	121	107	111								809
Chief Justice Milvain School	51	50	50	75	75	74									375
Chris Akkerman School	102	101	102	105	120	125									655
Colonel Macleod School							97	98	97	92	79				463
Colonel Sanders School		96	101	105	104										406
Dr. J. K. Mulloy School	100	103	107	105	104										519
Fairview School					161	165	162	155	153	151					947
Glamorgan School	82	78	76	81	81	83	84	66	63	64					758
Le Roi Daniels School	146	149	157	156											608
Sir Wilfrid Laurier School							123	123	118	111					475
Thomas B. Riley School								82	92	90					264
Thornccliffe School		66													66
Grand Total	33	2473	2842	2666	2723	2573	2416	2540	2703	2603	2307	749	720	668	28016

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2025-2026**

Area	School	Program	# of Classes
1	Arbour Lake (6-9)	Learning & Literacy	2
1	Arbour Lake (6-9)	The Class	1
1	Belvedere Parkway (K-6)	Bridges	1
1	Bowness (10-12)	Paced Learning Program (PLP)	1
1	Captain John Palliser (K-6)	Learning & Literacy	1
1	Discovering Choices	Nexus	3
1	F.E. Osborne (6-9)	CASA	1
1	H.D. Cartwright (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
1	H.D. Cartwright (7-9)	Learning & Literacy	1
1	Ranchlands (K-6)	Bridges	1
1	Ranchlands (K-6)	Paced Learning Program (PLP)	1
1	Robert Thirsk High (10-12)	Adapted Learning Program (ALP)	1
1	Robert Thirsk High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
1	Robert Thirsk High (10-12)	Paced Learning Program (PLP)	1
1	Robert Thirsk High (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
1	Sir Winston Churchill High (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
1	Sir Winston Churchill High (10-12)	The Class	1
1	Terrace Road (K-6)	Adapted Learning Program (ALP)	1
1	Thomas B. Riley (7-9)	Adapted Learning Program (ALP)	1
1	Thomas B. Riley (7-9)	Paced Learning Program (PLP)	1
1	Tuscany (K-5)	Enhanced Educational Supports (EES)	2
1	West Dalhousie (K-6)	Enhanced Educational Supports (EES)	2
1	William D. Pratt (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
2	Beddington Heights (K-6)	The Class	1
2	Branton (6-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
2	Branton (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
2	Buchanan (K-6)	Enhanced Educational Supports (EES)	2
2	Cambrian Heights (K-6)	Bridges	1
2	Children's Village	Enhanced Educational Supports II	3
2	Colonel Irvine (5-9)	Bridges	1
2	Georges P. Vanier (6-9)	Learning & Literacy	2
2	Huntington Hills (K-6)	Learning & Literacy	1
2	James Fowler High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
2	James Fowler High (10-12)	Literacy, English & Academic Development (LEAD)	3
2	James Fowler High (10-12)	Paced Learning Program (PLP)	2
2	James Fowler High (10-12)	The Class	1
2	Kenneth D. Taylor (K-4)	Enhanced Educational Supports (EES)	2
2	North Haven (K-6)	Paced Learning Program (PLP)	2
2	Panorama Hills (K-5)	Enhanced Educational Supports (EES)	3
2	Senator Patrick Burns (7-9)	Paced Learning Program (PLP)	1
2	Sir John A. Macdonald (7-9)	Adapted Learning Program (ALP)	1
2	Sir John A. Macdonald (7-9)	Paced Learning Program (PLP)	1
2	Sir John Franklin (5-9)	Communication, Sensory and Social Interaction (CSSI)	2
2	Sir John Franklin (5-9)	Literacy, English & Academic Development (LEAD)	5
2	Sir John Franklin (5-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	William Aberhart High (10-12)	Adapted Learning Program (ALP)	2
2	William Aberhart High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Abbeydale (K-6)	Enhanced Educational Supports (EES)	1
3	Belfast (K-6)	Literacy, English & Academic Development (LEAD) Div. II	2
3	Cappy Smart (K-6)	Enhanced Educational Supports (EES)	3
3	Colonel Macleod (5-9)	Bridges	1
3	Colonel Macleod (5-9)	Literacy, English & Academic Development (LEAD) Div III	2
3	Crescent Heights High (10-12)	Bridges	1
3	Crescent Heights High (10-12)	Literacy, English & Academic Development (LEAD)	2
3	Crescent Heights High (10-12)	Paced Learning Program (PLP)	1
3	Crescent Heights High (10-12)	The Class	2
3	Dr. Gladys M. Egbert (7-9)	Paced Learning Program (PLP)	2
3	Erin Woods (K-6)	Adapted Learning Program (ALP)	1
3	Erin Woods (K-6)	Bridges	1
3	Erin Woods (K-6)	Enhanced Educational Supports (EES)	1
3	Ernest Morrow (7-9)	Bridges	1
3	Ernest Morrow (7-9)	Literacy, English & Academic Development (LEAD)	3
3	Ernest Morrow (7-9)	Paced Learning Program (PLP)	2
3	Forest Lawn High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Forest Lawn High (10-12)	Literacy, English & Academic Development (LEAD)	5
3	Forest Lawn High (10-12)	Paced Learning Program (PLP)	2
3	Forest Lawn High (10-12)	The Class	1

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2025-2026**

Area	School	Program	# of Classes
3	G.W. Skene (4-6)	Communication, Sensory and Social Interaction (CSSI)	1
3	Jack James High (10-12)	Paced Learning Program (PLP)	2
3	Mount View (K-6)	Literacy, English & Academic Development (LEAD) Div. II	2
3	Niitsitapi Learning Centre (K-2)	Indigenous Forward Preschool	4
3	North Trail High (10-12)	Communication, Sensory and Social Interaction (CSSI)	2
3	North Trail High (10-12)	Literacy, English & Academic Development (LEAD) Div IV	2
3	Nose Creek (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
3	Nose Creek (6-9)	Paced Learning Program (PLP)	2
3	Penbrooke Meadows (K-6)	Literacy, English & Academic Development (LEAD)	2
3	Riverside (K-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Roland Michener (K-6)	Bridges	1
3	Roland Michener (K-6)	Paced Learning Program (PLP)	1
3	Rosemont (K-6)	Bridges	1
3	Valley Creek (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
3	Valley Creek (5-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
3	Valley Creek (5-9)	The Class	1
3	Vista Heights (K-6)	Learning & Literacy	2
3	West Dover (K-6)	Enhanced Educational Supports (EES)	2
4	Annie Gale (6-9)	Learning & Literacy	2
4	Bob Edwards (6-9)	The Class	1
4	Cecil Swanson (K-6)	Bridges	1
4	Cecil Swanson (K-6)	Enhanced Educational Supports (EES)	1
4	Clarence Sansom (7-9)	Adapted Learning Program (ALP)	1
4	Clarence Sansom (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	2
4	Crossing Park (K-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Dr. Gordon Higgins (7-9)	Paced Learning Program (PLP)	2
4	Falconridge (K-6)	Enhanced Educational Supports (EES)	2
4	Hugh A. Bennett (K-4)	Enhanced Educational Supports (EES)	2
4	Lester B. Pearson High (10-12)	Adapted Learning Program (ALP)	2
4	Lester B. Pearson High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Monterey Park (K-6)	Enhanced Educational Supports (EES)	3
4	Nelson Mandela High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
4	Nelson Mandela High (10-12)	Literacy, English & Academic Development (LEAD) Div IV	2
4	Nelson Mandela High (10-12)	Paced Learning Program (PLP)	2
4	O.S. Geiger (K-6)	Enhanced Educational Supports (EES)	2
4	O.S. Geiger (K-6)	Paced Learning Program (PLP)	1
4	Peter Loughheed (5-9)	Learning & Literacy	1
4	Peter Loughheed (5-9)	Literacy, English & Academic Development (LEAD)	2
4	Pineridge (K-6)	Enhanced Educational Supports (EES)	4
4	Sir Wilfred Laurier (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
4	Ted Harrison (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
4	Ted Harrison (5-9)	Paced Learning Program (PLP)	1
4	Terry Fox (7-9)	Bridges	1
4	Terry Fox (7-9)	Literacy, English & Academic Development (LEAD)	3
4	Terry Fox (7-9)	The Class	1
5	Auburn Bay (K-5)	Enhanced Educational Supports (EES)	2
5	Centennial High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Centennial High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
5	Centennial High (10-12)	Paced Learning Program (PLP)	1
5	Centennial High (10-12)	The Class	1
5	Deer Run (K-6)	Bridges	1
5	Haultain Memorial (K-6)	Bridges	1
5	Joane Cardinal-Schubert High (10-12)	The Class	1
5	Lord Beaverbrook High (10-12)	Adapted Learning Program (ALP)	2
5	Lord Beaverbrook High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
5	Lord Beaverbrook High (10-12)	Paced Learning Program (PLP)	2
5	Lord Beaverbrook High (10-12)	The Class	1
5	McKenzie Highland (4-9)	Learning & Literacy	4
5	McKenzie Lake (K-5)	Enhanced Educational Supports (EES)	2
5	McKenzie Towne (K-4)	Enhanced Educational Supports (EES)	3
5	Midnapore (K-6)	Adapted Learning Program (ALP)	1
5	Midsun (7-9)	Adapted Learning Program (ALP)	1
5	Midsun (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Midsun (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Mountain Park (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
5	Mountain Park (6-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Mountain Park (6-9)	The Class	1

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2025-2026**

Area	School	Program	# of Classes
5	Samuel W. Shaw (5-9)	Paced Learning Program (PLP)	2
5	Wilma Hansen (5-9)	Bridges	1
5	Wilma Hansen (5-9)	Paced Learning Program (PLP)	1
5	Wilma Hansen (5-9)	RISE	1
6	A.E. Cross (7-9)	Paced Learning Program (PLP)	2
6	Alternative High (10-12)	The Class	2
6	Cedarbrae (K-6)	Bridges	1
6	Central Memorial High (10-12)	Bridges	1
6	Central Memorial High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
6	Central Memorial High (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	Dr. E.P. Scarlett High (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	Ethel M. Johnson (K-6)	Enhanced Educational Supports (EES)	2
6	Ethel M. Johnson (K-6)	Learning & Literacy	1
6	Ethel M. Johnson (K-6)	Paced Learning Program (PLP)	1
6	Evergreen (K-5)	Enhanced Educational Supports (EES)	2
6	Harold Panabaker (5-9)	Adapted Learning Program (ALP)	1
6	Harold Panabaker (5-9)	Learning & Literacy	1
6	Henry Wise Wood High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
6	Henry Wise Wood High (10-12)	Gifted and Talented Education (GATE)	3
6	Henry Wise Wood High (10-12)	Literacy, English & Academic Development (LEAD)	1
6	Henry Wise Wood High (10-12)	Paced Learning Program (PLP)	1
6	John Ware (7-9)	The Class	1
6	Louis Riel (K-9)	Gifted and Talented Education (GATE II/III)	7
6	Marshall Springs (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
6	Nickle (6-9)	Bridges	1
6	Nickle (6-9)	Learning & Literacy	2
6	Ron Southern (K-6)	Enhanced Educational Supports (EES)	2
6	Woodbine (K-6)	Communication, Sensory and Social Interaction (CSSI)	1
6	Woodlands (K-6)	Enhanced Educational Supports (EES)	1
7	Battalion Park (K-6)	Enhanced Educational Supports (EES)	2
7	Bishop Pinkham (7-9)	Communication, Sensory and Social Interaction (CSSI)	1
7	Colonel Walker (K-6)	Bridges	1
7	Earl Grey (K-6)	Learning & Literacy	1
7	Ernest Manning High (10-12)	Paced Learning Program (PLP)	1
7	Hillhurst (K-6)	Gifted and Talented Education (GATE)	5
7	Jennie Elliott (K-6)	Deaf and Hard of Hearing	4
7	Mount Royal (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
7	Queen Elizabeth High (7-12)	Deaf and Hard of Hearing (III/IV)	5
7	Queen Elizabeth High (7-12)	Gifted and Talented Education (GATE III/IV)	8
7	Queen Elizabeth High (7-12)	RISE	1
7	Queen Elizabeth High (7-12)	The Class	2
7	Simons Valley (K-6)	Enhanced Educational Supports (EES)	1
7	University (K-6)	Enhanced Educational Supports (EES)	1
7	Vincent Massey (7-9)	Bridges	1
7	Vincent Massey (7-9)	Learning & Literacy	1
7	Vincent Massey (7-9)	Literacy, English & Academic Development (LEAD)	1
7	Wildwood (K-6)	Enhanced Educational Supports (EES)	2
7	Wildwood (K-6)	Paced Learning Program (PLP)	1

TOTAL CLASSES 292

Enrolment in Specialized Classes by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
ACCESS								31	26	19	27	12	22	137
Branton School								3	7	1				11
Centennial High School											3	3	3	9
Clarence Sansom School								11	6	7				24
Crossing Park School								6	4	1				11
Forest Lawn High School											10	1		11
H. D. Cartwright School								5	1	5				11
Henry Wise Wood High School											3	2	5	10
Lester B. Pearson High School											4	5	5	14
MidSun School								6	4	3				13
Riverside School									4	2				6
William Aberhart High School											7	1	9	17
ALP (Adapted Learning Program)					14	12	10	18	26	19	27	25	28	179
Clarence Sansom School								7	5	1				13
Erin Woods School					5	7								12
Harold Panabaker School								2	3	5				10
Lester B. Pearson High School											11	5	10	26
Lord Beaverbrook High School											3	10	7	20
Midnapore School					6	2	4							12
MidSun School								3	8	3				14
Robert Thirsk High School											5	4	6	15
Sir John A. Macdonald School								2	5	7				14
Terrace Road School					3	3	6							12
Thomas B. Riley School								4	5	3				12
William Aberhart High School											8	6	5	19
Bridges		6	14	18	31	22	19	17	16	10	11	4	168	
Belvedere Parkway School					4	5	1							10
Cambrian Heights School				1	2	3	4							10
Cecil Swanson School				1	3	1	1							6
Cedarbrae School				2	2	2	1							7
Central Memorial High School											5	5	2	12
Colonel Irvine School								3	3	4				10
Colonel Macleod School								1	5	2				8
Colonel Walker School				1	1	2								5
Crescent Heights High School											5	6	2	13
Deer Run School				5		3	1							9
Erin Woods School			2		2	3	3							10
Ernest Morrow School								3	5	2				10
Haultain Memorial School				1		3	2							6
Nickle School								5	1	1				7
Ranchlands School			1	1		4	2							8
Roland Michener School				1	3	4	2							10
Rosemont School			2	1	1	1	5							10
Terry Fox School								2	1	2				5
Vincent Massey School								3	2	1				6
Wilma Hansen School								2		4				6

Enrolment in Specialized Classes by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
CSSI					2	3	4	13	13	29	11	18	14	107
Bishop Pinkham School								2	2	2				6
Branton School								1	3	2				6
Centennial High School											2		3	5
Central Memorial High School												1	2	3
G. W. Skene School					1	1	3							5
James Fowler High School											1	1	3	5
Lord Beaverbrook High School												5	1	6
Marshall Springs School								2	1	3				6
Mountain Park School								1	1	3				5
Nelson Mandela High School											1	4	1	6
North Trail High School											5	4	3	12
Nose Creek School										6				6
Robert Thirsk High School											2	3	1	6
Sir John Franklin School								2	2	4				8
Sir Wilfrid Laurier School										4				4
Ted Harrison School								2	2	2				6
Valley Creek School								3		2				5
William D. Pratt School									2	1				3
Woodbine School					1	2	1							4
DHH (Deaf and Hard of Hearing)	6	9	4	6	5	10	9	6	8	8	8	8	8	87
Jennie Elliott School	6	9	4	6	5	10								40
Queen Elizabeth High School								9	6	8	8	8	8	47
EES (Enhanced Educational Supports)	67	88	110	78	62	52								457
Abbeydale School			7				1							8
Auburn Bay School	1	5	2	7			2							17
Battalion Park School		4	7	4			3							18
Buchanan School	3	1	7	2	2		2							17
Cappy Smart School	3	6	3	4	1	2								19
Cecil Swanson School		3	2	1	1									7
Children's Village School			2	3	6	5								16
Erin Woods School	3	4	2											9
Ethel M. Johnson School	3	2	2	4	5	2								18
Evergreen School	1	4	6	2	3	1								17
Falconridge School	2	6	4	4		1								17
Hugh A. Bennett School		5	4	2	5	1								17
Kenneth D. Taylor School	1	3	5	3	4	2								18
McKenzie Lake School	4	2	3	5	3	1								18
McKenzie Towne School	8	4	4	3	3	3								25
Monterey Park School	4	3	8	7	3	2								27
O. S. Geiger School	2	3	4	1	4	3								17
Panorama Hills School	5	3	6	5	2	5								26
Pineridge School	2	6	5	7	9	2								31
Ron Southern School	4	4	5	3	2									18
Simons Valley School	4	1	2		1	1								9
Tuscany School	3		4	3	3	5								18
University School	3	2	2		1	1								9
West Dalhousie School	2	5	3	3	1	4								18
West Dover School		6	5		3	2								16
Wildwood School	6	5	4	2		1								18
Woodlands School	3	1	2	3										9

Enrolment in Specialized Classes by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
GATE					36	51	73	68	51	57	37	41	37	451
Henry Wise Wood High School											20	25	18	63
Hillhurst School					29	28	45							102
Louis Riel School					7	23	28	32	22	20				132
Queen Elizabeth High School								36	29	37	17	16	19	154
L&L					6	27	59	76	74	60				302
Annie Gale School								9	8	9				26
Arbour Lake School								5	13	9				27
Captain John Palliser School					2	5	7							14
Earl Grey School					2	2	10							14
Ethel M. Johnson School						4	10							14
Georges P. Vanier School								7	10	8				25
H. D. Cartwright School								9	5	6				20
Harold Panabaker School									5	5				10
Huntington Hills School					1	6	8							15
McKenzie Highlands School						5	17	20	10	5				57
Nickle School								14	10	9				33
Peter Lougheed School								5	7	4				16
Vincent Massey School								7	6	5				18
Vista Heights School					1	5	7							13
LEAD					6	25	46	41	46	40	37	45	38	324
Belfast School					2	6	11							19
Colonel Macleod School								6	6	6				18
Crescent Heights High School												6	5	11
Ernest Morrow School								10	11	12				33
Forest Lawn High School											13	16	16	45
Henry Wise Wood High School											1	2	2	5
James Fowler High School											8	5	6	19
Mount View School					3	4	4							11
Nelson Mandela High School											11	11	5	27
North Trail High School											4	5	4	13
Penbrooke Meadows School					1	4	15							20
Peter Lougheed School						4	3	4	3	4				18
Sir John Franklin School						7	13	13	11	6				50
Terry Fox School								8	13	9				30
Vincent Massey School									2	3				5
NEXUS											2	8	15	25
Discovering Choices											2	5	8	15
START Outreach												3	7	10

Enrolment in Specialized Classes by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PLP					12	25	53	71	94	85	85	86	76	587
A. E. Cross School								6	7	16				29
Bowness High School											7	5	4	16
Centennial High School											3	7	8	18
Crescent Heights High School											6	4	5	15
Dr. Gladys McKelvie Egbert School								7	15	7				29
Dr. Gordon Higgins School								7	12	10				29
Ernest Manning High School											5	3	6	14
Ernest Morrow School								8	8	15				31
Ethel M. Johnson School					5	1	8							14
Forest Lawn High School											8	12	8	28
Henry Wise Wood High School											3	9	1	13
Jack James High School											19	11	4	34
James Fowler High School											14	11	10	35
Lord Beaverbrook High School											2	11	10	23
Nelson Mandela High School											13	8	12	33
North Haven School					3	8	15							26
Nose Creek School							4	10	10	6				30
O. S. Geiger School					1	4	4							9
Ranchlands School					1	4	6							11
Robert Thirsk High School											5	5	8	18
Roland Michener School					1	3	8							12
Samuel W. Shaw School							2	12	9	9				32
Senator Patrick Burns School								5	5	4				14
Sir John A. Macdonald School								5	9	2				16
Ted Harrison School								6	7	3				16
Thomas B. Riley School								3	6	5				14
Wildwood School					1	5	6							12
Wilma Hansen School								2	6	8				16
RISE								2	4	6				12
Queen Elizabeth High School								1	3	5				9
Wilma Hansen School								1	1	1				3
TASC								11	12	5	9	7	4	48
Central Memorial High School											1	4	1	6
Dr. E. P. Scarlett High School											5			5
MidSun School								3	1	2				6
Mount Royal School								2	3	1				6
Mountain Park School								2	4					6
Robert Thirsk High School											2	1	1	4
Sir John Franklin School								1	4					5
Sir Winston Churchill High School											1	2	2	5
Valley Creek School								3		2				5

Enrolment in Specialized Classes by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
The Class					1	2	6	12	19	31	52	46	59	228
Alternative High School											8	10	10	28
Arbour Lake School								4	4	3				11
Beddington Heights School					1	2	6							9
Bob Edwards School								1	2	1				4
Centennial High School											4	1	8	13
Crescent Heights High School											8	7	13	28
Forest Lawn High School											3	3	9	15
James Fowler High School											4	5	7	16
Joane Cardinal-Schubert High School											6	3	1	10
John Ware School									4	8				12
Lord Beaverbrook High School											4	5	6	15
Mountain Park School								1		4				5
Queen Elizabeth High School									3	8	7	9		27
Sir Winston Churchill High School											8	3	5	16
Terry Fox School								4	1	6				11
Valley Creek School								2	5	1				8
Grand Total		73	103	128	179	243	335	371	388	375	305	307	305	3112

appendix | Specialized Classes Definitions

Specialized Classes

ACCESS - *Attitude, Community Competence, Elements of Academic Curriculum, Social Skills*

The Attitude, Community Competence, Elements of Academic Curriculum, Social Skills (ACCESS) class provides educational programming for students in grades 7-12 with moderate to severe cognitive disabilities and low to extremely low adaptive skills. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. Students receive modified programming that focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, vocational skills and skills for self-regulation. The instructional team includes a teacher, education assistant(s) and a lunchroom supervisor. Additional supports from multi-disciplinary team members may include consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech language pathologists, physiotherapists and psychologists.

ALP - *Adapted Learning Program*

The Adapted Learning Program (ALP) provides educational programming for students in grades 4-12 with moderate cognitive disabilities and low to extremely low adaptive skills. ALP programming focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, vocational skills and skills for self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. The instructional team includes a teacher and education assistant(s). Additional supports from multi-disciplinary team members may include consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists and psychologists.

CSSI - *Communication, Sensory, Social Interaction*

The Communication, Sensory, Social Interaction (CSSI) class provides educational programming for students with multiple and complex learning, behaviour, and communication needs in grades 4-12. Students receive modified programming that focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, vocational skills, and skills for self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. The instructional team includes a teacher, education assistants and a lunchroom supervisor. Additional supports from multi-disciplinary team members may include consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists and psychologists.

EES - Enhanced Educational Supports

The Enhanced Educational Supports (EES) class provides educational programming for students in grades 1-6 with moderate to severe developmental disabilities. The EES class focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, functional living skills, and skills for self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. The classroom team includes a teacher, education assistants and a lunchroom supervisor. Additional supports from multi-disciplinary team members may include consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists, and psychologists.

PLP - Paced Learning Program

The Paced Learning Program (PLP) provides educational programming for students in grades 4 to 12 who have been diagnosed as having a mild intellectual disability and below average to low average adaptive functioning (e.g., social, communication, practical daily living). In PLP, students access the Alberta Program of Studies with adaptations to learning outcomes as appropriate to each individual. Additional areas of focus for learning include communication, social interaction, leisure skills, self-regulation skills, functional living skills, and vocational skills. Programming is personalized to support the unique strengths and needs of each student. The classroom team includes a teacher and an educational assistant, and additional supports may be provided in consultation with a multidisciplinary team.

TASC - Teaching Attitude, Social and Communication Skills

The Teaching of Attitude, Social and Communication Skills (TASC) class provides educational programming for students in grades 7-12 who have been diagnosed with moderate to severe developmental disabilities. Students receive modified programming that focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, and skills, vocational skills for self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. The classroom team consists of a teacher, educational assistants and a lunchroom supervisor. Additional supports from multi-disciplinary team members includes consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists and psychologists.

Deaf and Hard of Hearing (DHH)

The Deaf and Hard of Hearing (DHH) class provides educational programming for students in grades 1-12 whose hearing loss significantly impacts their language development and learning. DHH classes offer unique educational environments, including direct English language instruction, communicative supports, and services. Curriculum adaptations, instructional accommodations, integration opportunities, and learning technologies are personalized based on each student's strengths and needs. Programming options for DHH students include communication and instruction through Aural/Oral and/or bilingual approaches.

Aural/Oral Approach

This approach emphasizes the use of hearing technology, residual hearing, speech, speech-reading, written English, and visual supports. The primary goal is to develop skills in listening and spoken language, reading and writing, and self-advocacy. Aural/Oral programming is recommended for families who prefer their children to learn through aural methods of input (listening to English) and oral expression (speaking).

Bi-lingual - ASL/English Approach

This approach emphasizes the use of American Sign Language (ASL) for language learning. The primary goal is to optimize students' communication abilities in ASL alongside English literacy and numeracy skills. Students may utilize personal technology and FM/DM systems. ASL/English programming is recommended for families who prefer their children to learn through direct instruction in American Sign Language, or for students who require sign language to communicate.

Literacy, English and Academic Development (LEAD)

Students identified as EAL (English as an Additional Language) learners, who have limited formal school experiences may access a specialized program called Literacy, English and Academic Development (LEAD). The offer of placement for LEAD is made through the Welcome Centre, at the time of initial registration; placement offers are made throughout the year.

LEAD students are supported by intensive programming focused on literacy, numeracy, and English language development (ELD). Students may have limited skills in home language literacy and numeracy, and most have not started to acquire English language skills. Interventions (academic and social/emotional) are provided for students who may be at risk of disengaging from school. The goal of the program is to make significant educational gains over a 20-month period so students can successfully transition into mainstream classrooms.

A LEAD Program is not a remedial program for EAL learners. LEAD is not offered to students with formal school experience or who have already acquired age/grade appropriate home language literacy and academic knowledge.

Learner Profile:

- Refugee or newcomer status
- age appropriate for grades 4-12
- limited, interrupted, or no school experience
- limited literacy and numeracy skills in home language
- limited literacy and numeracy skills in English
- may have complex social and emotional needs

Gifted and Talented (GATE)

Alberta Education describes giftedness as exceptional performance and/or potential in learning rate, depth of knowledge, reasoning and problem-solving abilities when compared with others of the same age, experience and environment. Giftedness presents across a wide range of abilities: general intellectual, specific academic, creative thinking, social, musical, artistic, kinesthetic. (Alberta Education, 2004). Educational programming in the GATE class centers on the application of higher level thinking skills while offering opportunities to explore areas of particular interest, strength or need for students in grades 4-12.

Learning & Literacy (L&L)

The Learning and Literacy (L&L) class provides educational programming for students in grades 4 to 9 who have been identified with Learning Disabilities impacting reading acquisition. Students diagnosed with a Specific Learning Disorder with impairment in reading can also be referred when there are indications that they are able to leverage supports through spoken language.

The goal of L&L is to assist each student gaining skills, knowledge, and competencies in reaching their academic, social, and emotional potential. The emphasis for instruction is on developing literacy skills (reading and writing) within an inclusive classroom environment. Inclusive learning technologies, curriculum design, accommodations, and all key components of programming for students with learning disabilities are implemented based on each student's individual needs.

Mental Health and Wellness

Bridges

The Bridges class provides educational programming for students in grades 1-12 who present with complex and severe mental health challenges and overt, dysregulated behaviours significantly impacting their academic engagement and well-being. Educational programming focuses on building both social-emotional and academic competencies through the utilization of a continuum of support and services. Social-Emotional Learning instruction is aligned with CASEL's competencies as identified within the CBE's Well-Being Framework.

The classroom team includes a teacher and a Bridges Support Worker. Students receive additional support through consultation and collaboration with a multi-disciplinary team, including system specialists, area strategists, school-family liaisons, and psychologists. As individual students develop and practice their social-emotional skills and demonstrate readiness, support is provided to transition them toward partial or complete integration into their community school.

The Class

The Class provides educational programming for students in grades 4-12 who present with complex and severe mental health challenges and internalized, dysregulated behaviours significantly impacting their academic engagement and well-being. Social-emotional instruction in The Class emphasizes self-awareness, self-regulation, peer and social relationship skills, and strategies for engaging in academic learning. Social-Emotional Learning instruction is aligned with CASEL's competencies as identified within the CBE's Well-Being Framework.

The classroom team includes a teacher and a Behaviour Support Worker. Students receive additional support through consultation and collaboration with a multi-disciplinary team, including system specialists, area strategists, school-family liaisons, and psychologists. As individual students develop and practice their social-emotional skills and demonstrate readiness, support is provided to transition them toward partial or complete integration into their community school.

RISE - Reaching Independence through Support and Education

Reaching Independence through Support and Education (RISE) provides educational programming for students in grades 7-9 who have significant complex internalizing mental health disorders which severely impair functioning. The goal of the program is to build on strengths as well as identify and address barriers to mental well-being, school engagement and academic success. Academic programming is personalized based on individual student needs and readiness. Program staff includes one teacher and Behaviour Support Worker, Recovery Alberta for therapeutic support and consultation, and a School Family Liaison who is available to support student families in their homes.

Nexus

Nexus provides educational programming for students in grades 10–12 experiencing complex emotional, social and/or behavioral challenges. These challenges have had a significant impact on the student's learning and well-being. Nexus staff use a strength based approach to create an emotionally, physically, and psychologically safe classroom. Building on positive relationships established through personalized curriculum design, staff support students to work towards enhancing their social, emotional, and academic growth. This process may include assessment of current needs, life skills development, work experience support, and collaborating with community supports.

Educational programming and instructional accommodations are personalized, based on the individual needs of each student. The Nexus program works with the student and their natural and professional supports to identify strengths to increase personal capacity and resiliency. Classes are typically staffed with three support people including at least one CBE teacher and one behaviour support worker. A CBE psychologist is an integral part of the Nexus team providing consultation regarding appropriate programming, day to day strategies and individual counselling when students are ready.

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School Capacity and Utilization 2025 - 2026

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. $\text{Weighted Enrolment} = (\text{Kindergarten minus Kindergarten Special Education Severe}) \div 2 + (\text{Kindergarten Special Education Severe multiplied by } 1.5) + (\text{GR } 1\text{-}12 \text{ enrolment minus GR } 1\text{-}12 \text{ Special Education Severe}) + (\text{GR } 1\text{-}12 \text{ Special Education Severe multiplied by } 3)$
- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2024 WEIGHTED ENROLMENT	2024 PROVINCIAL % UTILIZ.	2025 WEIGHTED ENROLMENT	2025* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2025 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2024 to 2025)
AREA 1							
ARBOUR LAKE SCHOOL	856	96%	796	892	8	89%	-7%
BELVEDERE PARKWAY SCHOOL	523	96%	473	543	0	87%	-9%
BOWCROFT SCHOOL	371	78%	363	499	0	73%	-6%
BOWNESS HIGH SCHOOL	1577	94%	1593	1672	0	95%	1%
BRENTWOOD SCHOOL	772	99%	790	778	0	102%	2%
CAPTAIN JOHN PALLISER SCHOOL	616	97%	593	635	0	93%	-4%
CHRISTINE MEIKLE SCHOOL	369	79%	337	466	0	72%	-7%
CITADEL PARK SCHOOL	506	105%	516	481	8	107%	2%
DR. E. W. COFFIN SCHOOL	211	97%	191	218	1	87%	-9%
EDGEMONT SCHOOL	626	94%	589	666	14	88%	-6%
ERIC HARVIE SCHOOL	457	76%	472	602	6	78%	2%
F. E. OSBORNE SCHOOL	736	102%	725	719	0	101%	-2%
H. D. CARTWRIGHT SCHOOL	542	91%	552	593	2	93%	2%
HAWKWOOD SCHOOL	697	107%	725	653	0	111%	4%
MARION CARSON SCHOOL	485	93%	499	521	2	96%	3%
RANCHLANDS SCHOOL	433	87%	453	496	8	91%	4%
ROBERT THIRSK HIGH SCHOOL	1689	113%	1675	1497	0	112%	-1%
ROYAL OAK SCHOOL	591	108%	568	545	10	104%	-4%
SCENIC ACRES SCHOOL	193	106%	186	183	7	101%	-4%
SILVER SPRINGS SCHOOL	272	95%	257	286	1	90%	-5%
SIMON FRASER SCHOOL	706	93%	712	690	6	103%	10%
SIR WINSTON CHURCHILL HIGH SCHOOL	2387	119%	2343	2014	12	116%	-2%
TERRACE ROAD SCHOOL	224	73%	262	308	0	85%	12%
THE HAMPTONS SCHOOL	179	75%	207	240	4	86%	11%
THOMAS B. RILEY SCHOOL	536	77%	552	698	0	79%	2%
TOM BAINES SCHOOL	862	111%	837	776	1	108%	-3%
TUSCANY SCHOOL	593	94%	587	634	14	93%	-1%
TWELVE MILE COULEE SCHOOL	729	82%	769	893	16	86%	5%
WEST DALHOUSIE SCHOOL	338	104%	325	325	6	100%	-4%
WILLIAM D. PRATT SCHOOL	1000	112%	942	894	8	105%	-7%
AREA 1 - TOTAL	20,073	98%	19,884	20,417	134	97%	-1%

School Capacity and Utilization 2025 - 2026

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. $\text{Weighted Enrolment} = (\text{Kindergarten minus Kindergarten Special Education Severe}) \div 2 + (\text{Kindergarten Special Education Severe multiplied by } 1.5) + (\text{GR } 1\text{-}12 \text{ enrolment minus GR } 1\text{-}12 \text{ Special Education Severe}) + (\text{GR } 1\text{-}12 \text{ Special Education Severe multiplied by } 3)$
- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2024 WEIGHTED ENROLMENT	2024 PROVINCIAL % UTILIZ.	2025 WEIGHTED ENROLMENT	2025* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2025 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2024 to 2025)
AREA 2							
ALEX MUNRO SCHOOL	292	65%	332	451	0	74%	9%
BALMORAL SCHOOL	587	109%	560	538	0	104%	-5%
BANFF TRAIL SCHOOL	368	88%	392	418	0	94%	6%
BEDDINGTON HEIGHTS SCHOOL	431	87%	468	493	8	95%	7%
BRANTON SCHOOL	724	88%	800	819	6	98%	9%
BUCHANAN SCHOOL	236	97%	219	243	0	90%	-7%
BUFFALO RUBBING STONE SCHOOL	637	106%	603	601	8	100%	-6%
CAMBRIAN HEIGHTS SCHOOL	423	87%	496	487	0	102%	15%
CAPITOL HILL SCHOOL	348	96%	326	362	0	90%	-6%
CAPTAIN NICHOLA GODDARD SCHOOL	1025	114%	1059	897	16	118%	4%
CATHERINE NICHOLS GUNN SCHOOL	446	97%	447	458	0	98%	0%
CHILDREN'S VILLAGE SCHOOL	222	57%	204	393	0	52%	-5%
COLLINGWOOD SCHOOL	481	86%	538	562	0	96%	10%
COLONEL IRVINE SCHOOL	854	109%	869	784	4	111%	2%
COLONEL SANDERS SCHOOL	411	113%	434	363	0	120%	6%
DALHOUSIE SCHOOL	466	98%	505	499	0	101%	3%
DR. J. K. MULLOY SCHOOL	496	100%	498	496	0	100%	1%
GEORGES P. VANIER SCHOOL	618	97%	641	605	0	106%	9%
HIGHWOOD SCHOOL	325	95%	338	341	0	99%	4%
HUNTINGTON HILLS SCHOOL	249	72%	245	346	0	71%	-1%
JAMES FOWLER HIGH SCHOOL	1734	96%	1836	1806	0	102%	6%
JOHN G. DIEFENBAKER HIGH SCHOOL	1416	101%	1567	1463	4	107%	6%
KENNETH D. TAYLOR SCHOOL	666	113%	727	588	14	124%	10%
KING GEORGE SCHOOL	627	102%	615	633	0	97%	-4%
NORTH HAVEN SCHOOL	312	76%	287	411	0	70%	-6%
PANORAMA HILLS SCHOOL	576	97%	551	597	10	92%	-4%
SENATOR PATRICK BURNS SCHOOL	816	94%	598	879	0	68%	-26%
SIR JOHN A. MACDONALD SCHOOL	796	92%	760	867	4	88%	-4%
SIR JOHN FRANKLIN SCHOOL	429	69%	442	618	0	72%	2%
THORNCLIFFE SCHOOL	257	103%	241	249	0	97%	-6%
VARSITY ACRES SCHOOL	569	92%	545	620	3	88%	-4%
W. O. MITCHELL SCHOOL	313	73%	363	429	6	85%	12%
WILLIAM ABERHART HIGH SCHOOL	1449	86%	1448	1679	4	86%	0%
AREA 2 - TOTAL	19,594	94%	19,947	20,995	87	95%	1%

School Capacity and Utilization 2025 - 2026

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. Weighted Enrolment = (Kindergarten minus Kindergarten Special Education Severe) divided by 2) + (Kindergarten Special Education Severe multiplied by 1.5) + (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)
- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2024 WEIGHTED ENROLMENT	2024 PROVINCIAL % UTILIZ.	2025 WEIGHTED ENROLMENT	2025* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2025 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2024 to 2025)
AREA 3							
ABBEYDALE SCHOOL	357	90%	379	417	6	91%	1%
BELFAST SCHOOL	207	72%	168	286	0	59%	-14%
CAPPY SMART SCHOOL	310	83%	285	373	4	76%	-7%
COLONEL MACLEOD SCHOOL	705	104%	707	676	4	105%	0%
COVENTRY HILLS SCHOOL	626	98%	616	638	13	97%	-2%
CRESCENT HEIGHTS HIGH SCHOOL	1813	85%	1865	2143	0	87%	2%
DR. GLADYS MCKELVIE EGBERT SCHOOL	422	79%	445	568	4	78%	-1%
ERIN WOODS SCHOOL	423	88%	443	482	8	92%	4%
ERNEST MORROW SCHOOL	759	82%	685	966	0	71%	-11%
FOREST LAWN HIGH SCHOOL	1667	91%	1681	1810	0	93%	2%
G. W. SKENE SCHOOL	183	64%	199	284	0	70%	6%
HIDDEN VALLEY SCHOOL	543	104%	550	523	10	105%	1%
IAN BAZALGETTE SCHOOL	650	91%	540	796	4	68%	-24%
JACK JAMES HIGH SCHOOL (Includes Louise Dean)	662	80%	663	829	0	80%	0%
JAMES SHORT MEMORIAL SCHOOL	230	49%	233	471	1	50%	1%
KEELER SCHOOL	571	94%	563	609	0	92%	-1%
MOUNT VIEW SCHOOL	201	93%	183	215	0	85%	-8%
NORTH TRAIL HIGH SCHOOL	2244	119%	2277	1869	6	122%	3%
NORTHERN LIGHTS SCHOOL	631	108%	612	584	0	105%	-3%
NOSE CREEK SCHOOL	1011	111%	1090	867	16	126%	15%
NIITSITAPI LEARNING CENTRE	170	50%	180	336	0	54%	3%
PATRICK AIRLIE SCHOOL	289	115%	257	252	0	102%	-13%
PENBROOKE MEADOWS SCHOOL	245	65%	234	377	0	62%	-3%
RADISSON PARK SCHOOL	407	105%	399	388	2	103%	-2%
RIVERSIDE SCHOOL	664	104%	670	640	0	105%	1%
ROLAND MICHENER SCHOOL	238	91%	234	263	0	89%	-2%
ROSEDALE SCHOOL	273	105%	254	259	2	98%	-7%
ROSEMONT SCHOOL	241	103%	238	235	0	101%	-1%
STANLEY JONES SCHOOL	518	93%	468	554	0	84%	-9%
SUNNYSIDE SCHOOL	194	85%	182	228	0	80%	-5%
VALLEY CREEK SCHOOL	855	98%	895	870	12	103%	5%
VALLEY VIEW SCHOOL	595	97%	586	612	0	96%	-2%
VISTA HEIGHTS SCHOOL	168	75%	144	224	0	64%	-11%
WEST DOVER SCHOOL	282	63%	294	447	0	66%	3%
AREA 3 - TOTAL	19,350	92%	19,214	21,091	92	91%	-1%

School Capacity and Utilization 2025 - 2026

Attachment IX

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. Weighted Enrolment = (Kindergarten minus Kindergarten Special Education Severe) divided by 2) + (Kindergarten Special Education Severe multiplied by 1.5) + (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)
- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2024 WEIGHTED ENROLMENT	2024 PROVINCIAL % UTILIZ.	2025 WEIGHTED ENROLMENT	2025* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2025 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2024 to 2025)
AREA 4							
ANNIE FOOTE SCHOOL	484	97%	467	499	9	94%	-3%
ANNIE GALE SCHOOL	641	100%	622	640	8	97%	-3%
BOB EDWARDS SCHOOL	589	97%	587	610	0	96%	0%
CECIL SWANSON SCHOOL	391	86%	382	453	6	84%	-2%
CHIEF JUSTICE MILVAIN SCHOOL	556	106%	585	525	10	111%	6%
CHRIS AKKERMAN SCHOOL	612	113%	631	541	6	117%	4%
CLARENCE SANSOM SCHOOL	838	106%	874	781	8	112%	6%
COLONEL J. FRED SCOTT SCHOOL	466	98%	386	475	8	81%	-17%
CROSSING PARK SCHOOL	1097	114%	1058	963	15	110%	-4%
DOUGLAS HARKNESS SCHOOL	335	100%	321	335	2	96%	-4%
DR. GORDON HIGGINS SCHOOL	762	112%	778	680	8	114%	2%
FALCONRIDGE SCHOOL	565	98%	563	576	12	98%	0%
GRANT MACEWAN SCHOOL	628	110%	717	571	18	126%	16%
GUY WEADICK SCHOOL	411	96%	476	430	6	111%	15%
HUGH A. BENNETT SCHOOL	662	115%	707	576	4	123%	8%
LESTER B. PEARSON HIGH SCHOOL	1748	112%	1740	1567	0	111%	-1%
LOUISE DEAN SCHOOL	41	19%					
MANMEET SINGH BHULLAR SCHOOL	526	99%	549	533	6	103%	4%
MARLBOROUGH SCHOOL	308	90%	325	336	0	97%	6%
MAYLAND HEIGHTS SCHOOL	436	85%	440	536	0	82%	-3%
MONTEREY PARK SCHOOL	601	92%	672	657	17	102%	11%
NELSON MANDELA HIGH SCHOOL	2033	125%	2092	1626	6	129%	4%
O. S. GEIGER SCHOOL	562	110%	567	511	9	111%	1%
PETER LOUGHEED SCHOOL	1022	107%	1085	957	12	113%	7%
PINERIDGE SCHOOL	482	105%	416	457	6	91%	-15%
PRAIRIE SKY SCHOOL	923	101%	1135	916	7	124%	23%
RUNDLE SCHOOL	509	95%	534	536	10	100%	5%
SADDLE RIDGE SCHOOL	628	107%	622	587	12	106%	-1%
SIR WILFRID LAURIER SCHOOL	493	93%	497	528	0	94%	1%
TARADALE SCHOOL	634	99%	649	643	10	101%	2%
TED HARRISON SCHOOL	978	110%	979	888	16	110%	0%
TERRY FOX SCHOOL	640	91%	680	705	0	97%	6%
AREA 4 - TOTAL	21,597	104%	22,132	20,638	231	107%	4%

School Capacity and Utilization 2025 - 2026

Attachment IX

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- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2024 WEIGHTED ENROLMENT	2024 PROVINCIAL % UTILIZ.	2025 WEIGHTED ENROLMENT	2025* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2025 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2024 to 2025)
AREA 5							
ACADIA SCHOOL	449	91%	451	493	0	91%	0%
AUBURN BAY SCHOOL	601	100%	587	604	6	97%	-2%
BAYSIDE SCHOOL	604	107%	632	588	6	108%	1%
BRIDLEWOOD SCHOOL	506	87%	531	584	12	91%	4%
CENTENNIAL HIGH SCHOOL	1988	124%	1967	1598	0	123%	-1%
CHAPARRAL SCHOOL	513	106%	528	484	8	109%	3%
COPPERFIELD SCHOOL	608	105%	596	579	12	103%	-2%
CRANSTON SCHOOL	570	96%	612	596	12	103%	7%
DEER RUN SCHOOL	379	87%	373	434	6	86%	-1%
DOUGLASDALE SCHOOL	378	85%	363	447	8	81%	-3%
DR. GEORGE STANLEY SCHOOL	918	101%	1022	913	8	112%	11%
DR. MARTHA COHEN SCHOOL	928	98%	969	947	0	102%	4%
FAIRVIEW SCHOOL	923	93%	967	994	0	97%	4%
FISH CREEK SCHOOL	589	91%	594	647	0	92%	1%
HAULTAIN MEMORIAL SCHOOL	191	65%	185	293	0	63%	-2%
JOANE CARDINAL-SCHUBERT HIGH SCHOOL	2060	128%	1980	1615	6	123%	-5%
LAKE BONA VISTA SCHOOL	356	90%	406	397	2	102%	13%
LAKESHORE SCHOOL	1031	106%	1039	971	0	107%	1%
LE ROI DANIELS SCHOOL	527	94%	543	563	2	96%	3%
LORD BEAVERBROOK HIGH SCHOOL	2293	102%	2361	2256	1	105%	3%
MAHOGANY SCHOOL	768	130%	859	591	4	145%	15%
MAPLE RIDGE SCHOOL	363	85%	374	426	0	88%	3%
MCKENZIE HIGHLANDS SCHOOL	831	88%	814	947	0	86%	-2%
MCKENZIE LAKE SCHOOL	621	95%	642	655	2	98%	3%
MCKENZIE TOWNE SCHOOL	580	85%	586	679	8	86%	1%
MIDNAPORE SCHOOL	428	79%	467	543	12	86%	7%
MIDSUN SCHOOL	764	87%	746	962	0	78%	-9%
MOUNTAIN PARK SCHOOL	632	78%	658	813	16	81%	3%
NEW BRIGHTON SCHOOL	583	101%	587	579	12	101%	1%
PRINCE OF WALES SCHOOL	321	84%	341	381	4	90%	5%
R. T. ALDERMAN SCHOOL	735	89%	778	826	1	94%	5%
SAMUEL W. SHAW SCHOOL	912	86%	976	1065	12	92%	6%
SIBYLLA KIDDLE SCHOOL	605	106%	566	573	0	99%	-7%
SOMERSET SCHOOL	251	67%	224	374	0	60%	-7%
WILLOW PARK SCHOOL	661	99%	690	670	0	103%	4%
WILMA HANSEN SCHOOL	461	74%	451	623	8	72%	-2%
AREA 5 - TOTAL	25,924	97%	26,461	26,710	168	99%	2%

School Capacity and Utilization 2025 - 2026

Attachment IX

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- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$
- iv. *Capacity values are given as calculated under the Instructional Area Method, currently prescribed by the Province of Alberta

SCHOOL	2024 WEIGHTED ENROLMENT	2024 PROVINCIAL % UTILIZ.	2025 WEIGHTED ENROLMENT	2025* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2025 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2024 to 2025)
AREA 6							
A. E. CROSS SCHOOL	689	78%	647	886	0	73%	-5%
ALTADORE SCHOOL	367	92%	354	397	0	89%	-3%
ALTERNATIVE HIGH SCHOOL	275	102%	252	271	0	93%	-9%
ANDREW SIBBALD SCHOOL	313	70%	326	447	0	73%	3%
BANTING AND BEST SCHOOL	195	78%	176	250	0	70%	-8%
BRAESIDE SCHOOL	232	42%	213	552	0	39%	-4%
CANYON MEADOWS SCHOOL	447	82%	412	546	0	75%	-7%
CEDARBRAE SCHOOL	221	80%	221	276	0	80%	0%
CENTRAL MEMORIAL HIGH SCHOOL	1777	92%	1822	2572	0	71%	-22%
CHINOOK PARK SCHOOL	520	76%	539	683	0	79%	3%
DAVID THOMPSON SCHOOL	659	93%	708	706	0	100%	7%
DR. E. P. SCARLETT HIGH SCHOOL	1873	121%	1932	1543	0	125%	4%
DR. FREDA MILLER SCHOOL	488	83%	502	587	0	85%	2%
EMILY FOLLENSBEE SCHOOL	258	96%	254	269	0	94%	-2%
ETHEL M. JOHNSON SCHOOL	322	61%	404	527	0	77%	16%
EUGENE COSTE SCHOOL	359	72%	397	589	0	67%	-5%
EVERGREEN SCHOOL	526	99%	563	533	12	106%	7%
GLENBROOK SCHOOL	302	86%	300	353	0	85%	-1%
GLENMEADOWS SCHOOL	376	73%	371	516	9	72%	-1%
HAROLD PANABAKER SCHOOL	420	71%	455	592	4	77%	6%
HAYSBORO SCHOOL	216	81%	237	266	0	89%	8%
HENRY WISE WOOD HIGH SCHOOL	2119	105%	2036	2154	0	95%	-10%
JANET JOHNSTONE SCHOOL	484	95%	520	507	8	103%	7%
JOHN WARE SCHOOL	455	76%	458	603	1	76%	1%
LOUIS RIEL SCHOOL	920	106%	939	867	4	108%	2%
MARSHALL SPRINGS SCHOOL	760	86%	769	881	0	87%	1%
NELLIE MCCLUNG SCHOOL	365	72%	367	510	0	72%	0%
NICKLE SCHOOL	401	54%	534	713	3	75%	21%
RIVERBEND SCHOOL	312	62%	301	502	2	60%	-2%
ROBERT WARREN SCHOOL	321	68%	331	472	3	70%	2%
RON SOUTHERN SCHOOL	562	98%	585	571	6	102%	4%
SAM LIVINGSTON SCHOOL	371	64%	366	576	6	64%	-1%
SHERWOOD SCHOOL	435	65%	398	669	0	60%	-6%
SUNDANCE SCHOOL	536	107%	545	500	8	109%	2%
WOODBINE SCHOOL	411	91%	403	415	7	97%	7%
WOODLANDS SCHOOL	256	64%	283	402	4	70%	7%
WOODMAN SCHOOL	581	69%	580	846	0	69%	0%
AREA 6 - TOTAL	20,120	85%	20,494	24,549	77	84%	-1%

School Capacity and Utilization 2025 - 2026

Attachment IX

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- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity
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SCHOOL	2024 WEIGHTED ENROLMENT	2024 PROVINCIAL % UTILIZ.	2025 WEIGHTED ENROLMENT	2025* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2025 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2024 to 2025)
AREA 7							
ALEXANDER FERGUSON SCHOOL	227	93%	218	245	0	89%	-4%
ALL BOYS PROGRAM	59	23%					
BATTALION PARK SCHOOL	555	82%	514	677	12	76%	-6%
BISHOP PINKHAM SCHOOL	636	83%	675	769	0	88%	5%
BRIAR HILL SCHOOL	230	83%	212	278	0	76%	-7%
COLONEL WALKER SCHOOL (Includes Piitoayis)	430	64%	448	668	0	67%	3%
CONNAUGHT SCHOOL	458	115%	545	399	6	137%	22%
DR. OAKLEY SCHOOL	210	49%	229	430	0	53%	5%
DR. ROBERTA BONDAR SCHOOL	598	107%	574	560	0	102%	-4%
EARL GREY SCHOOL	329	94%	262	349	0	75%	-19%
ELBOW PARK SCHOOL	229	83%	228	276	0	82%	-1%
ELBOYA SCHOOL	739	96%	577	767	6	75%	-21%
ERNEST MANNING HIGH SCHOOL	1948	116%	2095	1678	0	125%	9%
GLAMORGAN SCHOOL	736	109%	738	677	2	109%	0%
GLENDALE SCHOOL	246	76%	242	325	0	74%	-1%
GRIFFITH WOODS SCHOOL	977	112%	978	869	0	113%	0%
HILLHURST SCHOOL	312	87%	303	357	0	85%	-2%
JENNIE ELLIOTT SCHOOL	613	89%	594	685	0	87%	-3%
KILLARNEY SCHOOL	333	89%	337	373	0	90%	1%
MOUNT ROYAL SCHOOL	452	100%	462	453	0	102%	2%
OLYMPIC HEIGHTS SCHOOL	519	79%	479	629	10	76%	-3%
QUEEN ELIZABETH SCHOOL	425	110%	421	384	2	110%	0%
QUEEN ELIZABETH HIGH SCHOOL	1192	86%	1168	1321	0	88%	2%
RAMSAY SCHOOL	310	89%	282	349	0	81%	-8%
RICHMOND SCHOOL	371	134%	372	342	0	109%	-25%
RIDEAU PARK SCHOOL	469	99%	451	473	0	95%	-4%
SIMONS VALLEY SCHOOL	716	117%	695	614	16	113%	-3%
SUNALTA SCHOOL	371	90%	368	410	0	90%	-1%
UNIVERSITY SCHOOL	373	69%	341	537	0	63%	-6%
VINCENT MASSEY SCHOOL	919	100%	879	922	0	95%	-4%
WEST RIDGE SCHOOL	884	97%	884	916	8	97%	0%
WEST SPRINGS SCHOOL	597	100%	577	596	12	97%	-3%
WESTERN CANADA HIGH SCHOOL	2351	111%	2307	2128	0	108%	-2%
WESTGATE SCHOOL	566	78%	569	727	0	78%	0%
WILDWOOD SCHOOL	612	99%	606	618	0	98%	-1%
WILLIAM REID SCHOOL	274	92%	286	298	4	96%	4%
WINDSOR PARK SCHOOL			162	197	0	82%	82%
AREA 7 - TOTAL	21,259	95%	21,071	22,296	78	95%	-1%
GRAND TOTALS	147,915	95%	149,202	156,696	867	95%	0%

2025-2026 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
1	Belvedere Parkway	Kids Love Bowness	226.7
1	Bowcroft	Children Come First Association	435.4
1	Captain John Palliser	Captain John Palliser Out-of-School Care	346.0
1	Dr. E.W. Coffin	Millennium Kidz N Kare	224.4
1	Edgemont	Excel Kindergarten *NEW	67.1
1	Eric Harvie	Coded Minds	609.0
1	Hawkwood	Children Come First Association	337.5
1	Marion Carson	Pre-Kindergarten Educational Services	88.5
1	Marion Carson	Society of Briar Hill Children's Programs	357.5
1	Silver Springs	Topp Kids	335.5
1	Terrace Road	Summit Kids	276.3
1	Tuscany	Coded Minds	434.7
1	West Dalhousie	Dalhousie Community Association	348.5
2	Alex Munro	Active Minds Childcare	178.9
2	Banff Trail	Children Come First Association	346.1
2	Buchanan	Core Compass	143.7
2	Buffalo Rubbing Stone	Mighty Learner	343.7
2	Cambrian Heights	Children Come First Association	340.2
2	Capitol Hill	Adventurers School Age Care	354.0
2	Catherine Nichols Gunn	Children Come First Association	358.6
2	Collingwood	Adventurers School Age Care	350.1
2	Colonel Sanders (TLC)	Northmount Student Care	253.9
2	Dalhousie	Dalhousie Community Association	431.8
2	Highwood	Children Come First Association	435.5
2	Huntington Hills	Summit Kids	279.1
2	Kenneth D. Taylor	Children Come First Association	341.9
2	King George	Pleasant Heights After School Care	333.1
2	North Haven	Children Come First Association	403.2
2	Panorama Hills	Pleasant Heights After School Care	337.0
2	Varsity Acres	Seeds of S.P.I.C.E Early Learning Centre	405.3
2	W.O. Mitchell	Summit Kids	441.5
3	Belfast	Belfast Student Care	269.8
3	Coventry Hills	Topp Kids	439.2
3	Hidden Valley	Core Compass	339.2
3	Jack James High	Kindred Connections Society	1,009.0
3	Mount View	Creative World	172.5
3	Niitsitapi Learning Centre	Alberta Health Services (Elbow River Healing Lodge)	17.8
3	Northern Lights School	Little Steps Before and After School Care	429.2
3	Riverside Bungalow	Wee Wild Ones	0.0
3	Rosemont	Society of Briar Hill Children's Programs	222.2
3	Stanley Jones	Adventures Child Care	363.8
3	Sunnyside	Pre-Kindergarten Educational Services	104.2
3	Sunnyside	Sunnyside Out-of-School Care	109.6
4	Marlborough	Kidzclub Calgary	178.7
4	Mayland Heights	Society of Briar Hill Children's Programs	453.1
4	Taradale	Student Care Inc. o/a Taradale Student Care	201.0
5	Acadia	Adventures Child Care	359.8
5	Auburn Bay	Topp Kids	457.8
5	Bayside	Topp Kids	429.3

2025-2026 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
5	Bridlewood	Topp Kids	337.8
5	Chaparral	Juvenescence Child Development Centre	436.4
5	Copperfield	Topp Kids	343.7
5	Cranston	Juvenescence Child Development Centre	330.0
5	Douglasdale	A Step Ahead	154.2
5	Fish Creek	1st Class - After Class	439.8
5	Lake Bonavista	Rec House	226.2
5	Mahogany	1st Class Innovative Child Care Solutions	434.4
5	Maple Ridge	Topp Kids	319.4
5	McKenzie Lake	Foundation	436.6
5	McKenzie Towne	Rec House	340.4
5	Midnapore	Mid-Sun Child Care	311.9
5	New Brighton	1st Class - After Class	343.7
5	Prince Of Wales	Topp Kids	448.1
5	Sibylla Kiddle School	1st Class - After Class	429.2
5	Somerset	1st Class Innovative Child Care Solutions	299.7
6	Altadore	Seeds of S.P.I.C.E Early Learning Centre	331.1
6	Andrew Sibbald	Rec House	424.9
6	Banting and Best	Coded Minds	265.4
6	Cedarbrae	Adventures Child Care	471.7
6	Chinook Park	Adventurers School Age Care	445.7
6	Dr. Freda Miller School	Seeds of S.P.I.C.E Early Learning Centre	371.0
6	Ethel M. Johnson	Adventures Child Care	350.4
6	Eugene Coste	Calgary Child's Play	673.5
6	Evergreen	Topp Kids Foundation	412.8
6	Glenbrook	Glenbrook Preschool	72.7
6	Glenbrook	Maple Roots	180.9
6	Glenmeadows	Calgary Child's Play	332.1
6	Haysboro	Maple Roots	261.0
6	Janet Johnstone	Creations Child Care	340.0
6	Nellie McClung	Summit Kids	373.5
6	Ron Southern	1st Class - After Class	452.3
6	Sam Livingston	Rec House	540.9
6	Sundance	Children Can Succeed	226.8
6	Woodbine	1st Class Innovative Child Care Solutions	334.8
6	Woodlands	Creations Child Care *NEW	513.9
7	Alexander Ferguson	Alexander Ferguson Elementary School Society	255.0
7	Battalion Park	Kidzinc School Care	281.9
7	Briar Hill	Society of Briar Hill Children's Programs	384.8
7	Connaught	Churchill Park Family Care	222.1
7	Dr. Roberta Bondar	Summit Kids	341.2
7	Earl Grey	Little Steps Before and After School Care	342.6
7	Elbow Park	Calgary Child's Play	434.3
7	Glamorgan	Maple Roots	241.0
7	Glendale	Calgary Child's Play	262.4
7	Jennie Elliott	Jennie Elliott Student Care	445.3
7	Killarney	Kidzinc School Care	255.3
7	Olympic Heights	Kidzinc School Care	349.2
7	Queen Elizabeth	Adventurers School Age Care	264.7

2025-2026 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
7	Ramsay	Coded Minds Canada	228.5
7	Richmond	Core Compass	233.7
7	Rideau Park	Summit Kids	81.3
7	Simons Valley	Coded Minds	309.1
7	Sunalta	Sunalta Student Care	401.1
7	University	Summit Kids	469.2
7	West Springs	Maple Roots	332.5
7	Westgate	Calgary Child's Play	534.4
7	Wildwood	Kidzinc School Care	275.3
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre	322.2
7	Windsor Park	Klub Before and After School Care *NEW	287.7

AREA 1; 4,087.1
 AREA 2: 6,077.6
 AREA 3: 3,476.5
 AREA 4: 832.8
 AREA 5: 6,878.4
 AREA 6: 7,375.4
 AREA 7: 7,554.8

TOTAL SQUARE METERS LEASED: 36,282.6

2025-2026 LEASE OF SURPLUS SCHOOL FACILITIES

CBE AREA	SCHOOL NAME	LESSEE NAME	AREA (SQ. M)
1	Belvedere Parkway Bungalow	Thornhill Child Care	373.20
1	Parkdale	Westmount Charter School	6,375.00
3	Greenview	Foundations for the Future Charter Academy	4,669.40
3	Riverside Bungalow	Wilderchild Futures Incorporated	926.44
4	Mountain View	Almadina Language Charter Academy	3,853.20
5	Alice M Curtis	Foundations for the Future Charter Academy	3,441.50
5	Andrew Davison	Foundations for the Future Charter Academy	4,309.00
6	Lakeview	Calgary Girls Charter Academy	3,594.00
6	Ogden	Almadina Language Charter Academy	4,887.80
6	Southwood	Foundations for the Future Charter Academy	4,192.00
7	Clem Gardner	Connect Charter School	7,107.00
7	Knob Hill	Calgary Arts Charter Academy	2,270.60
7	Rosscarrock	Calgary Arts Charter Academy	3,330.10
7	Sir James Loughheed	Calgary Criminal Justice Academy	2,131.80
7	Sir William Van Horne	Westmount Charter School	9,670.00

AREA 1:	6,748.20
AREA 2:	-
AREA 3:	5,595.84
AREA 4:	3,853.20
AREA 5:	7,750.50
AREA 6:	12,673.80
AREA 7:	<u>24,509.50</u>

TOTAL SQUARE METRES LEASED: 61,131.04

report to Board of Trustees

Construction Projects Status Report

Date	December 16, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Manager, Capital Construction

1 | Recommendation

This report is being provided for information to the Board of Trustees. No decision is required at this time.

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of major capital projects including new schools, modernizations, additions and Modular Classroom Program (MCP) projects currently under development or construction.



3 | Background

The Calgary Board of Education (CBE) has received construction approval for four new schools, design approval for ten new schools, one modernization, and one replacement school, and planning approval for one new school.

On March 4, 2022, the Government of Alberta (GoA) announced “Design and Construction” approval of a middle school in the community Evanston. On December 14, 2022, Alberta Infrastructure (AI) advised that the school will be delivered via a design-build delivery method. The design-build contract was awarded in November 2023 and construction commenced on April 25, 2024. On August 29, 2025, the CBE announced that the name of the new middle school will be Evanston Heights School. The new school is scheduled for handover from AI in winter 2026 and will welcome students for the start of the 2026-2027 school year.

On March 1, 2023, the GoA announced the approval of “Design and Construction” funding for the modernization of John G. Diefenbaker High School. On July 16, 2025, following a request by CBE stemming from pre-design analysis, AE&C granted approval to change the project’s scope of work from modernization to full replacement. The replacement school will have an opening capacity of 1,910 students, representing a capacity increase of 505 students compared to the current building. Moreover, the school will be designed to be able to accommodate an additional 195 students through the installation of modular classrooms in the future, if required. The project will be managed by AI and is approved for design only, with further approvals required to obtain construction funding.

On March 1, 2024, the GoA announced approval of “Design and Construction” funding for a new elementary school in the community of Evanston and “Design” funding for both a new elementary school in the community of Redstone and a new high school in the community of Cornerstone. On August 8, 2024, the GoA approved a capacity increase of the Cornerstone high school from 1,800 to 2,410 students and on December 3, 2024, approval was received for a capacity increase of Redstone elementary from 600 to 890 students. AI commenced pre-design work on August 6, 2024, for Evanston elementary, October 7, 2024, for Redstone elementary and December 13, 2024, for Cornerstone high school. On February 15, 2025, the GoA announced construction approval for both Redstone elementary and Cornerstone high school. All three schools are currently in the construction tendering phase and will be delivered as Public-Private Partnership (P3) projects.

On March 1, 2024, the GoA announced approval of “Design” funding for the modernization of Annie Gale School starting in 2026. On September 18, 2024, AE&C announced that design funding was being provided immediately to accelerate the delivery timeline. The project is being managed by CBE and on April 1, 2025, the design contract was awarded with design development currently underway.

On March 1, 2024, the GoA announced that “Planning” funding for a new middle school located in the community of Saddle Ridge would be provided in 2026. On September 26, 2024, AE&C announced that “Planning” funding was being provided immediately to accelerate the delivery timeline. Work for the “Planning” phase is complete and AI is commencing the necessary site investigation work prior to advancing to project to the “Design” stage.

On March 14, 2025, the GoA announced approval of “Design” funding for ten new CBE elementary and middle schools located throughout various communities in Calgary. On April 25, 2025, AE&C and AI representatives advised that all ten schools will be bundled and delivered under a single P3 contract. The project start-up meeting was held on July 10, 2025, and design meetings commenced on September 26, 2025.

The MCP provides school jurisdictions with new modular classrooms, modular/portable unit relocations, replacements and demolitions to assist school jurisdictions with the accommodation of students on an urgent basis. On March 14, 2024, as part of the 2024-25 MCP, AE&C approved 12 new modular classrooms and the relocation of six other units. On April 9, 2024, the CBE Board of Trustees approved the use of Capital Reserves to relocate six modular classrooms. On August 2, 2024, as a part of the 2024-25 MCP, AE&C provided in-year approval of an additional 35 new and the relocation of five modular classrooms. The majority of these projects are into the warranty phase and considered complete, and two sites are in the final stages of construction. On April 17, 2025, under the 2025-26 MCP, AE&C provided approval for eight new modular classrooms and one demolition. On July 9, 2025, AE&C provided in-year approval for up to 13 additional new modular classrooms. All 2025-26 projects are currently in the construction tendering phase.

4 | Analysis

Information on the status of the abovementioned projects is provided in **Attachment I**.

The locations of the various new school, existing school and MCP capital projects are shown in **Attachment II**.

Attachment III provides a series of onsite photographs to visually convey the progress at Evanston middle.

There are Project Steering Committees set up for the following projects:

- Livingston & Cornerstone elementary schools;
- Sage Hill & Nolan Hill elementary schools;
- Aspen Woods & Sherwood/Nolan Hill middle schools;
- Cornerstone & Cityscape/Redstone middle schools;
- Mahogany & Sage Hill/Kincora middle schools;
- Redstone & Evanston elementary schools;
- Cornerstone high school; and
- Annie Gale School Modernization

5 | Conclusion

This report provides the current update on the status of all approved new and existing school capital projects as well as all approved projects under the MCP. It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facility Construction Status
Attachment II: Project Location Map
Attachment III: Construction Photos

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent's performance.

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of November 28, 2025**

Building	Opening Date	Notes/Comments
41. Evanston Heights School Grades 4-9 New School, Capacity 925 students Construction approval	Sept 2026	Design Build – RFP Package (includes drawing package to 30% development and Performance Specifications)
		100%
		Design-Build Contract Award
		100%
		Design and Specifications
43. John G. Diefenbaker School Grades 10-12 Replacement, Capacity 1,910 Design approval	TBD	99%
		Construction Progress
		80%
		Note: Project managed by Alberta Infrastructure (AI). Design-build contractor mobilized to site in late April 2024. Building envelope complete, mechanical and electrical rough-ins ongoing, interior finishes started.
44. Annie Gale School Grades 6-9 Modernization Design approval	TBD	Planning Phase
		100%
		Design and Specifications
		0%
		Note: Project managed by AI. On July 16, 2025, Alberta Education and Childcare (AE&C) approved the change of scope from 'modernization' to 'replacement' and to proceed with design-only. Awaiting next steps from AI.
45. Cornerstone High School Grades 10-12* New School, Capacity 2,410 students Construction approval	TBD	Design and Specifications
		60%
		Note: Project being managed by Calgary Board of Education (CBE). Design approval received on September 18, 2024. Prime consultant contract has been awarded. Design development is complete, detailed design is in progress.
48. Saddle Ridge Middle School Grades 5-9* New School, Capacity 925 students Planning approval	TBD	Design and Specifications
		25%
		Construction Award
		20%
		Construction Progress
49. Evanston Elementary School Grades K-4* New School, Capacity 650 students Construction approval	TBD	0%
		Note: Project managed by AI. Design approval was announced on March 1, 2024. Construction approval announced on February 15, 2025. Design development is complete. P3 procurement is underway.
48. Saddle Ridge Middle School Grades 5-9* New School, Capacity 925 students Planning approval	TBD	Planning Phase
		97%
		Note: Planning approved on March 1, 2024. CBE led 'Planning' activities are complete. AI has started procurement for site investigation work.
49. Evanston Elementary School Grades K-4* New School, Capacity 650 students Construction approval	TBD	Design and Specifications
		25%
		Construction Award
		60%
		Construction Progress
49. Evanston Elementary School Grades K-4* New School, Capacity 650 students Construction approval	TBD	0%
		Note: Project managed by AI. Project announced for design and construction on March 1, 2024. Design development is complete. P3 procurement is underway.

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of November 28, 2025**

Building	Opening Date	Notes/Comments	
50. Redstone Elementary School Grades K-4* New School, Capacity 890 students Construction approval	TBD	Design and Specifications	25%
		Construction Award	40%
		Construction Progress	0%
		Note: Project managed by AI. Project announced as design-only on March 1, 2024 and approved for construction on February 15, 2025. Design development is complete. P3 procurement is underway.	
51. Aspen Woods Middle School Grades 5-9* New School, Capacity 925 students Design approval	TBD	Design and Specifications	1%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.	
52. Cityscape/Redstone Middle School Grades 6-9* New School, Capacity 1,225 students Design approval	TBD	Design and Specifications	1%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.	
53. Cornerstone Elementary School Grades K-5* New School, Capacity 890 students Design approval	TBD	Design and Specifications	1%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on September 26, 2025.	
54. Livingstone Elementary School Grades K-5* New School, Capacity 890 students Design approval	TBD	Design and Specifications	1%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on September 26, 2025.	
55. Mahogany Middle School Grades 7-9* New School, Capacity 1,215 students Design approval	TBD	Design and Specifications	1%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.	
56. Nolan Hill Elementary School Grades K-4* New School, Capacity 590 students Design approval	TBD	Design and Specifications	1%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on September 26, 2025.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of November 28, 2025**

Building	Opening Date	Notes/Comments				
57. Sage Hill Elementary School Grades K-5* New School, Capacity 590 students Design approval	TBD	<table><tr><td>Design and Specifications</td><td>1%</td></tr><tr><td colspan="2">Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on September 26, 2025.</td></tr></table>	Design and Specifications	1%	Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on September 26, 2025.	
Design and Specifications	1%					
Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on September 26, 2025.						
58. Sage Hill/Kincora Middle School Grades 6-9* New School, Capacity 1,035 students Design approval	TBD	<table><tr><td>Design and Specifications</td><td>1%</td></tr><tr><td colspan="2">Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.</td></tr></table>	Design and Specifications	1%	Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.	
Design and Specifications	1%					
Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.						
59. Sherwood/Nolan Hill Middle School Grades 5-9* New School, Capacity 925 students Design approval	TBD	<table><tr><td>Design and Specifications</td><td>1%</td></tr><tr><td colspan="2">Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.</td></tr></table>	Design and Specifications	1%	Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.	
Design and Specifications	1%					
Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.						
60. Cornerstone Middle School Grades 6-9* New School, Capacity 1,225 students Design approval	TBD	<table><tr><td>Design and Specifications</td><td>1%</td></tr><tr><td colspan="2">Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.</td></tr></table>	Design and Specifications	1%	Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.	
Design and Specifications	1%					
Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Design meetings started on October 3, 2025.						

**Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.*

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of November 28, 2025**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M9. Prairie Sky School Grades K-9 Added Capacity: 175	3+1	New	Oct 31, 2025	Design and Specifications	100%
	4	Relocation		Construction Award	100%
				Construction Progress	95%
				Note: Occupancy obtained on October 30 th . Classrooms are in use as of October 31 st . Work remaining does not interfere with use of spaces and will be addressed in the coming weeks.	
M12. Joane Cardinal-Schubert HS Grades 10-12 Added Capacity: 150	5	Relocation	Winter 2026	Design and Specifications	100%
	1	New		Construction Award	100%
				Construction Progress	90%
				Note: Approved on August 2, 2024. Construction activities underway.	
M13. Mahogany School Grades K-5 Added Capacity: 100	4	New	Oct 13, 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
				Note: Project substantially complete. Occupancy obtained on October 10 th . Classrooms are in use. Work ongoing to address deficiencies.	
M14. North Trail HS Grades 10-12 Added Capacity: 150	6	New	Nov 19, 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	98%
				Note: Occupancy granted. Classrooms are in use. The remaining work does not interfere with use of spaces and will be addressed in the coming weeks.	
M15. Hugh A. Bennett School Grades K-4 Added Capacity: 100	4	New	Nov 26, 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	95%
				Note: Occupancy received and classrooms in use as of November 26. The remaining work does not interfere with use of spaces and will be addressed in the coming weeks.	
M18. Buffalo Rubbing Stone School Grades K-5 Added Capacity: 50	2	New	Sep 9, 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
				Note: Project complete. Occupancy granted. Classrooms are in use. Project closeout ongoing.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of November 28, 2025**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M19. Kenneth D. Taylor School Grades K-6 Added Capacity: 50	2	New	Sep 3, 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
				Note: Project complete. Occupancy granted. Classrooms are in use. Project closeout ongoing.	
M20. John G. Diefenbaker HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	100%
				Construction Award	50%
				Construction Progress	0%
				Note: Approved on April 17, 2025. Design complete. Construction tendering underway.	
M21. Dr. E.P. Scarlett HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	100%
				Construction Award	50%
				Construction Progress	0%
				Note: Two units approved on April 17, 2025, and four units approved on July 9, 2025. Design complete. Construction tendering underway.	
M22. Mount Royal School Grades 7-9 Added Capacity: 75	3	New	TBD	Design and Specifications	100%
				Construction Award	10%
				Construction Progress	0%
				Note: Approved on July 9, 2025. Design complete. Construction tender package being finalized.	
M23. Centennial HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	100%
				Construction Award	25%
				Construction Progress	0%
				Note: Approved on July 9, 2025. Design complete. Construction tender ready for issuance.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

New and Modernized Schools As of November 2025

Attachment II

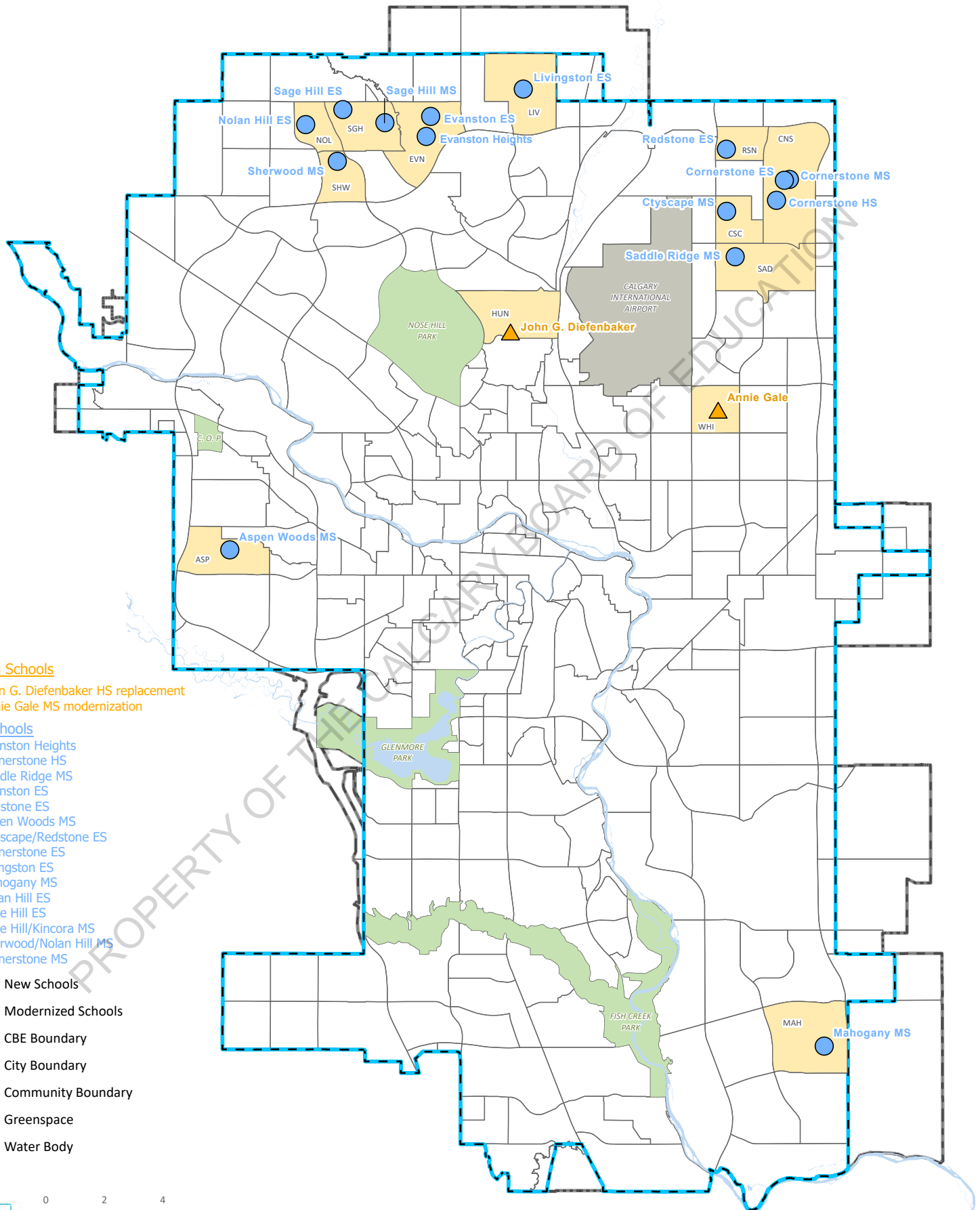
Existing Schools

- #43 John G. Diefenbaker HS replacement
- #44 Annie Gale MS modernization

New Schools

- #41 Evanston Heights
- #45 Cornerstone HS
- #48 Saddle Ridge MS
- #49 Evanston ES
- #50 Redstone ES
- #51 Aspen Woods MS
- #52 Cityscape/Redstone ES
- #53 Cornerstone ES
- #54 Livingston ES
- #55 Mahogany MS
- #56 Nolan Hill ES
- #57 Sage Hill ES
- #58 Sage Hill/Kincora MS
- #59 Sherwood/Nolan Hill MS
- #60 Cornerstone MS

-  New Schools
-  Modernized Schools
-  CBE Boundary
-  City Boundary
-  Community Boundary
-  Greenspace
-  Water Body



Modular Classroom Program

Attachment II

As of November 2025

BoT Res

m9 Prairie Sky

MCP 24-25 (2)

m9. Prairie Sky

m12. Joane Cardinal

m12. Joane Cardinal

m13. Mahogany

m14. North Trail

m15. Hugh A. Bennett

m18. Buffalo Rubbing Stoner

m19. Kenneth D. Taylor

MCP 25-26

m20. John G. Diefenbaker

m21. Dr. E. P. Scarlett

MCP 25-26 (2)

m22. Mount Royal

m23. Centennial

-  New Modulares
-  Relocated Modulares
-  CBE Boundary
-  City Boundary
-  Community Boundary
-  Greenspace
-  Hydrology



Evanston Heights School



Parking Lot



Interior



Exterior



Interior