

**Cedarbrae School**

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Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection

Goal One: Student achievement in (Literacy/Numeracy) will improve

Outcome One: Through intentional task-design to support student engagement, achievement in literacy/numeracy and well-being will improve

Celebrations

- Whole school benchmark data showed improvement in decoding specifically 54.6% of students are identified as a strong decoder, a 13% increase from the beginning of the year
- Grade five and six student cohorts showed increases in reading comprehension skills from beginning to end of the year.
- In the strand “understands shape and space, measurement, geometry and statistics” report card data indicates a decrease of 8.94% in the number of students receiving an indicator of 1 or 2
- The number of students who identified at risk for the provincial numeracy screener decreased by 9.75% from September to June

Areas for Growth

- Building student engagement in mathematics through authentic student-centered task design and assessment
- Increasing in the number of students who achieve proficient and mastery on literacy and numeracy indicators (indicator 3 & 4)
- Supporting student goal orientation and ownership over learning through student centered task design and assessment

Next Steps

- 4-week cycles using system rubrics in literacy and math to guide task design, assessment calibration and creation of “I can statements” for literacy and math
- Staff professional learning book study using Building Thinking Classrooms
- Learning leader book study using Virtuous Educational Leadership to guide leadership actions to support task design
- Professional learning on creating culturally relevant literacy and mathematics tasks and assessment enhanced through partnerships with Indigenous Elders and Knowledge Keepers

Our Data Story:

Literacy

Our whole-school focus on early literacy skills led to steady improvement across multiple measures this year.

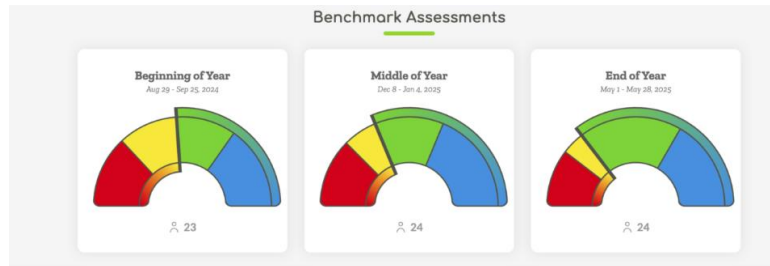
Report card stem data further support this positive trajectory. The stem **“Reads to explore and understand” showed a 5.91% decrease in the number of students receiving 1 or 2 as report card indicator (January to June)**. This indicates that more students are achieving grade-level expectations in reading comprehension and application of literacy strategies.

Benchmark assessment data **showed modest but meaningful gains in decoding, with 54.6% of students now demonstrating strong decoding skills with a 13% increase from the beginning of the year**. These improvements reflect the impact of targeted small-group instruction, early intervention, and consistent progress monitoring.

Reading data shows growth across multiple decoding areas this year. Slow reading rates decreased by 1.3%, multi-syllabic word deficits by 5.2%, moderate decoding deficits by 6.5%, and severe decoding deficits were eliminated, improving by 3.9%. We also saw a reduction in emerging readers, with more students demonstrating mild deficits and moving closer to meeting expectations.

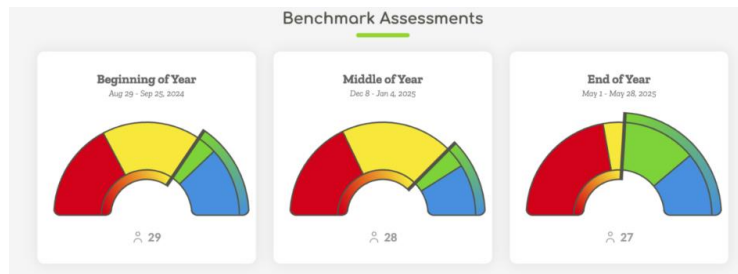
Grades 5 and 6 cohorts based on the Acadience ORF and MAZE showed parallel gains in reading comprehension, with both cohorts progressing steadily from the beginning to the end of the school year, reflecting consistent growth in both decoding and comprehension skills.

Grade 6 Acadience (ORF and MAZE)



Well Below	Below	At	Above
24%	8%	36%	32%

Grade 5 Acadience (ORF and MAZE)



Well Below	Below	At	Above
44%	7%	28%	22%

Mathematics

Math report card data also indicate growth across both report card stems. For the stem “**Understands and applies concepts related to number, patterns and relationships,**” the percentage of students receiving an indicator of 1 or 2 decreased by **3.3%** from January to June. The stem “**Understands shape and space, measurement, geometry and statistics**” showed even stronger improvement, with the number of students receiving a 1 or 2 decreasing by **8.94%**.

This suggests that students made strong gains in spatial reasoning, measurement skills, and data analysis. These areas that were intentionally reinforced through hands-on learning and guided practice guided by the book study “Building Thinking Classrooms”.

Early Years Provincial Assessment Measures

Numeracy	
# of Students are Risk (Sept & Jan)	35.56%
# of Students are Risk (June)	25.81%
Growth	-9.75%

Lens	
# of Students are Risk (Sept & Jan)	32.14%
# of Students are Risk (June)	26.32 %
Growth	-5.82%

CC3	
# of Students are Risk (Sept & Jan)	35.56 %
# of Students are Risk (June)	29.6%
Growth	-5.96%

Well-Being Data Story

This year's OurSCHOOL data shows growth in some areas, while also highlighting places where students need additional support to stay focused, motivated, and regulated.

Positive Self-Regulation

Grade 4/5

October 2024	November 2025	Growth
74%	84%	10%

Grade 6

October 2024	November 2025	Growth
64%	60%	-4%

Goal Orientation

Grade 4/5

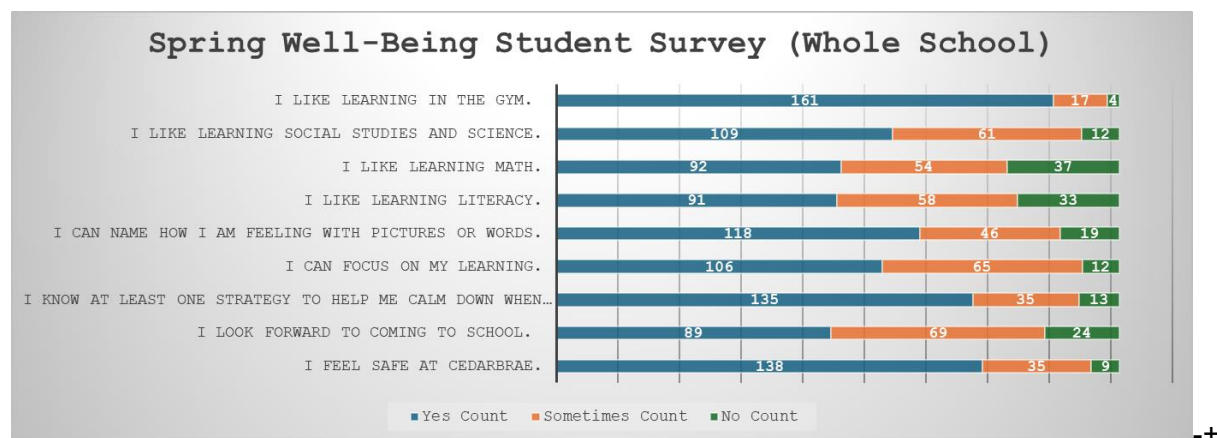
October 2024	November 2025	Growth
82%	76%	-6%

Grade 6

October 2024	November 2025	Growth
50%	48%	-2%



School-based Well-Being Survey



Survey results show strong foundations in safety and well-being: 76% of students feel safe, 74% know calming strategies, and 64% can name their feelings. These skills support learning, though many students use them only sometimes.

Engagement stands out as the main area for growth. Only 58% feel they can focus consistently, and just 49% look forward to coming to school each day. Enjoyment is highest in Gym (88%) and Social Studies/Science (60%), but more mixed in Literacy and Math (50%), where some students report low interest.

Overall, students feel supported, but increasing engagement, especially in core subjects and daily school experience, will be key to boosting motivation and focus.

Alberta Education Assurance Survey (AEAM) – Cedarbrae Highlights

- Cedarbrae continues to perform strongly in creating a welcoming, caring, and safe school, with results in the overall excellent range.
- Parental involvement remains a clear strength, scoring in the very high range.
- Overall satisfaction with the quality of education is at 83%, showing a slight decline.
- Student engagement also decreased, from 81% in 2024 to 74%, with engagement in literacy and math the lowest.
- Teachers and parents reported higher engagement levels at 100% and 71%, respectively.

The above highlights the continued need to focus on increasing student engagement through authentic, engaging, and student-centered learning experiences.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Cedarbrae School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	74.2	81.0	86.2	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	80.9	78.1	84.1	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	50.0	56.7	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	5.6	7.7	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.0	88.9	92.7	87.7	87.6	88.2	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	86.0	89.4	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	77.7	80.3	83.5	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	84.0	85.7	81.9	80.0	79.5	79.1	Very High	Maintained	Excellent