


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

Cecil Swanson School

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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: Students' foundational skills in Literacy and Mathematics will improve.

Outcome One: Students' phonological awareness and decoding skills will improve.

Outcome Two: Students' mathematical number concepts will improve.

Celebrations

- 33% of Grades 1-2 students who required additional supports according to the LeNS (letter-sound) assessment in January 2025 no longer required additional supports by June 2025
- 25% of Grades 1-3 students who required additional supports according to the CC3 (phonemic/decoding) assessment in January 2025 no longer required additional supports by June 2025
- The number of Grades 1-6 students receiving 1-Not Yet on the June 2025 ELAL report card stem *Reads to explore and understand* decreased by 1.8%
- Most students in Grades 4-6 enjoy reading and mathematics
- Cecil Swanson School maintained Very High Achievement, and an overall Excellent rating on the Alberta Education Assurance Outcome Measure Overall Summary for Education Quality

Areas for Growth

- Continued improvement on basic literacy skills: phonological awareness and decoding skills
- Continued improvement in mathematical number concepts
- Continued improvement with student engagement in reading and mathematics

Next Steps

- 6 week reading assessment cycles using the Reading Decision Tree to track incremental student progress.
- Analyzing reading and mathematics screener data to personalize tasks and create flexible groupings for targeted intervention.
- Strengthening universal literacy and mathematics routines to further increase engagement and basic skills

Our Data Story:

Our data story reveals that students are making progress with respect to our literacy and mathematics outcomes. The data below supports continuing to enhance and expand our current strategies, as we have many students who require additional supports in both literacy and mathematics.

During 2024-25, students in Grades 1-3 who were identified on provincial screening assessments as requiring additional literacy supports made progress in their phonological awareness and decoding skills. This is evidenced both through the LeNS and CC3 provincial assessments. Continued focus on these basic skills will help strengthen overall literacy skills, as most Grades 1-6 students achieved at the 2-Basic and 3-Good level in Reading on June 2025 report cards. Grade 1 students' achievement on the September

2025 Acadience Phonemic Segmenting Screener shows that 95% of our Grade 1 students would benefit from continued focus on basic literacy skills. Our Grade 6 students' performance on the June 2025 English Language Arts and Literature Part B Provincial Achievement test serves as baseline data in relation to the new curriculum. It is noteworthy that our Grade 6 students achieved at a higher level on the writing component of the PAT than in the reading component. This data story reinforces our decision to target foundational phonemic skills through flexible grouping and targeted intervention in our School Development Plan, in particular to support our early learners.

In Mathematics, students in Grades 1-3 demonstrated higher achievement on the June 2025 Report Card Stem *Understands and Applies Concepts Related to Number and Patterns* than did students in Grades 4-6, with a smaller percentage of students receiving a 1-Not Yet indicator. Achievement data from the 2025 Grade 6 Mathematics Part B PAT is not yet available for analysis at this time.

The May 2025 OurSchool survey data for Grades 4-6 indicated that most students enjoy reading and mathematics. The percentage of Grades 4-5 students responding 'yes' to the questions "*I like reading*" and "*I like mathematics*" did not show a significant increase or decrease between the October 2024 and May 2025 survey periods. Grade 6 students showed small declines in the percentage of students responding 'yes' in May 2025 as compared to October 2024.

Perception data from the Alberta Education Assurance Outcome Measure Overall Summary for Education Quality showed that Cecil Swanson School maintained Very High Achievement, and an overall Excellent rating. There was an increase of 9.6 percentage points on this measure as compared to the 2024-25 school year. The Alberta Assurance Outcome Domain Learning Supports is an area for attention in future.

This data story supports our decision to further develop our use of targeted interventions and universal classroom supports to improve student learning outcomes in phonological awareness, decoding skills, and number concepts.

Students in Grades 1 – 3 requiring additional supports as identified by the LeNS, CC3, and Numeracy assessments in January and June 2025

	Number of students requiring additional supports in January 2025	Number of students requiring additional supports in June 2025	Change in the percentage of students requiring additional supports in June 2025 compared to January 2025.
Letter Name – Sound Test (LeNS) Sound Accuracy	27	18	Decreased by 33.3%
CC3 Regular Words (Castles and Colthart 3 Reading Assessment) Grades 1-3	55	41	Decreased by 25.4%
Numeracy	78	63	Decreased by 19.2%

June 2025 Report Card Stem *Reads to Explore and Understand*

Percentage of students receiving 1-4 indicator, with percentage increase or decrease from June 2024 (in parentheses)

	1-Not Yet	2-Basic	3-Good	4-Excellent
Grade 1	8.8 (-6.4%)	29.4 (+16.4%)	17.6 (-15.0%)	17.6 (+6.7%)
Grade 2	14.9 (+8.3%)	14.9 (-8.1%)	40.4 (+12.5%)	2.1 (-15.9%)
Grade 3	0.0 (-16.0%)	36.2 (+20.2%)	27.6 (+3.6%)	10.3
Grade 4	18.0 (+8.2%)	28.0 (-13.5%)	30.0 (+.7%)	10.0 (+2.3%)
Grade 5	4.7 (+4.7%)	32.6 (-17.4%)	34.9 (+1.6%)	11.6 (+3.3%)
Grade 6	11.1 (+9.2%)	36.5 (-6.9%)	28.6 (-5.9%)	3.2 (-13.5%)
Total	9.5 (-1.8%)	30.2 (+1.0%)	30.2 (+0.4%)	8.5 (-3.7%)

June 2025 Report Card Stem *Understands and Applies Concepts Related to Number and Patterns (and Algebra for Gr 3-6)*

Percentage of students receiving 1-4 indicator, with percentage increase or decrease from June 2024 (in parentheses)

	1-Not Yet	2-Basic	3-Good	4-Excellent
Kindergarten	0 (-10.9%)	34.0 (+14.4%)	41.5 (-2.5%)	7.5 (-1.2%)
Grade 1	8.8 (-2.1%)	32.4 (+12.8%)	32.4 (-6.7%)	17.6 (+8.9)
Grade 2	8.5 (-3.6%)	34.0 (+11.0%)	36.2 (+0.1%)	14.9 (-4.8%)
Grade 3	6.9 (-17.1%)	48.3 (+22.0%)	20.7 (-0.7%)	10.3 (-15.7%)
Grade 4	34.0 (+24.2%)	20.0 (-31.2%)	32.0 (+12.5%)	0.0 (-12.2%)
Grade 5	32.6 (+30.9%)	20.9 (-20.8%)	32.6 (+5.9%)	7.0 (-6.3%)
Grade 6	12.7 (+5.3%)	34.9 (+1.6%)	23.8 (-4.0%)	4.8 (-13.7%)
Total	14.4 (+5.9%)	32.8 (+3.9%)	30.7 (+2.1%)	8.3 (-11.2%)

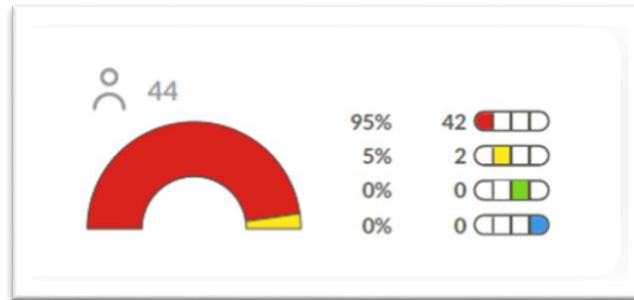
Grade 6 ELAL June 2025 Provincial Achievement Test Results for Students Writing the Test

Table 2.2
Standards Achieved by Students Writing the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 52		Province n = 34975	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	100	50	30	57.7	27841	79.6
Writing	50	25	36	69.2	29658	84.8
Reading	50	25	25	48.1	26259	75.1
Standard of Excellence						
Total Test	100	78	4	7.7	4739	13.5
Writing	50	40	3	5.8	3107	8.9
Reading	50	38	7	13.5	10267	29.4
Below Acceptable Standard						
Total Test	100	N/A	22	42.3	7134	20.4
Writing	50	N/A	16	30.8	5317	15.2
Reading	50	N/A	27	51.9	8716	24.9

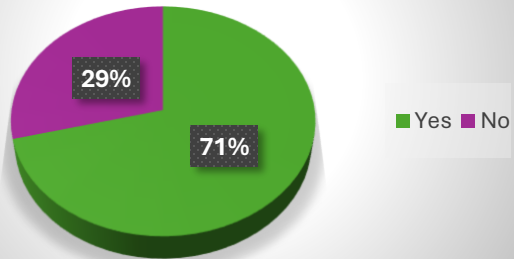
September 2025 Grade 1 Acadience Reading Phoneme Segmenting Fluency Screener

95% of Grade 1 students (44 students) assessed were identified as “Well Below Benchmark” on the phoneme segmenting screener.

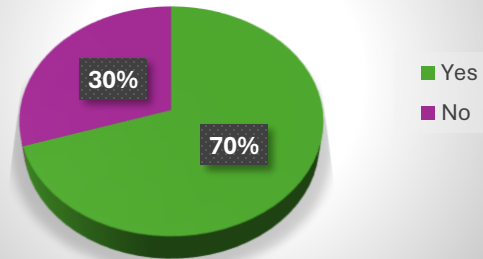


May 2025 OurSchool Survey Responses Gr 4-5 and Gr 6
Percentage of “Yes” Responses to the Questions “I Like Reading/I Like Math”

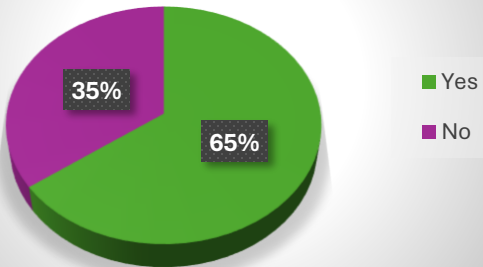
Grade 4-5
"I Like Reading"



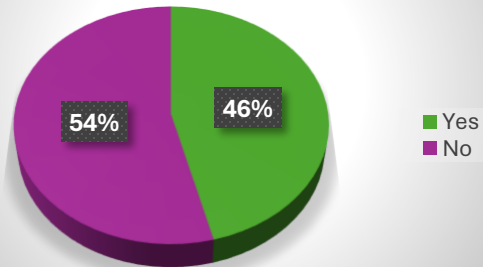
Grade 4-5
"I Like Math"



Grade 6
"I Like Reading"



Grade 6
"I Like Math"



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	Cecil Swanson 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	86.5	71.8	81.0	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	72.0	58.6	71.8	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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	74.1	65.1	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	22.2	11.1	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	91.5	77.9	86.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.7	68.1	75.8	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	71.3	61.6	74.3	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	74.4	69.0	76.7	80.0	79.5	79.1	Low	Maintained	Issue