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Calgary Board of Education

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

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

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 foundational skills in literacy and mathematics will improve.

Outcome One: Students will improve in phonological awareness and decoding skills.
Outcome Two: Student procedural fluency will improve through a focus on number sense.

Celebrations

- Students' decoding skills have improved by 12 percentage points according to Early Years Assessment results.
- Academic achievement was noted through report card indicators in all cohort grade groups. Students achieving a 3 or 4 report card indicator in Number Sense increased by 3.3 percentage points from June 2024 to June 2025.
- Student levels of resiliency in setting goals and persisting with challenges increased by over 10 percentage points based on the OurSchool Survey.

Areas for Growth

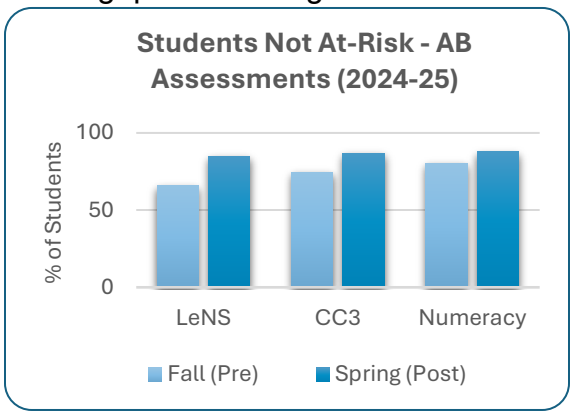
- Improving student mastery of phonological awareness and decoding skills in early literacy and for EAL students.
- Improving student conceptual understanding of number, including number as a value, number as a place, and number as a measurement to support numeracy across disciplines.

Next Steps

- Implement daily number talks for all students across the school.
- Continue to provide explicit instruction using the UFLI program to improve phonological awareness.
- Intentionally teach mathematical vocabulary and academic language to support all learners.
- Integrate timely feedback to engage all learners in achieving their goals and developing understanding.

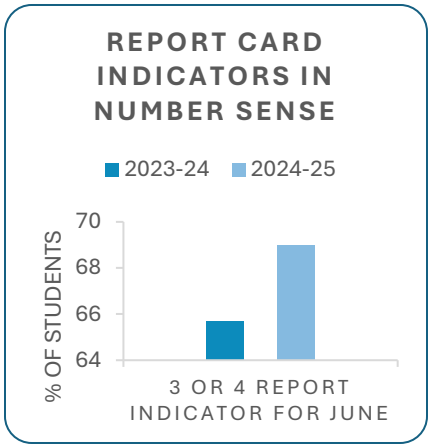
Our Data Story:

Ramsay School's 2024-2025 School Development Plan centered on the continued development of foundational skills in both literacy and numeracy. By focusing on a combined approach, teachers work to minimize gaps in learning and ensure students are provided with direct instruction in these foundational areas.



To develop foundational skills in literacy, there was an instructional focus on the development of both phonological awareness and decoding skills in all grade levels. Through professional conversations, teachers noted that many students across the grades have gaps in their understanding, leading to challenges in processing content after reading. To address this, Fall professional learning was focused on the implementation of the *University of Florida's Literacy Instruction* (UFLI) program alongside ensuring both tasks and assessments were guided by the *CBE Literacy Framework.*

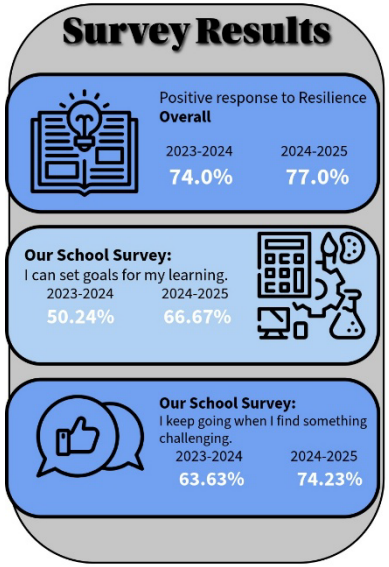
The development of mathematics skills took a similar approach across the school, where there was a focus on procedural fluency through number sense. Teachers noted that while students were able to solve many complex problems, across the grades, students often had limited understanding of numbers, and many students lacked self-confidence in mathematics. To address this, professional learning was focused on the daily implementation of *Number Talks.* These provided short daily activities that help students explore numbers, foundational skills with numbers, and develop confidence in mathematics. This daily instructional strategy was implemented alongside ensuring both tasks and assessments were guided by the *CBE Mathematics Framework.*



Teachers collaborated in professional learning communities and team planning sessions to design and refine reading and numeracy activities that explicitly embedded foundational skills. This work emphasized identifying and addressing gaps in student learning, developing understanding, and building confidence.

By the end of the year, measurable growth in reading and number sense was evident across all grades in the school.

- There was a decrease in the percentage of students At-Risk in AB Education Early Literacy Assessments of just over 12% between the pre- and post-assessments.
- 3.3% more students received a final report card indicator of a 3 or 4 for number sense in 2024-25 than in 2023-24.



Growth in resilience was also reflected in student perception data: Students are increasingly confident in setting goals for learning, as reflected in the CBE Student Survey, which rose from 50.24% to 66.67% from June 2024 to June 2025. At the same time, their ability to stay focused and persevere with a challenging task has strengthened significantly, with the OurSCHOOL Survey showing an increase from 63.63% to 74.23% from June 2024 to June 2025.

Ramsay teaching team worked through Professional Learning and Student Engagement to identify methods and strategies to increase the level of student resilience across the school. Professional learning was focused on using the Math Up programs to develop activities that pushed students and challenged their thinking.

Insights and Next Steps

While continuous improvement is evident, there is an indication that the school can continue to improve outcomes for students in literacy and mathematics. Daily number talks were generally modelled by the teacher, with many students fully engaged in the practice, while some students showed lower levels of engagement. As a result, the school will continue to focus on opportunities for students to share their thinking through daily Number Talks in all grades. The practice of Number Talks aims to improve students' ability to explain their thinking and justify their reasoning when completing mental math tasks. Through daily practice, teachers aim to improve students' computational abilities and continue to support their confidence when working with numbers. In literacy, the school will continue to develop foundational literacy skills through phonological awareness and decoding. This practice was well received by staff and students and yielded improvements with opportunities for continuous growth in literacy.

Through these practices, the school aims to continue to improve students' resilience and overall well-being by supporting students to continue to set goals for learning and develop strategies when faced with challenging problems. This need for student to increase their engagement by setting goals for learning was reflected within both the student surveys as well as the Alberta Education Assurance Measures Survey.

Required Alberta Education Assurance Measures (AEAM) Overall Summary - Fall 2025

Alberta Government

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year's results 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	Ramsay 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	**78.5**	90.6	89.2	**83.9**	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	**73.9**	89.0	88.7	**79.8**	79.4	80.4	Intermediate	Declined Significantly	Issue
	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
	PAT9: Acceptable	**n/a**	n/a	n/a	**62.5**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.6**	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**82.0**	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**23.0**	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	**88.5**	95.1	96.0	**87.7**	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**85.1**	91.5	91.5	**84.4**	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	**69.6**	76.4	75.3	**80.1**	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	**87.2**	80.5	85.7	**80.0**	79.5	79.1	Very High	Maintained	Excellent

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. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.