

**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

Lakeshore 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.

Our Data Story

Our focus on 2024-2025 was to focus on effective Task Design and Assessment practices to enhance student achievement and well-being at Lakeshore. Results for all identified outcomes in our School Development Plan from 2024-2025 in relation to the previous year results are:

ACADEMIC: Report Card Data - Reading	2023-2024 Percentage of Students Receiving an Indicator of 1 or 2 on Reading Stem of the Report Card	2024-2025 Percentage of Students Receiving an Indicator of 1 or 2 on Reading Stem of the Report Card	Net Improvement / Decline
Grade 6	27.9%	17.6%	+ 10.3%
Grade 7	25.4%	24.1%	+ 1.3%
Grade 8	25.4%	26.9%	- 1.5%
Grade 9	45.7%	31.0%	+ 14.7%

ACADEMIC: Report Card Data - Reading	2023-2024 Percentage of Students Receiving an Indicator of 4 on Reading Stem of the Report Card	2024-2025 Percentage of Students Receiving an Indicator of 4 on Reading Stem of the Report Card	Net Improvement / Decline
Grade 6	19.7%	28.9%	+ 9.2%
Grade 7	27.5%	21.0%	- 6.5%
Grade 8	15.4%	17.2%	+ 1.8%
Grade 9	19.7%	25.0%	+ 5.3%

ACADEMIC: Report Card Data - Writing	2023-2024 Percentage of Students Receiving an	2024-2025 Percentage of Students Receiving an	Net Improvement / Decline
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	Indicator of 1 or 2 on Writing Stem of the Report Card	Indicator of 1 or 2 on Writing Stem of the Report Card	
Grade 6	31.8%	21.0%	+ 10.8%
Grade 7	29.7%	24.5%	+ 5.2%
Grade 8	33.7%	33.5%	+ 0.2%
Grade 9	47.9%	23.8%	+ 24.1%

ACADEMIC: Report Card Data – Math (Number)	2023-2024 Percentage of Students Receiving an Indicator of 1 or 2 on Number Stem of the Report Card	2024-2025 Percentage of Students Receiving an Indicator of 1 or 2 on Number Stem of the Report Card	Net Improvement / Decline
Grade 6	23.7%	14.6%	+ 9.1%
Grade 7	19.6%	23.8%	- 4.2%
Grade 8	27.7%	18.9%	+ 8.8%
Grade 9	25.8%	27.5%	- 1.7%

ACADEMIC: Grade 6 Provincial Achievement Test Results – English Language Arts (Combined Test – Reading and Writing)	2023-2024 Percentage of Students Attaining Acceptable Standard	2024-2025 Percentage of Students Attaining Acceptable Standard	Net Improvement / Decline
	NA (New Curriculum)	81.3%	NA

ACADEMIC: Grade 6 Provincial Achievement Test Results – English	2023-2024 Percentage of Students Attaining	2024-2025 Percentage of Students Attaining	Net Improvement / Decline
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Language Arts (Combined Test – Reading and Writing)	Standard of Excellence	Standard of Excellence	
	NA (New Curriculum)	15.6%	NA

ACADEMIC: Grade 9 Provincial Achievement Test Results – English Language Arts (Combined Test – Reading and Writing)	2023-2024 Percentage of Students Attaining Acceptable Standard	2024-2025 Percentage of Students Attaining Acceptable Standard	Net Improvement / Decline
	75.9%	79.4%	+ 3.5%

ACADEMIC: Grade 9 Provincial Achievement Test Results – English Language Arts (Combined Test – Reading and Writing)	2023-2024 Percentage of Students Attaining Standard of Excellence	2024-2025 Percentage of Students Attaining Standard of Excellence	Net Improvement / Decline
	7.3%	11.7%	+ 4.4%

WELL-BEING: OurSchool Survey – Sense of Belonging Summary Measure	2023-2024	2024-2025	Net Improvement / Decline
	68%	72%	+ 4%

WELL-BEING: Alberta Assurance Survey for “Students at your school respect each other”	2023-2024 – Parent (Agree + Strongly Agree)	2024-2025 – Parent (Agree + Strongly Agree)	Net Improvement / Decline
	58%	69%	+ 11%

WELL-BEING: Alberta Assurance Survey for “Students at your school respect each other”	2023-2024 – Student (Agree + Strongly Agree)	2024-2025 – Student (Agree + Strongly Agree)	Net Improvement / Decline
	57%	73%	+ 16%

WELL-BEING: Alberta Assurance Survey for “Students at your school respect each other”	2023-2024 – Teacher (Agree + Strongly Agree)	2024-2025 – Teacher (Agree + Strongly Agree)	Net Improvement / Decline
	85%	89%	+ 4%

WELL-BEING: CBE Student Survey “Students Have at least one Adult at the school who they connect with”	2023-2024	2024-2025	Net Improvement / Decline
	56.2%	73.8%	+ 17.6%

Along with these results, the following results from the 2024-2025 Alberta Assurance Survey add to our school data story:

- Level of Improvement in the overall results is indicated as “Improved Significantly” in Grade 9 Acceptable Standard and Standard of Excellence.
- Results in Student Learning Engagement, Citizenship, and Parental Involvement also show as “High” with Student Learning Engagement and Citizenship indicators marked “Improved”.
- 95% of parents agree that the literacy and numeracy skills students are learning at Lakeshore School are useful.
- Student feedback regarding Citizenship at Lakeshore School shows results are “Very High” in Achievement and “Excellent” Overall.
- 87% of Parents responded that they were “Satisfied” or “Very Satisfied” with the quality of education their child is receiving at Lakeshore School.

School Goal: *Effective Task Design and Assessment Practices will enhance Student Achievement and Well-Being at Lakeshore.*

Outcome One: *Student literacy achievement will improve because of the intentional, planned incorporation of responsive reading practices in all subject areas.*

Celebrations

- Literacy results on all outcome measures show improvements, highlighted by:
 - A +14.7% improvement for Grade 9 students moving out of report card 1 or 2 indicators in reading
 - A + 9.2% improvement for Grade 6 students moving into an indicator or 4 on the report card
 - A +24.1% improvement for Grade 9 students moving out of report card 1 or 2 indicators in writing
 - 81.3% of Grade 6 students and 79.4% of Grade 9 students achieved Acceptable Standard on ELA results for combined Reading and Writing scores
- 84% of students responded on the Assurance Survey that they understand English Language Arts skills are important to them
- Student reported engagement levels in learning exceed the Provincial Average on the Assurance Survey
- There has been overall school progress in monitoring student achievement through data tracking of diagnostic assessments. We have focused on using similar assessments from grade-to-grade to be able to compare the same data over time.

Areas for Growth

- Data indicates that we still have a gap between report card results in writing to those in reading. We would like to see writing skills match the growth of reading.
- We want to find ways to better utilize diagnostic data to organize and offer specific supports to students.
- We would like to see continued improvements for results on Grade 6 and Grade 9 Provincial Achievement Tests in the percentage of students achieving both Acceptable Standard and Standard of Excellence.

Next Steps

- Obtain teacher / staff, student, and parent feedback regarding literacy skill acquisition to incorporate into the School Development Plan for 2025-2026.
 - Complete a compressive item-by-item analysis of the reading and writing skill breakdown from the Provincial Achievement Test results from May / June 2025 to incorporate into new teaching.
 - A commitment to an in-class system where “lesson requests” and “lesson invitations” may allow for more personalized supports.
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Outcome Two: *Student well-being will improve because of the intentional, planned incorporation of strategies designed to address a culture of belonging specific to respect and care for one another.*

Celebrations

- Well-Being results on all outcome measures show improvements, highlighted by:
 - A +4% improvement on the OurSchool Survey Sense of Belonging Measure
 - A +11% improvement on the overall Assurance Survey results for “Students at your school respect each other” (including 16% improvement from the student respondents)
 - A +17.6% improvement in the CBE Student Survey results for “I have at least one adult at the school I connect with”
- Over 200 students received a BEAR Award for Bravery, Excellence, Ambition, or Respect. These awards were handed out monthly through staff nomination. Students received a certificate, and parents received a message of support including a personalized quote from the nominating staff member.

- Our Well-Being Ambassadors focused on Care and Respect and their student-to-student outreach program was featured on CBE News and highlighted by the Calgary Board of Education for excellence and featured in their social media posts.
- There was an overall decrease in the number of suspensions with no suspensions for violent aggression.
- 93.7% of students indicated that “their teachers want them to be successful” on the CBE Student Survey.

Areas for Growth

- 69% of students indicated they have confidence in themselves as a learner on the CBE Student Survey.
- 59% of students indicated that they “talk to caregivers, friends, classmates, and/or teachers about how they feel” on the CBE Student Survey.
- 48.9% of students indicated “I take care of myself by making sure I don’t have too much screen time” on the CBE Student Survey

Next Steps

- Select more Well-Being Ambassadors to increase the team size for more student-to-student initiatives.
- Work with the parent and community to source options to help Lakeshore students to effectively manage screen time.
- Consider specific task design and assessment actions to enhance confidence in learning – this could be positively impacted by the move to “lessons requests” and “lesson invitations”.

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	Lakeshore 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	84.9	82.7	83.9	83.7	84.4	High	Improved	Good
	Citizenship	79.3	79.1	75.1	79.8	79.4	80.4	High	Improved	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
	PAT9: Acceptable	75.1	61.1	63.0	62.5	62.5	62.6	Intermediate	Improved Significantly	Good
	PAT9: Excellence	17.0	9.3	9.9	15.6	15.4	15.5	Intermediate	Improved Significantly	Good
	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	86.6	86.9	85.9	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.8	83.8	82.0	84.4	84.0	84.9	Intermediate	Improved	Good
	Access to Supports and Services	76.5	79.4	76.5	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	80.9	78.5	77.2	80.0	79.5	79.1	High	Maintained	Good

Notes: