


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

West Ridge 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 Measures 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 will improve.

Outcome One: Student achievement in reading, writing, and vocabulary will improve across all four core disciplines through the intentional use of interdisciplinary literacy strategies.

Celebrations

- Increase in the number of students achieving at the Standard of Excellence on the ELA and ELAL Provincial Achievement tests.
- Students in Grades 6 through 9 demonstrated an increase in percentage of students achieving at a 3 or 4 in both the reading and writing strands on the report card.
- The percentage of students feeling that their reading and writing skills will help in achieving their future goals increased in Grade 5, 6, 8, and 9.

Areas for Growth

- The number of students achieving at the acceptable level on Provincial Achievement Tests
- Enhancing the ability to support students who are on IPPs or are EAL learners
- Improving students understanding of what they read in Grades 7 through 9

Next Steps

- Utilize high impact strategies to support morphology and word learning across the disciplines
- Increase Tier 1 and Tier 2 support in the classroom to benefit all learners
- Use scaffolded learning intentions and multiple entry points to reflect that students may have different learning needs

Our Data Story:

Grade 6 English Language Arts & Literacy and Grade 9 English Language Arts Provincial Achievement Test

There is no 2024 comparative data for Grade 6 as there were no PATs that year due to the implementation of the new curriculum.

	2024 Standard of Excellence	2025 Standard of Excellence	2024 Acceptable Standard	2025 Acceptable Standard	2024 Below Acceptable Standard	2025 Below Acceptable Standard
Grade 6 Part A - Writing		9.8%		94.3%		5.7%
Grade 6 Part B - Reading		42.6%		88.5%		11.5%
Grade 9 Part A - Writing	13.9%	16.5%	93.3%	86.3%	6.7%	13.7%
Grade 9 Part B - Reading	18.3%	25.3%	90%	86.3%	10%	13.7%

- There was an increase of 2.6 percentage points and 7 percentage points with respect to students achieving a Standard of Excellence though a decrease of 7 percentage points and 3.7 percentage points for students achieving the Acceptable Standard on the Grade 9 PATs. Though there is not comparative data for the Grade 6 PATs there is a similar trend for the reading component.

Report Card Stem Analysis

The report card stem for Mathematics (Models, represents and communicates mathematical ideas) was not used for the 2024-25 school year.

Grades 5 & 6				
Stem	ELAL – Reads to explore and understand		ELAL – Writes to express information and ideas	
Indicator	June 2024	June 2025	June 2024	June 2025
1	3%	1.1%	3.7%	1.1%
2	23.7%	16.4%	28.1%	19.6%
3	43%	44.1%	43.7%	45.6%
4	25.2%	31.7%	19.3%	26.7%

ELL	2.2%	4.6%	2.2%	4.6%
IPP	1.5%	1.8%	1.5%	2.1%
NER	1.5%	0.4%	1.5%	0.4%

Grades 7 to 9				
Stem	ELA – Reads to explore, construct and extend understanding		ELA – Writes to develop, organize and express information and ideas	
Indicator	June 2024	June 2025	June 2024	June 2025
1	0.8%	1.4%	0.8%	1.7%
2	16.9%	15.8%	21%	19.3%
3	32.4%	49.5%	31.9%	48.6%
4	30%	28.1%	34.6%	23.6%
ELL	6.3%	3.6%	5.7%	3.8%
IPP	4.4%	1.0%	5.7%	2.4%
NER	0.3%	0.5%	0.3%	0.5%

In ELAL and ELA there is an increase in the number of students with achievement indicator 3 and 4 in both the reading and writing stems. However, in Grade 5 and 6 we see an increase in the use of the ELL indicator but a decrease in Grade 7 to 9.

Grades 5 & 6			Grade 7 to 9	
Stem	Social Studies – Develops skills and processes for social studies inquiry		Social Studies – Communicates ideas in an informed and persuasive manner	
Indicator	June 2024	June 2025	June 2024	June 2025
1	3%	0.4%	1.4%	1.4%
2	26.9%	18.7%	22.6%	20.3%
3	44.8%	48.9%	35.6%	52.1%
4	20.9%	27.7%	34%	22%
ELL	2.2%	3.6%	4.3%	3.0%
IPP	0.7%	0.7%	1.6%	0.3%
NER	1.5%	0%	0.5%	0.9%

In Social Studies, in Grade 5 and 6, there is an increase in the number of students with achievement indicator 3 and 4 as well as an increase in the use of ELL. However, in Grades 7 to 9, we see an increase with achievement indicator 3 but a decrease with achievement indicator 4. There is also a decrease in the use of ELL.

	Grades 5 & 6		Grade 7 to 9	
Stem	Science – Demonstrates knowledge and understanding of concepts		Science – Develops skills for inquiry and communication	
Indicator	June 2024	June 2025	June 2024	June 2025
1	1.7%	0.7%	0.5%	0.9%
2	22.9%	14.3%	23%	18.2%
3	46.4%	49.1%	43.1%	43.3%
4	25.6%	32.6%	29.9%	36%
ELL	1.7%	2.9%	2.1%	1%
IPP	0.7%	0.4%	1.1%	0.2%
NER	1%	0%	0.3%	0.5%

In Science we see the largest decrease with achievement indicator 2 level and greatest increase with achievement indicator 4 for all grades. At Grade 5 and 6 we again see an increase in the use of the ELL indicator.

Alberta Education Assurance Measures (AEAM) and Student Perception Data

- There was a 1 percentage point decrease (strongly agree and agree) from 2024 to 2025 for the statement “I understand how the language arts I am learning at school is useful to me,” on the AEAM under the category “Student Growth and Achievement.”

CBE Student Survey – The percentage of students who indicated overall agreement on the following statements.

“I understand what I read”				
	Grade 5	Grade 6	Grade 8	Grade 9
April 2025	97.4%	96.1%	87.7%	91%
April 2024	90.9%	87.2%	91.4%	92.3%
“Reading and writing skills help me achieve my future goals”				
April 2025	89.9%	80.2%	84.3%	81.4%
April 2024	86.2%	82.9%	75.9%	69.6%

- There is an increase in the number of students indicating that they understand what they read in Grade 5 and 6 but a decrease in Grade 8 and 9.
- We see an increase in Grade 5, 6, 8, and 9 with respect to students feeling that their reading and writing skills will help in achieving their future goals.

This data reflects a continued need to focus on literacy with a greater focus on vocabulary development. This will support reading and writing across the disciplines and may also help students who have learning needs or who are English as Additional Language learners.

Goal Two: Students will feel an increased sense of acceptance and connectedness to school.

Outcome One: Students' experience in building trusting relationships within the school community (peer-to-peer, student-to-staff, and student-to-community) will improve

Celebrations

- The percentage of students in Grade 5 that feel very or extremely connected to the school.
- Parents indicated an increase related to the statement, "Your child is treated fairly by adults at the school," and "Students at your child's school respect each other."
- There was an overall increase in the percentage of students who feel included, welcome, and proud to be a part of the school

Areas for Growth

- Students are not perceiving their learning environments to be as welcoming, caring, respectful or as safe as they have been in the past.
- Students' feeling of being more connected to the school and having a stronger sense of belonging decreased.
- As students transition to higher grades there is a gradual decline in their sense of feeling accepted at and connected to the school.

Next Steps

- Collect more specific data from students, possibly through the use of school generated surveys, so that more informed choices can be made
- Enhance learning environments so they are, and are perceived as being, more welcoming, caring, respectful and safe.
- Determine ways students can feel more connected to the school and a stronger sense of belonging

Our Data Story:

Alberta Education Assurance Measures (AEAM)

Below is the percentage of students on the AEAM who indicated they agree or strongly agree with the following statements:

	At school I feel like I belong	I feel welcome at my school
Spring 2024	83%	88%
Spring 2025	76%	81%

There is a decline in student perception of feeling welcome and a sense of belonging to the school. There is also an overall decrease from 2024 to 2025 in the percentage of parents and students who agree that student learning environments are welcoming, caring, respectful, and safe.

OurSCHOOL Survey

This survey typically occurs in October but has not yet been administered for the 2025 year. Therefore, data will be shown from October 2024 and October 2023. The data below is reflective of the percentage of students who shared they have a high sense of belonging and feel very connected or extremely connected to the school.

	Gr. 5 – Belonging	Gr. 6-9 Belonging	Gr. 5 - Connectedness	Gr. 6-9 Connectedness
October 2023	84%	73%	46%	48%
October 2024	80%	68%	62%	44%

When analyzed more closely the general sense of belonging gradually decreases as the students progress in grades.

CBE Student Survey - The percentage of students who indicated overall agreement on the following statements.

	I feel included at school	I feel welcome at school	I am proud to be a part of my school
April 2024	70.8%	71.7%	76.7%
April 2025	70.4%	74.3%	81%

Overall there was growth in feeling included, welcome, and proud to be a part of the school. Again, when looking at each grade separately we see a gradual decrease in feeling included, welcome, and proud to be a part of the school as the students progress in grades.

There continues to be need for students to feel as though they belong, feel welcome, and are connected to the school. This is also reflected in the decrease of student and parent perception data related to students feeling/being safe at school, respecting, and caring about each other.

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 Measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Fall 2025

Assurance Domain	Measure	West Ridge 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	86.3	84.7	86.0	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	76.7	77.8	76.5	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
	PAT9: Acceptable	83.8	83.2	82.4	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	29.6	17.2	22.0	15.6	15.4	15.5	Very High	Improved	Excellent
	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	84.8	86.0	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.7	87.0	85.7	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	77.0	75.7	73.2	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	82.1	81.6	75.9	80.0	79.5	79.1	High	Maintained	Good