

**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

Saddle Ridge School

368 Saddlecrest Blvd NE, Calgary, AB T3J 5L6 t | 403-777-6249 e | saddleridge@cbe.ab.ca

School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Saddle Ridge School Goals

- Literacy - Decoding and phonological skills
- Mathematics - procedural fluency
- Well Being – sense of belonging

Our School Focused on Improving

- Literacy - Improving decoding skills and phonological skills
- Mathematics - Building procedural fluency in mathematics
- Well-being - Developing a high sense of belonging with each other and the school

We focused on improving decoding and phonological skills in literacy. Our local student data as measured on provincial assessments Castle Coltheart 3 (CC3) and Letter Naming Sound (LeNS) indicated there were gaps in foundational skills limiting students' ability to decode text and read fluently. Also, our Report Card data and EAL Benchmark data reflected that we had a group of students at LP1 and LP2 levels who needed additional support in developing decoding and phonological skills to improve their reading skills.

Our student perception data, as noted on the CBE Gr 1-3 Academic Survey Report indicated we had a high number of students who agreed, "Reading helps me learn." We noticed a gap in the number of students who reported, "I like to read." This was also reflected in the Alberta Education Assurance Measure Results, where the numbers of students who reported, "I liked Learning Language Arts" had also decreased.

Our local measures data, as measured on the provincial Numeracy screening assessment and Report Card data, showed there were gaps in procedural fluency. Also, our Report Card data showed we have a group of students at LP1 and LP2 levels, who need additional support to communicate their mathematical understanding.

Our perception data, as noted on the CBE Gr 1-3 Academic Survey Report indicated that there were many students who agreed, "I can solve math problems," "I am good at working with numbers," and "I like math". Data from the Alberta Education Assurance Measure Report indicated a decrease in the number of students in grade 4 who reported that they liked learning math.

Local measures for well-being including data from the CBE Gr 1-3 Well-Being Survey Report and the OurSCHOOL Elementary School Survey Report indicated that there were a small group of students who did not feel a sense of belonging. Additionally, as the students move throughout the grades, the gap increased in students' sense of belonging. This data showed developing a student's sense of belonging throughout the grades is an area for continued focus.

What We Measured and Heard

We primarily used the Castle Coltheart 3 (CC3), Letter Naming Sound (LeNS), Numeracy screening assessments and Report Card data to measure growth in the areas of literacy and mathematics. Additionally, we used the CBE Gr 1-3 Academic and Well-Being Surveys and Alberta Education Assurance Survey Measures to capture perception data. We noted the following improvements:

LITERACY

LeNS - Changes in students not at risk - June 2024

Grade 1	+ 6.92
Grade 2	+14.04

CC3 - Changes in students not at risk - June 2024

Year Results	Regular Words	Irregular Words	Non Words
Grade 1	+13.7%	+13.68%	+13.36%
Grade 2	+13.33%	+16.67%	+14.93%
Grade 3	+10.56	+7.72%	+21.61%

Report Card - Language Arts and Literature - June 2024

K to Gr 4	Report Card stem – Reads to explore and understand • 75.53% of students received an indicator of 2, 3 or 4. • 24.47% of students received an indicator of ELL, IPP, NER or ADP)
-----------	--

CBE Gr 1-3 Academic Survey Report - Pre-Survey Fall 2023; Post-Survey - Spring 2024

Gr 1 to 3	• 87.89% (+5.49%) of students who responded, “I can understand and make sense of what I read.” • 92.86% (+1.22%) of students who responded, “Reading helps me learn.” • 82.08% (-0.66%) of students who responded, “I like reading”
-----------	---

Alberta Education Assurance Measure Results

Percentage of Gr 4 students who responded that they like learning Language Arts	
Annual Results	Overall Percentage for Agreement
May 2023	79%
May 2024	76%

MATHEMATICS

Numeracy - Changes in students not at risk - June 2024

Grade 1	+9.83%
Grade 2	+8.12%
Grade 3	+2.34%

Report Card – Mathematics - June 2024

K to Gr 4	Report Card stem – Understands number, patterns and (algebra) - K to Gr 2 - 91.1% of students received an indicator of 2, 3 or 4. - K to Gr 2 - 8.9% of students received an indicator of 1, ELL, IPP, NER or ADP - Gr 3 to 4 - 85.1% of students received an indicator of 2, 3 or 4. - Gr 3 to 4 - 14.9% of students received an indicator of 1, ELL, IPP, NER or ADP
-----------	--

CBE Gr 1-3 Academic Survey Report - Pre-Survey Fall 2023; Post-Survey - Spring 2024

Gr 1 to 3	91.76% (1.43%) of students responded, "I am good at working with numbers." 88.22% (+2.35%) of students responded, "I can solve math problems." 86.89% (-0.71%) of students responded, I like math"
-----------	--

Alberta Education Assurance Measure Results

Percentage of Gr 4 students who responded that they like learning math.	
Annual Results	Overall Percentage for Agreement
May 2023	79%
May 2024	76%

WELL-BEING

CBE Gr 1-3 Well-Being Survey Report - Pre-Survey Fall 2023; Post-Survey - Spring 2024

Gr 1 to 3	• 91.76% (1.49%) of students responded, "I have at least one grown up that I can talk to at school." • 90.91% (+0.44%) of students responded, "I feel included at school."
-----------	--

OurSCHOOL Elementary Survey Report - Pre-Survey Fall 2023; Post-Survey - Spring 2024

Gr 4	• 87% (+3%) of students responded that they have a positive sense of belonging. • 86% (+8%) of students responded that they have positive relationships. • 79% (+1%) of students who responded that they have a positive self-regulation
------	--

Alberta Education Assurance Measure Results

Our school has welcoming, caring, respectful and safe learning environments.	
Annual Results	Overall percentage for agreement from students, teachers, and parents
May 2022	• 95.49%
May 2023	• 92.5%

Teacher perception data indicated a key component of literacy and numeracy instruction included teaching explicit oral language strategies to help students build academic language. Teachers reported a higher sense of confidence when teaching these explicit skills to their students across the curriculum. They also reported an increase in students' ability, engagement and confidence when provided with one-to-one and small group targeted instruction. Teacher perception data indicated improvement in well-being was accomplished through using a whole school approach. This included using a student a teacher connection tracker and sharing circles in each classroom.

On the Alberta Education Assurance Measure Report, Citizenship (90.9%), Education Quality (96%) and Parental Involvement (88.3%) remained at a high level. Additionally, there is a high percentage (92.5%) of the teachers, parents and students who agree the school has Welcoming, Caring, Respectful and Safe Learning Environments.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- LeNS, CC3 and Numeracy Assessment data indicate that there has been an increase in the percentage of students in the “Not at risk” category at each grade level. - Coupled with data from the CBE Gr 1-3 Academic Student Survey, CBE Gr 1-3 Well-being Survey and the Alberta Assurance Survey Measure results indicate improvement in students' confidence levels in both literacy and numeracy. - The data from the Report Card indicates students are successful and demonstrating continued growth and improvement in Language Arts and Literature and Mathematics.	- Students' decoding skills have improved. - Students' understanding of procedural fluency in numeracy have improved. - Students continued to report a high sense of belonging while at school. - Parents continued to report a high level of satisfaction that the school has “welcoming, caring, respectful and safe learning environments.”	- Incorporating explicit systematic instruction of phonics and decoding skills into daily literacy practice. - Providing targeted support for students at risk in literacy. - Continuing to build student sense of belonging through guided peer and buddy tasks that enhance our school community.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2024



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	Saddle 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	88.6	91.1	90.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.9	92.6	91.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	95.6	94.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	95.0	94.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	86.9	86.7	84.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.3	91.6	79.3	79.5	79.1	78.9	Very High	Improved	Excellent

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.