


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

Connaught 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' achievement in Literacy will improve

Outcome One: Students' written communication will improve through timely formative feedback and opportunities to write for authentic audiences

Celebrations

- Met the same acceptable standards in writing as the province on grade 6 PAT (Connaught 84%, Province 84.8%)
- Exceeded the province in students achieving excellence in writing (Connaught 18%, Province 8.9%)
- When comparing report card data from term 1 to term 2 the number of students receiving 1s and 3s has decreased while the number of students receiving 2s and 4s has increased
- All teachers introduced the categories of seed/spout/sapling/tree in their classrooms

Areas for Growth

- Continued focus on intentional writing/representing strategies
- Our results in reading indicate a need in the future to focus in on this skill.

Next Steps

- Teaching specific visual representations/graphic organizers for students to represent the following thinking processes: describing, sequencing, compare/contrast, evaluation
- Solidify use of assessment language – seed/sprout/sapling/tree in all content areas

Our Data Story:

Learning Excellence

English Language Arts Part A (writing) – Grade 6 PAT June 2025

Reporting Category	School	Province
Acceptable	84%	84.8%
Excellence	18%	8.9%
Below	16%	15.2%

English Language Arts Part B (reading) – Grade 6 PAT June 2025

Reporting Category	School	Province
Acceptable	66%	75.1%
Excellence	24%	29.4%
Below	34%	24.9%

Report Cards – writes to express information and ideas – January 2025

		Term	S1					
		Indicator	1	2	3	4	ELL	IPP
Course	Stem							
English Language Arts and Literature 1	Writes to express information and ideas		4.0%	24.0%	33.3%	1.3%	29.3%	8.0%
English Language Arts and Literature 2	Writes to express information and ideas		3.1%	30.8%	36.9%	3.1%	23.1%	3.1%
English Language Arts and Literature 3	Writes to express information and ideas			30.6%	43.5%	9.7%	9.7%	6.5%
English Language Arts and Literature 4	Writes to express information and ideas		7.6%	33.3%	24.2%	13.6%	15.2%	6.1%
English Language Arts and Literature 5	Writes to express information and ideas		8.2%	26.2%	36.1%	13.1%	14.8%	1.6%
English Language Arts and Literature 6	Writes to express information and ideas		1.8%	25.5%	43.6%	21.8%	3.6%	3.6%
Totals			4.2%	28.4%	35.9%	9.9%	16.7%	4.9%

Report Cards – writes to express information and ideas – June 2025

		Term	Y1					
		Indicator	1	2	3	4	ELL	IPP
Course	Stem							
English Language Arts and Literature 1	Writes to express information and ideas		2.9%	34.3%	22.9%	7.1%	22.9%	10.0%
English Language Arts and Literature 2	Writes to express information and ideas		1.7%	30.0%	40.0%	8.3%	18.3%	1.7%
English Language Arts and Literature 3	Writes to express information and ideas			40.6%	31.3%	15.6%	7.8%	4.7%
English Language Arts and Literature 4	Writes to express information and ideas		4.5%	33.3%	28.8%	13.6%	13.6%	6.1%
English Language Arts and Literature 5	Writes to express information and ideas		6.8%	20.3%	35.6%	22.0%	13.6%	1.7%
English Language Arts and Literature 6	Writes to express information and ideas		3.7%	20.4%	42.6%	27.8%	1.9%	3.7%
Totals			3.2%	30.3%	33.0%	15.3%	13.4%	4.8%

Due to our concerted efforts on writing, our PAT results indicate that Connaught students met the same acceptable standards in writing as the province and exceeded the province in students achieving excellence in writing. We feel another year's focus on intentional writing/representing strategies will solidify teaching practise and increase student success. Our results in reading indicate a need in the future to focus in on this skill.

When comparing report card data from term 1 to term 2 the number of students receiving 1s and 3s has decreased while the number of students receiving 2s and 4s has increased. We celebrate this growth.

Writing Sprint Observations

Teachers universally felt that writing sprints were an effective tool for monitoring, targeting and teaching students specific skills in writing. Teachers highlighted the development and use of rubrics as grade teams to communicate clear standards to students. Teachers sited using exemplars and feedback to scaffold instruction. Students responded positively to the common writing prompts and the deliberate focus on criteria. All teachers introduced the categories of seed/spout/sapling/tree in their classrooms. This language for communicating progress and assessment was successfully used throughout K-6 across all subject areas. The opportunity for students to write for an authentic audience has improved as we have seen students sharing their writing with buddy classes. We feel this area needs continued focus.

Truth & Reconciliation, Diversity, and Inclusion

Connaught School serves students from 45 different countries, speaking 42 different languages, in addition to serving students from Inn from the Cold and the Downtown and Beltline communities. 70% of our population are English language learners with most being new to Canada. We added 6 modular detached classrooms to our school this school year, 2025-2026. We now serve approximately 550 students in kindergarten through grade 6. We have welcomed over 240 new to Connaught students this fall. Our autistic population continues to grow with more than 20 students being supported in our inclusive environment.

Our partnership with many community agencies, such as the Rotary, Grace Church, St. Stephen's Church, Meals of Wheels, Brown Bagging for Calgary Kids, I Can 4 Kids, Alex Dental Bus, Nation's Vision, Decidedly Jazz, Scientists in Schools, CUPS and Calgary Bridge Foundation for Youth provide our students with many opportunities for learning or meeting basic needs.

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

Spring 2025 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Connaught 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	83.5	87.2	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	88.5	87.2	84.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	87.8	83.7	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	34.7	26.7	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	90.8	93.1	94.2	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	87.3	88.2	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	75.9	80.4	77.9	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	79.9	83.6	83.1	80.0	79.5	79.1	High	Maintained	Good