


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

Rosedale 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: Student achievement in literacy will improve.

Outcome One: Student achievement will improve in reading and writing through disciplinary literacy.

Celebrations

- Students at Rosedale meeting grade level expectations in reading went up from 97% to 98%
- English as an Additional Language (EAL) students reading at grade level expectations went up by 20%
- Students at Rosedale meeting grade level expectations in writing remained consistent at 95%
- EAL at Rosedale meeting grade level expectations in writing went up from 70% to 96%
- Students decoding skills have improved this year according to Early Years Assessment results:
 - Grades 1 – 4 Regular Words – 9% improvement (from 24% at risk in June 2024 to 15% at risk in June 2025)
 - Grades 1 – 4 Irregular Words – 4% improvement (from 22% at risk in June 2024 to 18% at risk in June 2025)
 - Grades 1 – 4 Non Words – 10% improvement (from 21% at risk in June 2024 to 11% at risk in June 2025)

Areas for Growth

- Students will continue to receive instruction using a structured literacy approach across all disciplines
- Continued monitoring and providing targeted literacy interventions
- Continue to focus on encouraging more students towards next best steps

Next Steps

- Divisional reading and writing assessments to inform the creation of literacy groups for direct and targeted instruction
- Cocreated criteria of success rubrics and formative assessments with students

Our Data Story:

Rosedale’s 2024-2025 School Development Plan’s first Goal focused on improving reading and writing. When looking at report card data in 2023-24, 96.6% of students were meeting grade level expectations in reading and 95.4% in writing. However, when looking specifically at our EAL learners, 23.1% did not meet grade level expectations in reading and 29.2% did not meet grade level expectations in writing. This highlighted the need to look at how we were supporting our EAL learners with language acquisition. We began using high impact strategies for vocabulary across all disciplines for all students. We utilized the CBE Reading Assessment Decision Tree resources to provide baseline data in order to inform next steps. Structured literacy interventions were deployed in all grade groups.

Report Card indicator percentages for indicators in **2024-2025 June results:**

Report Card Indicator	Reading Stem All learners		Reading Stem EAL learners		Writing Stem All learners		Writing Stem EAL learners	
	2024	2025	2024	2025	2024	2025	2024	2025
1 – Not meeting	3.4%	1.58%	23.1%	1.61%	4.6%	4.38%	29.2%	3.23%
2- Basic	10.42%	17%	15.4%	17.74%	21.6%	27.49%	21.5%	29%
3 - Good	38.6%	32.42%	33.9%	32.26%	39%	32.67%	32.3%	25.8%
4 - Excellent	40.1%	39.13%	26.2%	20.97%	24%	22.31%	13.9%	9.68%

The June 2024–2025 report card indicators reveal notable shifts in literacy achievement among all learners including English as an Additional Language (EAL) learners. For **Reading**, the percentage of students **not meeting expectations** dropped significantly for EAL learners—from **23.1% in 2024 to just 1.61% in 2025**—indicating substantial improvement. Similarly, **Writing** saw a dramatic decline in EAL learners not meeting expectations, from **29.2% to 3.23%**. However, while fewer students are falling below expectations, there is a noticeable shift from higher achievement levels to more mid-range performance. For instance, the percentage of students rated **“Excellent”** in both Reading and Writing decreased across all groups, especially among EAL learners in Writing (from **13.9% to 9.68%**). Meanwhile, the **“Basic”** category increased, suggesting that while interventions may have helped at risk students meet minimum standards, further support may be required to elevate more learners to achieve the next indicator. Overall, the data reflects positive progress in reducing underperformance, particularly among EAL learners, but also highlights a need to focus on students knowing and understanding their next steps.

Goal Two: Students' overall sense of belonging will improve.

Outcome One: Students' sense of belonging through feeling confident and accepted by peers at school will improve.

Celebrations

- Students reporting they have confidence in themselves as learners went up 6% from 64% in June 2024 to 70% in June 2025
- Students reporting they feel included at school went up 10% from 71% in June 2024 to 81% in June 2025
- Three year data trend (2023-25) indicates a high percentage of students reporting their teachers care about them and that there are high expectations to be successful

Areas for Growth

- Three year data trend (2023-25) indicates a declining trend in students reporting that they saw their culture reflected at our school
- Three year data trend (2023-25) indicates a need to ensure that students have access and strategies to speak with others about their feelings
- Although a 6% increase was noted from June 2024 - June 2025 results, the three year data trend (2023-25) indicates continued work for students to feel confident as learners

Next Steps

- Students on our student voice committee will:
 - survey and speak with students to create ways for students express know, understand and express cultural awareness in the school
 - survey and speak with students to learn how students would like to gain more access to adults in our school
- Staff will continue to work on celebrating student progress to build learner confidence
- Monthly wellness assemblies by division to continue to build positive student community and culture at Rosedale using our 7 Sacred Teachings of values (Honesty, Courage, Wisdom, Love, Respect, Humility and Truth)

Our Data Story:

Rosedale's 2024-2025 School Development Plan's second Goal focused improving students' overall sense of belonging through feeling confident and accepted by peers at school. The CBE School Survey data from 2023 to 2025 for Grades 5–9 reveals nuanced shifts in students' experiences related to Truth & Reconciliation, Diversity, and Inclusion, framed through the lens of holistic lifelong learning.

- **Mind – to know:** Confidence in learning dipped in June 2024 (64%) but rebounded in June 2025 (70%) suggesting a need to reinforce consistent academic encouragement.
- **Spirit – to be:** Students' ability to see their culture reflected in school steadily declined from June 2023 63% to June 2025 55%, indicating a growing gap in perceived cultural representation.
- **Heart – to belong:** Perception of teacher's care about students remained high over the past three years. Feelings of inclusion decreased in June 2024 (71%) before recovering in June 2025 (81%). The percentage of students with a trusted adult at school fluctuated, and emotional communication with caregivers and peers improved slightly but remained at or below 60% over the past three years.
- **Body – to do:** Opportunities to learn from the land remained consistent in June 2023-25

Overall, while some indicators show recovery or stability, the decline in cultural awareness and emotional connection signals areas for deeper attention in fostering inclusive and culturally responsive environments.

Truth & Reconciliation, Diversity, and Inclusion

CBE School Survey Data - Grades 5 - 9

Holistic Lifelong Learning	2023	2024	2025
Mind – to know			
I have confidence in myself as a learner.	69%	64%	70%
There are high expectations for me to be successful in my learning.	95%	94%	92%
Spirit – to be			

I can see my culture reflected in my school.	63%	60%	55%
I am proud to be a part of my school.	83%	80%	81%
Heart – to belong			
My teachers care about me.	94%	92%	93%
I feel included at school.	83%	71%	81%
I have one adult at school I can connect with.	68%	71%	66%
I talk to my caregivers, classmates and teachers about how I feel.	53%	60%	56.7%
Body – to do			
I have opportunities to learn from the land	83%	81%	83%

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

Authority: 3030 The Calgary School Division

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Calgary School Division			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	82.6	82.5	83.7	83.9	83.7	84.4	Intermediate	Declined Significantly	Issue
	Citizenship	75.9	75.6	77.2	79.8	79.4	80.4	Intermediate	Declined Significantly	Issue
	3-year High School Completion	81.6	80.4	81.5	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	88.0	89.0	88.1	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	62.3	63.6	64.0	62.5	62.5	62.6	Very Low	Declined Significantly	Concern
	PAT9: Excellence	15.6	15.8	16.3	15.6	15.4	15.5	Intermediate	Declined	Issue
	Diploma: Acceptable	86.2	86.2	85.6	82.0	81.5	80.9	High	Improved	Good
	Diploma: Excellence	31.5	31.9	30.7	23.0	22.6	21.9	Very High	Improved	Excellent
Teaching & Leading	Education Quality	85.3	85.4	86.6	87.7	87.6	88.2	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	81.5	82.9	84.4	84.0	84.9	Low	Declined Significantly	Concern
	Access to Supports and Services	75.5	76.3	77.0	80.1	79.9	80.7	Low	Declined Significantly	Concern
Governance	Parental Involvement	76.9	76.5	76.9	80.0	79.5	79.1	Intermediate	Maintained	Acceptable