


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

Elboya 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 disciplinary literacy will improve

Outcome One: Increased student achievement in reading comprehension (through effective task design).

Celebrations

- Reading comprehension results increased with more students in the basic (1%) and proficient (1%) levels of the report card.
- Results showed that in math the interdisciplinary vocabulary work contributed to increased results, (4.5% -CBE Student Survey) as teachers focused on tiering vocabulary.
- Perception data suggests an overall strong sense of Indigenous ways of knowing from our students as well as acknowledgement and appreciation of cultural diversity (81% - CBE Student Survey). In addition, perception results showed students felt an increased sense of belonging within our learning community based on feedback from Culture Day and the excitement to have it again next year, with more participation.

Areas for Growth

- Continue building upon reading comprehension by using strategic resources (IROS, CBE Reading Decision Tree) across all disciplines.
- Lower than expected result in our Grade 8 understanding of Ingenious ways of knowing and learning. We are looking to expand the **how** (cultural richness, Holistic Lifelong Learning Framework, etc.) of Indigenous education as most focus has been on the **what** (residential schools, past history). Continued, targeted work on student well-being and cultural diversity should contribute to a sustained culture of belonging.

Next Steps

- Implement 4 week reading assessment cycles for all students with a developed tool (IROS) that is based on the Reading Decision Tree to track incremental student progress.
- Staff and students working with an Elder/Knowledge Keepers to deepen their understanding and implementation of the Holistic Lifelong Learning Framework and Cultural Responsiveness.
- Adjust Collaborative Response model to address the fluid needs of students and teachers.

Our Data Story:

Report Card Data 2024/25:		Report Card Data 2024/25: Math		Report Card Data 2024/25: Math	
Reads to explore, construct and extend understanding.		Numbers and Patterns Division I and II		Number Sense Division III.	
Category	Elboya School (%)	Category	Elboya School (%)	Category	Elboya School (%)
Indicator 1	1.56	Indicator 1	3.41	Indicator 1	3.12
Indicator 2	18.7	Indicator 2	18.29	Indicator 2	14.33
Indicator 3	44.19	Indicator 3	41.22	Indicator 3	43.3
Indicator 4	28.61	Indicator 4	32.68	Indicator 4	37.38

CBE Student Survey 2024/25:							CBE Student Survey 2024/25:						
Literacy Framework: "I understand what I read."							Mathematics Framework: "I am confident that I can learn mathematics."						
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Overall		Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Overall
Percent	98.21%	95.35%	93.33%	90.38%	85.37%	92.21%	Percent	94.64%	91.25%	88.89%	91.23%	84.34%	89.72%

TRC, Diversity, and Inclusion: Sense of Belonging – Our School Survey Data		
Students possess an understanding of other cultures	Students possess an understanding of other cultures	Students possess understanding of their own culture.
Gr. 4 – 73%	Gr. 6 – 76%	Gr. 6- 53%
Gr. 5 – 88 %	Gr. 7 – 77 %	Gr. 7 - 51%
	Gr. 8 – 66 %	Gr. 8 - 41%
	Gr. 9 – 74%	Gr. 9 - 50%

This year, our learning community has much to celebrate. Our students have demonstrated meaningful progress in reading comprehension, with a noticeable shift toward more learners achieving at the basic and proficient levels. This growth reflects the dedication of our staff and the strategic integration of literacy practices across disciplines.

In mathematics, our interdisciplinary approach—particularly the emphasis on vocabulary development—has yielded encouraging results. Students are not only solving problems but also articulating their thinking with greater clarity and confidence.

We are especially proud of the strong presence of Indigenous ways of knowing and learning throughout our school. Students are engaging with these perspectives in authentic and respectful ways, and our classrooms reflect a growing acknowledgement of cultural diversity and inclusion.

Yet, there are areas where we strive to continue to grow. While reading comprehension has improved, we recognize the need to deepen this progress by consistently using strategic tools such as the IROS framework and the CBE Reading Decision Tree across all subject areas. These resources will help us ensure that every student receives targeted support and opportunities to thrive.

In Grade 8, our data revealed a lower-than-expected understanding of Indigenous ways of knowing. This insight has prompted us to reflect on our approach: while we have focused on the "what" of Indigenous education, we now aim to expand the "how"—bringing lived experiences, stories, and relationships into the heart of our teaching through the Holistic Lifelong Learning Framework (HLLF).

Looking ahead, we are excited to launch four-week reading assessment cycles for all students. Using a refined tool based on the Reading Decision Tree, we will track incremental progress and engage students with a consistent set of reading questions designed to spark curiosity and deepen comprehension.

To further our commitment to Indigenous education, staff and students will collaborate with Elders and Knowledge Keepers. Through this partnership, we will explore the Holistic Lifelong Learning Framework and strengthen our cultural responsiveness.

Finally, we will adjust our Collaborative Response model to better meet the evolving needs of both students and teachers. By remaining flexible and responsive, we ensure that our practices reflect the dynamic nature of learning. Together, we celebrate our successes, embrace our challenges, and move forward with purpose and unity.

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

School: 9627 Elboya School

Assurance Domain	Measure	Elboya 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	74.7	72.4	74.0	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	71.6	61.6	69.2	79.8	79.4	80.4	Low	Maintained	Issue
	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	86.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	83.9	70.5	74.3	62.5	62.5	62.6	Very High	Improved	Excellent
	PAT9: Excellence	24.6	12.2	17.5	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	79.7	72.9	77.2	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.0	76.1	80.8	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	59.2	60.7	61.6	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	71.4	71.9	73.8	80.0	79.5	79.1	Low	Maintained	Issue