



Sam Livingston School

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School Improvement Results Reporting | For the 2024-25 School Year

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

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.

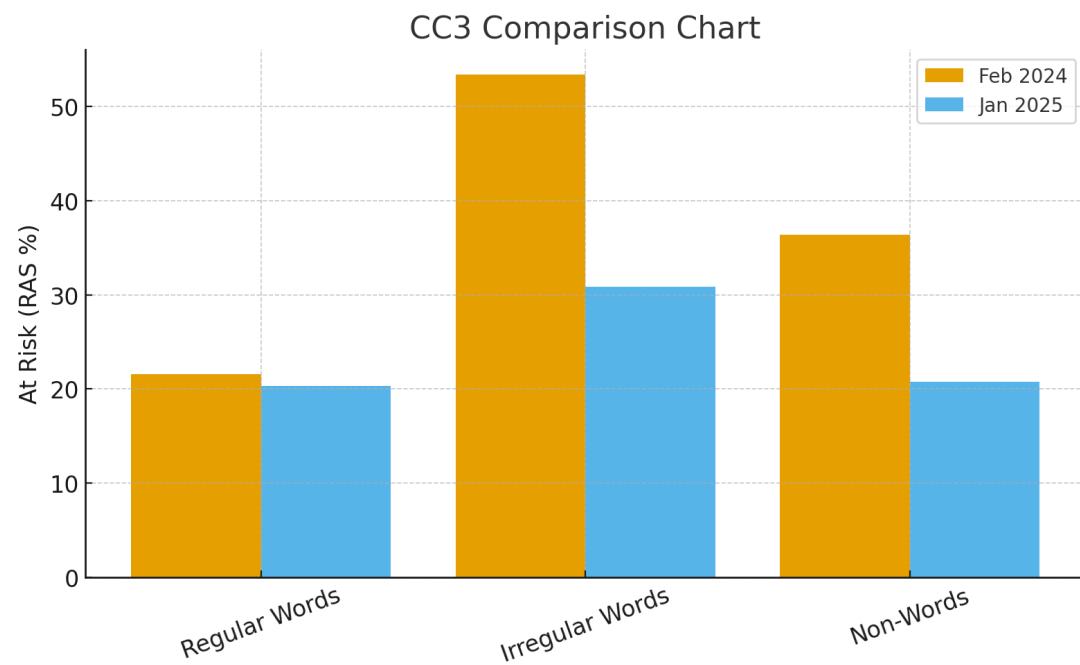
Goal One: Students foundational skills in numeracy and literacy will improve.

Outcome One: Students' basic math facts will improve (addition/ subtraction, multiplication and division) through direct instruction and teacher feedback.

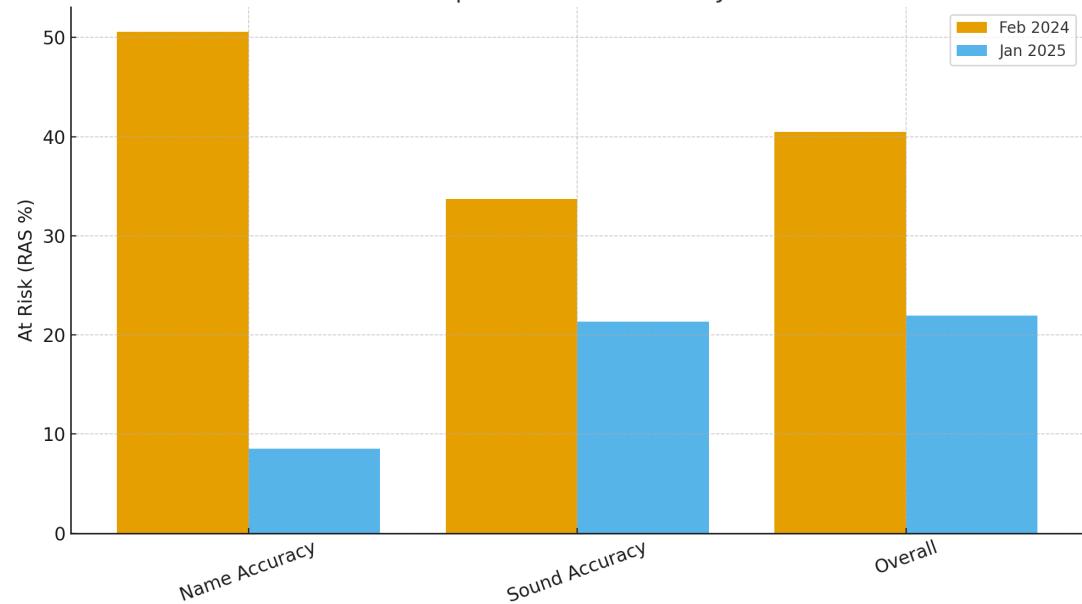
Outcome Two: Students French writing skills will improve through responsive feedback from teachers and explicit instruction.

Celebrations

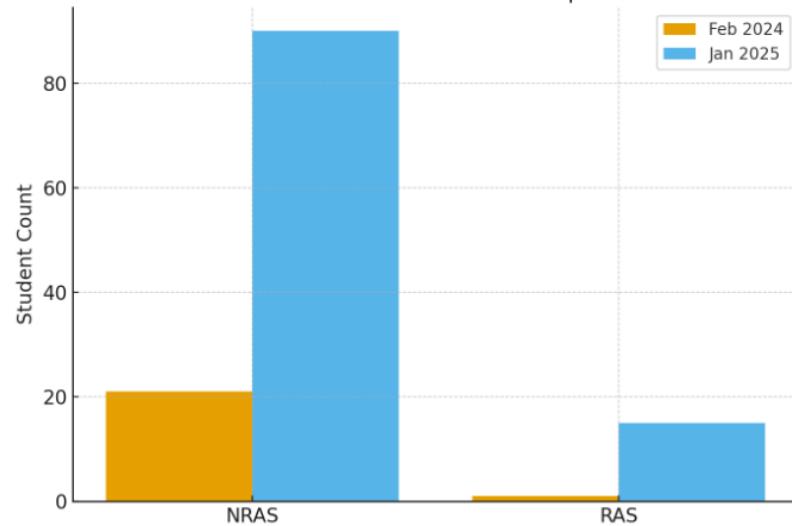
- Over three-quarters of students meet or exceed French literacy expectations.
- Steady progress from Grades 1–3 (+2.44% NRAS (students not requiring additional support) increase) CC3 French results show.
- Early exposure to phonetic instruction and bilingual vocabulary development shows a positive impact.
- Students are effectively applying mathematical reasoning and pattern recognition



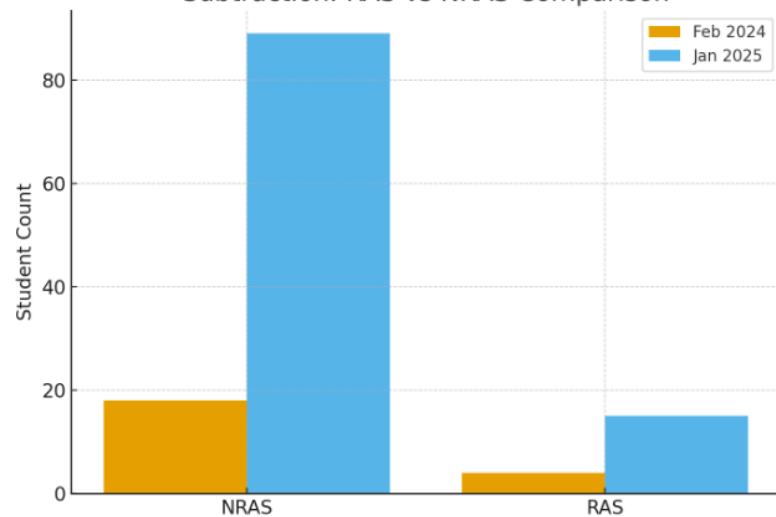
LENS Comparison: Feb 2024 vs Jan 2025



Addition: RAS vs NRAS Comparison



Subtraction: RAS vs NRAS Comparison



Areas for Growth

- Support transitions between Grades 1–2 to maintain fluency gains.
- Increase opportunities for spontaneous oral language use.
- Focus on higher-level comprehension for students requiring additional supports.
- Grade 2 data reveal a temporary dip in numeracy, highlighting the need for targeted support and consistency in instruction
- Students in the RAS (Requires Additional Support on the Alberta Education Numeracy Assessment) category on both strands consistently display:
 - Lower automaticity of fact recall
 - Slower processing time
 - Difficulty retrieving number relationships

Next Steps

- Strengthen instructional transitions between Grades 1 and 2 by implementing collaborative planning cycles, co-observation, and shared assessment rubrics to ensure consistency in expectations and be able to provide small-group support for RAS students (Requiring Additional Support) as shown in Numeracy assessment
- Provide focused intervention and monitoring in Grade 2 numeracy and literacy through collaborative, data-driven small-group sessions emphasizing decoding in reading and number fluency in math, ensuring alignment between instructional materials and student learning needs.
- Enhance instructional continuity and teacher collaboration with cross-grade level PLCs that analyze student work and moderate tasks, ensuring a seamless progression of skills from Grade 1 through Grade 3.
- Continue teacher professional development in concept-based mathematics instruction to strengthen and extend fact fluency and subtraction strategy instruction

Our Data Story:

French Literacy – Our Data Story

French literacy results demonstrate sustained achievement and steady growth across Grades 1–3, with NRAS averages near 78% across all Alberta Education Early Literacy Assessments. Students continue to develop strong decoding, oral fluency, and comprehension skills, supported by consistent instruction and targeted reading and language instruction. The stability between cohorts highlights the effectiveness of current teaching practices of early and consistent intentional exposure to phonetics instruction. Professional learning within the French Immersion program at the school also focused heavily on collaboration and calibration.

A closer look reveals that while overall comprehension and oral fluency are well established, opportunities exist to deepen expressive and written language. Interactive strategies such as guided discussions, storytelling, and paired reading can further enhance both oral expression and writing output, promoting the transition from comprehension to advanced language use. Continued emphasis on cross-grade collaboration and deliberate vocabulary instruction will reinforce this upward trend and ensure sustained language growth for all learners.

Numeracy – Our Data Story

Numeracy data indicates strong foundational understanding and conceptual growth across Grades 1–3, with an overall NRAS rate of 79.35%. High performance in Grades 1 and 3 (85.71% and 87.95% NRAS respectively) demonstrates that students are effectively applying number sense, reasoning, and pattern recognition. The Grade 2 dip (65.52% NRAS) represents a key opportunity to strengthen continuity of instruction and scaffold increasingly complex concepts.

These results point to the positive impact of hands-on learning and guided math practices, which have improved student engagement and comprehension. Moving forward, focused intervention and differentiated instruction in Grade 2 will address conceptual gaps, while continued emphasis on visual models, manipulatives, and data-driven instruction will ensure deeper understanding.

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	Sam Livingston 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	80.9	88.4	86.3	83.9	83.7	84.4	Low	Declined	Issue
	Citizenship	82.0	83.2	84.4	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	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	87.7	91.9	92.5	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	89.7	90.6	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	71.7	68.1	69.1	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	72.3	79.9	80.2	80.0	79.5	79.1	Low	Maintained	Issue