


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

Ranchlands 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 foundational skills in mathematics will improve

Outcome One: Students conceptual understanding will improve through a focus on number sense.

Analysis and Interpretation

Celebrations	Areas for Growth	Next Steps
<ul style="list-style-type: none">- On the report card we saw an overall improvement across all indicators with the greatest change in the increased number of 4's- On the provincial numeracy assessment, we reduced our students requiring additional support from 35 (23%) to 22 (14%).	<ul style="list-style-type: none">- Grade 6 PAT marks do not align with the province- Students receiving 1's on the report card in January remained 1's on the June report card- Improving student procedural fluency through understanding number as a value, number as a place, and number as a measurement to support numeracy across disciplines.- Continued work on mental math skills and conceptual understanding in math tasks- Continue to align new curriculum with PAT outcomes on part A – numerical responses/computational skills	<ul style="list-style-type: none">- Using manipulatives, visual models, and open-ended tasks to build conceptual understanding and effective understanding of algorithm- 6 week cycles for targeted learning on math conceptual functioning as it relates to procedural fluency-peer to peer tutoring-School wide weekly math challenge questions- Daily classroom practice on procedural fluency

Our Data Story:

School Make-up and Special codes

	CBE	Area 1	Ranchlands
Indigenous	4.48%	4.23%	6.27%
Indigenous/SPED	1.7%	1.67%	1.5%
SPED	18.69%	20.51%	18.3%
- Severe	32.06%	32.37%	54.79%
- MM	67.94%	67.63%	45.21%
EAL/SPED	2.84%	2.47%	2.76%
EAL	31.13%	25.99%	31.83%
- LP1	7.45%	6.44%	11.76%
- LP2	17.37%	14.71%	27.73%
Non-coded	50.35%	53.49%	48.87%

- Higher indigenous population
- Equal SPED population however significantly more diagnosed in the severe range
- EAL higher percentage of LP 1/LP2 students

Grade 6 PAT-PART A

	% 59 students		EAL- 20 students		SPED 13 students		Regular 26 students 44.1%	
	Ranchlands	Province	Ranchlands	Province	Ranchlands	Province	Ranchlands	Province
Acceptable	42.4%	55.4%	50%	57.9%	38.5%	39.3%	53.8%	64.8%
Excellence	8.5%	22.1%	15%	16.6%	7.7%	7.5%	15.4%	19%
Below	55.9%	43.1%	35%	25.5%	53.8%	53.2%	30.8%	16.2%

- Students with SPED codes were aligned with provincial numbers
- Regular students were below provincial numbers in acceptable and excellent
- Overall Ranchlands students were not aligned with provincial results

Report Card Data

		Term	S1				Totals	Y1				Totals
Course	Stem	Indicator	1	2	3	4		1	2	3	4	
Mathematics 1	Understands and applies concepts related to number and patterns		11.3%	32.1%	34.0%	22.6%	100.0%	7.7%	21.2%	42.3%	28.8%	100.0%
Mathematics 2	Understands and applies concepts related to number and patterns		13.0%	23.9%	43.5%	19.6%	100.0%	7.4%	27.8%	35.2%	29.6%	100.0%
Mathematics 3	Understands and applies concepts related to number, patterns and algebra		17.6%	27.5%	33.3%	21.6%	100.0%	12.0%	36.0%	16.0%	36.0%	100.0%
Mathematics 4	Understands and applies concepts related to number, patterns and algebra			26.0%	58.0%	16.0%	100.0%		21.6%	45.1%	33.3%	100.0%
Mathematics 5	Understands and applies concepts related to number, patterns and algebra		10.3%	34.5%	32.8%	22.4%	100.0%	15.0%	33.3%	26.7%	25.0%	100.0%
Mathematics 6	Understands and applies concepts related to number, patterns and algebra		10.2%	39.0%	32.2%	18.6%	100.0%	13.1%	31.1%	32.8%	23.0%	100.0%
Mathematics K	Understands and applies concepts related to number and patterns		5.4%	29.7%	45.9%	18.9%	100.0%	7.5%	22.5%	40.0%	30.0%	100.0%
		Totals	9.9%	30.8%	39.3%	20.1%	100.0%	9.2%	28.0%	33.7%	29.1%	100.0%

- Overall improvement across all indicators with the greatest change in the increased number of 4's

Provincial Numeracy Assessment

	Grade	Student requiring Additional support Sept. 2024	Student requiring Additional support June 2025	Number of students who became Not at risk
Number of students	1	14	9	5
Number of students	2	15	12	3
Number of students	3	6	1	5
Number of students	Total	35/154	22/154	13/154

-The above chart shows the number of students who changed from Requiring Additional Support from September to June. In September there were 35 students Requiring Additional Support, in June this decreased to 22.

- This data has led to a shift in our goal to focus on procedural fluency as a basic understanding to support more complex procedural functioning.

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	Ranchlands 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	77.5	84.3	84.6	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	76.7	87.5	83.5	79.8	79.4	80.4	Intermediate	Declined	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	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	62.9	69.0	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	22.6	22.8	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	90.9	89.6	93.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.3	89.5	86.7	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	71.6	75.2	77.4	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	82.0	80.6	83.8	80.0	79.5	79.1	High	Maintained	Good