



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

Somerset School

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School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Our School Focused on Improving

At Somerset School, we are deeply committed to the growth and well-being of every child, and for the 2023-2024 school year, we have chosen to focus on a few key areas that will help our students thrive both academically and personally.

Our focus areas are:

- **Literacy | Assessing with Proficiency:** Helping students become more confident in their reading and writing skills, with an emphasis on phonics decoding and encoding.
- **Mathematics | Conceptual Understanding:** Supporting students in developing a strong understanding of math concepts, alongside building their computational fluency.
- **Well-Being | Resilience / Perseverance:** Fostering resilience and perseverance, so students feel more equipped to handle challenges—whether academic, emotional, or social.

These areas were identified through careful reflection on a variety of sources, including student performance data from report cards, provincial diagnostic assessments, and student voice. Teachers have also brought forward important insights during our Professional Learning Communities, where we noticed that some foundational skills were not as strong as we would like them to be. This has made it harder for students to engage fully with more complex tasks in writing and math. We also observed that some students are finding it difficult to persist when faced with challenges, whether they relate to schoolwork or social situations.

What We Measured and Heard

Literacy Data Story

The data provides insights into literacy performance, diagnostic screener results, and student perceptions

Literacy Report Card Indicators:

Throughout the school year, we've seen some fluctuations in our report card indicators. It's important to note that our student demographics have shifted, with the percentage of students with Special Education needs rising from 41.63% to 49.57%, and the number of LP1 & LP2 English as a Second Language students increasing from 18.64% to 33.29%. These changes highlight the need for continued focus on individualized support and inclusive practices to meet the diverse needs of all our students.

- **Reads to Explore Understanding:**

- **Grade 1:**

- 11.11% of students are demonstrating *Limited* understanding,
- 22.22% of students are demonstrating *Basic* understanding,
- 33.33% of students are demonstrating *Limited/ Basic* understanding,
- 50.00% of students are demonstrating *Good/ Excellent* understanding,
- 14.81% of students receiving an ELL indicator, and
- 0.00% of students receiving an IPP indicator.

- **Grade 2:**

- 9.09% of students are demonstrating *Limited* understanding,
- 13.64% of students are demonstrating *Basic* understanding,
- 25.00% of students are demonstrating *Limited/ Basic* understanding,
- 75.00% of students are demonstrating *Good/ Excellent* understanding,
- 2.27% of students receiving an ELL indicator, and
- 0.00% of students receiving an IPP indicator.

- **Grade 3:**

- 6.38% of students are demonstrating *Limited* understanding,
- 19.15% of students are demonstrating *Basic* understanding,
- 25.53% of students are demonstrating *Limited/ Basic* understanding,
- 68.09% of students are demonstrating *Good/ Excellent* understanding,
- 6.38% of students receiving an ELL indicator, and
- 0.00% of students receiving an IPP indicator.

- **Grade 4:**

- 4.44% of students are demonstrating *Limited* understanding,
- 13.33% of students are demonstrating *Basic* understanding,
- 17.78% of students are demonstrating *Limited/ Basic* understanding

- 77.78% of students are demonstrating *Good/ Excellent* understanding,
 - 2.22% of students receiving an ELL indicator, and
 - 2.22% of students receiving an IPP indicator.
- **Reads to Explore Understanding (Student who self-Identify as First Nations, Metis or Inuit):**
 - **Grade 1:**
 - 100% of students are demonstrating *Good/ Excellent* understanding.
 - **Grade 2:**
 - 33.33% of students are demonstrating *Limited* understanding, and
 - 66.67% of students are demonstrating *Good/ Excellent* understanding.
 - **Grade 3:**
 - 33.33% of students are demonstrating *Limited* understanding, and
 - 66.67% of students are demonstrating *Good/ Excellent* understanding
 - **Writes to Express Ideas:**
 - **Grade 1:**
 - 14.81% of students are demonstrating *Limited* understanding,
 - 29.63% of students are demonstrating *Basic* understanding,
 - 44.44% of students are demonstrating *Limited/ Basic* understanding, and
 - 37.03% of students are demonstrating *Good/ Excellent* understanding
 - 16.67% of students receiving an ELL indicator, and
 - 0.00% of students receiving an IPP indicator.
 - **Grade 2:**
 - 15.91% of students are demonstrating *Limited* understanding,
 - 27.27% of students are demonstrating *Basic* understanding,
 - 43.18% of students are demonstrating *Limited/ Basic* understanding,
 - 50.00% of students are demonstrating *Good/ Excellent* understanding
 - 4.66% of students receiving an ELL indicator, and
 - 2.27% of students receiving an IPP indicator.
 - **Grade 3:**
 - 4.26% of students are demonstrating *Limited* understanding,
 - 17.02% of students are demonstrating *Basic* understanding,
 - 21.28% of students are demonstrating *Limited/ Basic* understanding,
 - 72.34% of students are demonstrating *Good/ Excellent* understanding,

- 6.38% of students receiving an ELL indicator, and
- 0.00% of students receiving an IPP indicator.

Grade 4:

- 4.44% of students are demonstrating *Limited* understanding,
- 37.76% of students are demonstrating *Basic* understanding,
- 42.22% of students are demonstrating *Limited/ Basic* understanding,
- 55.55% of students are demonstrating *Good/ Excellent* understanding,
- 2.22% of students receiving an ELL indicator, and
- 0.00% of students receiving an IPP indicator.

- **Writes to Express Ideas: (Student who self-Identify as First Nations, Metis or Inuit):**

- **Grade 1:**

- 50% of students are demonstrating *Basic* understanding, and
 - 50% of students are demonstrating *Good/ Excellent* understanding.

- **Grade 2:**

- 33.33% of students are demonstrating *Limited* understanding,
 - 33.33% of students are demonstrating *Good/ Excellent* understanding, and
 - 33.33% of students receiving an ELL indicator (error)

- **Grade 3:**

- 33.33% of students are demonstrating *Limited* understanding, and
 - 66.67% of students are demonstrating *Good/ Excellent* understanding

Diagnostic Screeners (LeNS and CC3):

- **LeNS** Somerset's Grade 1 students are performing significantly better than the Area and the System, with a lower percentage of students identified as "At-Risk" in the LeNS pre-test with:
 - 42.86% of Somerset School's grade 1 students presenting 'at risk,'
 - 56.00% of Somerset School's grade 1 students presenting 'at risk,' and
 - 71.00% of Somerset School's grade 1 students presenting 'at risk.'
- **CC3** Somerset's Grade 3 students have a slightly higher "At-Risk" percentage compared to both the Area and the System, indicating a potential area for growth and targeted support in reading and comprehension strategies for Grade 3 with:
 - 50.00% of Somerset School's grade 1 students presenting 'at risk,'
 - 47.63% of Somerset School's grade 1 students presenting 'at risk,' and
 - 49.62% of Somerset School's grade 1 students presenting 'at risk,.'

Student Voice Responses for Literacy:

- Student responses indicate positive perceptions of writing improvement since the beginning of the school year.

- 26% of students strongly agree, 65% agree, 7.5% sort of agree, and only 0.5% disagree with the statement about improved writing.

Student Perceptions of Idea Sharing in Writing (CBE K-3 Academic Survey):

- Grade 1 students show a high agreement rate of 79.14% with the statement "I can share my ideas in writing."
- Grade 2 and Grade 3 students also agree, with rates of 65.38% and 72.5%, respectively.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
• Performance Gaps: Students with an ELL (English Language Learner) indicator and those with Special Education needs are showing higher percentages in the <i>Limited Understanding</i> category, particularly in the early grades. • First Nations, Métis, and Inuit (FNMI) Students: FNMI students in Grade 1 demonstrate strong results, with 100% showing <i>Good/Excellent</i> understanding in reading. However, performance disparities are noticeable in Grade 2 and Grade 3, particularly in writing, where some students show <i>Limited Understanding</i>. • Success in Higher Grades: Grade 3 students are performing notably better, with a higher percentage demonstrating <i>Good/Excellent</i> understanding in both reading and writing compared to earlier grades.	• Grade 1 FNMI Students: We celebrate the success of Grade 1 FNMI students, as they demonstrate 100% <i>Good/Excellent</i> understanding in reading, showing strong foundational skills. • Grade 3 Performance: Grade 3 students are showing notable improvement in both reading and writing, which is a positive trend and an indication of effective strategies in upper grades that we can build upon.	• ELL and Special Education Support: We recognize the need for more targeted support for ELL students and those with Special Education needs, particularly in early grades, where these groups are showing higher <i>Limited Understanding</i> percentages. • Writing Support for FNMI Students: Although FNMI students in Grade 1 are doing well, there is a noticeable gap in writing performance in Grade 2 and Grade 3, indicating a need for more focused writing interventions that are culturally relevant and tailored to these students' needs. • Early Literacy Interventions: We see a clear opportunity to strengthen early literacy

		interventions in Grades 1 and 2, with a focus on building foundational skills in phonics, reading fluency, and vocabulary development, to ensure all students have a strong start. • Bullet points to highlight areas where further improvements may be made
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Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2024



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

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1099 Somerset School

Assurance Domain	Measure	Somerset 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	70.0	86.0	87.9	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	82.9	85.2	88.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.4	91.8	94.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	92.4	92.7	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	82.5	76.8	81.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.2	86.9	89.0	79.5	79.1	78.9	High	Maintained	Good

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- Somerset School shows a Significant Decline in the overall <i>Student Growth and Achievement</i> category with a result of 70% in the Student Learning Engagement measure, indicating a dramatic decrease in students sharing they are actively engaged in their learning. WCRSLE (Welcoming, Caring, Respectful, and Safe Learning Environments): The 86% rating in WCRSLE suggests that, while students feel supported in a positive learning environment, there has been a decline from last year's 92.4% result, highlighting a potential area for closer attention. Access to Supports and Services: The 82.5% result in <i>Learning Supports</i> shows a positive increase from previous years, yet the drop from 76.8% last year signals that some students may be experiencing challenges in accessing sufficient supports and services.	Teaching & Leading Education Quality: With a 92.4% rating, Somerset's performance in <i>Teaching & Leading Education Quality</i> remains Very High and has been maintained from the previous year, showcasing the effectiveness and consistency of our teaching practices. Student Learning Engagement: The 86% rating for <i>Student Learning Engagement</i> shows a strong commitment to student involvement, and this high rating places Somerset well above provincial averages. Parental Involvement: With 79.2% for <i>Parental Involvement</i>, Somerset is maintaining a good level of engagement with families, ensuring that parents feel involved in their children's education.	WCRSLE (Welcoming, Caring, Respectful, and Safe Learning Environments): Although Somerset's rating remains positive, the slight decrease from 92.4% to 86% indicates an opportunity to strengthen initiatives that focus on creating even more welcoming and supportive learning spaces for all students. Access to Supports and Services: While there was an improvement in <i>Learning Supports</i>, the decline in ratings from last year suggests a need to review and enhance the accessibility and quality of the support services available to students, particularly in areas of mental health and academic interventions. Student Growth and Achievement: To maintain or improve upon the 86% in <i>Student Learning Engagement</i>, further focus should be placed on developing tailored strategies to meet the needs of all learners, particularly those in areas of early literacy and numeracy.