


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

Joane Cardinal-Schubert High 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.

JCS School Goals (24-25)

- Improve Student Well-Being
- Improve Academic Achievement

Our Data Story (2024-25)

The focus of the 2024-25 Joane Cardinal-Schubert High School (JCS) school development plan was [Student Well-Being](#), with a particular focus on improving access to tiered supports across all grades.

Goal: Through improved access to tiered student supports across all grades, student academic achievement and well-being will improve.

Outcome One: Student well-being will improve.

Outcome Two: Student achievement in core subjects will increase.

Understanding that achievement data and thus graduation rates are heavily influenced by the state of student well-being (*Student Well-Being Framework, 2023*), a plan to build a more extensive student support network within JCS was designed and implemented throughout the 2024-25 school year with the intention of positively impacting student well-being and thus academic achievement. The work initiated in 2024-25 is intended to extend through a multi-year intensifying project focused on increasing access and efficacy of a tiered student support network for all grade 10-12 students.

Specifically, through this work we wished to realize improvements in the following areas;

Student Well-Being

- Increased self-identified measures related to *Belonging*
- Decreased self-identified measures of *Anxiety*
- Decreased self-identified measures of *Depression*
- Increased positive responses to questions inquiring into the access and effectiveness of student supports
- Increased rates of student support referrals

Student Achievement

- Increased course completion rates
- Increased academic achievement in core subjects
- Increased graduation rates

It is also believed that an intentional focus in these areas will continue creating a positive difference in improving the 83.1% 3-year JCS graduation rate reported by Alberta Education in June of 2024.

Celebrations

Due to the work engaged in throughout the 2024-25 school year the following accomplishments can be celebrated:

- *Decreased rates of self-identified anxiety and depression (+6% and +15% positive change in the trends identified between Gr10 & Gr12)*
- *Increased rates of (sense of) belonging (+1.09%)*
- *Increased completion rates in the academic core areas of study related to English Language Arts, Science and Math.*
- *Increased student support referral rates (+400%)*
- *Increased graduation rates (+4.9%)*

Areas for Growth

Through the analysis of the data collected throughout 2024-25 the following areas of growth were identified:

- Rates of incompleteness in Knowledge and Employability (K&E) courses identify as abnormally high in comparison to other academic programs of study.
- The 3-year graduation rates of students identified with an English as an Additional Language (EAL) code are below the norm identified in other cohort areas.
- A continued higher than expected incompleteness rates in Grade 10 Math10C.

Next Steps

Based on new and continuing data collection samples the following strategies will be included in the 2025-26 School Development Plan:

- A greater array of EAL focused programs, including trained staff will be included in the 2025-26 student timetable.
- A focus on teaching and learning strategies specifically focused on EAL learners will be included in the staff professional development plans outlined for 2025-26.
- An initiative to build overlapping students support networks between existing K&E programs and the Student Learning Centre (SLT) will be designed and piloted in 2025-26.
- The broadening of the Math15 core preparation program for students transitioning from grade 9 to grade 10 math (Math10C).

The Details of the Data Story

After extensive analysis of the data obtained from the 2023-24 OurSchool Student Survey and Alberta Education Assurance Measure Results, which highlighted low levels of student well-being in a number of key areas. JCS students were found to be experiencing the following negative trends in student well-being as they advanced from grade ten through twelve.

- a decreasing sense of belonging (-7%)
- an increasing sense of anxiety (+5%)
- an increasing rate of depression (+14%)
- 20.5% of students also indicated that stress experienced at school led to avoidance from education
- 23% suggested that stress got in the way of their ability to achieve goals and perform tasks.

Since the collection and analysis of the above basic data in 2023-24, JCS has been working at improving **Student Well-Being** with the goal of increasing academic achievement. The data below helps highlight some of the positive gains realized through 2024-25 and beyond.

Student Survey Data: Source – OurSchool Student Survey, *Key Measures*

| Key Measures | Trends in Data Gr10 to 12 | Trends in Data 2023-24 to 2024-25 |
|--|---------------------------|-----------------------------------|
| Sense of belonging trend between 10-12 | A decrease of 7% | A decrease of 1% (+6%) |
| Sense of anxiety trend between 10-12 | An increase of 5% | A decrease of 2% (+7%) |
| Depression trend between 10-12 | An increase of 14% | A decrease of 1% (+15%) |
| Stress at school led to avoidance | 20.5% | 14% |
| Stress is a factor in limiting achievement | 23% | 20% |

- Due to interruptions in learning experiences in October 2025, Fall 2025 “OurSchool Data” will be available at a later date.

Student Survey Data: Source – CBE Data Dashboard

| Key Measures | June 2023-24 | 2024-25 |
|------------------------------|------------------|------------------|
| Connectedness and Belonging | 67.64% Agreement | 68.73% Agreement |
| Resilience and Mental Health | 61.6% Agreement | 71.61% Agreement |
| Diversity and Inclusion | 64.54% Agreement | 67.35% Agreement |

Student Achievement Rates: Source - PowerSchool Data, CBE Data Dashboard

| Academic Areas | 2022-23 (Academic Avg) | 2023-24 (Academic Avg) | 2024-25 (Academic Avg) |
|-----------------------|------------------------|------------------------|------------------------|
| English Language Arts | 68.08% | 67.88% | 69.53% |
| Mathematics | 68.48% | 69.26% | 69.70% |
| Science | 68.14% | 69.34% | 69.83% |
| Social Studies | 71.66% | 71.94% | 72.39% |

Graduation Rates: Source – Alberta Education Assurance Measure Report

| | Spring 2023 | Spring 2024 | Spring 2025 |
|---------------------------------|-------------|-------------|-------------|
| Three-Year Graduation Rate | 86.2% | 83.1% | 88.0% |
| Five-Year Graduation Rate | 96.4% | 93.7% | 90.9% |
| | | | |
| FNMI Three-Year Graduation Rate | 83.3% | 84.2% | 88.8% |
| FNMI Five-Year Graduation Rate | 88.6% | 90.7% | 93.5% |
| | | | |
| EAL Three-Year Graduation Rate | 57.0% | 72.0% | 75.3% |
| EAL Five Year Graduation Rate | 71.3% | 88.1% | 95.1% |

Student Learning Team Referrals: Source – *Internal Student Services Department Logs*

| Student Learning Team (SLT) Referrals | Initial Data Set - 2023-24 | Previous Year Data Set – 2024-25 |
|---------------------------------------|----------------------------|----------------------------------|
| Semester 1 | 15 | 70 |
| Semester 2 | 8 | 25 |

Diploma Exam Results: Source - *Alberta Education Diploma Reports*

| Diploma Exams | Jan 2023-24 (%) | | June 2023-24 (%) | | Jan 2024-25 (%) | | June 2024-25 (%) | |
|----------------------------|---------------------|------------|------------------|------------|-----------------|------------|------------------|------------|
| | excellence | acceptable | excellence | acceptable | excellence | acceptable | excellence | acceptable |
| Biology 30 | 26.5 | 85 | 28 | 89 | 32.8 | 90.1 | 37.5 | 96.1 |
| Chemistry 30 | 33 | 88.3 | 33.9 | 88.1 | 42.9 | 95 | 41.5 | 93.8 |
| English Language Arts 30-1 | 11.9 | 100 | 14.6 | 98.4 | 14.6 | 98.2 | 13.6 | 98.9 |
| English Language Arts 30-2 | 20.9 | 98.9 | 4.8 | 98.4 | 5.8 | 96.2 | 8.1 | 97.7 |
| Mathematics 30-1 | 50.9 | 94.6 | 35.1 | 84.4 | 38.3 | 95.3 | 52.2 | 95.7 |
| Mathematics 30-2 | 9.8 | 92.2 | 13.3 | 93.3 | 26.0 | 99.0 | 31.4 | 95.3 |
| Physics 30 | 37 | 96.3 | 45.9 | 93.4 | 30.8 | 97.4 | 54.0 | 93.7 |
| Science 30 | No students writing | | 21.1 | 89.5 | 41.4 | 100 | 33.3 | 94.9 |
| Social Studies 30-1 | 29 | 99 | 27.3 | 98.9 | 32.4 | 100 | 28.0 | 100 |
| Social Studies 30-2 | 33.9 | 98.3 | 25.8 | 100 | 23.1 | 97.4 | 22.8 | 95.6 |

Upon review of the data collected via the Alberta Education Assurance Measure Report measuring 2024-25 data (Fall 2025), a number of highlights were identified:

- Overall perception data in the following areas was improved over Fall 2024 data and the Joane Cardinal-Schubert 3-year averages;
 - Welcoming/Caring/Respectful & Safe Learning Environment data **improved by 1.2%** from 2024
 - Access to Supports data **improved by 3.7%**
 - Citizenship data **improved by 2.5%**

We also noticed although incompleteness rates in the academic cores for ELA, Math and Science all dropped.

- English Language Arts: Failure Rate decreased from 3.98% to 3.48% **(-0.5%)**
- Mathematics: Failure Rate decreased from 7.55% to 5.62% **(-1.93%)**
- Science: Failure Rate decreased from 7.32% to 5.62% **(-1.7%)**
- Social Studies: Failure Rate stayed relatively the same changing from 2.96% to 3.11% **(+0.15%)**

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.

| Assurance Domain | Measure | Joane Cardinal-Schubert High S | | | 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 | 76.6 | 75.7 | 77.9 | 83.9 | 83.7 | 84.4 | Very Low | Maintained | Concern |
| | Citizenship | 64.3 | 61.8 | 64.1 | 79.8 | 79.4 | 80.4 | Very Low | Maintained | Concern |
| | 3-year High School Completion | 88.0 | 83.1 | 86.2 | 81.4 | 80.4 | 81.4 | High | Maintained | Good |
| | 5-year High School Completion | 90.9 | 93.7 | 95.0 | 87.1 | 88.1 | 87.9 | High | Declined Significantly | Issue |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.6 | 15.4 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | 85.6 | 85.6 | 82.9 | 82.0 | 81.5 | 80.9 | High | Improved | Good |
| | Diploma: Excellence | 23.3 | 22.1 | 20.3 | 23.0 | 22.6 | 21.9 | Very High | Improved | Excellent |
| Teaching & Leading | Education Quality | 80.7 | 80.8 | 82.0 | 87.7 | 87.6 | 88.2 | Very Low | Maintained | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 74.1 | 72.9 | 73.1 | 84.4 | 84.0 | 84.9 | Very Low | Maintained | Concern |
| | Access to Supports and Services | 72.6 | 68.9 | 70.2 | 80.1 | 79.9 | 80.7 | Very Low | Maintained | Concern |
| Governance | Parental Involvement | 67.2 | 70.9 | 70.6 | 80.0 | 79.5 | 79.1 | Very Low | Maintained | Concern |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.