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Calgary Board of Education

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

Dr. E.P. Scarlett High School
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School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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 academic achievement will improve through the implementation of fair, transparent, and equitable assessment practices.

Outcome One: The implementation of Outcomes-Based Assessment practices across disciplines to support fair, transparent, and equitable assessment practices and improve literacy achievement.

Celebrations

- *Educational quality, citizenship and safety results are excellent at the school.*

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Measure Evaluation			Authority									Province									
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026										
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	589	85.2	506	83.7	619	85.3	652	86.1	653	89.1	High	Improved Significantly	Good	36,920	87.9	39,512	86.5	40,429	85.4	40,506	85.3	40,884	85.0	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	279,339	87.8
Parent	74	81.4	78	81.3	85	84.5	54	85.4	45	86.6	Very High	Maintained	Excellent	4,912	84.0	5,659	82.0	4,955	80.6	4,153	80.0	4,312	78.6	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	37,209	84.2
Student	479	83.0	384	80.9	482	79.4	523	83.6	532	86.5	High	Improved Significantly	Good	26,852	85.2	28,367	84.4	29,471	83.4	29,993	83.3	30,348	84.1	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	208,329	85.8
Teacher	36	91.2	44	88.9	52	92.0	75	89.2	76	94.3	Intermediate	Maintained	Acceptable	5,156	94.4	5,486	93.2	6,003	92.3	6,360	92.6	6,224	92.3	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	33,801	93.5

- *Diploma results in all subjects are very high both for the acceptable standard and for excellence.*

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History

	Dr. E. P. Scarlett High School					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	456	568	648	622	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	87.5	92.3	93.1	92.3	Very High	Maintained	Excellent	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	26.3	36.3	40.8	39.1	Very High	Maintained	Excellent	n/a	18.2	21.2	22.6	23.0

- *Results for all our learners in literacy, as assessed by in class assessment and in diploma exams, such as in English Language Arts, is excellent for regular learners; for EAL and Indigenous learners, results have been very high overall. We continue to seek success for all of our students as we have an increasingly complex learner population.*
- *Student engagement has significantly improved from the past reported by both parents and students.*

Areas for Growth

- *The 5-year graduation rate could be improved; however, our three-year and four-year graduation rate is excellent. Our dropout rate is very low. The five-year rate may be low due to the difficulty of tracking these students, especially if they go to another country to pursue University (i.e., USA), which we know anecdotally. Our graduation rate overall is excellent.*

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

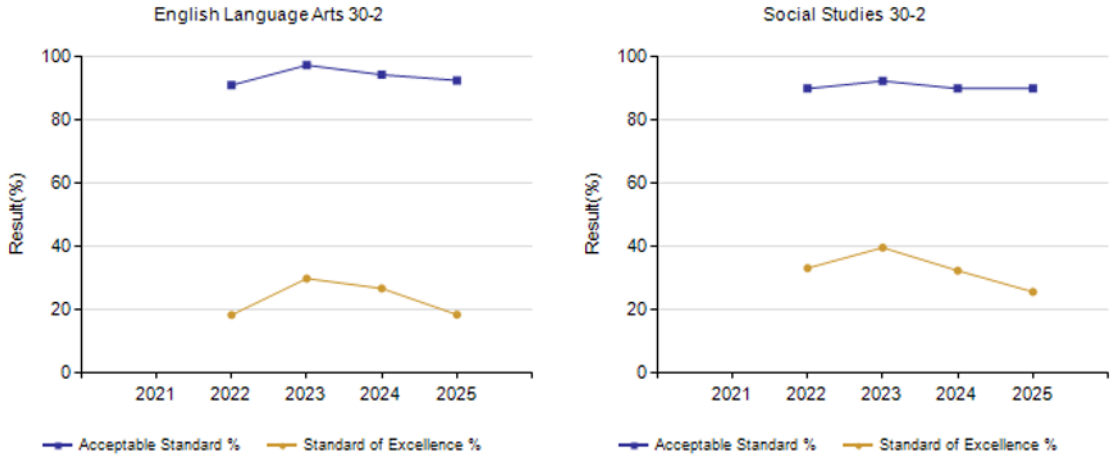
	School										Measure Evaluation			Authority									Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025										
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	508	91.4	454	92.9	524	90.1	554	93.2	530	93.3	Very High	Maintained	Excellent	9,009	83.0	9,157	81.1	9,377	80.4	9,626	81.6	10,329	83.5	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4	55,307	82.1
4 Year Completion	487	92.6	505	93.6	453	94.7	523	92.1	554	94.1	Very High	Maintained	Excellent	8,750	86.5	9,008	87.1	9,160	85.8	9,371	85.6	9,622	86.4	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7	51,145	85.5
5 Year Completion	562	91.4	486	93.5	504	94.2	452	95.6	523	92.8	Very High	Declined	Good	8,381	86.6	8,746	88.6	9,011	89.0	9,159	88.0	9,370	88.0	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1	49,291	86.7

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School										Measure Evaluation			Authority									Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025										
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	1,462	1.6	1,488	0.9	1,505	0.7	1,593	0.6	1,652	0.8	Very High	Maintained	Excellent	34,792	2.1	34,856	1.9	35,771	2.0	38,111	2.1	40,761	2.4	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4	219,080	2.4
Returning Rate	42	30.4	33	27.8	23	15.7	15	9.6	18	10.9	n/a	n/a	n/a	1,119	17.9	998	16.7	934	18.9	1,105	21.4	1,129	21.2	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2	6,740	18.9

- *Students in English 30-2 and Social 30-2 are beginning to see a downward trend in terms of success at meeting acceptable standard and excellence.*



Next Steps

- *For students taking programming in -2 classes we are working on improving outcomes for students. We have implemented an integration of EAL benchmarked students' level 3 and 4 into regular classes with a new approach and additional training for these teachers to improve outcomes with this added complexity.*
- *We have added a complexity teacher and Education Assistant to the school this year. We will track how we can improve outcomes for our most complex learners (behavioural, trauma, mental health needs).*
- *Tracking how the addition of a second resource teacher assists us in ensuring all students experience success.*
- *New Peer Tutoring programming is being implemented at Dr. E.P. Scarlett High School that all students can access.*
- *Using Assignment stem/outcome analysis in each subject matter to determine next steps in teaching.*
- *Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria*
- *Teachers use various assessment types and common assessments to ensure fairness and accuracy in reporting achievement results*
- *Provide timely, consistent, and constructive feedback to help students understand their assessment results, map progress, and address areas of improvement*

Our Data Story:

Alberta Education Assurance Measures:

The 3-Year High School Completion is high for the school as a whole as we have seen improvement to graduation rates. The students' Diploma Exam performance in meeting both the Acceptable Standard and the Standard of Excellence with achievement being high and overall excellent results for students at Dr. E.P. Scarlett High School.

Goal Two: Students' experience of feeling safe, welcome, and secure at school will increase.

Outcome One: Students' sense of belonging will improve.

Outcome Two: Students will feel less anxious about school.

Over the last three years our student survey results suggest a continued need to improve well-being of students and their feelings of safety in school, particularly in the OurSCHOOL survey and the Alberta Education Assurance Measure Results Report. Mental health and academic success are intricately linked. We engaged students in opportunities to improve their sense of belonging. Students have more ownership through the Principal's Advisory Council; they have more opportunities for Athletics (in and out of teams), and a growing number of clubs.

Student needs were better met more capably through an enhancement of our School Learning Team processes that have had teachers more directly engaged identifying and recommending students in need as an extension of our regular Collaborative Response Team Meetings. Furthermore, we continued our improvements to the Grade 9 to Grade 10 transitions by targeting students needing more support.

Celebrations

- *We have seen a 2% increase from the year before to improving students feeling safe in school and coming to and from school as reported in the "Our School Survey". We had 66% in 2025 while in 2023 we had 59%. The Canadian norm is 59%. In 2022 we had 60% feeling safe. Over the last number of years we have seen improvement over 5%.*
- *We have seen a 6% decrease in reducing student anxiety. We had 35% reporting anxiety in 2023 to 28% reporting student anxiety in 2024 with the Canadian norm being 31% as reported by students in the "Our School Survey". In 2025 we had 29% reporting high levels of anxiety. In 2022 40% of students reporting high levels of anxiety.*
- *Student's sense of belonging has improved by 3% as reported in the "Our School Survey". We had 70% reporting a positive sense of belonging at Scarlett in 2025 while 70% reported this the year before. The Canadian norm is 62%. In 2022, we had 67% who had a positive sense of belonging at Scarlett.*

Areas for Growth

- *We need to be sure that we maintain these improvements. We want to see continuous improvement over time to all our survey data and address needs as they emerge with strong connections to Student Services and school programming.*

Next Steps

- *We have implemented a monthly homeroom in period 2. Students told us they wanted to have homeroom done by a teacher who teaches one of their classes. This we hope will continue to improve sense of belonging. Homeroom will give students a chance to share more about how they learn best and learn overall skills for learning.*
- *Tracking how additional classes, such as the second Mechanics classroom, and new options, like Photography and Mandarin Language and Culture, have improved a sense of belonging at school.*
- *We plan to add a new way for students to share their viewpoints on school culture and how the school is managed by bringing together the leaders of all our student clubs and athletic teams into a "Student Senate" that will allow the administration to speak directly to students about issues that matter to them.*
- *Provide students with opportunities for continued learning and reassessment to motivate student learning and lessen anxiety about "moment in time" performance.*
- *Providing accommodation for students, such as additional time, that helps students to meet learning goals and to alleviate anxiety about results.*
- *Use diagnostic and formative assessments to support students in understanding learning.*
- *Teachers design tasks and assessments and engage resources that are culturally inclusive and provide multiple points of entry or accessibility to all learners.*

Our Data Story:

Over the last few years, we have seen continuous improvement in improved citizenship, student sense of belonging, reduced anxiety and student safety as reflected in surveying our students and parents. Students and parents report that their access to support and services has improved. We have outstanding families with strong parental involvement in our school community contributing to improved communication and strong community engagement.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority									Province									
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026			2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	587	80.7	503	81.8	612	82.4	651	83.3	650	85.4	High	Improved	Good	36,894	77.9	39,329	76.9	40,160	76.3	40,270	75.5	40,651	73.5	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	278,459	79.5
Parent	74	69.8	78	79.1	84	78.2	54	77.9	45	79.4	Intermediate	Maintained	Acceptable	4,908	72.9	5,647	71.4	4,942	70.6	4,144	67.8	4,303	63.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	37,104	74.8
Student	477	82.8	381	77.5	476	75.7	522	78.1	529	80.5	Intermediate	Improved	Good	26,832	77.8	28,198	76.7	29,220	75.8	29,770	75.6	30,129	76.6	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	79.4
Teacher	36	89.4	44	88.9	52	93.4	75	93.8	76	96.3	Very High	Improved	Excellent	5,154	83.0	5,484	82.7	5,998	82.3	6,356	82.9	6,219	80.2	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	33,769	84.3

Parental Involvement – Measure Details

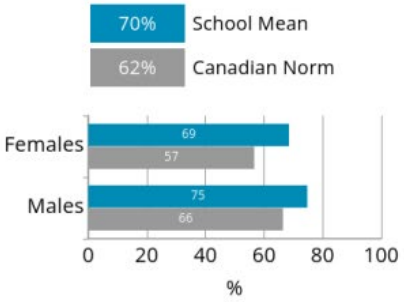
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

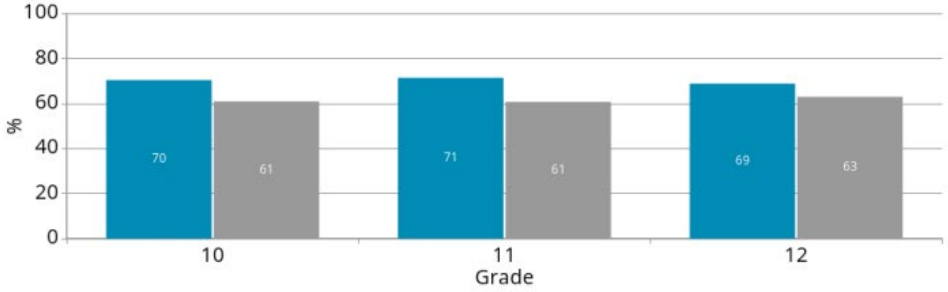
	School										Measure Evaluation			Authority									Province									
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026			2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	110	73.7	122	75.3	137	77.3	129	78.3	119	84.2	Very High	Improved	Excellent	10,029	77.3	11,069	76.8	10,885	76.5	10,432	76.9	10,468	75.8	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	70,601	79.9
Parent	74	62.1	78	70.0	85	73.7	54	74.2	45	72.2	High	Maintained	Good	4,895	70.9	5,612	70.6	4,920	71.6	4,130	72.8	4,289	70.3	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	37,020	75.7
Teacher	36	85.3	44	80.6	52	81.0	75	82.3	74	96.2	Very High	Improved Significantly	Excellent	5,134	83.7	5,457	83.0	5,965	81.4	6,302	81.1	6,179	81.3	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	33,581	84.1

- Students who feel accepted and valued by their peers and by others at their school. We have 70% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%. While 69% of the girls and 75% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 57% and for boys is 66%.
- We are slightly above the norm in terms of positive relationships. Through the development of additional clubs and sports as well as a new homeroom model we hope to improve this further. We believe that if every student felt that they had an adult in the building who knew them well this would improve positive relationships and improve wellbeing.

Sense of belonging

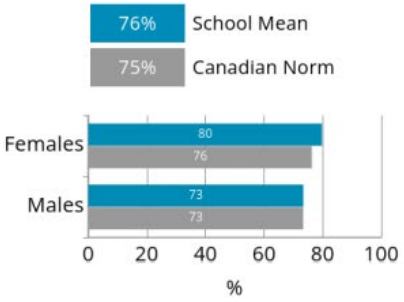
Students feel accepted and valued by their peers and by others at their school.

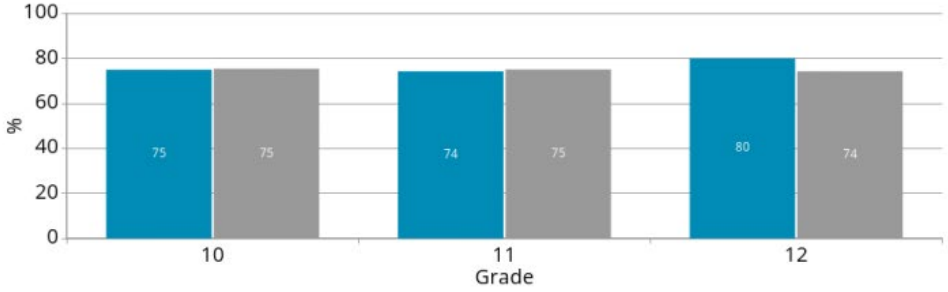




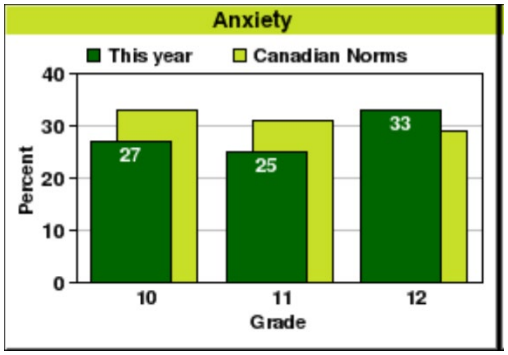
Positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

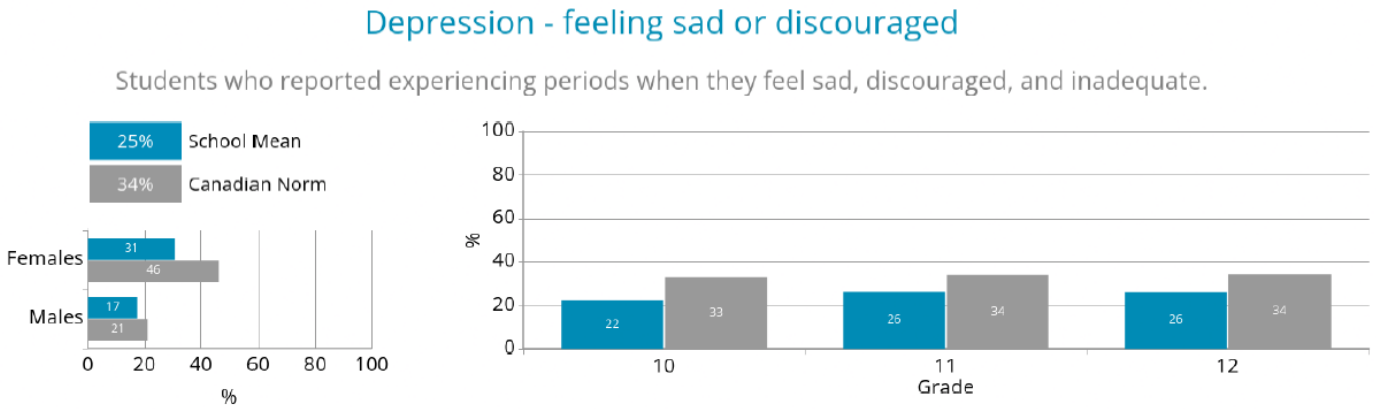




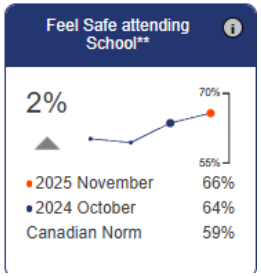
- Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations:
  · 28% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 31%.
  · 38% of the girls and 17% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 44% and for boys is 18%.



- Students who face feelings of sadness, discouragement and inadequacy have seen improvement. We currently see 25% as a school mean while the Canadian norm is 34%. Both females and males report levels below the Canadian norm.



- Students who feel safe at school as well as going to and from school:
  · 66% of students felt safe attending the school; the Canadian norm for these grades is 59%.

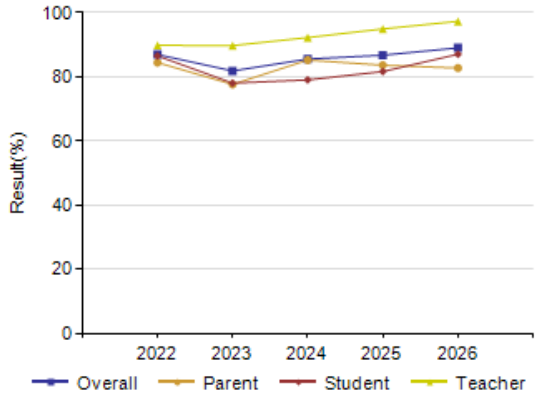

Feel Safe attending School**
2%
70%
55%
2025 November 66%
2024 October 64%
Canadian Norm 59%

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority									Province									
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026			2023		2024		2025		2026		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	587	86.9	505	81.8	615	85.5	653	86.7	650	89.0	Very High	Improved Significantly	Excellent	36,967	87.7	39,431	85.5	40,274	84.8	40,371	85.2	40,760	86.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3	278,912	88.3
Parent	74	84.4	78	77.6	85	85.2	54	83.6	45	82.7	Intermediate	Maintained	Acceptable	4,910	88.2	5,656	86.4	4,952	85.5	4,151	85.5	4,311	85.3	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	37,193	88.9
Student	477	86.5	383	78.0	478	79.0	524	81.6	529	87.0	Very High	Improved Significantly	Excellent	26,900	82.1	28,291	79.8	29,321	78.8	29,862	79.1	30,227	81.1	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6	207,932	82.4
Teacher	36	89.8	44	89.7	52	92.2	75	94.9	76	97.3	Very High	Improved	Excellent	5,157	92.7	5,484	90.4	6,001	90.1	6,358	90.9	6,222	91.5	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4	33,787	93.8

Graph of School Results



Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Dr. E. P. Scarlett High 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	**85.6**	82.2	81.4	**84.2**	83.9	84.0	High	Improved Significantly	Good
	Citizenship	**77.3**	78.6	74.5	**81.2**	79.8	79.8	Intermediate	Improved	Good
	3-year High School Completion	**93.3**	93.2	92.1	**82.1**	81.4	80.8	Very High	Maintained	Excellent
	5-year High School Completion	**92.8**	95.6	94.4	**86.7**	87.1	87.9	Very High	Declined	Good
	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**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	92.3	92.5	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	39.1	38.7	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**89.1**	86.1	85.0	**87.8**	87.7	87.8	High	Improved Significantly	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**86.2**	84.4	81.6	**85.8**	84.4	84.4	Intermediate	Improved Significantly	Good
	Access to Supports and Services	**85.4**	83.3	82.5	**79.5**	80.1	80.2	High	Improved	Good
Governance	Parental Involvement	**84.2**	78.3	77.0	**79.9**	80.0	79.5	Very High	Improved	Excellent