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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

Nickle 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 achievement in literacy and numeracy will improve.

Outcome One: Through the intentional design of the learning environment, students will improve in literacy, numeracy and well-being.

Celebrations

- Grade 6 Provincial Achievement Test Scores in English Language Arts and Literature (ELAL), Mathematics and Science are higher than provincial standards in both Acceptable Standard and Standard of Excellence
- The number of students achieving the acceptable standard on the Grade 6 Provincial Achievement Test Scores in ELAL improved by 8.2% from 2024-2025
- The number of students achieving the standard of excellence on the Grade 6 Provincial Achievement Test Scores in Mathematics improved by 13.8% from 2024-2025
- Throughout the course of the 2025-206 school year, the number of students earning 3s (good achievement of grade level expectations) and 4s (excellent achievement of grade level expectations) in English Language Arts (Reading and Writing) and Mathematics (Shape & Space; Statistics & Probability) increased

Areas for Growth

- Improving the number of students reaching the standard of excellence on Provincial Achievement Tests
- Building students' written expression by focusing on explicit writing tasks in all content areas to enhance the disciplinary literacy of all students
- Improving Mathematics results for all students in terms of Report Card Indicators, Provincial Achievement Tests (Grade 9) and perception data from the Alberta Education Assurance Survey

Next Steps

- Analyze Provincial Achievement Test Blueprint Data to identify which outcomes most often distinguish students at the standard of excellence and which outcomes students need most assistance with
- Focus on the use of universal strategies within all classrooms to build consistency and spaced practice for concepts to improve results
- Focus on math vocabulary and reasoning by requiring students to explain their thinking orally and in writing
- Targeted intervention blocks for foundational skill gaps; use small-group instruction based on ongoing assessment
- Explicit writing tasks in all subjects, not just English Language Arts and Literature (i.e. Lab Reports in Science, argument writing in Social Studies; precise explanation using correct vocabulary in Math)

Our Data Story:

Our learning excellence goal for Nickle School was, “Student Achievment in Literacy and Numeracy will improve”. This goal was lofty and expansive and through the dedicated work completed by staff and the increased focus on tasks that targeted literacy and numeracy improvement for students, there are many areas to celebrate at our school from the 2025-2026 school year. That being said, there are components of our Literacy and Numeracy instruction that have been uncovered as needing further refinement to ensure that students are put in the best position for learning.

The outcome measures that we chose to use to monitor progress included Report Card Indicators for English Language Arts and Literature (ELAL), and Mathematics, Provincial Achievement Test Results for ELAL, Mathematics, Social Studies and Science, and stems from the CBE Student Survey. This mix of achievement and perception data provides a picture of the learning excellence occurring at Nickle School.

Report Card Indicators

When analyzing ELAL and Mathmatics learning outcomes for students, the improvement is shown by the percentage of students receiving 1s (Not Meeting Grade Level Expectations) and 2s (Basic Achievement of Grade Level Expectations) decreasing throughout the 2025-2026 school year:

- ELA Indicator – Reading: Reads to Explore – 33.81% of students in January to 28.57% of students in June
- ELA Indicator – Writing: Writes to Express Ideas – 39.52% of students in January to 30.81% of students in June
- Math Indicator – Number/Understands Number; Patterns (and Algebra) – 38.93% of students in January to 36.72% of students in June
- Math Indicator – Shape and Space/Understands Measurement; Geometry (and Statistics) – 39.85% of students in January to 32/06% of students in June

Grade 6 Provincial Achievement Tests

Subject	Nickle School	Calgary Board of Education	Province of Alberta
ELAL (Total Test) – Acceptable Standard	83.2%	81.2%	82.4%
ELAL (Total Test) - Standard of Excellence	7.1%	9.5%	10.3%
ELAL (Reading) – Acceptable Standard	85.8%	79.0%	79.5%
ELAL (Reading) – Standard of Excellence	34.5%	32.7%	30.9%
ELAL (Writing) – Acceptable Standard	85.0%	84.1%	86.1%
ELAL (Writing) – Standard of Excellence	3.5%	5.8%	6.5%

Subject	Nickle School	Calgary Board of Education	Province of Alberta
Mathematics – Acceptable Standard	62.5%	62.5%	60.9%
Mathematics – Standard of Excellence	23.2%	24.0%	21.1%
Science – Acceptable Standard	83.3%	77.1%	76.7%
Science – Standard of Excellence	26.3%	26.2%	24.9%
• Note: Nickle Students did not write the Grade 6 Social Studies Provincial Achievement Test due to new curriculum for students in 2025-2026			

Grade 9 Provincial Achievement Tests

Subject	Nickle School	Calgary Board of Education	Province of Alberta
ELAL (Total Test) – Acceptable Standard	75.6%	80.4%	83.0%
ELAL (Total Test) - Standard of Excellence	4.4%	11.8%	13.5%
ELAL (Reading) – Acceptable Standard	68.9%	74.3%	77.0%
ELAL (Reading) – Standard of Excellence	7.8%	16.8%	18.0%
ELAL (Writing) – Acceptable Standard	82.2%	86.2%	88.7%
ELAL (Writing) – Standard of Excellence	6.7%	15.6%	16.5%

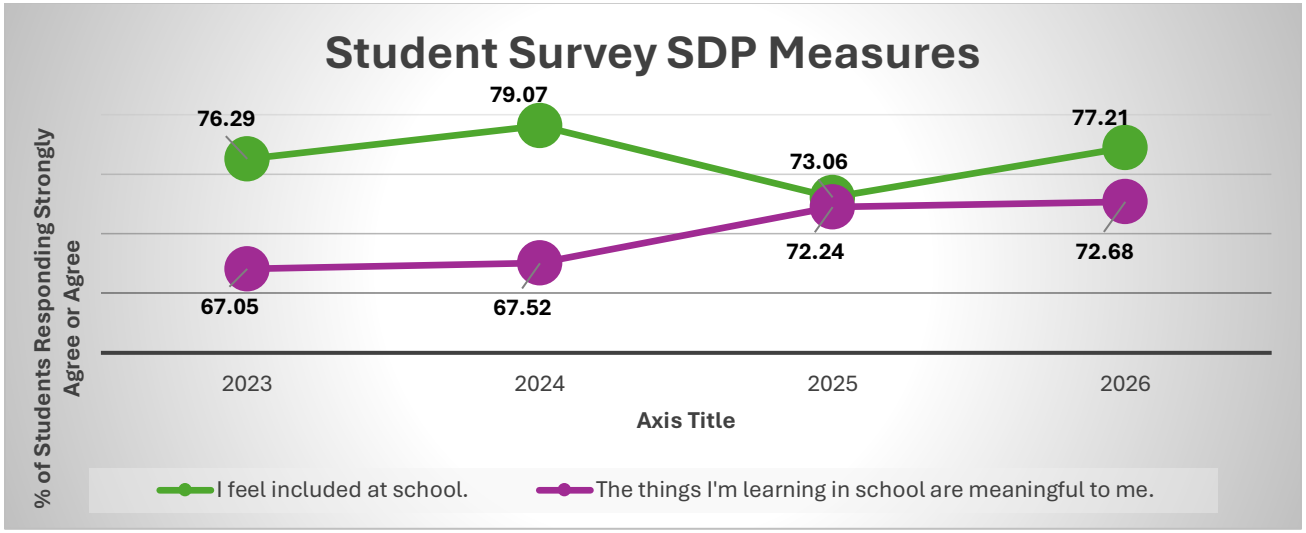
Subject	Nickle School	Calgary Board of Education	Province of Alberta
Mathematics – Acceptable Standard	43.7%	58.9%	59.8%
Mathematics – Standard of Excellence	5.7%	18.8%	17.7%
Science – Acceptable Standard	69.8%	76.4%	78.9%
Science – Standard of Excellence	10.5%	24.7%	24.8%
Social Studies – Acceptable Standard	61.6%	67.8%	69.9%
Social Studies – Standard of Excellence	9.3%	18.5%	20.0%

In looking at the data in the above tables, Nickle School's results in Grade 6 are comparable to other Grade 6 cohorts within the Calgary Board of Education and the Province of Alberta. Grade 6 students have reached the acceptable standard at a higher rate than the Province in all measures except ELAL (Writing). Grade 6 students have reached the standard of excellence at a higher than the Province in all measures except ELAL (Total Test) and ELAL (Writing). Grade 9 students at Nickle School performed under both the Calgary Board of Education and the Province of Alberta in all measures in both the acceptable standard and the standard of excellence categories.

Time will be provided to staff to dive deeper into the Provincial Achievement Test results from 2025-2026 to determine which specific areas are in most need of improvement. Additionally, while staff have improved in the collaboration on assessments provided to students throughout the school year, a closer calibration of assessments to the outcomes in the Program of Studies will need to occur with learning objectives explicitly shown within classrooms. Staff will begin exploration of and use system-level rubrics to refine their assessment practices. Students that are earning 3s

and 4s in their report card indicators are not achieving as highly on Provincial Achievement Tests. Staff is working within Professional Learning Communities to develop schoolwide, subject specific universal instructional strategies to improve student achievement and looking at frequent data gathering to identify students in need of more targeted interventions to improve their learning.

Perception Measures via Student Surveys (CBE Student Survey)



The chosen stems from the CBE Student Survey to monitor have shown improvement from 2024-2025 to 2025-2026. The stem “The things I’m learning in school are meaningful to me” has shown growth for 4 consecutive years. While improvement among these measures is cause for celebration, there is still room to grow in these areas. Teachers will continue improving on collaboration and their use of texts that connect with all learners in Humanities class. Additionally, bringing real-life problem solving into mathematics will mathematics will hopefully allow students to continue to see the connections between their work in class and their experiences outside of class.

The student population of Nickle School has grown by 179% from 2023 to 2026. It is a testament to the entire school community to see the percentage of students agreeing with the statement “I feel included at school” remain relatively stable despite a huge increase and turnover of students. Staff provide students with numerous opportunities to be included in school activities by coaching athletic teams, sponsoring clubs and providing fine arts students with opportunities to perform through music and drama.

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

Spring 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Nickle 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	**84.3**	84.2	87.2	**84.2**	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	**72.9**	76.4	83.3	**81.2**	79.8	79.8	Intermediate	Declined	Issue
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	59.8	65.7	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	13.4	12.5	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**81.1**	86.0	90.2	**87.8**	87.7	87.8	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**79.7**	83.0	87.1	**85.8**	84.4	84.4	Very Low	Declined	Concern
	Access to Supports and Services	**71.4**	79.1	85.2	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**71.6**	86.0	82.2	**79.9**	80.0	79.5	Low	Maintained	Issue