

**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| 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

2023-24 School Goals

- Critical Thinking
- Problem Solving
- Effective Information Management
- Sense of Belonging

Our School Focused on Improving

At Nickle School in 2023-24, we focused on fostering a nurturing environment that prioritizes student well-being by **forging strong connections within our school community**. We also focused on enhancing students' numeracy and literacy skills by encouraging **critical thinking, problem-solving, and effective information management through task design and assessment**.

This direction was supported by report card stems in the core subjects related to critical thinking skills.

- ELA: Manages and Evaluates Ideas
- Math: Using Algebraic Reasoning
- Science: Develops Skills for Inquiry and Communication
- Social Studies: Demonstrates Skills and Processes for Inquiry and Research

Our focus on building strong connections comes from our student survey perception data. In addition, through conversations with parents at school council meetings they have indicated that student opportunities for building a sense of belonging is important to the parent community

What We Measured and Heard

We primarily used the report card stems to measure the improvement throughout the year in Literacy and Numeracy as it relates to the critical thinking skills.

In June:

78% of our students received either a 3 or 4 in the Mathematics Stem: Patterns and Relations- using Algebraic reasoning.

74 % of our students received either a 3 or 4 in the Science Stem: Develops skills for Inquiry and Communication

65 % of our students received either a 3 or 4 in the Social Studies Stem: Demonstrates skills for Inquiry and Research

55 % of our students received either a 3 or 4 in the English Language Arts Stem: Writes to Develop, Organize and Express Information

55 % of our students received either a 3 or 4 in the English Language Arts Stem: Manages and Evaluates Information

61 % of our students received either a 3 or 4 in the English Language Arts Stem: Reads to Explore, Construct and Extend Understanding

Along with improvements on these report card stems, we also noticed an improvement in our students' perception on the Spring CBE Student Survey from last year to this year in relation to their Sense of Belonging. Student sense of belonging has increased 19 % over the last two years. There was also significant improvement/progress throughout the year in student wellbeing data when comparing the results from the Our School Survey administered in the fall and the CBE Student Survey Administered in the spring.

On the Alberta Education Assurance Measures, there was an increase in the positive percentage of agreement in the following areas:

- Education Quality
- Access to Supports and Services.
- Parental Involvement

Overall Nickle school demonstrates a higher percentage of agreement in all areas measured on the Alberta Education Assurance Measures compared to the rest of Alberta.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Literacy, Well-Being and Numeracy Assessment data that was gathered throughout the year and through our collaborative response meetings indicate that there has been a decrease in the percentage of students in the at-risk category at each grade for these outcomes. Coupled with data from the CBE Student Survey and questions posed to students in class not only point to improvements in students' writing and math skills, but also to their sense of belonging to the Nickle school community. In addition to student data, parents have also reported that they are feeling more confident about the opportunities for student engagement at school and that their students are more involved in their own learning and being part of the Nickle school community. Grade 9 PAT results declined this year, however that includes a significant percentage of students that did not write the PAT.	▪ Students' writing and reading skills have improved. ▪ Students' numeracy and problem-solving skills have improved. ▪ Students are more confident and more able to persevere when challenged with difficult learning tasks. ▪ Students sense of belonging increased according to the students' surveys that were conducted throughout the 2023-24 school year. ▪ For students that wrote the PAT's: • 77 % of students received the acceptable standard on Part B of the Math PAT and the Social Studies PAT (7 % above the provincial average) • 90 % of students received the acceptable standard on the Science PAT (11 % above the provincial average) • 91 % and 82 % of students received the acceptable standard in writing and reading respectively on the ELA PAT (both above the provincial average) ▪ 84% of students stated that they had the opportunity to learn from the land. ▪ 91 % students stated that they learn about Indigenous ways of being, belonging, doing and knowing ▪ Teachers observed the culture of the school was very positive due to the leadership of our students	▪ A continued focus on student well-being through the lens of a student sense of belonging to the school community. ▪ Focus on building positive student relationships and that students feel there is one go to adult in the school for them. ▪ A continued focus on student growth in research, critical thinking, inquiry and managing information. ▪ A focus on the necessary skills to improvement student performance on Part A of the Math PAT

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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 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

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	87.6	89.7	88.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.7	87.8	85.7	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	60.5	76.7	76.7	62.5	62.6	62.6	Very Low	Declined	Concern
	PAT9: Excellence	8.9	15.3	15.3	15.4	15.5	15.5	Very Low	Declined	Concern
	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	92.8	91.9	90.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	89.9	89.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.1	86.2	84.9	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	93.3	67.3	73.7	79.5	79.1	78.9	Very High	Improved	Excellent

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time