Captain Nichola Goddard

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School Improvement Results Reporting | For the 2024-25 School Year

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

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.

Goal One: Student achievement in literacy will improve.

Outcome One: Student achievement in reading and writing will improve through a focus on vocabulary development.

Celebrations

- Strong Grade 6 PAT performance: Captain Nichola Goddard students exceeded provincial averages on the new Grade 6 English Language Arts and Literacy (ELAL) assessment, with 84.8% meeting the *Acceptable Standard* and 38.7% achieving the *Standard of Excellence*, outperforming the province by over 9% in both categories.
- Maintained high achievement in Grade 9 English Language Arts (ELA): The *Standard of Excellence* remained consistent year over year (17.1% → 17.2%), indicating stability in top-level performance.
- Improvement in reading comprehension indicators: Across grades, there was a steady increase in Level 4 indicators for *"Reads to explore and understand"*, particularly in Grades 6 (+3.3%) and 7 (+3.0%), suggesting growth in higher-level reading proficiency.
- English as an Additional Language (EAL) language growth: Students at Language Proficiency Level 5 increased significantly (+14.6%), showing strong progress toward grade-level reading comprehension among multilingual learners.
- Positive perception of reading and feedback opportunities: Student agreement that *"I understand what I read"* rose by +1.4%, and those reporting *"I receive feedback to improve my writing"* increased by +4.27%, indicating improved instructional support and engagement in literacy practices.

Areas for Growth

- Decline in Grade 9 Acceptable Standard: The proportion of students meeting the *Acceptable Standard* dropped 14.5%, indicating a need to strengthen foundational reading and writing skills in upper grades.
- Student engagement in Language Arts: Alberta Education Assurance Measures (AEAMs) survey data show a 9% decrease in students finding Language Arts *"interesting"*, highlighting a need for increased relevance and choice in literacy learning.
- Mixed growth in report card indicators: While higher achievement (Level 4) increased in several grades, some declines occurred at mid-level indicators (e.g., Level 3 decreases in Grades 6–8), suggesting that support for students at the *developing proficiency* level needs reinforcement.
- EAL progression variance: Though higher language proficiency levels (LP) improved, early-stage (LP 1–3) progress slowed, with declines ranging from –1.3% to –8.3%, indicating a need for continued targeted intervention in foundational language acquisition.

- Slight declines in perception of accessibility and interest: Despite literacy skill growth, students' *interest* and *sense of engagement* with Language Arts show decreasing trends, emphasizing the importance of personally relevant learning experiences.

Next Steps

- Strengthen Grade 9 literacy foundations: Implement targeted supports (e.g., small-group reading/writing intervention, explicit comprehension strategies) to address the decline in *Acceptable Standard* results.
- Boost engagement in Language Arts: Increase student choice in reading materials and writing topics; connect learning to real-world and culturally relevant contexts to rebuild interest.
- Focus on middle-tier growth: Differentiate instruction for students at Achievement Indicators 2–3 to guide them toward mastery (Level 4).
- Support early-stage EAL learners: Enhance scaffolding and explicit vocabulary instruction to accelerate progress for students at LP 1–3, while sustaining growth at higher proficiency levels.
- Sustain effective feedback practices: Continue emphasizing timely, actionable feedback in writing and reading, leveraging the positive perception data (+4.27%) to further strengthen literacy confidence and achievement.
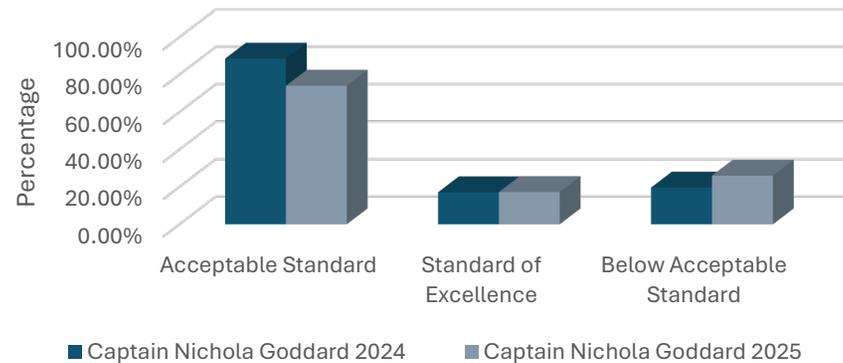
Our Data Story:

This year, our focus on vocabulary development aimed to strengthen reading and writing achievement across grades. Grade 6 students set a strong baseline under the new English Language Arts and Literacy (ELAL) curriculum, outperforming provincial averages with 84.8% meeting the Acceptable Standard and 38.7% achieving the Standard of Excellence—a margin of more than 9% above provincial results. These outcomes reflect the effectiveness of explicit vocabulary instruction and targeted reading strategies.

However, Grade 9 results revealed a different trend. While the Standard of Excellence remained stable (17.1% → 17.2%), the proportion of students meeting the Acceptable Standard declined by 14.5%, signaling a need to reinforce foundational literacy skills in upper grades. Report card indicators tell a similar story: growth at Level 4 achievement was evident in Grades 6, 7, and 9, yet mid-level indicators (Levels 2–3) showed declines, suggesting that students at developing proficiency require more targeted support.
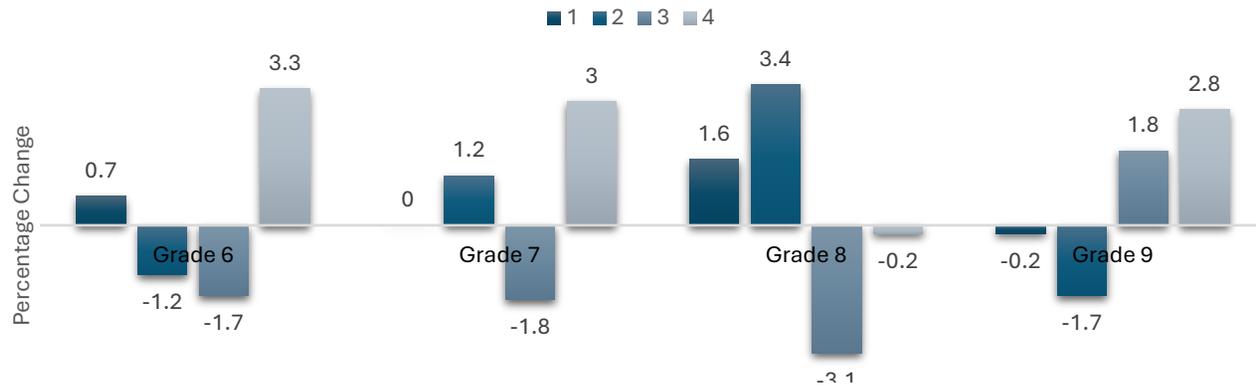
Grade 6 PAT Achievement Comparison 2025

Legend: ■ Captain Nichola Goddard 2025 ■ Province
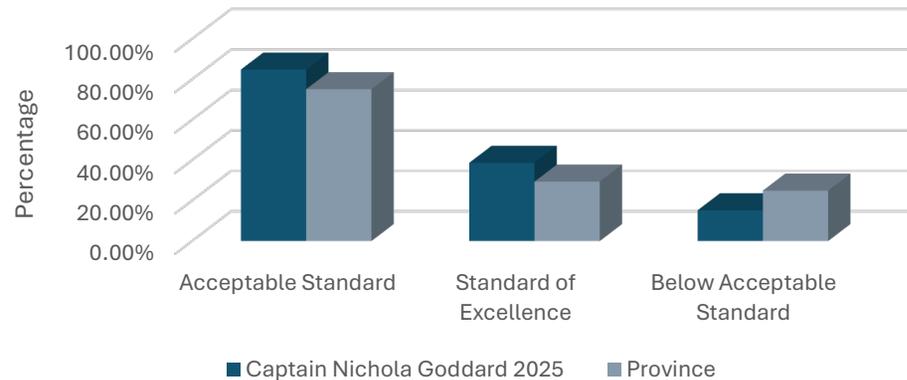
Grade 9 PAT Results ELA Part B

Legend: ■ Captain Nichola Goddard 2024 ■ Captain Nichola Goddard 2025

Change in Percentage of Students Receiving Report Card Indicators in English Language Arts "Reading" Stem

Legend: ■ 1 ■ 2 ■ 3 ■ 4

Grade 6: 0.7, -1.2, -1.7, 3.3
Grade 7: 0, 1.2, -1.8, 3
Grade 8: 1.6, 3.4, -3.1, -0.2
Grade 9: -0.2, -1.7, 1.8, 2.8

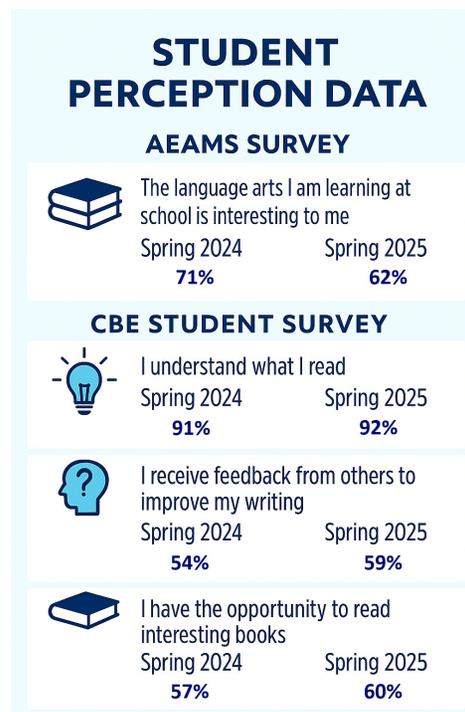Percentage Change

English as an Additional Language (EAL) learners demonstrated notable progress, with a 14.6% increase in Level 5 proficiency through the school year. Early-stage learners (LP 1–3) advanced at a faster rate, with improvements ranging from 1.3% to 8.3%.

Language Proficiency Reading Level Progression

Reporting Period: Early 1, Semester 1, Year End

Legend: ■ 1 ■ 2 ■ 3 ■ 4 ■ 5
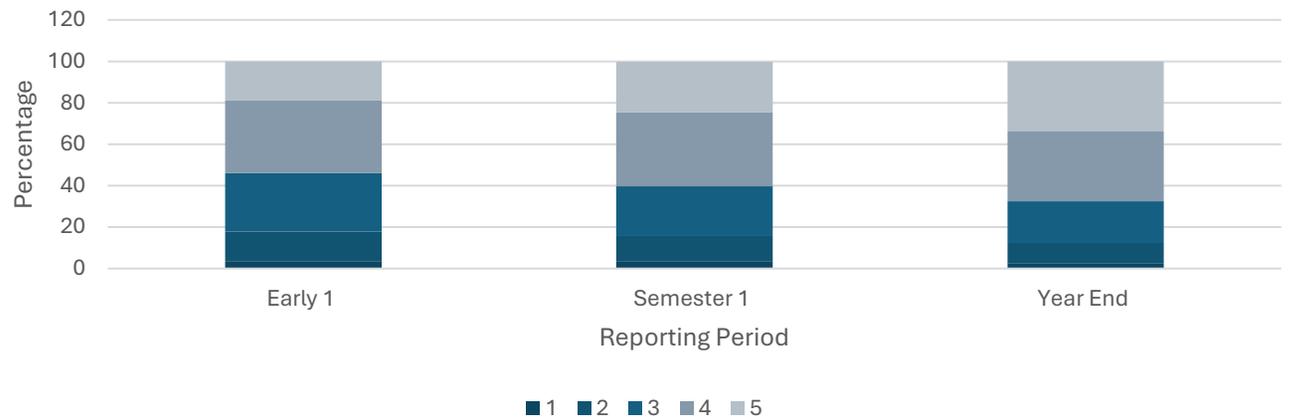
While student perception surveys show mixed results — engagement in language arts dipped in AEAMS survey, but comprehension and opportunities for feedback improved in CBE surveys — the overall picture suggests that our focus on vocabulary development is beginning to yield results.

Moving forward, our next steps will focus on strengthening Grade 9 literacy foundations, boosting engagement through choice and culturally responsive texts, and providing differentiated instruction for mid-level learners. For EAL students, we will enhance scaffolding and vocabulary support to accelerate growth at early proficiency levels. By sustaining effective feedback practices and connecting literacy to real-world contexts, we aim to ensure all students grow as confident, capable readers and writers.

STUDENT PERCEPTION DATA

AEAMS SURVEY

The language arts I am learning at school is interesting to me

Spring 2024	Spring 2025
71%	62%

CBE STUDENT SURVEY

I understand what I read

Spring 2024	Spring 2025
91%	92%

I receive feedback from others to improve my writing

Spring 2024	Spring 2025
54%	59%

I have the opportunity to read interesting books

Spring 2024	Spring 2025
57%	60%

Goal Two: Working and learning environments promote equity, diversity and inclusion.
Outcome One: Students experiencing inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

Celebrations

- Increased cultural representation: A +1.29% improvement in students feeling that their culture is reflected in the school indicates ongoing efforts toward cultural inclusivity are having a positive effect.
- High sense of safety and accessibility: Despite a slight decline, a strong 81.98% of students still feel that learning and extracurricular activities are safe and accessible for all.
- Sustained cross-cultural engagement: Nearly 70% of students continue to value learning from friends of different cultures, indicating strong peer relationships and openness to diversity.

Areas for Growth

- Sense of belonging: The percentage of students who feel accepted declined by 3.55%, signaling a need to strengthen inclusion and community-building initiatives.
- Cultural connectedness: While improving, only about half of student's report seeing their culture reflected in the school suggesting further opportunity to enhance representation in curriculum, visuals, and school events.
- Equity in access and safety: A 2.04% decline in perceptions of safety and accessibility indicates a need to review how equitable participation is supported across programs and spaces.

Next Steps

- Deepen belonging and inclusion: Strengthen initiatives that celebrate cultural diversity, e.g., student-led cultural events, visible representation in hallways/classrooms, and integration of diverse voices in learning materials.
- Enhance classroom community: Implement intentional community-building routines (e.g., circles, collaborative projects) to improve students' sense of acceptance and belonging.
- Reinforce equitable access: Review participation data in clubs, teams, and enrichment programs to ensure equitable involvement for all students; remove barriers where they exist.
- Student voice and feedback: Involve students in identifying what helps them feel represented and safe at school through focus groups or classroom discussions; use their input to guide action.
- Staff professional learning: Provide targeted professional development on inclusive practices and culturally responsive pedagogy to maintain upward trends and address belonging gaps.

Our Data Story:

This year, our focus was on creating inclusive learning environments that reflect and celebrate diverse cultures and identities. Student perception data shows encouraging progress in some areas: 54.9% of students report seeing their culture reflected in the school, a modest increase of +1.29% from last year. Similarly, nearly 70% of students value learning from peers of different cultures, indicating strong cross-cultural engagement and openness to diversity.

However, the data also highlights areas for growth. The percentage of students who feel accepted declined by 3.55%, and perceptions of safety and accessibility dropped by 2.04%, signaling a need to strengthen belonging and equitable participation. While cultural representation improved slightly, only about half of student's report seeing their culture reflected in school spaces and learning experiences, suggesting further opportunity to enhance representation in curriculum, visuals, and events.

A key initiative this year was Pass the Mic: Let's Talk About Racism, a program developed by the Canadian Museum for Human Rights. Students engaged in meaningful dialogue about racism, equity, and inclusion, supported by structured activities and reflection. Pre- and post-program surveys revealed increased awareness and understanding of systemic racism and personal responsibility in fostering inclusive communities. Qualitative feedback from students highlighted the value of having a safe space to share experiences and learn from diverse perspectives. This program served as a catalyst for deeper conversations about equity and belonging, reinforcing our commitment to anti-racism education.

STUDENT PERCEPTION DATA
– EQUITY, DIVERSITY & INCLUSION

Culture Reflected

Spring 2024	Spring 2024
54%	55%

Safe & Accessible

Spring 2024	Spring 2024
84%	82%

Feels Accepted

Spring 2024	Spring 2025
65%	62%

Values Cultural Learning

Spring 2024	Spring 2025
72%	69%

Can one person make a difference in stopping racism?
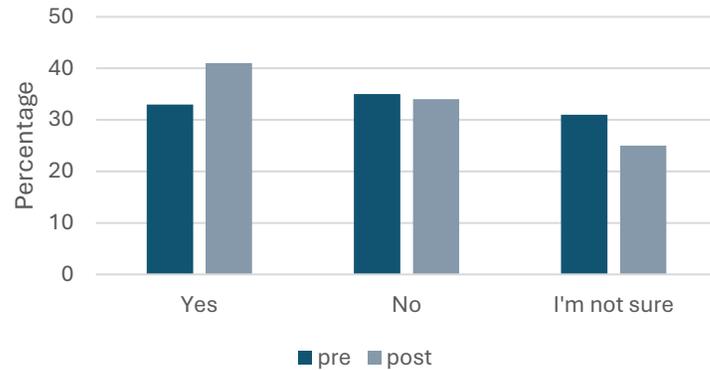
Do you know ways to stand up against racism?
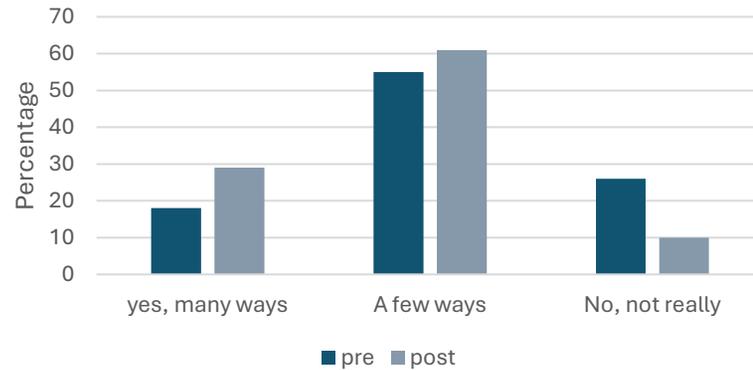
Moving forward, we will deepen initiatives that celebrate cultural diversity, such as student-led cultural events and visible representation in classrooms and hallways. We will enhance classroom community-building routines to strengthen peer connections and sense of acceptance. To ensure equitable access, we will review participation data in extracurricular programs and remove barriers where they exist. Finally, we will amplify student voice through focus groups and feedback opportunities and provide professional learning for staff on culturally responsive pedagogy. By embedding these practices, we aim to create a school environment where every student feels represented, safe, and valued.

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.

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

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Captain Nichola Goddard 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	80.3	80.0	83.9	83.7	84.4	Intermediate	Improved	Good
	Citizenship	71.1	71.3	71.6	79.8	79.4	80.4	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	73.4	68.7	71.0	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	16.8	15.1	15.0	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.9	81.1	81.5	87.7	87.6	88.2	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.8	77.6	76.9	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	72.5	74.4	71.5	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	83.0	75.2	74.2	80.0	79.5	79.1	Very High	Improved	Excellent