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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

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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 will improve.

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

Celebrations

- Grade 6 students outperformed provincial results in English Language Arts & Literacy PATs, exceeding the provincial average by 5.3 percentage points at the Acceptable Standard and 9.7 percentage points at the Standard of Excellence.
- Reading achievement improved across the school, with Grade 6 students demonstrating an 8.9 percentage point increase and Grade 8 students a 4.4 percentage point increase at the highest level of reading proficiency.
- Reading Language Proficiency Level 5 increased from 13% to 23%, and students reported greater confidence in understanding how to improve their reading (78% to 85%).

Areas for Growth

- Strengthen Grade 9 literacy achievement, particularly increasing the percentage of students achieving the Acceptable Standard and Standard of Excellence on PATs.
- Increase student engagement in Language Arts, as positive responses to "The language arts I am learning at school is interesting to me" declined from 62% to 52%
- Continue accelerating reading growth for multilingual learners who have not yet reached the highest levels of reading proficiency.

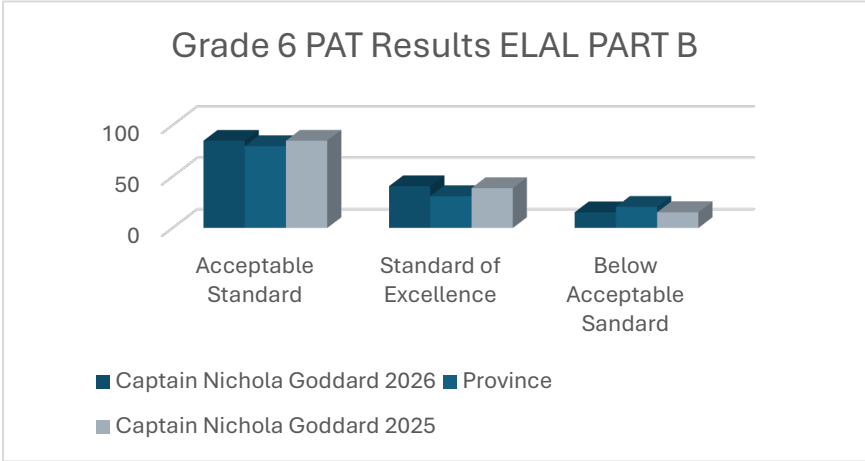
Next Steps

- Continue collaborative literacy planning focused on reading comprehension, vocabulary development, and disciplinary literacy strategies across subject areas.
- Use common formative assessments and targeted intervention to identify and support students requiring additional literacy instruction, with particular attention to Grade 9 learners.
- Increase opportunities for student choice, authentic reading and writing experiences, diverse texts, and descriptive feedback practices to strengthen both achievement and engagement.

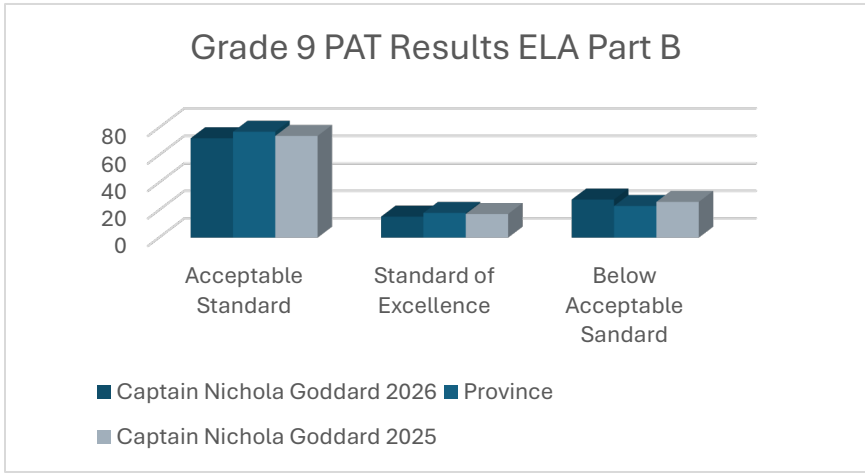
Our Data Story:

Throughout the 2025-26 school year, our literacy focus centered on strengthening students' reading comprehension, vocabulary development, and engagement with text through intentional instructional practices. Teachers worked collaboratively to implement high-impact reading strategies, provide targeted feedback, and create opportunities for students to interact with a variety of texts across disciplines.

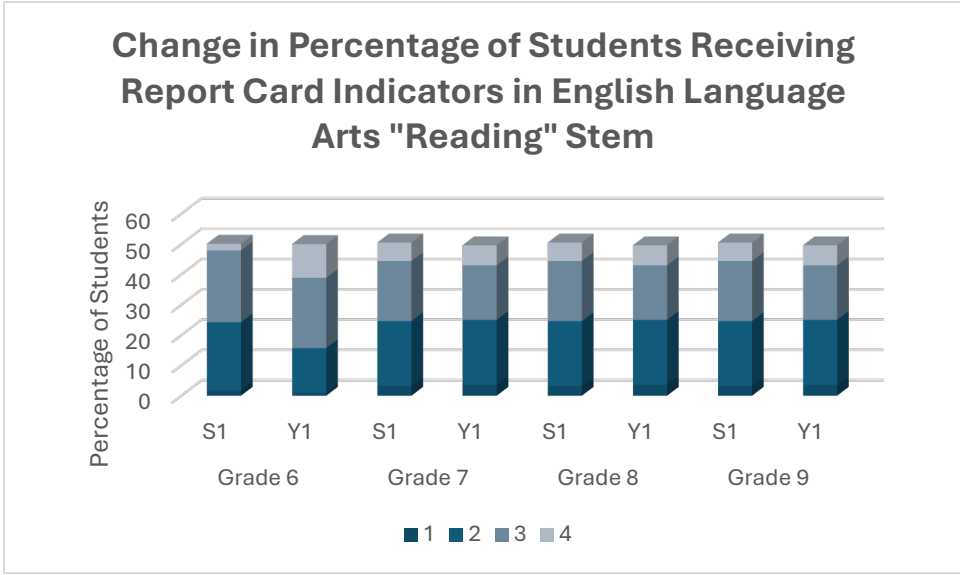
Provincial Achievement Test results demonstrated continued strength in Grade 6 English Language Arts & Literacy. 84.8% of students achieved the Acceptable Standard, exceeding the provincial average of 79.5% by 5.3 percentage points, while 40.6% achieved the Standard of Excellence compared to the provincial average of 30.9%, a difference of 9.7 percentage points. These results represent an increase in excellence from the previous year and suggest that students are developing strong reading comprehension and critical thinking skills. In addition, the percentage of students performing below the Acceptable Standard remained lower than provincial results.



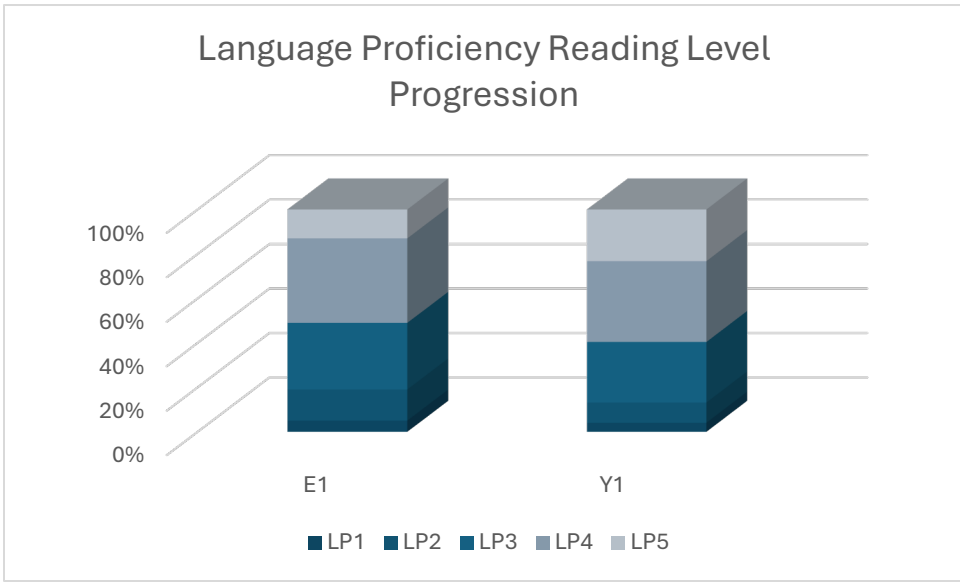
While Grade 9 students demonstrated strengths in English Language Arts, results indicate an area for continued attention. 72.3% percent of students achieved the Acceptable Standard compared to the provincial average of 77.0%, and 15.3% achieved the Standard of Excellence compared to the provincial average of 18.0%. Although these results remain below provincial performance levels, they provide valuable direction as we continue to strengthen literacy instruction and intervention practices for our adolescent learners.



Report card data further supports evidence of growth in reading achievement across the school. Grade 6 students demonstrated the most significant improvement, with an 8.9 percentage point increase in the highest level of reading proficiency from Semester 1 to Year-End. Grade 8 students showed a 4.4 percentage point increase at the highest achievement level, while Grade 7 students demonstrated modest growth of 0.5 percentage points. Grade 9 results remained relatively stable, with a slight increase of 0.8 percentage points at Level 2, a 0.5 percentage point decrease at Level 3, and a 1.2 percentage point decrease at the highest level of proficiency. While the greatest gains were observed in Grades 6 and 8, overall trends suggest that many students are increasingly able to explore, construct, and extend understanding through reading, while continued attention is needed to support growth in Grade 9 literacy achievement.

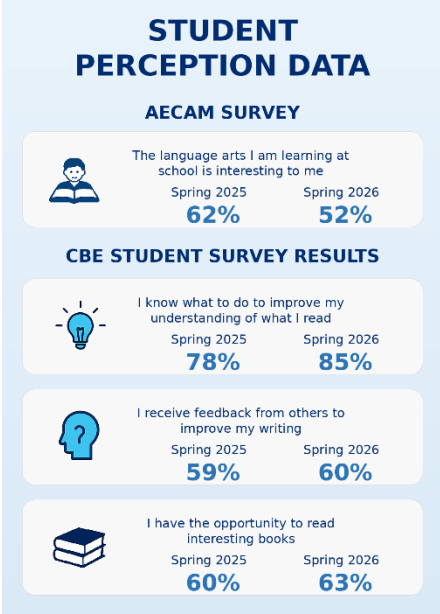


Reading language proficiency data further demonstrates growth among multilingual learners. The percentage of students achieving Language Proficiency Reading Level 5 increased from 13% at entry to 23% by year-end, representing a 10 percentage point increase. At the same time, the proportion of students within Levels 1 through 4 decreased, indicating movement toward higher levels of reading proficiency. These results suggest that targeted literacy instruction, vocabulary development, and scaffolded reading supports are helping multilingual learners access increasingly complex text and develop greater independence as readers. Despite the addition of new learners



throughout the school year, students continued to demonstrate positive growth in their reading proficiency

Student perception data provides additional evidence of growth in several areas of literacy learning. Students reported increased confidence in their ability to improve their reading comprehension, with positive responses increasing from 78% to 85%. Students also reported slightly improved opportunities to receive feedback that supports writing growth, increasing from 59% to 60%. In addition, more students indicated they have opportunities to read interesting books, with positive responses increasing from 60% to 63%. Together, these findings suggest that students are recognizing the literacy supports available to them and are developing greater confidence as readers and writers. At the same time, results from the AECAM survey indicate that the percentage of students who agreed that the language arts they are learning at school is interesting declined from 62% to 52%. While students report stronger understanding of how to improve their reading and increased access to literacy supports, these results suggest that engagement and relevance within literacy learning remain important areas for continued focus.



Overall, the evidence demonstrates that students continue to develop as capable readers and communicators. Strong Grade 6 PAT results, growth in reading achievement across multiple grade levels, gains in reading language proficiency, and positive trends in student perceptions of reading and writing support reflect the impact of our literacy focus. Moving forward, we will continue to build teacher capacity in literacy instruction, strengthen interventions for students requiring additional support, and increase opportunities for student choice, authentic literacy experiences, and access to diverse and engaging texts to support both achievement and engagement.

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

- The percentage of students who reported seeing their culture reflected in the school increased from 55% to 69%, representing a 14 percentage point increase.
- Positive responses to "I feel accepted" increased from 62% to 71%, indicating growth in students' sense of belonging and inclusion.
- Students reported increased perceptions of safety and accessibility (82% to 87%) and continued growth in valuing learning from different cultures (69% to 72%).

Areas for Growth

- Continue increasing opportunities for students to see their identities, cultures, and lived experiences reflected in learning environments and instructional resources.
- Deepen student understanding of diverse perspectives and experiences through culturally responsive learning opportunities across subject areas.
- Further strengthen students' sense of belonging so that all learners consistently experience acceptance, inclusion, and connection within the school community.

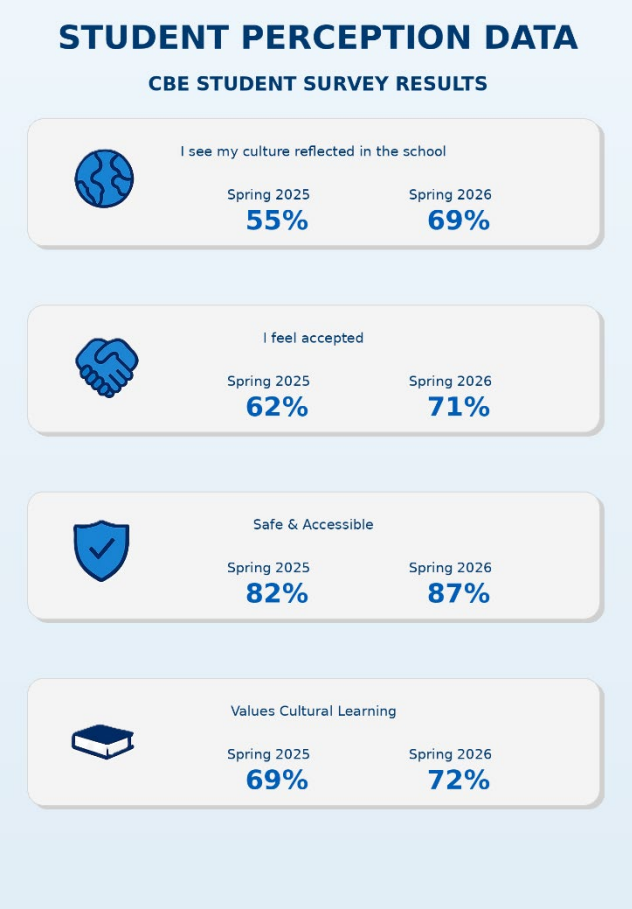
Next Steps

- Expand the use of diverse and representative learning resources that reflect the cultures, identities, and experiences of students within the school community.
- Continue professional learning focused on culturally responsive and inclusive instructional practices.
- Increase opportunities for student voice through surveys, focus groups, and leadership opportunities to inform future equity, diversity, and inclusion initiatives.

Our Data Story:

Throughout the 2025-26 school year, our focus on equity, diversity, and inclusion centered on creating learning environments where students see themselves reflected in their learning and experience a strong sense of belonging. Through intentional instructional practices, diverse learning resources, and school-wide opportunities to celebrate cultures and identities, staff worked to foster inclusive spaces that recognize and value the experiences of all learners.

Student perception data indicates positive growth across all measured areas. The percentage of students who reported seeing their culture reflected in the school increased from 55% to 69%, representing a 14 percentage point increase. This suggests that efforts to increase representation through classroom resources, learning experiences, and school-wide initiatives are having a meaningful impact on students' sense of belonging and connection to the school community.



One contributing factor to this growth has been the work of our student leadership classes. Throughout the year, leadership students intentionally planned and facilitated whole-school activities that celebrated the diverse cultures, identities, and experiences represented within the Captain Nichola Goddard School community. By creating opportunities for students to see themselves reflected in school events and traditions, these initiatives supported our ongoing goal of ensuring all students feel that they belong at school.

Students also reported stronger perceptions of safety and accessibility. Positive responses increased from 82% to 87%, demonstrating that students continue to view the school as a welcoming and supportive environment. Creating conditions in which students feel safe and supported remains essential to both well-being and learning, and these results reflect the collective efforts of staff and students to build inclusive and responsive learning environments.

A growing number of students reported feeling accepted at school, with positive responses increasing from 62% to 71%. This nine percentage point increase suggests that students are experiencing stronger connections with peers and adults and are developing a greater sense of belonging within the school community. Supporting this work was the introduction of the Grade 9 Legacy Builders Club. This student leadership initiative provided Grade 9 students with a meaningful opportunity to share their voice and contribute to positive school change. Through reflection on

their own experiences at Captain Nichola Goddard School, students identified ways to strengthen school culture and create a more inclusive experience for future students. The club has provided an important avenue for student voice and has helped foster a greater sense of ownership, connection, and belonging within the school community.

Students also demonstrated an increased appreciation for cultural learning opportunities. Positive responses to valuing learning from individuals with different cultural backgrounds increased from 69% to 72%. While this measure was already a relative strength, the continued growth suggests that students recognize the importance of diverse perspectives and are benefiting from opportunities to engage in meaningful learning about cultures and identities beyond their own.

Overall, the data indicates that students are increasingly experiencing learning environments that reflect and celebrate diversity while fostering a stronger sense of belonging, acceptance, and safety. Positive growth across all survey measures suggests that intentional efforts to amplify student voice, celebrate diverse identities, and create inclusive learning opportunities are making a meaningful difference for students. Moving forward, we will continue to build staff capacity in culturally responsive teaching practices, expand opportunities for student leadership and voice, and deepen learning experiences that help all students feel recognized, valued, and connected within our school community.

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	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	**82.1**	84.3	81.2	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**75.6**	71.1	70.5	**81.2**	79.8	79.8	Intermediate	Improved	Good
	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	**70.0**	73.4	71.8	**60.8**	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	**18.8**	16.8	15.6	**15.5**	15.6	15.5	High	Maintained	Good
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**84.4**	84.9	81.8	**87.8**	87.7	87.8	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**80.1**	77.8	76.7	**85.8**	84.4	84.4	Low	Maintained	Issue
	Access to Supports and Services	**79.5**	72.5	72.3	**79.5**	80.1	80.2	Intermediate	Improved Significantly	Good
Governance	Parental Involvement	**77.2**	83.0	77.1	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable