


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

Sherwood School

2011 66 Ave SE, Calgary, AB T2C 4C8 t | 403-777-7590 f | 587-933-9892 e | sherwood@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 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 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: Students' achievement in literacy and mathematics will improve.

Outcome One: Through intentional design of tasks and the learning environment, students will improve literacy, numeracy, and wellbeing.

Outcome Two: To foster student engagement by strengthening teachers' implementation of meaningful tasks that align with our school's core values of voice, choice, and community.

Data Story

Sherwood School's 2024–25 data reveals both areas of strength and opportunities for growth in literacy and mathematics.

In literacy, 70% of students report feeling connected to the texts they read; however, fewer find the texts genuinely interesting. This highlights a need to select reading materials that more closely reflect students' interests, identities, and real-world experiences. Writing results are steady across grades, but a growing number of students receive a "1" as they move into higher grades, indicating challenges with sustained writing, organization, clarity, and appropriate use of conventions.

In mathematics, while 74% of Grade 5 students enjoy challenging problems, this drops to 55% by Grade 8. In addition, Grade 9 Part A results also declined—from 52% acceptable to 19%, indicating a need for greater support in problem-solving, reading comprehension, and managing multi-step questions on the PAT. Despite these declines, survey data remains positive: 79% of students feel confident in their ability to learn math, 77% report knowing what to do to improve, and 57% find math interesting.

Equity results are encouraging: 75% of Indigenous students and 80% of English Language Learners achieved at an acceptable standard—both above Calgary Board of Education averages.

In addition, 88% of students report seeing Indigenous ways of knowing reflected in school, and 77% feel their learning is meaningful. However, only 61% of students say that racism or discrimination is addressed when it occurs, signaling a continued area for improvement in ensuring cultural safety and belonging.

Celebrations

- **Mathematics Engagement:** 74% of Grade 5 students enjoy challenging math problems, and 77% report “I think deeply and slowly when solving mathematics problems.”
- **Confidence and Self-Awareness:** 79% of students feel confident in learning mathematics; 77% know what to do to improve.
- **Equity Success:** 75% of Indigenous and 80% of English as an Additional Language (EAL) students achieved at an acceptable standard—both above CBE averages.
- **Interest and Relevance:** 57% of students find mathematics interesting, and two-thirds report that it feels useful to them.
- **Belonging and Meaning:** 56% of students feel their culture is reflected at school; 88% recognize Indigenous ways of knowing; 77% find learning meaningful.
- **Community Engagement:** Students look forward to events such as *Sher-burger Day*, *Spirit Days*, *Culture Week*, *Winter and Spring Showcase*, *Leadership Events*, *School Clean-Up*, and athletics—all of which strengthen belonging and school pride.

Areas for Growth

- Only 70% of students feel connected to texts, with few students reporting genuine interest with some comments that texts are outdated.
- Writing assessments show an increase in “1’s” by grade, suggesting a widening achievement gap in literacy skills.
- Only 55% of Grade 8 students enjoy challenging math problems (down from 74% in Grade 5).
- Grade 9 ELA Part A results declined from 52% acceptable to 19% acceptable.
- Report card calibration issues: percentage of “1’s” increased from 3.5% to 7.5%, with inconsistent application across grades.
- Only 61% of students report that racism or discrimination is addressed when it occurs.

Next Steps

Literacy

- Increase text choice and task design to connect student interests to curricular outcomes—moving from basic “connection” toward authentic engagement and enjoyment.
- Calibrate writing assessments by grade teams to ensure accuracy and consistency in assigning “1’s.”
- Implement a 20-minute daily Learning Lab block to support targeted reading and writing skill development.

- Provide explicit writing instruction using sentence and paragraph frames, “I do–We do–You do” scaffolding, and deliberate practice with feedback.

Mathematics

- Design cross-curricular, real-world tasks to strengthen student interest and enjoyment.
- Introduce earlier and more frequent PAT practice, emphasizing reading comprehension, identifying relevant information, and solving multi-step problems.
- Monitor student experiences with challenge, particularly in Grades 8–9, to sustain engagement in rigorous problem-solving and prevent boredom or frustration.
- Clarify and standardize reporting—ensure “1’s” reflect true performance rather than placeholder codes, such as IPP, ADP, ELL, etc.
- Implement school-wide diagnostic assessments every 6–8 weeks to guide targeted intervention.

Truth and Reconciliation, Diversity, and Inclusion

- Continue to amplify cultural representation and strengthen school responses to racism and discrimination.
- Use student voice and survey data to celebrate diversity and increase visibility of multiple worldviews.
- Utilize Harvard’s Relationship Mapping to ensure every student has at least one strong, supportive adult connection at school.

Our Data Story

1. Refresh Your Thinking and Mindset

Key Goal (Year One SDP):

Improve student achievement in literacy and numeracy by strengthening engagement, critical thinking, and problem-solving skills across Grades 4–9.

Identified Outcomes:

- Students will demonstrate improved reading comprehension, writing organization, and sustained expression of ideas.
- Students will develop stronger confidence and proficiency in mathematical reasoning and multi-step problem-solving.

- Equity gaps among Indigenous, EAL, and IPP students will narrow, with more students achieving at levels 3 and 4.
- Students will report higher engagement, belonging, and clarity about how to improve.

Outcome Measures:

- Teacher-collected assessments (Words Their Way (WTW), MAZE Reading Comprehension Assessment, School-Wide Write, Curriculum-Based Measurement – Written Expression (CBM-WE) every 6–8 weeks.
- Report card stems in literacy and numeracy.
- CBE Student Survey, Assurance Survey, Alberta Education Assurance (AEA) Survey.
- Attendance, Learning Lab participation, and placement data.

Expected Success:

- Steady reduction in the number of “1’s” in literacy and math stems.
- Increased student confidence and enjoyment in reading, writing, and math.
- Narrowing equity gaps across demographic groups.

2. Pull the Data Together

- **Literacy:** 70% feel connected to texts; fewer find them interesting. “1’s” increase with grade level.
- **Mathematics:** 74% of Grade 5 students enjoy challenging problems vs. 55% in Grade 8; Grade 9 Part A dropped from 52% to 19% acceptable.
- **Student Voice:** 79% feel confident they can learn math; 77% know next steps; 57% find math interesting.
- **Equity:** Indigenous (75% acceptable vs. 65.68% CBE) and ELL (80% vs. 72.25% CBE) results exceed division averages.
- **Well-Being & TRC:** 88% see Indigenous ways of knowing reflected; 77% find learning meaningful; 61% report racism/discrimination is addressed.

3. Key Insights

- **Trends:** Early grades show higher engagement and confidence in literacy and math; declines are sharp in Grades 7–9.
- **Outliers:** Grade 9 Mathematics Part A results dropped to 19% acceptable—requiring immediate intervention.
- **Patterns:** Targeted equity supports are benefiting Indigenous and EAL students, but cultural safety remains an area for focus.
- **Gaps:** Writing quality, student interest in reading materials, and complex math reasoning continue to challenge learners.

4. Engage Staff, Students, Families, and Community

- **Staff:** Collaborate in PLCs to calibrate assessment and design outcome-based tasks.
- **Students:** Use Learning Lab data for placement, goal setting, and reflection cycles.
- **Families:** Provide updates on interventions and celebrate student success through community events.
- **Community:** Continue dialogue and partnerships around Truth and Reconciliation, equity, and inclusion.

Next Steps Summary

- Expand text choice to reflect student interests and real-world contexts.
- Calibrate writing assessments and develop clear grade-level expectations.
- Embed PAT-aligned strategy instruction earlier and throughout the year.
- Sustain engagement through cross-curricular, real-world math learning.
- Ensure accuracy and consistency in reporting achievement.
- Continue advancing cultural safety, inclusion, and relationship-based support.

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	Sherwood 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	81.8	88.0	82.1	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	70.0	69.7	67.8	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	37.7	56.7	51.8	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	5.1	9.1	8.4	15.6	15.4	15.5	Very Low	Maintained	Concern
	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	84.0	85.5	84.4	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.3	77.5	75.5	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	80.4	78.9	76.4	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	78.7	74.3	72.5	80.0	79.5	79.1	High	Maintained	Good