


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

Woodlands School

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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: Student achievement in literacy and numeracy will improve.

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

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

Celebrations

- Students achieving a 2, 3 or 4 in the report card stem 'reads to explore and understand' has improved from 78.00% to 79.7% from June 2024 to June 2025.
- While 29.40% of students in Grade 1 achieved a 1 in the report card stem 'reads to explore and understand' in June 2024, 10.00% of this cohort achieved a 1 in June 2025 in Grade 2, showing that the targeted phonemic awareness and decoding in the early grades is having a positive effect.
- 93.8% of students participated in Provincial Achievement Tests (PAT) exceeding the province rate of 85.7%
- Provincial Achievement Test in Reading has 86.7% of students at the Acceptable Standard while the province had 75.1%
- Provincial Achievement Test in English Language Arts and Literature (ELAL) total test (reading and writing) had 93.3% of students at the Acceptable Standard while the province had 79.6%
- Castles and Coltheart 3 Test of Word Reading (CC3) - Percent of students in Grades 1-3 not requiring additional support improved between January 2025 (75.7%) and June 2025 (80.7%)
- Provincial Numeracy Screening Assessment - Percent of students in Grades 1-3 not requiring additional support improved between January 2025 (70.6%) and June 2025 (81.5%)
- Percent of students, parents and teachers satisfied with the overall quality of basic education (76.1% in 2024 to 82.6% in 2025).
- Percent of parents satisfied with the overall quality of basic education (59.2% in 2024 to 70.1% in 2025).
- Students in Grades 4 and 5 who report a positive sense of belonging (October 2024 67% to May 2025 75%)
- Students in Grade 6 who report they feel safe attending this school (October 2024 55% to May 2025 61%)
- Attendance – Woodlands has a lower percentage of students with absence rates exceeding 10 or 20 percent than schools in Area 6 or across CBE

Areas for Growth

- Building students' reading skills including reading rate and accuracy to support overall comprehension with text
- Improving students' fluency with procedures in mathematics
- Continue to build student perception of belonging, safety and engagement

Next Steps

- In English Language Arts and Literature instructional blocks, provide improved balance of phonological awareness and phonics, word study, fluency, vocabulary and comprehension appropriate to grade level.
- In Collaborative Team Meetings, determine cycles for targeted students in the components of phonological awareness and phonics, word study, fluency, vocabulary and comprehension using locally developed tools to track incremental progress.
- Build skills in procedural fluency by adding more intentional use of open questions during balanced instruction of conceptual understanding, procedural practice and problem solving, providing entry points for all learners
- Continue collaborative work with mathematics specialist and partner school around procedural fluency using evidence-based resources
- Build familiarity for students and staff with the competencies of Social Emotional Learning using the Collaborative for Academic, Social and Emotional Learning Resources in class and during whole school assemblies

Our Data Story:

Overall, we've seen steady growth. The number of students meeting grade-level expectations in reading has increased from 78% to nearly 80% over the past year. Our early literacy work is making a real difference. Last year, almost 30% of our Grade 1 students were struggling with reading. This year, when that same group reached Grade 2, only 10% were still in that category. This shows that our targeted instruction—especially in phonemic awareness and decoding—is having a positive impact. When assessing word reading in the early grades, more of our Grade 1 to 3 students are reading words confidently. The number of students not needing extra support rose from 75.7% in January to 80.7% in June.

In terms of Provincial Achievement Tests results for our Grade 6 students, we outperformed the province in both Reading and in English Language Arts and Literature. In Reading, 86.7% of our students met the Acceptable Standard, compared to 75.1% provincially. On the combined reading and writing test, 93.3% of our students met the standard, far above the provincial 79.6%.”

Overall, the data shows strong growth, effective early literacy instruction, and achievement that continues through to the older grades.

According to the Provincial Numeracy Screening Assessment, the percentage of Grade 1–3 students **not requiring additional support** has grown from **70.6% in January 2025** to **81.5% in June 2025**. This is a highlight of our mathematics achievement in the early grades. As this was the first year of Provincial Achievement Testing at Grade 6 on the new mathematics curriculum, we can see that we have need to improve in continuing to target instruction on strategies to help students accurately complete calculations and step by step operations.

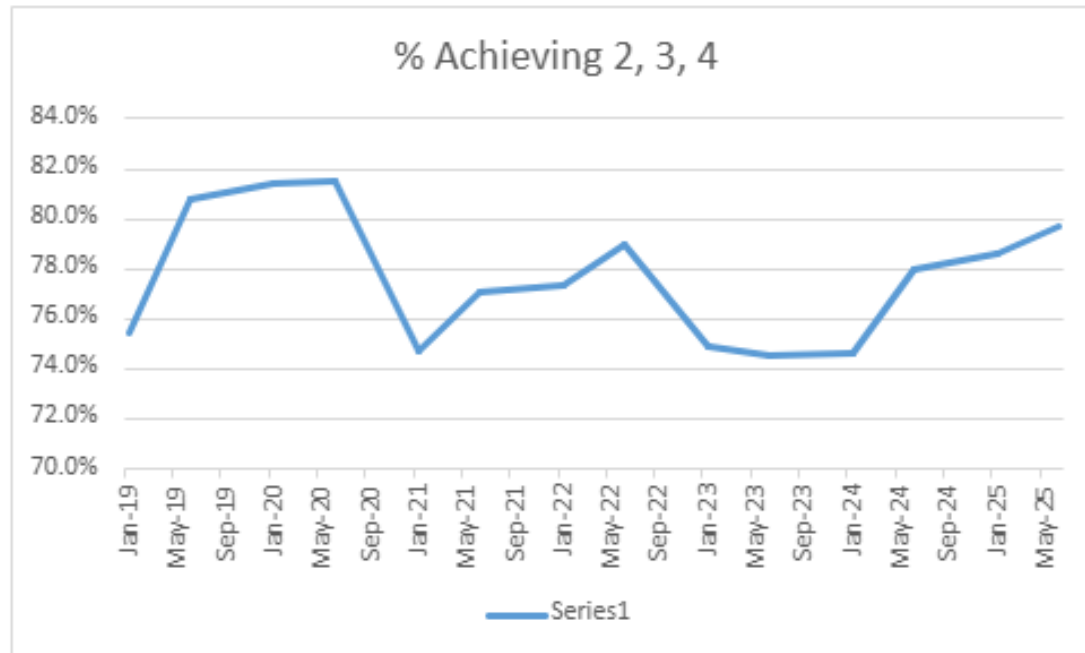
In the area of well-being for learning, we continue to engage with our older students about the data they provide from perceptions surveys. We respond to their suggestions about actions that would support their positive relationships, feelings of support and overall safety. Reviewing the data over time is helping us to see areas of strength and concern.

We are pleased to have an excellent partnership with Woodlands School Council who provide many school-wide experience that support both learning and well-being. We appreciate their generous contributions and recognize the benefit to all students in their overall learning experience.

Report Card Indicators

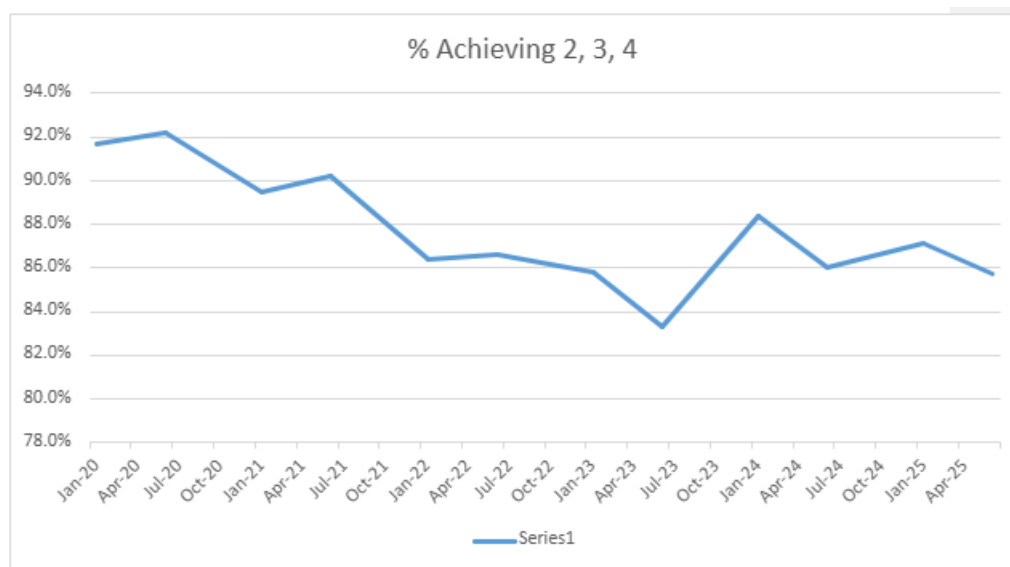
- *Reads to explore and understand*

Date	Total
Jan-19	75.4%
Jun-19	80.8%
Jan-20	81.4%
Jun-20	81.50%
Jan-21	74.70%
Jun-21	77.10%
Jan-22	77.30%
Jun-22	79.00%
Jan-23	74.90%
Jun-23	74.50%
Jan-24	74.60%
Jun-24	78.00%
Jan-25	78.60%
Jun-25	79.70%



- *Understands and applies concepts related to number and patterns*

Jan-20	91.7%
Jun-20	92.2%
Jan-21	89.5%
Jun-21	90.20%
Jan-22	86.40%
Jun-22	86.60%
Jan-23	85.80%
Jun-23	83.30%
Jan-24	88.40%
Jun-24	86.00%
Jan-25	87.10%
Jun-25	85.70%



Provincial Achievement Tests

- Grade 6 English Language Arts and Literature Provincial Achievement Test in Reading

PAT in Reading	School Acceptable Standard	Province Acceptable Standard
2018-19	92.5%	90.2%
2019-20	COVID-19 No Assessment Data Collected	
2020-21	COVID-19 No Assessment Data Collected	
2021-22	65.7%	86.5%
2022-23	CBE did not Participate in PATs	
2023-24	PATs only administered in Science and Social	
2024-25	86.7%	75.1%

- Grade 6 Mathematics Provincial Achievement Test Part A Operations and B Reasoning

PAT in Mathematics Part A	School Acceptable Standard	Province Acceptable Standard
2018-19	90.0%	71.8%
2019-20	COVID-19 No Assessment Data Collected	
2020-21	COVID-19 No Assessment Data Collected	
2021-22	82.4%	68.0%
2022-23	CBE did not Participate in PATs (Prov 69.2%)	
2023-24	PATs only administered in Science and Social	
2024-25	40.0%	55.4%

PAT in Mathematics Part B	School Acceptable Standard	Province Acceptable Standard
2018-19	80.0%	81.3%
2019-20	COVID-19 No Assessment Data Collected	
2020-21	COVID-19 No Assessment Data Collected	
2021-22	67.4%	77.3%
2022-23	CBE did not Participate in PATs (Prov 78.8%)	
2023-24	PATs only administered in Science and Social	
2024-25	63.3%	64.1%

Surveys

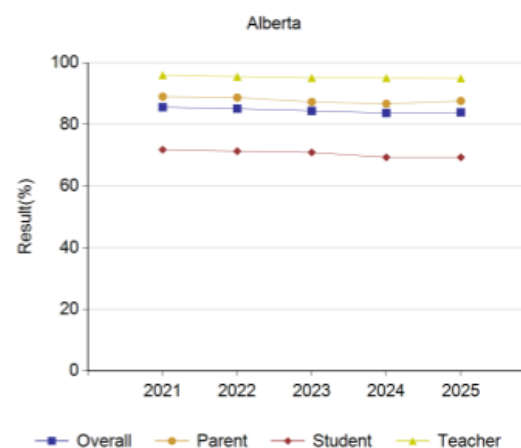
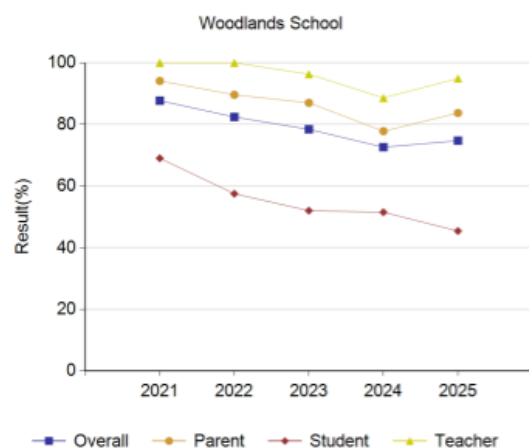
- Assurance Survey – Students who agree that students are engaged in their learning at school

School: 9371 Woodlands School

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Woodlands School																						Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation						2021		2022		2023		2024		2025							
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%									
Overall	47	87.7	111	82.4	115	78.4	111	72.6	104	74.7	Very Low	Maintained	Concern	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9									
Parent	6	94.1	16	89.6	18	87.0	12	77.8	15	83.7	Low	Maintained	Issue	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6									
Student	29	69.0	84	57.5	88	52.0	87	51.5	76	45.4	Very Low	Declined	Concern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3									
Teacher	12	100.0	11	100.0	9	96.3	12	88.6	13	94.9	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0									



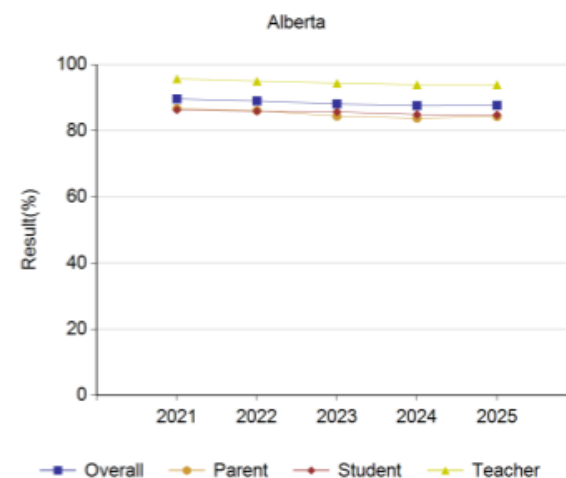
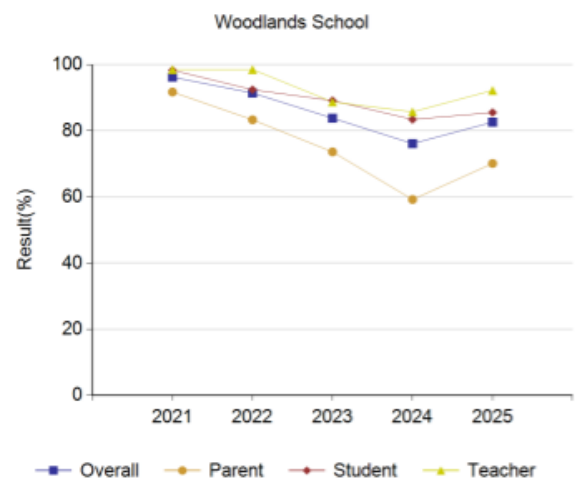
- Assurance Survey – Students, parents and teachers satisfied with the overall quality of basic education

School: 9371 Woodlands School

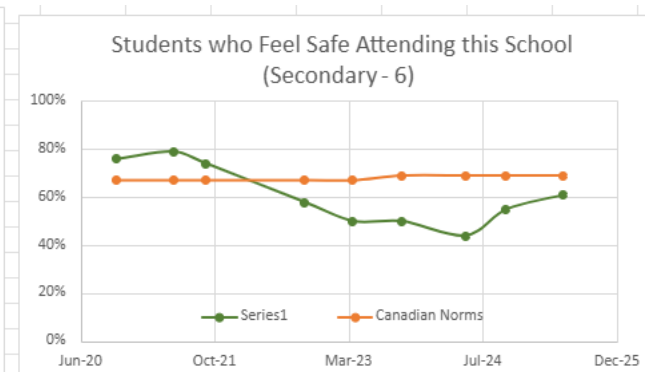
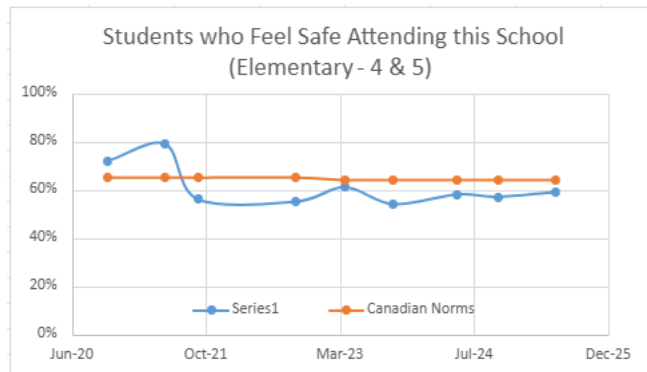
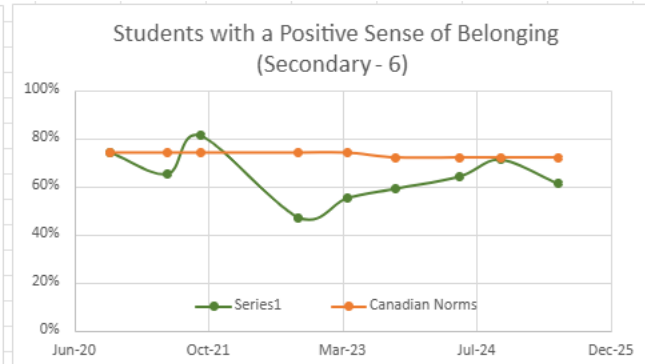
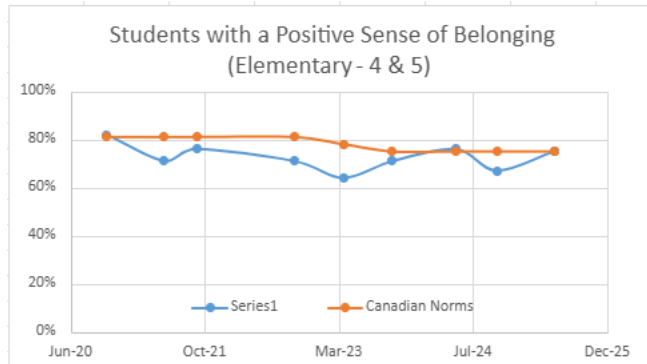
Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Woodlands School													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	48	96.2	112	91.4	115	83.8	112	76.1	104	82.6	Low	Maintained	Issue	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	6	91.7	16	83.3	18	73.6	12	59.2	15	70.1	Low	Maintained	Issue	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	30	98.3	85	92.4	88	89.1	88	83.4	76	85.5	Intermediate	Maintained	Acceptable	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	12	98.5	11	98.5	9	88.7	12	85.7	13	92.2	Low	Maintained	Issue	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



- OurSCHOOL – Students with a positive sense of belonging
- OurSCHOOL – Students who feel safe attending this school



Provincial Assessments

- Castles and Coltheart 3 Test of Word Reading (C3)
 - January 2025 – 75.7% of students in Grades 1-3 do not require additional support (90 of 119 students)
 - June 2025 – 80.7% of students in Grades 1-3 do not require additional support (96 of 119 students)
- Provincial Numeracy Screening Assessment
 - January 2025 – 70.6% of students in Grades 1-3 do not require additional support (84 of 119 students)
 - June 2025 – 81.5% of students in Grades 1-3 do not require additional support (97 of 119 students)

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

Spring 2025 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Woodlands 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	74.7	72.6	77.8	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	76.4	66.7	75.5	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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
	PAT6: Acceptable	n/a	62.5	62.5	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	12.5	14.6	n/a	19.8	18.9	n/a	n/a	n/a
	PAT8: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT8: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.6	76.1	83.8	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.1	74.0	80.2	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	62.3	63.2	69.7	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	74.7	64.2	76.5	80.0	79.5	79.1	Intermediate	Maintained	Acceptable