



Dr Roberta Bondar School

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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

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 will show increased achievement in literacy.

Outcome One: Students' comprehension will progress from surface to deeper knowledge through increased connection and use of effective reading strategies.

What we measured:

Report Card Data: Reads to Explore and Understand				
Date	1	2	3	4
January 2025	1.00%	20.00%	51.70%	27.30%
June 2025	0.60%	15.30%	46.60%	37.50%

Interpretation: The data shows a continued upward trend in student performance, with the percentage of students achieving at levels 3 and 4 increasing from 79% in January to 84.1% in June. The number of students achieving level 4 (exemplary achievement) increased by 10.2%, indicating stronger comprehension and deeper engagement with text over time.

Sprint Data - Literacy Focus				
	1	2	3	4
Sprint 1 - Pre-Test	18.30%	40.20%	33.80%	7.70%
Sprint 1 - Post-Test	2.70%	25.40%	45.00%	26.90%
Sprint 2 - Pre-Test	7.80%	38.10%	39.20%	14.80%
Sprint 2 - Post-Test	1.30%	19.50%	51.80%	27.50%

Interpretation: Across both Sprints, there was a clear reduction in the number of students achieving at levels 1 and 2, and a significant increase in levels 3 and 4. Post-test results for Sprint 2 show 79.3% of students at or above proficient levels, demonstrating the impact of targeted intervention.

CBE Student Survey		
I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	Fall 2024	Spring 2025
	72.87%	77.7%
My reading and writing skills help me achieve my future goals.	<i>**This is new data we will be working with in the upcoming SDP</i>	
		72.3%

Analysis and Interpretation

Data from report cards, sprint assessments, and perception surveys demonstrate continued improvement in reading comprehension and student engagement with text. Most students (over 80%) are meeting or exceeding grade-level expectations in reading. The increase in the "connection to text" perception data suggests that students are demonstrating improved decoding and comprehension skills and are finding personal and cultural relevance in what they read.

Updated November 28,
2025

Celebrations

- Significant increase in the proportion of students achieving level 4 on report cards.
- Sprint results show sustained improvement in literacy achievement from pre- to post-assessment.
- CBE Student Survey data shows a 5% gain in students feeling connected to texts.
- Strong evidence of transfer of literacy skills across content areas.
- Effective implementation of small-group instruction and targeted intervention.

Areas for Growth

- Continue to refine instructional strategies for deep comprehension, especially inferencing and synthesis.
- Support consistency of reading instruction across upper grades (4–6).
- Expand cross-curricular reading opportunities that connect texts to real-world contexts.
- Maintain focus on increasing connection to text for multilingual learners through explicit vocabulary and schema-building activities.

Next Steps

- Continued use of Reading Assessment Decision Tree and Science of Reading-based practices.
- Extend “Look Fors” document for comprehension strategies to guide classroom walkthroughs.
- Deepen teacher collaborative inquiry on metacognitive reading strategies.
- Continue to monitor sprint and report card data to inform Tier 1 and targeted literacy supports.
- Plan 2026–27 literacy goal to extend from comprehension into written response and critical analysis of text.

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

Assurance Domain	Measure	Dr. Roberta Bondar 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	85.7	82.5	83.7	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	85.4	79.6	85.4	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	91.3	93.0	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	28.8	32.4	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: 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	92.5	88.0	90.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	90.6	83.9	89.3	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	74.8	73.5	75.2	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	75.8	75.9	76.8	88.8	79.5	79.1	Intermediate	Maintained	Acceptable

- Citizenship: Students continue to demonstrate strong collaboration and respect for diversity, aligning with literacy outcomes that emphasize multiple perspectives.
- Student Learning Engagement: Results remain high and consistent, supported by classroom practices that foster ownership and connection to learning materials.
- Education Quality: Parent and teacher feedback indicate satisfaction with literacy programming and targeted intervention supports.
- Welcoming, Caring, Respectful and Safe Learning Environment: Positive results continue, supported by literacy work that builds community, empathy, and shared cultural understanding.

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- Access to Supports and Services: Students benefit from early and responsive literacy intervention and English Language Learning supports.