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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

The Hamptons School
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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 and mathematics will improve.

Outcome One: Students will improve their written communication through responsive teacher feedback.

Outcome Two: Students will improve their mathematical fluency and conceptual understanding through a focus on explicit mathematics instruction and modelling.

Celebrations

- Students receiving 3 and 4 report card indicators in reading increased, 43% and 38.1% respectively, which reflected a higher percentage in comparison to Area and System Results
- Parents – 90.9 % of parents reported parental involvement (Alberta Education and Childcare Assurance Survey)
- Students identified as requiring additional supports fell by 23.8% and 31.80% in Lens and CC3 respectively
- The results of the Our School Survey, reported that 94.1% of our students indicated they have friends at school they can trust and who encourage them to make positive choices.
- The Our School Survey highlighted that 97.65% of our students consider friends' opinions when making decisions.
- The amphitheater continued to inspire Sit Spots and other outdoor learning opportunities, during the implementation plan

Areas for Growth

- Improve student perception of writing identity, ability and necessity across the disciplines
- Decrease the percentage of children experiencing regulation, resilience and mental health challenges
- Improve student conceptual understanding of number
- Increase the number of students reporting they are engaged with their learning
- Decrease the number of 1's on the report card

Next Steps

- Continue professional learning with Terrace Road and Scenic Acres Schools to involve disciplinary literacy and increase learning engagement
- Use common rubrics and P.L.C. protocols to assess common writing tasks to uncover trends and areas of need common to our school and grade groups of learners
- Continue to utilize the Amphitheatre to explore outdoor learning opportunities and Sit-Spots. Ensure commitment to Truth and Reconciliation by focusing on the Heart Domain – to belong, and acknowledge Indigenous calendar, events and celebrations
- Utilize A Little Spot Feelings to assist students in learning to decrease/manage their anxiety, and increase their feeling of resilience
- Use manipulatives, visual models and open-ended tasks to build conceptual understanding in mathematics
- Continue to enhance students' writing skills in an interdisciplinary manner so that students can become drivers of their learning

Data Story:

Last year, The Hamptons School Development Plan focused on improving students' achievement in literacy and mathematics. CBE report card data, Student Survey Data, Education Assurance Survey results, and teacher observations indicated a need to focus on improving student writing and numeracy.

Report Card Indicator Change Data for English Language Arts & Literature

Reporting Period	Students Receiving 1	Students Receiving 2	Students Receiving 3	Students Receiving 4
January 2026	4.05	31.79	41.04	19.08
June 2026	2.76	27.07	44.75	22.65
% Change	**1.29**	**4.72**	**3.71**	**3.57**

In literacy diagnostics, we noted significant growth in student ability and development as emerging readers. Teachers worked on students' ability to write clearly and effectively, developing their written communication through responsive teacher feedback.

In terms of the CC3 results we noted that 87.36% of our students were not at risk. With the LeNs we noted that 66.67 % of our students were not at risk. There is a reciprocity between the reading ability and writing ability, and these results will underpin our overall success in writing.

Teachers met in their PLCs to consider the English Language Arts Curriculum in relation to writing outcomes, and the Calgary Board of Education's Scope and Sequence, and Language Arts Framework helped to guide and inform their work. In addition, teachers focused on deepening their students' mathematical fluency, and conceptual understanding with an emphasis on explicit mathematics instruction, ensuring deeper and more flexible thinking. Teachers also utilized many of the key visible learning strategies in the Mathematics Framework.

Using PLCs, and common rubrics teachers were able to assess next steps for learning helping to guide individual students in their writing tasks. The results demonstrated that 22.65% of students achieved an indicator of four on the June report card. This is an overall increase of 3.57% from the February report card.

The number of students achieving an indicator of 1 decreased from 4.05% to 2.76%. This is a difference of 1.29%

Teachers believe that by continuing to focus and expand their repertoire of strategies to improve writing, there will be a decrease in the number of students receiving an indicator of one on the report card.

Using the ELAL framework, teachers focused on celebrating student growth and identity as writers.

Math Data

Report Card Stem Data- Number and Patterns (All Students)

Report Card Indicator	January	June	Change
1	2.58%	3.45	**-0.87%**
2	11.6%	12.81	**-1.21%**
3	33.51%	35.96	**2.45%**
4	50.52%	46.8	**3.72%**

Report Card Stem Data- Applies Concepts Related to Measurement, Geometry and Statistics

Report Card Indicator	January	June	Change
1	1.03%	1.33%	**-0.3%**
2	12.89%	13.33%	**-0.44%**
3	38.14%	38.67%	**0.53%**
4	45.88%	45.33%	**-0.55%**

The data shows the number of students maintaining their 3 and 4 achievement levels is consistent in both Number and Patterns and Understands and Applies Concepts Related to Measurement, Geometry and Statistics. Approximately 1% of the students are receiving a 1 indicator on the report card. With the ongoing mathematical fluency and conceptual understanding goal, represented in the School Development Plan, student achievement will continue to improve with a focus on explicit mathematical instruction and modeling.

Teacher perception data indicates that teachers are increasingly confident in implementing the new social studies curriculum in meaningful ways, with teacher clarity of learner outcomes, learning intentions and success criteria within the new curriculum. Through Professional Learning Communities, teachers shared a variety of ways to provide responsive teacher feedback to improve student written communication. When teachers feel confident and student capacity is built in alignment with engaging task design, it is anticipated that student achievement will improve.

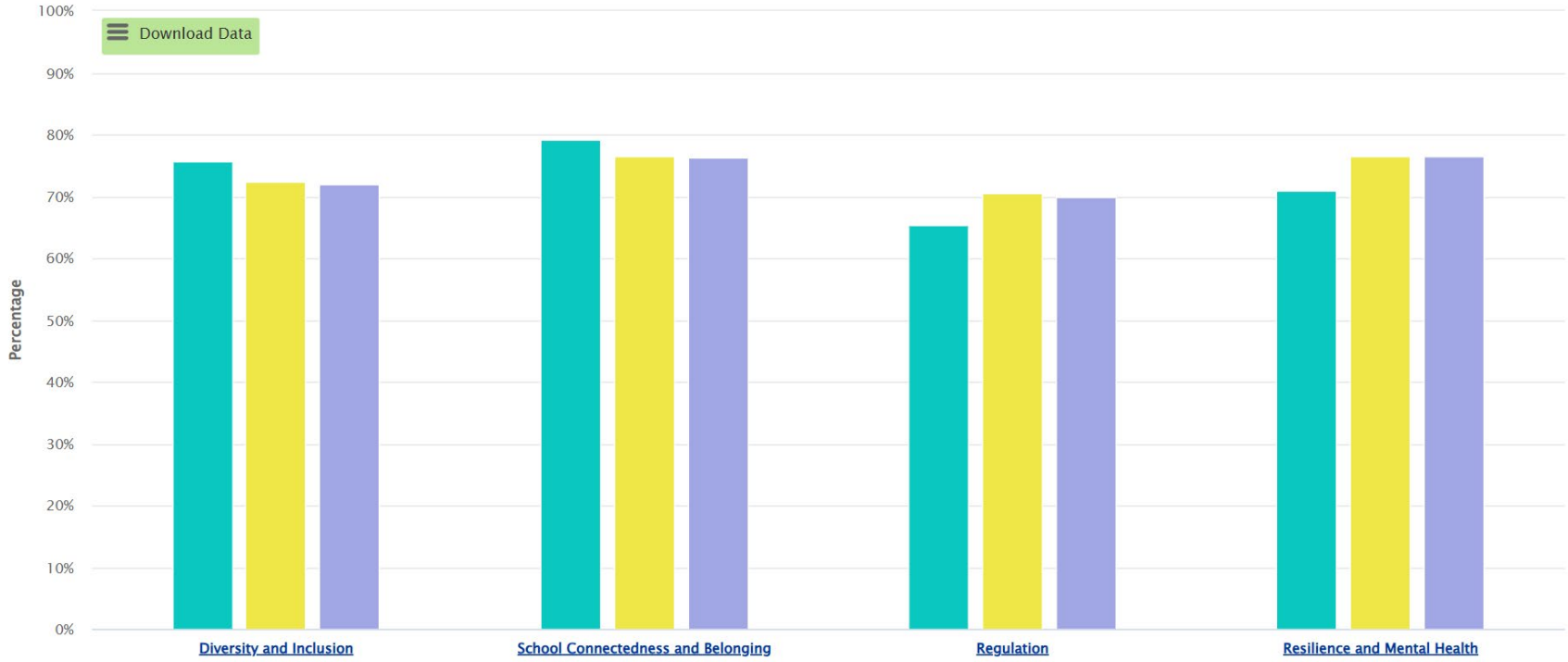
Alberta Education Assurance Measure results demonstrate that during the 2025 -26 school year, 81.6% of students responded that they are engaged in their learning, a 7.7% decrease of the 89.3% that was reported the previous year. Teachers believe that by continuing their work on task design, student levels of engagement will increase.

There is much to celebrate at the Hamptons. The results of the Our School Survey, indicated that 94.1% of our students responded that they have friends at school they can trust and who encourage them to make positive choices. 96.3% of our students also indicated that they have recently gotten along with their friends. Further, the Our School Survey highlights that 97.65% of our students consider friends' opinions when making decisions.

When examining CBE perception data focused on Well-Being, in the areas of Resilience and Mental Health, 69.8% of our students identify that they feel accepted by peers. Further, based on the Our School Data, it was specified that 75.9 % of our students feel like they belong.

This year teachers continue to implement the resource, *A Little Spot of Feelings and Emotions* by, Diane Alber to help them design and implement tasks that will support the development of stronger levels of resilience and mental health.

Survey Results – Our School Survey and Alberta Assurance Survey



Green – The Hamptons School Yellow – Area One Purple – Calgary Board of Education

The Hamptons School continues to be above the Area One and CBE averages for Diversity and Inclusion and School Connectedness and Belonging. Regulation and Resilience and Mental Health are a focus in the School Development Planning.

Demographic data continues to represent a diverse student population. Out of 207 students 76, (36.71%) are identified as having English as an Additional Language and 38 (18.36%) of our students are identified as having identified Special Education requirements.

Over the course of the 2025 -2026 school year, an emphasis on the Indigenous Life-Long Learning Framework, with an emphasis on the heart domain, impacted student well-being, nurturing a strong sense of community. Teachers shared that Indigenous authors and creators enlivened this important work. Additionally, both teachers and students raved about forming enduring relationships with their cross-grade buddy groups during Family Fridays.

To create further interconnectedness across our learning community, both teachers and students wish to continue a focus on Heart Domain-to belong. The notion of belonging will serve to emphasize our interdependence and interconnectedness as a learning community.

A highlight from the 2025-2026 school year was the ongoing implementation, after the creation and installation of an Amphitheatre on our school grounds. Teachers continue to be inspired to utilize the Amphitheatre not only as an outdoor classroom but as a place to gather and connect to the land.

Last year, our learning community was delighted to learn that grade six students would be welcomed to our school. It was exciting to note that we will be expanding to grade six for the 2026 - 2027 school year.

Insights and next steps:

The Hamptons School continues to make progress toward its School Development Goals. The percentage of students at risk has fallen by 8.0% according to the Provincial Numeracy Screener in comparing Beginning and End of year data.

Areas for growth focus on deepening engagement and conceptual understanding. A priority is building capacity among teachers, students and families to understand what engagement in learning looks like along a continuum, so that students can take greater ownership of their progress. Emphasis is needed on strengthening student writing identity and competence across disciplines and enhancing conceptual understanding in mathematics.

To address these needs, The Hamptons will continue using common rubrics and professional learning community structures to collaboratively assess and calibrate student writing and identify shared areas of focus. Mathematics

instruction will emphasize manipulatives, visual models, and open-ended tasks to strengthen conceptual understanding. Writing will be embedded across subject areas to help students appreciate its value in communicating ideas. The Hamptons will also deepen collective understanding of authentic learning engagement and continue to advance Truth and Reconciliation commitment through meaningful acknowledgement of indigenous cultures and traditions. Finally, The Hampton's look-fors and celebrations document will guide and recognize teacher growth and the successful implementation of school development strategies.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

Alberta Government

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

Spring 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	The Hamptons 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	**81.6**	89.3	90.0	**84.2**	83.9	84.0	Low	Declined	Issue
	Citizenship	**86.0**	91.6	91.2	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	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	**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**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**92.5**	96.5	95.7	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**89.4**	94.9	93.5	**85.8**	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	**65.3**	82.9	83.8	**79.5**	80.1	80.2	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	**90.9**	86.3	87.1	**79.9**	80.0	79.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2020/21 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.