

**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

10330 Hamptons Blvd. NW, Calgary, AB T3A 6G2 t | 403-777-7300 f | 403-5870933-9908 e | hamptons@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: 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 will improve through a focus on explicit mathematics instruction and modeling.

Celebrations

- Students identified as requiring additional supports fell by 28.33% and 7% in Lens and CC3 respectively
- 90% of our students feel accepted and valued by their peers
- 100% of our parents agree that students are engaged in their learning
- In writing, 24.18% of our students achieved an indicator of four on the report card
- The introduction of grade five students to the school community
- The creation and installation of an amphitheater for sit spots and other outdoor learning opportunities

Areas for Growth

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

Next Steps

- Continue professional learning with Terrace Road and Silver Springs 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
- Using 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.

Our Data Story:

| Grade Level | Beginning | End | Change |
|-------------|-----------|------|----------------|
| 1 | 58.33% | 30% | -28.33% |
| 2 | 15.79% | 8.7% | -7.04% |

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 2025 | 9.93 | 26.49 | 39.07 | 13.91 |
| June 2025 | 7.19 | 25.49 | 36.6 | 24.18 |
| % Change | -2.74% | -1% | -2.47% | +10.27% |

Provincial Diagnostic All Students LeNs Changes in not at risk population.

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 91.09 % of our students were not at risk. With the LeNs we noted that 80.95 % 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 24.18% of students achieved an indicator of four on the report card. This is an overall increase of 3.1%. Interestingly, the number of students achieving an indicator of 1 increased from 5.56% to 7.9%. 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 | 4.6% | 5.14% | +0.54% |
| 2 | 12.64% | 11.43% | -1.21% |
| 3 | 41.38% | 39.43% | -1.95% |
| 4 | 38.51% | 41.71% | +3.2% |

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

| Report Card Indicator | January | June | Change |
|-----------------------|---------|--------|--------|
| 1 | .57% | 1.14% | +0.57% |
| 2 | 13.22% | 10.86% | -2.36% |
| 3 | 39.66% | 38.86% | -8.0% |
| 4 | 41.95% | 46.49% | +4.54% |

We are delighted to see trends increasing in terms of students receiving a 4 indicator in both Number and Patterns and Understands and Applies Concepts Related to Measurement, Geometry and Statistics. There is also a trend of fewer students receiving a 2 and 3, in relation to the number of students achieving 4.

Over the course of the school year, our staff collaborated with two additional CBE school sites, (Terrace Road School and Silver Springs School), in grade level teams to continue building their capacity to design meaningful and responsive learning tasks with the new Alberta Curriculum.

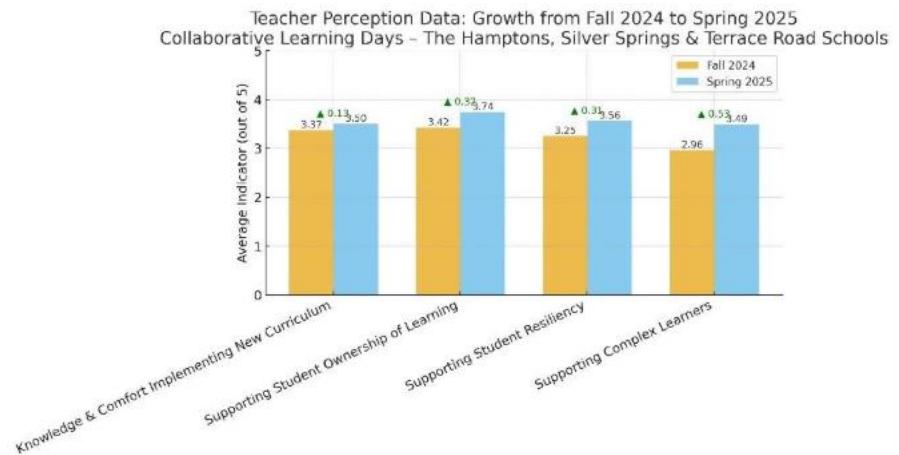
Teacher perception data indicates that teachers feel their ability to program for learners with complex needs, and to support perseverance has increased. As well, data indicates that teachers are increasingly confident in implementing the new curriculum in meaningful ways. When teachers feel confident, and student capacity is built in alignment with engaging task design, it is anticipated that student achievement will improve.

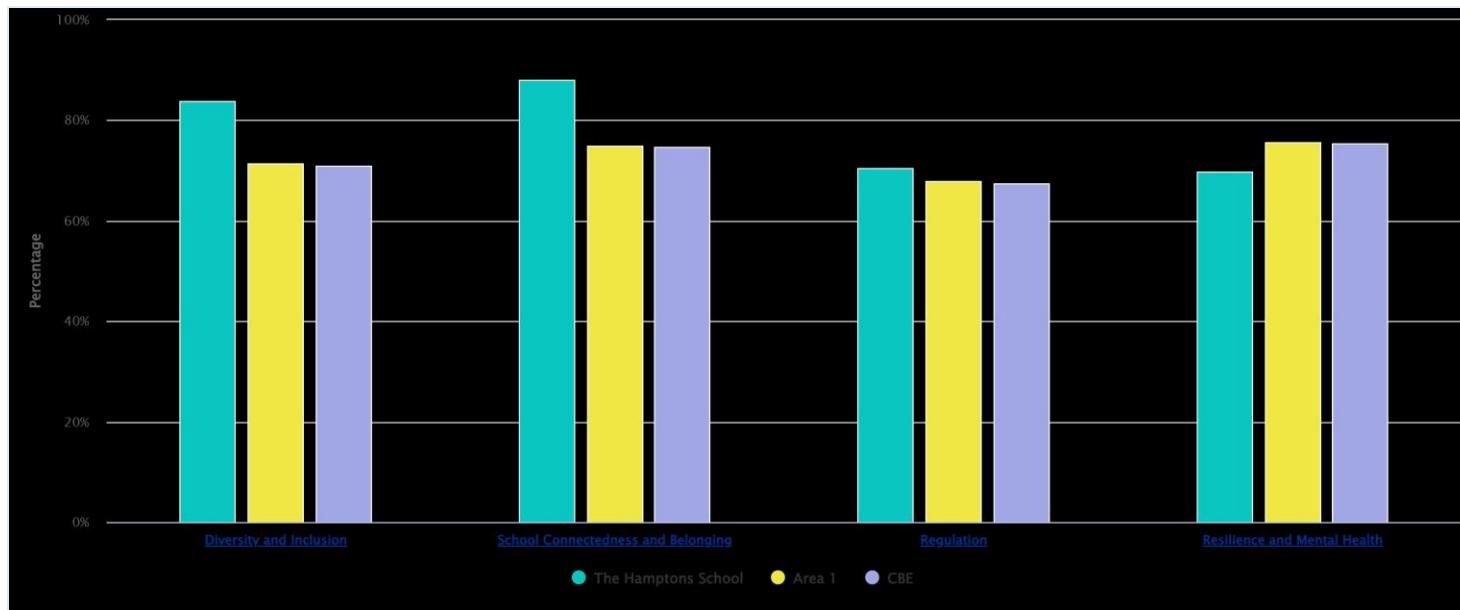
Alberta Education Assurance Measure Results demonstrate that during the 2024 -25 school year, 71.3% of students responded that they are engaged in their learning, a 7.4 % decrease of the 78.7 that was reported the previous year.

Interestingly, the data shows that 100% of parents agree that students are engaged in their learning; an increase from 2024 where it was documented that 84.4% of parents who agreed that their children are engaged with their learning at school. 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, indicates that 90% of the students feel accepted and valued by their peers and others at their school. 83% of our students indicate they have friends at school they can trust and who encourage them to make positive choices. 98% of our students pursue activities that are fun and interesting to them. Further, the Our School Survey highlights that 88.08% of our students feel a strong sense of belonging.

When examining CBE perception data focused on Well-Being, in the areas of Resilience and mental health 69.6% of our students struggled. Further, based on the Our School Data, it was specified that that 38% of the girls and 13% of the boys had moderate to high levels of anxiety. This year teachers have chosen 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.





The Hamptons school continues to be above the Area One and CBE averages except for in the area of Resilience and Mental Health.

Demographic data continues to represent a diverse student population. Out of 173 students 60, (46.82%) are identified as having English as an Additional Language and 24 (13.89%) of our students are identified as having identified Special Education requirements.

Over the course of the 2024 -2025 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.

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 2024-2025 school year was 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 five students would be welcomed to our school. It's 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 8.93 % 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 leaning 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 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 | 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 | 89.3 | 87.7 | 89.5 | 83.9 | 83.7 | 84.4 | Very High | Maintained | Excellent |
| | Citizenship | 91.6 | 89.1 | 91.7 | 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 |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.6 | 15.4 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 82.0 | 81.5 | 80.9 | n/a | n/a | n/a |
| Teaching & Leading | Diploma: Excellence | n/a | n/a | n/a | 23.0 | 22.6 | 21.9 | n/a | n/a | n/a |
| | Education Quality | 96.5 | 94.3 | 95.2 | 87.7 | 87.6 | 88.2 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 94.9 | 90.8 | 93.1 | 84.4 | 84.0 | 84.9 | Very High | Maintained | Excellent |
| | Access to Supports and Services | 82.9 | 83.1 | 83.3 | 80.1 | 79.9 | 80.7 | Intermediate | Maintained | Acceptable |
| Governance | Parental Involvement | 86.3 | 88.5 | 88.3 | 80.0 | 79.5 | 79.1 | Very High | Maintained | Excellent |

