


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

HD Cartwright 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 will improve.

Outcome One: Student achievement in reading will improve through disciplinary literacy.

Outcome Two: Student overall sense of belonging will improve through culturally responsive teaching and learning that promotes equity, diversity, and inclusion.

Celebrations

- Increase in the percentage of students achieving 3's and 4's on the ELA stem "reads to explore, construct, and extend understanding."
- Increase in Diversity & Inclusion measure that reflect students seeing their culture represented at school
- Overall increase in School Development Plan Well Being Measures (School Connectedness & Belonging, Resilience & Mental Health, Regulation, and Diversity & Inclusion)
- Notable increase in the percentage of students who indicated "there is at least one adult in the school that I really connect with.": CBE Student Survey – increase from 64% to 82%

Areas for Growth

- Report Card Indicators used as measures to identify growth on SDP remained similar from Semester 1 to Year 1 – not reflecting growth during the school year
- Need for more structured and data driven literacy intervention model to support all learners
- Decline in student engagement: Student perception data (CBE Student Survey & Assurance Survey)
- Address student concerns regarding discriminatory and/or racist behaviour.
- Decrease in Assurance Survey measures that reflect parental satisfaction of the school experience (access to supports and services at school, overall education quality, and opportunities for parental involvement)

Next Steps

- Provide greater structured opportunities for targeted literacy intervention for students based on Reading Decision Tree assessments
- Increase student engagement across disciplines by integrating high-interest, culturally diverse texts and learning tasks that reflect student voice and interests
- Targeted and intentional learning for staff and student in ways to call out and call in discriminatory and/or racist behaviour
- Look for increased ways to involve parents in our school community.

Our Data Story:

Outcome One: Student achievement in reading will improve through disciplinary literacy.

Insights

We primarily used the report card data and CBE Student Survey data to monitor growth in the area of literacy. We noted:

Fig. 1 June Report Card Indicators

Course	Stem	1 - not meeting (%)	2 – meeting (%)	3 - good (%)	4 - excellent (%)
ELA 7	Reads to explore, construct, and extend understanding	5.7	31.7	43.1	19.5
ELA 8	Reads to explore, construct, and extend understanding	5.3	26	42.7	26.0
ELA 9	Reads to explore, construct, and extend understanding	4.1	35.1	44.6	16.2

There was an increase in the percentage of students achieving 3's and 4's on the "reads to explore, construct, and extend understanding" stem. However, Gr. 9 PAT English Language Arts results show a slight decrease in students meeting both the acceptable standard and the standard of excellence.

Survey data also highlighted the importance of providing students with interesting, engaging and relevant reading materials and learning tasks. Student perception data on a key question identified in our outcome measures, "The Language Arts I'm learning at school is interesting to me" decreased from 68% agreement (Spring 2023) to 58% agreement (Spring 2024). On the CBE Student Survey, 50.41% of students indicated they had the opportunity to read interesting books and 48.78% said they had the opportunity to write on topics that were of interest to them. 62% indicated that they felt connection to texts (books, land, pictures, videos) that they read and heard in class. This aligns with a decrease in the overall Student Learning Engagement results on the Assurance Survey - from 84.9% in 2024 to 79.8% in 2025.

Next Steps

Our results suggest that while use of high impact reading strategies is supporting gains in reading, there need to be a more structured model of literacy intervention based on Reading Decision Tree assessments to promote student growth. Students also need a greater sense of voice and ownership in learning tasks. By providing opportunities for greater interventions and voice/choice, teachers will support students in becoming more engaged in their reading and learning. Another focus would be ensuring that our Learning Commons collection represents student diversity and perspectives.

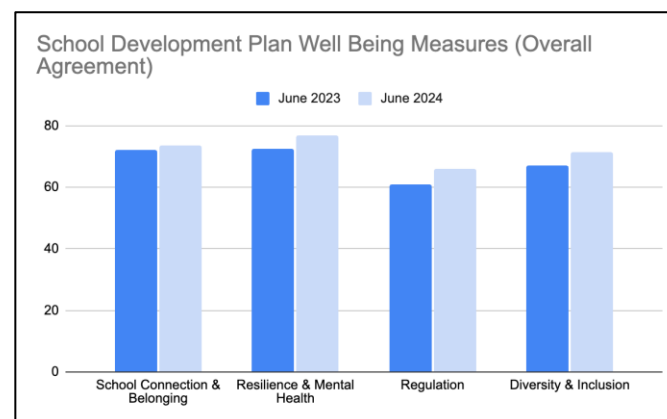
Outcome Two: Student overall sense of belonging will improve through culturally responsive teaching and learning that promotes equity, diversity, and inclusion.

Insights

Student perception data showed growth in overall agreement in the Sense of Belonging and Diversity and Inclusion measures (Fig. 2). From the CBE Student Survey, 81.86% of students say they have one adult they really connect with (June 2025) from 64.7%, and 88.89% of students believe, "my teacher(s) care about me."

Fig. 2 School Development Plan - Well Being Measures

Measure	June 2023 (%)	June 2024 (%)
School Connection & Belonging	72.08	73.49
Resilience & Mental Health	72.65	76.7
Regulation	60.99	66.07
Diversity & Inclusion	67.25	71.38



The data set below (Fig.3) is made up of student responses on the CBE Student Survey and the Alberta Education Assurance survey, and the OurSchool Survey. Some of the responses that contributed to the overall increase included:

Fig. 3 School Development Plan - Belonging Data

Statement	Overall Agreement June 2024 (%)	Overall Agreement June 2025 (%)
"I feel included at school"	64.55	65.37
"I feel welcome at school"	66.87	67.06
"At school I feel like I belong"	44.15	48.33
"Students care about each other"	52	63.3

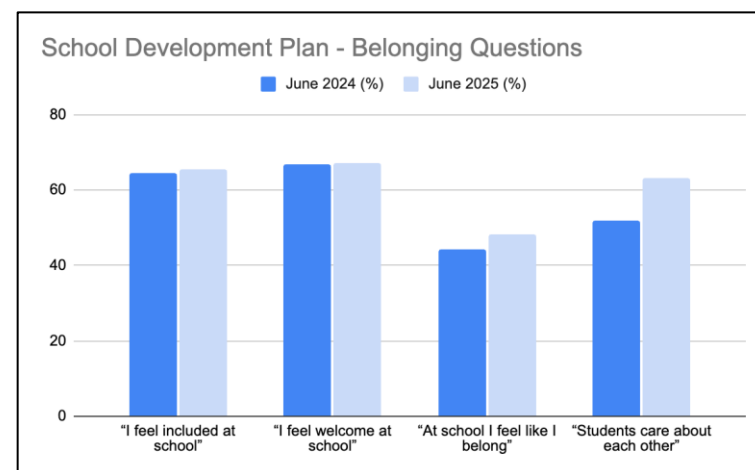
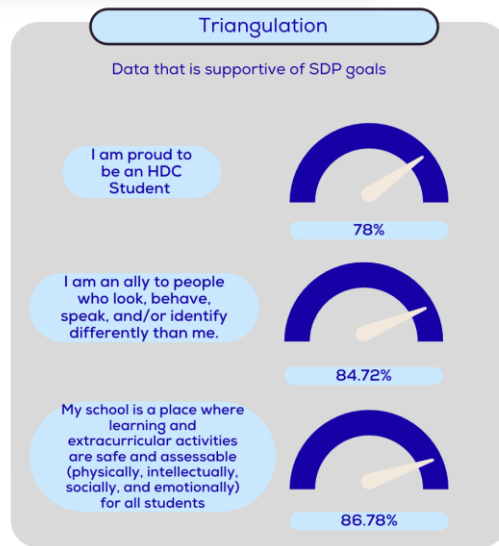


Fig. 4 School Development Plan
Well-being Triangulation



86.73% of students agreed that “my school is a place where learning and extracurricular activities are safe and accessible (physically, intellectually, socially, and emotionally) for all students” and 84.72% agreed that they “were an ally to people who look, behave, speak, and/or identify differently than me.” There was also an improvement in the percentage of students who indicated that they were proud to be students at HDC (78% June 2025 vs. 75% June 2024).

Next Steps

As noted in Figure 4, there have been strong improvements in our well-being data over the past year. While the focus on the work will continue to be on continuing to increase sense of belonging and connectedness, our data suggest that we also need to be more diligent about infusing SEL resources to create more frequent check ins with students around well-being. There is also a need to continue to work with staff and students to build understanding of discrimination and/or racism and equip them with tools to address these situations if and when they occur at school.

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	H. D. Cartwright 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	74.6	83.9	84.0	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	76.9	73.7	75.7	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
	PAT9: Acceptable	62.9	68.2	64.2	62.5	62.5	62.6	Low	Maintained	Issue
	PAT9: Excellence	16.5	16.1	15.3	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
	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	79.3	85.6	85.3	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.5	80.4	81.4	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	77.5	83.9	79.3	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	66.6	81.3	77.3	80.0	79.5	79.1	Very Low	Declined	Concern