



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| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

HD Cartwright School Goals

- Reading Comprehension
- Mathematic Equity Practices & Math Classroom Routines
- Diversity and Inclusion

Our School Focused on Improving

- Reading comprehension
- Incorporating equity practices and classroom routines in Mathematics
- Diversity and inclusion

We chose to focus on these areas as our student data as measured on report cards, student perception data, and anecdotal / observations by students and staff. We also noticed, based on the CBE Student Survey results as well teacher perception that students continued to feel that their culture was not visible in the school. Our Diversity and Inclusion overall measure on our School Data Dashboard was statistically our lowest measure.

What We Measured and Heard

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

June Report Card Indicators

Course	Stem	1 - not meeting	2 – meeting	3 - good	4 - excellent
ELA 7	Reads to explore, construct, and extend understanding	3.38%	31.76%	35.14	14.19%
ELA 8	Reads to explore, construct, and extend understanding	4.14%	28.99%	40.24%	10.06%
ELA 9	Reads to explore, construct, and extend understanding	2.34%	27.49%	42.11%	16.96%
Math 7	Number - Develops number sense and applies strategies for computation and estimation	5.41%	31.08%	42.57	16.22%
Math 8	Number - Develops number sense and applies strategies for computation and estimation	4.14%	27.81%	46.15%	18.34%
Math 9	Number - Develops number sense and applies strategies for computation and estimation	4.68%	26.32%	42.11%	18.71%

In both report card stems that were measured there continued to be low percentages of students across all grade levels receiving 1's with most of our students achieving 2's and 3's. Student perception of key questions identified in the SDP - Literacy – “I know what to do next to improve my reading skills” 80% agreement (Spring 2024) compared to 77% agreement (Spring 2023) showed growth year over year; Math – “I share my ideas and ask questions in math class” 71% agreement (Spring 2024) compared to 63% agreement (Spring 2023) also showed improvement

Student perception data showed growth in overall agreement in Diversity & Inclusion measure from 67.25% overall agreement (June 2024) compared to 59.52% overall agreement in December 2023. This data set is made up of student responses on the CBE Student Survey and the OurSCHOOL survey. Some of the responses that contributed to the overall increase included:

Statement	Overall Agreement – June 2023	Overall Agreement – June 2024
“I see my culture reflected in my school”	48%	63%
“At my school, I learn about Indigenous ways of being, belonging, knowing, and doing.”	77%	88%
“I feel accepted at school”	60%	63%

86% of students agreed that “my school is a place where learning and extracurricular activities are safe and assessable (physically, intellectually, socially, and emotionally) for all students” and 92% 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 (75% June 2024 vs. 64% June 2023).

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students have access to supports and services at school, were satisfied with the overall education quality provided at school, and felt satisfied with the opportunities for parental involvement at school. There was an increase of parents and teachers who felt student engagement increased however a decrease in students who felt they were engaged at school. Gr. 9 PAT data showed that the number of students achieving the acceptable standard level declined but number of students achieving at the level of excellence was at the intermediate or high level.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
CBE Student Survey and questions posed to students in class pointed to improvements in students' reading and math skills. Report Card Indicators used as measures to identify growth on SDP remained similar S1 to Y1. Teacher observation that students enjoyed and had increased engagement when participating in more active / hands on learning tasks. Perception data indicated that students recognized the importance of the work they were engaged in at school but did not find it interesting. A significant number of students reported having positive relationships at school, feel encouraged to learn, and feel that their teachers care about them. Additionally, students report that their teachers want them to be successful, and that they have high expectations of their learning, according to the CBE Student Survey.	• Students were more confident in applying various reading strategies • Students were more willing to ask questions and discuss their learning in Math • Parents are more satisfied with the supports and services available at the school • Improvement in percentage of students who feel they have a connected adult in the school • Improvement in the percentage of students who are proud to be students at HDC • Perception data showed growth in overall Diversity & Inclusion measure. • Improvement in agreement of CBE Student Survey Question "I see my culture reflected in my school"	• Provide greater opportunities for targeted literacy intervention for students • Utilize high-impact strategies for reading, vocabulary, and word learning across all disciplines • Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts • Design and implement more authentic tasks across disciplines • Continue to focus on to increasing the percentage of students who have a connected adult in the school • Use student voice to plan and implement activities and initiatives that promote school spirit and pride • Examine ways to have stronger student voice in their learning and assessment

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	H. D. Cartwright School			Alberta			Measure Evaluation		
		Current Result	Prey Year Result	Prey 3 Year Average	Current Result	Prey Year Result	Prey 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.9	81.8	84.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	73.7	73.8	76.7	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	60.2	60.2	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	14.5	14.5	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.6	84.2	85.1	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.4	79.1	81.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.9	77.1	77.0	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	81.3	67.3	75.4	79.5	79.1	78.9	High	Maintained	Good

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time