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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

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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 will improve

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

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

Celebrations

- A high percentage of students report knowing that their teachers “care” about them and their learning at HDC
- Improvement in students’ perception that racism and discrimination are addressed when reported at school
- Growth in student reading results across the course of the school year (based on report card data)
- Increased teacher familiarity with and confidence administering “Reading Decision Tree” (diagnostic) assessments (decoding, spelling, vocabulary measures) to inform targeted reading intervention
- Active and engaged student well-being action team (to capture student voice and inform well-being actions across the school)

Areas for Growth

- Student achievement in reading at the acceptable standard on the grade 9 ELA (reading) Provincial Achievement Test
- Students understanding how their teachers “check in with them” around their “well-being” (what this might look/sound like and when it happens at school)
- Students reporting a “connection” to the texts they read/engage with at school across disciplines (including representation of diverse voices and perspectives)
- Implementation of “universal supports” for well-being across grade teams (common language and approach)

Next Steps

- Continue to implement high impact strategies for reading, vocabulary and word learning across disciplines
- Implementation of targeted reading intervention across all grades (in response to diagnostic assessments administered)
- Implementation of universal high impact strategies to support student regulation and readiness for learning (explicit instruction, modelling, and practice across classroom settings)

Our Data Story:

Achievement in Reading

Report Card Data

Stem	Grade	1 and 2 indicators in January 2026	1 and 2 indicators in June 2026	Change
Reads to explore, construct and extend understanding	7	16.7%	16%	0.7% improvement
	8	16.5%	16.9%	0.4% decline
	9	19.2%	16.2%	3% improvement
	Overall	17.6%	16.36	1.3% improvement

Fewer students achieved 1 and 2 indicators on the reading stem in June 2026 compared to January 2026, indicating improvement in reading across grades 7-9.

Grade 9 English Language Arts PAT Results (Reading)

Achievement	2025	2026	Change
Acceptable Standard	68.4%	62.2%	6.2% decline
Standard of Excellence	8	8.1%	0.1% improvement

Student achievement at the acceptable standard declined. Student achievement at the standard of excellence improved slightly compared to the previous year. This is an area of growth to be directly addressed through universal and targeted

supports for reading across grades 7-9 this school year. This result also suggests that test taking strategies or strategies to remain regulated during standardized assessments may need to be explicitly taught.

CBE Survey Results

Survey Question	% Agreement Spring 2024	% Agreement Spring 2025	Change
The Language Arts I am learning at school is interesting to me	62.98%	NA	Remove measure.
I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	NA	58.8%	New measure to track

This measure needs to be adjusted this year and supports the need for focused work around text selection and providing students with voice and choice when reading for understanding cross disciplines.

Student Well-being (belonging)

CBE Survey Results

Survey Question	% Agreement Spring 2024	% Agreement Spring 2025	Improvement
My teachers check in with me often about my well-being	53.91%	51.63%	2.28% decline
My teachers care about me	88.89%	90.24%	1.64% improvement

Many students report their teachers "care about" them at HDC. Do students understand what "checking in" with them about "well-being?" means? These results suggest students may need help to understand "well-being" in holistic ways (spirit, heart, body, and mind) and to understand when/how their teachers are checking in with them each day at school.

Respect and Appreciation for Diversity

CBE Survey Results

Survey Question	% Agreement Spring 2024	% Agreement Spring 2025	Improvement
When racism and/or discrimination occur at my school, my school takes steps to address it.	50.23%	61.76%	11.53% improvement
I feel welcome at school.	67.06%	74.35%	7.29% improvement

There has been improvement over time in terms of students' perception that racism and discrimination are addressed and that all students are welcome at HDC. Continued work to improve this perception data is needed in the year ahead.

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

Copy and insert in the space below the Overall Summary Chart from your school's Fall 2026 Alberta Education and Childcare Assurance Measures (AECAM) Chart. Crop it the outline of the chart, replacing the example chart below. Ensure that you are using the Fall 2026 AECAM chart and not a draft version of the Fall report. In the event the Fall 2026 AECAM report is not available by the time of posting, the chart from the Spring 2026 AECAM may be used.

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	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	**87.5**	74.6	80.1	**84.2**	83.9	84.0	Very High	Improved	Excellent
	Citizenship	**82.1**	76.9	74.8	**81.2**	79.8	79.8	Very High	Improved	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**	62.9	63.8	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	16.5	15.7	**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	**85.7**	79.3	83.0	**87.8**	87.7	87.8	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**87.1**	83.5	81.0	**85.8**	84.4	84.4	Intermediate	Improved	Good
	Access to Supports and Services	**84.6**	77.5	79.5	**79.5**	80.1	80.2	High	Improved	Good
Governance	Parental Involvement	**79.5**	66.6	71.7	**79.9**	80.0	79.5	High	Maintained	Good

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.