cbe.ab.ca

Calgary Board of Education

Douglas Harkness School
6203 24 Ave NE, Calgary, AB T1Y 2C5 t | 403-777-6720 e | douglasharkness@cbe.ab.ca

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

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: Students' achievement in Mathematics will improve.

Outcome One: Students will increase their ability to use mathematical representations to improve their conceptual understanding of number.

Celebrations

- According to the Numeracy Screener Assessment and the SaskMath Screener data, students' conceptual understanding of number has improved with a significant increase in Division II. In Grades 1–3: the proportion of students identified as at risk on the Numeracy Screening Assessment declined from 36.51% to 27.27% (9.24 percentage points). In Grades 4–6: the proportion identified as at risk on SaskMath declined from 74% to 52% (22 percentage points).
- There has been improvement in students' overall achievement of understanding and applying concepts related to number and patterns as demonstrated in our Report Card Data – Number Stem. Math report card stem results showed a decrease in the number of students receiving below grade level achievement from 16.7% to 14.2% (2.5 percentage points).
- Students' perceptions of mathematics and their mathematical abilities are positive, as indicated in data from the CBE Student Survey and OurSchool surveys. Agreement with the statement "I know what to do next to improve my mathematics" increased from 76.92% to 83.0% (6.08 percentage points) in the reported OurSCHOOL comparison. Additionally, 87.4% of students agree "I can apply strategies I've learned and used before".

Areas for Growth

- Continue to strengthen conceptual understanding and students' ability to connect concrete, pictorial and symbolic representations as 47% of students shared, "During math lessons I use manipulatives, numbers, pictures and words to share my math thinking".
- Strengthening belonging and culturally responsive instruction, with 69.23% of students feeling their ideas are valued in mathematics and 42% of students seeing their culture reflected in school.
- Increase student participation in mathematical discourse and productive struggle: 66.67% report sharing ideas and asking questions and 62.8% enjoy challenging problems.

Next Steps

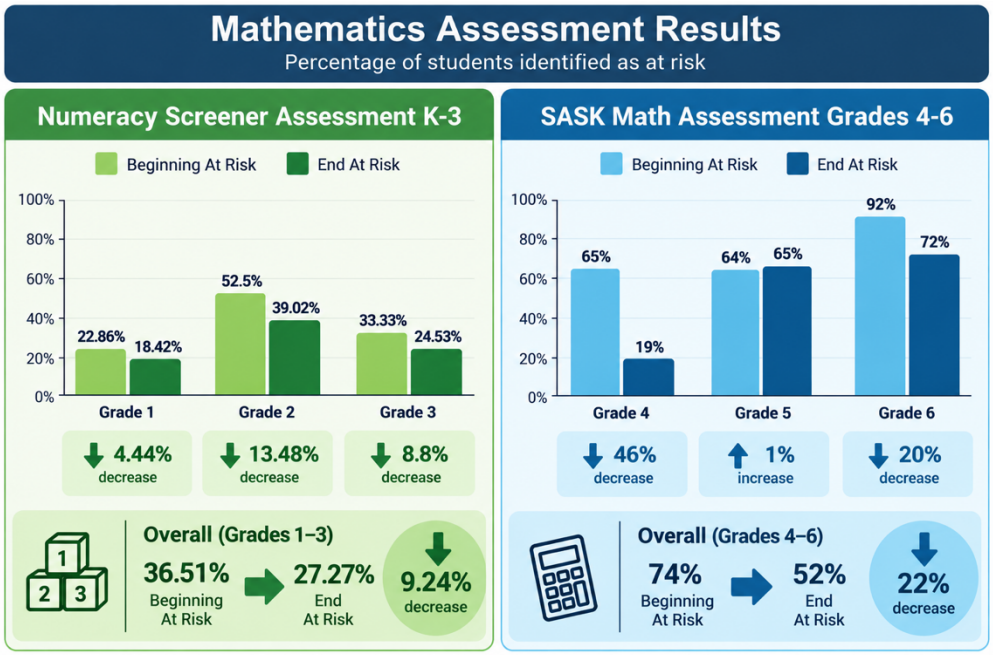
- Use common, curriculum-aligned number tasks requiring students to model, connect and explain multiple representations; collaboratively calibrate student work samples.
- Use screening and formative assessment evidence in recurring team cycles to plan explicit instruction, scaffolds and targeted intervention, particularly in Grades 5 and 6.
- Increased focus on connecting and explaining representations of number through purposeful math talk, and multiple modes of response to build reasoning, perseverance and equitable participation.
- Gather student voice on mathematical identity, engagement and conceptual understanding.

Our Data Story: 2025–2026 Mathematics

Our 2025–2026 School Development Plan focused on improving mathematics achievement through students' use of multiple mathematical representations to develop conceptual understanding of number. Our diverse school community brings together students with different cultural, linguistic and learning backgrounds. Recognizing this diversity, we focused on creating mathematics learning experiences that provide multiple pathways for students to access mathematical concepts, communicate their understanding and experience success.

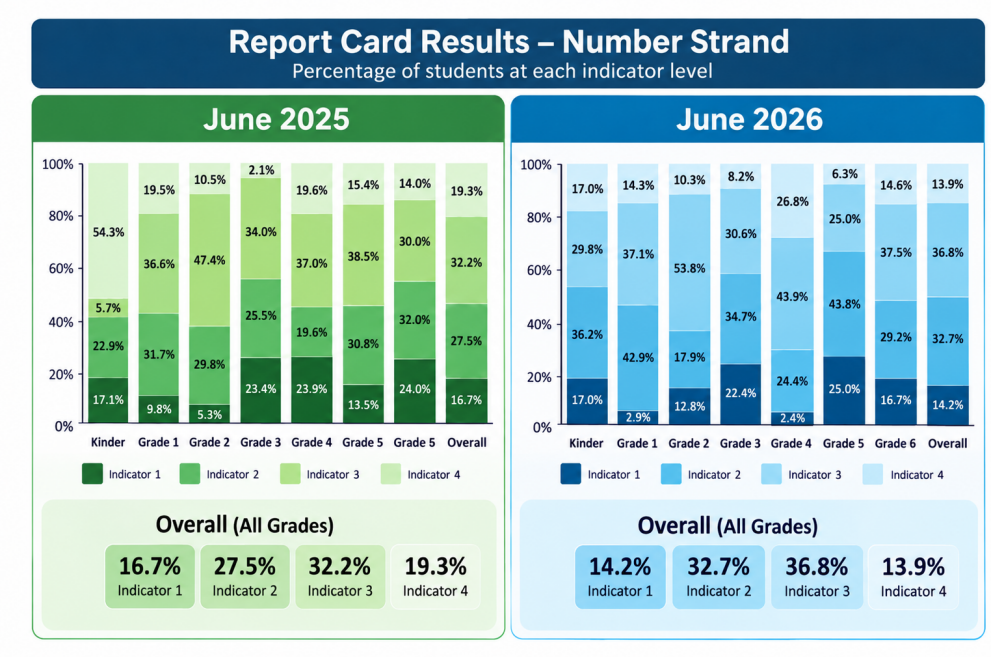
To support this goal, our professional learning centred on deepening teachers' understanding of mathematical progressions, designing rich mathematical tasks, strengthening assessment practices and considering how diverse ways of knowing can be meaningfully represented in mathematics instruction. Our mathematics data tells a story of progress, while also identifying areas where further attention is needed.

Numeracy Screening Assessment results demonstrated a reduction in the proportion of students identified as at risk in Grades 1–3, from 36.51% at the beginning of the year to 27.27% at the end of the year. Similarly, SASK Math assessment results in Grades 4–6 showed a reduction in students identified as at risk, from 74% to 52%. Grade 4 demonstrated particularly significant improvement, with the proportion identified as at risk decreasing from 65% to 19%.



These results are encouraging and suggest that our collective focus on mathematical progressions, multiple representations and intentional task design may be contributing to stronger foundational number understanding. However, growth was not consistent across all grades. Grade 5 remained relatively unchanged, while 72% of Grade 6 students continued to be identified as at risk at the end of the year.

Report-card results provided an additional perspective. In June 2026, 70.7% of Grade 4 students received indicators of 3 or 4 in the Number strand, compared with 31.3% of Grade 5 students. Additionally, math report card stem results showed a decrease in the total number of students receiving below grade level achievement from 16.7% to 14.2% (2.5 percentage points).



Together, these findings suggest that while students are demonstrating progress in foundational mathematics skills, further attention is needed to strengthen the depth, application and transfer of conceptual understanding, particularly in the upper grades.

Student-perception data provided another important lens through which to understand the impact of our work. On the Assurance Survey, the percentage of Grade 4 students reporting that they liked learning mathematics increased from 53% to 78%. Additionally, 80% of surveyed students reported confidence in their ability to learn mathematics, while 89.59% recognized the value of mathematics in everyday life. These findings suggest that students are developing more positive attitudes toward mathematics.

However, 62.8% reported enjoying challenging mathematics problems, 66.67% reported sharing ideas and asking questions, and 69.23% felt their ideas were valued in mathematics. These results highlight an important next step in our instructional journey. While teachers have been intentionally designing tasks that allow students to demonstrate conceptual understanding through multiple representations, we must continue to strengthen the opportunities for students to communicate, question and explain their mathematical thinking. Our student voice data also suggests a need to further develop classroom environments where students feel comfortable taking mathematical risks, engaging in productive struggle and recognizing the value of diverse strategies and approaches.

Through professional learning and collaboration, teachers strengthened their understanding of mathematical progressions, intentionally designed tasks incorporating multiple representations and engaged in assessment calibration to develop a more consistent understanding of conceptual learning.

Our assessment results suggest that this work is beginning to support stronger foundational number understanding. At the same time, the variation in achievement across grades and student-perception data reveal opportunities to deepen this work. As we move into Year Three, our focus will shift toward strengthening the connections between conceptual understanding, mathematical discourse and students' confidence in communicating their thinking.

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

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

School: 9347 Douglas Harkness School

Assurance Domain	Measure	Douglas Harkness 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	**86.6**	78.1	82.9	**84.2**	83.9	84.0	High	Maintained	Good
	Citizenship	**76.4**	70.0	78.6	**81.2**	79.8	79.8	Intermediate	Maintained	Acceptable
	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	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**90.4**	93.4	91.3	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**79.2**	74.4	83.7	**85.8**	84.4	84.4	Very Low	Maintained	Concern
	Access to Supports and Services	**79.6**	61.8	75.8	**79.5**	80.1	80.2	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	**80.7**	53.3	72.9	**79.9**	80.0	79.5	High	Maintained	Good