

**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

Douglas Harkness School

6203 24Ave NE, Calgary, AB T1Y 2C5 t | 403-777-6720 e | DouglasHarkness@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: Students' achievement in Mathematics will improve.

Outcome One: Students' fluency in calculating using the four basic operations will improve through responsive feedback from teachers.

Celebrations

- Students' mathematical fluency and calculation skills in all grades has improved, with a significant increase in Division II, according to the Numeracy Screener Assessment data
- Improvement in Division I students' overall achievement of understanding and applying concepts related to number and patterns as demonstrated in our Report Card Data – Number Stem.
- Students' ability to recognize their next steps in learning and use familiar strategies in mathematics has improved through using responsive feedback, as indicated in data from the CBE Student Survey and OurSchool survey.
- Teachers and students are satisfied with the overall quality of basic education at Douglas Harkness School, agreeing that the literacy and math skills children learn at Douglas Harkness School are useful based on the Assurance Survey.

Areas for Growth

- Build student conceptual understanding of number including being able to connect and use multiple representations of number.
- Increase sense of belonging and cultural awareness to support students in engaging in and enjoying learning tasks.
- Improve parental involvement in decisions about their child's education to support the connection between home and school.

Next Steps

- Using manipulatives, visual models, multiple representations to create open-ended tasks supporting conceptual understanding of number.
- Recognizing, celebrating and acknowledging diverse cultures and identities in learning through designing tasks with multiple entry/exit points and a variety of modes to demonstrate knowledge.
- Providing targeted opportunities for parental involvement and feedback in decision making such as through school council meetings and engagement surveys.

Our Data Story:

We primarily used the Numeracy Screening Assessment and the Number and Algebra Assessment to measure growth in numeracy. We used the Our School, Alberta Education Assurance and CBE Student Survey to gather perception data around numeracy and well-being, including cultural awareness. We noted the following results:

Numeracy Screener Assessment K-3

	Beginning At Risk	End At Risk	Change
Grade 1	45.45%	39.39%	6.06%
Grade 2	41.67%	33.00%	8.67%
Grade 3	35.71%	28.57%	7.14%
Overall	40.75%	31.85%	8.90%

In grades one through three, the number of students at risk on the Numeracy Screener Assessment decreased from the beginning of the year. This data demonstrates an improvement in number fluency and basic operations in these grades.

Number and Algebra Assessment Grades 4-6

	Beginning At Risk	End At Risk	Change
Grade 4	63%	61%	2.00%
Grade 5	63%	42.00%	21.00%
Grade 6	40.00%	20.00%	20.00%
Overall	55%	41%	14%

The Numeracy Screener and Number and Algebra data indicate an improvement in math skills in computation and basic operations in all grades four through six, with a noted decrease in the number of at-risk students.

Report Card Data – Number Strand

June 2024					June 2025				
	1	2	3	4		1	2	3	4
Kinder	5.3%	31.6%	21.1%	36.8%	Kinder	17.1%	22.9%	5.7%	54.3%
Grade 1	11.6%	29.1%	43.0%	15.1%	Grade 1	9.8%	31.7%	36.6%	19.5%
Grade 2	5.8%	21.2%	71.2%	1.9%	Grade 2	5.3%	29.8%	47.4%	10.5%

Grade 3	27.3%	27.3%	34.1%	11.4%	Grade 3	23.4%	25.5%	34.0%	2.1%
Grade 4	15.6%	28.9%	31.1%	24.4%	Grade 4	23.9%	19.6%	37.0%	19.6%
Grade 5	13.6%	43.2%	25.0%	11.4%	Grade 5	13.5%	30.8%	38.5%	15.4%
Grade 6	14.0%	40.0%	40.0%	4.0%	Grade 6	24.0%	32.0%	30.0%	14.0%

Our report card data indicates that year over year, there has been a small decrease in the number of students achieving below grade level and an increase in students achieving excellence in the mathematics number strand in Division I. This demonstrates an improvement in students' ability to work with number concepts. However, it is important to note that a large percentage of students continue to achieve below grade level or at a basic level of understanding in mathematics, most prominently in Division II, signifying a continued need in this area.

When asked about their perceptions of screener data in relation to report card data, teachers indicated that although students showed growth in computation and mathematical fluency, students' ability to demonstrate and transfer conceptual understanding of number topics continued to be an area of concern.

CBE Survey

I know what do to next to improve my mathematics (Agreement)	2024	2025	Change
Grade 4-6	50.00%	76.92%	26.92%

Looking further into the CBE survey, 86.8% of students also can apply strategies they have learned and used before and 87% "are active and use hands-on materials in math". Additionally, the Our School Survey indicates that 73% of Grade 4-6 students know their next steps in Mathematics. This demonstrates how responsive feedback from teachers related to math fluency has positively impacted students' achievement in Mathematics.

However, it was also noted only 62.8% of students "enjoy working on challenging problems in mathematics", 72.7% of students "think deeply and slowly when solving mathematics problems" and 72.5% of students, "share my ideas and ask questions in mathematics class", demonstrated a further need in supporting students to engage with mathematical challenges.

Alberta Education Assurance Survey

Grade 4 students	2024	2025	Change
Do you like learning about Language Arts?	66%	60%	-6%
Do you like learning about mathematics?	78%	53%	-25%

While there was a decline in the Grade 4 students' sentiments about both Language Arts and Mathematics, there was a significant decline in Mathematics, indicating there is a further need to support students' perception of Mathematics. Although there were no Provincial Achievement Test results for Language Arts and Mathematics for 2025 due to new curriculum implementation, 3-year average of acceptable standard is only around 60% for all subjects. It was also noted that 95% of survey participants are satisfied with the overall quality of basic education at Douglas Harkness School, with 100% of teachers strongly agreeing or agreeing that the literacy and math skills children learn at Douglas Harkness School are useful. Due to low parent participation in the Assurance survey, it was difficult to capture parent perception of student growth and achievement, teaching and learning and learning supports.

Well-being

Along with the above measures, we also noted student perception data in relation to well-being. On the CBE Survey 62% of grade 4 to 6 students reported a positive sense of belonging, which was consistent from the previous year. Additionally, 67% of grade 6 students indicated they had positive self-esteem. From the CBE Student Survey 61.4% of students shared, "I have confidence in myself as a student". This data demonstrates a need to continue to support a culture of belonging and individual identity for students in the school.



The Our SCHOOL survey indicates that 70% of students understand other cultures. However, the survey also indicates that only 47% of students have an understanding of their own culture. Additionally, the CBE Student Survey indicates 58.9% of students “can see my culture reflected in the school”. There is an opportunity to support our students through using inclusive teaching and learning practices that reflect and celebrate their diverse cultures and identities.

The cohort data from the report card stem: Understands and applies concepts related to number and patterns, demonstrates an opportunity to continue to support our diverse population in their academic achievement in mathematics.

Cohort	Indicator 1	Indicator 2	Indicator 3	Indicator 4
EAL	16.0%	25.7%	41.7%	10.9%
Indigenous	32.3%	38.7%	12.9%	9.7%

We will continue to respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.

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	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	78.1	89.5	84.8	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	70.0	82.1	83.4	79.8	79.4	80.4	Low	Declined	Issue
	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
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.4	91.7	90.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.4	86.1	88.0	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	61.8	82.9	83.4	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	53.3	82.1	82.8	80.0	79.5	79.1	Very Low	Declined Significantly	Concern