



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

The Hamptons 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

The Hamptons School Goals

- Inclusive Practice
- New Curriculum
- Social & Emotional Capabilities

Our School Focused on Improving

Last year at The Hamptons School, we focused on improvement through a Holistic Plan. Our theme was New Curriculum implementation, and our goal stated: Through the lens of inclusive practices, we will structure our programming within the new curriculum to support the broad range of academic and social/emotional needs and abilities in our school environment.

We chose to focus on these areas as our student data measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy). These assessments showed a need to address key areas of literacy and numeracy. Additionally, we chose our focal point of inclusive practice because the data indicated that gaps in foundational skills were limiting students' ability to engage in more complex reading and math problems and that there was a wide range of skills across our student population.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments as well as Report Card Data to measure growth in the areas of literacy and mathematics. We noted the following improvements/changes:

LeNS Assessment – Changes in not at-risk population

Grade 1	25% less students at-risk
Grade 2	67% less students at-risk

CC3 Assessment – Changes in not at-risk population

	Regular Words	Irregular Words	Non-Words
Grade 1	57% less students at-risk	43% less students at-risk	57% less students at-risk
Grade 2	50% less students at-risk	62% less students at-risk	50% less students at-risk
Grade 3	44% less students at-risk	55% less students at-risk	78% less students at-risk

Numeracy Assessment – Changes in not at-risk population

Grade 1	16% less students at-risk
Grade 2	44.4% less students at-risk
Grade 3	0% no change in at-risk Population

Report Card Data

ELAL Stem: Reads to Explore and Understand

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
June 2023	5.56%	14.81%	25.93%	48.77%
June 2024	7.5%	8.12%	30%	50.62%
Variation	-1.94%	-6.69%	+4.07%	+1.85%

ELAL Stem: Writes to Express Ideas

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
June 2023	5.56%	25.31%	40.74%	21.6%
June 2024	8.75%	16.88%	46.88%	23.12%
Variation	-3.19%	-8.43%	+6.14	+1.52%

Math Stem: Understands and applies concepts related to number, patterns (and algebra)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
June 2023	3.65%	10.94%	30.21%	53.12%
June 2024	4.97%	9.94%	30.39%	52.49%
Variation	-1.32%	-1%	+0.18%	-0.63%

Math Stem: Understands and applies concepts related to measurement, geometry (and statistics)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
June 2023	2.08%	8.85%	32.81%	53.12%
June 2024	3.87%	7.18%	37.02%	45.86%
Variation	-1.79%	-1.67%	+4.21%	-7.26%

Student Perception Data

Results from OurSCHOOL – Percentage of Students with moderate or high levels of anxiety

	Agreement Percentage
2022 - 2023	8%
2023 - 2024	19%
Variation	11% Increase in students indicating moderate or high levels of anxiety

Results from OurSCHOOL – Percentage of Students in Agreement that they have positive self-regulation

	Agreement Percentage
2023 – 2024	81%
2024 – 2025	76%
Variation	5% decrease in students indicating they are regulated

Teacher Perception Data

In the 2023 – 2024 School Year, The Hamptons School, Silver Springs School and Terrace Road School collaborated for the K – 6 System Professional Learning Sessions. It was evident through our final teacher perception data that teacher's knowledge of both the New Curriculum and Assessment had grown. One question we asked: What has been your biggest area of growth with the new curriculum implementation this year? Answers included:

- "Learning about different learning activities to implement in the classroom...I also was able to get a beginning insight into how UFLI works and the advantages of using this literacy program."
- "Learning the new curriculum and how it lives in the classroom".
- "My biggest area of growth has been using the decodable books and Words Their Way spelling program to move at risk readers forward in reading and writing."
- "I have more confidence with implementing the new science curriculum."
- "Having taught this curriculum for the first time, being able to reflect on what went well and what I may do differently next year."

During the Professional Learning Sessions, there was a focus on assessment of student learning and growth over time. Over the course of the year, perception data demonstrated that staff were able to share common assessments across grade teams, move beyond singular assessments to have a larger body of evidence and gather a larger toolbox of assessment tools. A summarizing quote from the feedback survey noted "my assessment...It has evolved with understanding how to create assessments that involve student choice and voice, such as creating class rubrics, looking at examples and non-examples as a class and coming up with specific criteria, and implementing student-led assessments, such as research projects and presentations".

We are excited to continue the K – 6 Professional Learning Series together amongst The Hamptons School, Terrace Road School and Silver Springs School in the 2024 – 2025 School Year. Staff noted a 74% satisfaction rate with the work together and we are using their feedback to structure the Professional Learning sessions this year.

Along with improvements noted above, we noticed that Citizenship data from the Alberta Education Assurance Survey continued to have Very High Levels of Achievement and our results pertaining to Welcoming, Caring, Respectful and Safe Learning Environments measurement were maintained. Additionally, data from the Assurance Survey indicates that parents have a high level of parent satisfaction with student supports and staff reflection has shown that confidence has grown, and teachers have demonstrated growth in inclusive practice. Finally, we also noticed that our grade 4 students' perception on the OurSchool from last year to this year in relation to having a positive sense of relationship has stayed the same.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
▪ The LeNS and CC3 Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade. There was also a significant decrease in the number of At-Risk Students in the Grade 2 Numeracy Assessment. ▪ Alberta Education Assurance data indicates that our school is well on its way growing our collective knowledge, efficacy and practice with Truth & Reconciliation, Diversity and Inclusion. Through our SDP and Commitment to Reconciliation we will continue to grow staff practice in this area. ▪ The Hamptons School continues to have a very high level of achievement across all subject areas as indicated by Report Card data and Alberta Education Assessments. ▪ The Hamptons School continues to have high level of confidence from teachers, students and parents/guardians in the area of citizenship achievement, education quality and parental involvement.	▪ Students' decoding skills have improved which is noted in the significant movement of students who were identified as At Risk in LeNS & CC3 to NOT At Risk. This includes a 55% improvement in CC3 and 46% improvement on the LeNS. ▪ Staff reflection noted that confidence in assessment of student learning has grown. ▪ Citizenship data from the Alberta Education Assurance Survey continued to have Very High Levels of Achievement and our results pertaining to Welcoming, Caring, Respectful and Safe Learning Environments measurement were maintained. ▪ Data from the Assurance Survey indicates that parents have a high level of parent satisfaction with student supports. ▪ Staff reflection noted that confidence has grown, and teachers have demonstrated growth in inclusive practice	▪ Tiered supports & Intervention work with students identified as At-Risk in the Numeracy Assessments. ▪ Sense of belonging: Data from the Our School Survey indicated between the 22/23 and 23/24 school year that there was a 22% decline (9 students) in students having a positive sense of belonging. While the 24/25 OurSchool Survey indicated a positive change for the 24/25 school year, we want to remain focused on this area. ▪ It was noted in the assurance survey that the satisfaction of teachers and students with program access and jurisdiction improvement has declined over the past year. ▪ The data indicates that teachers and parents are satisfied with the measurements related to Well-Being. However, there was a decline in student sense of belonging and feeling safe at school that corresponded with an increase in student anxiety that will need to be a key focus this year.

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

School: 0387 The Hamptons School

Assurance Domain	Measure	The Hamptons 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	87.7	93.0	90.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.1	92.8	93.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	94.3	96.3	95.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	94.7	94.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.1	85.4	83.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.5	86.4	88.2	79.5	79.1	78.9	Very High	Maintained	Excellent

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

