


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

Haultain Memorial School

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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' foundational skills in literacy and mathematics will improve.

Outcome One: Students' foundational reading skills will improve with a focus on fluency and accuracy.

Outcome Two: Students' procedural fluency will improve through a focus on high yield math routines.

Celebrations

- Data from the Provincial Screeners showed overall growth for students who accessed targeted support in literacy and numeracy. Significantly fewer students required additional support in June 2025 demonstrating an improvement in foundational skills in literacy and math.
- Students' goal orientation (mindset of developing and working toward achieving goals) has significantly improved, as demonstrated by student voice data collected through the OurSCHOOL Survey (grades 4-6) and the K-3 Well-Being Survey.
- Students' attendance has improved, especially for those who were missing significant amounts of school (over 20%), which demonstrated using a holistic school-wide approach was effective.

Areas for Growth

- Applying students' foundational reading skills in tandem with contextual background knowledge, vocabulary understanding, and use of specific comprehension strategies (e.g., monitoring, summarizing, predicting, questioning, inferring) to improve students' understanding of what they read.
- Building on students' procedural fluency to help them become skillful in using procedures flexibly while applying and adapting a variety of appropriate strategies to solve contextual and mathematical problems.
- Improve attendance for students missing between 10 and 20% of school.
- Improve students' sense of belonging at school.

Next Steps

- Use targeted instructional strategies to stretch students from a developing level of understanding in reading to a well-developed level of understanding based on the K-3 Alberta Assessments, the Grades 4-12 Reading Assessment Decision Tree and classroom assessments.
- Provide students with opportunities for distributed practice of procedures to solve contextual and mathematical problems.
- Pose mathematical tasks that provide multiple entry points and encourage students to use varied approaches and strategies to make sense of and solve tasks.
- Continue utilizing a holistic approach to attendance improvement with targeted support for students missing between 10 and 20% of school.
- Improve students' sense of belonging through building positive relationships. Ensure all students feel they have at least one trusted adult at school that helps them feel supported, safe and cared for.

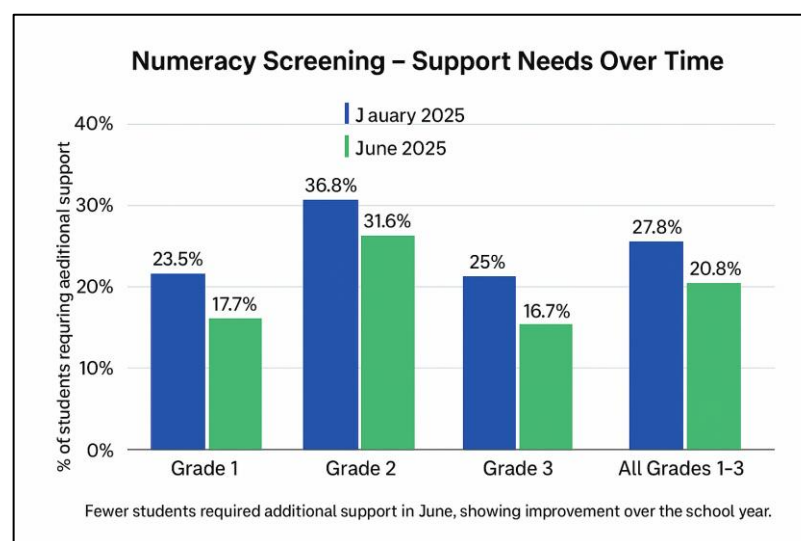
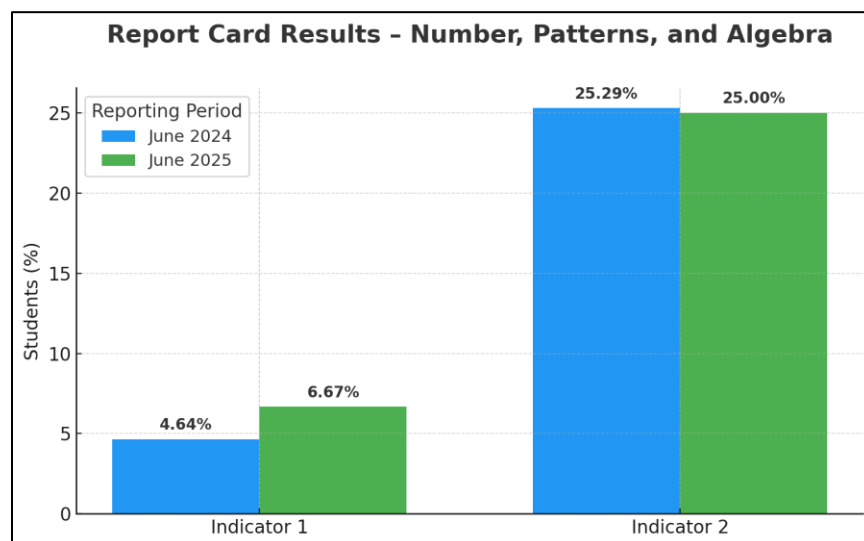
Our Data Story:

Learning Excellence

We used data from **Report Cards** and **Provincial Screeners** to measure incremental growth. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students. Data from the Provincial Screeners gives us a baseline to track improvement of foundational skills in reading and math for students in kindergarten – grade 3.

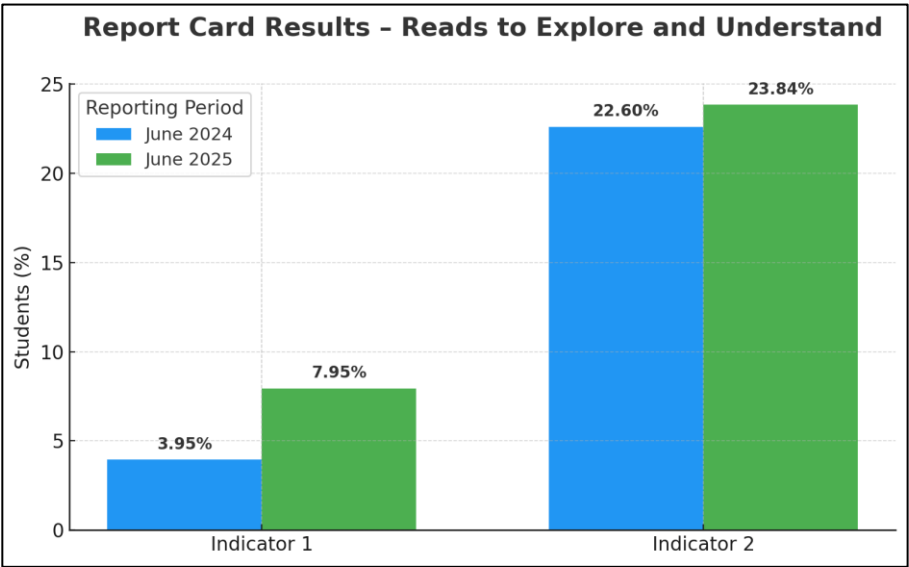
Provincial screener data shows fewer students requiring additional support in foundational math and literacy skills. Report card data points to a need to capitalize on improved foundational math and reading skills and progress toward higher level understanding.

Report Cards and Provincial Assessment Screeners for Numeracy



Report Card data shows the percentage of students receiving an indicator of 1 or 2 in “Number, Patterns, and Algebra” remained statistically stable from June 2024 to June 2025. The **Numeracy Assessment Screener** is a set of tasks that measures students’ developing mathematical knowledge of the number system, number operations, and proportional reasoning skills. Numeracy Screener data showed that the number of students requiring additional support decreased in all grades. This data highlights steady performance while guiding continued focus on strengthening students’ skills in solving contextual and mathematical problems.

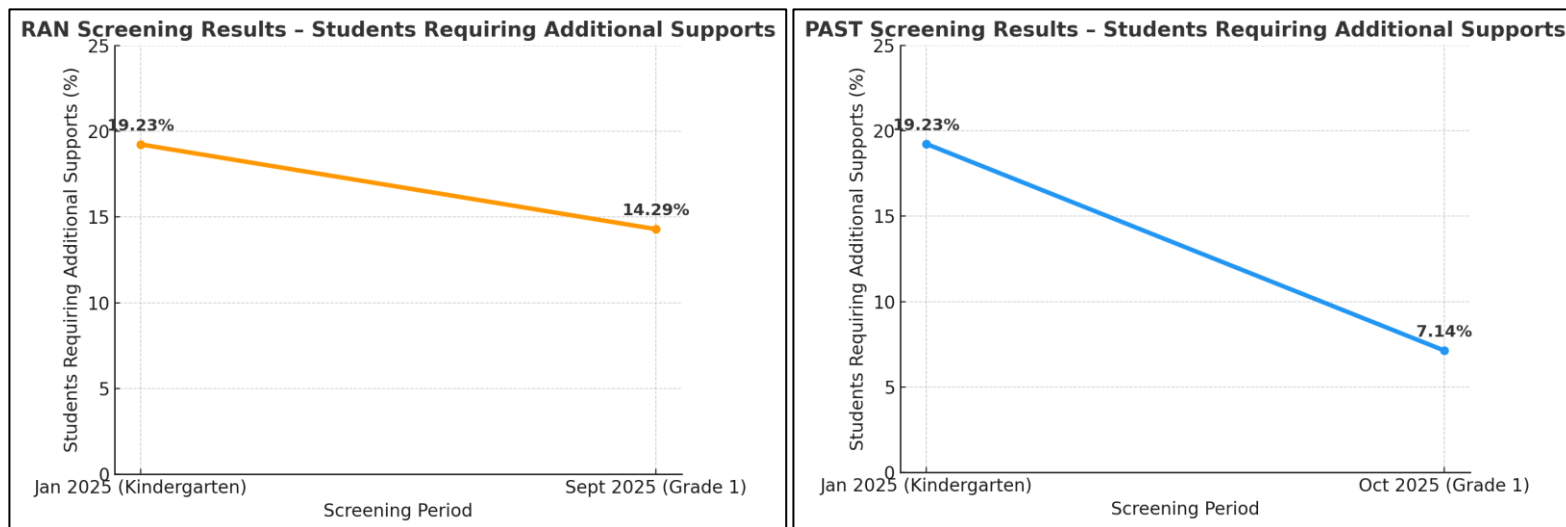
Report Cards and Provincial Assessment Screeners for Literacy



Report Card data shows the percentage of students receiving an indicator of 1 or 2 in “Reads to Explore and Understand” remained statistically stable from June 2024 to June 2025.

Literacy Assessment Screeners work together to give teachers a detailed picture of how students are developing the foundational skills needed for reading success. They measure key areas such as how quickly students can recognize symbols (**RAN**), how well they can hear and work with sounds in spoken words (**PAST**), their knowledge of letter names, sounds, and common graphemes (**LeNS**), and their ability to read single words through decoding and recognition (**CC3**). Together, these tools help teachers identify strengths, pinpoint specific areas where students may need support, and plan targeted instruction to build strong, confident readers. Our Literacy Screener data showed that the number of students requiring additional support decreased in all grades. Analyzing this data together with report card data highlights steady performance while guiding continued focus on strengthening students' comprehension.

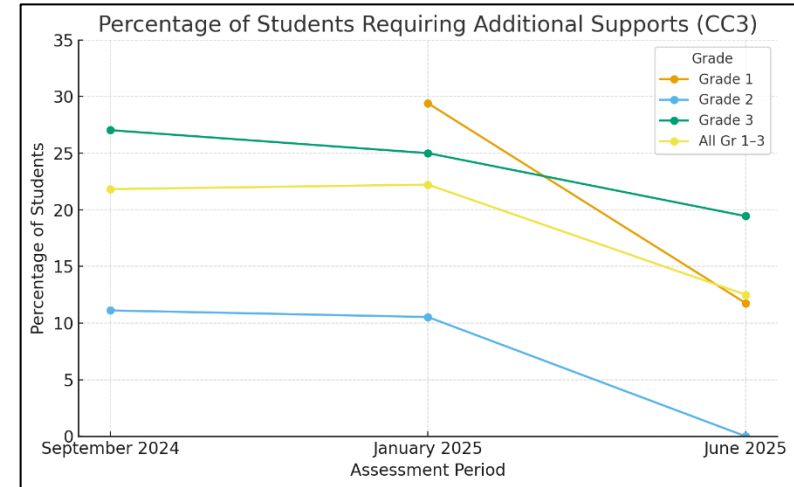
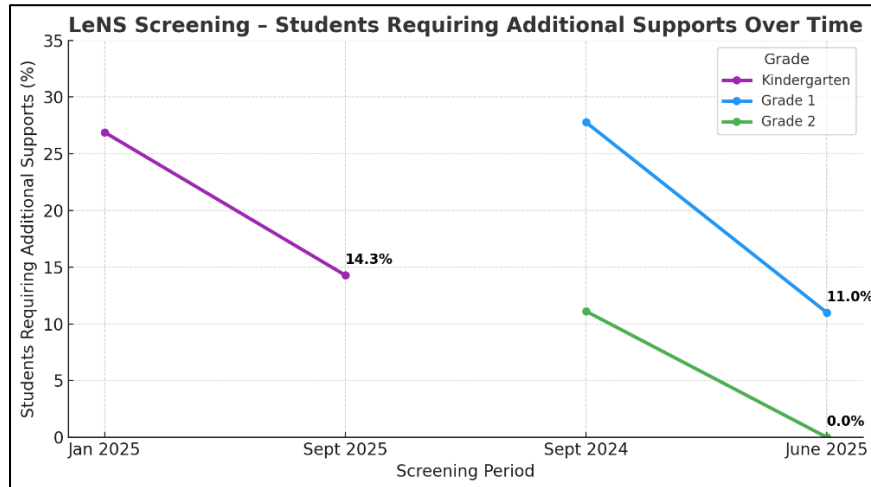
RAN and PAST Assessment Screeners



RAN screening results show growth in students' automatic recognition and processing skills, with fewer students requiring additional supports as they moved from Kindergarten to Grade 1.

PAST screening results show a marked decrease in the number of students requiring additional supports, highlighting improved early literacy and phonemic awareness as students moved from Kindergarten to Grade 1.

LeNs Assessment Screeners

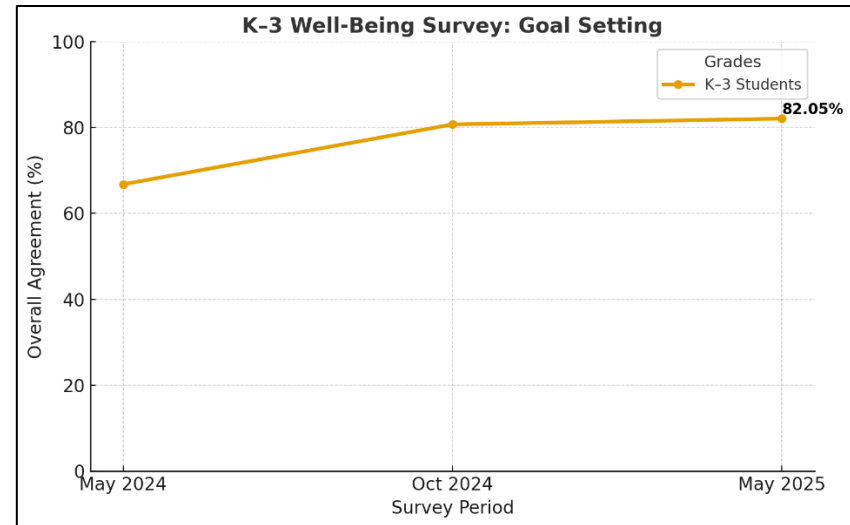
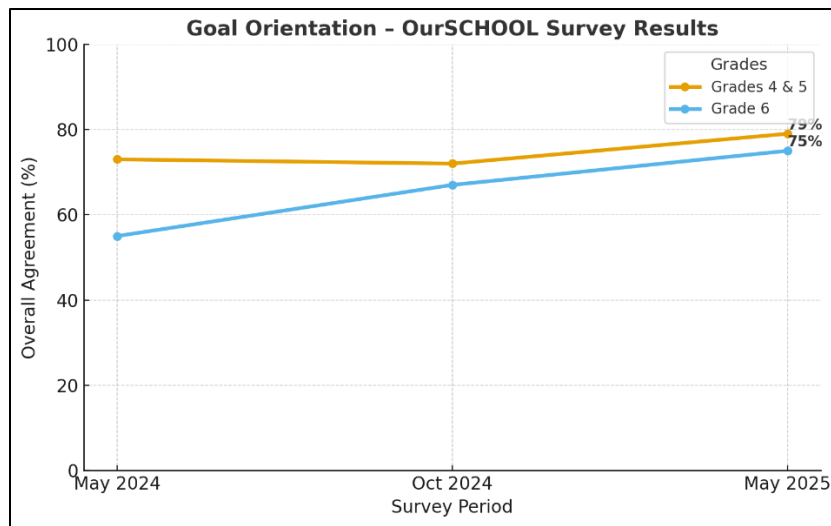


LeNS screening results show strong improvement in early literacy skills. Kindergarten students demonstrated significant growth from January to September 2025, while Grades 1 and 2 showed steady progress throughout the 2024–25 school year, with fewer students requiring additional support.

CC3 screening results demonstrate steady progress across all grades, with fewer students requiring decoding support as the year progressed. The most notable gains were seen in Grade 1, showing strong growth following focused literacy instruction.

Well-Being

Our focus in 2024-25 was to implement a school-wide approach to explicitly teach strategies for goal setting to improve resiliency as well as achievement in literacy and math.



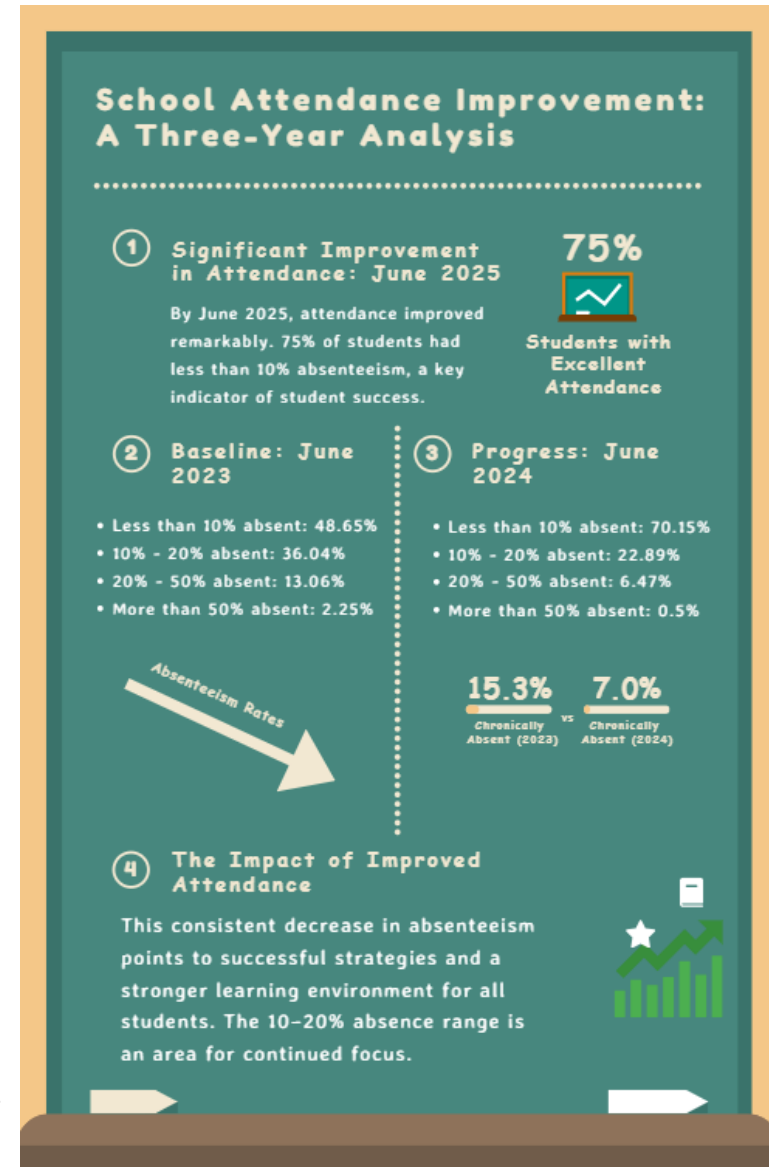
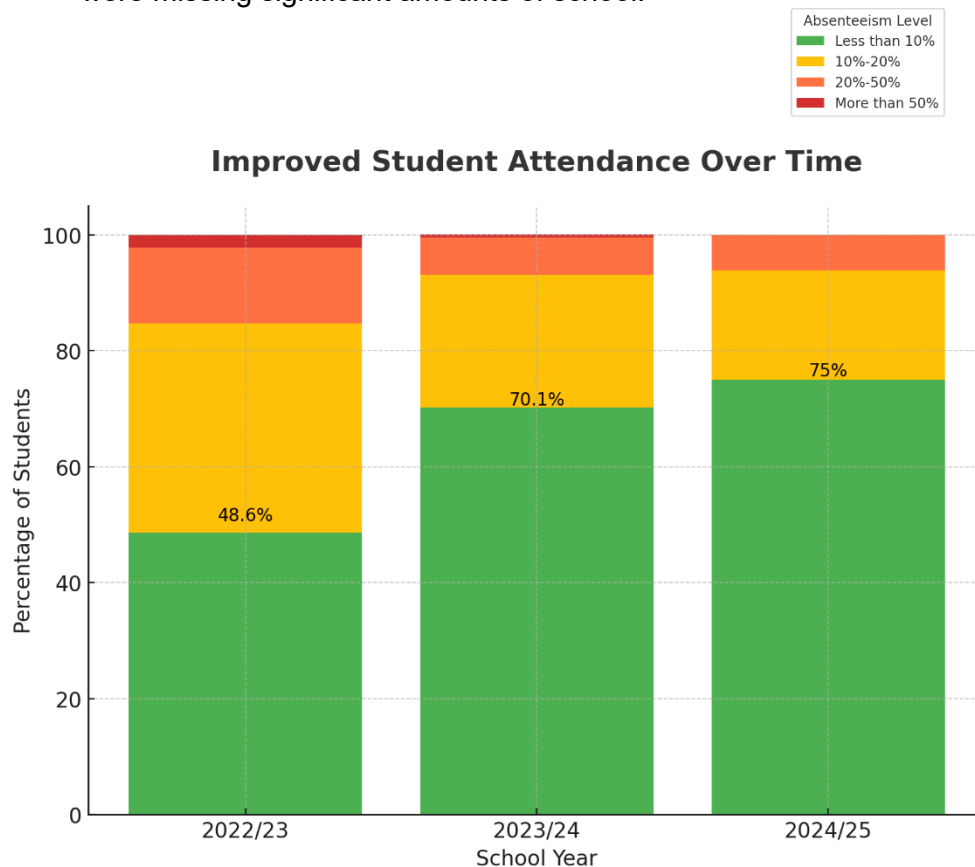
Our school-wide focus on teaching goal-setting strategies is showing positive results. Both Grades 4–5 and Grade 6 students reported higher levels of goal orientation by May 2025, reflecting growth in resiliency, focus, and motivation to learn.

Our youngest learners are showing growth in their ability to set and work toward learning goals. The K–3 Well-Being Survey shows a steady increase in students' confidence and persistence, reaching over 82% agreement by May 2025.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a diverse student population with 13% of our students identified as English as an Additional Language Learners, 4% of our students self-identifying as Indigenous and 21% of our students having identified Special Education requirements.

Attendance data shows improvement was made with students who were missing significant amounts of school.



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	Haultain Memorial 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	82.2	76.1	78.5	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	80.7	74.2	77.5	79.8	79.4	80.4	High	Maintained	Good
	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	90.2	81.0	85.4	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	79.4	83.7	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	76.3	74.9	77.6	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	84.2	72.4	79.8	80.0	79.5	79.1	Very High	Maintained	Excellent