



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

Nelson Mandela High 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

Nelson Mandela School Goals

- Reading Comprehension
- Problem Solving
- Student Sense of Belonging

Our School Focused on Improving

Our school focused on:

- Reading Comprehension
- Problem Solving
- Student Sense of Belonging

We chose to focus on the three above goals through the holistic lens of student sense of belonging. Students shared:

- felt their voices were rarely sought and when they exercised their voice, decisions or communication back was non-existent.
- the tasks they were asked to complete were not relatable and vocabulary presented a barrier to understanding the content.
- greater opportunities for improving math achievement and ensuring more students were accessing 20-1 and 20-2 courses this,
- reduced the number of students who may need to upgrade in the future in pursuit of post-secondary which requires Math 30-1 or 30-2 in most cases.

What We Measured and Heard

ELA 10-1	2022-2023	2023-2024
G01b (10-1 and 10-2) - Use strategies to evaluate new perspectives and interpretations for depth of explanation, evidence or support and consider the ideas and perspective/interpretations of others.	68.5%	54.3%
G02b (10-1) - Identify and describe, understand and interpret content using literary elements and textual/aural/visual elements in a variety of text forms.	59%	41.9%
GO4a - Develop details [personal, concepts and ideas, from research] when creating a variety of texts that establishes and supports focus/controlling ideas that is consistent with intended audience as well as the conventions of the chosen form	55.2%	48.1%
ELA 10-2	2022-2023	2023-2024
G01b (10-1 and 10-2) - Use strategies to evaluate new perspectives and interpretations for depth of explanation, evidence or support and consider the ideas and perspective/interpretations of others.	76.2%	51%
GO2a Identify, describe understand content and interpret the use of literary elements, stylistic techniques and textual/aural/visual elements in a variety of text forms	73.5%	54.8%
GO4a - Develop details [personal, concepts and ideas, from research] when creating a variety of texts that establishes and supports focus/controlling ideas that is consistent with intended audience as well as the conventions of the chosen form	71.8%	61.4%
ELA 20-1	2022-2023	2023-2024

SO 1b (20-2): Explain the relationship between text, context, medium and the text creator's choices to construct meaning; experiment with the use of language, image and structure to create different effects for specific purposes and audiences.	61.3%	72.4%	
GO2a Identify, describe understand content and interpret the use of literary elements, stylistic techniques and textual/aural/visual elements in a variety of text forms	63.2%	68.1%	
GO4a - Develop details [personal, concepts and ideas, from research] when creating a variety of texts that establishes and supports focus/controlling ideas that is consistent with intended audience as well as the conventions of the chosen form	70.7%	76.7%	
ELA 20-2	2022-2023	2023-2024	
SO 1b (20-2): Explain the relationship between text, context, medium and the text creator's choices to construct meaning; experiment with the use of language, image and structure to create different effects for specific purposes and audiences.	58.3%	44.3%	
GO2a Identify, describe understand content and interpret the use of literary elements, stylistic techniques and textual/aural/visual elements in a variety of text forms	44%	36.5%	
GO4a - Develop details [personal, concepts and ideas, from research] when creating a variety of texts that establishes and supports focus/controlling ideas that is	55.8%	43%	

consistent with intended audience as well as the conventions of the chosen form			
ELA 30-1	2022-2023	2023-2024	
Students Achieving Satisfactory on Part B of the Diploma	63%	69.8%	
ELA 30-2	2022-2023	2023-2024	
Students Achieving Satisfactory on Part B of the Diploma	80.3%	78.8%	
Math 10C	2022-2023	2023-2024	
In Mathematics, we measured those students who achieved an overall grade at the Proficient or Exemplary level.	60.3%	63.6%	
Math 20-1	2022-2023	2023-2024	
In Mathematics, we measured those students who achieved an overall grade at the Proficient or Exemplary level.	68.5%	66.1%	
Percentage of students in grade 11 taking Math 20-1	38.3%	42.6%	
Math 20-2	2022-2023	2023-2024	
In Mathematics, we measured those students who achieved an overall grade at the Proficient or Exemplary level.	51.2%	55.5%	
Percentage of students in grade 11 taking Math 20-2	23.7%	27.1%	
Math 30-1	2022-2023	2023-2024	
Raw Diploma Score Cognitive Level - Problem Solving	5.7%	9.1%	
Math 30-2	2022-2023	2023-2024	
Raw Diploma Score Cognitive Level - Problem Solving	6.1%	8.3%	
Wellbeing Data	2022-2023	2023-2024	
Students felt like they belong	60.5%	59.58%	

Students identified an adult they connected with	66.5%	66.5%
Students stated that they felt unsafe at school as well as going to and from school	32%	31%
Students agreed that they felt safe and cared for while at school	71.4%	70.9%
	2022-2023	2023-2024
Percentage of students who miss more than 20% of school	29.01%	32.1%

To measure progress this year, we utilized data from student report cards, Diploma exams and perception data that came from the Alberta Education Assurance Measure, CBE Survey, OurSchool Survey and Student Voice D2L shell. When we look at all of these measures we can find many things to celebrate along with areas where we need to continue to focus our attention. Our literacy data results are mixed with declines in grade 10 and improvements in grade 11. In speaking with teachers it is believed the common shared standard for proficient and exemplary on the high school proficiency scale was higher than in the past due to calibration and collaboration.

On the Alberta Education Assurance Measures, we continue to celebrate our 5-year High School Completion rate. Our rate for the whole school and for those students who are learning English as an additional language continues to exceed the province by a wide margin. This can be traced back to our whole school approach towards language acquisition and integration of our LP1/LP2/LP3 students in our complimentary programming (CTS and Fine Arts). These are results we aim to maintain and/or improve in forthcoming years.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Mixed results when looking at our literacy data - Grade 10 Data remained unchanged - Grade 11 Data showed improvement in 20-1 course	- Student's comprehension skills improved in grade 11 - Students' numeracy skills particularly with problem solving improved	- Continue to utilize high-impact literacy strategies across all disciplines and courses - Provide targeted intervention for students at all grade levels

• Could be the result of teacher collaboration and calibration last school year. • This work led to a common understanding of what proficient and exemplary looks like for each outcome. This resulted in a higher standard in many of our ELA classes. Well-Being Data • Remained relatively consistent over the past couple of years. • Percentage of students missing 20% of class or more increased • Student sense of belonging and connectedness will be a continued are of focus through the soliciting, acting upon and reflecting student voice in decisions made. Our Mathematics data continues to show improvement • Increased the percentage of students who took 20-1 and 20-2, increasing pathways to post-secondary. • Improved results in the Problem Solving category on the Math 30-1 and 30-2 Diploma Exam	▪ Increased the number of students taking Math 20-1 and 20-2 ▪ How post-secondary transition rate and preparation for the workplace score higher than the provincial average ▪ 3-year and 5-year High School completion rates for EAL students exceeds the provincial rate.	▪ Increase student voice and reflect that voice back in decisions made ▪ Increase parental involvement in School Council and reflected through perception data on the Alberta Education Assurance Measure
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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

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 1989 Nelson Mandela High School

Assurance Domain	Measure	Nelson Mandela High 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	79.6	83.1	81.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	69.5	69.0	69.8	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	77.9	78.9	80.3	80.4	80.7	82.4	Intermediate	Declined	Issue
	5-year High School Completion	87.4	89.3	88.9	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	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	74.2	74.2	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	19.0	19.0	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.2	82.9	81.3	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.0	72.8	74.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.8	82.9	81.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	67.0	74.2	73.9	79.5	79.1	78.9	Very Low	Declined	Concern

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