



## Nelson Mandela High 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.

### 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

Goal One: To maintain or increase the percentage of students who complete High School within 5 years through improved student sense of connectedness and belonging.

Outcome One: Improved student sense of connectedness and belonging and rate of High School completion within 5 years.

#### Celebrations

- Maintained and/or improved graduation rates for the whole school and EAL cohorts
- Decreased the percentage of students who feel unsafe at school (25.0% to 20.0%)
- Significant improvement in student perception that the school responds to racism and discrimination (51.48% to 61.35%)
- Student survey responses indicate satisfaction with staff, extracurricular offerings and inclusive school community

#### Areas for Growth

- Continue to improve student proficiency in students constructing meaning from text and context
- Target marginalized students to build confidence that the school will address student concerns around racism and discrimination
- Smooth the transition between Jr. High to High School

#### Next Steps

- Continue to calibrate a whole school approach towards literacy development
- Establish a whole school framework for identifying, naming and addressing discriminatory behaviors
- Greater collaboration with feeder schools to enhance the transition process and build on existing work in K-9

## Our Data Story

### **Building Belonging and Supporting Success**

At Nelson Mandela High School, we believe when students feel safe, seen, and supported, they thrive academically and socially. That belief is at the heart of our 3-Year School Development Plan, which focuses on strengthening student belonging and improving high school completion, especially for students who may need more time to succeed.

### **A Community Where Students Belong**

With many newcomers to Canada in our school community, we recognize building a sense of belonging is essential. Over the past year, we've taken meaningful steps to ensure every student feels connected and safe. From increased supervision in key areas to empowering students to voice their concerns, we've created an environment where students know they are heard and valued.

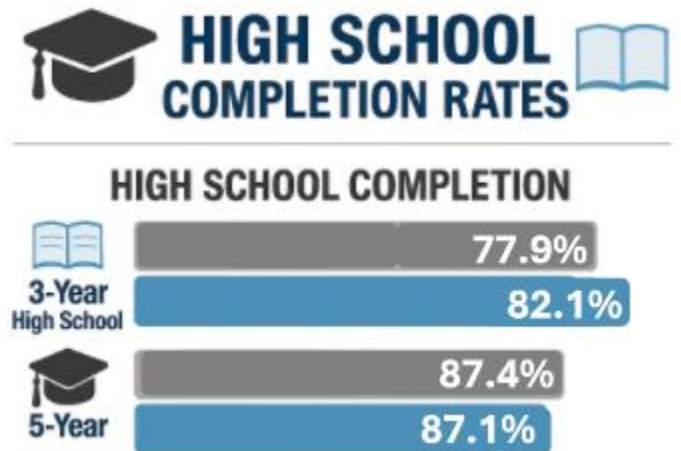
Across all three student surveys conducted throughout the year, results consistently indicated students feel a stronger sense of belonging and increased safety within the school. Feedback from the October 2025 OurSchool survey highlighted two key factors contributing to this improvement: consistent supervision near washrooms and students' growing trust that their concerns are taken seriously and addressed.

One notable celebration was the improvement that was realized with our students who have been in Canada for less than 5 years. In October 2024 53% of male students and 54% of female students identified a sense of belonging and school connectedness. October 2025 saw 60% of male students and 66% of female students indicating a sense of belonging and school connectedness. This is a considerable improvement and one we continue to focus on.

Measure	2023-2024	2024-2025
School Connectedness and Belonging (OurSchool)	61.97	62.81
School Connectedness and Belonging (Assurance)	68.91	71.7
School Connectedness and Belonging (CBE Survey)	71.8	75.14

### Progress in Student Achievement and High School Completion

Our focus on literacy and connection is paying off. The school's 3-Year High School Completion rate rose by 4.2%, and while the 5-Year rate remained steady with a slight dip of 0.3%, we're encouraged by the overall trend. Among students learning English as an Additional Language (EAL), the 4-Year completion rate jumped by 9.3%, showing targeted support is helping students succeed. These results reflect our commitment to meeting students where they are and guiding them toward graduation and beyond, whether that's post-secondary education, training, or entering the workforce.



### Literacy as a Gateway to Learning

Reading comprehension remains a key focus. We've seen improvement in several classes but understand there's more work to do. One area for continued growth is developing students' ability to construct meaning from text and context. This report card outcome in all grades is a key indicator of a student's ability in reading comprehension. Many students come to us with varying levels of English proficiency, and we're committed to helping them build the skills they need to understand and engage with their learning. Teachers across all subjects use proven strategies to support vocabulary development and reading comprehension, such as annotating text. These efforts help ensure language is not a barrier to success in all disciplines.

Report Card Outcome	2023-2024	2024-2025
Construct meaning from text and context 10-1	45.9	40.0
Construct meaning from text and context 10-2	28.4	37.6
Construct meaning from text and context 20-1	50.4	60.9
Construct meaning from text and context 20-2	47.9	50.6

### Celebrating Diversity and Inclusion

We're proud of our diverse student body and are working to ensure every student sees themselves reflected in their learning. Teachers design inclusive lessons and use culturally relevant materials that resonate with students' identities and experiences.

One area of celebration is the growing number of students who feel their culture is represented in the classroom. We've also seen improved perceptions around how the school responds to racism and discrimination, thanks in part to student-led initiatives like the Principal's Advisory Group, where are students can bring their concerns directly to administration.

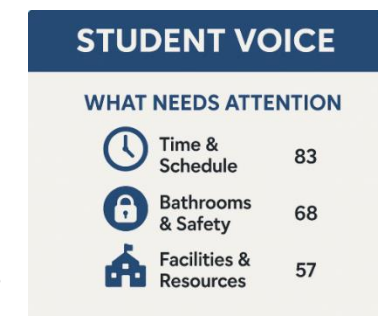
Measure	2023-2024	2024-2025
I feel connection to the texts (books, land, pictures, videos) I read and hear in class	67.81%	76.21%
I feel my culture is reflected in my learning.	76.39	76.63%
My school takes steps to address racism and discrimination	51.48	61.35%

### Looking Ahead: Strengthening Transitions and Trust

There is a recognition that many of the actions we engaged in last year had an impact on improving students' sense of belonging and connectedness while maintaining our high school completion rates. Noticeable improvements in these areas mean we are on the right track. However, there continues to be more work to be done. As a school, we will continue to take a whole school approach towards improving student literacy and reading comprehension by focusing on discipline specific vocabulary.

Another area of focus will be around student transitions. We plan to work more closely with our feeder schools and elementary schools to help establish a singular learning community. The intent is to help students know what it means to be a student at Nelson Mandela, to be comfortable in the environment and to understand the various pathways available to students following High School.

Lastly, we will continue to solicit, listen, and respond to student voice. We will have a Learning Leader responsible for this work, and they will lead the Principal's Advisory Group, initiating outreach to student clubs such as our GSA, Student Leadership, and Cultural Clubs. Students have shared positive things about the school including staff support, the inclusive community, and the extracurricular offerings. Students have also noted they would like to see things like the timetable, bathroom supervision and facilities improved upon.



# 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

**Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary**

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	82.7	79.6	80.8	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	65.1	69.5	69.7	79.8	79.4	80.4	Very Low	Declined	Concern
	3-year High School Completion	82.1	77.9	78.5	81.4	80.4	81.4	Intermediate	Improved	Good
	5-year High School Completion	87.1	87.4	87.4	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	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	77.3	78.9	76.5	82.0	81.5	80.9	Low	Maintained	Issue
Diploma: Excellence	22.4	22.2	20.6	23.0	22.6	21.9	High	Maintained	Good	
Teaching & Leading	Education Quality	78.3	80.2	80.9	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.2	74.0	74.0	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	78.6	80.8	81.2	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	67.5	67.0	71.6	80.0	79.5	79.1	Very Low	Maintained	Concern