

**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

Central Memorial 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

Our School Focused on Improving



23-24 School Goals

- Establishing a culture of well being
- Creating a sense of community and belonging
- Development of supportive learning environments to meet the diverse needs of students

High School Success

- Establishing a culture of well being
- Creating a sense of community and belonging
- Development of supportive learning environments to meet the diverse needs of students

We chose to focus on these areas as our student perception data as measured by staff and student survey results (Assurance Measures Survey, CBE Student Survey) as well as student attendance and completion data indicated that students needed to feel more connected and supported within the school. They also needed support to prioritize complex, busy and at times, hectic lives. We also noticed, based on the Assurance and CBE Student Survey results as well as teacher perceptions, that staff and students did not always feel safe and secure in our building.

What We Measured and Heard

In analyzing our progress set out in our 2023-2024 School Development Plan, the three primary data sources used in this analysis were the Alberta Education Diploma Exam results, the OURSchool Survey, and the CBE Student Survey.

We looked at this data over a three-year period, which allowed us to highlight trends and specifically target the goals that were set.

Alberta Education's Diploma Exam Results provided us with the necessary data to ensure our changes supported our goals for high school success and the two survey results gave us an understanding of student well-being and executive functioning.

Alberta Education's Diploma Exam School Report Results
Percentage of Students who Achieved Standards on Their Blended Mark

	June 2023	January 2024	June 2024
ELA 30-1	31.9% - Excellence 96.3% - Acceptable	16.9% - Excellence 99.3% - Acceptable	33.5% - Excellence 98.8% - Acceptable
ELA 30-2	10.8% - Excellence 98.5% - Acceptable	8.2% - Excellence 100% - Acceptable	16.3% - Excellence 92.5% - Acceptable
Social 30-1	47.8% - Excellence 99.3% - Acceptable	39.7% - Excellence 100% - Acceptable	33.6% - Excellence 100% - Acceptable
Social 30-2	21% - Excellence 99% - Acceptable	21.4% - Excellence 98.1% - Acceptable	22.5% - Excellence 96.1% - Acceptable
Math 30-1	37.7% - Excellence 91.8% - Acceptable	52.1% - Excellence 99.1% - Acceptable	26.4% - Excellence 96.2% - Acceptable
Math 30-2	36.8% - Excellence 100% - Acceptable	17.8% - Excellence 90.4% - Acceptable	32.7% - Excellence 93.9% - Acceptable

Chemistry 30	43.9% - Excellence 94.7% - Acceptable	48.6% - Excellence 95.8% - Acceptable	50% - Excellence 95.3% - Acceptable
Biology 30	51.6% - Excellence 98.4% - Acceptable	38.9% - Excellence 98.9% - Acceptable	46.3% - Excellence 98.8% - Acceptable
Physics 30	43.9% - Excellence 91.2% - Acceptable	42.9% - Excellence 96.4% - Acceptable	36.6% - Excellence 100% - Acceptable
Science 30	60% – Excellence 100% - Acceptable	37% - Excellence 100% - Acceptable	34.6% - Excellence 100% - Acceptable

Student Perception Data

CBE Student Survey

2022-23 to 2023-24 Spring Administrations

Heart – To Belong	2023-24	2022-23	2021-22
I feel included at school.	62.79%	66.36%	54.30%
I feel welcome at school.	64.90%	69.16%	59.18%
My teachers want me to be successful.	91.70%	91.21%	88.17%
My teachers care about me.	80.41%	87.66%	83.02
Body – To Do	2023-24	2022-23	2021-22
I get enough opportunities to be active during the school day	57.63%	61.99%	55.58%
I like the kinds of physical activities I get to do at my school	75%	76.46%	66.67%

At my school I have opportunities to learn from the land.	65.16%	69.75%	45.08%
Mind – To Know	2023-24	2022-23	2021-22
I have confidence in myself as a student.	60.04%	56.64%	48.18%
There are high expectations for me to be successful in my learning.	92.27%	92.48%	88.79%
At my school I learn about Indigenous ways of being, belonging, doing & knowing.	68.51%	64.88%	55.12%
Spirit – To Be	2023-24	2022-23	2021-22
I am proud to be a part of my school	67.30%	65.78%	60.61%
The things I am learning in school are meaningful to me	71.30%	67.95%	66.96%
I can see my culture reflected in my school	54.38%	52.46%	58.63%
At my school I get to learn from Indigenous Elders, Knowledge Keepers.	32.05%	28.12%	41.00%
The data around inclusion and students feeling welcome dropped between last year and this year, although we have other student perception data that shows increases in similar or related categories. More work is needed to understand the reasons for this drop. Similarly, there is a drop in the student survey data that suggests that more students feel that their teachers don't care about them as much. Again, this data seems to be contradicted in other surveys, such as the assurance survey data (below) so at this time it is inconclusive. When comparing these trends with the Alberta Assurance measures, we see improvement in Student Learning Engagement, Citizenship, Welcoming, Caring, Respectful and Safe Learning Environments, and Access to Supports and Services. Our achievement was maintained at an acceptable level in 3 and 5 year High School Completion, Education Quality, and Parental Involvement. Specific numbers and details can be found on the Assurance Overall Summary Chart (below).			

Our School Survey

2022-23 to 2023-24 Fall Administrations

Selection of questions related to SDP goals	2023-24	2022-23
Students set relevant, attainable goals and exert deliberate and persistent effort to achieve them.	67% (61% is Canadian norm)	63% (no Canadian norm provided)
Students have the ability to consciously control their emotions and behaviours and maintain focus on a task.	64% (57% is the Canadian norm)	58% (no Canadian norm provided)
Students who feel safe at school as well as going to and from school.	59% (59% is the Canadian norm)	52% (no Canadian norm provided)
Is Central Memorial a safe and caring environment?	80% of students agreed or strongly agreed	72% of students agreed or strongly agreed
Do teachers fairly and accurately assess your work in a variety of ways?	80% of students agreed or strongly agreed	81% of students agreed or strongly agreed

This survey data shows an increase across the board in perception metrics that show that students are improving with regard to executive functioning, safety while at school, and perceptions around assessment. It should be stated, however, that although our student perception of safety at school is fairly high at 80%, many students do not feel safe on the Calgary Transit bus routes that take them to and from school. More work needs to be done with the city and CBE transportation to ensure that students feel safe as they commute back and forth from Central.

Analysis and Interpretation

What We Noticed Last year, we created the Student Success Centre to help support students with diverse learning needs. Student perception data showed improvement with regard to attendance as well as connectedness to available resources. We also focused on creating a culture of well-being, and our Our School data suggests that students are	Celebrations - Diploma scores and student academic achievement remains high - Students felt more regulated, confident to learn and displayed improved executive functioning - Students believe that their teachers want them to be successful and that	Areas for Growth - Find ways for some of our students to feel welcomed and included at school; as well as ways for them to see themselves reflected in the school culture - Find ways for students to continue to feel safer when travelling to and
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trending towards healthier individuals, who are able to control their emotions and prioritize their goals. Additionally, more students feel that Central Memorial is a Safe and Caring environment. We still have some work to do with regard to students seeing their culture reflected in the school as well as identifying why some students do not feel as included or welcomed as last year.	they assess them fairly and accurately • 8% more students feel that Central is a safe and caring school compared to last year	from school as well as when they are transitioning between classes • Graduation rates at both the 3 and 5 year level are acceptable, but positive growth in this area is always a goal
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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

Assurance Domain	Measure	Central Memorial 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	80.3	79.0	77.7	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	72.6	70.9	68.0	79.4	80.3	80.9	Intermediate	Improved	Good
	3-year High School Completion	80.9	78.5	80.1	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	88.3	88.4	87.9	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	87.8	87.8	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	23.9	23.9	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.3	85.5	84.3	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.6	79.1	76.5	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	80.3	78.1	75.6	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	74.6	72.9	71.7	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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