


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

Centennial 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.

School Goal: *Personalized learning through tiered interventions will improve academic achievement.*

Outcome: *Improved academic achievement for students in English Language Arts and Mathematics.*

Celebrations

- **Excellent Diploma Exam Results:** in each of English Language Arts (ELA) 30-1, ELA 30-2, Math 30-1, and Math 30-2, a significantly higher percentage of Centennial students scored over 80% and over 50% when compared to students CBE-wide
 - **ELA 30-1:** 13.6% of students achieved >80% and 89.5% achieved >50%, compared to 13.4% and 83.4%, respectively, CBE-wide
 - **ELA 30-2:** 21.3% of students achieved >80% and 94.7% achieved >50%, compared to 12.4% and 80.1%, respectively, CBE-wide
 - **Math 30-1:** 41.5% of students achieved >80% and 86.1% achieved >50%, compared to 36.1% and 76.8%, respectively, CBE-wide
 - **Math 30-2:** 27.5% of students achieved >80% and 84.1% achieved >50%, compared to 16.1% and 72.2%, respectively, CBE-wide
- **Improved Attendance:** Centennial student absenteeism decreased over the previous school year
 - 6.3% of students had >50% absenteeism in 2024/25, compared to 7.7% of high school students CBE-wide
 - 17.1% of students had 20 – 50% absenteeism 2024/25, compared to 17.5% of high school students CBE-wide
- **Improved 3 Year High School Completion Rate:** 84.5% of students completed high school within 3 years, an increase of 3.7% over last year and outpacing this data for both the CBE (81.6%) and province of Alberta (81.4%)
- **Improved Student Well-Being:**
 - The Spring 2025 Alberta Education Assurance Measures reveal that our school improved significantly in the measure “Welcoming, Caring, Respectful and Safe Learning Environments”, from 77.7 to 83.4
 - The CBE Student Survey showed that 66% of students feel included at school, an improvement of 7% over last year
 - The CBE Student Survey showed that 93% of students state that their teachers want them to be successful, and 91% of students state that their teachers care about them
 - The CBE Student Survey revealed that 70.5% of students express that they learn about Indigenous ways of knowing at CHS, a modest improvement of 1.5% over last school year
- **Improved Indigenous Students’ Academic Success:** 16.1% of Indigenous students in ELA achieved a mark >80% last school year (an improvement of 4.8% over the previous school year); 16.3% of Indigenous students in Math achieved a mark >80% last school year (a modest improvement of 0.2% over the previous school year)

Areas for Growth

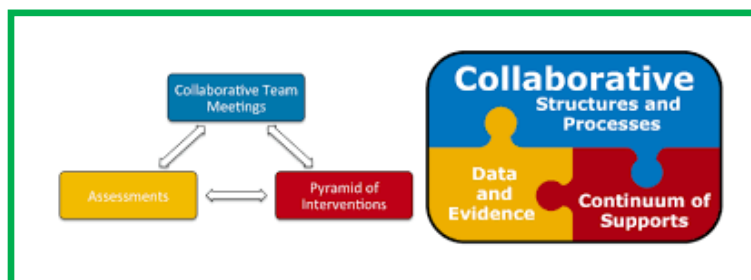
- **Report Card Marks in ELA and Math**
 - **ELA:** though 21% of students achieved >80%, an improvement of 1.6% over last year, Centennial is behind the CBE-wide data of 29% of students achieving >80%
 - **Math:** though 36.6% of students achieved >80%, an improvement of 2.3% over last year, Centennial is behind the CBE-wide data of 41.5% of students achieving >80%
- **Student Connectedness and Engagement**
 - The CBE Student Survey revealed that 59.6% of students agree that Math is a creative and interesting subject – down 0.3% from last year
 - The CBE Student Survey revealed that 75% of students report that there is at least one staff member at school who they really connect with, a drop of 2% from last school year (though still an improvement over two years ago)
- **Indigenous Students' Attendance and 3 Year High School Completion**
 - 19% of Indigenous students had >50% absenteeism, an increase of 4.2% over last school year (though still significantly below the CBE average of 29.9%)
 - 73.9% of Indigenous students completed high school in 3 years, a drop of 5.4% over the previous school year (though well above the province-wide average of 59.8%)

Next Steps

- Continue work to improve ELA and Math report card marks through enhanced engagement and tiered interventions
- Ongoing and intentional strategies to engage students, with the intent being improving attendance and connectedness
- Analyze and assess ELA and Math Diploma Exam performance and report card marks – Centennial students' report card marks are extremely accurate compared to Diploma Exam performance; our students' performance on Diploma Exams outpaces the CBE significantly – but our report card marks (though not discrepant with Diploma Exam marks at all) tend to be lower than report card marks in ELA and Math throughout the Calgary Board of Education

Our Data Story:

Centennial High School's 2024-25 School Development Plan focused on improving academic achievement through enhancing tiered interventions and connections with students. Though our primary focus was improvements in English Language Arts and Math, we sought to improve achievement in all subject areas. Centennial staff engaged in professional conversations and learning – through Professional Learning Communities, as a whole school community, and amongst colleagues from other schools throughout the Calgary Board of Education. Staff discussed and implemented strategies to hone and further develop pedagogical practice while enhancing student engagement.



Teaching staff embraced the Collaborative Response Model as one tool to enhance our understanding of students’ complexities, as well as effective practice to overcome barriers to learning. We also delved further into Outcomes-Based Assessment, to help investigate and confirm the accuracy of the assessment of student skills and abilities. Staff at Centennial continued to offer a variety of extracurricular opportunities, in an attempt to increase the feeling of belonging and connectedness for all students throughout

the school community. Also, in conjunction with our Indigenous Student Graduation Coach, Centennial staff further developed strategies to better support students who self-identify as Indigenous – with the goal being improving the academic success of Indigenous students.

By the end of the school year, Centennial High School saw significant success in our students’ Diploma Exam results across all subjects and definitely in ELA and Math. Students also achieved improved report card marks. Importantly, the percentage of Indigenous students achieving marks over 80% increased markedly during the 2024-25 school year. Attendance rates at Centennial also improved throughout the school year, resulting in a decrease in absenteeism for our students as a whole. The high school completion rate of Centennial students improved significantly after the 2024-25 school year. And, based on student survey data, the overall well-being of Centennial students also increased over the previous school year(s). One highlight for our school was when Centennial students



Diploma Examination Results – June 2025



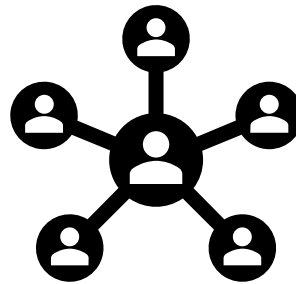
Course	% of CHS Students Scoring > 80%	% of CBE Students Scoring >80%	% of CHS Students Scoring >50%	% of CBE Students Scoring >50%
ELA 30-1	13.6	13.4	89.5	83.4
ELA 30-2	21.3	12.4	94.7	80.1
Math 30-1	41.5	36.1	86.1	76.8
Math 30-2	27.5	16.1	84.1	72.2

were selected to address the Calgary Board of Education Middle School Well-Being Symposium, where they shared numerous examples of how our school community worked together to enhance student (and staff) wellness.

	School Year	3 Year High School Completion % (Centennial)	3 Year High School Completion % (Alberta)
	2023-24	80.8	80.4
	2024-25	84.5	81.4

Insights and Next Steps

While the data reveals very positive steps overall towards our School Goal, the work stated above is ongoing and will require continuing attention and dedication. Though the Diploma Exam performance of Centennial students outpaces that of students CBE and province-wide, the report card marks of Centennial students tends to lag behind CBE averages. This is an interesting piece of data, as Centennial students are also far less discrepant when comparing their report card and Diploma Exam marks in ELA, Math, and in fact all courses that have Diploma Exams. Though this lack of discrepancy is typically considered excellent, it could lead to Centennial students' overall course marks being somewhat lower than their peers at other schools (since overall Diploma Course marks have a 70% weighting based on their School-Awarded mark, with 30% of the overall mark coming from the Diploma Examination). Also, though our overall student wellness-related data reveals positive trends, the results are not universally positive. For example, since only 75% of Centennial students state that there is at least one staff member in the school who they really connect with, one in four students report that they do not have that one go-to adult to count on at the school.



Required Alberta Education Assurance Measures (AEAM) Centennial High School 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	Centennial 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	82.5	79.3	81.4	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	75.5	70.9	74.1	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	84.5	80.8	81.6	81.4	80.4	81.4	Intermediate	Improved	Good
	5-year High School Completion	88.4	91.4	91.6	87.1	88.1	87.9	Intermediate	Declined	Issue
	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	90.2	90.6	90.1	82.0	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	32.6	32.5	30.3	23.0	22.6	21.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	85.5	83.8	86.5	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	77.7	80.7	84.4	84.0	84.9	Intermediate	Improved	Good
	Access to Supports and Services	82.1	79.1	79.4	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	79.8	74.8	73.3	80.0	79.5	79.1	High	Improved	Good