



County Central High School Annual Education Results Report 2021-2022

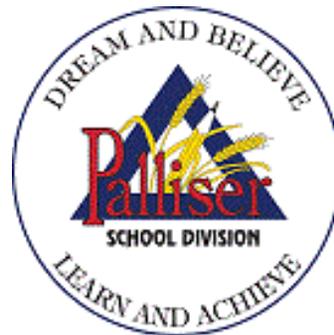


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Section 1: School Profile

COUNTY CENTRAL HIGH SCHOOL

School Profile

County Central High School offers Grade 7-12 instruction. The population of the school is 199 as of September 30, 2022, with 78 junior high students and 121 senior high students. The demographics of the school population reflect that of the community, a mix of rural and urban families.

Mission

The mission of County Central High School is to inspire learning and growth for our grades 7-12 students in a positive environment.

Vision

County Central High School is committed to fostering well-rounded, educated citizens of tomorrow.

School Goals

Our two school goals were created based on feedback from students, parents, and staff. We have worked collaboratively to develop one goal related to academic achievement and student learning, and one goal related to school community well-being.

Our Priorities

Parental Engagement – Bringing parents into our school, giving them a voice, and making them feel welcomed and honored.

Celebrating Success – Finding ways to show our staff, students, parents, and community what we're doing well, and celebrating our achievements.

Promoting Programs – Ensuring students, parents, and staff are aware of the programs, resources, and supports available to students.

Encouraging Practice – Helping students and families understand the importance of completing practice work as a means of improving understanding.

Student Engagement – Focusing on student-centered instructional practices and ensuring students understand and value what they are learning.

Division Statement

Palliser School Division is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust, and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality.

Section 2: Alberta Education Assurance Measures

The information in this report pertains to data collected from students, staff, and parents/guardians. All students in Grades 7-12 completed the survey, as did all certificated teaching staff; only the parents/guardians of students in Grades 7 and 10 received the survey. Each section addresses one of the required assurance elements of **Student Growth and Achievement, Teaching and Leading, Learning Supports, and Governance.**

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	County Central 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	81.8	80.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	73.5	72.0	75.8	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	71.0	90.2	85.4	83.2	83.4	81.1	Low	Declined	Issue
	5-year High School Completion	85.9	93.8	92.0	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	76.3	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	19.7	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	75.7	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	12.5	n/a	n/a	24.0	n/a	n/a	n/a
	Education Quality	83.3	82.1	86.4	89.0	89.6	90.3	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.2	82.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	66.8	75.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	65.5	74.9	80.6	78.8	79.5	81.5	Very Low	Declined	Concern

Spring 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

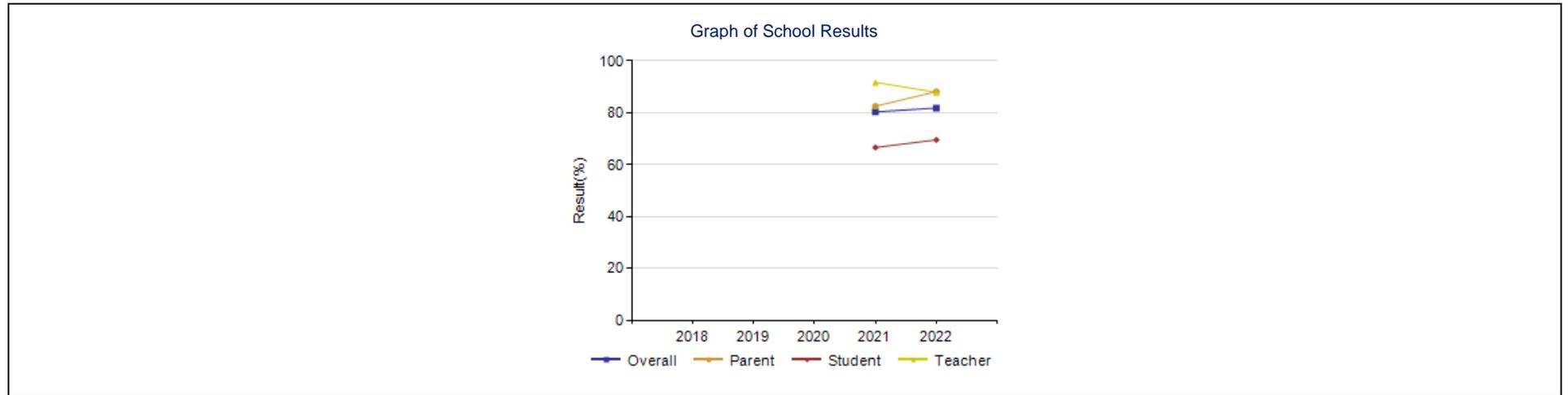
Measure	County Central High School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	54.6	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.1	2.0	2.5	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	51.7	63.9	66.2	83.7	84.9	85.1	Very Low	Maintained	Concern
Lifelong Learning	67.4	74.2	77.6	81.0	82.1	72.0	Low	Maintained	Issue
Program of Studies	71.7	68.3	72.7	82.9	81.9	82.3	Low	Maintained	Issue
Program of Studies - At Risk Students	69.8	77.0	84.7	81.9	82.7	84.8	Very Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	80.0	82.1	75.5	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	83.8	88.4	86.7	88.8	90.0	89.2	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	62.8	61.7	65.4	72.6	71.8	74.1	Very Low	Maintained	Concern
School Improvement	67.0	79.4	74.0	74.2	81.4	81.3	Low	Declined	Issue
Transition Rate (6 yr)	69.2	72.5	73.4	60.3	60.0	59.8	High	Maintained	Good
Work Preparation	67.6	75.9	79.3	84.9	85.7	83.5	Low	Declined	Issue

STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province											
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	201	80.3	207	81.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,453	85.5	3,238	86.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	19	82.5	14	88.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	561	91.2	545	91.5	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	170	66.6	182	69.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,498	68.8	2,288	69.2	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	91.7	11	87.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	394	96.5	405	98.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5



Comments:

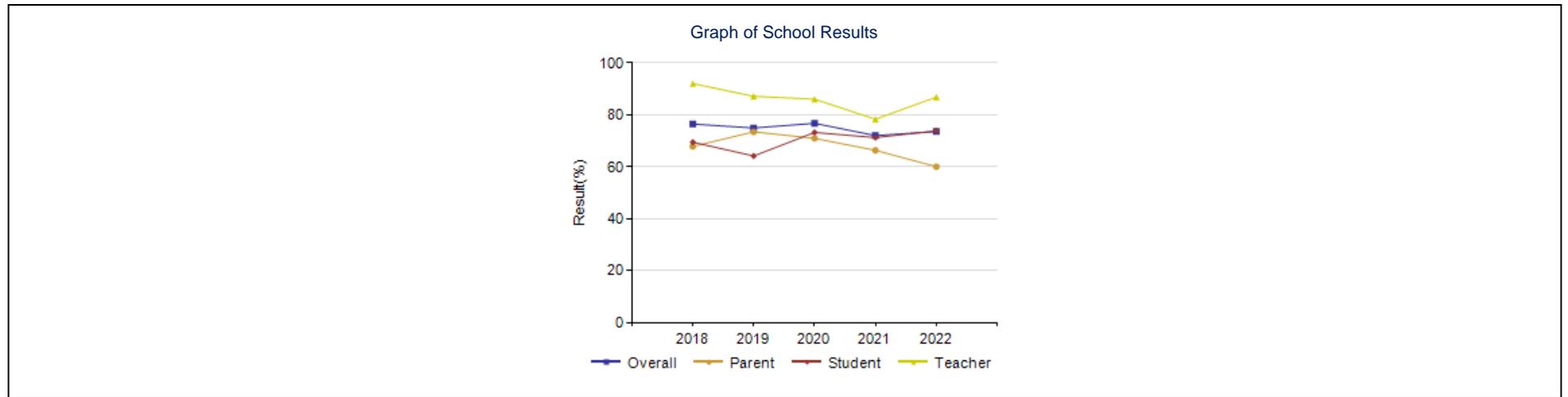
Parents and students are indicating that students are engaged in their learning. The results for both parents and students have improved over the past year, leading us to conclude that students are happy to be back at school and learning in person. In terms of students learning what they need to know, there is a significant improvement in parent and teacher responses. Students in our junior high are struggling to understand how what they are learning is useful to them, with the exception of Social Studies, and they find their subjects to be less interesting, with the exceptions of Social Studies and Science. Students in Grade 10-12 have shown a significant improvement in understanding how what they are learning is useful, but interest in their subjects has not changed with the exception of Social Studies.

There is encouraging data to reflect that we can re-engage students and ignite an interest in their learning, but to do so we need to connect the subject matter to their lives, show how it will be useful, and prioritize engagement through innovative instructional strategies and student-centered learning opportunities.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Measure Evaluation			Authority										Province											
	2018		2019		2020		2021		2022		2018			2019			2020			2021			2022			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	111	76.4	83	74.9	118	76.7	200	72.0	207	73.5	Intermediate	Maintained	Acceptable	3,330	86.0	3,363	85.9	4,022	85.0	3,453	85.8	3,239	84.5	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4		
Parent	23	67.8	16	73.4	28	70.9	19	66.3	15	60.0	Low	Maintained	Issue	645	87.0	674	88.9	745	87.5	561	87.2	546	86.3	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4		
Student	73	69.4	53	64.1	80	73.2	169	71.2	181	73.8	Very High	Maintained	Excellent	2,222	77.2	2,235	75.4	2,826	74.5	2,498	75.3	2,288	74.5	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1		
Teacher	15	92.0	14	87.1	10	86.0	12	78.3	11	86.8	Intermediate	Maintained	Acceptable	463	93.7	454	93.3	451	93.1	394	94.8	405	92.6	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7		



Comments:

It is interesting to note that our students have rated their citizenship attributes higher than the teachers and parents. There are many possible reasons for this, such as the occurrence of a relatively serious and publicized incident on the school grounds last year. There was a notable drop in the number of parents in Grade 7 and 10 who agreed that students follow the rules at school as well as a drop in the number of parents who agreed that students respect each other. Teachers reported moderate improvements in most categories, with the exception of agreement that students follow the rules.

From this data, we can see that there is a perception or communication gap between what the students feel is happening at school and what parents see or hear about. However, as a staff we can do a better job of encouraging the development of strong interpersonal skills, to educate our community about expectations for students, to be transparent about student discipline, and to enforce the rules that exist.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School										Authority									Province													
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
											Low	Declined	Issue																				
3 Year Completion	48	93.8	49	85.8	40	80.2	41	90.2	31	71.0	Low	Declined	Issue	401	83.4	403	80.2	374	81.6	370	87.0	387	85.3	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	44	82.2	48	95.9	48	93.8	40	83.5	41	93.2	Very High	Maintained	Excellent	439	84.6	402	88.4	403	86.1	372	86.3	371	90.2	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	57	86.5	44	84.2	48	98.0	48	93.8	40	85.9	Intermediate	Maintained	Acceptable	422	87.9	438	86.5	402	90.2	403	88.5	373	88.7	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1



Comments:

We are seeing a decline in the number of students who complete high school in three years, but a very high number of students who complete their program in four years. This may be due to pandemic-related interruptions to learning as well as the school’s openness to flexible timetabling to accommodate students with anxiety, work, or other factors. The impact of the pandemic on student high school completions will be felt for a few more years.

Drop Out Rate – Measure Details (Supplemental)

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	107	2.6	118	4.9	149	0.6	141	2.0	138	1.1	Very High	Maintained	Excellent	1,660	3.2	1,577	3.6	1,529	1.6	1,598	2.6	1,665	2.2	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	5	*	3	*	5	*	1	*	3	*	n/a	n/a	n/a	80	22.1	65	11.4	69	12.3	42	32.1	50	2.4	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

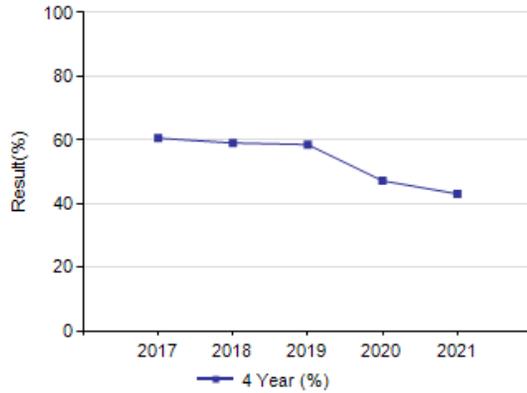


High School to Post-secondary Transition Rate – Measure Details (Supplemental)

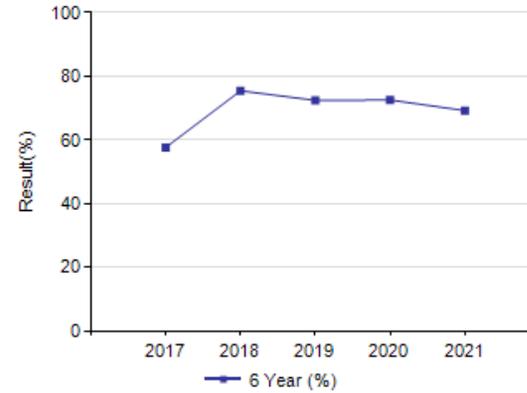
High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
	4 Year Rate	44	60.5	48	59.0	48	58.5	40	47.1	41	43.0	Intermediate	Declined	Issue	439	46.5	402	41.7	403	43.8	372	45.9	371	49.0	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242
6 Year Rate	54	57.6	57	75.4	44	72.4	48	72.5	48	69.2	High	Maintained	Good	422	64.2	422	64.8	438	65.5	402	58.8	403	60.4	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

Graph of School Results

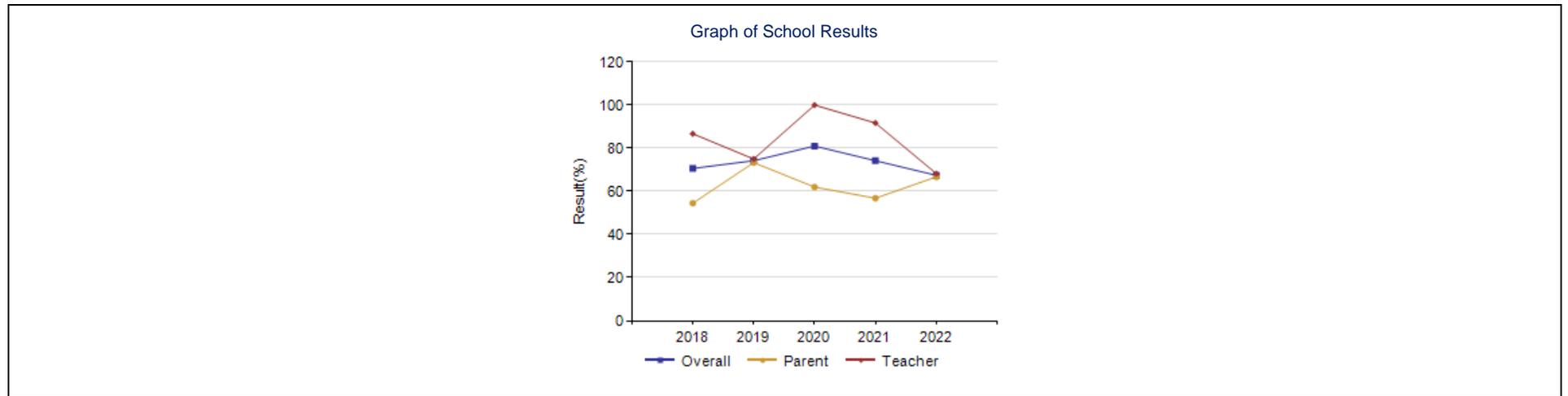


Graph of School Results



Lifelong Learning – Measure Details (Supplemental)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	38	70.6	29	74.2	36	81.0	31	74.2	26	67.4	Low	Maintained	Issue	1,078	77.3	1,091	80.8	1,148	80.1	933	86.6	925	85.1	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	23	54.5	15	73.3	26	62.0	19	56.8	15	66.7	High	Maintained	Good	621	69.9	645	75.5	703	72.6	544	81.4	524	81.5	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	15	86.7	14	75.0	10	100.0	12	91.7	11	68.2	Very Low	Declined	Concern	457	84.6	446	86.0	445	87.6	389	91.8	401	88.6	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4



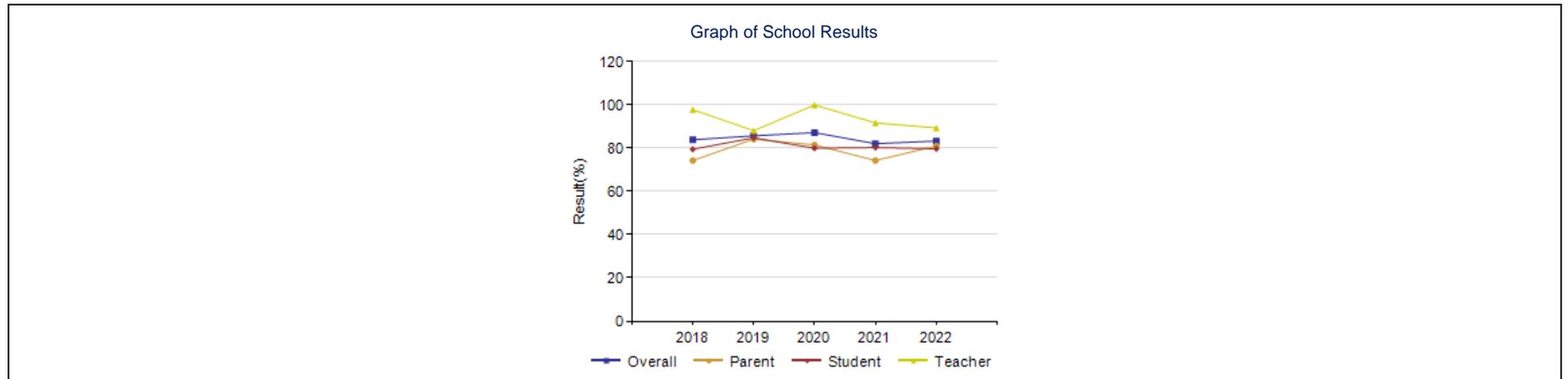
Comments:

Our results overall declined. Parents who agree that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning increased, but the number of teachers who agree has significantly decreased. To be successful lifelong learners, students need to develop a strong work ethic, coping skills and resiliency, intrinsic motivation to do well, and the ability to value the opportunities they are afforded. In partnership with parents and students, teachers can help influence the development of these attitudes and skills. The impact of the pandemic on student social development has been significant and can also be considered a factor in the results.

TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	111	83.9	84	85.7	118	87.2	201	82.1	209	83.3	Low	Maintained	Issue	3,331	92.0	3,367	92.2	4,024	91.8	3,449	90.5	3,234	90.3	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	23	74.3	16	84.2	28	81.5	19	74.3	15	81.0	Intermediate	Maintained	Acceptable	645	89.6	675	91.3	745	89.7	562	89.1	546	88.6	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	73	79.5	54	84.8	80	80.0	170	80.3	183	79.7	Very Low	Maintained	Concern	2,223	89.2	2,238	88.3	2,828	87.5	2,493	85.3	2,283	85.3	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	15	97.8	14	88.1	10	100.0	12	91.7	11	89.4	Low	Maintained	Issue	463	97.3	454	97.0	451	98.1	394	97.0	405	97.1	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



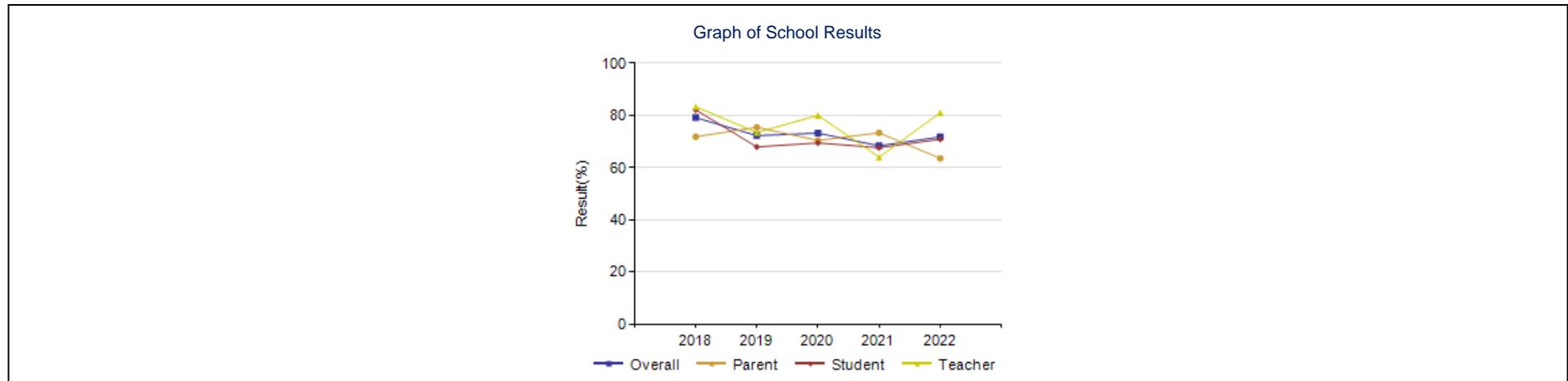
Comments:

The percentage of parents in Grades 7-9 who are satisfied the overall quality of basic education has increased to pre-pandemic levels, but there has been a slight decrease in the satisfaction with the quality of teaching. There was a significant increase (+39%) in the percentage of parents who agree that their children are learning what they need to know. The results around students finding their work interesting have dropped slightly.

This data reinforces the need to focus on student engagement, student-centered learning strategies, and communicating with families about what is going on in the classroom. Connecting outcomes with student interests, providing hands-on learning experiences, and providing choice about how to demonstrate understanding can help improve these measures.

Program of Studies – Measure Details (Supplemental)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	111	79.1	84	72.2	118	73.2	200	68.3	207	71.7	Low	Maintained	Issue	2,257	80.3	2,269	80.9	2,623	79.7	2,374	79.5	2,235	80.3	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	23	71.8	16	75.4	28	70.4	19	73.3	15	63.5	Very Low	Maintained	Concern	644	81.7	674	82.5	745	81.8	559	83.5	543	82.0	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	73	82.1	54	67.9	80	69.4	169	67.6	181	70.8	Intermediate	Maintained	Acceptable	1,150	72.9	1,141	72.4	1,427	70.7	1,422	67.7	1,288	71.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	15	83.3	14	73.4	10	80.0	12	64.0	11	81.0	Intermediate	Maintained	Acceptable	463	86.2	454	87.8	451	86.5	393	87.3	404	87.3	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3



Comments:

The percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, CTS, and health and physical education has been maintained overall, but parent results are still very low. Our areas of concern continue to be offering a second language, drama, music, computer technology, and the overall variety of courses offered.

For a small school we do offer over fifty different courses each semester and provide access to Construction, Fabrication, Foods, Business Studies, Music, Art, Physical Education, Sports Medicine, Hockey, Competencies in Math, Calculus, Criminal Justice, and Photography in terms of options courses. We also offer a full complement of core subjects and have partnered with Palliser Beyond Borders to provide access to a number of online options courses such as Forensics, Psychology, French, Spanish, Wildlife, Astronomy, and Geography, as well as access to core subjects that students may need to take out of sequence or to retake.

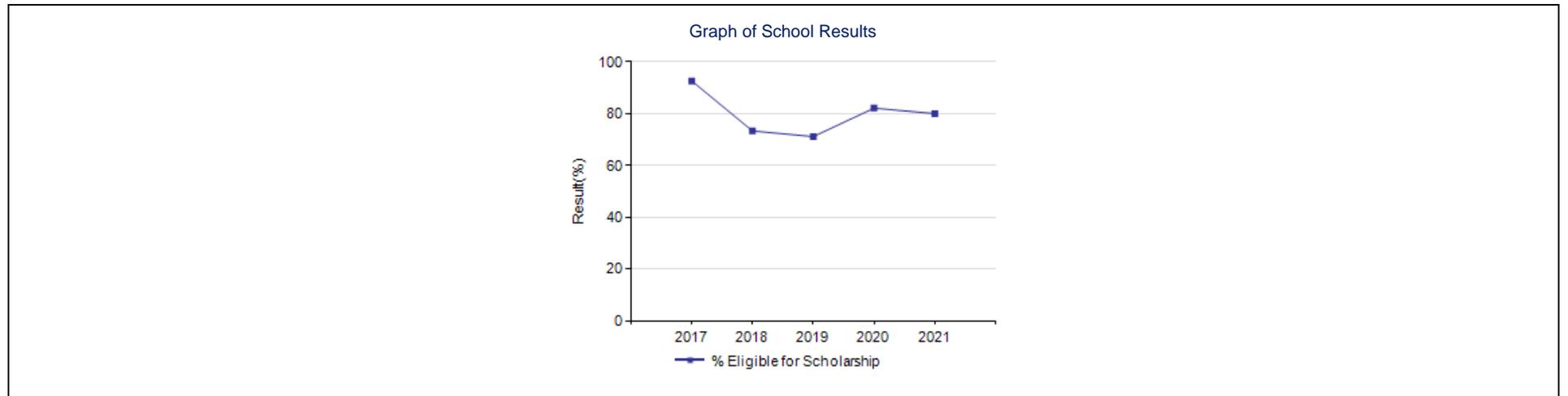
Rutherford Eligibility Rate – Measure Details (Supplemental)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	27	92.6	30	73.3	38	71.1	39	82.1	30	80.0	Very High	Maintained	Excellent	387	73.9	385	74.8	363	75.5	377	79.8	407	79.6	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2017	27	25	92.6	23	85.2	14	51.9	25	92.6
2018	30	19	63.3	22	73.3	9	30.0	22	73.3
2019	38	27	71.1	26	68.4	14	36.8	27	71.1
2020	39	31	79.5	29	74.4	18	46.2	32	82.1
2021	30	23	76.7	21	70.0	12	40.0	24	80.0



Comments:

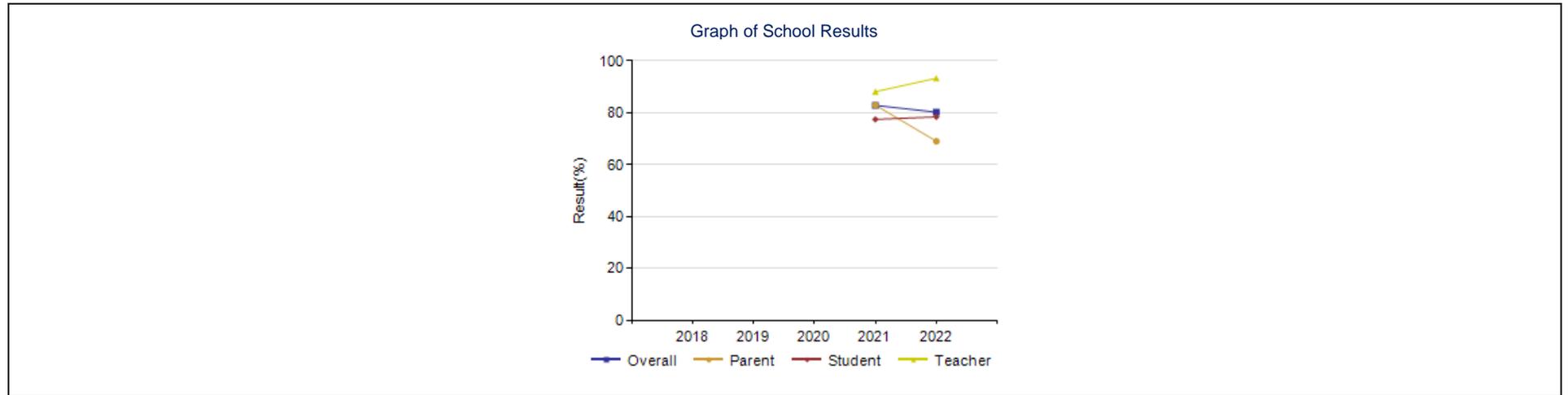
Our Rutherford Scholarship eligibility results continue to be very high.

LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	200	82.8	207	80.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,453	89.5	3,241	88.0	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	19	82.9	15	69.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	561	92.1	546	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	169	77.4	181	78.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,498	80.5	2,290	80.0	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	88.1	11	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	394	96.0	405	94.2	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6



Comments:

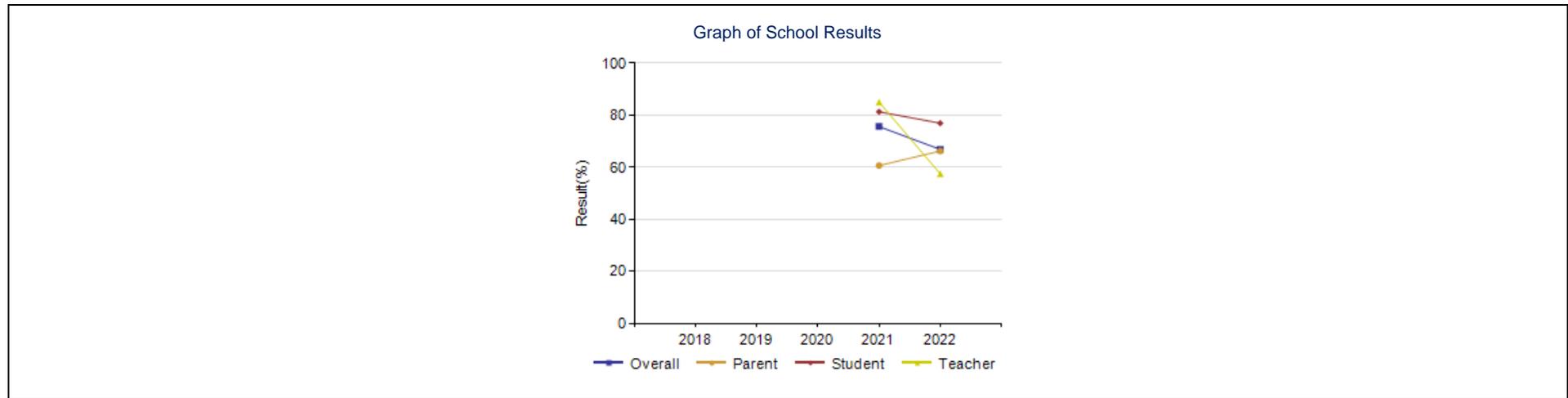
County Central High School prides itself as being a welcoming, caring, respectful, and safe learning environment. While parent responses indicate a drop in their perception about whether students care about each other, respect each other, treat each other well, or treated fairly by adults, there is agreement that the school is safe and welcoming. The percentage of students in Grades 7-9 who agree that school is safe and welcoming has increased, but the number of students who agree that students treat each other well has decreased. The percentage of students in Grades 10-12 who agree that students care about each other, respect each other, are treated fairly, are safe and welcome, and who identify that teachers care about them and other students treat them well has increased. The results for our school have improved overall in student and teacher measures.

Helping students develop empathy and learn how to be caring, gracious citizens can be achieved through partnership with families and through the implementation of meaningful social/emotional learning programs. CCHS is in our second year of implementing the “4th R” curriculum in Grades 7-10.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province												
	2018		2019		2020		2021		2022		2018			2019			2020			2021			2022			2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
Overall	n/a	n/a	n/a	n/a	n/a	n/a	200	75.6	207	66.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,450	84.2	3,236	84.4	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	19	60.6	15	66.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	560	83.6	546	84.1	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	169	81.3	181	76.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,497	79.7	2,285	80.5	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	85.0	11	57.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	393	89.5	405	88.4	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	



Comments:

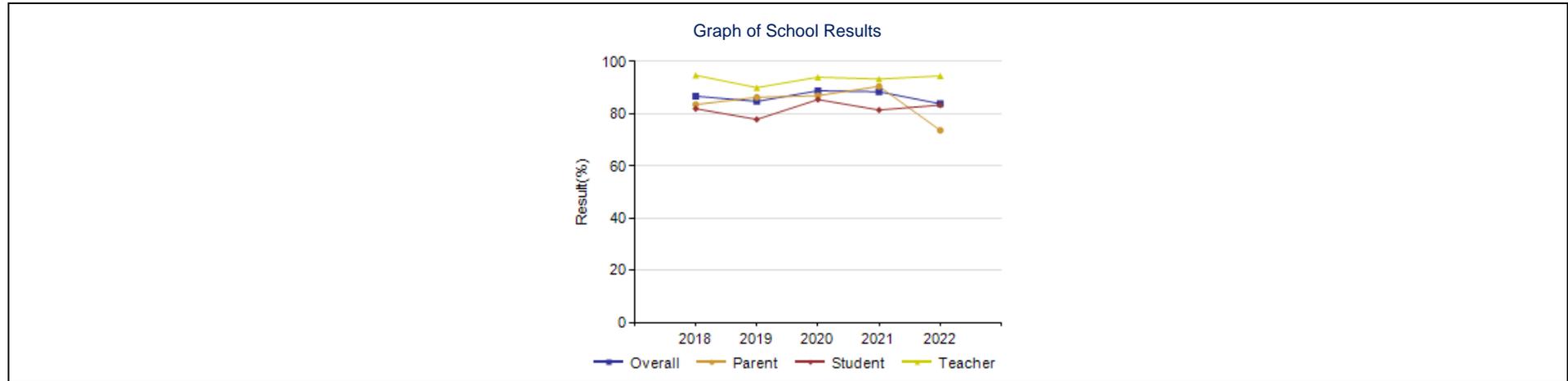
Overall, the responses show a decrease in the number of respondents who agree that students have access to the appropriate supports and resources at school. The number of parents who agree that students are getting what they need have improved slightly, while the number of teachers and students who agree have decreased significantly. Provincially, responses show a slight decrease.

The school has prioritized student learning supports and have made adjustments to programming, personnel, and practices. We have increased the number of students receiving SLP and OT at school, have re-implemented monthly team meetings based on the Collaborative Response Model, and are working on improving communication about resources that are available so that students and their families are aware. With a team that includes our Learning Support Teacher, our Family School Liaison Counselor, our Making Connections Worker, and our Learning Commons Facilitator, we have outstanding resources in place to ensure students have access to the supports they need. The school continues to advocate for more counselling time, more access to specialized assessments, and more resources for interventions, especially in the aftermath of the pandemic.

Safe and Caring – Measure Details (Supplemental)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	111	86.7	83	84.7	118	88.8	200	88.4	206	83.8	Intermediate	Maintained	Acceptable	3,328	91.4	3,363	91.0	4,022	90.8	3,452	91.6	3,240	90.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	23	83.5	16	86.3	28	86.9	19	90.5	15	73.6	Low	Maintained	Issue	645	92.1	674	94.0	745	93.0	561	94.2	546	91.3	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	73	81.9	53	77.8	80	85.4	169	81.4	180	83.3	Very High	Maintained	Excellent	2,220	86.9	2,234	84.6	2,826	84.3	2,498	84.5	2,289	84.5	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	15	94.7	14	90.0	10	94.0	12	93.3	11	94.5	High	Maintained	Good	463	95.2	455	94.4	451	95.2	393	96.3	405	95.2	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3



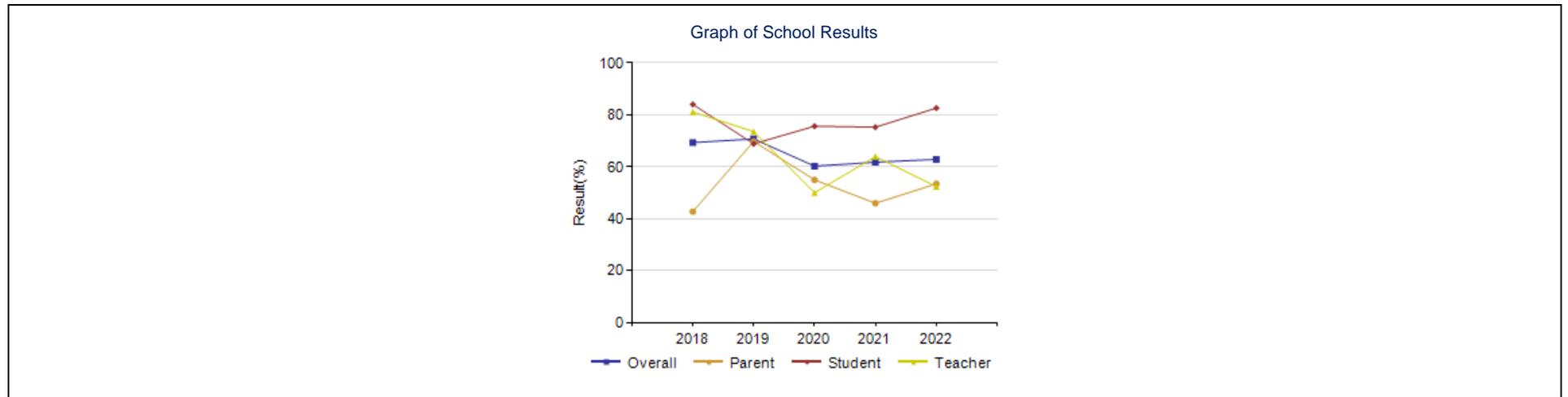
Comments:

The percentage of teacher and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school remain very high. Parent responses show a significant decrease, with the biggest reductions in the number of parents who agree that students treat each other well and that teachers care about their children. Grade 7 student responses show a drop in the number of students who agree that they are treated fairly, that their teachers care about them, and that other students treat them well.

Satisfaction with Program Access – Measure Details (Supplemental)

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Overall	111	69.3	83	70.7	118	60.2	199	61.7	206	62.8	Very Low	Maintained	Concern	3,290	76.2	3,334	76.0	3,981	75.4	3,407	75.8	3,205	73.9	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744
Parent	23	42.7	16	69.7	28	54.9	19	45.9	15	53.4	Very Low	Maintained	Concern	622	66.2	652	69.1	713	71.0	532	71.8	520	70.2	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	73	84.0	53	68.8	80	75.6	168	75.2	180	82.6	High	Improved	Good	2,207	81.9	2,229	79.1	2,819	78.1	2,485	74.2	2,282	74.5	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	15	81.1	14	73.5	10	50.0	12	63.9	11	52.3	Very Low	Maintained	Concern	461	80.6	453	79.8	449	77.2	390	81.4	403	76.9	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0



Comments:

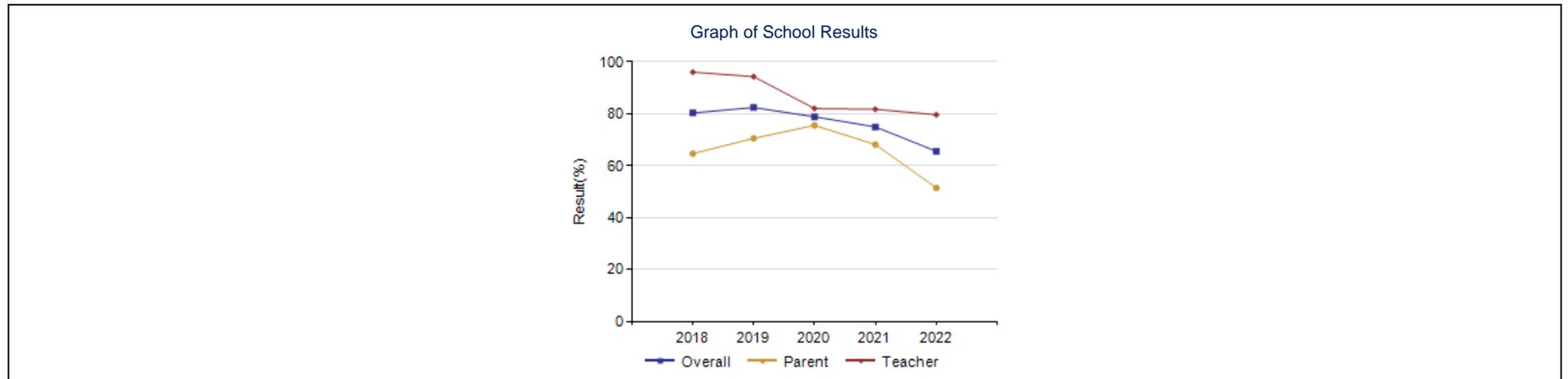
The percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community is inconsistent. The number of students who are satisfied with community services is high, but parent and teacher responses are very low. Grade 7-9 parents do not agree that students have access to academic or career counselling, and teachers show a drop in terms of students access to learning supports and access for assessments. However, Grade 10-12 parents show a significant improvement regarding library services, academic counselling, and career counselling. Grade 7-9 students registered improvements in all areas, especially academic and career counselling and help with reading and writing. Students in Grades 10-12 showed a slight improvement in all areas.

GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	38	80.3	30	82.4	38	78.8	31	74.9	25	65.5	Very Low	Declined	Concern	1,094	85.6	1,122	87.7	1,181	85.5	949	82.6	945	81.7	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	23	64.6	16	70.5	28	75.5	19	68.1	14	51.4	Very Low	Declined	Concern	634	80.6	668	82.3	730	79.4	558	74.4	542	74.4	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	15	96.0	14	94.3	10	82.0	12	81.7	11	79.6	Very Low	Maintained	Concern	460	90.7	454	93.0	451	91.5	391	90.8	403	89.1	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



Comments:

Parental involvement is a concern, as the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education has dropped significantly. Parents are reporting that they do not feel like they are involved in decisions about their children’s education, the school, and that they don’t feel satisfied with the opportunities to be involved or that their input is considered.

County Central High School recognizes the importance of having strong, positive connections with our families and with the wider community. This item has been an ongoing topic of discussion with our School Council members, and we have collaborated around ideas and strategies for increasing parental participation within our school community.

Section 3: Provincial Assessment Results

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	88.2	0.0	83.8	24.3	n/a	n/a	n/a	n/a	67.6	10.8		
	Authority	85.8	24.7	85.5	21.8	n/a	n/a	n/a	n/a	77.1	18.4		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		

Acceptable Standard – 49/100

Standard of Excellence – 82/100

Comments on Results:

Our writing scores are higher than the provincial average in both areas. We are pleased with the number of students achieving the Acceptable Standard and the Standard of Excellence in writing. With regards to reading, our Acceptable Standard numbers are slightly lower than the provincial average. We did see a considerable drop in the Standard of Excellence compare to our previous averages as well as compared to the provincial average. Coming off of the pandemic, this drop could be a result of the challenges of moving to online learning, school closures, and screen fatigue. We also introduced semestered Grade 9 courses last year, so the students may have been adjusting to the pace of the course.

Strategies:

- Continue to promote the necessity and importance of student reading practice in other classes and outside of English Language Arts class. Reading of all quality of text (fiction, non-fiction, articles, etc.) are all necessary to practice and increase reading skills and vocabulary.
- Increase the focus on reading comprehension during the year by introducing assignments which focus on targeted reading strategies.
- Encourage other classes to pre-teach vocabulary (including prefixes, root words, and suffixes). Continue to introduce Language Arts vocabulary earlier so that assigned novel reading can be understood at a higher level.
- Continue to provide opportunities to apply reading comprehension and reading strategies during class time.
- Collaborate with other teachers on cross-curricular reading skill development.
- Increase ELA time in Grades 7 and 8.

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 9	School	57.1	0.0	64.9	16.2	n/a	n/a	n/a	n/a	42.4	3.0		
	Authority	67.3	20.0	71.6	27.4	n/a	n/a	n/a	n/a	62.3	25.7		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		

Acceptable Standard – 47/100

Standard of Excellence – 80/100

Comments on Results:

Our results this year are fairly closely aligned with the provincial averages for meeting the Acceptable Standard on Part B of the test, but we are below the provincial average with our mental math results. Our Standard of Excellence achievement was higher on the Part A exam than the Part B exam, and our Part A results were more closely aligned with provincial averages. Students are having more difficulty with the mental math portion than with the multiple choice/numerical response questions.

Strategies:

- Continue practicing mental math at the beginning of class each day. Ensure that students who are late or who come to class unprepared are provided mental math practice to complete during CHAT.
- Focus on the importance of completing practice work in a timely manner.
- Use CHAT time to have students complete their practice work and rewrite tests.
- Show students the data to support the need for practice work and regular attendance, and how student achievement is impacted by both.
- Encourage critical thinking and numeracy outside of math classes through school-wide Snap Math challenges.

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
Science 9	School	88.2	23.5	83.8	27.0	n/a	n/a	n/a	n/a	70.3	24.3		
	Authority	83.6	29.0	84.1	36.6	n/a	n/a	n/a	n/a	75.4	33.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		

Acceptable Standard – 24/52

Standard of Excellence – 43/52

Comments on Results:

Our overall average was slightly above the provincial average. Our knowledge and understanding questions were in line with the provincial results and our skills and processing questions were on average 1 point higher. Our knowledge questions were more of a struggle. Many questions had our student performing much better than the provincial average.

Strategies:

- Focus practice work on knowledge questions, as they seem to be the trickiest for students.
- Continue to use PAT practice questions, exposing students to the different levels of thinking required for each.

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
Social Studies 9	School	80.0	0.0	81.1	13.5	n/a	n/a	n/a	n/a	43.2	8.1		
	Authority	75.1	26.0	78.8	26.1	n/a	n/a	n/a	n/a	68.4	22.3		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		

Acceptable Standard – 25/50

Standard of Excellence – 42/50

Comments on Results:

The number of students who achieved the Acceptable Standard and the Standard of Excellence were both below the provincial average. 19 of the 50 questions were knowledge and understanding questions, which our student score matched those of the province. The skills and processes questions were almost in line with the provincial results. Students seem to be demonstrating some difficulties with critical thinking and application questions but are doing well overall with their knowledge and understanding results – students achieved a higher score compared with the province on various knowledge and skills-based questions across all topics (immigration, economics, politics, etc.). There was a notable correlation between students who achieved higher marks and students who presented strong work ethic and study skills throughout the term.

Strategies:

- Using practice exams, teaching exam-taking skills, and sharing Quest A+ access will help students feel prepared and confident in advance of writing.
- Encouraging students to complete work throughout the semester, to value practice work, to frequently review notes, and to develop a strong work ethic.
- Setting aside time to do some intensive review and exam prep prior to writing the PAT has been beneficial.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-2	School	96.0	12.0	86.4	22.7	n/a	n/a	n/a	n/a	66.7	0.0		
	Authority	94.9	16.2	96.9	18.4	n/a	n/a	n/a	n/a	82.1	14.3		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		

Comments on Results:

Our average percentage on Part A and Part B were below the provincial averages. Individual item analysis shows, however, that our students scored higher than the provincial average on question relating to literary devices, vocabulary, and grammatical and mechanical language rules, while scoring lower on question relating to poetry analysis and close reading of prose forms.

Strategies:

- Beginning in Grade 10, expectations for different types of writing in different streams will be clearly communicated and supported with the use of the Alberta Education rubrics to provide feedback and foster growth.
- Students will be provided with clear guidance in terms of which stream they should pursue in Grades 11 and 12 for their best chance of academic success, while being mindful of the requirements for post-secondary goals.
- Working collaboratively with the junior ELA teacher, consistency in terms of expectations for pre-planning, editing, and formats can be achieved.
- More opportunities to practice diploma-style writing can be offered, including timed assignments, and emphasis will be placed on planning and revising.
- Strategies for successful completion of multiple-choice reading comprehension questions will be introduced starting in Grade 10 and reviewed and practiced throughout Grades 11 and 12.
- An interest and a focus on vocabulary will be achieved through continues use of established vocabulary exercises as well as the creation of a word wall where work on vocabulary can be displayed for regular review.
- Beginning in Grade 10, students will be regularly exposed to diploma-style reading comprehension quizzes.

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Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 30-2	School	25.0	0.0	55.6	0.0	n/a	n/a	n/a	n/a	20.0	0.0		
	Authority	59.4	11.9	64.2	8.4	n/a	n/a	n/a	n/a	58.5	9.8		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		

Comments on Results:

For this Math 30-2 diploma there were only two students of 10 that achieved an acceptable standard score. I believe this is largely due to knowledge gaps due to Covid and lack of standardized testing throughout high school because of Covid. For the multiple choice/ numerical response section the students had a 38.4 percent average which is 18% below average for the province, and for the written response the students had a 28.9 percent average which is 8.4% below average for the province. The students did better with logical reasoning than probability or relations and functions. However their conceptual knowledge was a stronger skill in comparison to procedural questions or problem-solving questions.

Strategies:

Due to the circumstances we have lived with for the last several years this examination provides us with some insight however we cannot directly compare it to years past due to these unusual circumstances.

1. Focus more time on Probability and the Relations & Functions units.
2. More bell-work questions that involve problems-solving and that are procedural.
3. Teach to a level above what is expected on the diploma (Standard of Excellence).

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
Social Studies 30-1	School	75.0	6.3	84.2	5.3	n/a	n/a	n/a	n/a	65.0	5.0		
	Authority	84.8	17.4	86.2	14.4	n/a	n/a	n/a	n/a	80.3	18.4		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		

Comments on Results:

Our school has a greater deviation than the province (some really low scores mixed with some really high scores). Students who met the Acceptable Standard was 100% (blended) versus the provincial result of 99%. Students who met the Standard of Excellence was 60% versus the provincial result of 42%. Our students did well overall with the written source analyses and we were in line with provincial averages for the multiple-choice exam. Students struggled to add evidence to their arguments in their written work. Overall, we achieved higher scores versus the province in various questions (knowledge and skills-based) throughout the test across all items in the multiple-choice component, and there was a correlation between school-based marks, observed study and work habits, and diploma achievement.

Strategies:

- When practicing written work, focus on the need to provide evidence to support arguments.
- Continue introducing writing requirements for source analyses and personal responses in Grades 10 and 11.
- Continue using previously administered diplomas to practice.
- Additional diploma exam preparation time with our students, as well as access to the resources in Quest A+ for students and their families, will help students feel prepared and confident as they approach the exam.
- Encourage regular attendance, consistency with practice work, and a strong work ethic – students who work hard all semester fared better than those who chose to cram at the end of the term.

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
Biology 30	School	58.6	10.3	60.0	12.0	n/a	n/a	n/a	n/a	57.9	10.5		
	Authority	81.7	32.4	78.2	28.0	n/a	n/a	n/a	n/a	65.8	16.1		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		

Comments on Results:

58% of our students met the Acceptable Standard, with 10.5% achieving the Standard of Excellence. Both the multiple choice and the numerical response data shows that we scored a bit lower than the provincial average, with the MC being 6% lower and the numerical response being 8% lower. The nervous and endocrine systems, cell division and genetics, and population and community dynamics sections all scored noticeably lower than the province. Our students also struggled with the numerical response questions in general. However, there were some MC items where our students scored significantly higher than the provincial average.

Strategies:

- Ensure focus on the units of study that our students historically find to be the most difficult as they are content-heavy: the nervous and endocrine system, cell division and genetics, and population and community dynamics.
- Additional practice with diploma-style questions, particularly numerical response questions, will help students with their test-taking skills and their ability to respond to questions of varying difficulty.