



County Central High School Annual Education Results Report 2023-2024

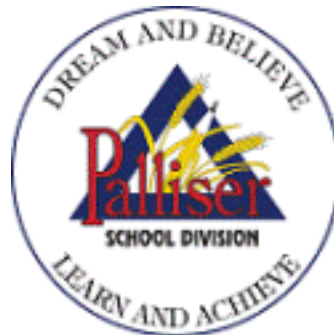


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Section 1: School Profile

COUNTY CENTRAL HIGH SCHOOL

School Profile

County Central High School offers Grade 7-12 instruction. The population of the school is 216 students. The demographics of the school population reflect that of the community, a mix of rural and urban families.

Mission Statement

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 improving engagement and student learning, and one goal related to student well-being. These goals are being retained from the 2023-2024 school year to the 2024-2025 school year to allow for intentional collaboration with the community.

Our Priorities

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

Celebrating Success – Using a variety of tools 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 Excellence – 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. Only Grade 7 and 10 students and parents completed the survey, as did all certificated teaching staff. This has created some data issues due to the narrow focus of the survey, and all results should be interpreted with the understanding of the scope of the journey for those two grades last year. We will once again have all students 7-12 complete the survey in Spring 2025 to increase our data collection rate. Each section addresses one of the required assurance elements of **Student Growth and Achievement, Teaching and Leading, Learning Supports, and Governance**.

Fall 2024 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	81.5	75.9	78.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	64.9	74.0	73.8	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	84.1	81.9	81.0	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	80.4	93.6	91.1	88.1	88.6	87.3	Low	Declined	Issue
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	52.8	63.6	63.6	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	9.8	13.6	13.6	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	58.9	65.3	65.3	81.5	80.3	80.3	Very Low	Maintained	Concern
Diploma: Excellence	5.4	9.0	9.0	22.6	21.2	21.2	Very Low	Maintained	Concern	
Teaching & Leading	Education Quality	72.2	80.4	81.9	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.8	79.0	79.6	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	73.2	72.6	69.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	73.2	73.4	69.5	79.5	79.1	78.9	Low	Maintained	Issue

Comments:

One of the more concerning overviews of CCHS, with over half the measures showing red/orange areas of concern. Our PAT and Diploma results are substantially lower than anticipated, and teachers and administrators are analyzing the data to see how we can improve the 3-year Junior High and High School cycles to improve these end Results. One PAT exception was LA, which continues to remain strong. The decrease in the Education Quality and Welcome, Caring and Safe Environments measures are especially concerning, and have already been a large part of the administrative vision for this year.

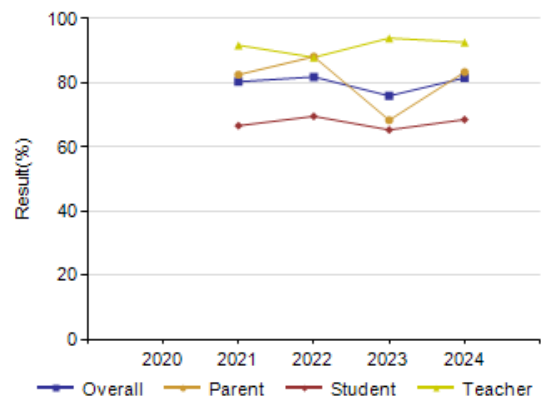
STUDENT GROWTH AND ACHIEVEMENT

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									
	2020		2021		2022		2023		2024		Achi eve ment	Impr ove ment	Over all	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	201	80.3	207	81.8	199	75.9	95	81.5	n/a	Maint ained	n/a	n/a	n/a	3,453	85.5	3,238	86.3	3,614	85.3	3,413	84.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	19	82.5	14	88.1	20	68.3	14	83.3	n/a	Maint ained	n/a	n/a	n/a	561	91.2	545	91.5	580	90.3	566	90.1	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	170	66.6	182	69.5	168	65.3	72	68.5	n/a	Maint ained	n/a	n/a	n/a	2,498	68.8	2,288	69.2	2,568	68.0	2,448	66.1	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	12	91.7	11	87.9	11	93.9	9	92.6	n/a	Maint ained	n/a	n/a	n/a	394	96.5	405	98.1	466	97.6	399	98.1	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Graph of School Results



Comments:

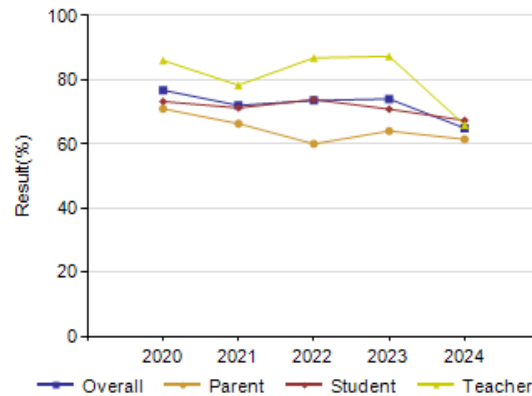
Parents, teachers and students are indicating that students are engaged in their learning, though there has been some year-to-year variation for parents. In terms of students learning what they need to know, there is a significant improvement in parent and teacher responses. Students in Grade 7 are struggling to understand how what they are learning is useful to them, and they find their subjects to be less interesting. Students in Grade 10 have shown a significant improvement in understanding how what they are learning is useful, but interest in their subjects has not changed.

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. We continue to remain slightly below the provincial average, which shows an area for growth moving forward.

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									
	2020		2021		2022		2023		2024		Achi eve ment	Impr ove ment	Over all	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	118	76.7	200	72.0	207	73.5	198	74.0	95	64.9	Very Low	Declined	Concern	4,022	85.0	3,453	85.8	3,239	84.5	3,611	83.7	3,415	84.0	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	28	70.9	19	66.3	15	60.0	20	64.0	14	61.4	Low	Maintained	Issue	745	87.5	561	87.2	546	86.3	580	85.5	567	86.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	80	73.2	169	71.2	181	73.8	167	70.8	72	67.3	Intermediate	Maintained	Acceptable	2,826	74.5	2,498	75.3	2,288	74.5	2,565	73.4	2,449	70.6	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	10	86.0	12	78.3	11	86.8	11	87.3	9	65.9	Very Low	Declined	Concern	451	93.1	394	94.8	405	92.6	466	92.2	399	94.4	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Graph of School Results



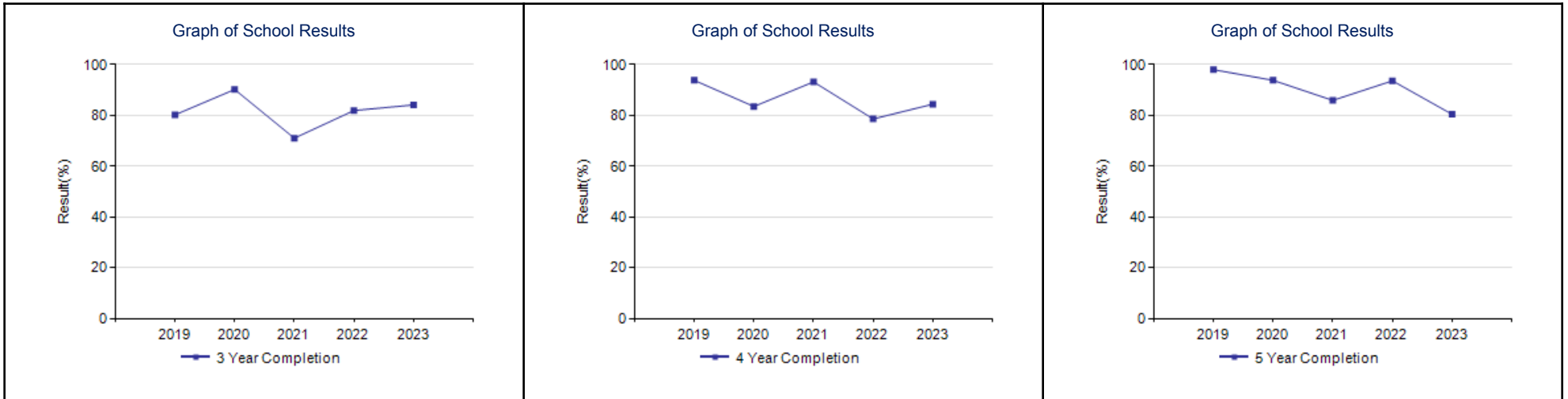
Comments:

It is interesting to note that our students have rated their citizenship attributes higher than teachers or parents, though only 14 parents completed the survey so the data is highly variable. 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 declines in a number of areas, which will be a focus during PD days and staff meetings.

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 communicating out to the community the good things that are happening in the building, 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										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	40	80.2	41	90.2	31	71.0	38	81.9	44	84.1	Intermediate	Maintained	Acceptable	374	81.6	370	87.0	387	85.3	435	86.1	515	85.8	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	48	93.8	40	83.5	41	93.2	30	78.6	38	84.4	Intermediate	Maintained	Acceptable	403	86.1	372	86.3	371	90.2	385	88.1	434	89.6	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	48	98.0	48	93.8	40	85.9	41	93.6	30	80.4	Low	Declined	Issue	402	90.2	403	88.5	373	88.7	370	90.7	384	88.9	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1



Comments:

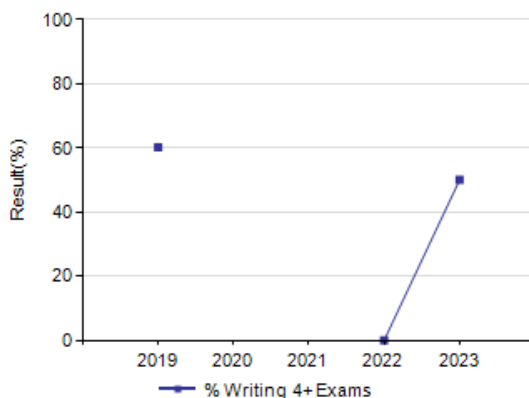
We are seeing an increase in the number of students who complete high school in three years, and a slight increase of students who complete their program in four years. The impact of the pandemic on student high school completion continues to be felt. With the closure of the Vulcan Outreach Center, the 5 year completion rate has dropped. Looking at ways to engage students one or two years post-graduation is an area worth exploring. Our drop-out rate continues to measure as high (low rate of drop-out).

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	40	41	31	38	44	374	370	387	435	515	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	9.8	n/a	n/a	26.1	6.8	13.3	n/a	n/a	23.6	10.3	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	90.2	n/a	n/a	73.9	93.2	86.7	n/a	n/a	76.4	89.7	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	85.2	n/a	n/a	58.1	88.6	84.0	n/a	n/a	50.9	87.3	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	67.7	n/a	n/a	23.8	52.3	69.6	n/a	n/a	11.1	69.5	67.1	n/a	n/a	20.0	64.7
% Writing 4+ Exams	60.1	n/a	n/a	0.0	50.0	60.9	n/a	n/a	0.2	60.8	56.6	n/a	n/a	3.5	52.7
% Writing 5+ Exams	32.6	n/a	n/a	0.0	40.9	33.4	n/a	n/a	0.0	32.2	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	10.0	n/a	n/a	0.0	11.4	10.9	n/a	n/a	0.0	7.3	13.7	n/a	n/a	0.0	8.4

Graph of School Results



Comments:

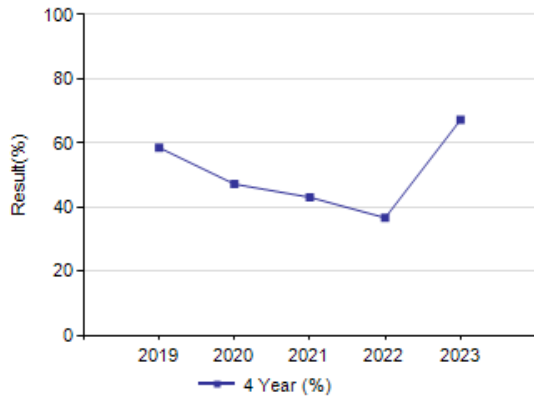
There is a trend of more students writing more diploma exams, which is one of the contributing factors to the drop in overall grades during diploma exams - this is an overall positive trend, as our students push themselves to take more courses in more difficult subjects - there is often a corresponding decrease in grades due to increased participation rates. More analysis on this is required.

High School to Post-secondary Transition Rate – Measure Details

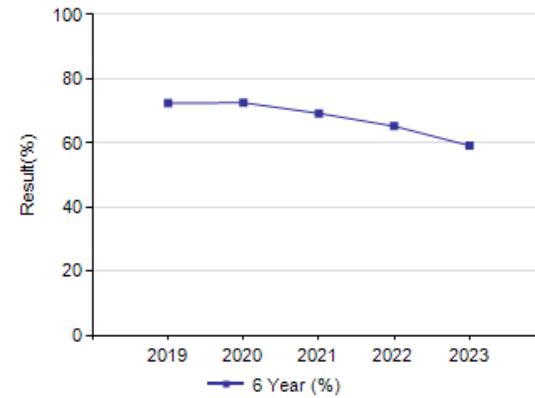
High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	48	58.5	40	47.1	41	43.0	30	36.6	38	67.2	Very High	Improved Significantly	Excellent	403	43.8	372	45.9	371	49.0	385	44.8	434	56.6	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Rate	44	72.4	48	72.5	48	69.2	40	65.2	41	59.1	Intermediate	Maintained	Acceptable	438	65.5	402	58.8	403	60.4	373	61.5	371	62.3	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1

Graph of School Results



Graph of School Results



Comments:

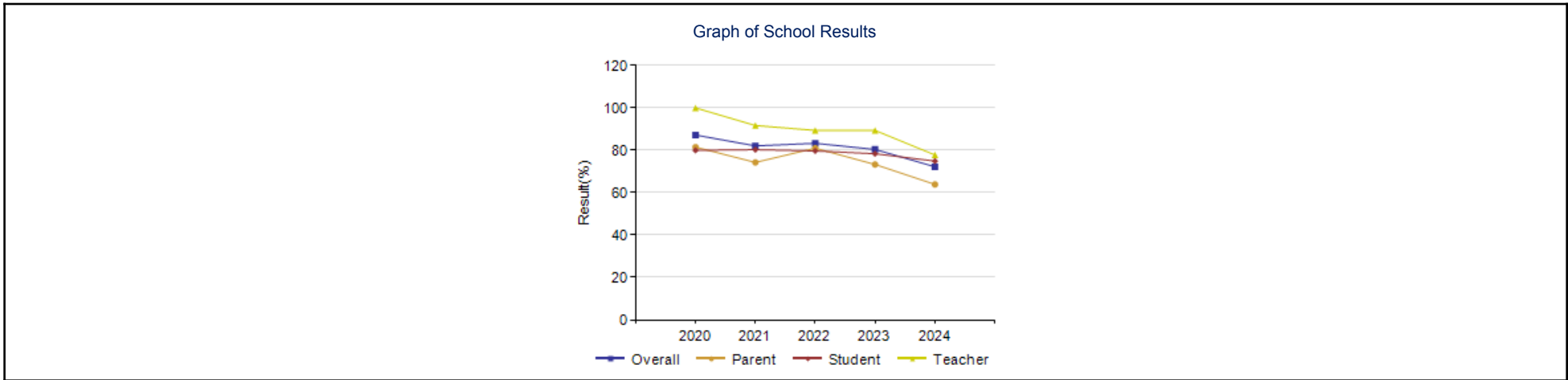
The supports that have been implemented over the last few years since the end of the pandemic have shown a strong increase in the transition rate for our graduates, well above the provincial norm. This is a measure worth tracking to ensure it is sustained long-term.

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									
	2020		2021		2022		2023		2024		Achi eve ment	Impr ove ment	Over all	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	118	87.2	201	82.1	209	83.3	199	80.4	95	72.2	Very Low	Declined	Concern	4,024	91.8	3,449	90.5	3,234	90.3	3,618	90.0	3,421	89.1	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	28	81.5	19	74.3	15	81.0	20	73.3	14	63.9	Very Low	Maintained	Concern	745	89.7	562	89.1	546	88.6	580	88.1	567	86.6	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	80	80.0	170	80.3	183	79.7	168	78.4	72	74.9	Very Low	Maintained	Concern	2,828	87.5	2,493	85.3	2,283	85.3	2,572	85.0	2,455	83.6	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	10	100.0	12	91.7	11	89.4	11	89.4	9	77.8	Very Low	Maintained	Concern	451	98.1	394	97.0	405	97.1	466	96.7	399	97.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



Comments:

There is an overall trend downwards in these associated measures, and our three-year rolling average is approximately 10% below the provincial norm. The percentage of respondents commenting on the range of Program of Studies including fine arts, career, technology, and health and physical education has steadily decreased, especially from parents. It will be interesting to re-evaluate this at the next cycle to see if some of the new structures this year have made a positive impact. Grade 7 students have shown an increase in finding school work interesting, and that the learning in core subjects are useful to them. Grade 10 students showed a sharp decrease in finding their school work interesting, and clarity of what is expected in the learning cycle decreased as well. We continue to have a very high rate of Rutherford Scholarship acceptance.

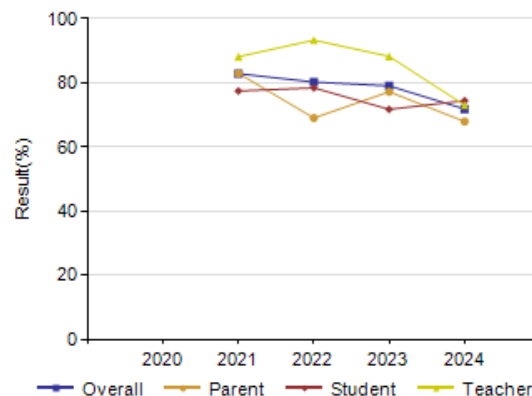
LEARNING SUPPORTS

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									
	2020		2021		2022		2023		2024		Achi eve ment	Impr ove ment	Over all	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	200	82.8	207	80.2	198	79.0	95	71.8	n/a	Decli ned	n/a	n/a	n/a	3,453	89.5	3,241	88.0	3,612	87.6	3,418	88.1	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	19	82.9	15	69.0	20	77.2	14	67.9	n/a	Maint ained	n/a	n/a	n/a	561	92.1	546	89.7	580	89.8	567	91.4	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	169	77.4	181	78.4	167	71.7	72	74.4	n/a	Maint ained	n/a	n/a	n/a	2,498	80.5	2,290	80.0	2,566	78.9	2,452	76.8	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	12	88.1	11	93.3	11	88.2	9	73.0	n/a	Decli ned	n/a	n/a	n/a	394	96.0	405	94.2	466	94.0	399	96.1	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Graph of School Results



Comments:

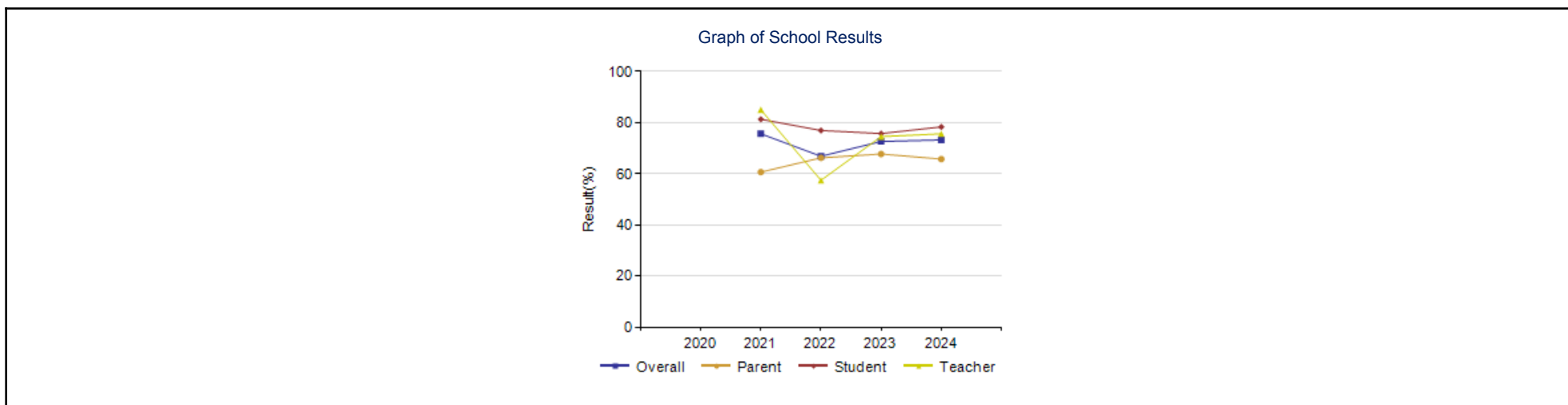
County Central High School has a history of priding itself as a welcoming, caring, respectful, and safe learning environment. The overall trend since 2021 has been a gradual decrease in this measure. Will the new cell phone policy have an impact on this measure? Compared with the Provincial average, we are 12% below the norm, highlighting this as an area for improvement for multiple years.

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 such as CALM and the “4th R” curriculum, as well as support for leadership groups, Headstrong, REACH, and other student outreach programs.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	200	75.6	207	66.8	197	72.6	95	73.2	n/a	Maintained	n/a	n/a	n/a	3,450	84.2	3,236	84.4	3,607	83.6	3,411	83.3	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	19	60.6	15	66.2	20	67.7	14	65.7	n/a	Maintained	n/a	n/a	n/a	560	83.6	546	84.1	579	82.8	567	82.2	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	169	81.3	181	76.9	166	75.7	72	78.3	n/a	Maintained	n/a	n/a	n/a	2,497	79.7	2,285	80.5	2,562	79.4	2,446	77.7	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	12	85.0	11	57.4	11	74.5	9	75.6	n/a	Maintained	n/a	n/a	n/a	393	89.5	405	88.4	466	88.7	398	90.0	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6



Comments:

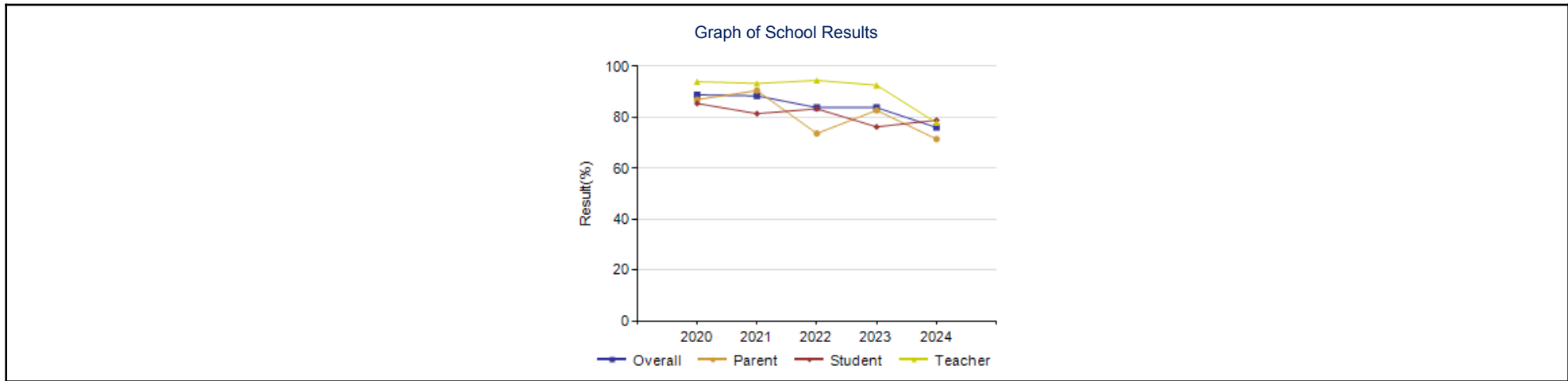
Overall, the responses show a mild increase in the number of respondents who agree that students have access to the appropriate supports and resources at school. Provincially, responses show a slight decrease, as we continue to catch up to the Provincial norm.

The school has prioritized student learning supports and has made adjustments to programming, personnel, and practices. We have increased the number of students receiving supports 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 as we continue to gap-fill the losses from the pandemic.

Safe and Caring – Measure Details

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									
	2020		2021		2022		2023		2024		Achi eve ment	Impr ove ment	Over all	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	118	88.8	200	88.4	206	83.8	198	83.8	95	76.0	Very Low	Declined	Concern	4,022	90.8	3,452	91.6	3,240	90.4	3,610	90.0	3,418	90.3	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	28	86.9	19	90.5	15	73.6	20	82.7	14	71.4	Very Low	Maintained	Concern	745	93.0	561	94.2	546	91.3	580	91.7	567	92.9	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	80	85.4	169	81.4	180	83.3	167	76.2	72	78.8	High	Maintained	Good	2,826	84.3	2,498	84.3	2,289	84.5	2,564	83.5	2,452	81.4	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	10	94.0	12	93.3	11	94.5	11	92.6	9	77.8	Very Low	Declined	Concern	451	95.2	393	96.3	405	95.2	466	94.9	399	96.5	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9



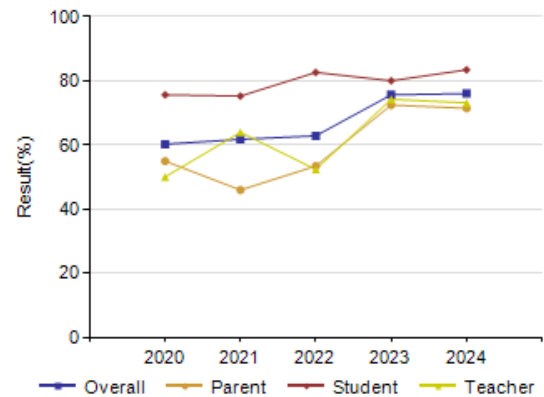
Comments:

One interesting observation is that Grade 7 and 10 students have a different perspective on this measure than teachers and parents. Determining reasons for the disconnect between the two groups is an area worth exploring. In all cases however, we are below the Provincial norm and more effort in this area would be beneficial for student learning, engagement and providing a welcoming environment. Including the full grade 7-12 cohort may give better data as well.

Satisfaction with Program Access – Measure Details

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	118	60.2	199	61.7	206	62.8	196	75.6	95	76.0	Inter mediate	Impr oved	Good	3,981	75.4	3,407	75.8	3,205	73.9	3,587	76.1	3,380	76.4	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	28	54.9	19	45.9	15	53.4	20	72.4	14	71.4	High	Maint ained	Good	713	71.0	532	71.8	520	70.2	569	73.3	541	73.6	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	80	75.6	168	75.2	180	82.6	165	80.0	72	83.4	High	Maint ained	Good	2,819	78.1	2,485	74.2	2,282	74.5	2,554	74.4	2,441	73.5	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	10	50.0	12	63.9	11	52.3	11	74.2	9	73.1	Low	Maint ained	Issue	449	77.2	390	81.4	403	76.9	464	80.6	398	82.1	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

Graph of School Results



Comments:

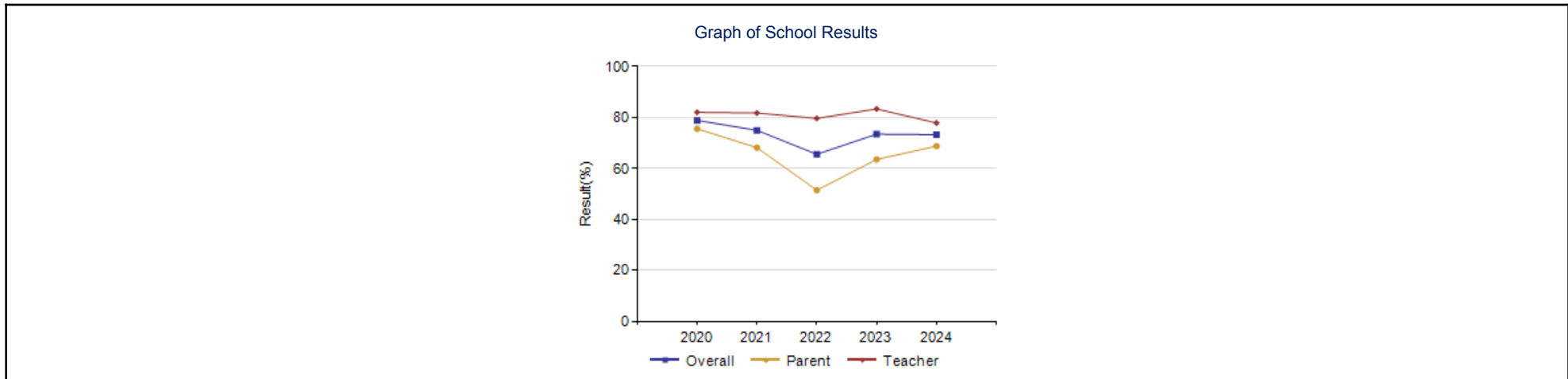
Parents and students have consistently shown a gradual increase in the ability to access supportive services. Teachers have shown a 23% increase since 2020, though the measure is still below the Provincial average (n=9, so any individual has a large statistical impact). This measure shows the strength, resiliency and attention on this measure since the end of the pandemic.

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									
	2020		2021		2022		2023		2024		Achi eve ment	Impr ove ment	Over all	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	38	78.8	31	74.9	25	65.5	31	73.4	23	73.2	Low	Maint ained	Issue	1,181	85.5	949	82.6	945	81.7	1,044	83.2	964	86.2	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	28	75.5	19	68.1	14	51.4	20	63.5	14	68.7	High	Maint ained	Good	730	79.4	558	74.4	542	74.4	578	76.9	565	80.7	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	10	82.0	12	81.7	11	79.6	11	83.3	9	77.8	Very Low	Maint ained	Conc ern	451	91.5	391	90.8	403	89.1	466	89.6	399	91.7	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



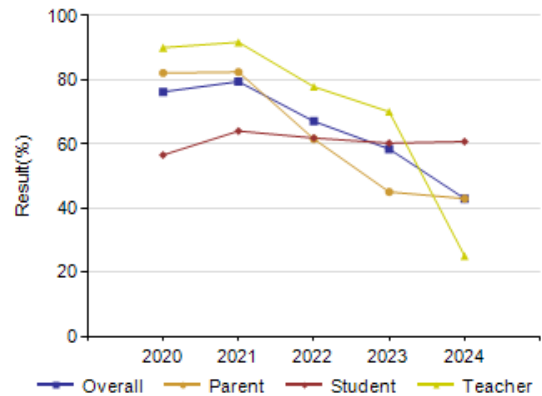
Comments:

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. Overall the measure shows a dip in 2022, with a rebound the last 2 years. The data set is n=23, which implies any individual creates a 4.5% change in the average, so this measure should be analyzed with care.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024		Achi eve ment	Impr ove ment	Over all	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	118	76.2	198	79.4	198	67.0	196	58.4	93	42.9	Very Low	Declined Significantly	Concern	3,972	83.5	3,357	81.9	3,134	76.7	3,517	80.0	3,328	79.9	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	28	82.1	17	82.4	13	61.5	20	45.0	14	42.9	Very Low	Maintained	Concern	715	87.3	517	84.5	502	74.9	544	80.0	537	83.4	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	80	56.5	169	64.0	176	61.8	166	60.2	71	60.7	Very Low	Maintained	Concern	2,817	73.8	2,469	73.6	2,261	72.4	2,540	72.2	2,418	70.2	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	10	90.0	12	91.7	9	77.8	10	70.0	8	25.0	Very Low	Declined Significantly	Concern	440	89.3	371	87.6	371	82.7	433	87.8	373	86.1	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Graph of School Results



Comments:

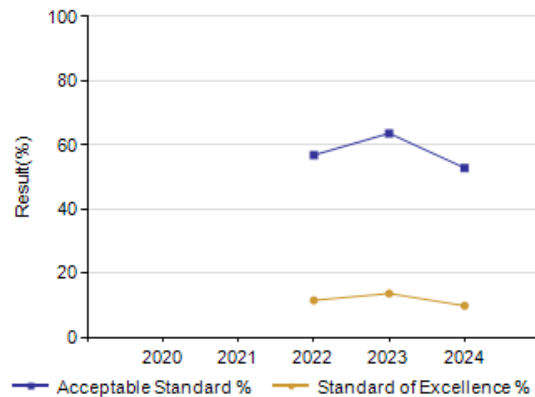
This measure is an area of great concern. Overall, more than 50% of respondents have indicated that CCHS and the other schools in the jurisdiction have declined in the last three years. The parent measure has dropped almost 40% since 2020, and the teacher measure by 65%. Even with a low n value, this is still significant. Of interest is that the student measure has stayed reasonably consistent, though it is still substantially below the provincial norm (-13%).

Section 3: Provincial Assessment Results

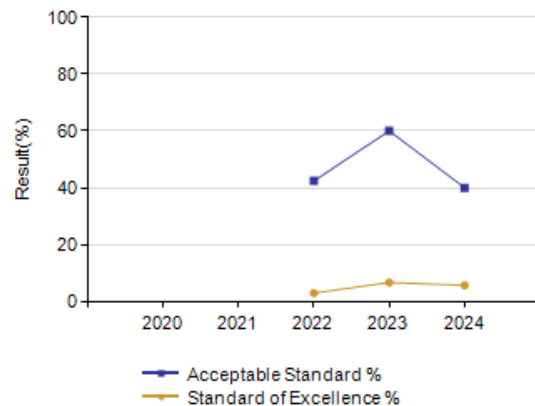
Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	County Central High School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	37	22	41	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	56.8	63.6	52.8	Very Low	Maintained	Concern	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	11.5	13.6	9.8	Low	Maintained	Issue	n/a	n/a	16.8	15.5	15.4

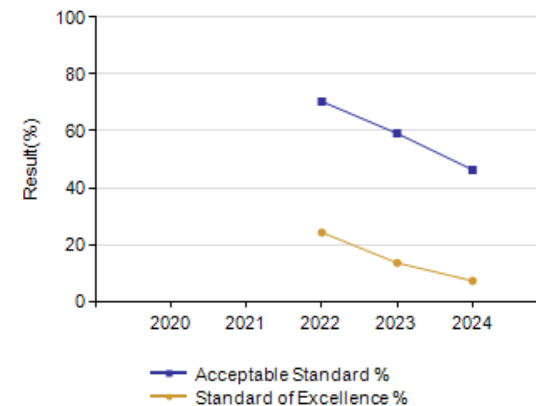
Graph of Overall Grade 9 Provincial Achievement Test Results

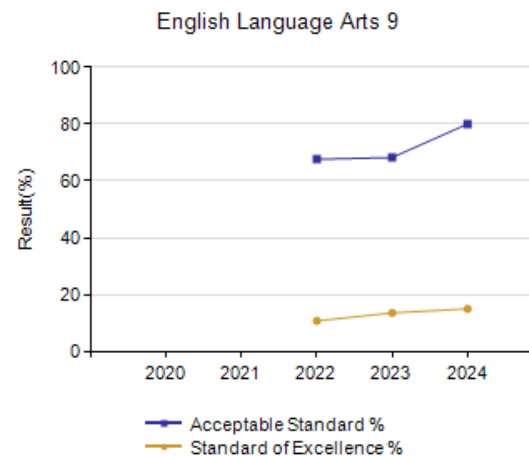
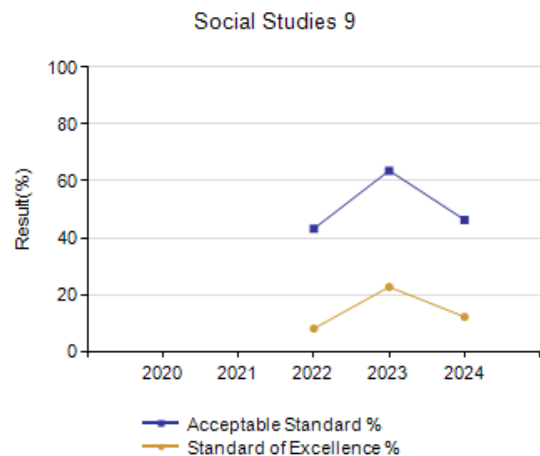


Mathematics 9



Science 9





Comments on Results:

Our LA 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. Science has seen a multi-year drop, and inquiry into some of the causes of this have been started. Math and Social have seen a highly variable set of results, though 2023 had a single class writing as opposed to a double class for 2022 and 2024 (higher variation). Science, Social and Math had less than 50% of the students pass the PAT which is an area for concern. One note is that the 2024 group did not write their Grade 6 PATs, and this may have had an impact on their performance. PATs are an accumulation of three years of junior high, and an analysis of that 3-year process is underway to ensure a steady increase in academic performance is observed.

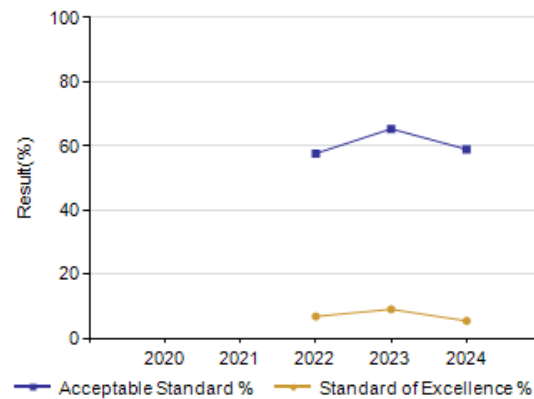
Strategies:

- Continue to promote the necessity and importance of teaching and using literacy skills across the curricula and not just in English Language Arts class. Reading of a variety of texts (fiction, non-fiction, articles, etc.) are all necessary to practice and increase literacy skills and vocabulary.
- Increase the focus on reading comprehension during the year by introducing assignments which focus on targeted reading strategies, particularly learning literacy skills within the various content areas.
- 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 practicing mental math.
- Focus on the importance of completing practice work in a timely manner.
- Use CHAT time to have students complete their outstanding material and review concepts.
- Encourage critical thinking and numeracy outside of math classes.
- 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.
- Encouraging students to consistently complete work on-time, to value practice work, to frequently review notes, and to develop a strong work ethic. Provide students with the data to demonstrate the value of these strategies.

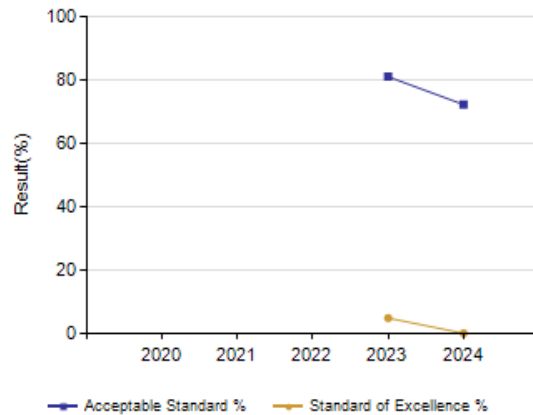
Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	County Central High School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	29	42	32	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	57.6	65.3	58.9	Very Low	Maintained	Concern	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	6.8	9.0	5.4	Very Low	Maintained	Concern	n/a	n/a	18.2	21.2	22.6

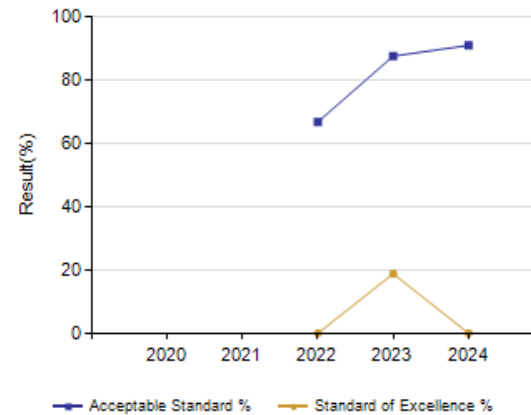
Graph of Diploma Examination Results – Overall

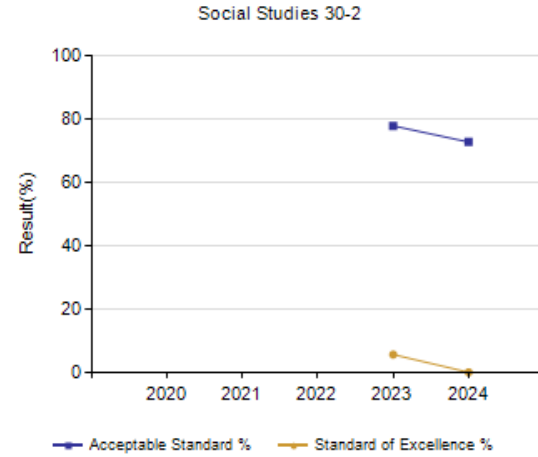
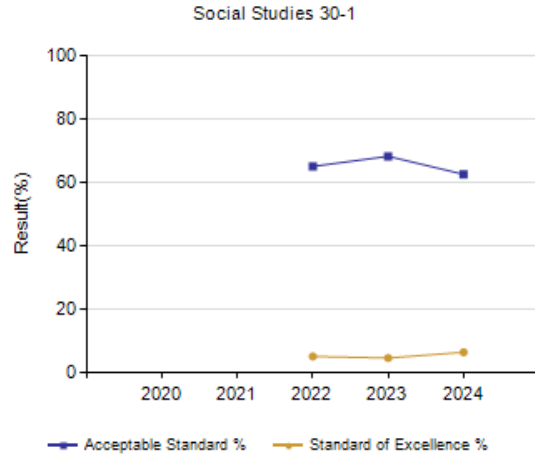
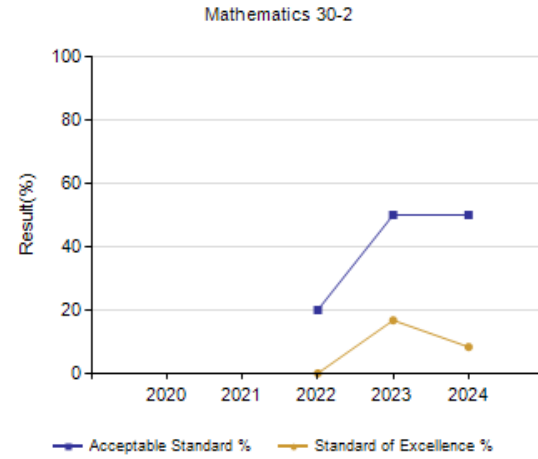
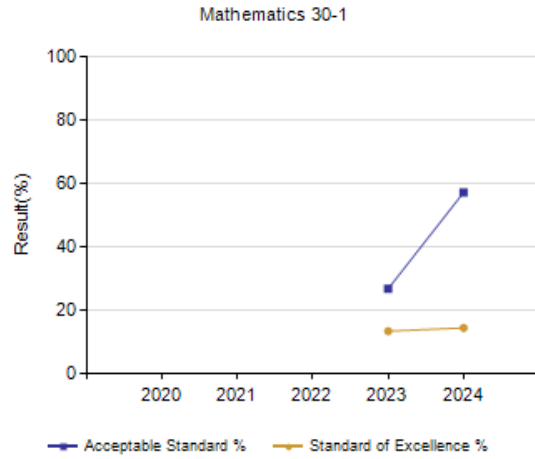


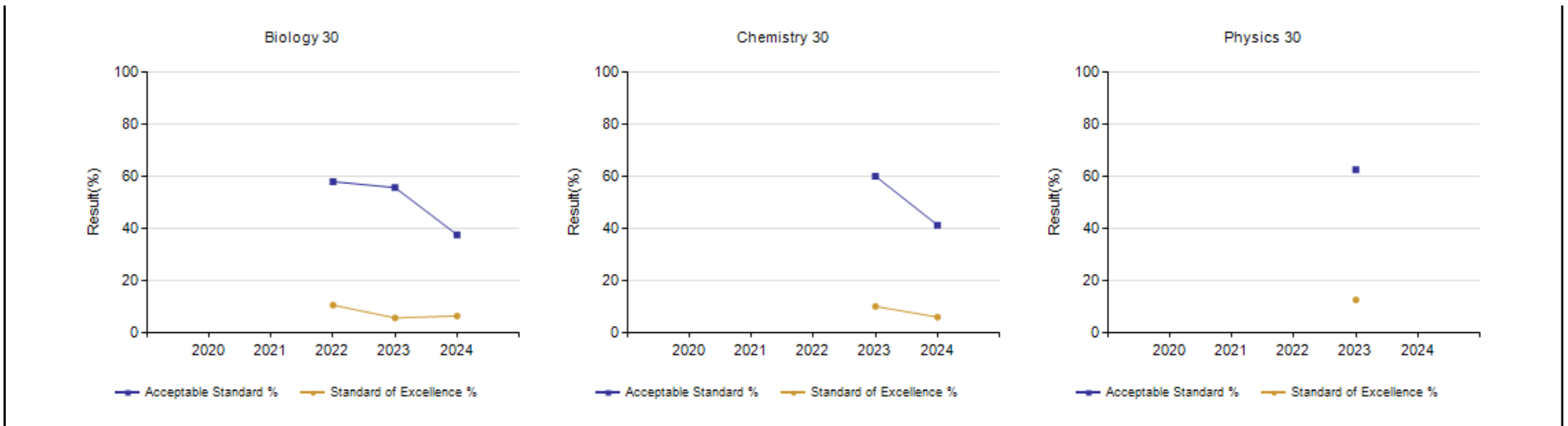
English Lang Arts 30-1



English Lang Arts 30-2







Comments on Results:

Our maximum number of writers on any one diploma last year was n=18, which has a strong statistical significance (5%). Biology and Chemistry had less than 50% of the students pass the diploma, showing a decrease in the scientific skills in the cohort. The graduating group did not write Grade 9 PATs, so exam preparation may have been an issue, as well as the environment of writing. Given that many students wrote multiple diploma exams, working on time management, study techniques and test-writing strategies may prove beneficial. English and Social studies continue to score high.

Strategies:

- Beginning in Grade 10, expectations and examples 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 and challenging oneself.
- Beginning in Grade 10, students will be regularly exposed to diploma-style questions and formatting.
- Teach and assess to a level equivalent to what is expected on the diploma (Standard of Excellence).
- 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.
- 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.
- Ensure focus on the units of study that our students historically find to be the most difficult as they are content-heavy.