

# Annual Education Results Report

## Worsley Central School 2021-2022



### Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Worsley Central 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	73.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	85.1	89.2	85.0	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	80.3	*	45.8	83.4	80.3	79.6	Intermediate	Improved	Good
	5-year High School Completion	55.5	*	77.2	86.2	85.3	84.8	Very Low	Declined	Concern
	PAT: Acceptable	n/a	n/a	72.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.6	n/a	n/a	20.3	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
	Diploma: Excellence	n/a	n/a	7.1	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	70.6	91.7	80.1	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.1	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.3	86.7	83.2	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Measure Evaluation Reference (Required AEAMs)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)							
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.9	66.7	78.8	NA	NA	NA	NA	NA
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.9	8.3	28.8	NA	NA	NA	NA	NA

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	73.9	80.0	71.4	NA	NA	NA	NA	NA
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.0	0.0	14.3	NA	NA	NA	NA	NA

### Comment on Results

(an assessment of progress toward achieving the target)

Provincial Achievement tests have not been written due to COVID-19



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	45.8	*	80.3		Intermediate	Improved	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	36.7	*	*	*	NA	NA	NA
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.5	0.0	2.5	0	2.6	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	20.4	19.4	20.4	49.3	60	*	*	*
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	100.0	*	100.0	*	68	*	*	*

**Comment on Results**

*(an assessment of progress toward achieving the target)*

The school drop out rate is maintained at less than 5%.  
The percentage of students writing 4 or more diploma exams has been holding steady.



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.1	86.9	78.9	89.2	85.1	NA	NA	NA

**Comment on Results**

Results have increased from 2019. Covid-19 has influenced our abilities to host opportunities for active citizenship such as Student Council, First Responders and Peer Mentorship due to cohorting requirements.



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*	*	*	*

### Comment on Results

No data is available due to the low population of First Nations, Metis and Inuit students within Worsley Central School.



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.



*Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)*

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	*	*	*	*	*	*
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*	*	*	*
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	*	*	*	*
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	*	*	*	*	*	*

**Comment on Results**

No data is available due to the low population of First Nations, Metis and Inuit students within Worsley Central School.



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



### Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
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.	75.2	69.6	72.2	66.5	72.6	NA	NA	NA

#### Comment on Results

(an assessment of progress toward achieving the target)

There were only 33 individual responses overall to this question. Declining enrollment has limited our ability to offer some specialized hands-on CTS courses and fine arts in the older grades.



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
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.	90.3	87.7	84.2	93.3	90.5	n/a	n/a	n/a
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.2	79.2	69.3	91.7	70.6	n/a	n/a	n/a
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.4	83.3	73.7	88.9	75	n/a	n/a	n/a
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	85.4	87.5	65.8	82.4	80.5	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.6	78.7	84.2	86.7	78.3	n/a	n/a	n/a
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.	70.3	83.3	63.2	88.1	72.8	n/a	n/a	n/a

### Comment on Results

(an assessment of progress toward achieving the target)

Results have varied dramatically over the past 2 years. We also had a significant decline in the number of parent respondents. The surveys went out to parents at the same time as student returned suddenly to at-home learning due to COVID-19.



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Budget Report

Peace River School Division No. 10  
2021-2022 Spring Budget

### SCHOOL: Worsley Central

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$42,968	\$41,310
<b>Total AB ED: Service &amp; Supports</b>	<b>\$42,968</b>	<b>\$41,310</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>98%</b>	<b>114%</b>

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$840	\$840
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0 Students
FNMI and Aboriginal Enrolment: Grade 1-12	14 Student	14 Student
<b>Total AB ED: Differential Cost Funding</b>	<b>\$840</b>	<b>\$840</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>2%</b>	<b>2%</b>

Transfers	2021-2022 Spring Budget	2020-2021 Spring Budget
Transfer: School Operations: Room Closures	\$0	(\$6,000)
<b>Total Transfers</b>	<b>\$0</b>	<b>(\$6,000)</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>0%</b>	<b>-17%</b>

<b>Total Revenue and Allocations to Budget Center</b>	<b>\$43,808</b>	<b>\$36,150</b>
---	-----------------	-----------------

#### Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$5,328	\$5,328
Days of School Certified Subs	24.00 Days	24.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$533	\$533
School Based Certificated Sub Cost	\$5,328	\$5,328
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
<b>Total Other Staffing Costs</b>	<b>\$5,861</b>	<b>\$5,861</b>
<b>% of Expenditures</b>	<b>13%</b>	<b>16%</b>

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
<b>Total Contracted Services</b>	<b>\$6,500</b>	<b>\$8,387</b>
<b>% of Expenditures</b>	<b>15%</b>	<b>23%</b>

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
<b>Total Supplies</b>	<b>\$31,447</b>	<b>\$21,902</b>
<b>% of Expenditures</b>	<b>72%</b>	<b>61%</b>

<b>Total Expenditures</b>	<b>\$43,808</b>	<b>\$36,150</b>
---------------------------	-----------------	-----------------

Budget Report

Wednesday, October 13, 2021 1:15 PM

#### Summary

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$43,808	\$36,150
Total Expenditures	\$43,808	\$36,150
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>