

# 2010-2013 ThreeYear Education Plan and Annual Education Results Report (AERR) for Public, Separate and Francophone Schools

## Accountability Statement

The Annual Education Results Report for the **2009-2010** school year and the Education Plan for the three years commencing September 1, **2010** for **Yellowhead Christian School Society** was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2010 – 2013 on \_\_\_\_\_ (month and day), 2010.

**Foundation Statements** (optional)

• **VISION OF YELLOWHEAD KOINONIA CHRISTIAN SCHOOL**

YKCS has a vision to glorify for our Lord Jesus Christ by preparing students through a quality education characterized by academic excellence and a foundation of truth as revealed in God's Word. As a distinctly Christian, independent school, YKCS is committed to an example of integrity and service in our community and in developing graduates who understand, embrace and live out a thoroughly Christian worldview.

Christian School:

- YKCS is committed to remaining an independent Christian school.
- YKCS will have integrity in all of our communications and business dealings in order to be salt and light in our community. (Matt. 5:13-16) (Phil. 1:27)\*
- YKCS will saturate all of our endeavors, all of our student body, our parents and staff with prayer. (Phil. 4:4-7)\*

Students:

- Our students will experience teachings from a Biblical worldview. They will be encouraged to care for their minds as the mind of Christ, their bodies as the temple of the Holy Spirit, and their hearts submitted in love to the authority of Jesus Christ. Phil. 4:8-9 Phil 2:5 1 Cor. 6:19-20 Matt. 22:37 Deut. 6:5
- YKCS will provide opportunity for its students to use their gifts whether it is in music, athletics, drama etc giving God the glory for all opportunities and successes.\*

Staff:

- The parents, teachers, board and staff will work together in harmony to provide a godly example for students both in and outside of school. Phil 2:1-4 Romans 5:5-7

Academic Excellence:

- The students of YKCS will have the opportunity to achieve their individual potential through a well-rounded education that meets or exceeds provincial standards.
- Graduates will be prepared for the post-secondary education of their choice, including university and technical school. The school will seek out creative ways to expand taught electives in order to facilitate the God-given gifts of our students.
- YKCS students will be life-long learners.
- YKCS students will be encouraged to further ground themselves in the Faith by attending a Bible College or similar experience upon graduation.\*

Foundation of Truth:

- "...a knowledge of the truth that leads to godliness" Titus 1:1
- YKCS will employ teaching staff who are able to teach from a Biblical worldview, and will

provide training opportunities for staff relating to integrating God's Word into all subject matter.

- YKCS students will be equipped to share and defend their faith in Christ with their peers and as graduated in the larger global community.

- **YKCS MISSION STATEMENT**

Yellowhead Koinonia Christian School is a Christ-centered discipleship school that exists to assist Christian families in developing the spiritual lives and academic potential of its students.

- *Principles*

- **STATEMENT OF FAITH**

1. We believe the Bible is inspired by God, and is the only infallible, authoritative Word of God (II Timothy 3:16; II Peter 1:21)
2. We believe there is only one God, who exists eternally in three equal persons – Father, Son, and Holy Spirit -- and who created the heavens and the earth and all that is in them, out of nothing, by the power of His spoken word. (Genesis 1:1; Matthew 28:19; John 1:1-3; John 10:30)
3. We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15; Hebrews 7:26); His miracles (John 2:11); His substitutionary death (I Corinthians 15:3; Ephesians 1:7; Hebrews 2:9); His physical resurrection (John 11:25; I Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); and His personal return in power and glory to judge the living and the dead (Acts 1:11; Revelation 20:11-15; Revelation 22:12).
4. We believe that man was created by God in His own image (Genesis 1:27), but was spiritually separated from God because of sin (Romans 3:23), and is incapable of being reconciled to God apart from the work of Christ on the cross (Romans 5:6).
5. We believe in the absolute necessity of rebirth by the Holy Spirit for salvation; and that people are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone are we saved (John 3:16-19; John 5:24; Romans 3:23; Romans 5:8-9; Ephesians 2:8-10; Titus 3:5)
6. We believe in the physical resurrection of both the saved and the lost; those who are saved will rise to eternal life, and those that are lost to eternal punishment. (John 5:28-29; Mathew 25:46).
7. We believe that the Church is the body of born-again believers in fellowship with Christ and with fellow believers. (Romans 8:9; I Corinthians 12:12-13)
8. We believe in the presence and power of the Holy Spirit, who indwells believers enabling them to live a Godly life. (Romans 8:13-14; Ephesians 5:18; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 4:30).

Koinonia Schools recognizes that there are other doctrines held by various Christian believers which they believe to be consistent with, and in addition to the above, but these shall not be promoted by Yellowhead Koinonia Christian School.

**Jurisdiction Profile** (optional)

Yellowhead Koinonia Christian School (YKCS) is located at 430-72 Street, Edson, Alberta. The building, which includes a gymnasium, chapel, and commercial kitchen was completed and ready for classes in September 2003. The school building also contains 8 classrooms, a library, administration offices, a resource room, and a computer/science lab. The school has existed for over 25 years but in June of 1997 became a part of Koinonia Christian Schools, now following the policies and procedures of this organization. This accredited, independent, interdenominational school is parent owned and parent operated with parental involvement in all aspects of school operation. Each year members in good standing with the Society elect parents to our local school board. Y.K.C.S. is a member of the Association of Christian Schools International (ACSI) and the Association of Independent Schools and Colleges of Alberta (AISCA).

Enrollment at YKCS averages 64 students from kindergarten to grade 12 in the day school program and 31 home school students. There are five full time teachers, one half time teacher, one part time high school teacher, three special needs aides, two home school coordinators, and a full time administrator/ECS teacher.

Y.K.C.S. offers a 540-hour ECS program every Monday, Wednesday and Friday throughout the school year. The student/teacher ratio being low enables much individual attention, and provides a stimulating, interactive environment where students can experience success.

Y.K.C.S offers Christian based education and is committed to spiritual and academic excellence in all things for the glory of God.

Features:

- Qualified teachers
- A Biblical worldview curriculum
- Phonics-based reading program
- Ample opportunity for parental involvement
- A non-denominational philosophy and organization
- Bible instruction and Christian service opportunities
- Personalized programming to accommodate a wide range of abilities
- Core subjects, integrated computer technology, daily physical education, Music, Art, Drama, CTS, RAP and work experience
- Comprehensive High School Program
  - ✓ enabling students to be successful whether they continue their education in university or technical school or move directly into the work force.
  - ✓ providing an academic program geared toward university entrance and encouraging as many students as possible to pursue that option.
  - ✓ with necessary modifications to the core program to ensure all students can be successful whether or not they are university bound
  - ✓ electives available as an enrichment to the core program
- Accredited by the Alberta Education
- Provide a safe and caring environment
- Home School Program Available
- Member of Koinonia Christian Schools
- Member of the Association of Christian Schools International
- Member of the Association of Independent Schools and Colleges of Alberta

**Trends and issues** (optional)

Yellowhead Koinonia Christian School has experienced a negative growth trend that is not necessarily indicative of the overall health of our school community. While we have lost students and families over issues from small class sizes and limited high school options and extracurricular activities, the majority of our losses are specifically related to our high school. On the elementary side of things, we have always remained fairly stable. Our overall satisfaction from parents, students, and staff is strong and indicates that there are a number of positive factors in our school.

We also must keep in mind that we have a smaller community base to draw from than the public school system (where overall, across Canada, there are simply a lot less school age children than there was 5 years ago). Because of that, YKCS will naturally have ebbs and flows in enrolment as the families that are involved in the school have their children graduate and new families enter the school. In that process, we tend to see it drop even further as high school students leave our school early due to limitations that come with a reduced high school population (as students graduate or move away). Generally it then takes a strong junior high class to revitalize the high school and bring enrolment back up.

While we currently are in the middle of this process, we are taking steps to further enrich our high school to: 1) to provide the most successful school experience to our current high school population and 2) provide encouragement to our junior high school students to continue on and graduate from our school.

In short, while we are at the lowest number of students in recent history, we have every indication that we are heading into the upswing of that trend where we will see significant growth in the next few years.



**October 2010 Accountability Pillar Overall Summary (OPTIONAL)**

Goal	Measure Category	Measure Category Evaluation	Measure	Yellowhead Koinonia Christian			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	92.2	91.1	91.1	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	Good	Program of Studies	76.0	70.0	70.0	80.5	80.3	79.4	Intermediate	Maintained	Acceptable
			Education Quality	95.5	92.2	92.2	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	1.7	4.0	2.5	4.3	4.8	4.8	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	71.4	62.8	72.3	71.5	70.8	70.9	Intermediate	Maintained	Acceptable
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.9	90.5	81.0	79.1	78.3	77.2	Intermediate	Maintained	Acceptable
			PAT: Excellence	5.3	0.0	7.5	19.4	18.3	18.2	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	64.3	83.4	84.3	84.3	*	*	*
			Diploma: Excellence	*	*	0.0	19.0	18.5	19.2	*	*	*
			Diploma Exam Participation Rate (4+ Exams)	42.9	66.6	65.1	53.5	53.3	53.6	Low	Maintained	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	85.7	88.3	56.9	57.3	56.7	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	48.9	*	42.6	59.8	59.2	58.7	Intermediate	Maintained	Acceptable
			Work Preparation	91.1	85.3	85.3	79.9	79.6	78.9	Very High	Maintained	Excellent
Citizenship			87.1	82.1	82.1	81.4	80.3	78.3	Very High	Maintained	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	94.5	76.3	76.3	80.0	80.1	78.6	Very High	Improved	Excellent
	Continuous Improvement	Excellent	School Improvement	84.7	81.5	81.5	79.9	79.4	77.6	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Measure Evaluation Reference (Optional)

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: 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 the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**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

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).



## Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	n/a	n/a	n/a	91.1	92.2	93	Very High	Maintained	Excellent	94	95	

### Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Both the size of our school community and the commitment parents and staff all have towards the vision and goals of the school make this goal much easier to maintain.

### Strategies

- Revisit the School Emergency Plan on a regular basis.
- Maintain the use of the "Bullying Survey" to keep concepts fresh in the minds of students, staff and parents.
- Partner with others in the community in a Bullying Initiative. Integrate concepts of caring and respect for others in school wide assemblies.
- Continue partnership with local RCMP Resource Officer.
- Increased communication with our stakeholders regarding expectations for increased evidence of caring and respect and zero tolerance for bullying.
- **Revisit and examine procedures for dealing with bullying in a quick and effective manner.**

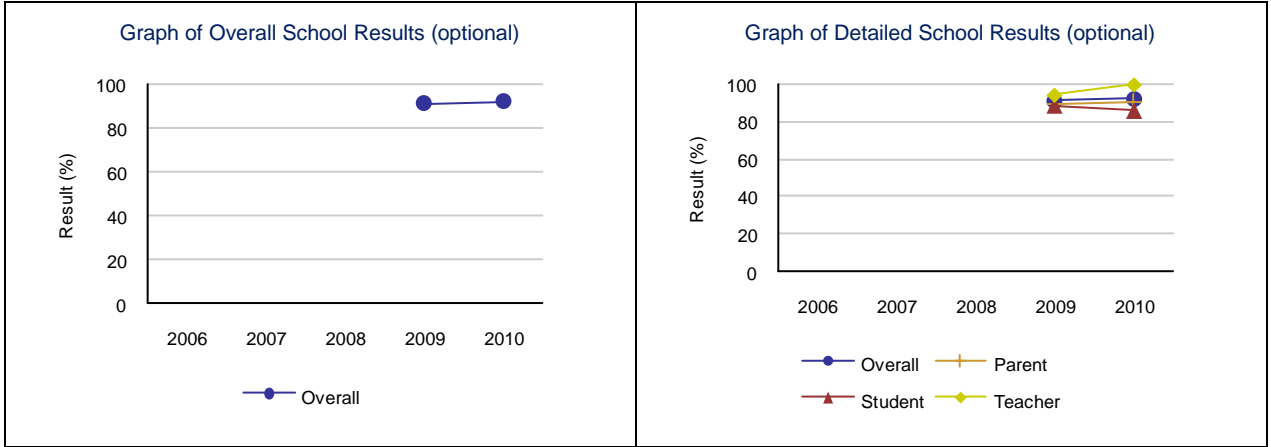
Note:

For survey measures, schools may report overall results aggregated across respondent groups or results for each respondent group, whichever they prefer. Including the evaluation of results is optional for schools.

<sup>1</sup> If school had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12, include it in the space provided for each required measure.

<sup>2</sup> If school had set targets for 2010/11 – 2012/13, include it in the space provided for each required measure.

Measure Details (OPTIONAL)															
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					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	91.1	92.2	n/a	n/a	n/a	91.1	92.2	84.4	84.2	85.1	86.9	87.6
Teacher	n/a	n/a	n/a	94.3	100.0	n/a	n/a	n/a	94.3	100.0	92.8	92.6	93.1	93.8	94.4
Parent	n/a	n/a	n/a	90.0	90.5	n/a	n/a	n/a	90.0	90.5	82.1	81.7	83.2	85.3	86.1
Student	n/a	n/a	n/a	88.9	86.2	n/a	n/a	n/a	88.9	86.2	78.4	78.5	79.1	81.7	82.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: The education system meets the needs of all K–12 students and supports our society and the economy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	n/a	n/a	n/a	70.0	76.0	80	Intermediate	Maintained	Acceptable	85	90	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	92.2	95.5	93	Very High	Maintained	Excellent	94	95	

**Comment on Results (OPTIONAL)**

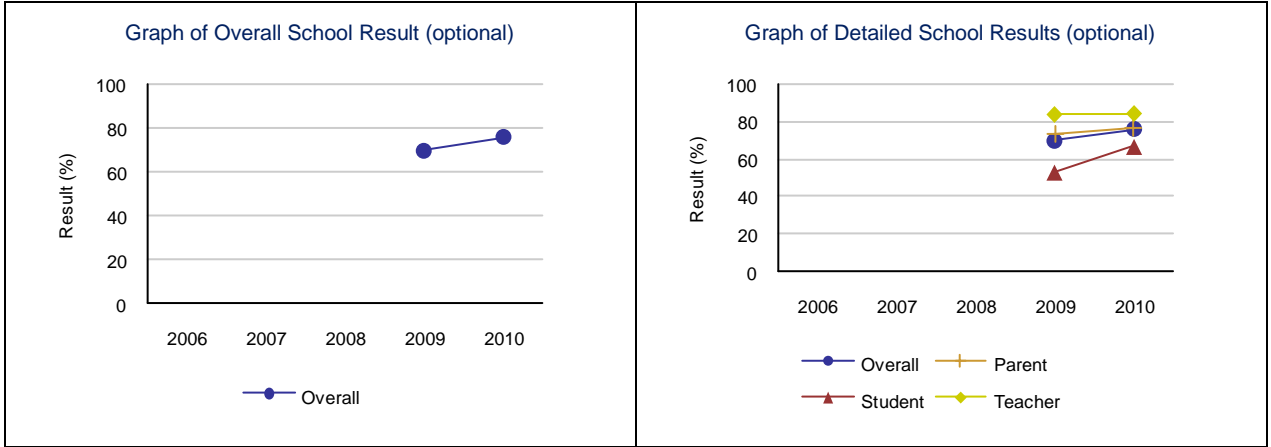
*(an assessment of progress toward achieving the target)*

A small high school population limits the breadth of curricular opportunity our students have. However, having said that, our staff and school has gone through great lengths to provide as comprehensive of a program as is possible.

**Strategies**

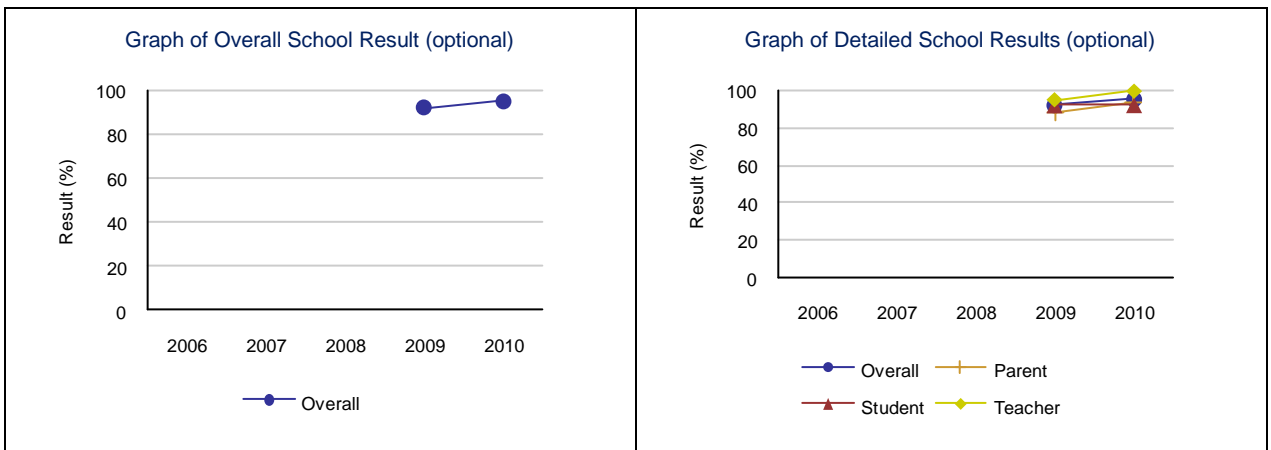
- Increase staff in order to offer more elective classes at the junior and senior high level.
- Ensure implementation of technology skills in all curricular areas.
- Encourage students to utilize the school website for obtaining information, checking homework and submitting assignments.
- Develop and implement a compulsory high school planning guide for students and parents.
- Offer Distance Learning and other online courses to supplement teacher taught electives
- **Use our AISI (Alberta Initiative for School Improvement) funds to improve delivery of “difficult to teach” units and subjects.**

Measure Details (OPTIONAL)															
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					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	70.0	76.0	n/a	n/a	n/a	70.0	76.0	78.1	78.5	79.4	80.3	80.5
Teacher	n/a	n/a	n/a	83.9	84.4	n/a	n/a	n/a	83.9	84.4	85.2	85.7	86.4	86.8	87.7
Parent	n/a	n/a	n/a	72.9	76.8	n/a	n/a	n/a	72.9	76.8	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	53.0	66.7	n/a	n/a	n/a	53.0	66.7	72.6	72.9	74.1	75.3	75.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	92.2	95.5	n/a	n/a	n/a	92.2	95.5	87.7	87.6	88.2	89.3	89.2
Teacher	n/a	n/a	n/a	95.2	100.0	n/a	n/a	n/a	95.2	100.0	94.8	94.7	94.9	95.3	95.6
Parent	n/a	n/a	n/a	88.9	93.9	n/a	n/a	n/a	88.9	93.9	81.6	81.8	83.0	84.4	83.9
Student	n/a	n/a	n/a	92.5	92.6	n/a	n/a	n/a	92.5	92.6	86.6	86.4	86.6	88.3	88.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.5	0.0	3.4	4.0	1.7	3	Very High	Maintained	Excellent	2	1	

**Comment on Results (OPTIONAL)**

(an assessment of progress toward achieving the target)

Due to our small enrollment, it is difficult to take any relevant data from this measure.

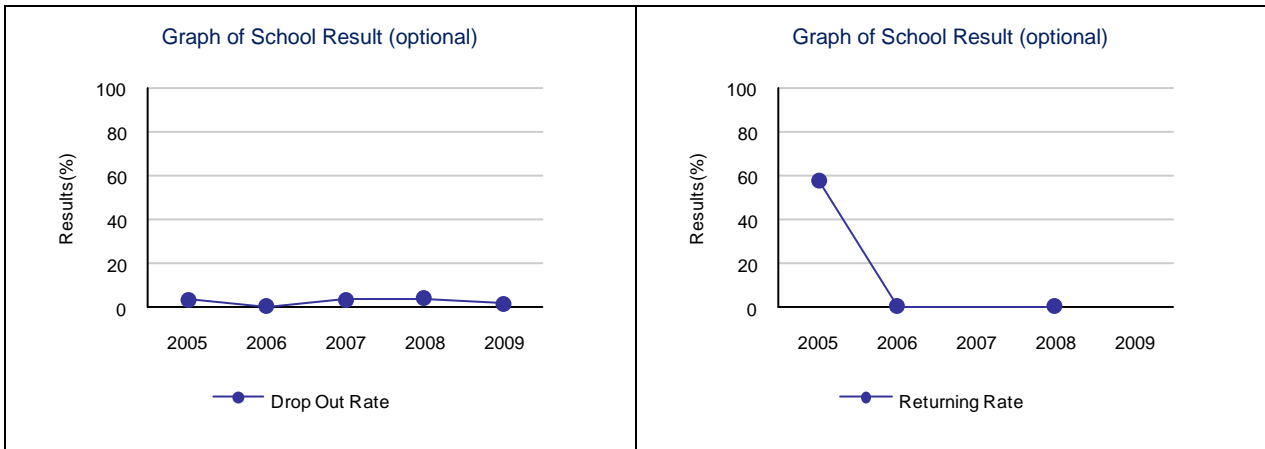
**Strategies**

- Inservicing of staff to assist in identifying and assisting students at risk
- Improved communication between teachers, students and parents regarding students deemed to be at risk.
- Connect with Health Initiative partners for assistance in services for special needs students incorporate Work Experience, Apprenticeship and Community Service into the curriculum for students at risk.

**Measure Details (OPTIONAL)**

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	3.5	0.0	3.4	4.0	1.7	3.5	0.0	3.4	4.0	1.7	5.0	4.7	5.0	4.8	4.3
Returning Rate	58.0	0.0	n/a	0.0	n/a	58.0	0.0	n/a	0.0	n/a	21.3	21.2	21.3	19.8	23.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	*	81.8	*	62.8	71.4	80	Intermediate	Maintained	Acceptable	85	90	

**Comment on Results (OPTIONAL)**

(an assessment of progress toward achieving the target)

Our high school population is too small to warrant an accurate prediction at this point.

**Strategies**

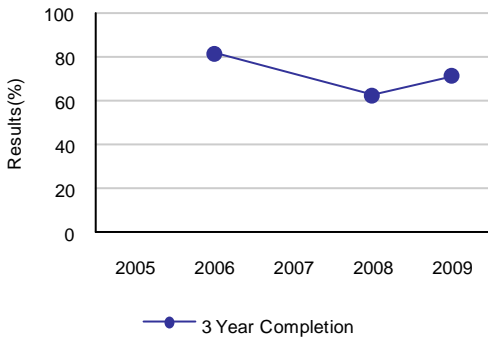
- Develop and implement a compulsory high school planning guide for students entering grade ten.
- Ensure parents are involved in their student's course selection.
- Parent, student, teacher review of high school planning guide at each reporting period.

**Measure Details (OPTIONAL)**

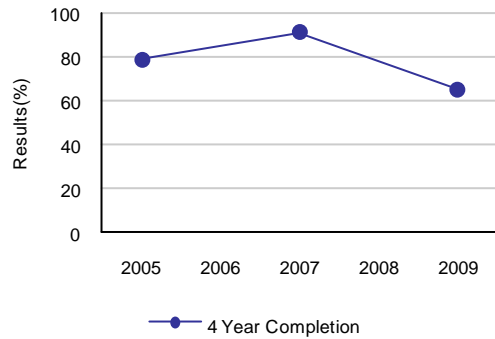
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

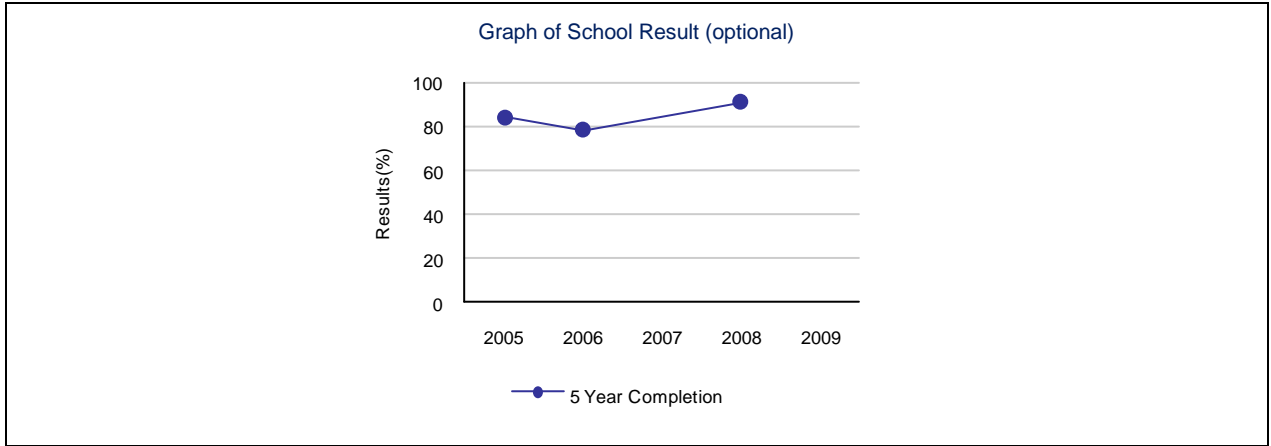
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	*	81.8	*	62.8	71.4	*	81.8	*	62.8	71.4	70.7	70.6	71.1	70.8	71.5
4 Year Completion	78.9	*	91.3	*	65.1	78.9	*	91.3	*	65.1	75.0	76.1	76.1	76.3	76.1
5 Year Completion	84.3	78.7	*	91.1	*	84.3	78.7	*	91.1	*	77.0	78.1	78.9	78.7	79.0

Graph of School Result (optional)



Graph of School Result (optional)





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local school/authority measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

## Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	70.0	92.0	60.5	90.5	78.9	80	Intermediate	Maintained	Acceptable	82	85	86
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	10.0	12.0	10.5	0.0	5.3	10	Very Low	Maintained	Concern	12	15	17
Overall percentage of students who achieved the acceptable standard on diploma examinations.	62.5	*	64.3	*	*	80	*	*	*	82	85	86
Overall percentage of students who achieved the standard of excellence on diploma examinations.	6.3	*	0.0	*	*	10	*	*	*	12	15	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	63.6	*	66.6	42.9	50	Low	Maintained	Issue	60	70	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	90.9	*	85.7	n/a	82	n/a	n/a	n/a	84	85	86

### Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Both the smaller population sample and the degree teachers teach to the PAT make these measures limited in what useful data they can tell us. For example, the difference between 5% of the students achieving a standard of excellence and 20% (at any specific grade level) is one student. This is also a factor to consider when looking at *Percentage of students writing four or more diploma exams within three years of entering Grade 10*. When there is only three students graduating, it is difficult to state that a specific percentage of them must write 4 diploma exams to be considered successful. Two –thirds of them can easily be entering programs that do not require 4 diploma exams.

### Strategies

- Thorough examination of PAT results to determine strengths and weaknesses of program delivery.
- Evaluation of individual CAT results to determine student progress over time.
- Maintain and increase accountability of professional development growth plans for teaching staff.
- Staff will be inserviced on curriculum expectations at their grade level as well as the curriculum preceding and following their grade level. Increased emphasis on staff inservice to better accommodate individual differences.
- Emphasis on study skills implemented in the early grades.
- Encourage all families to utilize the potential of the school website for obtaining information, checking homework and submitting assignments.
- Increased communication with parents through newsletters and conferences regarding the value and benefits of studying and regular review of curriculum covered.
- **Encourage staff to spend time preparing students for the format used for PAT and Cat exams beforehand.**
- **Ensure that course and career planning is followed up routinely in grade 11 & 12.**

### Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



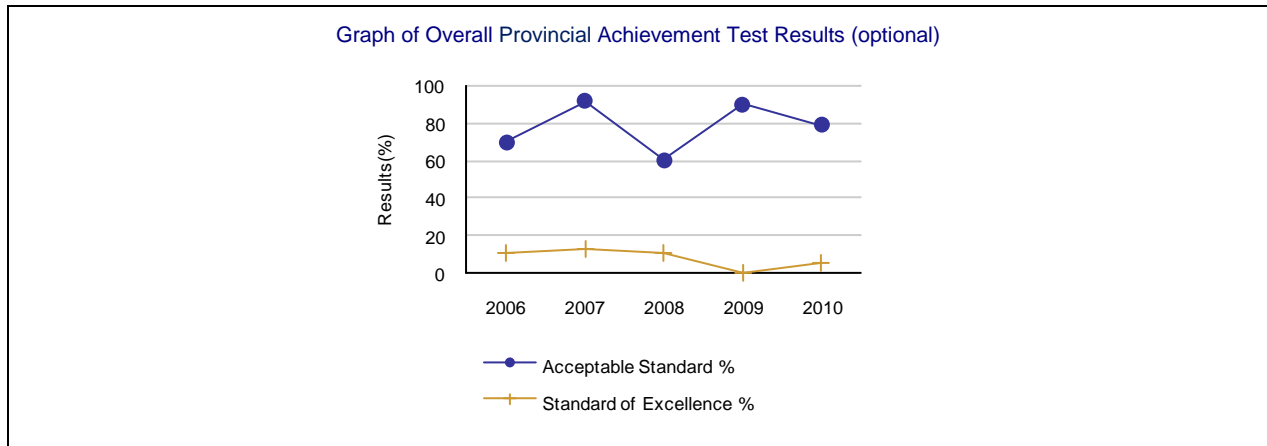
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	100.0	33.3	*	*	81.8	18.2	100.0	0.0	*	*		
	Authority	100.0	33.3	*	*	81.8	18.2	100.0	0.0	*	*		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	School	100.0	33.3	*	*	90.9	9.1	100.0	42.9	*	*		
	Authority	100.0	33.3	*	*	90.9	9.1	100.0	42.9	*	*		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	School	*	*	100.0	0.0	71.4	28.6	*	*	*	*		
	Authority	*	*	100.0	0.0	71.4	28.6	*	*	*	*		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	School	*	*	83.3	16.7	85.7	14.3	*	*	n/a	n/a		
	Authority	*	*	83.3	16.7	85.7	14.3	*	*	n/a	n/a		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	School	*	*	83.3	16.7	*	*	*	*	*	*		
	Authority	*	*	83.3	16.7	*	*	*	*	*	*		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	School	*	*	*	*	71.4	0.0	*	*	*	*		
	Authority	*	*	*	*	71.4	0.0	*	*	*	*		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	School	*	*	*	*	71.4	0.0	*	*	*	*		
	Authority	*	*	*	*	71.4	0.0	*	*	*	*		

	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	School	*	*	*	*	57.1	0.0	*	*	*	*		
	Authority	*	*	*	*	57.1	0.0	*	*	*	*		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

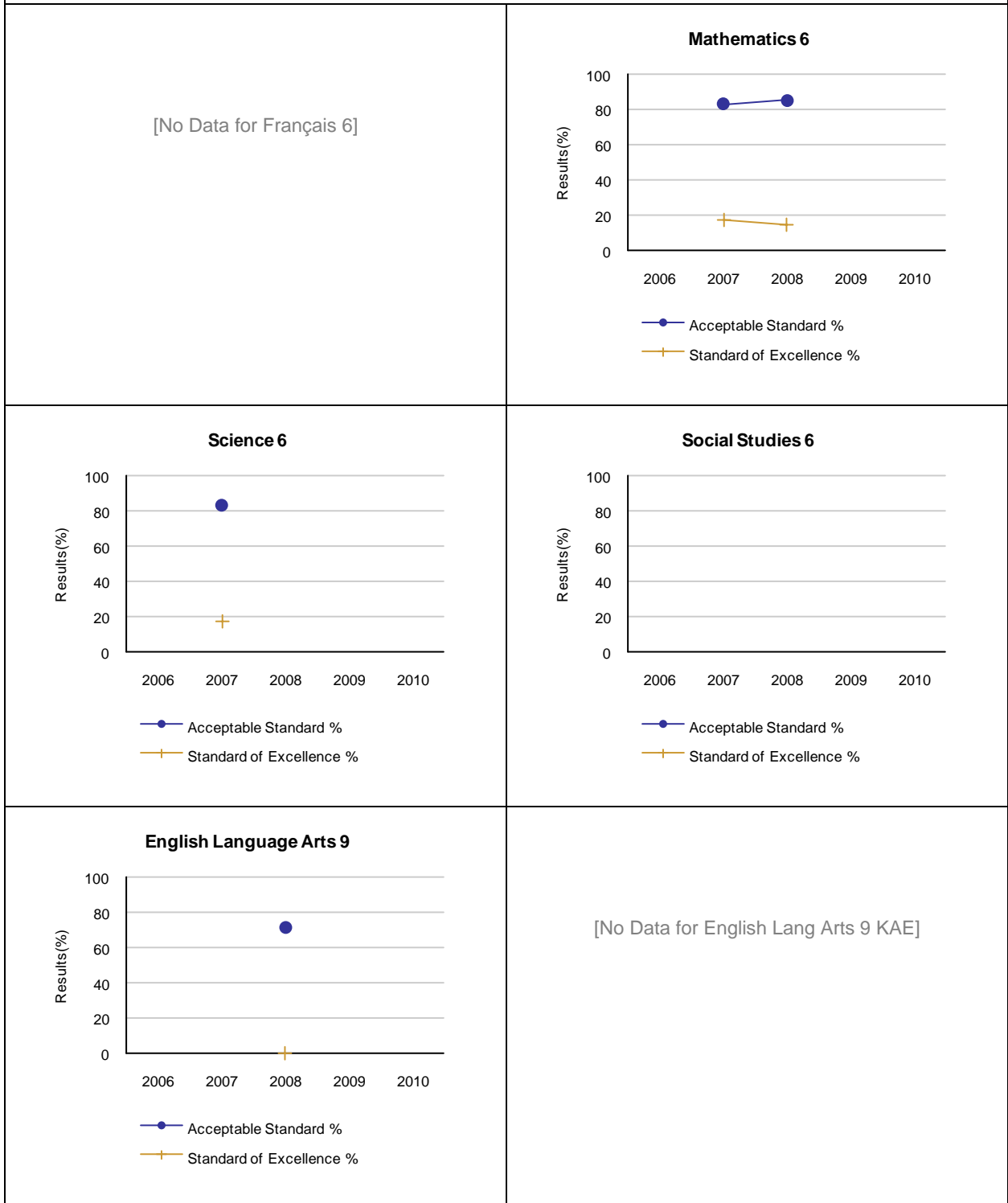


Graph of Provincial Achievement Test Results by Course (optional)

<p><b>English Language Arts 3</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>35</td> </tr> <tr> <td>2007</td> <td>100</td> <td>25</td> </tr> <tr> <td>2008</td> <td>80</td> <td>20</td> </tr> <tr> <td>2009</td> <td>100</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	35	2007	100	25	2008	80	20	2009	100	0	<p>[No Data for French Language Arts 3]</p>
Year	Acceptable Standard %	Standard of Excellence %														
2006	100	35														
2007	100	25														
2008	80	20														
2009	100	0														
<p>[No Data for Français 3]</p>	<p><b>Mathematics 3</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>35</td> </tr> <tr> <td>2007</td> <td>100</td> <td>20</td> </tr> <tr> <td>2008</td> <td>90</td> <td>10</td> </tr> <tr> <td>2009</td> <td>100</td> <td>45</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	35	2007	100	20	2008	90	10	2009	100	45
Year	Acceptable Standard %	Standard of Excellence %														
2006	100	35														
2007	100	20														
2008	90	10														
2009	100	45														
<p><b>English Language Arts 6</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>0</td> </tr> <tr> <td>2007</td> <td>100</td> <td>0</td> </tr> <tr> <td>2008</td> <td>70</td> <td>30</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	0	2007	100	0	2008	70	30	<p>[No Data for French Language Arts 6]</p>			
Year	Acceptable Standard %	Standard of Excellence %														
2006	100	0														
2007	100	0														
2008	70	30														

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



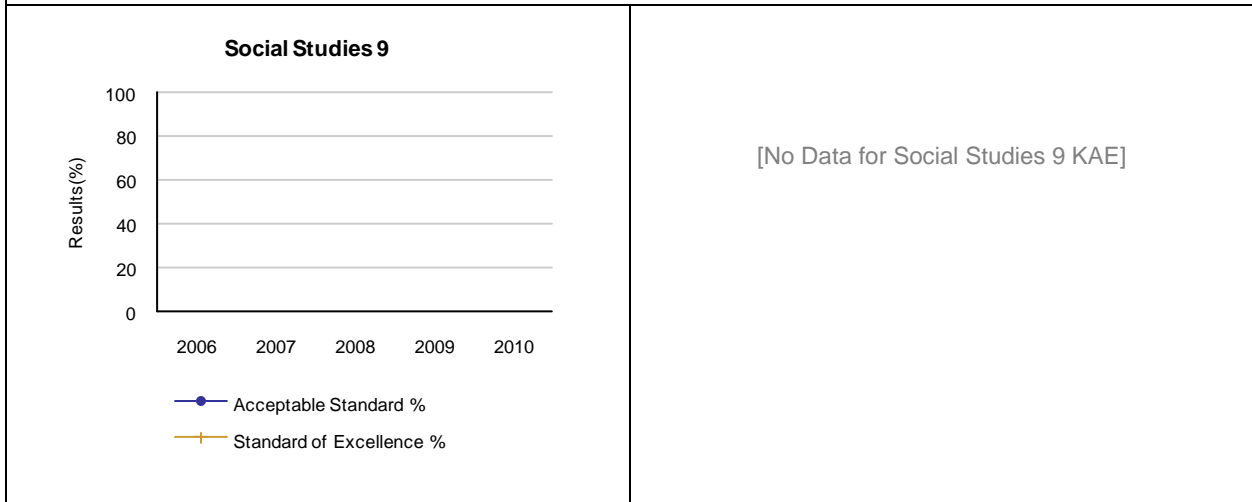
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>						
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>75</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008	75	0	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2008	75	0					
<p style="text-align: center;"><b>Science 9</b></p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>60</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2008	60	0	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2008	60	0					

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**School: 0323 Yellowhead Koinonia Christian School**

**PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)**

Course	Measure	Yellowhead Koinonia Christian							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	5	*	9	90.9	42,061	81.6	42,181	80.6
	Standard of Excellence	*	*	*	5	*	9	9.1	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	*	*	*	2	*	7	85.7	43,599	83.3	44,064	81.1
	Standard of Excellence	*	*	*	2	*	7	14.3	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	*	*	*	2	*	6	83.3	43,509	76.8	43,945	75.5
	Standard of Excellence	*	*	*	2	*	6	16.7	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	*	*	*	5	*	7	71.4	43,651	79.3	44,250	77.6
	Standard of Excellence	*	*	*	5	*	7	0.0	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	*	*	*	5	*	7	57.1	43,372	73.6	44,075	70.4
	Standard of Excellence	*	*	*	5	*	7	0.0	43,372	17.7	44,075	14.5

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.



### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

#### Notes:

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 the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

### 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.

	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

**School: 0323 Yellowhead Koinonia Christian School**

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 3	School	100.0	*	100.0	100.0	*	
	Authority	100.0	*	100.0	100.0	*	
	Province	90.6	90.1	89.8	90.6	91.1	
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	96.5	97.3	
Francais 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	97.5	97.7	
Mathematics 3	School	100.0	*	100.0	100.0	*	
	Authority	100.0	*	100.0	100.0	*	
	Province	90.8	90.5	90.5	91.2	88.3	
English Language Arts 6	School	*	100.0	100.0	*	*	
	Authority	*	100.0	100.0	*	*	
	Province	90.1	89.6	89.5	90.0	90.7	
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	96.1	97.5	95.6	97.6	97.5	
Français 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	97.6	98.5	97.7	98.4	
Mathematics 6	School	*	100.0	100.0	*	n/a	
	Authority	*	100.0	100.0	*	n/a	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	*	100.0	*	*	*	
	Authority	*	100.0	*	*	*	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	*	
	Authority	n/a	n/a	n/a	n/a	*	
	Province	n/a	n/a	n/a	n/a	90.3	
English Language Arts 9	School	*	*	100.0	*	*	
	Authority	*	*	100.0	*	*	
	Province	87.7	87.9	87.7	89.7	89.8	
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	82.2	
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	95.9	93.7	96.8	95.2	98.0	
Français 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	96.9	97.8	98.5	97.5	
Mathematics 9	School	*	*	85.7	*	*	
	Authority	*	*	85.7	*	*	
	Province	87.3	88.0	88.0	89.8	86.8	
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	

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	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	87.3	
Science 9	School	*	*	85.7	*	*	
	Authority	*	*	85.7	*	*	
	Province	88.1	88.8	89.0	90.5	90.4	
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	86.7	
Social Studies 9	School	n/a	n/a	n/a	n/a	*	
	Authority	n/a	n/a	n/a	n/a	*	
	Province	n/a	n/a	n/a	n/a	90.2	
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	85.2	

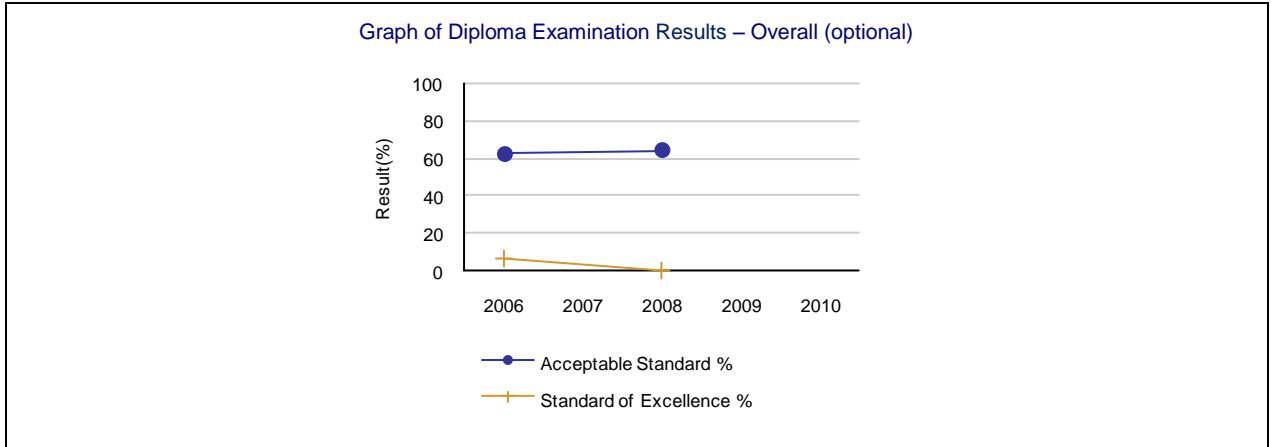
Measure Details (OPTIONAL)													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	14.3	*	*	83.3	0.0	*	*	*	*		
	Authority	100.0	14.3	*	*	83.3	0.0	*	*	*	*		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	School	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	School	0.0	0.0	*	*	*	*	n/a	n/a	*	*		
	Authority	0.0	0.0	*	*	*	*	n/a	n/a	*	*		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	School	85.7	14.3	*	*	83.3	0.0	n/a	n/a	n/a	n/a		
	Authority	85.7	14.3	*	*	83.3	0.0	n/a	n/a	n/a	n/a		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	School	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		

**School: 0323 Yellowhead Koinonia Christian School**

	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



Diploma Examination Results by Course (optional)

<p style="text-align: center;"><b>English Lang Arts 30-1</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>15</td> </tr> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td>85</td> <td>5</td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	15	2007			2008	85	5	2009			2010			<p style="text-align: center;"><b>English Lang Arts 30-2</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>0</td> <td>0</td> </tr> <tr> <td>2007</td> <td>0</td> <td>0</td> </tr> <tr> <td>2008</td> <td>0</td> <td>0</td> </tr> <tr> <td>2009</td> <td>0</td> <td>0</td> </tr> <tr> <td>2010</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	0	0	2007	0	0	2008	0	0	2009	0	0	2010	0	0
Year	Acceptable Standard %	Standard of Excellence %																																			
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2010	0	0																																			
<p style="text-align: center;">[No Data for French Lang Arts 30-1]</p>	<p style="text-align: center;">[No Data for Français 30]</p>																																				
<p style="text-align: center;"><b>Pure Mathematics 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>0</td> <td>0</td> </tr> <tr> <td>2007</td> <td>0</td> <td>0</td> </tr> <tr> <td>2008</td> <td>0</td> <td>0</td> </tr> <tr> <td>2009</td> <td>0</td> <td>0</td> </tr> <tr> <td>2010</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	0	0	2007	0	0	2008	0	0	2009	0	0	2010	0	0	<p style="text-align: center;">[No Data for Applied Mathematics 30]</p>																		
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2010	0	0																																			

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)

<p>[No Data for Social Studies 30]</p>	<p><b>Social Studies 30-1</b></p> <p>Result (%)</p> <p>2006 2007 2008 2009 2010</p> <p>Acceptable Standard % Standard of Excellence %</p>
<p><b>Social Studies 33</b></p> <p>Result (%)</p> <p>2006 2007 2008 2009 2010</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p><b>Social Studies 30-2</b></p> <p>Result (%)</p> <p>2006 2007 2008 2009 2010</p> <p>Acceptable Standard % Standard of Excellence %</p>
<p>[No Data for Biology 30]</p>	<p>[No Data for Chemistry 30 Old]</p>

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)	
<p>[No Data for Chemistry 30]</p>	<p>[No Data for Physics 30 Old]</p>
<p style="text-align: center;"><b>Physics 30</b></p> <p>Result (%)</p> <p>2006 2007 2008 2009 2010</p> <p>—●— Acceptable Standard % —+— Standard of Excellence %</p>	<p>[No Data for Science 30]</p>

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).



**School: 0323 Yellowhead Koinonia Christian School**

Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Yellowhead Koinonia Christian							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	6	83.3	29,151	85.1	28,157	87.0
	Standard of Excellence	*	*	*	2	*	6	0.0	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,314	88.8	13,150	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	*	*	*	3	*	n/a	n/a	22,917	82.9	22,411	81.5
	Standard of Excellence	*	*	*	3	*	n/a	n/a	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,639	77.3	10,191	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,345	81.4	20,946	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	10,360	73.9	10,072	79.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	80.1	4,004	87.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	22.8	4,004	20.2

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

#### Notes:

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 category, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

### 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.

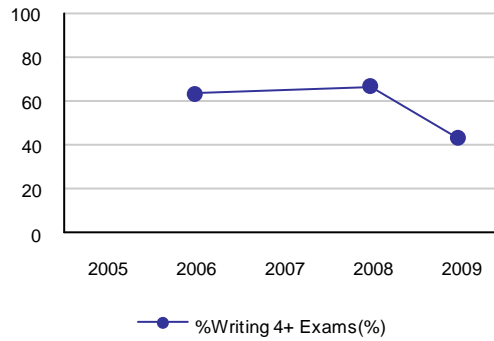
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Measure Details (OPTIONAL)										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	*	9.1	*	20.0	0.0	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	*	90.9	*	80.0	100.0	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	*	90.9	*	80.0	85.7	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	*	72.7	*	80.0	57.1	65.6	65.6	65.6	64.9	65.2
<b>% Writing 4+ Exams</b>	*	<b>63.6</b>	*	<b>66.6</b>	<b>42.9</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>
% Writing 5+ Exams	*	36.4	*	26.7	0.0	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	*	18.2	*	0.0	0.0	12.8	13.0	13.2	12.7	12.9

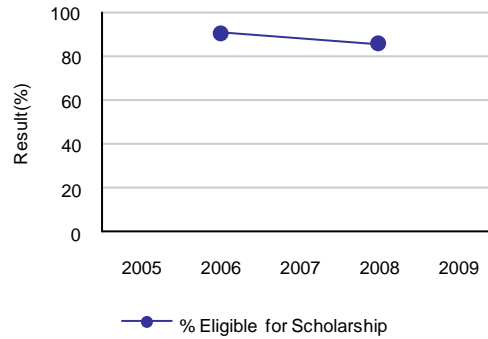
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	*	63.6	*	75.0	42.9	54.4	54.7	54.5	53.8	54.0
English 33/30-2	*	27.3	*	0.0	57.1	23.7	23.5	23.6	24.0	24.5
<b>Total of 1 or more English Diploma Exams</b>	*	<b>90.9</b>	*	<b>75.0</b>	<b>100.0</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>
Social 30	*	63.6	*	75.0	42.9	49.1	49.5	49.3	48.1	48.1
Social 33	*	27.3	*	0.0	57.1	29.1	28.8	28.8	29.5	30.1
<b>Total of 1 or more Social Diploma Exams</b>	*	<b>90.9</b>	*	<b>75.0</b>	<b>85.7</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>
Math 30/Pure	*	63.6	*	62.5	0.0	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	*	0.0	*	0.0	42.9	19.9	19.5	19.5	19.1	19.7
<b>Total of 1 or more Math Diploma Exams</b>	*	<b>63.6</b>	*	<b>62.5</b>	<b>42.9</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>
Biology 30	*	72.7	*	37.5	42.9	39.4	39.6	39.8	39.1	39.8
Chemistry 30	*	27.3	*	62.5	0.0	34.4	34.2	34.3	34.5	17.3
Physics 30	*	27.3	*	0.0	0.0	21.6	21.6	21.5	20.4	10.0
Science 30	*	0.0	*	0.0	14.3	7.0	7.0	7.0	7.4	8.2
<b>Total of 1 or more Science Diploma Exams</b>	*	<b>72.7</b>	*	<b>62.5</b>	<b>57.1</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>
Français 30	*	0.0	*	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	*	0.0	*	0.0	0.0	2.4	2.7	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	*	<b>0.0</b>	*	<b>0.0</b>	<b>0.0</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>

Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
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
2005	2	*	*	*	*	*	*	*	*
2006	11	10	90.9	5	45.5	3	27.3	10	90.9
2007	4	*	*	*	*	*	*	*	*
2008	7	6	85.7	4	57.1	2	28.6	6	85.7
2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Graph of Diploma Examination Participation Rate (optional)



Graph of Rutherford Eligibility Rate (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: Students are well prepared for lifelong learning.

Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	*	50.8	34.3	*	48.9	50	Intermediate	Maintained	Acceptable	50	50	50

**Comment on Results (OPTIONAL)**

(an assessment of progress toward achieving the target)

Our high school population is too small to warrant an accurate prediction at this point.

**Strategies**

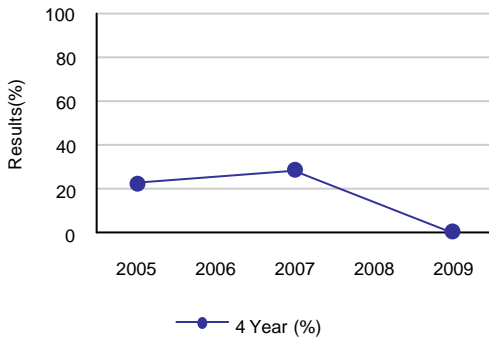
- Encourage high school students to participate in career fairs.
- Provide opportunity for high school students to be involved in job/career planning exercises through web sites and informal inventories. E.g. [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca)
- Seek appropriate placement for individual students in work experience programs and RAP

**Measure Details (OPTIONAL)**

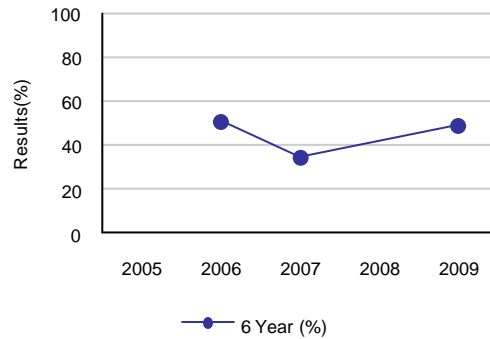
High school to post-secondary transition rate

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	*	50.8	34.3	*	48.9	*	50.8	34.3	*	48.9	56.6	58.1	58.8	59.2	59.8
4 year rate	22.6	*	28.4	*	0.0	22.6	*	28.4	*	0.0	35.6	37.7	38.7	38.9	37.5

Graph of School Result (optional)



Graph of School Result (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	85.3	91.1	85	Very High	Maintained	Excellent	90	92	93

**Comment on Results (OPTIONAL)**

(an assessment of progress toward achieving the target)

For our school this outcome is a much more accurate measure to gauge how successful our students will be after high school. With our small number of graduates, trying to base success of our program on the percentage of students that move on to post-secondary education is not valid since one student can throw the measure off by 50%. Instead, basing it on the satisfaction that we have prepared our students for whatever opportunities they choose to pursue is a much better reflection of the success of our program..

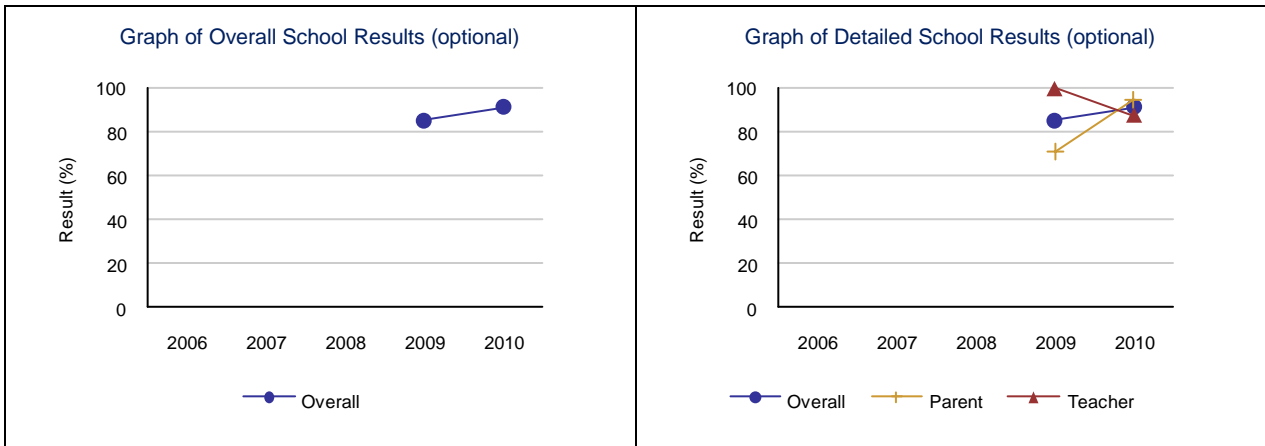
**Strategies**

- Hold students accountable at all grade levels for good attendance, assignments turned in on time, etc.
- Encourage high school students to participate in career fairs.
- Encourage all families to utilize the potential of the school Website for obtaining information, checking homework and submitting assignments.
- Seek opportunities for students to be involved in the work world, e.g. job shadowing, kids to work day, career fair.
- Enhance our present "Gotcha" Award Initiative to recognize and reward positive attitudes and behaviours.
- **Teach concepts of responsibility, stewardship, and servant-hood from a biblical perspective.**

**Measure Details (OPTIONAL)**

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	85.3	91.1	n/a	n/a	n/a	85.3	91.1	77.0	77.1	80.1	79.6	79.9
Teacher	n/a	n/a	n/a	100.0	87.5	n/a	n/a	n/a	100.0	87.5	89.4	89.2	89.3	88.9	90.0
Parent	n/a	n/a	n/a	70.6	94.7	n/a	n/a	n/a	70.6	94.7	64.6	65.1	70.9	70.2	69.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	82.1	87.1	82	Very High	Maintained	Excellent	87	90	90

**Comment on Results (OPTIONAL)**

(an assessment of progress in relation to past performance)

Both the vision and mission of our school lends well to this goal as we seek to maximize impact our student have on the community around them.

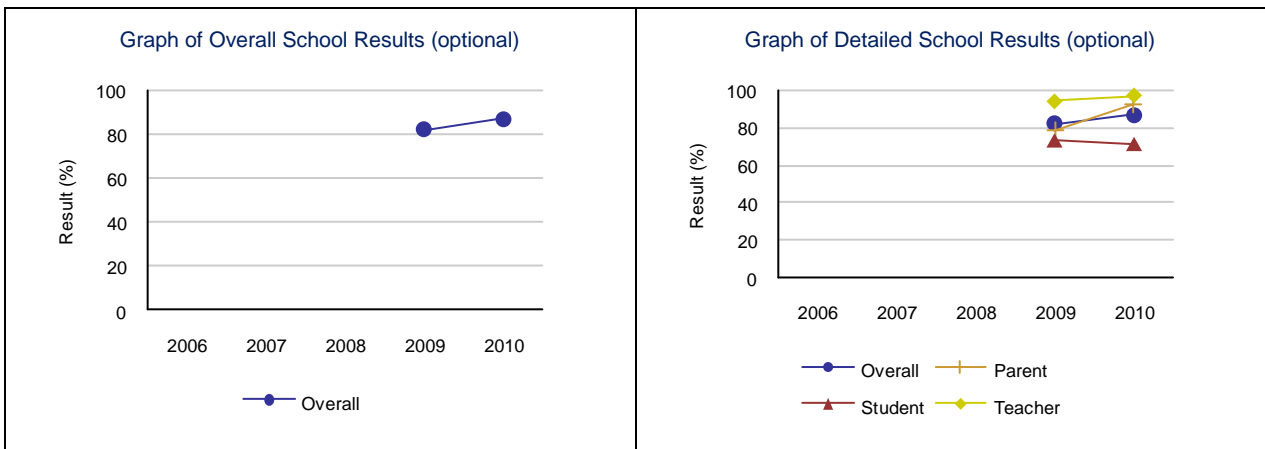
**Strategies**

- Maintain implementation of Biblical principles into all subject areas.
- Encourage student participation in Student Council and Leadership seminars.
- Invite local civil servants into the school as special guest speakers.
- Maintain the opportunity for students to be involved in cross-cultural events
- **Encourage multi-grade/multi-age participation in school and community events.**

**Measure Details (OPTIONAL)**

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	82.1	87.1	n/a	n/a	n/a	82.1	87.1	76.8	76.6	77.9	80.3	81.4
Teacher	n/a	n/a	n/a	94.3	97.5	n/a	n/a	n/a	94.3	97.5	90.3	89.9	90.6	91.8	93.0
Parent	n/a	n/a	n/a	78.7	92.6	n/a	n/a	n/a	78.7	92.6	72.4	72.6	74.7	77.4	78.5
Student	n/a	n/a	n/a	73.4	71.3	n/a	n/a	n/a	73.4	71.3	67.5	67.1	68.5	71.8	72.7



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local school/authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

## Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	76.3	94.5	80	Very High	Improved	Excellent	90	90	

### Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

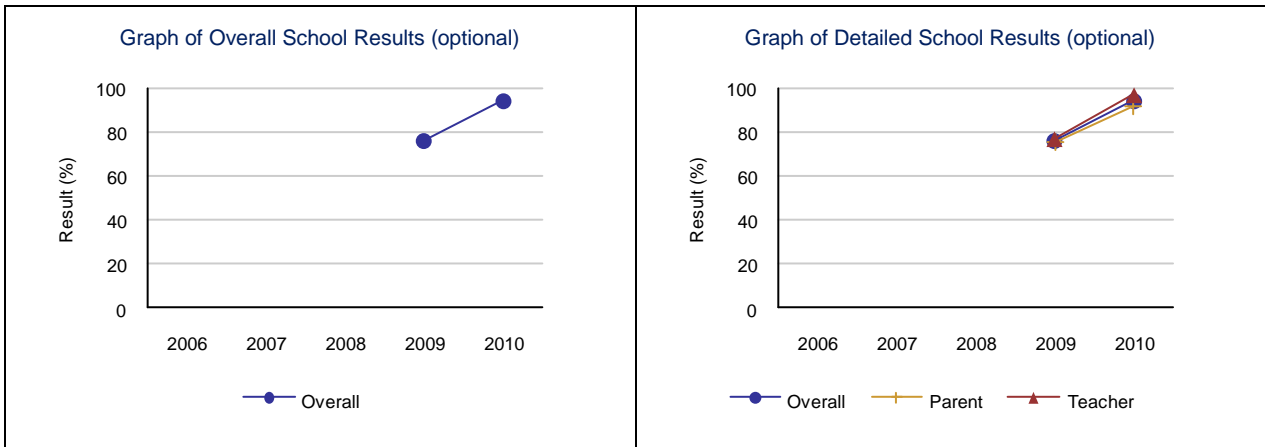
### Strategies

- Seek ways to increase parent involvement in AGM and Parent-Teacher Fellowship evenings.
- Address parental involvement in decisions affecting their students at parent-teacher conferences.
- School staff will communicate to parents that they are regularly available to meet to discuss issues after school.
- Develop and implement a compulsory high school planning guide for all students entering high school together with their Parents
- **Promote and involve students and parents in the delivery of the school's vision by increasing awareness of the vision and encouraging input and involvement in how the vision is carried out.**

### Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	76.3	94.5	n/a	n/a	n/a	76.3	94.5	77.9	77.5	78.2	80.1	80.0
Teacher	n/a	n/a	n/a	77.1	97.4	n/a	n/a	n/a	77.1	97.4	87.6	87.1	87.5	88.0	88.6
Parent	n/a	n/a	n/a	75.6	91.6	n/a	n/a	n/a	75.6	91.6	68.1	67.9	69.0	72.2	71.3



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	81.5	84.7	82	Very High	Maintained	Excellent	85	87	90

**Comment on Results (OPTIONAL)**

(an assessment of progress toward achieving the target)

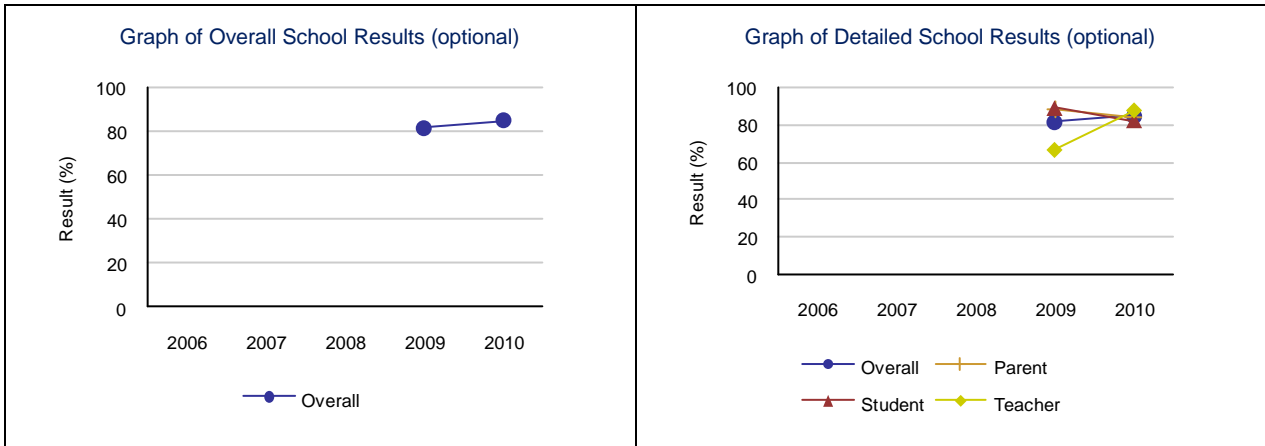
**Strategies**

- Maintain requirement that staff attend Professional Development opportunities through Koinonia Schools and ACSI.
- School staff will work with the School Board to design and implement effective parent evenings to address relevant topics that affect the community we serve.
- Maintain and increase accountability of staff professional development growth plans.

**Measure Details (OPTIONAL)**

Percentages 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					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	81.5	84.7	n/a	n/a	n/a	81.5	84.7	76.8	76.3	77.0	79.4	79.9
Teacher	n/a	n/a	n/a	66.7	87.5	n/a	n/a	n/a	66.7	87.5	75.5	74.5	75.6	78.2	80.8
Parent	n/a	n/a	n/a	88.9	84.2	n/a	n/a	n/a	88.9	84.2	75.4	75.1	75.9	78.1	77.0
Student	n/a	n/a	n/a	89.0	82.3	n/a	n/a	n/a	89.0	82.3	79.4	79.3	79.5	81.8	81.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local school/authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

**Future Challenges**

YKCS is a very small K – 12 school. It is important to ensure that our students are receiving the best possible academic instruction and assessment, that they are being challenged to be lifelong learners in pursuit of the knowledge, that they acquire skills and attitudes necessary for successful living in our global society, and that they come to a better understanding of how God reveals himself through all of creation.

Unfortunately, the financial reality of a small school makes it difficult to provide a wide variety of elective classes and options for our students. We have increased our staff this year to help our students’ educational experience, both in terms of breadth and depth. As we make real connections between students’ academic, spiritual, and cultural experiences, we equip them to be more successful in an increasingly fragmented world where it is becoming increasingly difficult to live a satisfied, fulfilled life.

An ongoing challenge is fundraising in order to provide necessary resources to operate the school. The Administration and the Board the Board continue to seek innovative ways to raise funds. We do not want to increase tuition as many of our families are struggling as a result of the slowdown in the economy in this area of the province.

Another challenge is to provide economical, effective professional development in areas of curriculum delivery that will drive results from the “Acceptable Standard” to the “Standard of Excellence.”

**Summary of Financial Results**

**Budget Highlights**

	<b>2009/2010 Budgeted</b>	<b>2009/2010 Actual</b>	<b>2010/2011 Budgeted</b>
Student Enrollment		69	63.5
Homeschool Enrollment		32	32
Teaching Staff		6.0	6.2
<b>Revenues</b>			
<b>Alberta Education</b>	<b>403,742</b>	<b>410,274</b>	<b>392,312</b>
<b>Tuition</b>	<b>166,087</b>	<b>176,020</b>	<b>159,041</b>
<b>Fundraising</b>	<b>250,025</b>	<b>281,660</b>	<b>286,819</b>
<b>Total Revenue</b>	<b>819,854</b>	<b>867,954</b>	<b>838,172</b>
<b>Expenditures</b>			
<b>Curriculum &amp; Instruction</b>	<b>66,030</b>	<b>74,712</b>	<b>50,436</b>
<b>Staffing</b>	<b>566,926</b>	<b>567,723</b>	<b>565,340</b>
<b>Utilities</b>	<b>29,000</b>	<b>29,355</b>	<b>32,750</b>
<b>Operational, Maintenance &amp; Capital</b>	<b>176,908</b>	<b>198,912</b>	<b>176,501</b>
<b>Total Expenditures</b>	<b>838,864</b>	<b>870,702</b>	<b>*825,027</b>
<b>Net</b>	<b>(-19010)</b>	<b>(-2748)</b>	<b>13,145</b>

- Current year figures are taken from project budget whereas previous year’s figures are taken from year-end financial statements.

**Highlights of Financial Planning**

This year there were some significant changes regarding staffing as the school hired a new principal (the previous principal had just been filling in until a more permanent one was found). Because the principal was hired as a part time administrator and art time teacher, and because another teacher had left the staff, there was a significant shuffling of duties and personnel. More importantly, the school decided to maintain staffing numbers to facilitate future growth despite a decline in the enrolment. This was done to address concerns that staff, parents, and students had regarding 3 grade splits (i.e. a Grade 3-5 class) and their possible impacts. Consequently, the school chose to maintain a separate kindergarten class and establish two grade splits across the rest of the school. Interestingly, after everything is factored in, the school is in relatively the same financial shape as it was the previous year. We still have to raise approximately the same amount of funds. Considering there has been a 12% drop in enrolment while have chosen to maintain our staffing number, this is a noteworthy feat.

Our current AISI project started last year and focuses on differentiated instruction. We are currently in year two of a three year implementation schedule. Last year, with the ASIS funding we received, we purchased a portable smart board and started looking at different ways to utilize technology to present learning opportunities to the students. Our annual report can be viewed at: <http://www.ykcschool.com/docs/library/2010%20AIS!%20Annual%20Report.pdf>

#### **Highlights of Capital and Facilities Projects**

There was no major Capital or Facilities Projects during the 2009/10 school year outside of installing proper for ventilation along the eastern side of the school to deal with problem with the east side of the roof. The problem has been the lack of an airflow space between the insulation and the metal roofing which causes condensation under the roof resulting in water leaking into the building close to the eaves. This also results in snow melting in the winter months causing a build up of ice along the eaves.

YKCS is blessed to have a modern, functional school building. It is a miracle that the school exists and we must thank those in our community who have given sacrificially of their time, energy, and resources to keep the school operational. Without their tireless efforts and substantial donations we could not exist. Thank you!

#### **Publication and Communication**

This combined 3 year Plan for 2010 to 2013/2009-2010 Annual Education Results Report will be posted on the YKCS website, <http://www.ykcschool.com/docs/library/2010-2013%203%20Year%20Report%20and%20AERR.pdf>

The Audited Financial Statements for the 2009-2010 School year are available to view at our office. Statistics and data on our charity can be accessed through Canada Revenue Agency at: <http://www.cra-arc.gc.ca/ebci/haip/srch/basicsearchresult-eng.action?s=registered&k=Yellowhead+Koinonia+Christian+School+Society&b=true&p=1&f=25#pageControl>

*For further information please contact the school at 780-723-3850. Additional budget information is also available at the General Office located at 430 – 72<sup>nd</sup> St, Edson, AB. T7E 1N3. You may also contact the office via email at: [ykcedson@telus.net](mailto:ykcedson@telus.net)*