

ANNUAL EDUCATION RESULTS REPORT and THREE-YEAR EDUCATION PLAN
Yellowhead Koinonia Christian School Authority
November 2012



Yellowhead Koinonia Christian School

430 72nd Street, Edson, Alberta, T7E 1N3

Phone 780-723-3850 Fax 780-723-7566

E-mail: office@Y.K.C.School.com Website: Y.K.C.School.com

Administrator, Jason Rand

Message from the Board Chair

The Annual Education Results Report for Yellowhead Koinonia Christian School for the 2011/12 school year was prepared under the direction of the Y.K.C.S School Board in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Y.K.C.S School Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. Together with the school staff we have used the results to develop strategies for the Three-Year Education Plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The Board of Directors is committed to using this three year plan to scaffold our day to day operation. We are thankful for the level of accountability dictated by the *Private Schools Regulation* and the *Education Grants Regulation* as we strive to improve the quality of education for students in our authority. To compile our report we have compared and assessed our current results with past performance and with provincial standards. We plan to use the results obtained to assess and monitor our progress and to fine tune successful strategies in order to ensure we are doing the best we can do to meet the needs of all of our students.

Chairman's Signature

Accountability Statement

The Annual Education Results Report for the 2011 - 2012 school year and the Education Plan for the three years commencing September 1, 2012 for Yellowhead Koinonia Christian Education 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 2011/2012 school year and the three-year Education Plan for 2012 – 2015 on DECEMBER 17, 2012.

Foundation Statements

Vision Statement:

YKCS has a vision to glorify 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.

*"Teach me Your way, O Lord; I will walk in Your truth;
Unite my heart to fear Your name.
I will praise You, O Lord my God, with all my heart,
And I will glorify Your name forevermore." Psalm 86: 11-12*

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 encompass all of our endeavors, all of our student body, our parents and staff with prayer. (Phil. 4:4-7, Col. 4:2)

Students:

- Our students will experience teaching 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 I Cor. 6:19-20 Matt. 22:37 Deut. 6:5)
- The vision of YKCS is to build a variety of programs that enable our students to achieve beyond expectations and circumstances, giving God the glory for all opportunities and successes. (I Cor. 10:31, Col. 3:23, 2 Thess. 1:11-12)

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 15:5-7, Ephesians 4:1-6)
- Teachers, board, and staff of YKCS will attend a Bible-believing church that is in agreement with the school's statement of faith, and will be encouraged to grow through the study of God's Word and in serving God through their local church. (2 Timothy 3:16-17, 2 Cor. 9:8, Galatians 6:10, Hebrews 10: 24-25)

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 will equip students to pursue life-long learning.
- YKCS students will be encouraged to attend a Bible college or similar experience upon graduation in order to further establish themselves in the Christian faith.

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. (Hebrews 4:12)
- YKCS students will be equipped to share and defend their faith in Christ with their peers, and as graduates in the larger global community. (1 Peter 3:15)

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.

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; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 4:30; Ephesians 5:18).

We also recognize that there are other doctrines held by various Christian believers which they believe to be consistent with the above. Such teaching shall not be promoted by this society.

A Profile of the School Authority

Yellowhead Koinonia Christian School (Y.K.C.S.) 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 7 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 Y.K.C.S. averages 61 students from kindergarten to grade 12 in the day school program and 23 home school students. There are five full time teachers, two special needs aides, two home school coordinators, and a full time administrator/teacher.

Y.K.C.S. offers a 550-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/certified 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, Green Certificate 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
 - Video Conferencing Courses available from other Koinonia Schools to provide teacher taught classes where we are unable to
 - 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

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

In order to be more financially responsible we have chosen to reduce our elementary staff by 0.6 resulting in one 3-grade combined class for 2012-2013. We will operate with a kindergarten/ grade 1 – 2 combined class. The rest of the school will continue to operate with a grade 3 – 4 combined class, a grade 5 – 6 combined class, a grade 7 – 8 combined class, a grade 9 – 10 combined class, and a grade 11 – 12 combined class. We have also reduced the office staff by 0.5. We will operate with one Full-time Receptionist/Bookkeeper.

Unfortunately, the financial reality of a small school makes it difficult to provide a wide variety of elective classes and options for our students. However, through the use of ADLC Team Teaching we are expanding the electives available to the High School Students. We intentionally operate with a low student to teacher ratio 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 continue to seek innovative ways to raise funds.

Another challenge is to demonstrate both to the Christian community and to the public, that Christian education is not exclusionary. Our goal is not to separate our students and shelter them. Instead our goal is help Christians to understand their faith and how to be effective participants in an increasingly secular society. Christian education is about our students growing strong enough in their faith that they can express the love of Christ in any society and in any circumstance. In the next few years, how Christian education does that in our province is going to be a crucial component to protecting our recognition as a valid and meaningful alternative to public education.

Summary of Accomplishments

- We purchased and installed video conferencing equipment to use to deliver courses we are unable to. Red Deer Koinonia Christian School partnered with us to provide our students with Chemistry 20 & 30.
- Our grade 9 to 12 population increased after a few years of decreasing.
- Our school population increased (slightly) after a few years of decreasing.
- We fielded a senior girls' basketball team for the first time in school history, placing third in our zone.
- We sent 5 regular school students and 1 home school student on the Koinonia Schools' Mexico Missions trip.
- We improved our facilities by replacing student desks in one of our high school classrooms.
- We had a lady working in the Elementary classes from the International Volunteer Exchange Program (IVEP).
- We purchased and installed Acoustical Paneling in the Kindergarten classroom. We also purchased and installed a silencer for the furnace ducts to the Kindergarten classroom, Grade ½ classroom and Computer Lab. These purchases were for our PUF student with Cochlear Implants.
- Our facilities were also improved by the generous anonymous donation of new pew chairs for the chapel.
- Students were able to go on numerous educational Field Trips, such as: Camp out, Space & Science Centre,
- We were able to participate with other Koinonia Schools in the annual Track Meet. We also joined for a Ski Trip for the first time this year.
- The school's Student Body, under the leadership of the Student Council, continues to raise enough money to support a Sponsor Child.

Combined 2012 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Yellowhead Koinonia			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	95.7	95.7	93.0	88.6	88.1	87.5	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	78.6	70.1	72.0	80.7	80.9	80.6	High	Maintained	Good
		Education Quality	94.2	92.7	93.5	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	5.2	0.0	1.9	3.2	4.2	4.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	High School Completion Rate (3 yr)	*	*	67.1	74.1	72.6	71.6	*	*	*
		PAT: Acceptable	64.3	93.1	87.5	79.1	79.3	78.9	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	3.6	20.7	8.7	20.9	19.6	19.1	Very Low	Maintained	Concern
		Diploma: Acceptable	*	*	n/a	83.5	82.6	83.5	*	*	*
		Diploma: Excellence	*	*	n/a	18.6	18.7	18.7	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	*	54.8	56.2	54.9	53.9	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	85.7	61.5	59.6	58.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	39.7	*	48.9	58.4	59.3	59.5	Very Low	Maintained	Concern
		Work Preparation	97.6	87.5	88.0	79.7	80.1	79.9	Very High	Improved	Excellent
Parental Involvement	Excellent	Citizenship	91.8	87.6	85.6	82.5	81.9	81.2	Very High	Improved	Excellent
Continuous Improvement	Excellent	Parental Involvement	88.6	96.2	89.0	79.7	79.9	80.0	Very High	Maintained	Excellent
		School Improvement	90.6	100.0	88.7	80.0	80.1	79.8	Very High	Maintained	Excellent

Notes:

- 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).
- 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, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Combined 2012 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

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 section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
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 or equal to 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: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	60.5	90.5	78.9	93.1	64.3	70	Very Low	Declined	Concern	75	77	80
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.5	0.0	5.3	20.7	3.6	10	Very Low	Maintained	Concern	10	10	10

Comment on Results

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% across the school is 3 students. In a school where the average grade has between 5 to 7 students, we have a limited cohort which inflates variances from the mean. Subsequently, both gains and losses in these measures are always going to “appear” significant until we have a larger population sample. We still need to pay attention to them, particularly trend over multiple years, but we do need to take these results with a grain of sand.

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 students understand the importance of testing and they need to apply themselves, especially targeting the Grade 9s, where these tests will determine whether they take 10-1 or 10-2 courses.
- Give students more opportunities to experience Multiple Choice Exams.

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

¹ If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

² Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	64.3	*	*	*	*	70	*	*	*	70	70	70
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	*	*	*	*	10	*	*	*	10	10	10

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	62.8	71.4	*	*	75	*	*	*	75	75	75
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	4.0	1.7	0.0	5.2	2	Intermediate	Maintained	Acceptable	2	2	2
High school to post-secondary transition rate of students within six years of entering Grade 10.	34.3	*	48.9	*	39.7	50	Very Low	Maintained	Concern	50	50	50
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	85.7	n/a	*	*	30	*	*	*	30	30	30
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	*	66.6	42.9	*	*	30	*	*	*	30	30	30

Comment on Results

Our grade 12 class is still too small to derive much meaning from these performance standards.

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
- Seek appropriate placement for individual students in work experience programs, Green Certificate and RAP
- Have a minimum of 2 practice exams in each diploma course.
- Include more diploma type questions in chapter and unit tests.
- Encourage students experiencing difficulty to take Grade 12 over two year period.
- Develop alternative ways for students to access courses, giving them the best opportunity for success (ie. Team teaching, video conferencing,...).
- Ensure that course planning is followed up routinely in grade 10,11,12

Notes:

1. 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.
2. 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.
3. 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.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	82.1	87.1	87.6	91.8	88	Very High	Improved	Excellent	88	88	88
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.	n/a	85.3	91.1	87.5	97.6	88	Very High	Improved	Excellent	88	88	88

Comment on Results

We are pleased with these results. Y.K.C.S students demonstrate active citizenship beyond our walls, (e.g. sponsoring children from 3rd world countries and assisting in the local Senior’s Lodge).

We continue to instruct students in the characteristics of active citizenship and to hold them more accountable to the Biblical standards of citizenship that the school stands for.

The philosophy of the school is that students that attend or graduate from our school would be taking responsible roles in church/parachurch organizations. As a Christian school we are teaching values which we trust will be engaged with in future jobs or occupations.

Strategies

- Hold students accountable at all grade levels for good attendance, assignments turned in on time, etc.
- 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 behaviors.
- Teach concepts of love, responsibility, stewardship, and servant-hood from a biblical perspective.
- Maintain implementation of Biblical principles into all subject areas.
- Encourage student participation in Student Council and Leadership seminars..
- Maintain the opportunity for students to be involved in cross-cultural.
- Maintain the opportunity for students to be involved in Work Experience and Green Certificate

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

Outcome: *Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	69.3	80.1	77.4	96.4	80	n/a	n/a	n/a	81	82	83

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

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 measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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	70.0	76.0	70.1	78.6	75	High	Maintained	Good	75	75	75
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	92.2	95.5	92.7	94.2	93	Very High	Maintained	Excellent	93	93	93
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	91.1	92.2	95.7	95.7	93	Very High	Maintained	Excellent	93	93	93

Comment on Results

From grades 9 to 12 we have 20 students. We offer a flexible program for such a small high school and this is reflected by the very high achievement of the second performance measure.

Strategies

- Maintain requirement that staff attend Professional Development opportunities through Koinonia Schools and ACSI.
- 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.
- Teacher Assistant hired to assist in the newly formed three grade split, K-2.
- Large Scale Christmas Musical, K – 6, put on every year
- Encourage students and parents to utilize the school website for obtaining information, checking homework and submitting assignments.
- Continue implementing a compulsory high school planning guide for all students entering high school together with their parents.
- Continue utilizing alternative ways for students to access courses, giving them the best opportunity for success (ie. Team teaching, video conferencing, North Star Academy,...).
- Increase awareness of the programs and flexibility we do offer.
- 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.
- Integrate concepts of caring and respect for others in school wide assemblies.
- Utilizing Student Council and Leadership to help model the importance of caring for others, respecting others and treating others fairly.

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 demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	76.3	94.5	96.2	88.6	85	Very High	Maintained	Excellent	85	85	85
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.	n/a	81.5	84.7	100.0	90.6	85	Very High	Maintained	Excellent	85	85	85

Comment on Results

The mission of the school is that we are here to assist parents in the spiritual and academic potential of their students. The school administration and the Board of Directors have adopted an open door policy and invite parent involvement and interaction on an ongoing basis.

Our school community is full of families who are committed to Christian education. They have been at the school for a long time and worked with the school in presenting their children with a great educational experience.

Strategies

- Seek ways to increase parent involvement in AGM and Parent-Teacher Fellowship evenings.
- Communication books K - 8
- 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.
- Encourage parents and staff to be more proactive in looking for opportunities to collaborate in the children's school experience (from academic performance, to social responsibility, to spiritual development, to classroom and school management or discipline).
- Maintain requirement that staff attend the August and November Professional Development opportunities through Koinonia Schools and ACSI.
- Encourage staff to attend other PD opportunities with AISCA, Edmonton Regional Consortium, AISI, etc.
- Maintain and increase accountability of staff professional development growth plans.

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 measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

[No Data for Overall FNMI Results]

Comment on Results

We do not have any self-identified First Nations, Métis and Inuit (FNMI) Students enrolled in our school at this time.

Strategies

- Encourage parents and staff to be more proactive in looking for opportunities for our students to understand, experience, and interact with FNMI peoples and cultures.
- Continue to include outcomes that reflect the diversity of all students. Respect for diversity is an integral part of everything we do in the school.
- We will ensure that FNMI perspectives are taught in our Social Studies programs.
- Increase Teacher Resources which support FNMI perspectives and worldview.
- We seek opportunities for all students to be involved in the work world, e.g. job shadowing, kids to work day, career fair.

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, 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. 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 (*).

Also report targets and results for all local authority measures related to Goal 3 (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).

Note:

- Including strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) http://www.education.gov.ab.ca/k_12/specialneeds
- Reporting on programs, services and results for students with special needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004) http://www.education.gov.ab.ca/k_12/specialneeds

Future Challenges

The primary challenge of our school community is still to increase our student population. The level of services we have established to be successful and allow for growth require more students than we currently have. The Three year Plan/AERR Report clearly shows that we have a healthy school that is meeting the needs of our students and the expectations of our parents. Our challenge is to maintain and build upon these accomplishments while increasing our involvement in our community. As the community gains confidence in our school and our students, we will see the growth needed for our school to thrive long term.

Summary of Financial Results

Budget Highlights	2011-2012 Budget	2011-2012 Actual	Percentage of Budget
Revenues			
Alberta Education	\$439,478	\$427,533	46.92%
Tuition	\$146,786	\$138,718	15.67%
Non-Instructional Fees	\$0	\$22,164	0.00%
Gifts & Donations	\$310,090	\$217,563	33.11%
Gross School Generated Funds	\$40,250	\$39,564	4.30%
Total Revenue	\$936,604	\$845,542	100%
Expenditures			
Salaries	\$587,646	\$609,518	62.74%
Services, contracts and Supplies	\$200,594	\$191,782	21.42%
Gross School Generated Funds	\$40,250	\$39,564	4.30%
Capital and Debt Services	\$108,114	\$114,239	11.54%
Total Expenditure	\$936,604	\$955,103	100%

Total revenue for 2011/2012 was \$845,542 of which \$427,533 was received from Alberta Education in 2011/2012.

The Audited Financial Statement is available for perusal at the school office. For further information on the budget please contact Inga Giesbrecht in the school office during regular business hours. (780-723-3850).

Budget Summary

Budget Summary	2012-2013 Budget	Percentage of Budget
Revenues		
Alberta Education	\$391,456	43.44%
Tuition	\$157,062	17.43%
Non-Instructional Fees	\$0	0.00%
Gifts & Donations	\$304,583	33.80%
Gross School Generated Funds	\$48,120	5.34%
Total Revenue	\$901,221	100%
Expenditures		
Salaries	\$572,303	63.50%
Services, contracts and Supplies	\$168,030	18.64%
Gross School Generated Funds	\$48,120	5.34%
Capital and Debt Services	\$112,767	12.51%
Total Expenditure	\$901,220	100%

- The 2012–2013 budget is \$35,384 less than 2011-2012 due to decreased staffing costs.
- Financial planning has been based on a cautious projection of costs, maintaining small class sizes for the benefit of students.
- Our financial statements have been prepared in accordance with Canadian generally accepted accounting principles (GAAP) and accounting policies consistent with those prescribed by Alberta Education for Alberta private schools.
- The complete adopted Budget Report for 2012-2013 is available for perusal at the school office. For further information on the budget please contact Inga Giesbrecht in the school office during regular business hours. (780- 723-3850).

Capital and Facilities Projects

We made it a priority to address concerns with our roof on the elementary wing and over our chapel as we were still having an ice buildup that was causing water damage when it melted. We received bids to increase the airflow under the roof and change the surface of the roof in the impacted areas. Our plan was to address this over summer holidays. Due to economic growth in the area, the Contractor we've hired was unable to get this finished before the summer holidays were over and the early snowfall hampered progress this fall. We anticipate the work will be completed in the Spring.

Summary of Facility and Capital Plans

- One of the priorities that we are looking at is improvement of safety and security at the school. This includes installing a fence around the school property's perimeter. It would also include gates at the entrances and exits.
- To improve school visibility and promote upcoming events a school sign is being considered.

Parental Involvement

As previously mentioned, the majority of our parents have been with the school for a long time and parental involvement and satisfaction is at a great place on a parent – teacher level and on a volunteer level. We know the small number of parents in our school community limits this, however, we would like to develop other ways for our parents to be active in our school community. This year we will be looking at forming small committees and groups to help give parents more input at the governing level. We have already established some committees this year including: Finance, Maintenance, and Promotions/Development. One of the groups we would like to see re-form is a parent group. As we anticipate growth in our school over the next few years, a priority will be to involve and integrate new families into our school community. We are also looking to reinstate semi-annual Parent-Teacher Fellowship Events.

Timelines and Communication

- This 2012 – 2015 Three Year Plan and 2011 – 2012 Annual Education Results Review will be posted on the school website under the “Accountability” tab which is under the “Documents” tab on our website: <http://www.Y.K.C.School.com/>
- This Three Year plan and Annual Education Results Review and it’s location on the web will be communicated to parents and the public through our school newsletters and electronic mail out through our website.
- As a single school jurisdiction, we do not have a school council as such. Stakeholders were invited to submit their opinions, thoughts, ideas and concerns regarding school operations via questionnaire and open discussion during the year.
- The School Board had input in updating the three-year education plans at a regular board meeting.

APPENDIX – Measure Details (OPTIONAL)

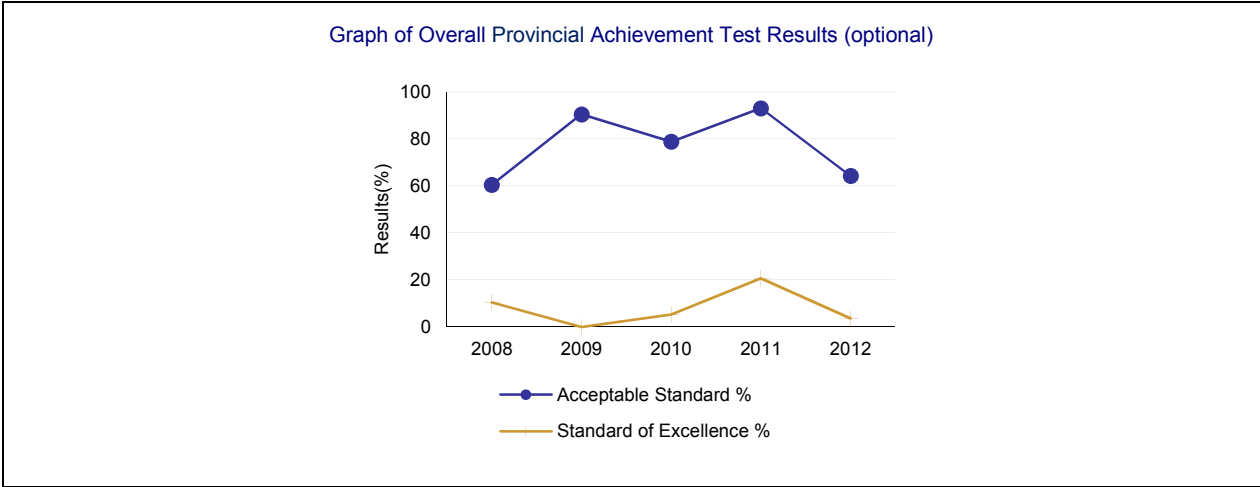
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Provincial Achievement Test Results – Measure Details (OPTIONAL)

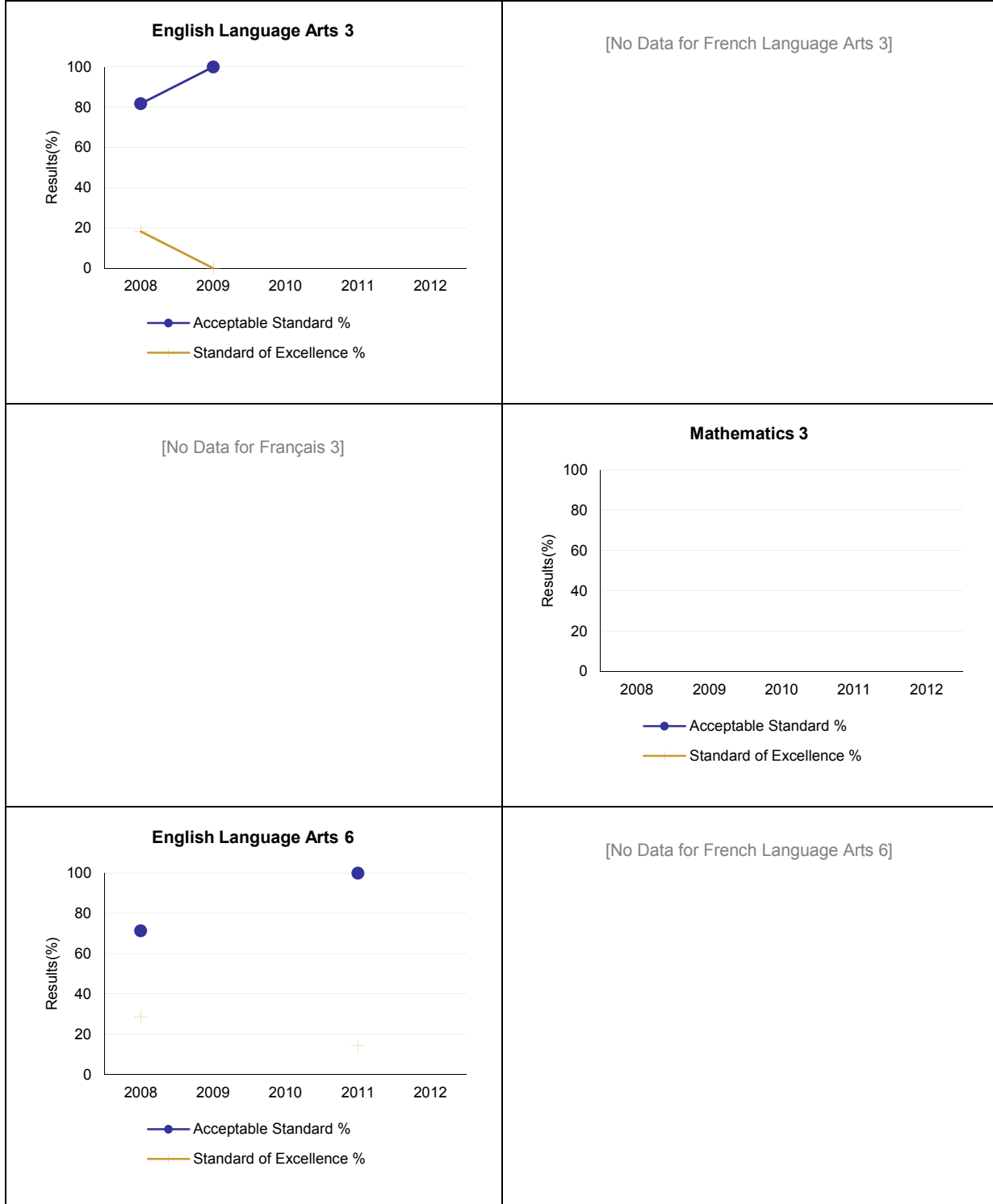
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	81.8	18.2	100.0	0.0	*	*	*	*	*	*		
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
French Language Arts 3	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	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
Français 3	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	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	Authority	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	77.4	26.0	76.8	25.5		
English Language Arts 6	Authority	71.4	28.6	*	*	*	*	100.0	14.3	*	*		
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	Authority	*	*	*	*	*	*	85.7	28.6	*	*		
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	*	*	100.0	14.3	*	*		
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	Authority	71.4	0.0	*	*	*	*	*	*	71.4	0.0		
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	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	66.8	7.8	67.2	7.9	61.4	5.8		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
Mathematics 9	Authority	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	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	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	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	Authority	57.1	0.0	*	*	*	*	*	*	*	*		
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	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	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	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	64.6	15.7	61.9	13.6	63.5	13.9		

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.

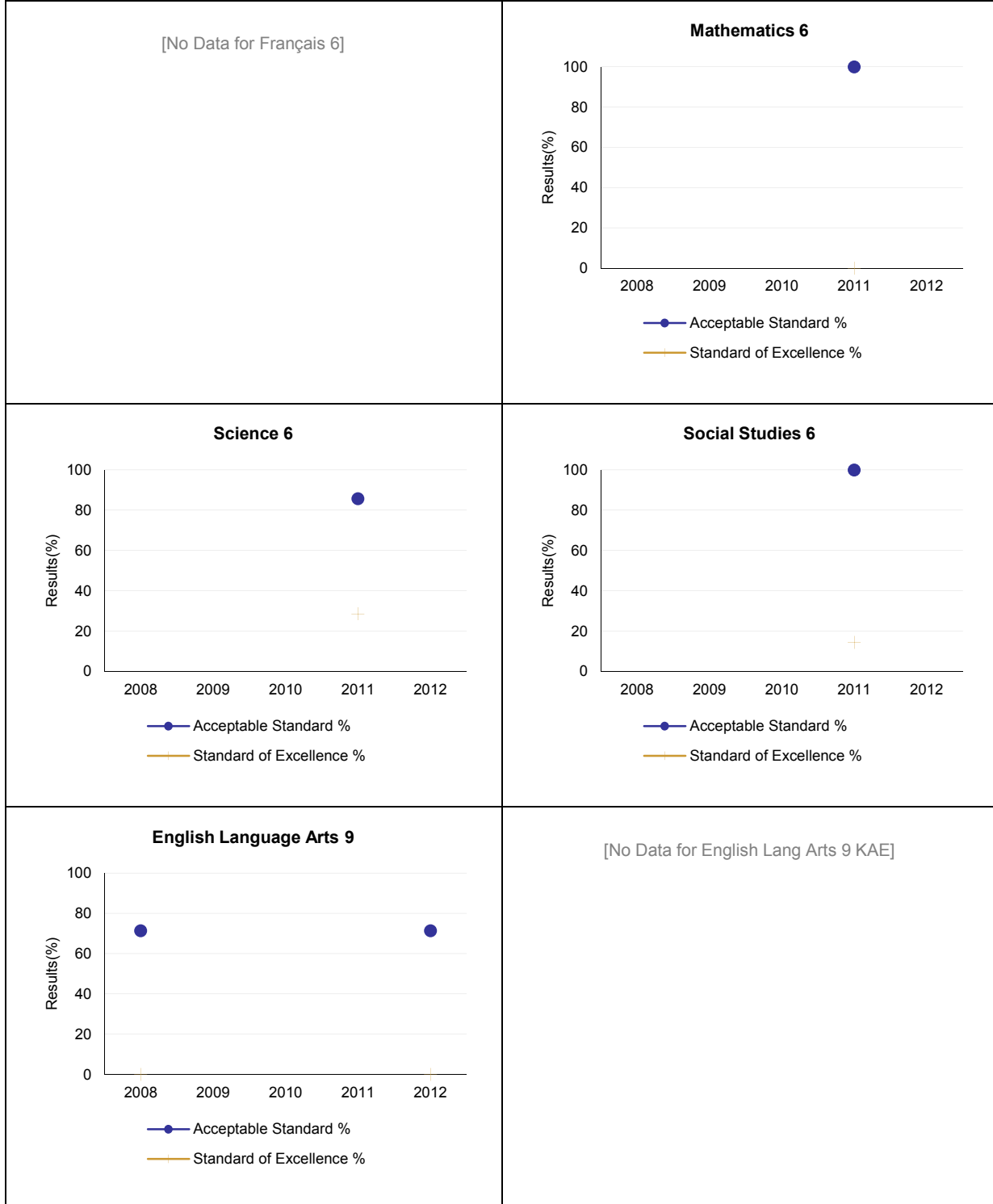


Graph of Provincial Achievement Test Results by Course (optional)



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;">Mathematics 9</p>	<p>[No Data for Mathematics 9 KAE]</p>
<p style="text-align: center;">Science 9</p>	<p>[No Data for Science 9 KAE]</p>

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 (*).

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

Course	Measure	Yellowhead Koinonia						Alberta				
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	4	*	7	100.0	44,689	81.9	42,242	81.6
	Standard of Excellence	*	*	*	4	*	7	0.0	44,689	20.4	42,242	18.4
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	82.1	3,091	82.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	14.5	3,091	16.0
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1
Mathematics 3	Acceptable Standard	*	*	*	4	*	n/a	n/a	44,689	76.8	42,957	77.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	*	*	*	5	*	7	100.0	43,170	82.7	43,453	82.7
	Standard of Excellence	*	*	*	5	*	7	14.3	43,170	17.8	43,453	18.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,592	89.3	2,435	89.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,592	17.2	2,435	16.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2
Mathematics 6	Acceptable Standard	*	*	*	5	*	7	100.0	43,170	74.7	43,539	73.7
	Standard of Excellence	*	*	*	5	*	7	0.0	43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	*	*	*	5	*	7	85.7	43,073	77.8	43,389	76.5
	Standard of Excellence	*	*	*	5	*	7	28.6	43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	*	*	*	5	*	7	100.0	43,170	73.2	43,569	71.1
	Standard of Excellence	*	*	*	5	*	7	14.3	43,170	19.5	43,569	17.5
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	7	71.4	n/a	n/a	42,309	77.4	43,450	79.0
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	87.5	2,332	85.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	12.2	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8
Mathematics 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	41,909	66.5	42,538	66.1
	Standard of Excellence	*	*	*	7	*	n/a	n/a	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	42,307	74.2	43,288	73.6
	Standard of Excellence	*	*	*	7	*	n/a	n/a	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	42,429	68.9	43,449	68.1
	Standard of Excellence	*	*	*	7	*	n/a	n/a	42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	13.9	1,565	14.6

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 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 or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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.

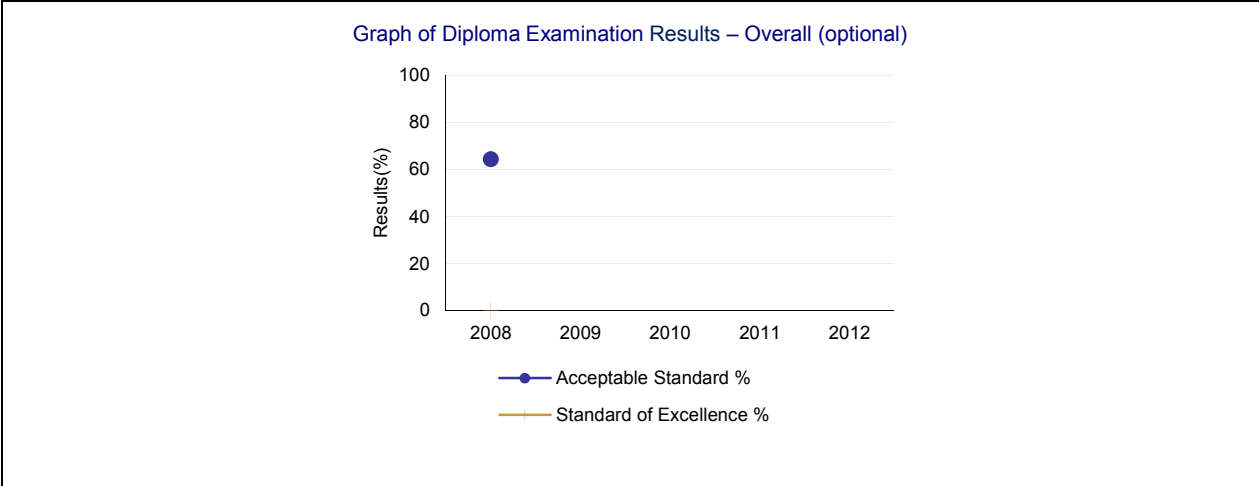
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Diploma Examination Results – Measure Details (OPTIONAL)

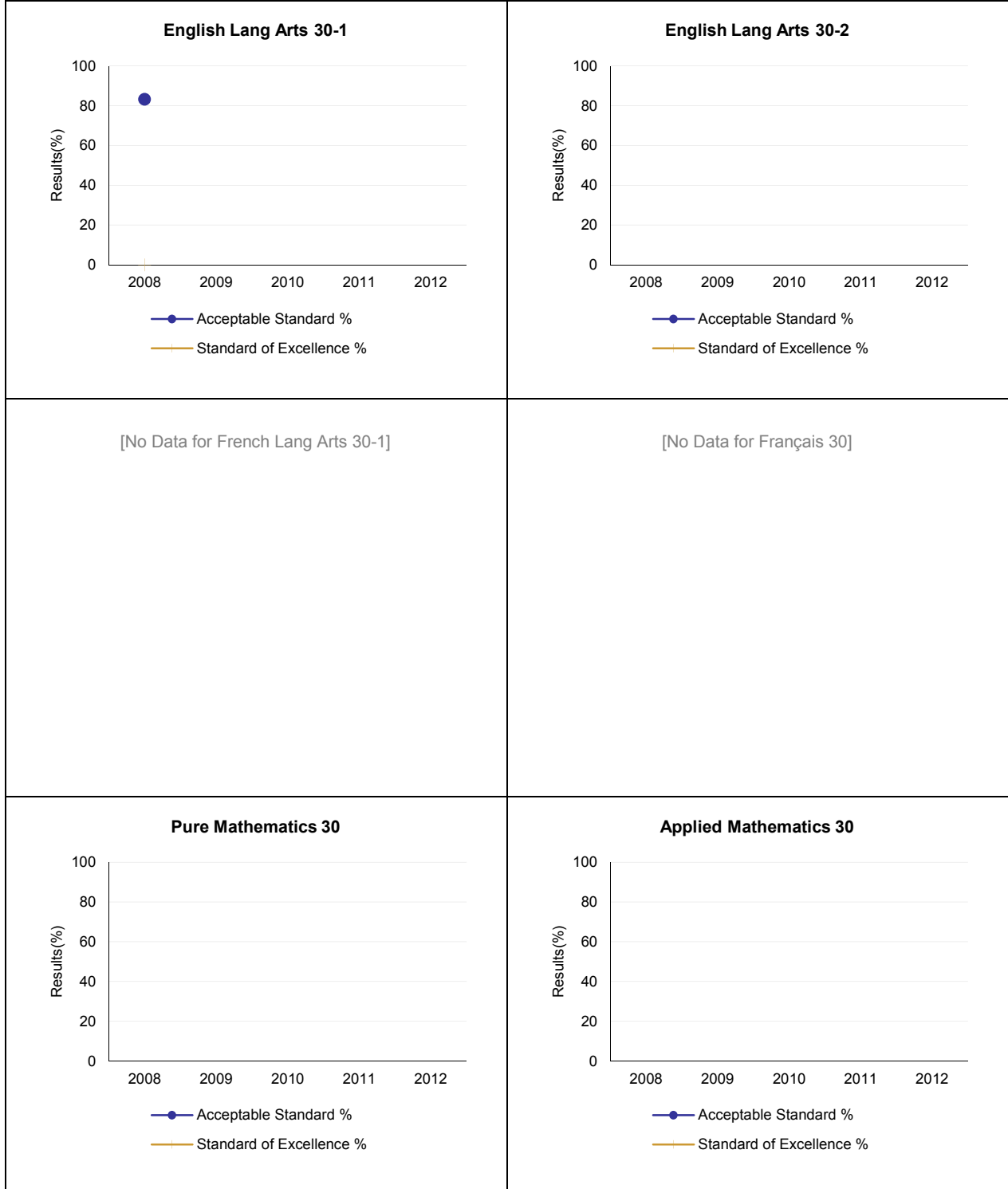
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	83.3	0.0	*	*	*	*	n/a	n/a	*	*		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	Authority	n/a	n/a	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	Authority	*	*	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	Authority	83.3	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	Authority	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

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)



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>Social Studies 30-1</p>
<p>[No Data for Social Studies 33]</p>	<p>Social Studies 30-2</p>
<p>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 style="text-align: center;">Chemistry 30</p> <p>Results(%)</p> <p>2008 2009 2010 2011 2012</p> <p>—●— Acceptable Standard % —+— Standard of Excellence %</p>	<p>[No Data for Physics 30 Old]</p>
<p>[No Data for Physics 30]</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 (*).

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

Course	Measure	Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	29,328	86.0	28,848	85.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,554	89.5	14,112	88.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,554	10.7	14,112	9.1
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	95.5	1,279	94.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	13.4	1,279	16.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,691	81.8	22,716	82.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,991	75.6	10,625	77.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	23,487	86.2	23,544	83.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,193	83.1	15,720	85.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,299	81.8	22,083	82.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,926	76.7	18,365	76.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,562	81.0	10,364	76.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,562	30.3	10,364	23.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,873	79.8	4,808	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,873	22.0	4,808	21.6

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 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 evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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

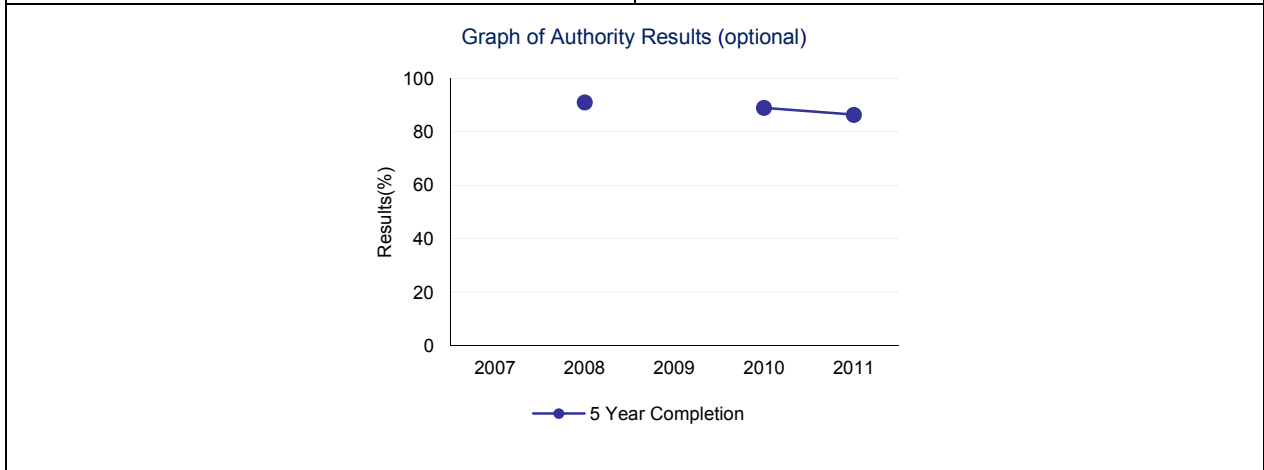
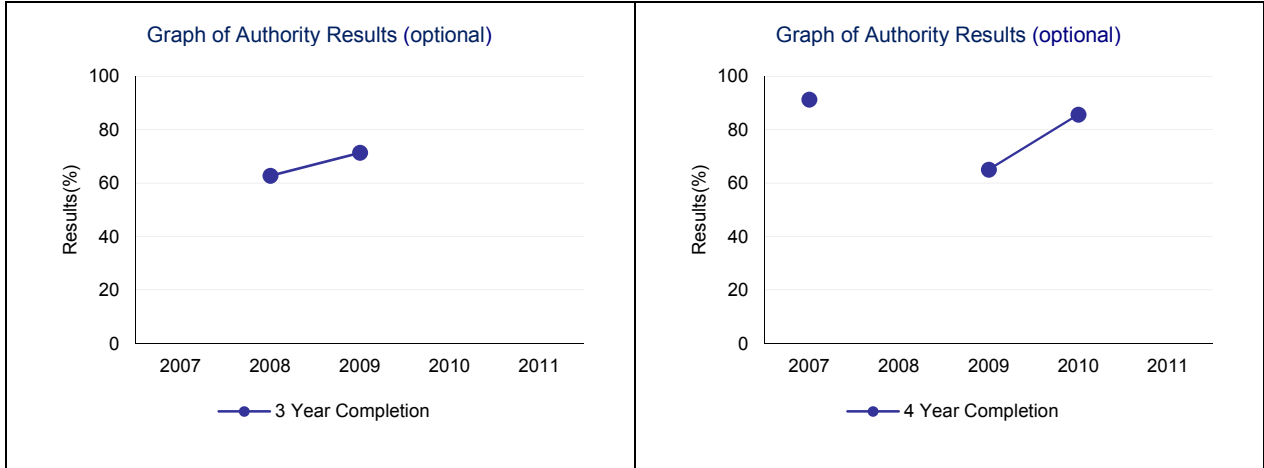
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

High School Completion Rate – Measure Details (OPTIONAL)

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

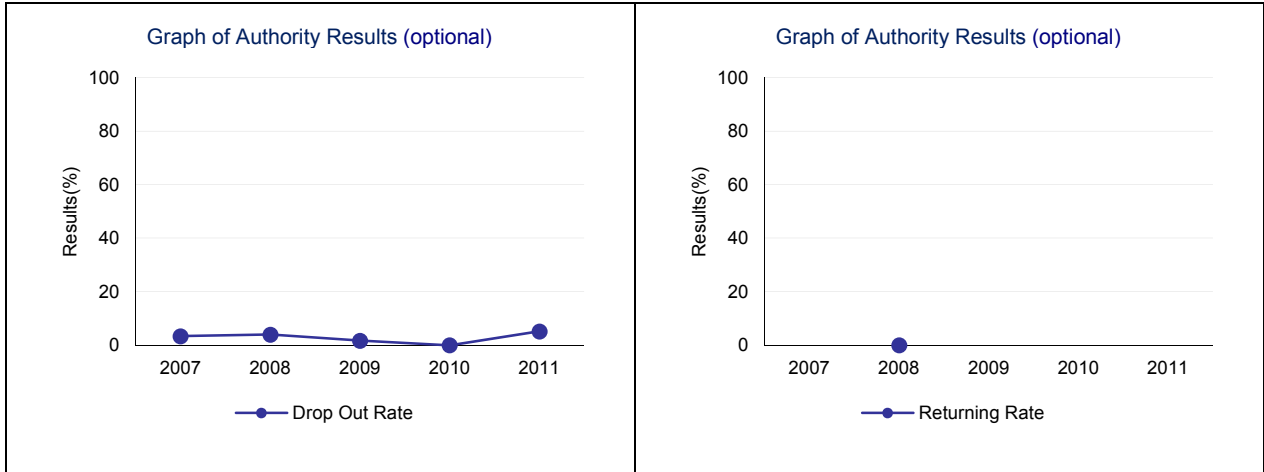
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
3 Year Completion	*	62.8	71.4	*	*	71.1	70.8	71.5	72.6	74.1
4 Year Completion	91.3	*	65.1	85.7	*	76.1	76.3	76.1	76.9	78.1
5 Year Completion	*	91.1	*	89.0	86.4	78.9	78.7	79.0	79.0	79.6



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

Drop Out Rate – Measure Details (OPTIONAL)

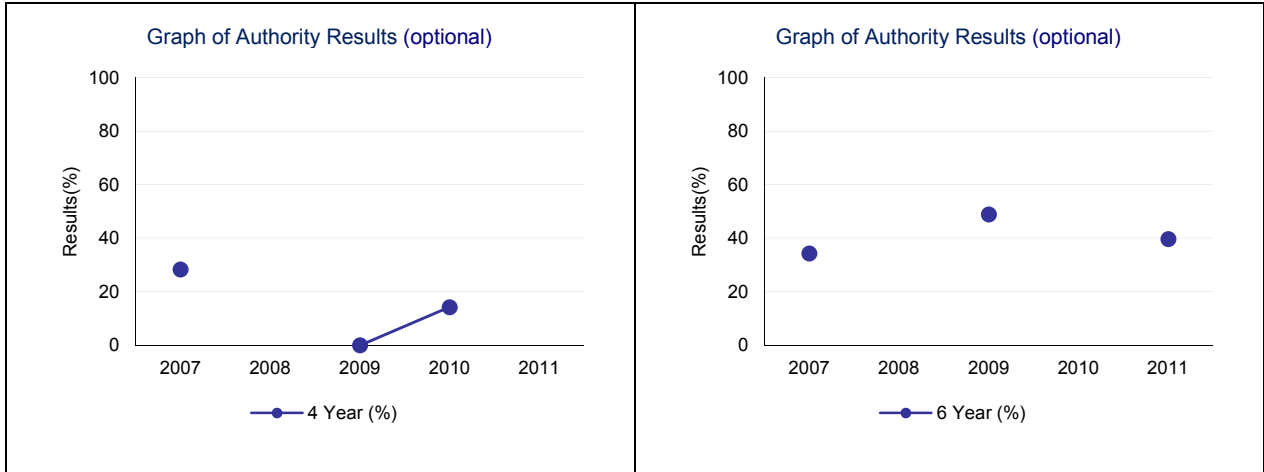
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	3.4	4.0	1.7	0.0	5.2	5.0	4.8	4.3	4.2	3.2
Returning Rate	n/a	0.0	n/a	*	n/a	21.3	19.8	23.5	27.9	23.4



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

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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
4 Year Rate	28.4	*	0.0	14.3	*	38.7	38.9	37.5	37.8	38.2
6 Year Rate	34.3	*	48.9	*	39.7	58.8	59.2	59.8	59.3	58.4

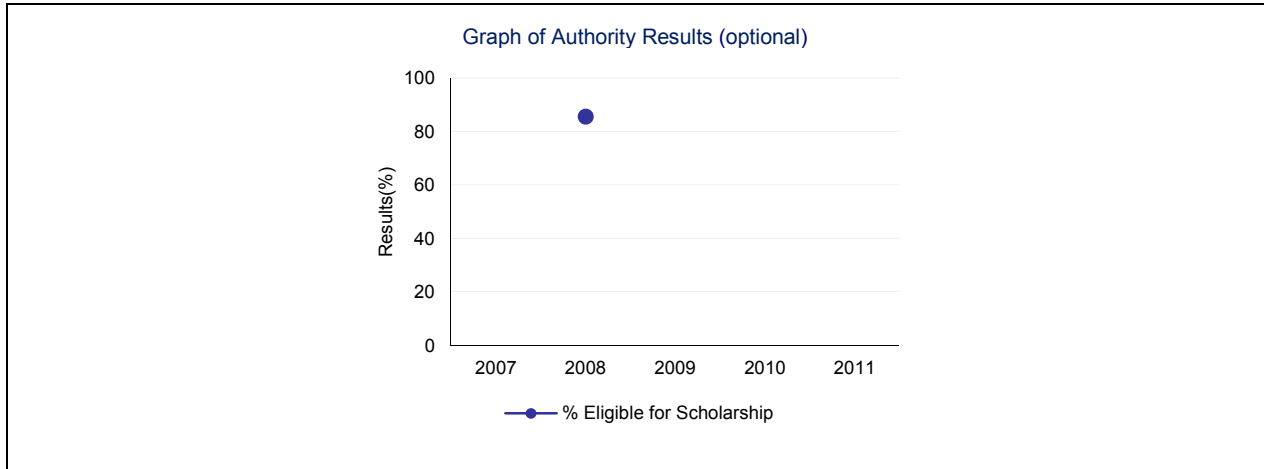


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Rutherford Scholarship Eligibility Rate (Revised)	*	85.7	n/a	*	*	56.8	57.3	56.9	59.6	61.5

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
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
2010	3	*	*	*	*	*	*	*	*
2011	1	*	*	*	*	*	*	*	*

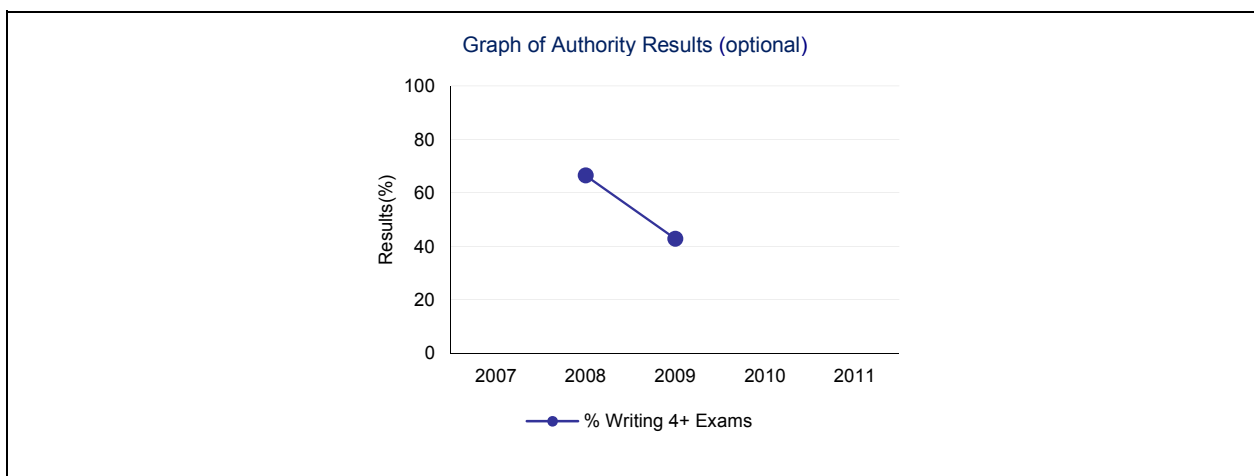


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – 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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
% Writing 0 Exams	*	20.0	0.0	*	*	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	*	80.0	100.0	*	*	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	*	80.0	85.7	*	*	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	*	80.0	57.1	*	*	65.6	64.9	65.2	66.0	67.4
% Writing 4+ Exams	*	66.6	42.9	*	*	53.6	53.3	53.5	54.9	56.2
% Writing 5+ Exams	*	26.7	0.0	*	*	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	*	0.0	0.0	*	*	13.2	12.7	12.9	13.4	14.1



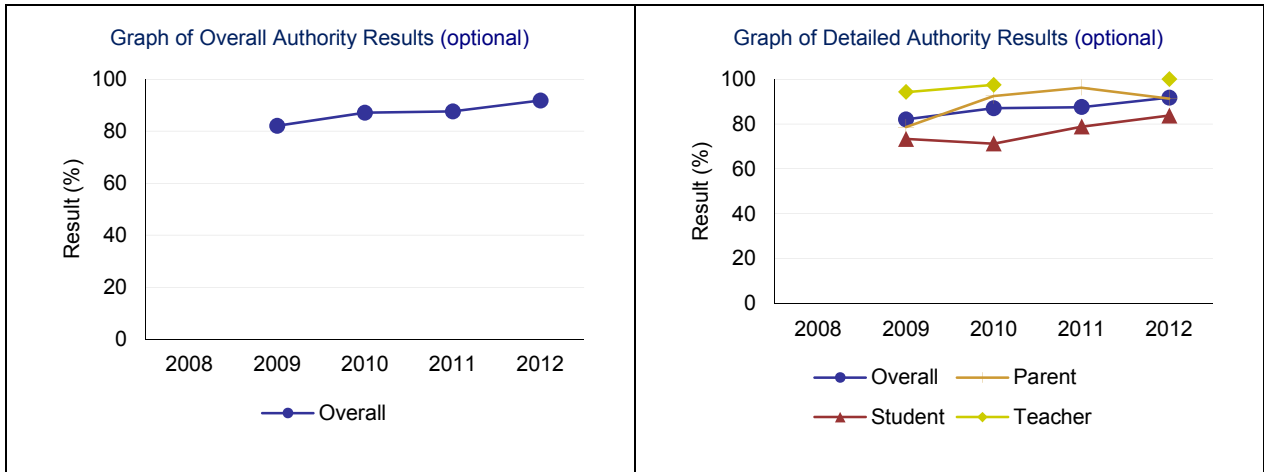
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
English 30 / English Language Arts 30-1	*	75.0	42.9	*	*	54.5	53.8	54.0	54.5	54.9
English 33 / English Language Arts 30-2	*	0.0	57.1	*	*	23.6	24.0	24.5	25.1	26.1
Total of 1 or more English Diploma Exams	*	75.0	100.0	*	*	77.0	76.7	77.1	78.0	79.0
Social Studies 30	*	75.0	42.9	*	*	49.3	48.1	48.1	3.7	0.3
Social Studies 30-1	n/a	0.0	0.0	*	*	n/a	0.0	0.0	45.7	48.2
Social Studies 33	*	0.0	57.1	*	*	28.8	29.5	30.1	2.5	0.1
Social Studies 30-2	n/a	0.0	0.0	*	*	n/a	0.0	0.0	27.4	31.0
Total of 1 or more Social Diploma Exams	*	75.0	85.7	*	*	77.2	76.7	77.4	78.1	78.9
Mathematics 30 / Pure Mathematics 30	*	62.5	0.0	*	*	41.7	41.1	40.8	41.4	42.6
Mathematics 33 / Applied Mathematics 30	*	0.0	42.9	*	*	19.5	19.1	19.7	19.7	20.0
Total of 1 or more Math Diploma Exams	*	62.5	42.9	*	*	60.7	59.7	59.9	60.6	62.0
Biology 30	*	37.5	42.9	*	*	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	*	62.5	0.0	*	n/a	34.3	34.5	5.0	0.1	n/a
Chemistry 30	n/a	n/a	0.0	*	*	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	*	0.0	0.0	*	n/a	21.5	20.4	2.4	0.1	n/a
Physics 30	n/a	n/a	0.0	*	*	n/a	n/a	17.5	20.0	20.6
Science 30	*	0.0	14.3	*	*	7.0	7.4	8.2	9.0	9.1
Total of 1 or more Science Diploma Exams	*	62.5	57.1	*	*	56.5	56.1	56.1	57.6	59.1
Français 30-1	*	0.0	0.0	*	*	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	*	0.0	0.0	*	*	2.7	2.7	2.7	2.9	2.8
Total of 1 or more French Diploma Exams	*	0.0	0.0	*	*	2.9	2.9	2.9	3.1	3.1

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

Citizenship – Measure Details (OPTIONAL)

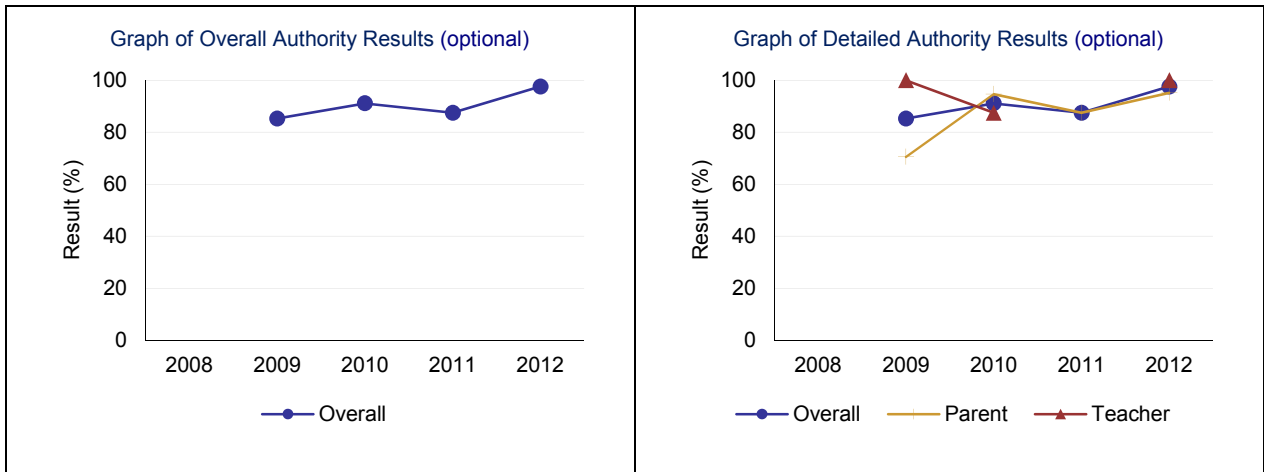
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	82.1	87.1	87.6	91.8	77.9	80.3	81.4	81.9	82.5
Teacher	n/a	94.3	97.5	*	100.0	90.6	91.8	93.0	92.7	93.1
Parent	n/a	78.7	92.6	96.3	91.4	74.7	77.4	78.5	78.6	79.4
Student	n/a	73.4	71.3	78.9	83.8	68.5	71.8	72.7	74.5	75.0



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

Work Preparation – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	85.3	91.1	87.5	97.6	80.1	79.6	79.9	80.1	79.7
Teacher	n/a	100.0	87.5	*	100.0	89.3	88.9	90.0	89.6	89.5
Parent	n/a	70.6	94.7	87.5	95.2	70.9	70.2	69.8	70.6	69.9

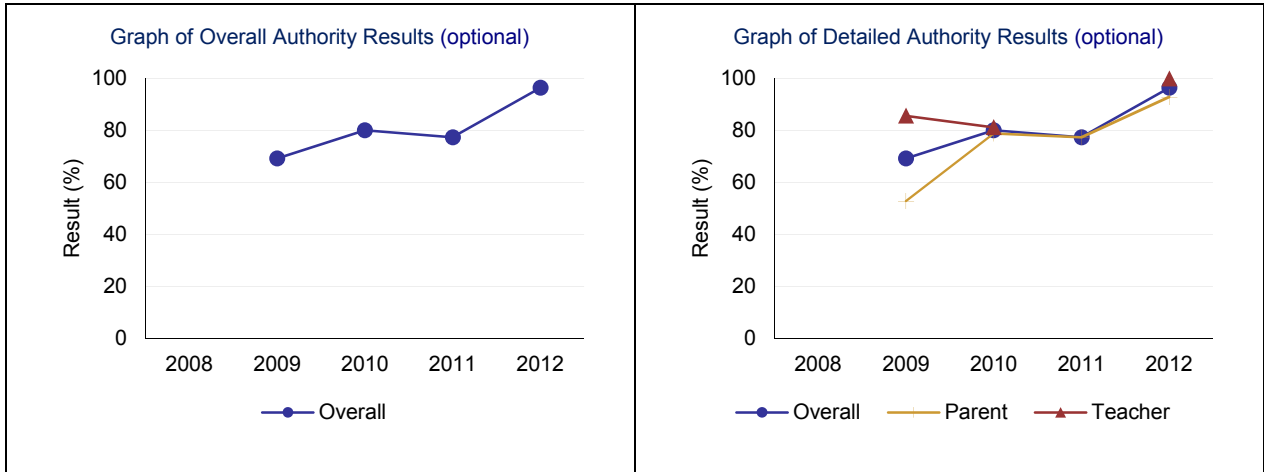


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	69.3	80.1	77.4	96.4	66.7	67.4	67.6	67.9	68.0
Teacher	n/a	85.7	81.3	*	100.0	73.8	74.0	75.4	75.3	75.8
Parent	n/a	52.9	78.9	77.4	92.9	59.5	60.8	59.8	60.6	60.2

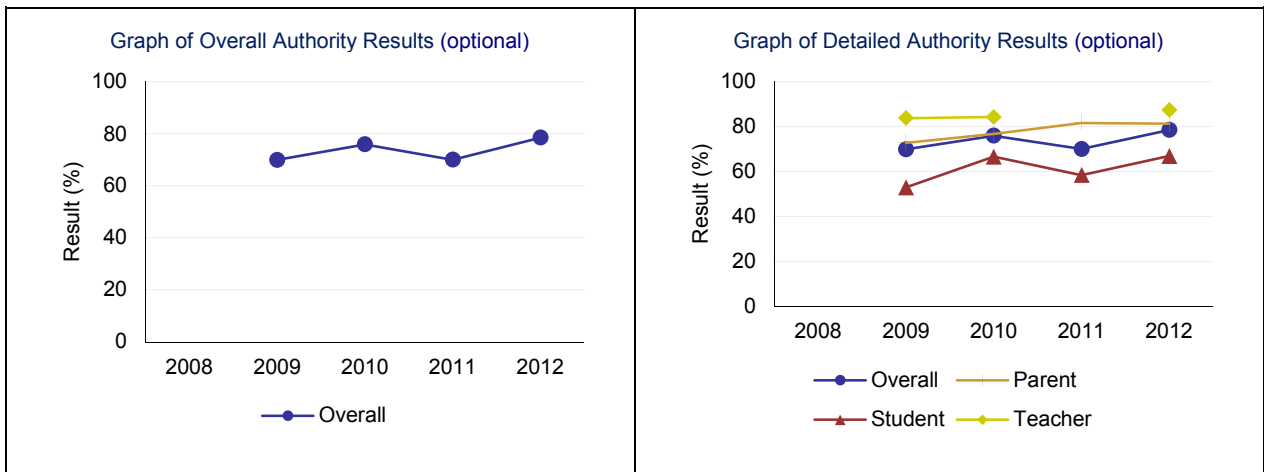


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – 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.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	70.0	76.0	70.1	78.6	79.4	80.3	80.5	80.9	80.7
Teacher	n/a	83.9	84.4	*	87.5	86.4	86.8	87.7	87.6	87.3
Parent	n/a	72.9	76.8	81.7	81.4	77.6	78.7	78.0	78.3	78.1
Student	n/a	53.0	66.7	58.5	67.0	74.1	75.3	75.9	76.9	76.9

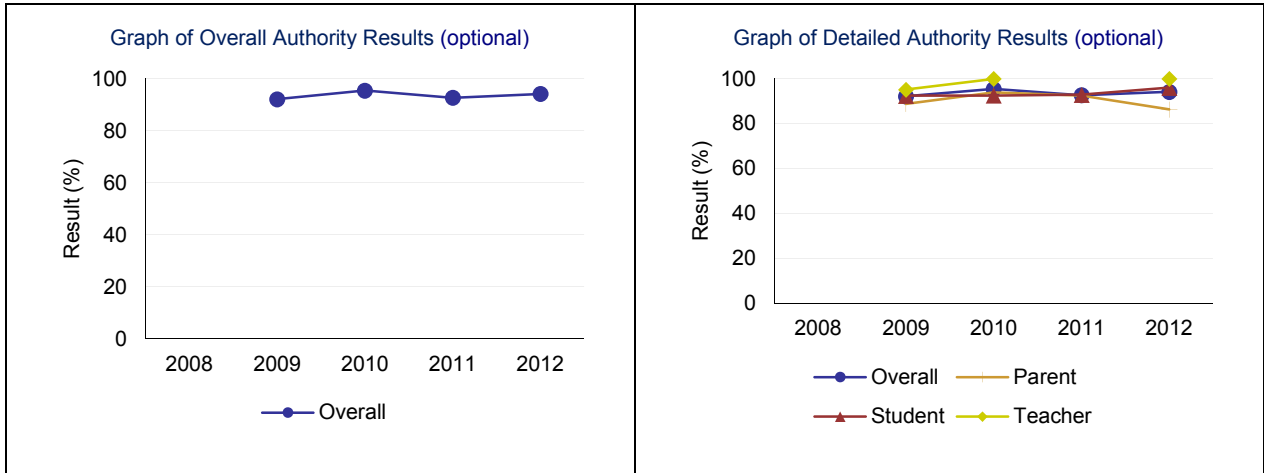


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	92.2	95.5	92.7	94.2	88.2	89.3	89.2	89.4	89.4
Teacher	n/a	95.2	100.0	*	100.0	94.9	95.3	95.6	95.5	95.4
Parent	n/a	88.9	93.9	92.6	86.4	83.0	84.4	83.9	84.2	84.2
Student	n/a	92.5	92.6	92.9	96.1	86.6	88.3	88.2	88.5	88.6

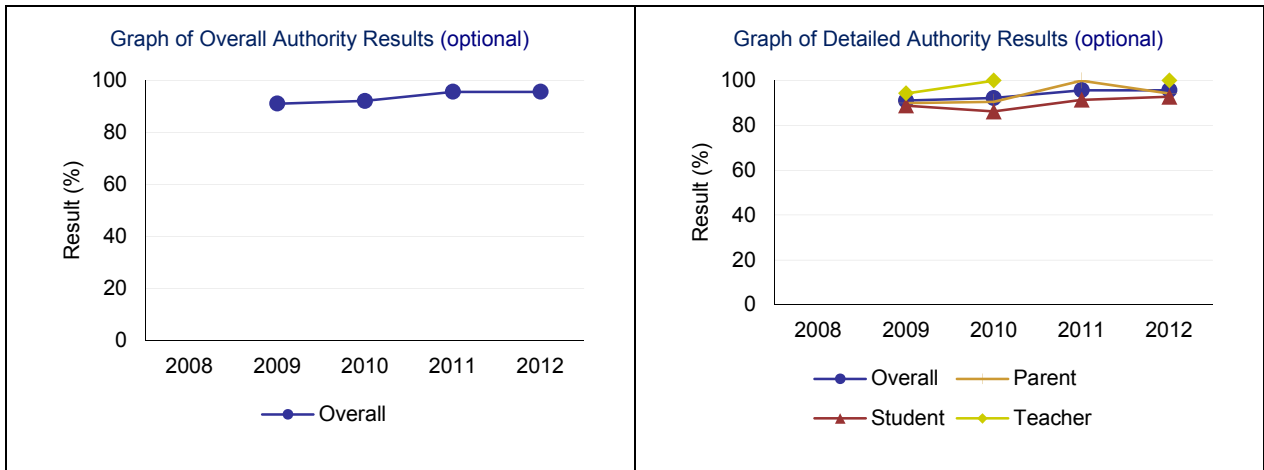


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – 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.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	91.1	92.2	95.7	95.7	85.1	86.9	87.6	88.1	88.6
Teacher	n/a	94.3	100.0	*	100.0	93.1	93.8	94.4	94.5	94.8
Parent	n/a	90.0	90.5	100.0	94.3	83.2	85.3	86.1	86.6	87.4
Student	n/a	88.9	86.2	91.4	92.8	79.1	81.7	82.2	83.3	83.7

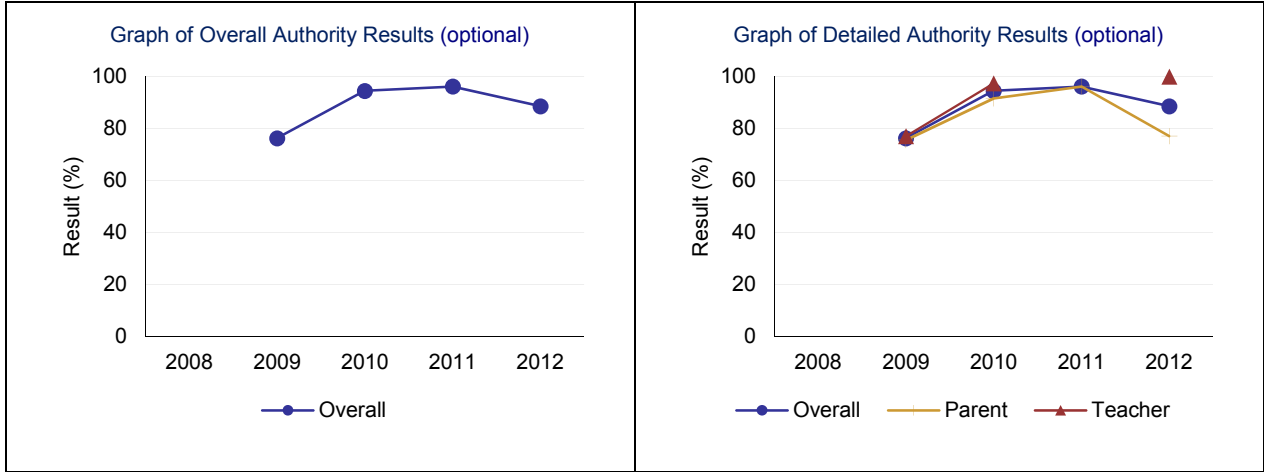


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	76.3	94.5	96.2	88.6	78.2	80.1	80.0	79.9	79.7
Teacher	n/a	77.1	97.4	*	100.0	87.5	88.0	88.6	88.1	88.0
Parent	n/a	75.6	91.6	96.2	77.1	69.0	72.2	71.3	71.7	71.4

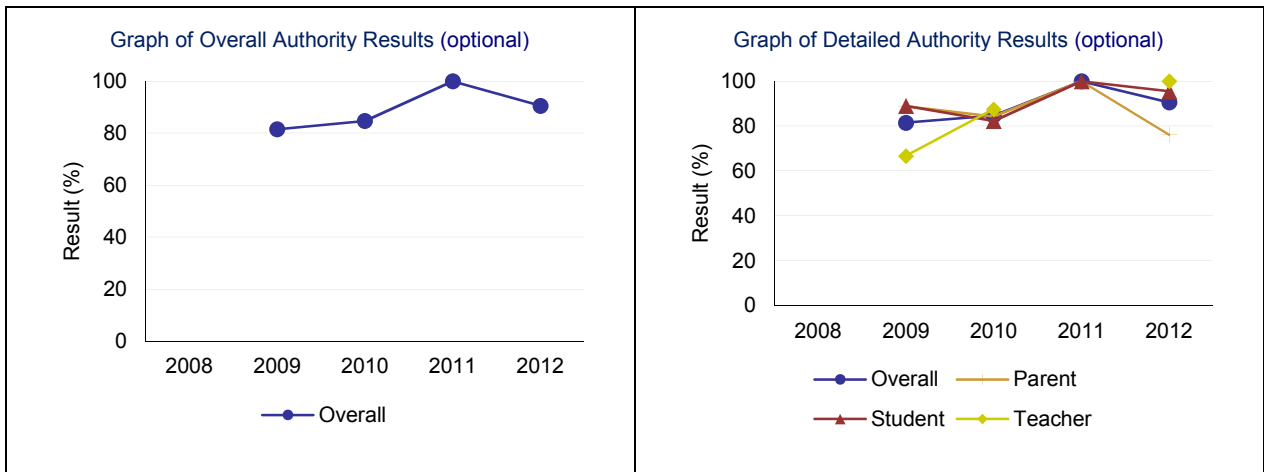


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	81.5	84.7	100.0	90.6	77.0	79.4	79.9	80.1	80.0
Teacher	n/a	66.7	87.5	*	100.0	75.6	78.2	80.8	80.1	81.1
Parent	n/a	88.9	84.2	100.0	76.2	75.9	78.1	77.0	77.3	76.2
Student	n/a	89.0	82.3	100.0	95.5	79.5	81.8	81.8	82.9	82.7



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