



ALBERTA EDUCATION REPORT RESULTS
Yellowhead Koinonia Christian School Authority
November 2009

Yellowhead Koinonia Christian School

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Accountability Statement

The annual education results report for Yellowhead Koinonia Christian School for the 2007/08 school year was prepared under the direction of the YKCS School Board in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The YKCS School Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our next 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.

This results report is based on the Alberta Education Accountability Pillar. The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years. Our performance is measured, evaluated and reported by comparing current results against both past performance and provincial standards on a common set of measures for all school authorities, using a common evaluation methodology.

Henry Fousert

Board Chairman: Henry Fousert

Highlights for 2008/09

We organized our sixty-nine students in grades K through 12 into seven classes for 2008/09. There were 9 in Kindergarten, with the remaining 59 distributed in combined classes, 1-2, 3-4, 5-6, 7-8, 9-10, and 11-12. Although this is not ideal, particularly at the upper grade levels, the smaller class sizes generally offset the negative aspects. There were 53 students in grades 1 – 9 and 7 in grades 10 – 12. The staff was made up of a 0.50 F.T.E kindergarten teacher, 5.5 F.T.E. regular classroom teachers, 3.0 F.T.E. special needs assistants, a 0.35 F.T.E. Early Literacy Aide and a 1.0 F.T.E. administrator. YKCS also included 29 home school students in our Home Education Program under a certificated teacher/coordinator. Some CTS courses were made available for the high school students through North Star Academy (on-line) and Alberta Distant Learning, but the majority of the courses were teacher taught.

Teachers reported marked improvement in students' attitudes toward Science and witnessed increased enthusiasm and improved on-task behaviour as a result of the AISI initiative through which Science kits were prepared for the grade K through 9 classes. The upper grade levels also showed improvement in their Science test scores. The programming for the students in grade one and two was enhanced as a result of the additional assistance made possible with the Early Literacy Funding.

YKCS continued to work in partnership with the Aspen Health Initiative for assessment and interventions in health issues. Students continued to receive services from Speech and Language, and Behavioural and Psychological Services on an as needed basis.

We are very pleased with our PAT results: 100% of our grade 3 and grade 6 students achieved the Acceptable Standard in both Language Arts and Mathematics. 80% of our grade 6 class achieved the Acceptable Standard in Science and 42.9% of our grade three class achieved the Standard of Excellence in Mathematics. Of concern is the lack of students achieving the Standard of Excellence. Our grade 9 and high school results are difficult to assess due to the small number of students at each grade level. Grade level and Individual results are being examined in an effort to assess strengths and weaknesses of the program.

October 2009 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Yellowhead Koinonia			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 for All	Safe and Caring Schools	n/a	Safe and Caring	91.1	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	70.0	n/a	n/a	80.3	79.4	78.7	Low	n/a	n/a
			Education Quality	92.2	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	4.0	3.4	2.3	4.8	5.0	4.9	High	Maintained	Good
			High School Completion Rate (3 yr)	66.6	*	81.8	70.7	71.0	70.6	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	88.6	69.8	75.7	76.8	75.3	75.6	Very High	Maintained	Excellent
			PAT: Excellence	8.6	9.5	12.3	19.2	18.3	18.3	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	70.0	71.0	84.4	84.4	84.5	*	*	*
			Diploma: Excellence	*	0.0	4.0	19.1	19.4	20.3	*	*	*
			Diploma Exam Participation Rate (4+ Exams)	66.6	*	63.6	53.3	53.6	53.6	Very High	Maintained	Excellent
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Rutherford Scholarship Eligibility Rate (Revised)	85.7	*	90.9	57.3	56.8	55.8	Very High	n/a	n/a
			Transition Rate (6 yr)	*	35.0	38.6	60.7	60.3	59.1	*	*	*
			Work Preparation	85.3	n/a	n/a	79.6	80.1	78.1	High	n/a	n/a
			Citizenship	82.1	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	76.3	n/a	n/a	80.1	78.2	77.9	Intermediate	n/a	n/a
	Continuous Improvement	n/a	School Improvement	81.5	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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.

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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" 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 for All

Outcome: Schools provide a safe and caring environment.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	91.1	95
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	94.3	95
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	90.0	95
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	88.9	95
		Province	77.2	78.4	78.5	79.1	81.7	

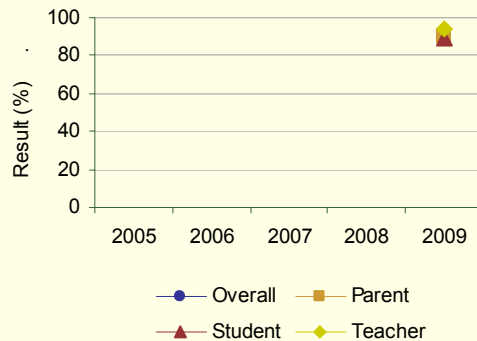
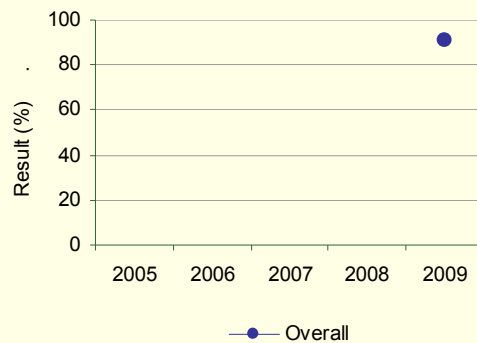
Comment on Results

This being the first year to have the Provincial Accountability Pillar assessment and results, we are pleased with these fine results.

A firmer approach to discipline expectations and student accountability was established which played a major part in the improved atmosphere of the school.

Time within our weekly school-wide assemblies was used to discuss such topics as desirable behavioural expectations, defining and coaching against bullying and sharing indicators of what respect looks like.

Graph of Overall Authority Results



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, society and the economy.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	70.0	95
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	83.9	95
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	72.9	95
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	53.0	95
		Province	71.5	72.6	72.9	74.1	75.3	

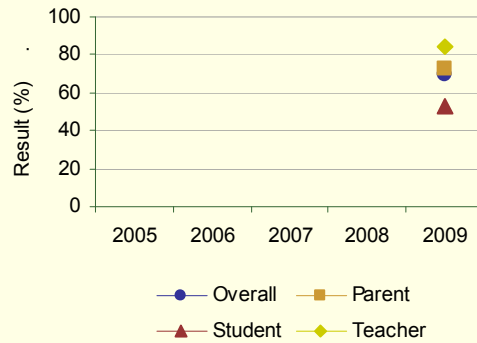
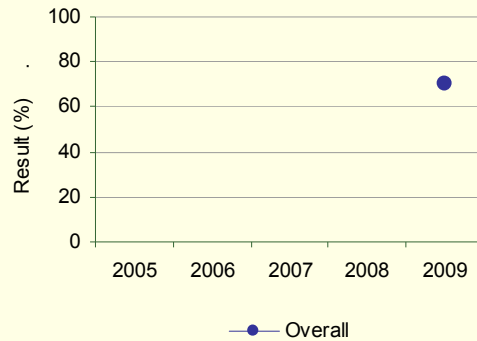
Comment on Results

This result is directly related to our inability to offer a wide spectrum of optional/elective classes at the high school level.

Students were offered daily physical education; junior high classes were offered instruction in art and music. All students had access to computer technology either in their classrooms or in one of the two computer labs. Opportunities for broader programming will come as numbers increase.

The board and staff continue to explore innovative ways to increase the caliber and number of electives we are able to offer our students.

Graph of Overall Authority Results



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, society and the economy. (continued)*

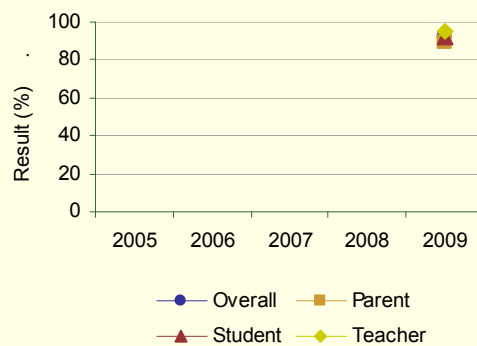
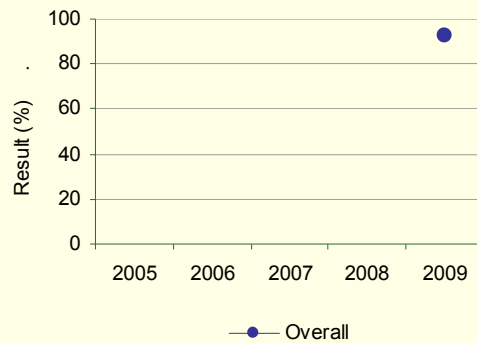
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	92.2	95
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	95.2	95
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	88.9	95
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	92.5	95
		Province	85.6	86.6	86.4	86.6	88.3	

Comment on Results

We are pleased with these fine results. Although we fell short of our targets, our results are admirable in this our first year to use the Provincial Accountability Pillar assessment and results.

Staffing changes for 2008/09 together with systematic review of effective strategies and expectations for curriculum delivery and student behaviour resulted in more positive results.

Graph of Overall Authority Results



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, society and the economy. (continued)*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	n/a	n/a	n/a	n/a	59.8	80
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	66.7	80
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	39.4	80
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	73.3	80
		Province	76.7	77.1	76.8	77.7	78.4	

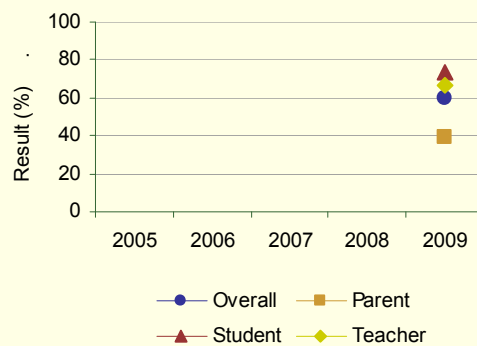
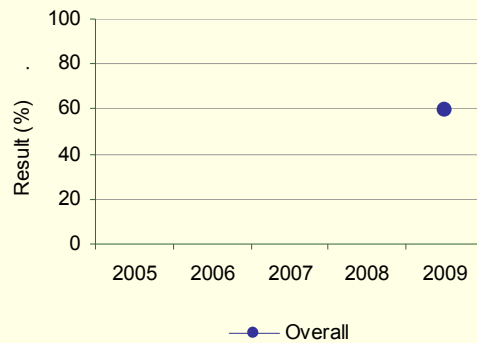
Comment on Results

We are not pleased with the results in this area and continue to explore ways to increase the quality of programs and services we offer for students in our community.

The significant number of students in our small population at the junior and senior high school level magnifies the detriment.

Limited staff resources as a result of our small school population hinder rapid improvement in our accessibility, effectiveness and efficiency in this area.

Graph of Overall Authority Results



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

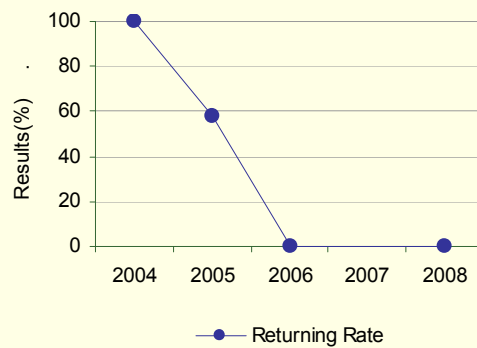
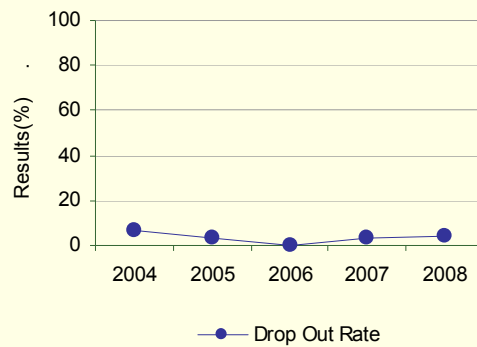
Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	6.2	3.5	0.0	3.4	4.0	0
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	100.0	58.0	0.0	n/a	0.0	0
	Province	23.0	21.3	21.2	21.3	19.8	

Comment on results

Families who choose to pay tuition for their students to attend private schools are less likely to entertain “drop out” as an alternative.

Graph of Overall Authority Results



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 at risk have their needs addressed through effective programs and supports. (continued)*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	n/a	n/a	n/a	n/a	77.7	95
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	85.7	95
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	68.5	95
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	78.8	95
		Province	76.1	77.1	77.0	78.0	80.3	

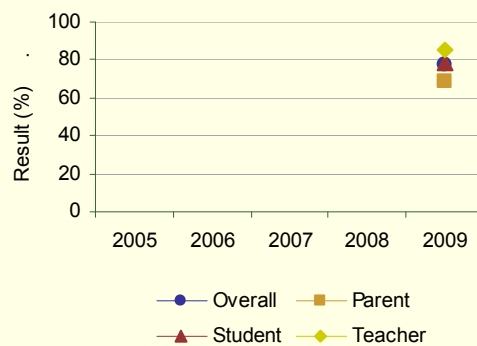
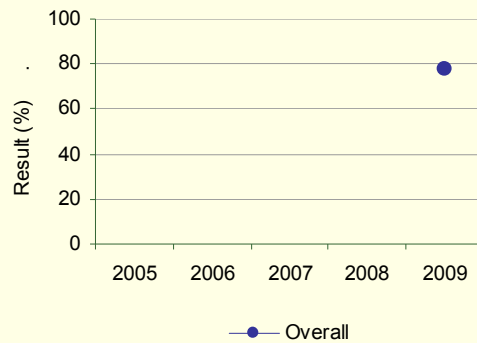
Comment on results

We fell significantly short of our target for this measure, particularly in the responses from the teaching staff and parents, resulting from frustration with the ability to access services in a timely manner.

Parents of special needs students are very satisfied with the services and supports in place for their children.

We continue to seek more effective service provision.

Graph of Overall Authority Results



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

Outcome: Students complete programs.

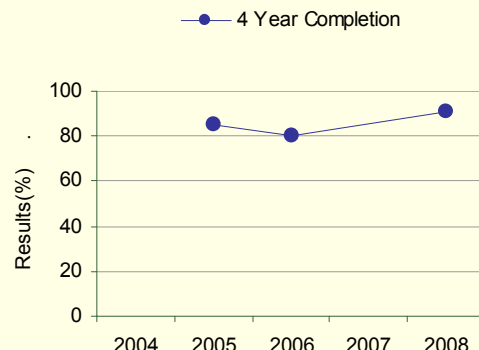
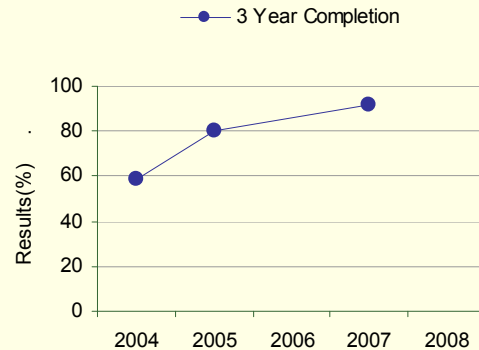
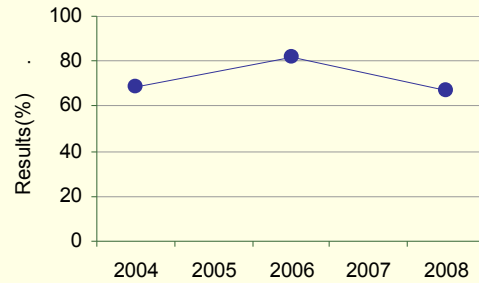
Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	68.5	*	81.8	*	66.6	85.7
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	58.5	80.2	*	91.7	*	100
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	*	84.9	79.8	*	91.2	100
		Province	75.5	77.4	78.6	79.5	79.2	

Comment on Results

The nature of our population and the small student: teacher ratio in the high school program has a major influence on our high school students being able to complete high school in three years.

The 3-year rate within this is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

Graph of Overall Authority Results



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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure			Results (in percentages)**										Target	
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).			2005		2006		2007		2008		2009		2009	
			A	E	A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	85.7	28.6	100.0	33.3	*	*	81.8	18.2	100.0	0.0	85	15
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2		
	Mathematics 3	Authority	85.7	28.6	100.0	33.3	*	*	90.9	9.1	100.0	42.9	90	25
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8		
Grade 6	English Language Arts 6	Authority	81.8	0.0	*	*	100.0	0.0	71.4	28.6	*	*	*	*
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9		
	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	n/a	n/a
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9		
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7		
	Mathematics 6	Authority	81.8	18.2	*	*	83.3	16.7	85.7	14.3	*	*	*	*
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8		
	Science 6	Authority	81.8	0.0	*	*	83.3	16.7	*	*	*	*	*	*
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8		
	Social Studies 6	Authority	72.7	0.0	*	*	83.3	16.7	*	*	n/a	n/a	*	*
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6		
Grade 9	English Language Arts 9	Authority	100.0	0.0	*	*	*	*	71.4	0.0	*	*	*	*
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
	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	n/a	n/a
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3		
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9		
	Mathematics 9	Authority	88.9	22.2	*	*	*	*	71.4	0.0	*	*	*	*
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6		
	Science 9	Authority	77.8	22.2	*	*	*	*	57.1	0.0	*	*	*	*
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8		
	Social Studies 9	Authority	77.8	33.3	*	*	*	*	57.1	0.0	n/a	n/a	*	*
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4		

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	85.1	13.5	72.7	12.1	84.6	15.4	69.8	9.5	88.6	8.6	85	15
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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.

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course. Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math(Grades 3, 6, 9), Science(Grades 6, 9), French Language Arts(Grades 6, 9), Français (Grades 6, 9).

Comment on Results

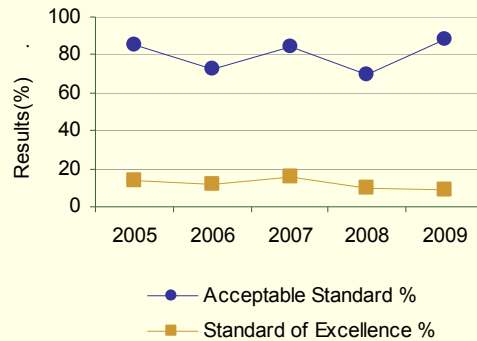
We are very pleased with our PAT results: 100% of our grade 3 and grade 6 students achieved the Acceptable Standard in both Language Arts and Mathematics. 80% of our grade 6 class achieved the Acceptable Standard in Science and 42.9% of our grade three class achieved the Standard of Excellence in Mathematics. Of concern is the lack of students achieving the Standard of Excellence in grade 3 English Language Arts. We are committed to critical examination of the results and in-service to address this concern.

Our grade 9 results are difficult to assess due to the small number of students enrolled in this grade level. Grade level and Individual results are being examined in an effort to assess strengths and weaknesses of the program.

The staff continues to analyze provincial achievement test results, looking for areas of strength and weakness within our program delivery in order to address these results.

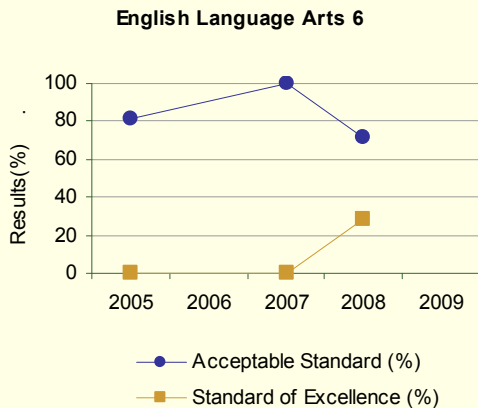
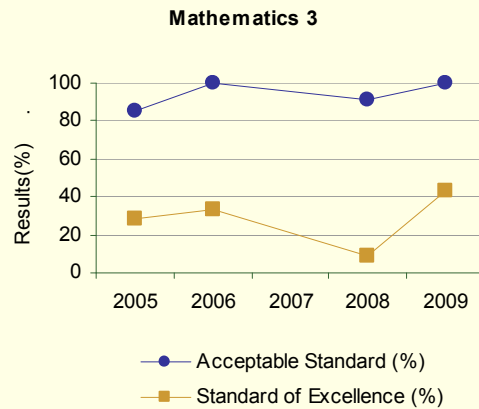
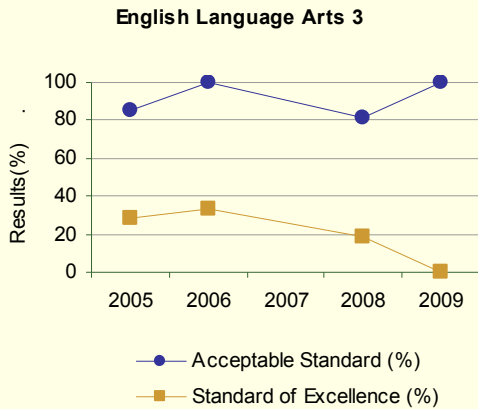
Small class sizes are a blessing and a challenge particularly in juggling Social Studies and Science instruction from year to year. Our goal is to continually seek more effective ways to deliver curriculum to our varied clientele.

Graph of Overall Authority Results



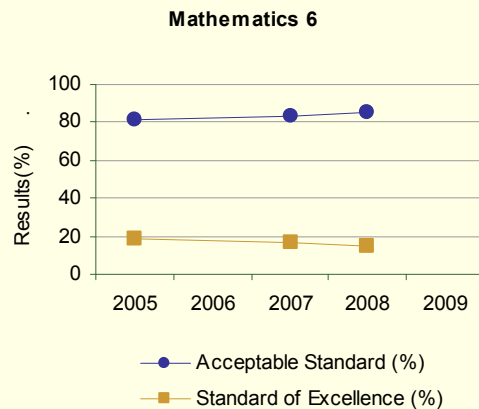
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



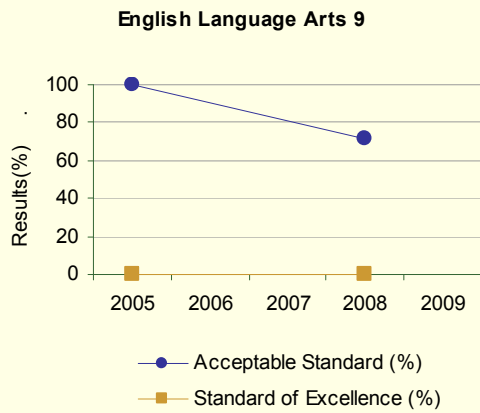
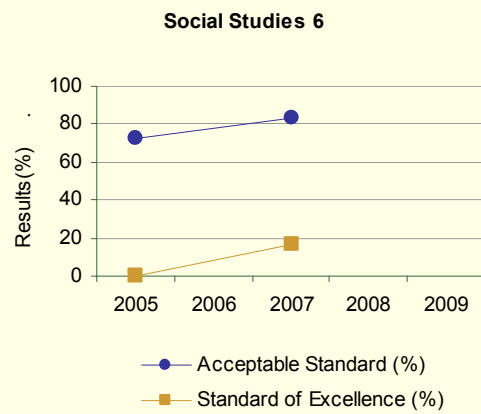
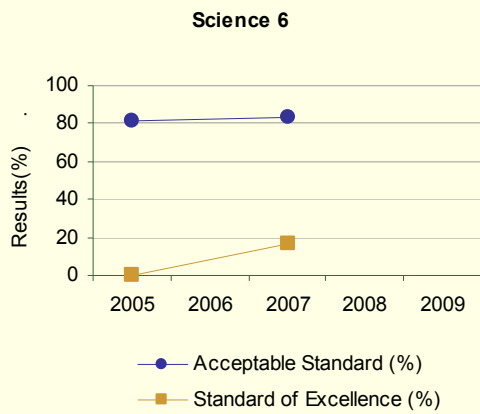
[No Data for French Language Arts 6]

[No Data for Français 6]



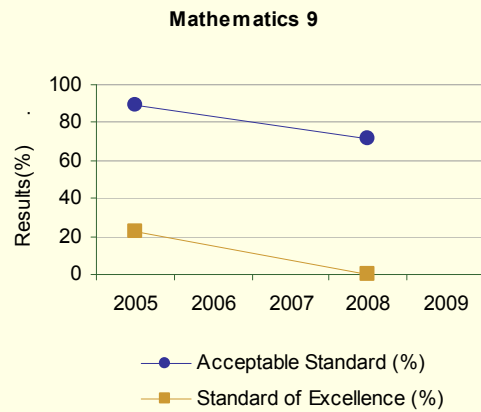
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



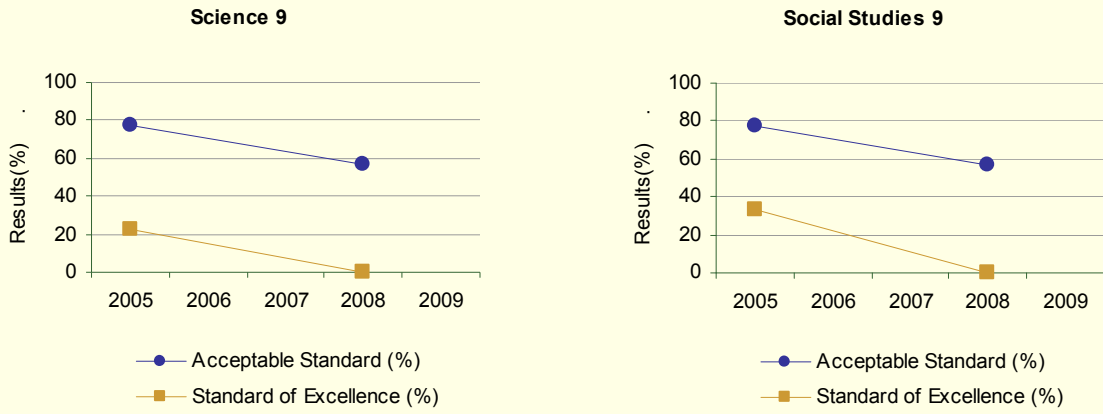
[No Data for French Language Arts 9]

[No Data for Français 9]



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



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

Course	Measure	Yellowhead Koinonia						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	9	90.9	41,722	81.3	42,041	80.6
	Standard of Excellence	Very Low	Declined	Concern	7	0.0	9	25.8	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	9	95.5	41,720	79.7	42,053	80.2
	Standard of Excellence	Very High	Maintained	Excellent	7	42.9	9	21.2	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	*	*	*	5	*	7	85.7	43,327	81.8	44,326	80.1
	Standard of Excellence	*	*	*	5	*	7	14.3	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	*	*	*	5	*	7	84.5	43,328	76.6	44,327	74.6
	Standard of Excellence	*	*	*	5	*	7	15.5	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	*	*	*	5	*	6	83.3	43,216	76.5	44,209	76.0
	Standard of Excellence	*	*	*	5	*	6	16.7	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	*	*	*	2	*	7	71.4	43,675	78.7	44,685	77.1
	Standard of Excellence	*	*	*	2	*	7	0.0	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	*	*	*	2	*	7	71.4	43,118	67.0	44,317	66.5
	Standard of Excellence	*	*	*	2	*	7	0.0	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	*	*	*	2	*	7	57.1	43,560	72.2	44,505	68.8
	Standard of Excellence	*	*	*	2	*	7	0.0	43,560	15.8	44,505	13.7

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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change 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
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 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
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 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
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" 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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change 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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**										Target	
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	*	*	100.0	14.3	*	*	83.3	0.0	*	*	*	*
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-2	Authority	*	*	*	*	*	*	n/a	n/a	*	*	*	*
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
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	n/a	n/a
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9		
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1		
Pure Mathematics 30	Authority	*	*	0.0	0.0	*	*	*	*	n/a	n/a	*	*
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30	Authority	*	*	85.7	14.3	*	*	83.3	0.0	n/a	n/a	n/a	n/a
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Social Studies 33	Authority	*	*	*	*	*	*	n/a	n/a	*	*	*	*
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30	Authority	71.4	42.9	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6		
Chemistry 30 Old	Authority	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5		
Chemistry 30	Authority	n/a	n/a	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	76.3	27.7		
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	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Na
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9		

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	61.5	23.1	72.0	8.0	*	*	70.0	0.0	*	*	*	*
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

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

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course. Courses included: English

Lang Arts 30-1, English Lang Arts 30-2, French Lang Arts 30, Français 30, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30, Social Studies 33, Biology 30, Science 30.

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

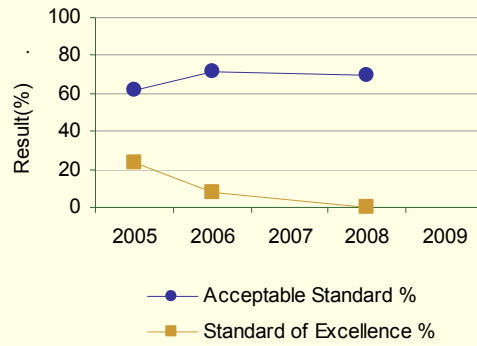
Comment on Results

It is difficult to target achievement on diploma examinations when so few students write from year to year. As the staff becomes more adept in analyzing results and making predictions from past results we should see improvement in this area.

The lack of students achieving the Standard of Excellence is of concern. The staff has begun detailed analysis of the diploma examination results, looking for areas of strength and weakness within our program delivery in order to address these results.

Our goal is to continually seek more effective ways to deliver curriculum to match the needs of our varied clientele.

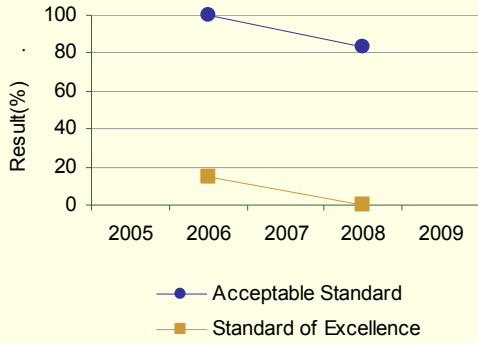
Graph of Overall Authority Results



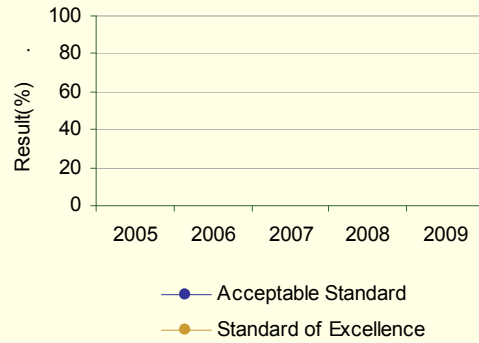
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course

English Lang Arts 30-1



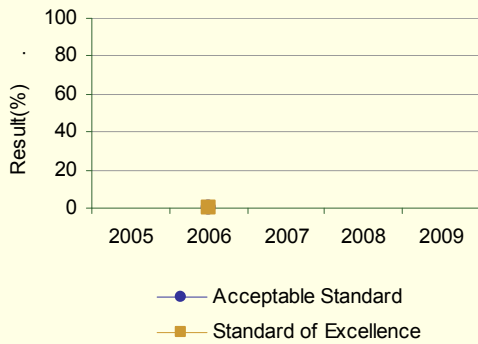
English Lang Arts 30-2



[No Data for French Lang Arts 30-1]

[No Data for Français 30]

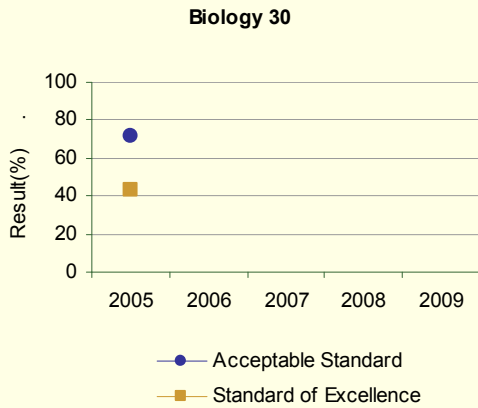
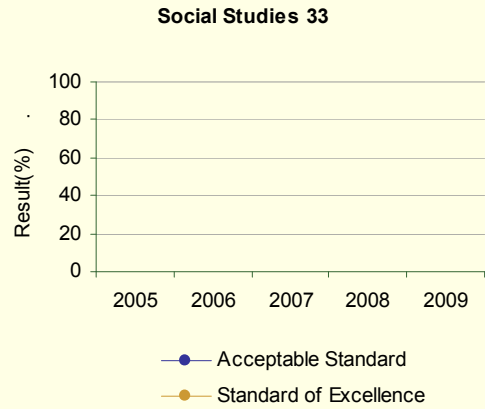
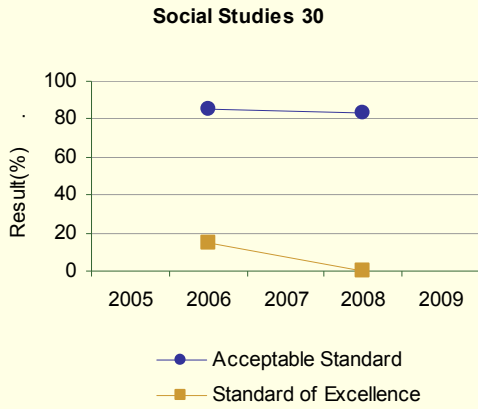
Pure Mathematics 30



[No Data for Applied Mathematics 30]

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

Diploma Exam Results By Course



[No Data for Chemistry 30 Old]

[No Data for Chemistry 30]

[No Data for Physics 30 Old]

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

Diploma Exam Results Course By Course Summary With Measure Evaluation

		Yellowhead Koinonia						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	1	*	7	91.7	28,330	86.1	28,021	87.6
	Standard of Excellence	*	*	*	1	*	7	7.1	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	13,473	88.2	12,858	87.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	95.1	1,206	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	0.0	22,197	82.1	22,435	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	0.0	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	79.4	9,994	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	84.5	22,845	84.2	23,756	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	7.1	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	*	*	*	3	*	n/a	n/a	15,101	85.6	15,045	84.5
	Standard of Excellence	*	*	*	3	*	n/a	n/a	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,088	83.0	20,835	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	86.0	3,721	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	20.9	3,721	19.0

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 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

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
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

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

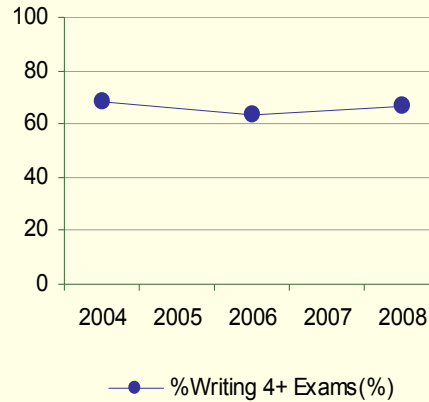
Outcome: *Students demonstrate high standards in learner outcomes. (continued)*

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	68.5	*	63.6	*	66.6	*
	Province	52.4	53.5	53.7	53.6	53.3	

Comment on Results

All our high school students are encouraged to enroll in at least eight diploma courses by the end of their third year of high school.

Graph of Overall Authority Results



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

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

	Yellowhead Koinonia					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	9	3	11	5	8	43,221	43,032	43,930	44,661	45,432
% Writing 0 Exams	20.0	*	9.1	*	20.0	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	80.0	*	90.9	*	80.0	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	80.0	*	90.9	*	80.0	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	80.0	*	72.7	*	80.0	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	68.5	*	63.6	*	66.6	52.4	53.5	53.7	53.6	53.3
% Writing 5+ Exams	57.1	*	36.4	*	26.7	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	0.0	*	18.2	*	0.0	12.8	12.8	13.0	13.2	12.7

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

	Yellowhead Koinonia					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	9	3	11	5	8	43,221	43,032	43,930	44,661	45,432
English 30/30-1	66.7	*	63.6	*	75.0	53.4	54.4	54.7	54.5	53.8
English 33/30-2	11.1	*	27.3	*	0.0	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	77.8	*	90.9	*	75.0	76.6	76.9	77.1	77.0	76.7
Social 30	77.8	*	63.6	*	75.0	47.8	49.1	49.5	49.3	48.1
Social 33	0.0	*	27.3	*	0.0	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	77.8	*	90.9	*	75.0	76.9	77.0	77.2	77.2	76.7
Math 30/Pure	66.7	*	63.6	*	62.5	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	11.1	*	0.0	*	0.0	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	77.8	*	63.6	*	62.5	58.9	60.4	60.7	60.7	59.7
Biology 30	33.3	*	72.7	*	37.5	38.7	39.4	39.6	39.8	39.1
Chemistry 30	33.3	*	27.3	*	62.5	33.9	34.4	34.2	34.3	34.5
Physics 30	55.6	*	27.3	*	0.0	21.5	21.6	21.6	21.5	20.4
Science 30	0.0	*	0.0	*	0.0	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	66.7	*	72.7	*	62.5	55.5	56.6	56.7	56.5	56.1
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	2.3	2.4	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	*	0.0	*	0.0	2.5	2.6	2.9	2.9	2.9

Note:

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Outcome: Students demonstrate high standards in learner outcomes. (continued)

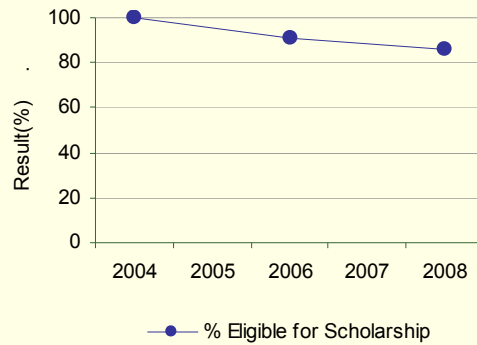
Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	100.0	*	90.9	*	85.7	*
	Province	52.9	54.6	56.1	56.8	57.3	

Comment on Results

Data is suppressed due to having less than 6 students graduating. School staff will continue to strive toward excellent instruction and learning environments.

We are committed to doing our best for all students in our charge.

Graph of Overall Authority Results



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 Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	*	36.2	44.6	35.0	*	*
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	0.0	22.9	*	28.5	*	*
		Province	34.0	37.0	39.5	40.7	40.3	

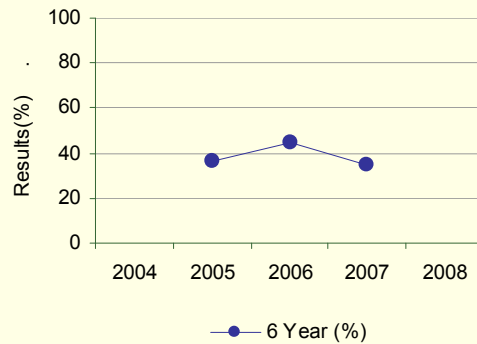
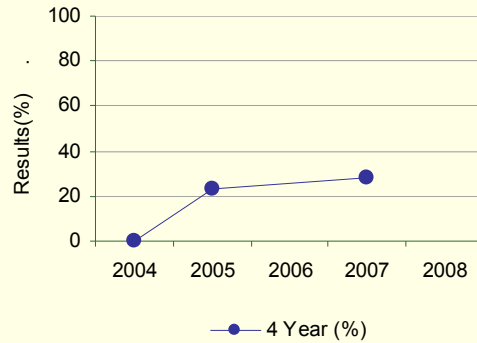
Comment on Results

The demographics of this community with the ready availability of positions for unskilled labor in the lumber, oil and mining industry results in many students going directly to the workforce and delaying post secondary study.

The slowdown in the economy has resulted in more students considering post-secondary education as a first option and should result in an increase in the future.

The 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

Graph of Overall Authority Results



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. (continued)*

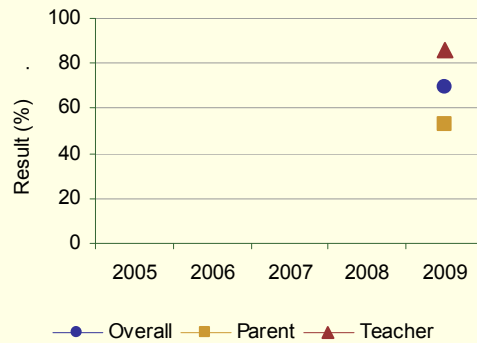
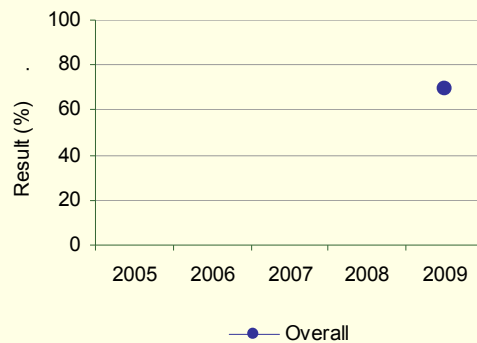
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall	Authority	n/a	n/a	n/a	n/a	69.3	95.0
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher	Authority	n/a	n/a	n/a	n/a	85.7	90.0
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent	Authority	n/a	n/a	n/a	n/a	52.9	100
		Province	55.1	57.9	57.1	59.5	60.8	

Comment on Results

This being the first year to see results in comparison to the provincial results we realize our targets were set unrealistically high.

We will use Parent-Teacher conferences and school newsletters as means to educate our parents and the community of the knowledge and skills required for lifelong learning.

Graph of Overall Authority Results



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.*

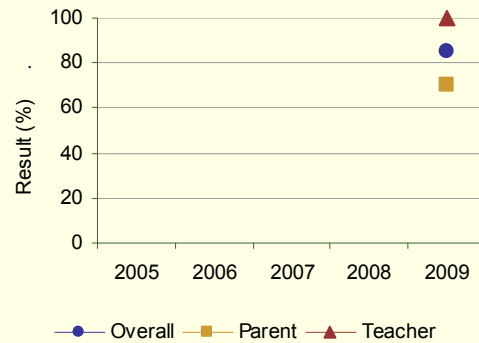
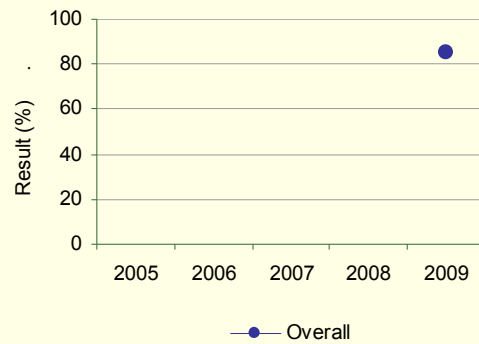
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall	Authority	n/a	n/a	n/a	n/a	85.3	84.0
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher	Authority	n/a	n/a	n/a	n/a	100.0	90.0
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent	Authority	n/a	n/a	n/a	n/a	70.6	100
		Province	60.8	64.6	65.1	70.9	70.2	

Comment on Results

Generally we are pleased with these results but we will continue to determine effective ways to instruct students and parents in the attitudes and behaviours that will lead to students being successful at work upon school completion.

We will invite local business owners and employers to share their expectations of required attitudes and behaviours for success in today's market place.

Graph of Overall Authority Results



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
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	Authority	n/a	n/a	n/a	n/a	82.1	95.0
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher	Authority	n/a	n/a	n/a	n/a	94.3	95.0
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent	Authority	n/a	n/a	n/a	n/a	78.7	95.0
		Province	70.3	72.4	72.6	74.7	77.4	
	Student	Authority	n/a	n/a	n/a	n/a	73.4	n/a
		Province	66.1	67.5	67.1	68.5	71.8	

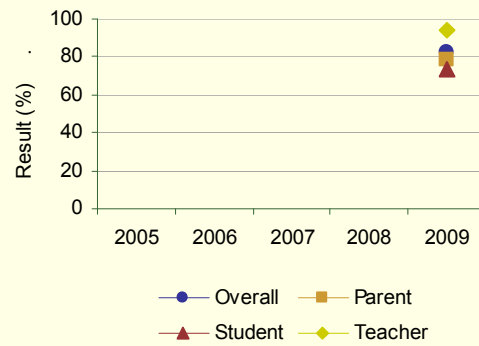
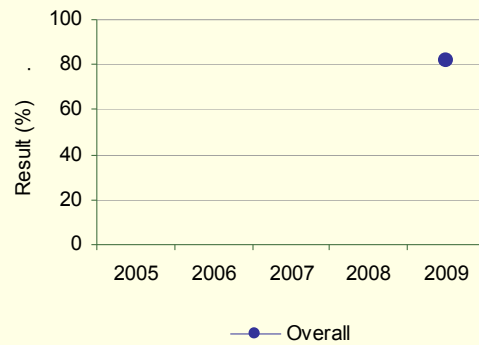
Comment on Results

Although lower than targeted, we are pleased with these results in comparison with provincial results.

YKCS 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.

Graph of Overall Authority Results



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

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: *The authority demonstrates effective working relationships.*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	Authority	n/a	n/a	n/a	n/a	76.3	95.0
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher	Authority	n/a	n/a	n/a	n/a	77.1	95.0
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent	Authority	n/a	n/a	n/a	n/a	75.6	95.0
		Province	65.2	68.1	67.9	69.0	72.2	

Comment on Results

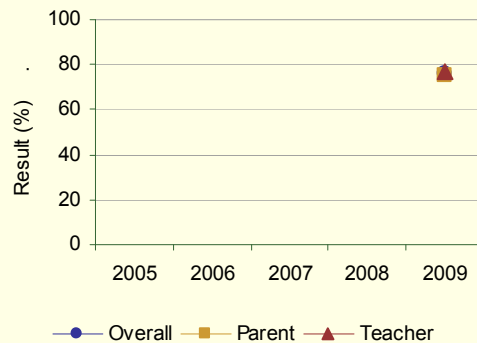
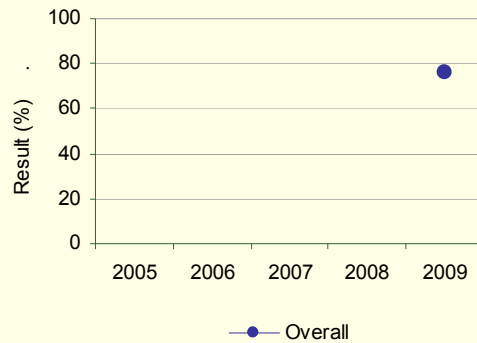
The mission of the school is that we are here to assist parents in the spiritual and academic potential of their students. The school administration and the Board of Directors have adopted an open door policy and invite parent involvement and interaction on an ongoing basis.

Although lower than targeted, we are pleased with these results in comparison with provincial results.

Further analysis is needed to determine the reason for the Teacher response. It is not clear if they believe there is too much or too little parental involvement.

Parents are invited to be actively involved in various aspects of school life.

Graph of Overall Authority Results



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

Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall	Authority	n/a	n/a	n/a	n/a	81.5	85.0
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher	Authority	n/a	n/a	n/a	n/a	66.7	85.0
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent	Authority	n/a	n/a	n/a	n/a	88.9	85.0
		Province	70.9	75.4	75.1	75.9	78.1	
	Student	Authority	n/a	n/a	n/a	n/a	89.0	n/a
		Province	77.9	79.4	79.3	79.5	81.8	

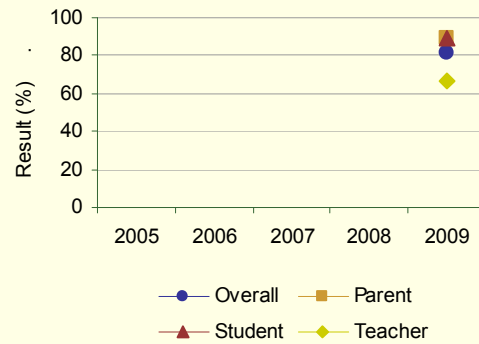
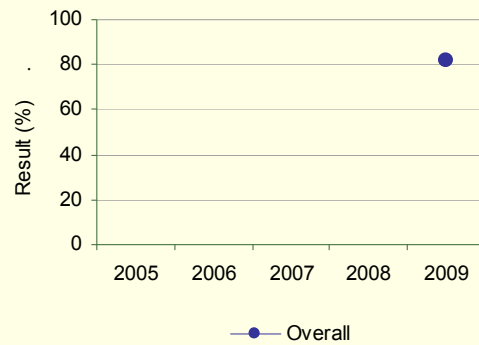
Comment on Results

Although lower than targeted, we are generally pleased with these results in comparison with provincial results with the exception of the teachers' perceptions.

This was an area of concern which the Board and Administration began to address during 2008-2009.

It is believed that a consistent, firm, fair approach to student discipline and increased accountability for teacher effectiveness and program delivery will result in improved results in the years to come.

Graph of Overall Authority Results



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

Outcome: *The authority demonstrates leadership and continuous improvement. (continued)*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall	Authority	n/a	n/a	n/a	n/a	76.2	88.0
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher	Authority	n/a	n/a	n/a	n/a	76.2	88.0
		Province	76.5	78.2	78.8	80.4	81.5	

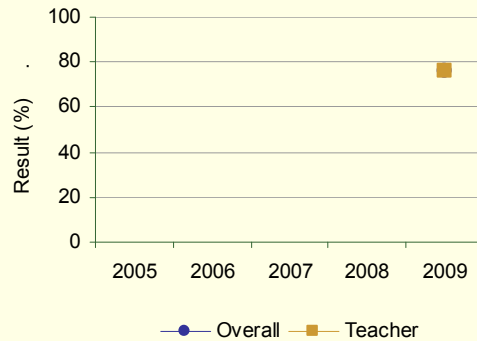
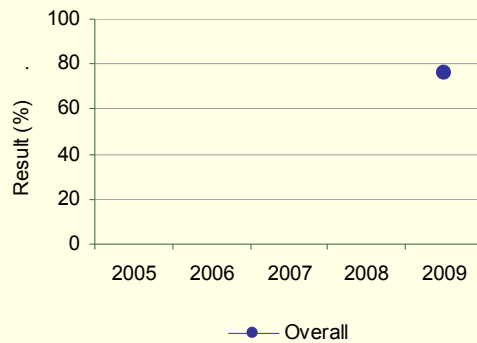
Comment on Results

These results are lower than expected. With this being the first year that teachers responded to this indicator it is not clear if it results from the 3-5 year time span. Added to this is a sense of complacency on the part of some who have not accepted the need for continual professional growth.

This continues to be an area of concern which is being addressed within monthly professional development seminars which deal with Alberta Education directives, increasing knowledge with curricular change, assessment, technology, classroom management skills, as well as integrating Biblical principles into the curriculum.

Teachers are required to attend the annual ACSI Teacher’s Convention and all staff attend the Koinonia staff workshops in August. Members of the Board and the Administrator attend the Annual ACSI Board Conference in southern Alberta as well.

Graph of Overall Authority Results



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

Future Challenges

YKCS is a very small K – 12 school. The biggest challenge is to ensure that we are offering excellence in the academics as well as instruction which includes a Biblical Worldview. 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 the knowledge, skills and attitudes necessary for successful living in our global society. This can best be done by encouraging the teaching staff to ensure that they are equipped with the knowledge and skills necessary to be more effective in pedagogy.

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 decreased our elementary teaching staff by one in order to increase the high school staff and thereby cover more high school classes. We are well positioned for future growth.

In general it appears that students from homes that are willing to make sacrifices in order for their students to attend a school that matches their beliefs and values are satisfied with the school. The challenge remains to more effectively market the school in order to recruit more families who agree with the mission/vision of the school.

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 slow down 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 Stand to the Stand of Excellence.

Level 2 Private Schools

For Level 2 private schools, this section must contain information on how the private school plans to improve results that have an “Issue” or “Concern” evaluation in May 2009 (October 2009 for achievement test and diploma exams).

Summary of Financial Results

Budget Highlights	2008-2009 Budget	2008-2009 Actual	Percentage
Revenues			
Alberta Education	386,254	402,108	47.76
Tuition	172,157	183,120	21.21
Fundraising	262,000	181,876	31.03
Total Revenue	820,411	767,104	100
Expenditures			
Curriculum & Instruction	116,401	70,407	11.48
Salaries	519,164	521,632	64.42
Utilities	25,000	30,684	4.08
Maintenance/Capital	159,846	144,381	20.02
Total Expenditure	820,411	767,104	100

Total revenue for 2008/2009 was \$767,104 of which \$402,108 was received from Alberta Education in 2008/2009.

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).

Accredited Private School Authorities:

, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus and capital reserves

include program expenditure information in a table or graph format for the primary audience – parents and other members of the school community

Highlights of Capital and Facilities Projects

There were no major Capital or Facilities Projects during the 2007/08 school year. The problem with the east side of the roof has been investigated. The problem seems to lie with 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. To this point there has not been resolution between the contractor and the Board on rectifying the problem.

An entrance was created into the community park across the street from the school by installing a culvert and creating a walkway over the existing ditch. This new crosswalk gives easier access to the playground for outdoor sports and physical education activities.

YKCS is blessed to have a modern, functional plant. 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 report will be posted on the YKCS website, <http://www.ykcschool.com/> It will be accessed together with our "3 Year Plan" by clicking on the "Document" tab above the Home Page picture, then clicking on the "Accountability" tab which will appear on the bar under the picture.

A summation of our AISI Project can be found by holding down the "CTRL" key and clicking on the following link: [YKCS AISI Project 2008 \[http://education.alberta.ca/apps/aisi/cycle3/synop_cy3yr1.asp?id=30331\]](http://education.alberta.ca/apps/aisi/cycle3/synop_cy3yr1.asp?id=30331)