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ANNUAL EDUCATION RESULTS REPORT and THREE-YEAR EDUCATION PLAN  
Yellowhead Koinonia Christian School Authority  
November 2016



## Yellowhead Koinonia Christian School

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Administrator, Jason Rand

### Message from the Board Chair

2015/2016 was another successful year at YKCS. With a slight increase in enrollment, two new teachers hired and a pilot options class completed, we are moving in a positive direction. This was a transitional year as our administration has had some reshuffling and new support staff was hired. With new board members, a trades program on the horizon, French instruction and new outreaches planned, we are prepared and excited for the future. Our school has once again shown that we offer a safe and caring environment for each student and staff member. We are pleased with the interpreted survey results and optimistic for the future of YKCS.

Respectfully submitted,

Benj Braun

YKCS Board Chair

**Accountability Statement**

The Annual Education Results Report for the 2015 - 2016 school year and the Education Plan for the three years commencing September 1, 2016 for Yellowhead Koinonia Christian Education Society were 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 2015/2016 school year and the three-year Education Plan for 2016 – 2019 on NOVEMBER 30th, 2016.

**Foundation Statements** (optional)

**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 that the Bible, containing the 66 books of the Old and New Testaments, is the only inspired, inerrant, infallible Word of God and is the final authority on the Christian faith and life (2 Timothy 3:16; 2 Peter 1:32).
2. We believe there is only one God, who exists eternally in three equal persons – Father, Son, and Holy Spirit – and Who created out of nothing the heavens and the earth and all that is in them by the power of His spoken word (Genesis 1:1; Genesis 1:26; Psalm 33:6; Matthew 28:19; John 1:1-3; Mark 1:9-11; Hebrews 11:3).
3. We believe that Jesus Christ is both true God and true man (Exodus 3:13-15 and John 8:58-59; John 1:1-18; John 10:30-33; Galatians 4:4-5; Philippians 2:5-8; Hebrews 2:14-18). We believe in His virgin birth (Isaiah 7:14; Matthew 1:18-23; Luke 1:26-35); His sinless life (Hebrews 4:14; Hebrews 7:26); His miracles (John 2:11); His substitutionary death (Romans 4:25; Romans 5:8; Galatians 3:13-14; Hebrews 2:9); His physical resurrection (Luke 24:39-43; 1 Corinthians 15:1-22); His ascension to the right hand of the Father (Mark 16:19; Luke 24:50-53); and His personal, visible, and bodily 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 men and women were created by God in His own image (Genesis 1:27; Genesis 9:6), that marriage was instituted by God whereby a man and a woman are joined together in lifelong commitment to faithful companionship, and that Biblical marriage is the only legitimate and acceptable context for sexual intimacy (Genesis 2:20-24; Matthew 19:4-6; Romans 7:2; 1 Thessalonians 4:1-8; Hebrews 13:4). We believe that all men and women are born spiritually separated from God because of sin (Genesis 3:23-24; Romans 3:10-12; 1 John 1:8-10), and are incapable of being reconciled to God apart from the work of Jesus Christ (Romans 5:6-8; Acts 4:12; Ephesians 2:1-5).
5. We believe in the absolute necessity of rebirth by the Holy Spirit for salvation (John 3:1-3; 1 Peter 1:23). We believe that man is justified (declared righteous) by God on the single ground of the righteousness of Jesus Christ (namely, His sacrificial and atoning death on the cross to pay the penalty for sin, and His perfect obedience) freely given to all who believe in Him. We believe that this saving work and perfect righteousness of Jesus Christ can only be received by faith alone (Isaiah 53:1-12; Jeremiah 23:6; Matthew 20:28; John 3:16-19; John 5:24; Romans 3:21-26; Romans 4:1-3; Romans 5:8-19; Romans 10:1-10; 1 Corinthians 1:30; 2 Corinthians 5:21; Galatians 2:21; Ephesians 2:8-9; Philippians 3:7-9; 1 John 4:10).
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 (Matthew 16:27; John 3:28-29; Matthew 25:46; 1 Corinthians 15: 12-17).
7. We believe that the Church is the body of born-again believers in fellowship with Christ and with fellow believers (1 Corinthians 12:12-13; Ephesians 2:19-21; Hebrews 10:25).
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; 1 Corinthians 3:16; 1 Corinthians 6:19-20; Ephesians 2:10; Ephesians 5:15-21).

While Yellowhead Koinonia Christian School acknowledges and respects the legitimate differences that exist within evangelical theology, only the above doctrines will be taught as truth in our school.

### A Profile of the School Authority (optional)

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 learning commons, administration offices, chapel, and a resource room. 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 70 students from kindergarten to grade 12 in the day school program and 26 home school students. There are three full time teachers, one 0.85 teacher, two special needs aides, two home school coordinators, two journeymen support staff, a full time administrator/teacher and a 0.75 FTE administrator/teacher.

Y.K.C.S. offers a 544-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, Work Experience and RAP
- 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 post-secondary entrance and encouraging as many students as possible to pursue those options.
  - with necessary modifications to the core program to ensure all students can be successful whether or not they are university bound
  - Distributed Learning is 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** (optional)

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.

We are operating with a kindergarten/ grade 1 – 2 combined class. The grade 3/4, 5/6 and 7/8 are separated into 2 grade split classes for Math, Science, English Language Arts, Bible and Social Studies and into triple grade classes, Grade 3 – 5 and grade 6 – 8 for Health and the non-core subjects. The rest of the school will continue to operate with a grade 9 – 10 combined class and a grade 11 – 12 combined class. We continue to operate with one Full-time Receptionist/Bookkeeper.

Through the use of ADLC and Koinonia @ Home (Distributed Learning) we are expanding the core streams and electives available to the High School Students. We operate with a low student to teacher ratio, which helps 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 know how to be effective participants in a secular society. Christian education is intentional about growing students strong enough in their faith that they can, with Biblical faithfulness, express the love of Christ in any society and circumstance. Our success in this area will be crucial over the next few years for protecting our recognition as a valid, distinct and meaningful alternative to public education.

### Summary of Accomplishments (optional)

#### Maintained:

- We were once again the overall leaders in points per average at the yearly track meet.
- Students were able to go on numerous educational Field Trips, such as: Camp out, Edson Museum, Bullying Awareness Presentation, Dairy Farm Outing, Pond Study, Climbing Wall and Mustard Seed volunteer excursion, among other trips.
- We held our 2<sup>nd</sup> Bible Fair that the Grades 10 – 12 participated in and our 5<sup>th</sup> Science Fair in which the Grades K – 8 participated in the entries and the whole school participated in some group activities.
- The Elementary had a track and field day in which some of our homeschool students came and participated too.
- We held a Spiritual Emphasis Week in which we had a guest speaker speaking to the students. The Elementary students made thank you cards for numerous people who help in our school community. They also did some cleaning around the school. The Jr. & Sr. High visited at Parkland Lodge and the Nursing Home.
- We were able to visit local churches with a promotional video and information on our school.
- The school's Student Body, under the leadership of the Student Council, continues to raise enough money to support a Sponsor Child.
- We continued to implement a student-led discipleship element to our weekly chapels
- We held a hugely successful Annual Goods and Services Auction

#### New:

- We have transitioned to using Koinonia @ Home's distributed learning in order to provide streaming options for our High School students.
- Our school population increased by 32%.
- Our 9-12 school population increased again
- We won the junior boys' volleyball championships for the first time in school history.
- Our junior badminton team took first out of six spots at the municipal finals.
- Our gym facility was improved by the floor repairs in the North West corner.
- We held a large fundraising event with supper and entertainment by Phil Callaway; a Christian humorist.
- Our school was responsible for canvassing the Glenwood area, where our school is located, during the Edson Annual Food Bank Drive.
- We moved our library into the computer lab to create a Learning Commons. The old library became an art and conference room.
- We sorted through our resource and storage rooms to remove outdated curriculum resources / supplies in order to make them more functional and relevant.
- A movie club was started to watch the Lord of the Rings trilogy.
- We updated our promotional materials.
- The board created new intentional goals based on a SWOT analysis led by our two superintendents.
- Christmas Wreath and Poinsettia fundraiser
- Career fair for senior students
- One of our strongest student councils ever was highly engaged in creating and leading activities for the whole school.

**Combined 2016 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	95.4	94.4	93.9	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	70.7	78.5	76.6	81.9	81.3	81.4	Low	Maintained	Issue
		Education Quality	92.2	97.1	94.1	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	2.5	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	45.8	82.9	78.3	76.5	76.5	75.5	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	56.3	78.1	76.0	73.6	72.9	73.4	Very Low	Declined	Concern
		PAT: Excellence	14.6	9.4	15.1	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	83.7	85.0	85.2	85.1	*	*	*
		Diploma: Excellence	*	*	0.0	21.0	21.0	20.5	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	45.8	69.1	34.5	54.6	54.4	53.5	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate	*	n/a	n/a	60.8	n/a	n/a	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	45.0	59.4	59.7	59.3	*	*	*
		Work Preparation	98.1	100.0	98.3	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	90.9	92.9	92.0	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	97.7	99.3	96.1	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	73.9	83.0	79.9	81.2	79.6	80.0	Intermediate	Maintained	Acceptable

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



**Combined 2016 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure Category Evaluation	Measure	Yellowhead Koinonia (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	n/a	n/a	n/a	6.1	7.0	7.2	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	50.2	47.7	46.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	*	n/a	52.4	52.1	52.8	n/a	n/a	n/a
		PAT: Excellence	n/a	*	n/a	6.3	6.5	6.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	20.7	21.0	20.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	*	n/a	33.5	33.0	33.3	n/a	n/a	n/a

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer 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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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
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)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	45.8	92.3	57.7	78.1	56.3	75	Very Low	Declined	Concern	78	80	78
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.1	28.2	7.7	9.4	14.6	20	Intermediate	Maintained	Acceptable	20	20	22

### Comment on Results (OPTIONAL)

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. In a school where the average grade has between 6 and 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.

The PAT data is based on all the tests from the list below that a student could be writing in Grade 6 and 9. However, with our split grades, every second year we have no students writing the Grade 6 Science and Social. (They will have written these in their Grade 5 year instead.) So each test that wasn't written counts as a below standard value, in the calculation above.

- If we calculate our own percentage for 2016 based on the tests that were written only, Grade 6 (ELA & Math) and 9 (ELA, Math, Science & Social) we get a result of 73.3% for achieving Acceptable Standard, 3.3% Below Standard and 23.3% for achieving Standard of Excellence.
- If we calculate our own percentage for 2014 based on the tests that were written only, Grade 6 and 9 ELA and Grade 9 Science, we get a result of 81.8% for achieving Acceptable Standard and 18.2% for achieving Standard of Excellence. So in context to our situation, the decline isn't as significant as it appears above.
- Using the same calculations for 2012 we get 82.4% for achieving Acceptable Standard and 5.9% for achieving Standard of Excellence. Using the same calculations for 2010 we get 71.4% for achieving Acceptable Standard and 0% for achieving Standard of Excellence.

### Strategies

#### Maintained:

- Maintain accountability of professional development growth plans for teaching staff.
- Thorough examination of PAT results to determine strengths and weaknesses of program delivery.
- Staff will be in-serviced on curriculum expectations at their grade level as well as the curriculum preceding and following their grade level.
- Increased emphasis on staff in-service 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 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.
- Use Successmaker Program, Math and Reading, which is available to use through Koinonia Christian Education Society for all students in Grades K – 10, to assess and help improve their grade level skills.
- In-service the teachers on how to use Successmaker reports and custom courses to better help students grade level skills.

#### New:

- Students collaboratively learn in technological environments to increase word processor familiarity and strategy sharing.

#### Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	75.0	92.3	*	*	75	*	*	*	75	75	75
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	0.0	0.0	*	*	25	*	*	*	25	25	25

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	*	73.8	82.9	45.8	100	Very Low	Declined	Concern	100	100	100
Drop Out Rate - annual dropout rate of students aged 14 to 18	7.0	5.4	2.0	0.0	0.0	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	38.9	45.0	*	*	*	50	*	*	*	50	50	50
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*	25	*	*	*	25	25	25
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	0.0	69.1	45.8	50	Intermediate	Maintained	Acceptable	55	60	65

**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.

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

**Strategies**

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

**Maintained:**

- 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, informal inventories, and in-class presentations. 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 (i.e. ADLC)
- Ensure that course examination planning is followed up routinely in grade 10,11,12

**New:**

- Providing appropriate course streaming through Koinonia @ Home.

**Notes:**

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.8	92.5	90.7	92.9	90.9	92	Very High	Maintained	Excellent	93	94	95
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.	97.6	97.7	97.2	100.0	98.1	95	Very High	Maintained	Excellent	95	95	95

**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.*

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**

**Maintained:**

- 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.
- "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 work
- Maintain the opportunity for students to be involved in Work Experience, Green Certificate and RAP.

**New:**

- Hold 'Student Vote' activities during election times.
- Teacher facilitated service projects for the community.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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>	96.4	96.6	95.7	95.8	88.0	90	n/a	n/a	n/a	92	94	96

**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.

Upon analysis of the question results, it seems likely that the score has dropped largely due to people answering 'I do not know.' Of all responses only two answers disagreed with the statement and they were both from the Grade 7-9 parents making it likely that it was actually only one parent that disagreed from all who were surveyed.

**Strategies**

**Maintained:**

**New:**

- Incorporate more ADLC option time for students to explore areas of interest independently (with supervision).
- Encourage students to seek resources online that will be available to them after completion of school.
- For online programming (ADLC and Koinonia @ Home) supervisors are to suggest problem solving strategies rather than assistant directly in answering questions to promote student self-direction and confidence upon completion.
- Promotion of post-secondary view days.
- Have post-secondary presentations and materials available.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### 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

#### Maintained

- 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.

#### New

- Teachers and Administration are encouraged to go to workshops about how to infuse content into their lessons.

### Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Outcome Two:** *The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**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**

**Maintained**

- 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.

**New**

- Teachers and Administration are encouraged to go to workshops about how to infuse content into their lessons.

**Notes:**

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



### Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	95.7	95.4	92.0	94.4	95.4	95	Very High	Maintained	Excellent	96	97	98

**Comment on Results (OPTIONAL)**

Our school community is full of families who are committed to Christian education and believe that Biblical values foster safe and caring environments. Some of them have been at the school for a long time and worked with the school in offering their children a safe, respectful educational environment.

**Strategies**

**Maintained:**

- 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.
- 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, etc.

**New:**

- Bus safety presentations.
- Increase teacher-student interaction outside the class through lunchtime gym activities and Learning Commons board games.
- Teacher facilitated service projects for the community.

**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	78.6	75.1	76.3	78.5	70.7		Low	Maintained	Issue			

### 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.*

From grades 9 to 12 we have 18 students. We offer a flexible program for such a small high school. Given limited teaching resources and class sizes it can be challenging to meet the expectations of students and parents.

Much of the dissatisfaction came from desire for second language opportunities and fine arts (drama and art). There was also a significant amount of people who answered 'I do not know.'

### Strategies

#### Maintained:

- Address parental involvement in decisions affecting their students at parent-teacher conferences.
- Large Scale Christmas Musical, K – 6, put on every year
- 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 (i.e. ADLC).
- 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.

#### New:

- Scheduled ADLC option times.
- Koinonia @ Home offers course streaming for High School.
- Launched Grade 1 – 6 mandatory French language studies.
- Created a dedicated art room.

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	90.6	84.9	71.7	83.0	73.9		Intermediate	Maintained	Acceptable			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	88.6	91.2	97.9	99.3	97.7		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.2	92.9	92.4	97.1	92.2		Very High	Maintained	Excellent			

### Comment on Results (OPTIONAL)

#### Performance Measure 1

With some newer families to the school in the past year or two there are a number who reported that they don't know if the school has improved or stayed the same in the last three years. When we look at the School Report detailed data we find that 12.5% of responses by teachers, parents and students indicated that they don't know. Of all teachers, parents and students 7/88 responses (8.0%) indicated a decline, which means of those who had a definite answer, 90.9% of the responses indicated the school had improved or stayed the same over the last 3 years.

There are two questions given to the students for this data: "I am proud of my school," and "I would recommend my school to a friend." Whereas the parents and teachers are answering the question: "In my opinion, has the quality of education at your school improved, stayed the same, or declined in the past three years."

#### Performance Measure 2 & 3

From grades 9 to 12 we have 18 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.

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

#### Maintained:

- Require 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, etc.
- Keep staff accountable to professional development growth plans.
- Require that staff attend Professional Development opportunities through Koinonia Schools and ACSI.
- School staff will communicate to parents that they are regularly available to meet to discuss issues after school.
- Teacher Assistant assists in the three grade split, K-2.
- 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.
- Communication books K - 8
- Seek ways to increase parent involvement in AGM and Parent-Teacher Fellowship evenings.
- Address parental involvement in decisions affecting their students at parent-teacher conferences.
- 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).

#### New:

#### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Note:

**Future Challenges (Optional)**

The primary challenge of our school community is still to increase our student population (we did grow by about 23% this year). The level of services we have established in order to be successful and allow for growth also 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. One potential strategy for this is by increasing news exposure through submission of articles / photos of school life and student accomplishments to the local media sources. 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**

- For details, please refer to the appropriate policy and requirements for planning and results reporting guide.

Budget Highlights	2015-2016 Budget	2015-2016 Actual	Percentage of Budget
<b>Revenues</b>			
Alberta Education (excluding Home Education)	\$322,392	\$335,548	39.55%
Alberta Education (Home Education)	\$43,441	\$38,429	4.53%
Tuition	\$127,863	\$150,255	17.71%
Non-Instructional Fees	\$9,200	\$1,301	0.02%
Gifts & Donations	\$304,385	\$223,423	26.33%
Gross School Generated Funds	\$80,961	\$99,466	11.72%
<b>Total Revenue</b>	<b>\$888,242.00</b>	<b>\$848,422.00</b>	<b>100%</b>
<b>Expenditures</b>			
Salaries	\$493,093	\$509,309	59.47%
Services, contracts and Supplies	\$179,413	\$219,277	19.78%
Home Education (includes salaries)	\$43,440	\$24,670	5.15%
Gross School Generated Funds	\$10,500	\$34,027	1.27%
Capital and Debt Services	\$123,276	\$36,823	14.35%
<b>Total Expenditure</b>	<b>\$829,198</b>	<b>\$824,106</b>	<b>100%</b>

**Budget Summary**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Budget Summary	2016-2017 Budget	Percentage of Budget
<b>Revenues</b>		
Alberta Education (excluding Home Education)	\$427,351	47.12%
Alberta Education (Home Education)	\$28,404	3.13%
Tuition	\$174,347	19.22%
Non-Instructional Fees	\$125	0.01%
Gifts, Donations & Fundraising	\$270,390	29.81%
Gross School Generated Funds	\$6,352	0.70%
<b>Total Revenue</b>	<b>\$906,969</b>	<b>100%</b>
<b>Expenditures</b>		
Salaries	\$506,661	55.86%
Services, contracts and Supplies	\$275,807	30.41%
Specific Program (S.D, E.L, ESL)	\$18,400	2.03%
Home Education (includes Salaries)	\$23,156	2.55%
Gross School Generated Funds	\$24,400	2.69%
Capital and Debt Services	\$58,545	6.45%
<b>Total Expenditure</b>	<b>\$906,969</b>	<b>100%</b>

### Capital and Facilities Projects

We made creation of a Learning Commons a priority over the summer, which was completed before the 2016 /2017 school year began.

We installed a projection system into our Chapel / assembly room for more effective school-wide presentations.

We installed network printers so students always have access to printers on either end of the school whether from laptops or school desktops.

We moved and expanded our secondary computer lab to be able to accommodate all classes that would want to use it.

We had a new fiber optic line dug in to increase our internet capabilities.

We installed a new server for our computer network.

### Summary of Facility and Capital Plans

- To further improve school visibility and make grounds maintenance easier the trees in front of the school were cut down.
- To look at drainage at the East side of the school and repair the eaves trough system.
- To look at paving the parking lot and landscaping in front of the school
- To further improve school visibility and promote upcoming events a school sign is being considered.

### Parental Involvement

As previously mentioned, many 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. We have already established committees 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 at how to increase attendance at our AGM.

### Timelines and Communication

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
  - This 2016 – 2019 Three Year Plan and 2015– 2016 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.ykcschool.com>
  - This Three Year plan and Annual Education Results Review and its 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.

**Whistleblower Protection**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
- The policy was adopted March 26, 2014. There were no disclosures reported to the chief officer of Yellowhead Koinonia Christian School.

**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.

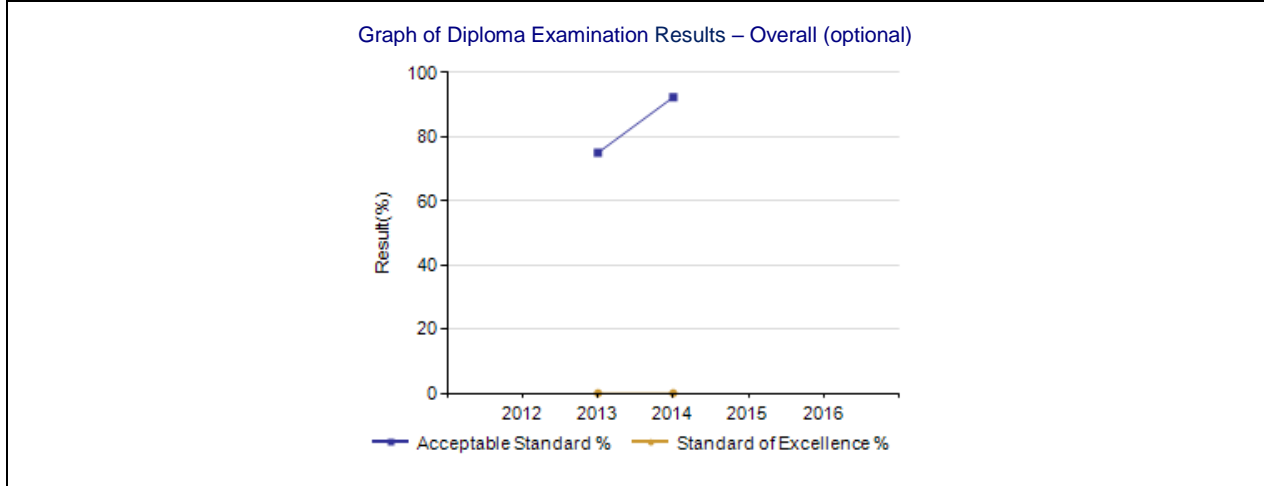
**Diploma Examination Results – Measure Details (OPTIONAL)**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authority	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
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	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
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	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	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	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authority	*	*	66.7	0.0	*	*	*	*	*	*		
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).





Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)

<p style="text-align: center;">English Lang Arts 30-1</p> <p style="text-align: center;">[No Data for English Lang Arts 30-2]</p>	<p style="text-align: center;">[No Data for English Lang Arts 30-2]</p>
<p style="text-align: center;">[No Data for French Lang Arts 30-1]</p>	<p style="text-align: center;">[No Data for Français 30]</p>
<p style="text-align: center;">[No Data for Pure Mathematics 30]</p>	<p style="text-align: center;">Mathematics 30-1</p> <p style="text-align: center;">[No Data for Pure Mathematics 30]</p>

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Diploma Examination Results by Course (optional)

<p>[No Data for Applied Mathematics 30]</p>	<p>[No Data for Mathematics 30-2]</p>																																				
<p>Social Studies 30-1</p> <table border="1"> <caption>Social Studies 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>-</td> <td>-</td> </tr> <tr> <td>2013</td> <td>68</td> <td>0</td> </tr> <tr> <td>2014</td> <td>-</td> <td>-</td> </tr> <tr> <td>2015</td> <td>-</td> <td>-</td> </tr> <tr> <td>2016</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	-	-	2013	68	0	2014	-	-	2015	-	-	2016	-	-	<p>Social Studies 30-2</p> <table border="1"> <caption>Social Studies 30-2 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>-</td> <td>-</td> </tr> <tr> <td>2013</td> <td>-</td> <td>-</td> </tr> <tr> <td>2014</td> <td>-</td> <td>-</td> </tr> <tr> <td>2015</td> <td>-</td> <td>-</td> </tr> <tr> <td>2016</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	-	-	2013	-	-	2014	-	-	2015	-	-	2016	-	-
Year	Acceptable Standard %	Standard of Excellence %																																			
2012	-	-																																			
2013	68	0																																			
2014	-	-																																			
2015	-	-																																			
2016	-	-																																			
Year	Acceptable Standard %	Standard of Excellence %																																			
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2015	-	-																																			
2016	-	-																																			
<p>Biology 30</p> <table border="1"> <caption>Biology 30 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>-</td> <td>-</td> </tr> <tr> <td>2013</td> <td>-</td> <td>-</td> </tr> <tr> <td>2014</td> <td>-</td> <td>-</td> </tr> <tr> <td>2015</td> <td>-</td> <td>-</td> </tr> <tr> <td>2016</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	-	-	2013	-	-	2014	-	-	2015	-	-	2016	-	-	<p>[No Data for Chemistry 30]</p>																		
Year	Acceptable Standard %	Standard of Excellence %																																			
2012	-	-																																			
2013	-	-																																			
2014	-	-																																			
2015	-	-																																			
2016	-	-																																			

Notes:

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2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)

[No Data for Physics 30]	[No Data for Science 30]
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Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

		Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	29,730	86.8	28,663	86.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,707	89.1	15,920	89.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,707	12.3	15,920	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	20,492	70.7	20,735	77.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,631	75.4	11,425	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,631	16.8	11,425	13.4
Social Studies 30-1	Acceptable Standard	*	*	*	2	*	6	66.7	22,494	84.9	21,869	86.0
	Standard of Excellence	*	*	*	2	*	6	0.0	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,790	81.1	19,060	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	22,539	85.1	21,806	85.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,265	81.5	18,126	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	85.8	10,126	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	84.4	6,841	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	27.6	6,841	25.9

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 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
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. 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. 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

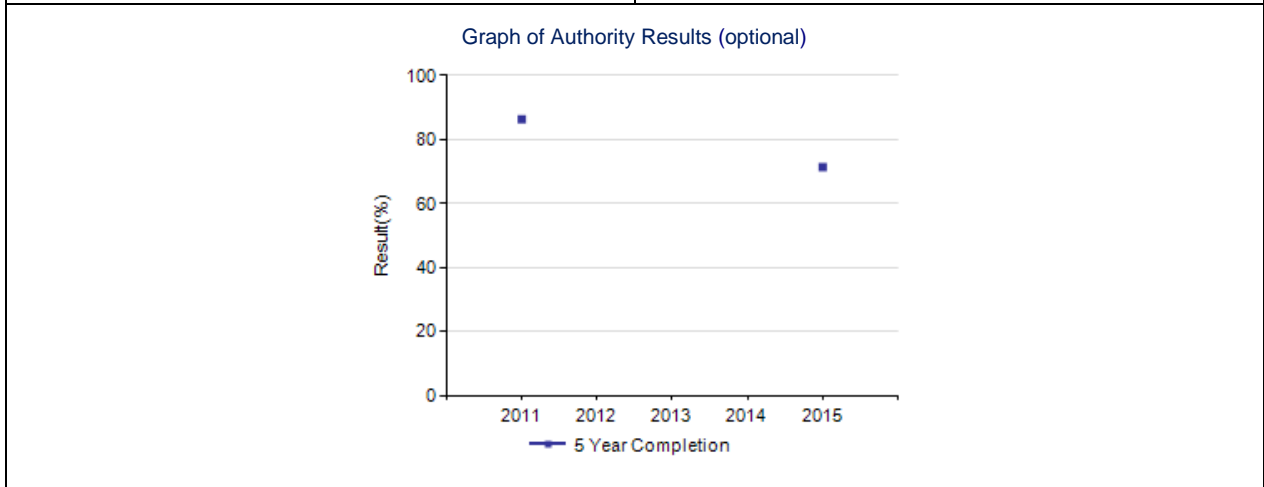
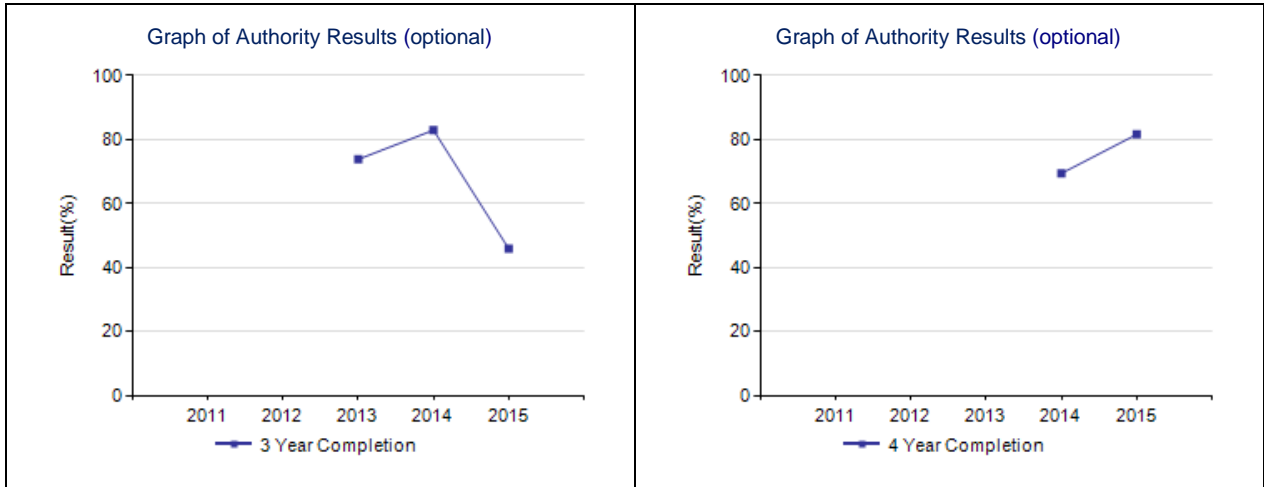
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	*	*	73.8	82.9	45.8	74.2	74.8	75.3	76.5	76.5
4 Year Completion	*	*	*	69.4	81.6	78.0	79.2	79.6	79.9	81.0
5 Year Completion	86.3	*	*	*	71.4	79.4	80.6	81.5	82.0	82.1

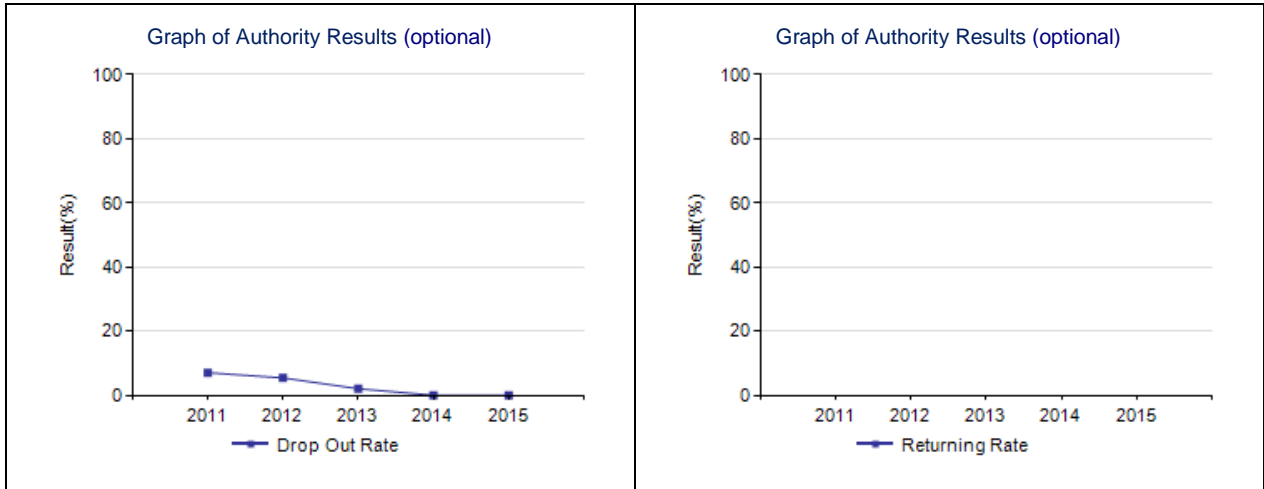


Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	7.0	5.4	2.0	0.0	0.0	3.8	3.6	3.3	3.5	3.2
Returning Rate	n/a	*	*	*	n/a	23.2	22.8	20.7	20.9	18.2



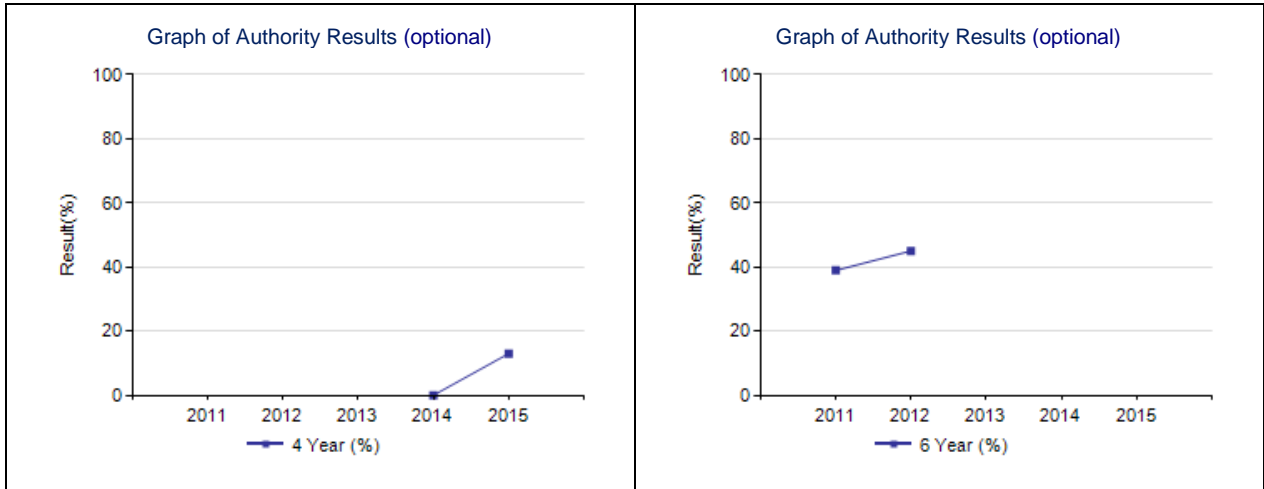
Notes:

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2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	*	*	*	0.0	13.0	38.4	39.4	39.7	38.3	37.0
6 Year Rate	38.9	45.0	*	*	*	58.4	59.3	59.0	59.7	59.4



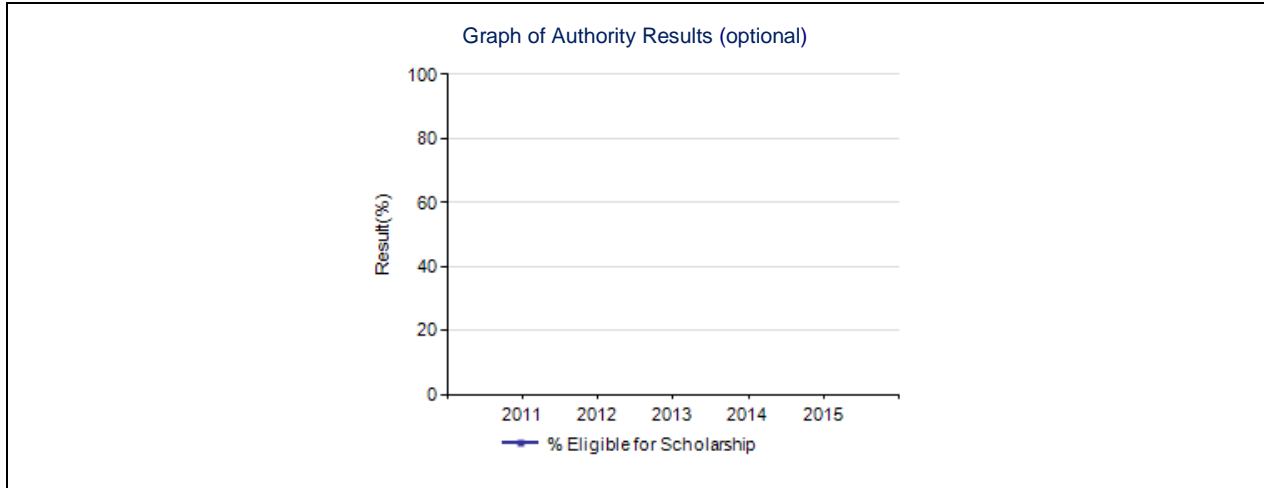
Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	60.8

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
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	3	*	*	*	*	*	*	*	*



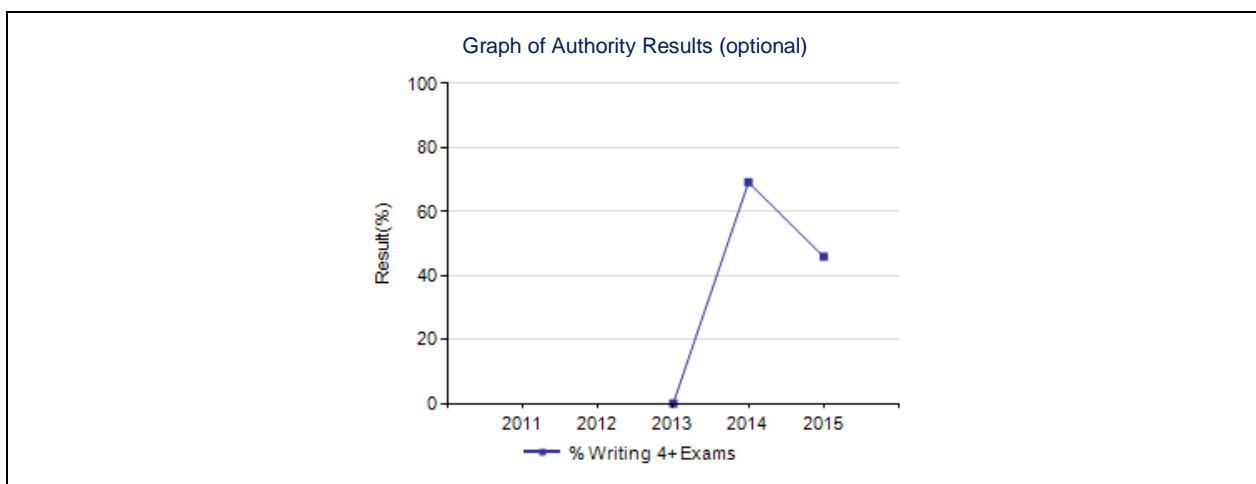
Notes:

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	*	*	7.8	17.1	23.7	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	*	*	92.2	82.9	76.3	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	*	*	73.8	82.9	61.1	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	*	*	55.3	82.9	61.1	66.7	66.8	63.3	65.0	64.7
<b>% Writing 4+ Exams</b>	*	*	<b>0.0</b>	<b>69.1</b>	<b>45.8</b>	<b>55.6</b>	<b>55.9</b>	<b>50.1</b>	<b>54.4</b>	<b>54.6</b>
% Writing 5+ Exams	*	*	0.0	27.6	0.0	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	*	*	0.0	0.0	0.0	13.9	14.3	11.4	13.1	13.8



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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	*	*	66.7	62.5	42.9	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	*	*	16.7	12.5	14.3	25.8	25.9	27.1	28.0	28.7
<b>Total of 1 or more English Diploma Exams</b>	*	*	<b>83.3</b>	<b>75.0</b>	<b>57.1</b>	<b>78.4</b>	<b>78.6</b>	<b>78.7</b>	<b>79.7</b>	<b>79.5</b>
Social Studies 30	*	*	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	*	*	66.7	62.5	42.9	47.8	47.6	45.8	45.1	43.5
Social Studies 33	*	*	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	*	*	0.0	12.5	14.3	30.8	31.9	33.7	35.2	36.7
<b>Total of 1 or more Social Diploma Exams</b>	*	*	<b>66.7</b>	<b>75.0</b>	<b>57.1</b>	<b>78.2</b>	<b>78.7</b>	<b>78.8</b>	<b>79.6</b>	<b>79.5</b>
Pure Mathematics 30	*	*	0.0	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	*	*	0.0	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	*	*	0.0	62.5	14.3	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	*	*	0.0	0.0	14.3	n/a	n/a	16.7	21.4	22.4
<b>Total of 1 or more Math Diploma Exams</b>	*	*	<b>0.0</b>	<b>62.5</b>	<b>14.3</b>	<b>61.6</b>	<b>61.1</b>	<b>52.1</b>	<b>57.0</b>	<b>57.6</b>
Biology 30	*	*	33.3	62.5	57.1	42.5	42.8	42.2	41.4	40.6
Chemistry 30	*	*	16.7	25.0	28.6	35.8	36.5	31.5	34.7	35.7
Physics 30	*	*	0.0	12.5	0.0	20.5	20.2	17.3	20.0	19.9
Science 30	*	*	0.0	0.0	14.3	9.0	10.3	9.8	12.8	14.1
<b>Total of 1 or more Science Diploma Exams</b>	*	*	<b>50.0</b>	<b>75.0</b>	<b>71.4</b>	<b>58.8</b>	<b>59.2</b>	<b>57.3</b>	<b>59.4</b>	<b>59.8</b>
Français 30-1	*	*	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	*	*	0.0	0.0	0.0	2.7	2.6	2.7	2.7	2.8
<b>Total of 1 or more French Diploma Exams</b>	*	*	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.0</b>	<b>2.9</b>	<b>3.0</b>	<b>2.9</b>	<b>3.0</b>

Notes:

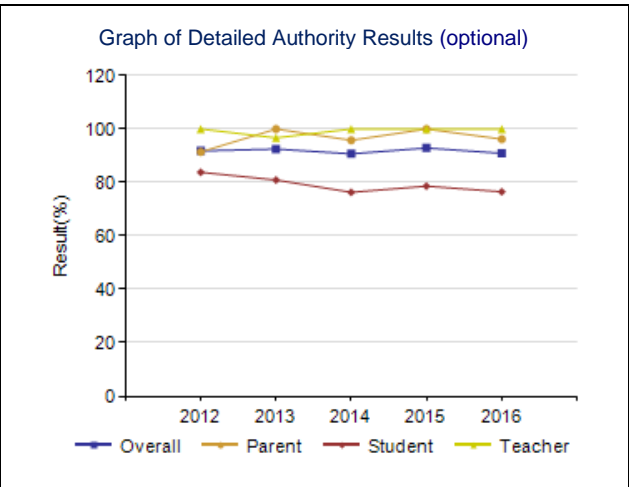
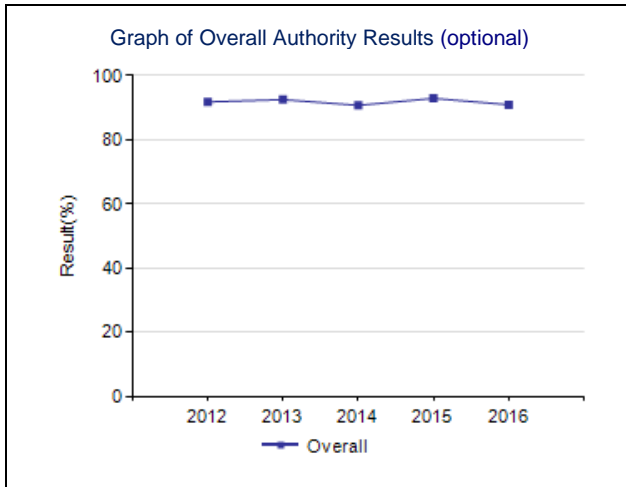
- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

3. Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.8	92.5	90.7	92.9	90.9	82.5	83.4	83.4	83.5	83.9
Teacher	100.0	96.7	100.0	100.0	100.0	93.1	93.6	93.8	94.2	94.5
Parent	91.4	100.0	95.8	100.0	96.2	79.4	80.3	81.9	82.1	82.9
Student	83.8	80.9	76.3	78.6	76.5	75.0	76.2	74.5	74.2	74.5



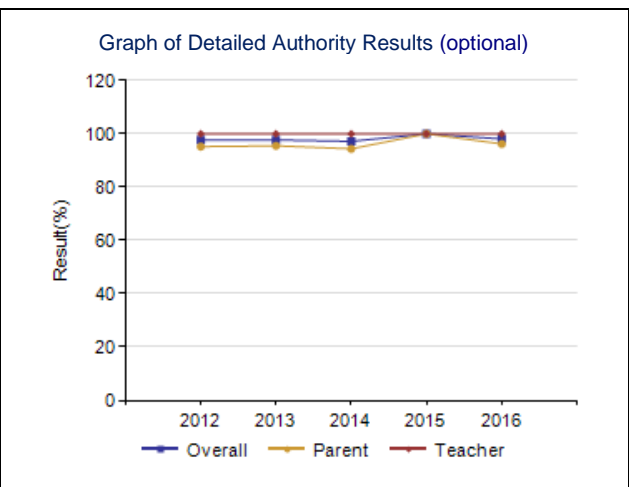
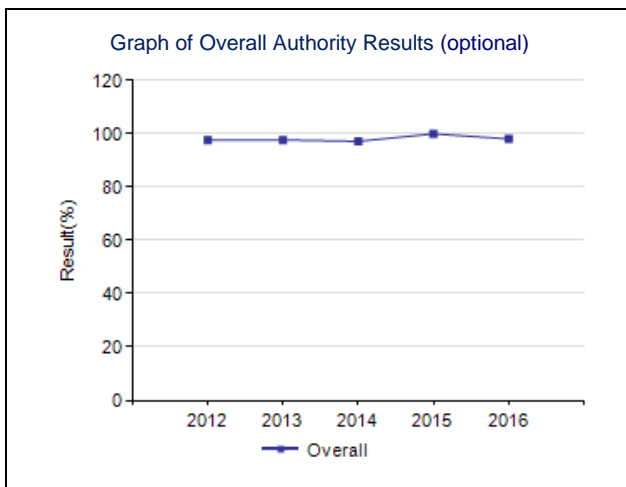
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	97.6	97.7	97.2	100.0	98.1	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	100.0	100.0	100.0	100.0	89.5	89.4	89.3	89.7	90.5
Parent	95.2	95.5	94.4	100.0	96.2	69.9	71.1	73.1	74.2	74.8

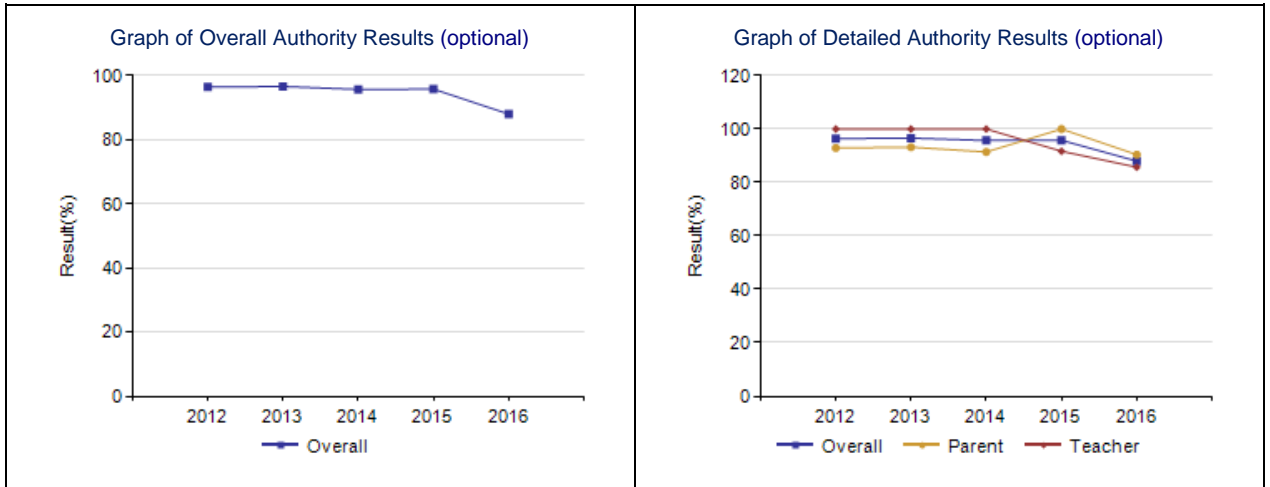


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	96.4	96.6	95.7	95.8	88.0	68.0	68.5	69.5	70.0	70.7
Teacher	100.0	100.0	100.0	91.7	85.7	75.8	75.7	76.0	76.0	77.3
Parent	92.9	93.2	91.4	100.0	90.4	60.2	61.2	63.0	64.0	64.2



Notes:

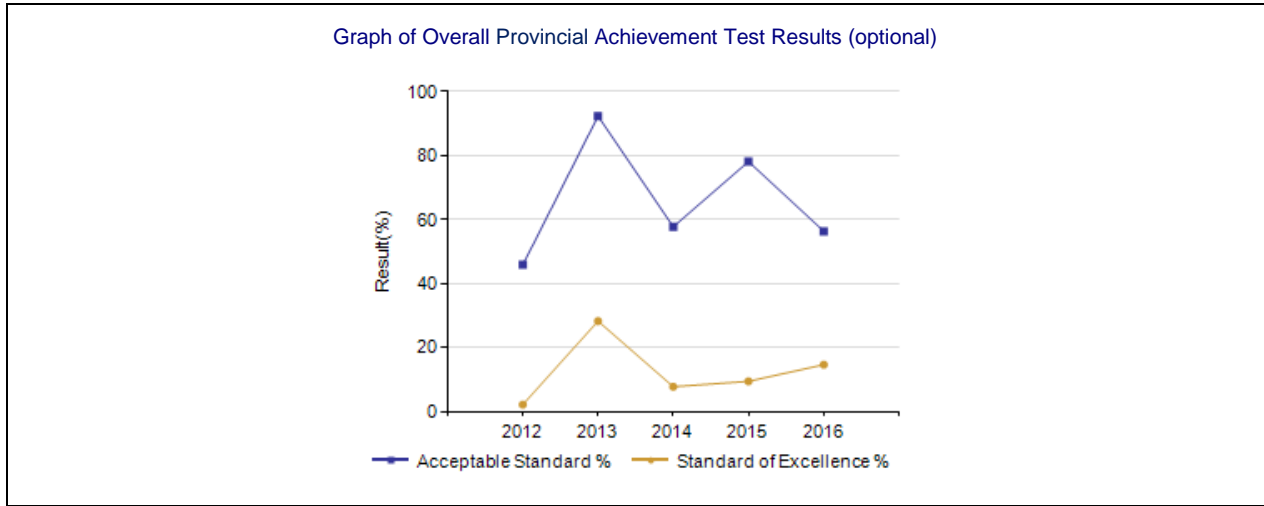
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	*	*	*	*	*	*	100.0	25.0		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
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	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	*	*	*	*	*	*	*	*	87.5	12.5		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	*	*	100.0	37.5	*	*	*	*	*	*		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	*	*	87.5	25.0	*	*	*	*	*	*		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	71.4	0.0	*	*	77.8	22.2	*	*	*	*		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
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	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
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	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	*	*	*	*	88.9	0.0	*	*	*	*		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
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	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	*	*	*	*	77.8	22.2	*	*	*	*		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	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	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	*	*	85.7	14.3	*	*	*	*	*	*		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
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	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

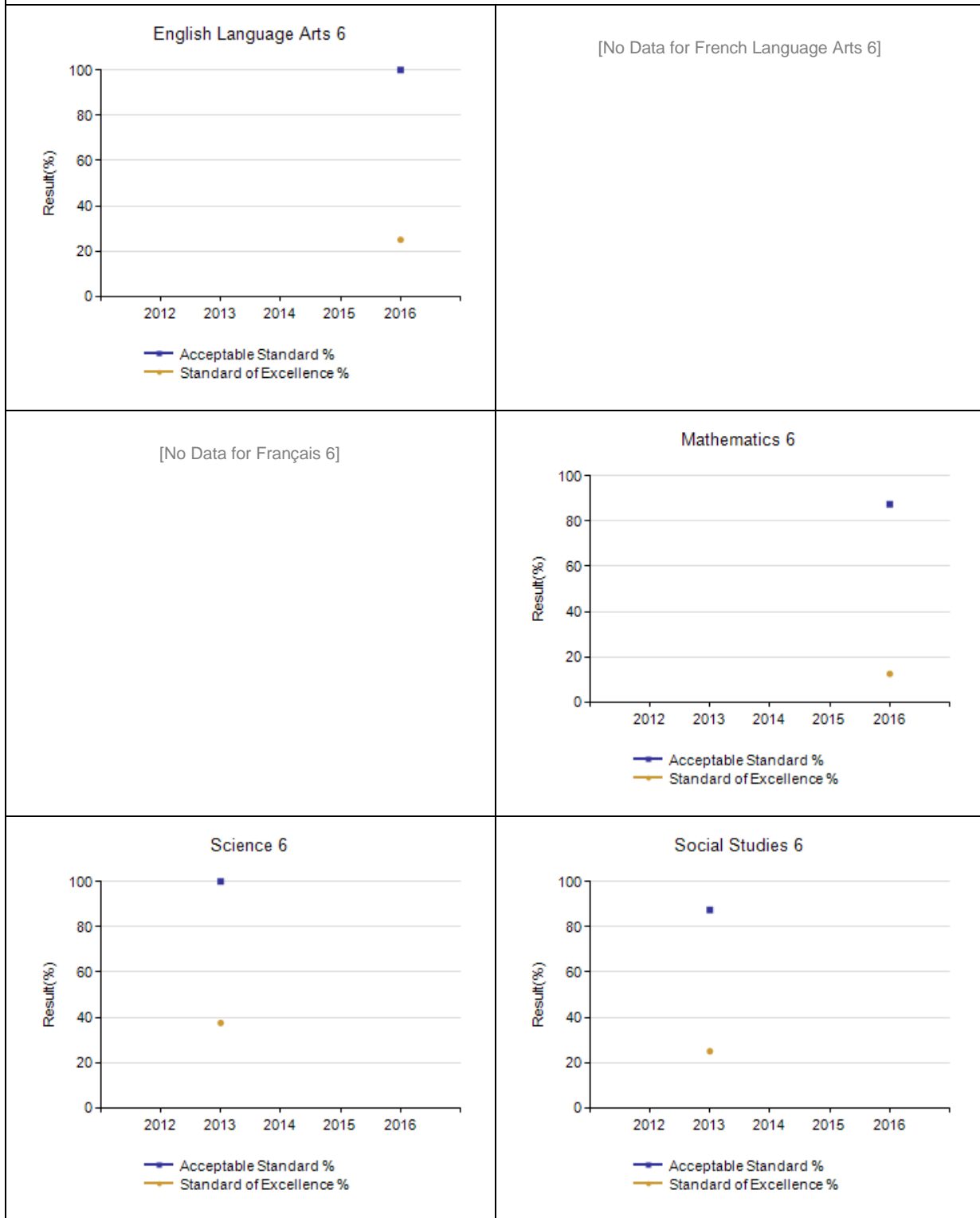


Notes:

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2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;"><b>English Language Arts 9</b></p> <table border="1"> <caption>English Language Arts 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>72</td> <td>0</td> </tr> <tr> <td>2014</td> <td>78</td> <td>22</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	72	0	2014	78	22	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2012	72	0								
2014	78	22								
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>									
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>88</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	0	0	2014	88	0	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2012	0	0								
2014	88	0								

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer 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	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	8	100.0	n/a	n/a	47,606	82.9	45,843	82.4		
	Standard of Excellence	Very High	n/a	n/a	8	25.0	n/a	n/a	47,606	20.4	45,843	17.8		
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1		
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9		
Mathematics 6	Acceptable Standard	High	n/a	n/a	8	87.5	n/a	n/a	47,512	72.2	45,774	73.2		
	Standard of Excellence	Intermediate	n/a	n/a	8	12.5	n/a	n/a	47,512	14.0	45,774	15.3		
Science 6	Acceptable Standard	*	*	*	8	*	8	100.0	47,543	78.0	45,788	76.6		
	Standard of Excellence	*	*	*	8	*	8	37.5	47,543	27.1	45,788	25.3		
Social Studies 6	Acceptable Standard	*	*	*	8	*	8	87.5	47,522	71.4	45,710	71.0		
	Standard of Excellence	*	*	*	8	*	8	25.0	47,522	22.0	45,710	17.9		
English Language Arts 9	Acceptable Standard	*	*	*	4	*	9	77.8	43,780	77.0	38,487	76.2		
	Standard of Excellence	*	*	*	4	*	9	22.2	43,780	15.2	38,487	14.8		
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1		
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7		
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5		
Mathematics 9	Acceptable Standard	*	*	*	4	*	9	88.9	43,253	67.8	38,217	66.4		
	Standard of Excellence	*	*	*	4	*	9	0.0	43,253	17.5	38,217	17.8		
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	61.2	1,872	63.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	13.0	1,872	14.6		
Science 9	Acceptable Standard	*	*	*	4	*	9	77.8	43,834	74.2	38,760	73.4		
	Standard of Excellence	*	*	*	4	*	9	22.2	43,834	22.4	38,760	21.6		
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	63.8	1,492	65.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	14.3	1,492	15.7		
Social Studies 9	Acceptable Standard	*	*	*	4	*	7	85.7	43,775	64.7	38,759	65.4		
	Standard of Excellence	*	*	*	4	*	7	14.3	43,775	18.0	38,759	19.5		
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	58.0	1,454	61.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	11.6	1,454	11.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
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 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 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
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 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 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. 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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. 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**

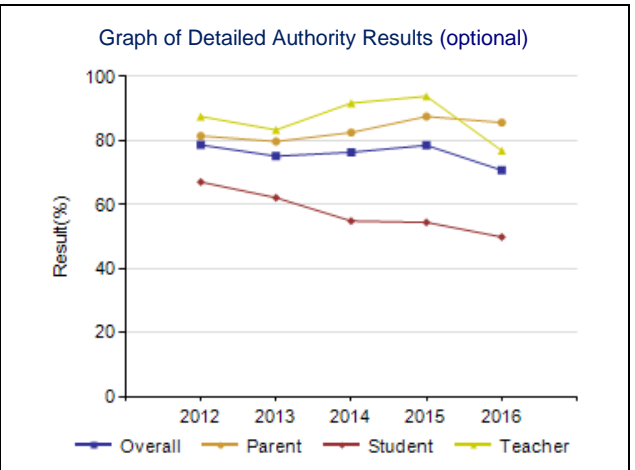
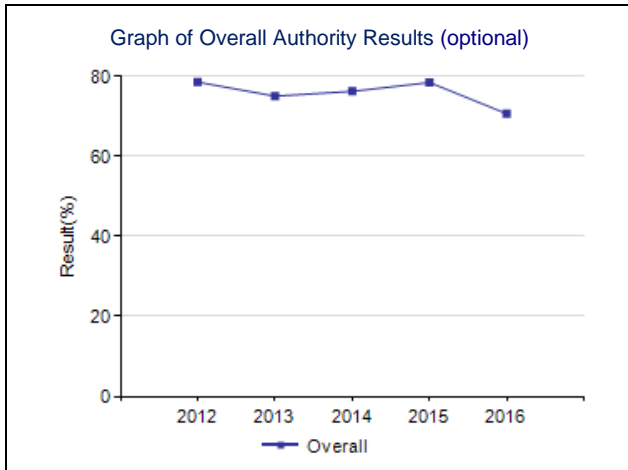
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

**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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.6	75.1	76.3	78.5	70.7	80.7	81.5	81.3	81.3	81.9
Teacher	87.5	83.3	91.7	93.8	76.8	87.3	87.9	87.5	87.2	88.1
Parent	81.4	79.7	82.5	87.5	85.6	78.1	78.9	79.9	79.9	80.1
Student	67.0	62.1	54.8	54.4	49.8	76.9	77.8	76.6	76.9	77.5



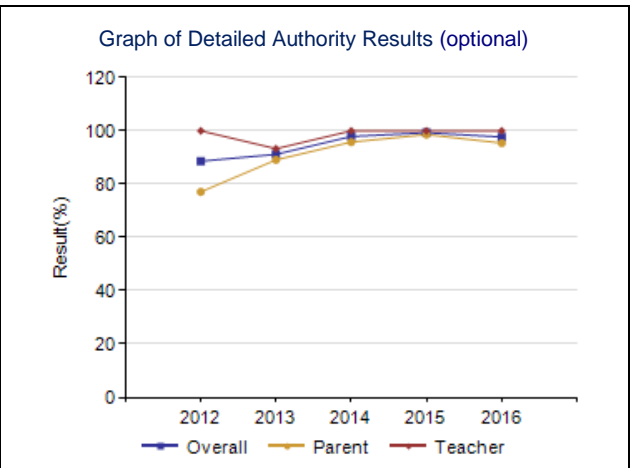
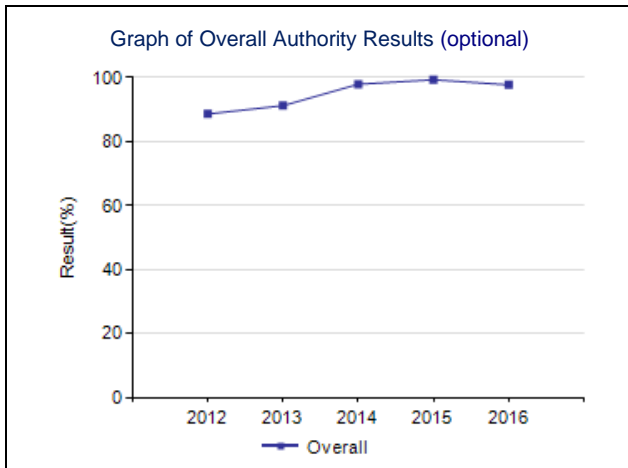
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.6	91.2	97.9	99.3	97.7	79.7	80.3	80.6	80.7	80.9
Teacher	100.0	93.3	100.0	100.0	100.0	88.0	88.5	88.0	88.1	88.4
Parent	77.1	89.1	95.8	98.6	95.4	71.4	72.2	73.1	73.4	73.5



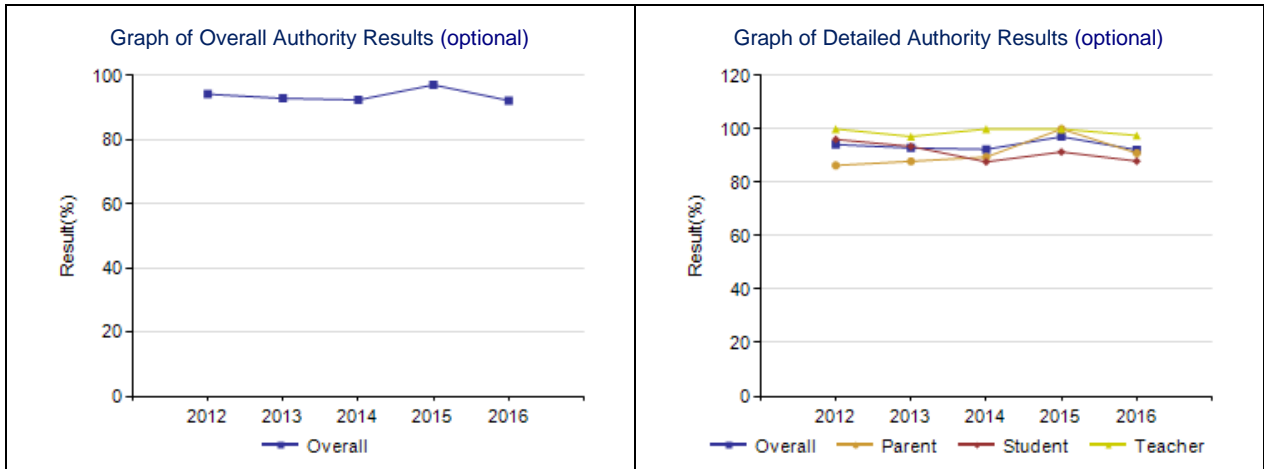
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	94.2	92.9	92.4	97.1	92.2	89.4	89.8	89.2	89.5	90.1
Teacher	100.0	97.2	100.0	100.0	97.6	95.4	95.7	95.5	95.9	96.0
Parent	86.4	87.9	89.5	100.0	91.0	84.2	84.9	84.7	85.4	86.1
Student	96.1	93.5	87.7	91.4	88.0	88.6	88.7	87.3	87.4	88.0

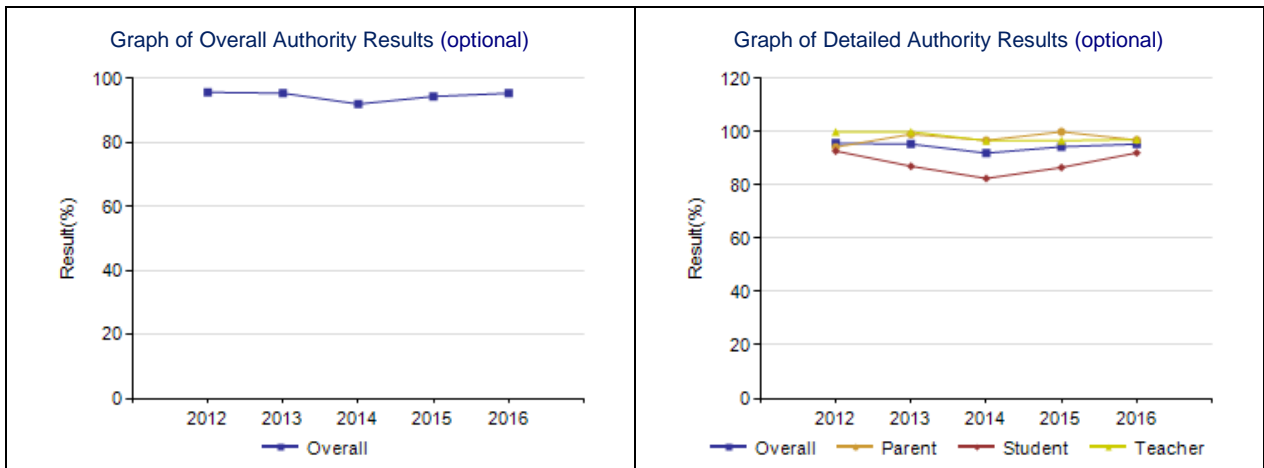


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	95.7	95.4	92.0	94.4	95.4	88.6	89.0	89.1	89.2	89.5
Teacher	100.0	100.0	96.7	96.7	97.1	94.8	95.0	95.3	95.4	95.4
Parent	94.3	99.1	96.8	100.0	96.9	87.4	87.8	88.9	89.3	89.8
Student	92.8	87.1	82.5	86.6	92.1	83.7	84.2	83.1	83.0	83.4



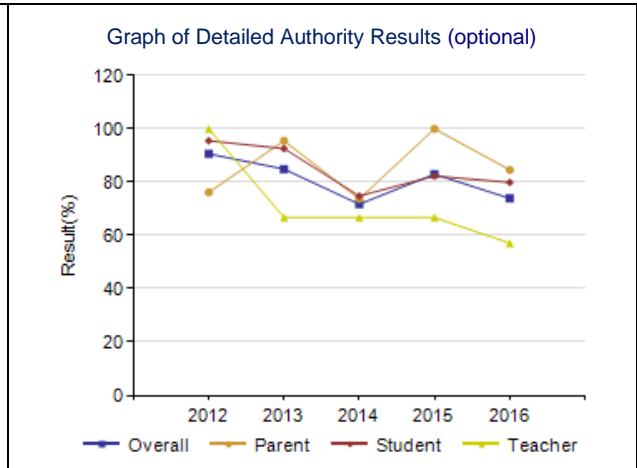
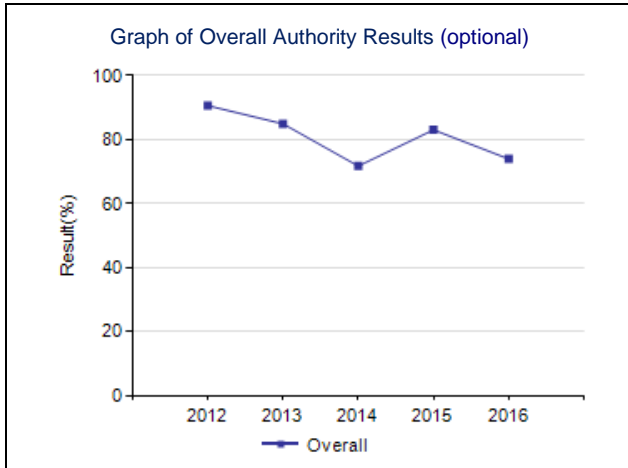
- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.6	84.9	71.7	83.0	73.9	80.0	80.6	79.8	79.6	81.2
Teacher	100.0	66.7	66.7	66.7	57.1	81.1	80.9	81.3	79.8	82.3
Parent	76.2	95.5	73.7	100.0	84.6	76.2	77.9	77.0	78.5	79.7
Student	95.5	92.6	74.8	82.3	79.9	82.7	82.9	81.2	80.7	81.5



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).