

YELLOWHEAD KOINONIA CHRISTIAN SCHOOL
Three Year Education Plan
(2009-2010 to 2011-2012)
School Code 0323

Message from Board Chair

The Board of Directors is committed to using this three year plan as the scaffolding of our day to day operation. We welcome the higher level of accountability as we strive to improve the quality of education for students in our authority. We will use the results obtained to assess and monitor our progress and to fine tune successful strategies in order to ensure that all students will receive the opportunity to acquire the knowledge, skills and attitudes they need in order to be self-reliant, responsible, caring and contributing members of society.

Henry Fausert

Chairman's Signature

Accountability Statement

The Yellowhead Koinonia Christian Education Society education plan for the three years commencing September 1, 2009 was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

Foundation Statements

Vision of Yellowhead Koinonia Christian School:

Our vision is to provide a Christian alternative to education in the Edson area. We desire to provide an education standard at least on par or above provincial standards. At the same time, we envision our students reflecting Biblical standards and values. Our vision is to provide a stimulating environment for learning where the students, parents and teachers are partners in the process of education.

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.

Yellowhead Koinonia Christian School is to be an extension of the Christian home. It is to provide a quality, Christ-centered education in order to develop personal righteousness and Godly character in students conforming to the will of God, having Christian minds, becoming excellent workers, preparing to serve God and man in the home, the church, and in society.

Mandate:

1. To carefully select courses and programs that best benefit the students given the constraints of school size, Christian content, and expectations of Alberta Education.
2. To ensure a competent and expert staff to fulfill the mission and mandate of the school.
3. To integrate Biblical principles into all curricula.
4. To foster good stewardship by maximizing the use of funds, resources, and personnel.
5. To foster an attitude of excellence amongst the students and staff.
6. To graduate students capable of meeting provincial standards for graduation and post secondary education.

Statement of Faith:

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

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

Beliefs of Yellowhead Koinonia Christian School

Student Spiritual Development:

YKCS endeavors to do the following:

- to teach the Bible as God's inspired Word and to develop attitudes of love and respect toward it.
- to teach the basic doctrines of the Bible.
- to develop in each student a desire to know and obey the will of God as revealed in the Scriptures.
- to equip students to carry out the will of God daily, to help them realize who they are as followers of Christ.
- to encourage the development of self-discipline and responsibility in the student, based on respect for and submission to God and God-ordained authority.
- to help the student develop a Christian worldview by integrating life and studies with the Bible.
- to encourage students to progress to a strong and independent commitment to Jesus Christ.

Student Academic Development:

YKCS endeavors to do the following:

- to promote high academic standards within the potential of the individual as uniquely created by God
- to help each student gain a thorough comprehension and command of the fundamental processes used in communication and interacting with others, such as reading, writing, speaking, listening, and viewing.
- to teach the process and content of scientific thinking.
- to teach the study of Social Studies.
- to teach history and lessons of the Holy Bible.
- to teach and encourage the use of good study habits.
- to equip students with independent research skills and enable them to reason logically.
- to instill good citizenship skills through developing an understanding and appreciation of our Christian and Canadian heritage of responsible freedom and human dignity and through discernment and acceptance of God-appointed authority.
- to provide students with an understanding and appreciation for God's world.
- to promote an appreciation of the fine arts.
- to adapt curriculum to Christian student needs and desires.

Student Personal and Social Development:

YKCS endeavors to do the following:

- to help students develop their personality based on a proper understanding and acceptance of themselves as unique individuals created in the image of God.
- to teach that we are responsible to meet the needs, as directed by God, of our Christian brothers and sisters and of our fellow man.
- to teach students to treat everyone with love and respect, since all mankind are made in God's image.
- to enable students to become contributing members of society, realizing their dependence on God.
- to promote an understanding of time as a God-given commodity, and the individual responsibility for effective use of time.
- to demonstrate a Biblical view of life and work.
- to provide skills for personal relationships and future life skills.
- to develop Biblical principles toward marriage and the family and also the understanding and skills needed to establish God-honoring homes.
- to promote physical fitness, good health habits and wise use of the body as the temple of God.
- to impart Biblical attitudes toward material things and to encourage individual responsibility of using personal possessions for God's glory.
- to promote an awareness that our strengths and accomplishments are dependent upon God, that our egos are not dependent on man centered accomplishments, and our self-worth is not dependent on our personal accomplishments.
- to understand that the motivation behind our activities as Christians must be that we are striving to do our best under God's directive.

Furthermore, YKCS believes that the authority for education comes from God's command that children be taught to love God and to place Him first in their lives. The school was founded on the principle that parents are responsible for the education and training of their children and this continues to be a focal point of our operation. YKCS has a Biblical distinctive "Statement of Faith" that all staff, parents, and students agree to and support. This document is made available to all families through the student handbook.

Jurisdiction Profile

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

Edson has a population of about 8000. The economic base is that of primary resources (wood products, forestry, oil leases, and mining) and tourism (numerous motels, restaurants, fishing, hunting, etc.). According to Statistics Canada, Edson has families with an average income of \$50,000 per year.

Enrollment at YKCS averages 70 students from kindergarten to grade 12 in the day school program and 29 home school students. There are five full time teachers, one half time ECS teacher, one part time high school teacher, three special needs aides, one Literacy aide, a home school coordinator and a full time administrator. The Edson community and subsequently YKCS has been affected by the recent down turn in the economy.

Y.K.C.S. offers a 540-hour ECS program every Monday, Wednesday and Friday throughout the school year. The student/teacher ratio being low enables much individual attention, and provides a stimulating, interactive environment where students can experience success. We offer a three hour per day pre-school program for 3 and 4 year olds on Tuesdays and Thursdays from the first of October to the end of May. Facilities are shared with Kindergarten on alternating days.

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

Features:

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

Because we have a small student population many of the results indicators in the Goals section of this plan will be based on the Principal's monitoring rather than on statistical data. Percentages applied with such small numbers are highly inaccurate. The Principal is in the key position of receiving anecdotal data from parents, staff, and students.

ISSUES

Enrollment is the most significant issue facing the school. Due to the economic downturn and the transient nature of Edson, enrollment continues to fluctuate. The school continues to focus on increasing enrollment so that we may be able to offer a greater variety of programs – especially in the high school. Y.K.C.S is actively working with the local churches and the community to encourage enrollment

In order to be more financially responsible and to enhance the high school portion of our program we have chosen to reduce our elementary staff by one resulting in two 3-grade combined classes for 2009-2010. We will operate with one kindergarten class, a grade 1 – 2 combined class, a 3 – 4 – 5 combined, and a 6 – 7 – 8 combined class. The high school will operate with grade 9 – 10, and 11 – 12.

YKCS is committed to providing quality Christian based education to all students. Our size demands creative ways of expanding the program options we offer. We have re-addressed the high school science and electives concerns by hiring an additional teacher. Our AISI project for the next three years focuses on improving the integration of technology in all classrooms and across the curriculum.

2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Yellowhead Koinonia			Alberta			Measure Evaluation			
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall	
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	91.1	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a	
	Student Learning Opportunities	n/a	Program of Studies	70.0	n/a	n/a	80.3	79.4	78.7	Low	n/a	n/a	
			Education Quality	92.2	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a	
	Student Learning Achievement (Grades K-9)	Concern	n/a	Drop Out Rate	4.0	3.4	2.3	4.8	5.0	4.9	High	Maintained	Good
				High School Completion Rate (3 yr)	66.6	*	81.8	70.7	71.0	70.6	Intermediate	Maintained	Acceptable
				PAT: Acceptable	63.8	84.4	81.7	75.8	75.9	76.7	Very Low	Declined	Concern
Goal 2: Excellence in Learner Outcomes	n/a	n/a	PAT: Excellence	8.7	15.6	14.3	19.6	19.4	19.3	Very Low	Maintained	Concern	
			Diploma: Acceptable	70.0	71.4	67.2	85.0	85.4	85.2	Very Low	Maintained	Concern	
			Diploma: Excellence	0.0	7.1	12.0	22.3	23.3	23.1	Very Low	Maintained	Concern	
			Diploma Exam Participation Rate (4+ Exams)	66.6	*	63.6	53.0	53.6	53.6	Very High	Maintained	Excellent	
			Rutherford Scholarship Eligibility Rate (Revised)	85.7	*	90.9	57.3	56.8	55.8	Very High	n/a	n/a	
			Transition Rate (6 yr)	*	35.0	38.6	60.7	60.3	59.1	*	*	*	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement Continuous Improvement	n/a	Work Preparation	85.3	n/a	n/a	79.6	80.1	78.1	High	n/a	n/a	
			Citizenship	82.1	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a	
			Parental Involvement	76.3	n/a	n/a	80.1	78.2	77.9	Intermediate	n/a	n/a	
			School Improvement	81.5	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a	

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

Goal One: High Quality Learning Opportunities for All
Outcome: Schools provide a safe and caring environment.

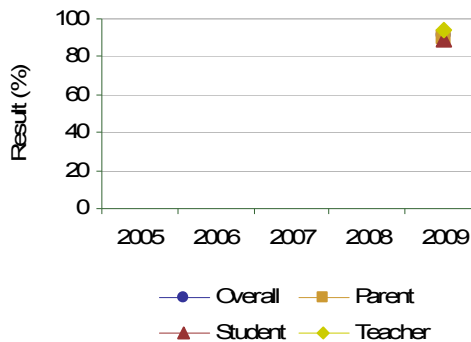
Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	91.1	n/a	Very High	n/a	n/a	93.0	94.0	95.0

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

Measure History

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69	91.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	90.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	88.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	94.3



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

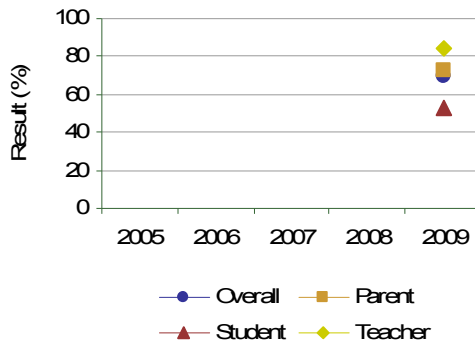
Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	70.0	n/a	Low	n/a	n/a	80.0	85.0	90.0
Overall teacher, parent and student satisfaction with the overall quality of basic education.	92.2	n/a	Very High	n/a	n/a	93.0	94.0	95.0
Strategies <ul style="list-style-type: none"> ▪ Increase staff in order to offer more elective classes at the junior and senior high level. ▪ Ensure implementation of technology skills in all curricular areas. ▪ Encourage students to utilize the school website for obtaining information, checking homework and submitting assignments. ▪ Develop and implement a compulsory high school planning guide for students and parents. ▪ Offer Distance Learning and other online courses to supplement teacher taught electives. 								

Measure History

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

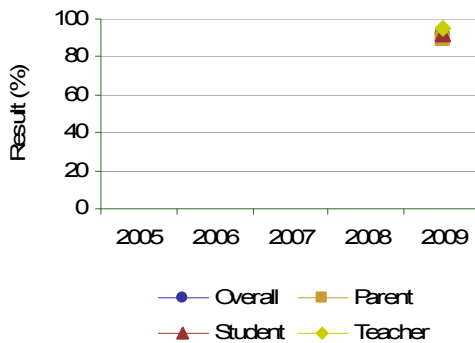
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	70.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	72.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	53.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	83.9



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

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69	92.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	88.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	92.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	95.2



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

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	4.0	2.3	High	Maintained	Good	3.0	2.0	1.0

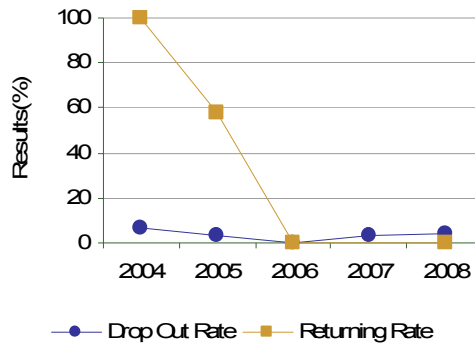
Strategies

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

Measure History

Annual dropout rate of students aged 14 to 18.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	28	6.2	27	3.5	30	0.0	29	3.4	25	4.0
Returning Rate	1	100.0	2	58.0	1	0.0	0	n/a	1	0.0



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

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	66.6	81.8	Intermediate	Maintained	Acceptable	80.0	85.0	90.0

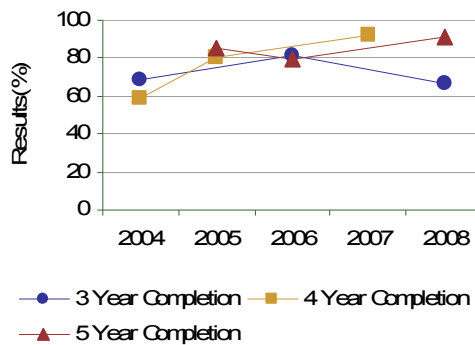
Strategies

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

Measure History

High school completion rate of students within three years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	9	68.5	3	*	11	81.8	5	*	8	66.6
4 Year Completion	7	58.5	9	80.2	3	*	11	91.7	5	*
5 Year Completion	5	*	6	84.9	9	79.8	3	*	11	91.2



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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	63.8	81.7	Very Low	Declined	Concern	80.0	82.0	85.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	8.7	14.3	Very Low	Maintained	Concern	10.0	12.0	15.0
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	70.0	67.2	Very Low	Maintained	Concern	80.0	82.0	85.0
Overall percentage of students who achieved the standard of excellence on diploma examinations.	0.0	12.0	Very Low	Maintained	Concern	10.0	12.0	15.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	66.6	63.6	Very High	Maintained	Excellent	100	100	100
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	85.7	90.9	Very High	n/a	n/a	82.0	84.0	85.0

Strategies

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

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.

Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	11	81.8	7	92.9
	Standard of Excellence	High	Maintained	Good	11	18.2	7	31.0
Mathematics 3	Acceptable Standard	High	Maintained	Good	11	90.9	7	92.9
	Standard of Excellence	Very Low	Declined	Concern	11	9.1	7	31.0
English Language Arts 6	Acceptable Standard	Low	Maintained	Issue	7	71.4	9	90.9
	Standard of Excellence	Very High	Improved	Excellent	7	28.6	9	0.0
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	High	Maintained	Good	7	85.7	9	82.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	7	14.3	9	17.4
Science 6	Acceptable Standard	*	*	*	6	*	9	82.6
	Standard of Excellence	*	*	*	6	*	9	8.3
Social Studies 6	Acceptable Standard	*	*	*	6	*	9	78.0
	Standard of Excellence	*	*	*	6	*	9	8.3
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	7	71.4	9	100.0
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	9	0.0
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	High	Maintained	Good	7	71.4	9	88.9
	Standard of Excellence	Very Low	Declined	Concern	7	0.0	9	22.2
Science 9	Acceptable Standard	Low	Maintained	Issue	7	57.1	9	77.8
	Standard of Excellence	Very Low	Declined	Concern	7	0.0	9	22.2
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	7	57.1	9	77.8
	Standard of Excellence	Very Low	Declined	Concern	7	0.0	9	33.3

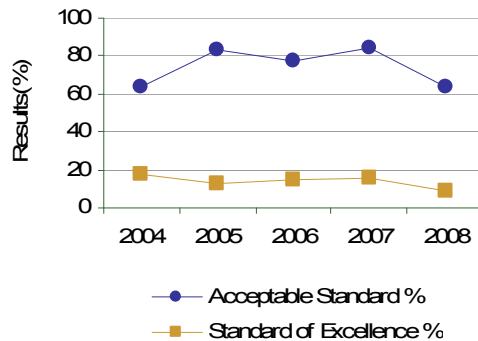
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

Measure History

Provincial Achievement Tests Results based on Students Enrolled.

	2004	2005	2006	2007	2008
N	23	27	13	14	25
Acceptable Standard %	64.2	83.5	77.1	84.4	63.8
Standard of Excellence %	17.9	12.9	14.3	15.6	8.7

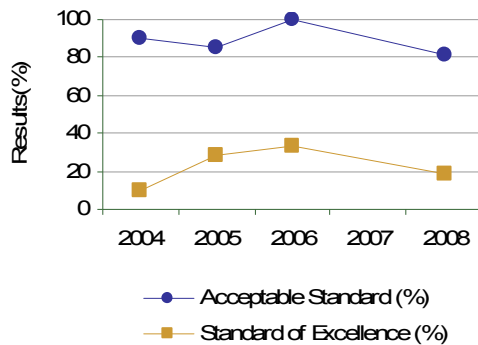


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.

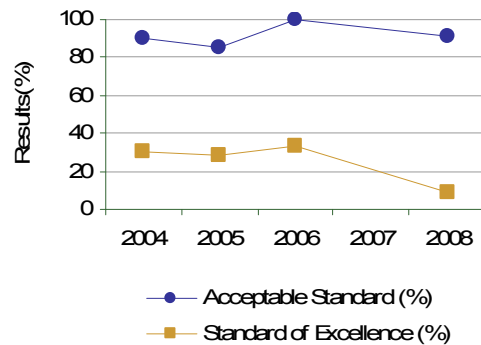
Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

Provincial Achievement Tests Course Results Based on Students Enrolled

English Language Arts 3



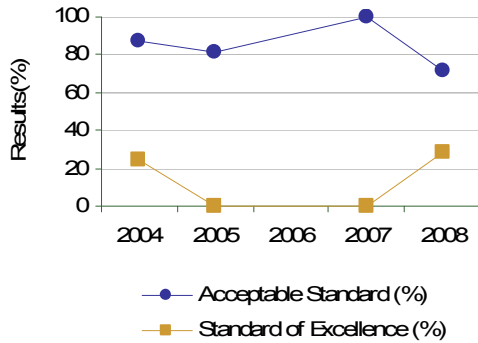
Mathematics 3



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd)

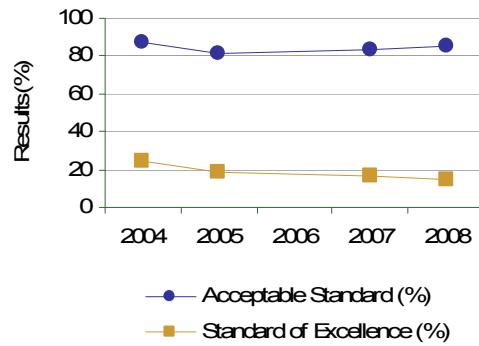
English Language Arts 6



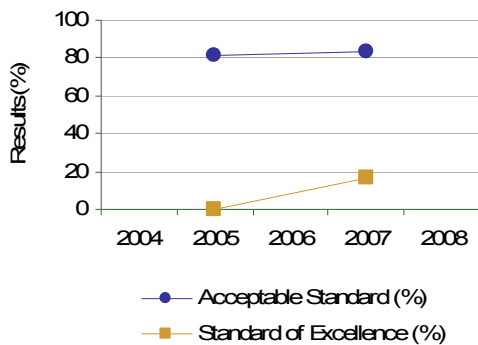
[No Data for French Language Arts 6]

[No Data for Français 6]

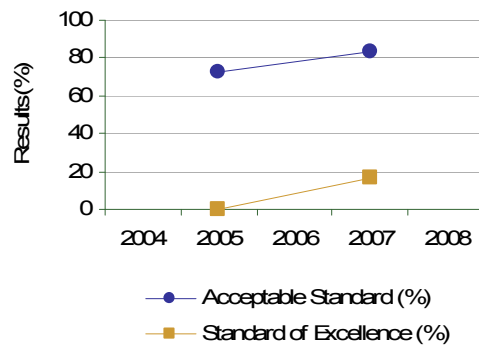
Mathematics 6



Science 6



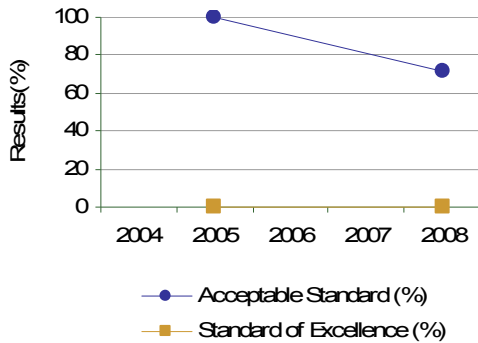
Social Studies 6



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd)

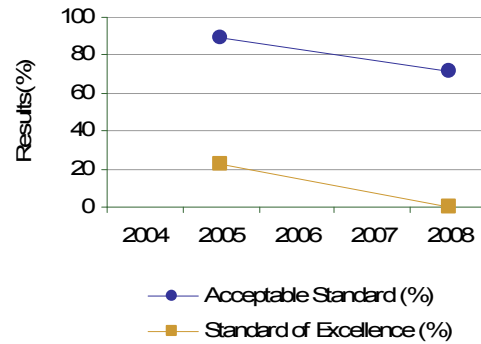
English Language Arts 9



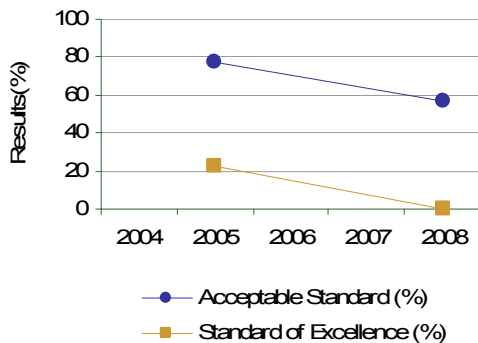
[No Data for French Language Arts 9]

[No Data for Français 9]

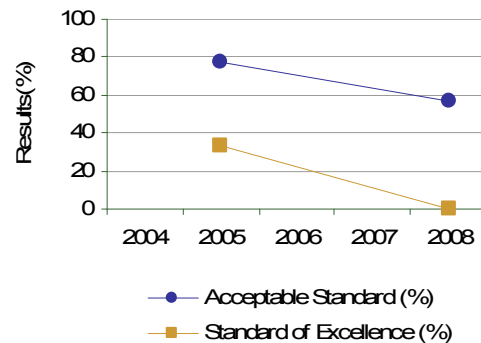
Mathematics 9



Science 9



Social Studies 9



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled

			2004	2005	2006	2007	2008
Grade 3	English Language Arts 3	Students Enrolled	10	7	6	3	11
		Acceptable Standard (%)	90.0	85.7	100.0	*	81.8
		Standard of Excellence (%)	10.0	28.6	33.3	*	18.2
	Mathematics 3	Students Enrolled	10	7	6	3	11
		Acceptable Standard (%)	90.0	85.7	100.0	*	90.9
		Standard of Excellence (%)	30.0	28.6	33.3	*	9.1
Grade 6	English Language Arts 6	Students Enrolled	8	11	2	6	7
		Acceptable Standard (%)	87.5	81.8	*	100.0	71.4
		Standard of Excellence (%)	25.0	0.0	*	0.0	28.6
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	8	11	2	6	7
		Acceptable Standard (%)	87.5	81.8	*	83.3	85.7
		Standard of Excellence (%)	25.0	18.2	*	16.7	14.3
	Science 6	Students Enrolled	8	11	2	6	6
		Acceptable Standard (%)	*	81.8	*	83.3	*
		Standard of Excellence (%)	*	0.0	*	16.7	*
	Social Studies 6	Students Enrolled	8	11	2	6	6
		Acceptable Standard (%)	*	72.7	*	83.3	*
		Standard of Excellence (%)	*	0.0	*	16.7	*
Grade 9	English Language Arts 9	Students Enrolled	5	9	5	5	7
		Acceptable Standard (%)	*	100.0	*	*	71.4
		Standard of Excellence (%)	*	0.0	*	*	0.0
	French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Students Enrolled	5	9	5	5	7
		Acceptable Standard (%)	*	88.9	*	*	71.4
		Standard of Excellence (%)	*	22.2	*	*	0.0
	Science 9	Students Enrolled	5	9	5	5	7
		Acceptable Standard (%)	*	77.8	*	*	57.1
		Standard of Excellence (%)	*	22.2	*	*	0.0
	Social Studies 9	Students Enrolled	5	9	5	5	7
		Acceptable Standard (%)	*	77.8	*	*	57.1
		Standard of Excellence (%)	*	33.3	*	*	0.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Diploma Exam Results Course By Course Summary With Measure Evaluation

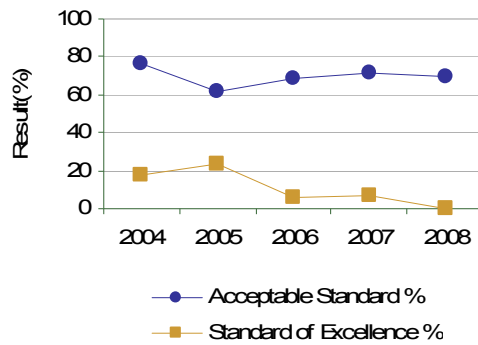
Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	6	83.3	7	100.0
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	7	14.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Lang Arts 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	*	*	*	5	*	6	0.0
	Standard of Excellence	*	*	*	5	*	6	0.0
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30	Acceptable Standard	Intermediate	Maintained	Acceptable	6	83.3	7	85.7
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	7	14.3
Social Studies 33	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Biology 30	Acceptable Standard	*	*	*	3	*	7	71.4
	Standard of Excellence	*	*	*	3	*	7	42.9
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

Measure History

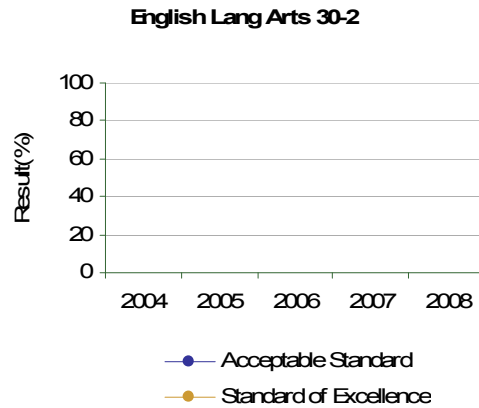
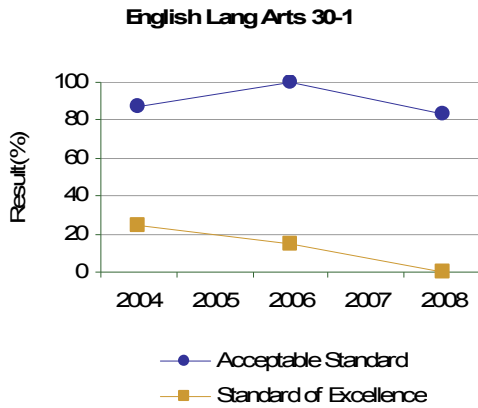
Diploma Exam Results By Students Writing

	2004	2005	2006	2007	2008
N	12	9	12	8	6
Acceptable Standard %	76.9	61.5	68.6	71.4	70.0
Standard of Excellence %	17.9	23.1	5.7	7.1	0.0



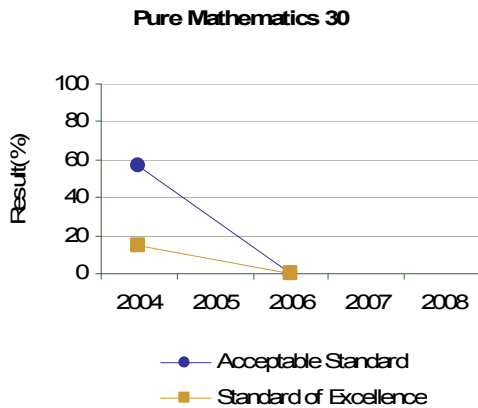
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

Diploma Exam Results Course By Course Summary By Students Writing



[No Data for French Lang Arts 30]

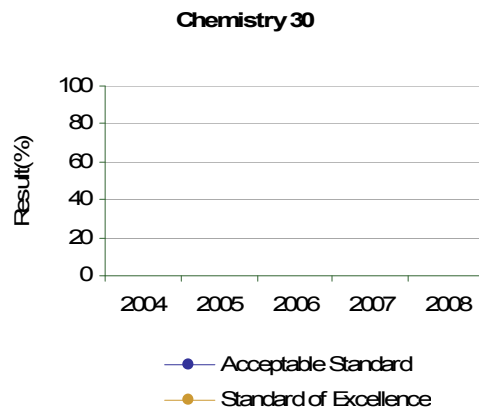
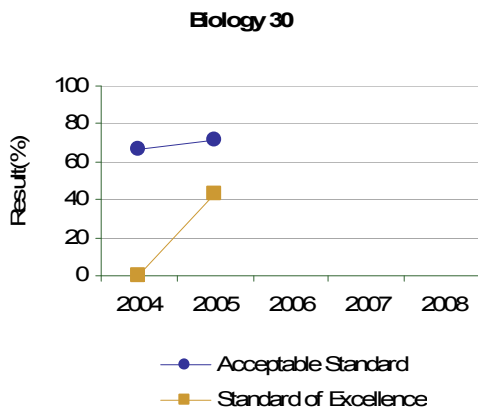
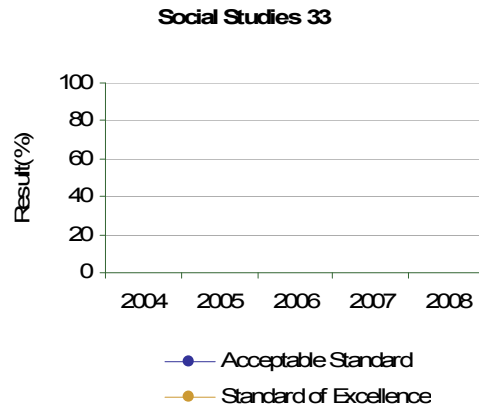
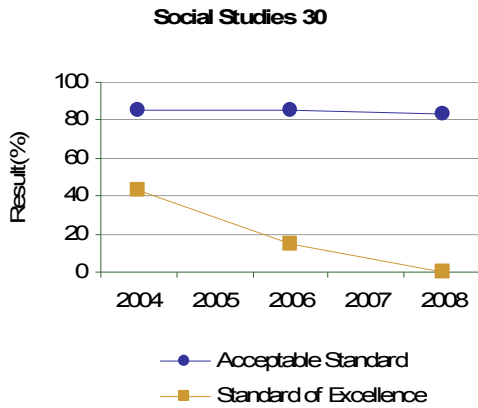
[No Data for Français 30]



[No Data for Applied Mathematics 30]

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

Diploma Exam Results Course By Course Summary By Students Writing (cont'd)



[No Data for Physics 30]

[No Data for Science 30]

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

Diploma Exam Results Course By Course Summary By Students Writing (cont'd)

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	8	1	7	2	6
	Acceptable Standard %	87.5	*	100.0	*	83.3
	Standard of Excellence %	25.0	*	14.3	*	0.0
English Lang Arts 30-2	Students Writing	1	1	3	1	n/a
	Acceptable Standard %	*	*	*	*	n/a
	Standard of Excellence %	*	*	*	*	n/a
French Lang Arts 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Français 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	7	2	6	2	5
	Acceptable Standard %	57.1	*	0.0	*	*
	Standard of Excellence %	14.3	*	0.0	*	*
Applied Mathematics 30	Students Writing	1	n/a	n/a	n/a	n/a
	Acceptable Standard %	*	n/a	n/a	n/a	n/a
	Standard of Excellence %	*	n/a	n/a	n/a	n/a
Social Studies 30	Students Writing	7	1	7	2	6
	Acceptable Standard %	85.7	*	85.7	*	83.3
	Standard of Excellence %	42.9	*	14.3	*	0.0
Social Studies 33	Students Writing	n/a	1	2	1	n/a
	Acceptable Standard %	n/a	*	*	*	n/a
	Standard of Excellence %	n/a	*	*	*	n/a
Biology 30	Students Writing	6	7	n/a	1	3
	Acceptable Standard %	66.7	71.4	n/a	*	*
	Standard of Excellence %	0.0	42.9	n/a	*	*
Chemistry 30	Students Writing	5	n/a	5	5	n/a
	Acceptable Standard %	*	n/a	*	*	n/a
	Standard of Excellence %	*	n/a	*	*	n/a
Physics 30	Students Writing	4	n/a	5	n/a	n/a
	Acceptable Standard %	*	n/a	*	n/a	n/a
	Standard of Excellence %	*	n/a	*	n/a	n/a
Science 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a

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

Measure History

Diploma Exam Participation Rate

	2004	2005	2006	2007	2008
N	9	3	11	5	8
% Writing 0 Exams	20.0	*	9.1	*	20.0
% Writing 1+ Exams	80.0	*	90.9	*	80.0
% Writing 2+ Exams	80.0	*	90.9	*	80.0
% Writing 3+ Exams	80.0	*	72.7	*	80.0
% Writing 4+ Exams	68.5	*	63.6	*	66.6
% Writing 5+ Exams	57.1	*	36.4	*	26.7
% Writing 6+ Exams	0.0	*	18.2	*	0.0

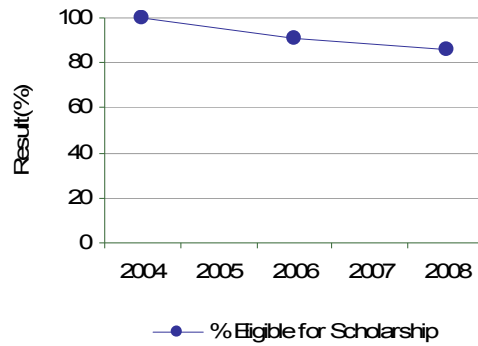
	2004	2005	2006	2007	2008
N	9	3	11	5	8
English 30/30-1	66.7	*	63.6	*	75.0
English 33/30-2	11.1	*	27.3	*	0.0
Total of 1 or more English Diploma Exams	77.8	*	90.9	*	75.0
Social 30	77.8	*	63.6	*	75.0
Social 33	0.0	*	27.3	*	0.0
Total of 1 or more Social Diploma Exams	77.8	*	90.9	*	75.0
Math 30/Pure	66.7	*	63.6	*	62.5
Math 33/Applied	11.1	*	0.0	*	0.0
Total of 1 or more Math Diploma Exams	77.8	*	63.6	*	62.5
Biology 30	33.3	*	72.7	*	37.5
Chemistry 30	33.3	*	27.3	*	62.5
Physics 30	55.6	*	27.3	*	0.0
Science 30	0.0	*	0.0	*	0.0
Total of 1 or more Science Diploma Exams	66.7	*	72.7	*	62.5
Français 30	0.0	*	0.0	*	0.0
French Language Arts 30	0.0	*	0.0	*	0.0
Total of 1 or more French Diploma Exams	0.0	*	0.0	*	0.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Measure History

Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	7	2	11	4	7
Percent Eligible for Scholarship	100.0	*	90.9	*	85.7



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
2004	7	5	71.4	7	100.0	3	42.9	7	100.0
2005	2	*	*	*	*	*	*	*	*
2006	11	10	90.9	5	45.5	3	27.3	10	90.9
2007	4	*	*	*	*	*	*	*	*
2008	7	6	85.7	4	57.1	2	28.6	6	85.7

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

Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	38.6	*	*	*	50.0	50.0	50.0

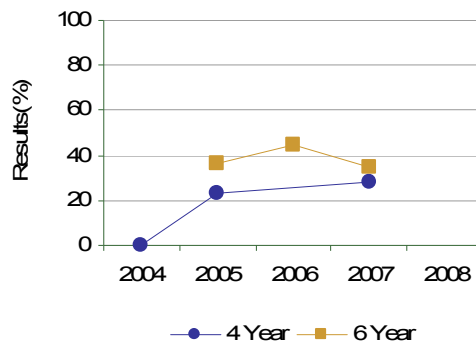
Strategies

- Our high school population is too small to warrant a critical prediction at this point.
- Encourage high school students to participate in career fairs.
- Provide opportunity for high school students to be involved in job/career planning exercises through web sites and informal inventories. E.g. www.alis.gov.ab.ca
- Seek appropriate placement for individual students in work experience programs and RAP

Measure History

High school to post-secondary transition rate of students within six years of entering Grade 10.

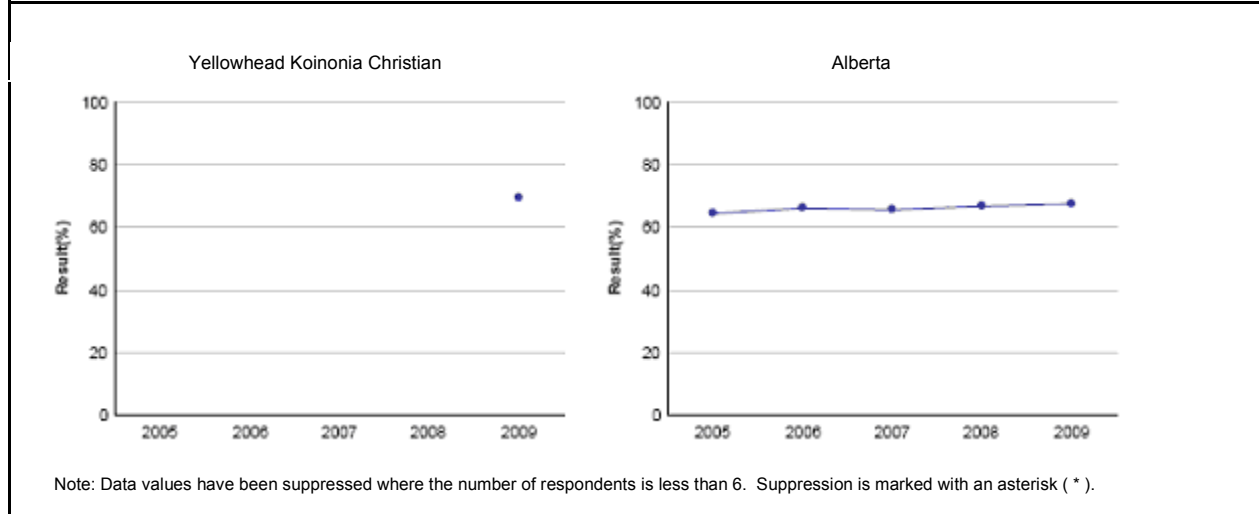
	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
4 Year	7	0.0	9	22.9	3	*	11	28.5	5	*
6 Year	4	*	6	36.2	7	44.6	9	35.0	3	*



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

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

Yellowhead Koinonia Christian									Alberta										
2005		2006		2007		2008		2009		2005		2006		2007		2008		2009	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	69.3	55.225	64.4	54.525	66.1	53.990	65.6	51.703	66.7	57.967	67.4



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

Strategies

- Include more information in school newsletters regarding knowledge, skills and attitudes necessary for lifelong learning.
- Invite parents to assist in career fairs and in joint job/career planning exercises.
- Ask parents to assist in appropriate placement for individual students in work experience programs and RAP.

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.	85.3	n/a	High	n/a	n/a	85.0	90.0	95.0

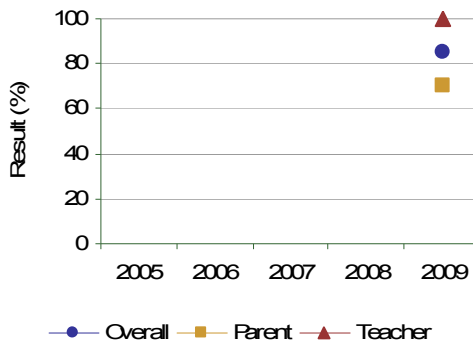
Strategies

- Our high school population is too small to warrant a critical prediction at this point.
- Hold students accountable at all grade levels for good attendance, assignments turned in on time, etc.
- Encourage high school students to participate in career fairs.
- Encourage all families to utilize the potential of the school Website for obtaining information, checking homework and submitting assignments.
- Seek opportunities for students to be involved in the work world, e.g. job shadowing, kids to work day, career fair.
- Enhance our present "Gotcha" Award Initiative to recognize and reward positive attitudes and behaviors.

Measure History

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	85.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	70.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	82.1	n/a	Very High	n/a	n/a	82.0	85.0	90.0

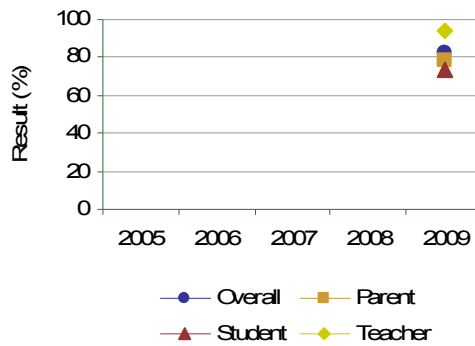
Strategies

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

Measure History

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69	82.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	78.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	73.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	94.3



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

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

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
<p>Strategies</p> <ul style="list-style-type: none"> Although we do not have any self-identified FNMI students enrolled at this time we encourage involvement of the FNMI community in school activities throughout the year such as having a local elder share in our annual Storyteller's Festival. We plan to increase the number of library materials which support the inclusion of FNMI in the curriculum we deliver. We seek opportunities for all students to be involved in the work world, e.g. job shadowing, kids to work day, career fair.

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
<p>Strategies</p> <ul style="list-style-type: none"> Although we do not have any self-identified FNMI students enrolled at this time we encourage involvement of the FNMI community in school activities throughout the year such as having a local elder share in our annual Storyteller's Festival. 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.

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	76.3	n/a	Intermediate	n/a	n/a	80.0	82.0	85.0

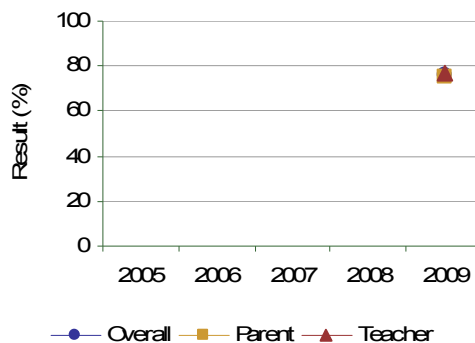
Strategies

- Seek ways to increase parent involvement in AGM and Parent-Teacher Fellowship evenings.
- Address parental involvement in decisions affecting their students at parent-teacher conferences.
- School staff will communicate to parents that they are regularly available to meet to discuss issues after school.
- Develop and implement a compulsory high school planning guide for all students entering high school together with their parents

Measure History

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	76.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	75.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	77.1



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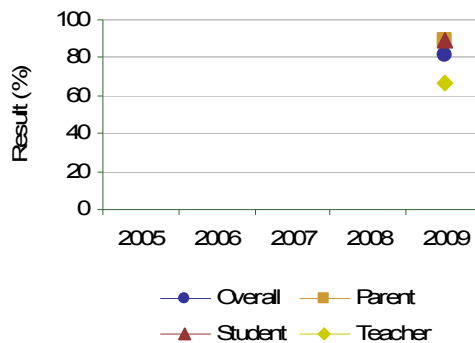
Outcome: The education system at all levels demonstrates leadership and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	81.5	n/a	Very High	n/a	n/a	82.0	85.0	90.0
Strategies <ul style="list-style-type: none"> Maintain requirement that staff attend the August and February Professional Development opportunities through Koinonia Schools and ACSI. School staff will work with the School Board to design and implement effective parent evenings to address relevant topics that affect the community we serve. Maintain and increase accountability of staff professional development growth plans. 								

Measure History

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68	81.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	88.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44	89.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	66.7



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

Budget Highlights	2008-2009 Budget	2008-2009 Actual (to date)	2009-2010 Budget	Percentage
Revenues				
Alberta Government	386,254	402,108	410,710	47.76
Federal Government	-	-	-	-
Tuition	172,157	183,120	157,320	21.21
Fundraising	262,000	181,876	282,410	31.03
Total Revenue	820,411	767,104	850,440	100
Expenditures				
Curriculum & Instruction	116,401	70,407	97,692	11.48
Salaries	519,164	521,632	547,734	64.42
Utilities	25,000	30,684	34,750	4.08
Maintenance/Capital	159,846	144,381	170,264	20.02
Total Expenditure	820,411	767,104	850,440	100

- The 2009–2010 budget is \$83,336 more than 2008-2009 due to increased staffing costs and the amortization of capital assets. Extra money is also allocated to curriculum and instruction to cover increased costs of texts resources to address Goal Two.
- Financial planning has been based on a cautious projection of costs, maintaining small class sizes for the benefit of students while enhancing the high school program.
- Our financial statements have been prepared in accordance with Canadian generally accepted accounting principles (GAAP) and accounting policies consistent with those prescribed by Alberta Education for Alberta private schools.
- The complete adopted Budget Report for 2009-2010 can be found under the “Accountability” tab which is under the “Documents” tab on our website: <http://www.ykcschool.com/>

Highlights of Facility and Capital Plans

- Yellowhead Koinonia Christian School (YKCS) is located at 430-72 Street, Edson, Alberta.
- The YKCS plant was opened for operation in September 2003
- The building includes 8 classrooms, a library, administration offices, a resource room, a computer/science lab a gymnasium, chapel, and commercial kitchen.
- We would like to see the addition of a shop someday in the future to accommodate elective classes but there are no plans to do this in the immediate future.

Publication and Communication

- This three year plan 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 it’s location on the web will be communicated to parents and the public through our school newsletters and electronic mail out through our website..
- As a single school jurisdiction, we do not have a school council as such. Stakeholders were invited to submit their opinions, thoughts, ideas and concerns regarding school operations via questionnaire and open discussion during the year.
- The School Board had input in updating the three-year education plans at a regular board meeting.