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ANNUAL EDUCATION RESULTS REPORT and THREE-YEAR EDUCATION PLAN  
Yellowhead Koinonia Christian School Authority  
November 2014



## Yellowhead Koinonia Christian School

430 72<sup>nd</sup> Street, Edson, Alberta, T7E 1N3

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

E-mail: [office@ykcschool.com](mailto:office@ykcschool.com) Website: [ykcschool.com](http://ykcschool.com)

Administrator, Jason Rand

### Accountability Statement

The Annual Education Results Report for the 2013 - 2014 school year and the Education Plan for the three years commencing September 1, 2014 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 2013/2014 school year and the three-year Education Plan for 2014 – 2017 on NOVEMBER 25, 2014.

## Foundation Statements

### Vision Statement:

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

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

### Christian School:

- YKCS is committed to remaining an independent Christian school.
- YKCS will have integrity in all of our communications and business dealings in order to be salt and light in our community. (Matt. 5:13-16) (Phil. 1:27)
- YKCS will encompass all of our endeavors, all of our student body, our parents and staff with prayer. (Phil. 4:4-7, Col. 4:2)

### Students:

- Our students will experience teaching from a Biblical worldview. They will be encouraged to care for their minds as the mind of Christ, their bodies as the temple of the Holy Spirit and their hearts submitted in love to the authority of Jesus Christ. (Phil. 4:8-9 Phil. 2:5 I Cor. 6:19-20 Matt. 22:37 Deut. 6:5)
- The vision of YKCS is to build a variety of programs that enable our students to achieve beyond expectations and circumstances, giving God the glory for all opportunities and successes. (I Cor. 10:31, Col. 3:23, 2 Thess. 1:11-12)

### Staff:

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

### Academic Excellence:

- The students of YKCS will have the opportunity to achieve their individual potential through a well- rounded education that meets or exceeds provincial standards.
- Graduates will be prepared for the post-secondary education of their choice, including university and technical school.
- The school will seek out creative ways to expand taught electives in order to facilitate the God- given gifts of our students.
- YKCS will equip students to pursue life-long learning.
- YKCS students will be encouraged to attend a Bible college or similar experience upon graduation in order to further establish themselves in the Christian faith.

### Foundation of Truth: “. . . a knowledge of the truth that leads to godliness” Titus 1:1

- YKCS will employ teaching staff who are able to teach from a Biblical worldview, and will provide training opportunities for staff relating to integrating God's Word into all subject matter. (Hebrews 4:12)
- YKCS students will be equipped to share and defend their faith in Christ with their peers, and as graduates in the larger global community. (1 Peter 3:15)

**Mission Statement:**

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

**Statement of Faith:**

1. We believe 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 man was created by God in His own image (Genesis 1:27; Genesis 9:6) but was spiritually separated from God because of sin (Genesis 3:23-24; Romans 3:10-12; 1 John 1:8-10), and is 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

Yellowhead Koinonia Christian School (Y.K.C.S.) is located at 430-72 Street, Edson, Alberta. The building, which includes a gymnasium, chapel, and commercial kitchen was completed and ready for classes in September 2003. The school building also contains 7 classrooms, a library, administration offices, a resource room, and a computer/science lab. The school has existed for over 25 years but in June of 1997 became a part of Koinonia Christian Schools, now following the policies and procedures of this organization. This accredited, independent, interdenominational school is parent owned and parent operated with parental involvement in all aspects of school operation. Each year members in good standing with the Society elect parents to our local school board. Y.K.C.S. is a member of the Association of Christian Schools International (ACSI) and the Association of Independent Schools and Colleges of Alberta (AISCA).

Enrollment at Y.K.C.S. averages 60 students from kindergarten to grade 12 in the day school program and 26 home school students. There are four full time teachers, one 0.75 teachers, two special needs aides, two home school coordinators, and a full time 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 and work experience
- Comprehensive High School Program
  - enabling students to be successful whether they continue their education in university or technical school or move directly into the work force.
  - providing an academic program geared toward university entrance and encouraging as many students as possible to pursue that option.
  - with necessary modifications to the core program to ensure all students can be successful whether or not they are university bound
  - Video Conferencing Courses available from other Koinonia Schools to provide teacher taught classes where we are unable to
  - electives available as an enrichment to the core program
- Accredited by the Alberta Education
- Provide a safe and caring environment
- Home School Program Available
- Member of Koinonia Christian Schools
- Member of the Association of Christian Schools International
- Member of the Association of Independent Schools and Colleges of Alberta

### Trends and Issues

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

In order to operate more efficiently with increased class sizes, we have chosen to increase our elementary staff by 0.25 FTE. We will operate 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 and Social Studies and into triple grade classes, Grade 3 – 5 and grade 6 – 8 for Bible 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 will continue to operate with one Full-time Receptionist/Bookkeeper.

Unfortunately, the financial reality of a small school makes it difficult to provide a wide variety of elective classes and options for our students. However, through the use of ADLC we are expanding the electives available to the High School Students. We intentionally operate with a low student to teacher ratio to help our students' educational experience, both in terms of breadth and depth. As we make real connections between students' academic, spiritual, and cultural experiences, we equip them to be more successful in an increasingly fragmented world where it is becoming increasingly difficult to live a satisfied, fulfilled life.

An ongoing challenge is fundraising in order to provide necessary resources to operate the school. The Administration and the Board continue to seek innovative ways to raise funds.

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

### Summary of Accomplishments

- We continue to use video conferencing equipment to use to deliver courses we are unable to. Red Deer Koinonia Christian School partnered with us to provide our students with Chemistry 20 & 30.
- Our grade 9 to 12 population increased slightly again.
- Our school population increased slightly again.
- We fielded a senior boys' basketball team for the first time in school history.
- We were able to continue the senior girls' basketball team.
- We were once again able to have a senior girls' volleyball team.
- We had 5 of our students and 1 adult go on the Koinonia Schools' Mexico Missions Trip.
- Our facilities were improved by the renovations in the Pre-School/Kindergarten room to repair water damage.
- There have been major changes made to the roof to address the condensation and consequent leaking.
- Students were able to go on numerous educational Field Trips, such as: Camp out, Edson Museum, Bullying Awareness Presentation, Holocaust Survivor Presentation, among other trips.
- Students were able to participate in presentations at the school on Farm Safety and Electricity.
- We were able to participate with other Koinonia Schools in the annual Track Meet. This year we also had the Grade 6-12 all participate in a three on three basketball tournament and Badminton Tournament with other Koinonia Schools.
- We held our 4<sup>th</sup> annual Science Fair in which the Grades K – 8 participated in the entries and the whole school participated in some activities.
- We held a large fundraising event with supper and entertainment by Phil Callaway and Derek Casey.
- 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.
- Our school was responsible for canvassing the Glenwood area, where our school is located, during the Edson Annual Food Bank Drive.
- 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.

**Combined 2014 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	92.0	95.4	95.6	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	76.3	75.1	74.6	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	92.4	92.9	93.3	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	3.8	0.0	1.7	3.3	3.5	3.6	High	Maintained	Good
		High School Completion Rate (3 yr)	69.5	*	n/a	74.9	74.8	73.8	Intermediate	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	46.2	93.8	76.6	74.0	75.3	75.5	Very Low	Declined	Concern
		PAT: Excellence	10.3	21.9	15.6	19.0	19.1	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	92.3	75.0	75.0	85.4	84.2	83.4	Very High	Maintained	Excellent
		Diploma: Excellence	0.0	0.0	0.0	21.0	19.5	19.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	0.0	*	n/a	50.5	56.6	55.9	Very Low	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	60.9	61.3	60.8	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	45.0	42.3	59.2	59.5	59.1	*	*	*
		Work Preparation	97.2	97.7	94.3	81.2	80.3	80.0	Very High	Maintained	Excellent
		Citizenship	90.7	92.5	90.6	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	97.9	91.2	92.0	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Issue	School Improvement	71.7	84.9	91.8	79.8	80.6	80.2	Intermediate	Declined Significantly	Issue

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Combined 2014 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)**

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
Student Learning Opportunities	n/a	Drop Out Rate	n/a	*	n/a	7.8	8.5	9.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	*	n/a	43.6	43.9	40.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	53.4	56.2	53.6	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	6.3	6.3	6.4	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	78.2	75.2	75.7	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	10.4	8.4	8.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	18.9	21.2	20.0	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	33.0	35.1	33.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	32.1	32.2	31.2	n/a	n/a	n/a

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

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

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

**Category Evaluation**

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

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## Goal One: An excellent start to learning

*Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

### Comment on Results (OPTIONAL)

With new ESL students enrolled and a new assessment program available through Aspen Regional Collaborative Services; we will be able to offer appropriate levels of programming to each student.

### Strategies

- We will look for readiness tests that can be done with ECS to determine how ready they are for Grade 1.
- We will look at ways of tracking the ECS students' daily assessment and observation of their emotional, social, intellectual and physical development.
- We will continue to have a Grade One orientation day, where the ECS students join the Grade 1/2 class for an entire day.
- We will look for readiness tests that can be done with ESL students who are joining our school.
- We will use Successmaker to help determine intellectual readiness and help increase students' readiness.
- We will use feedback from the Aspen Regional Collaborative Services Team to help ensure children are reaching emotional, social, intellectual and physical development.

## Goal Two: Success for every student

**Outcome:** Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	75.0	92.3	75	Very High	Maintained	Excellent	75	75	75
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	0.0	0.0	5	Very Low	Maintained	Concern	3	3	3

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	71.4	*	*	*	69.5	75	Intermediate	n/a	n/a	75	75	75
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.7	0.0	5.2	0.0	3.8	2	High	Maintained	Good	2	2	2
High school to post-secondary transition rate of students within six years of entering Grade 10.	48.9	*	39.7	45.0	*	50	*	*	*	50	50	50
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	*	*	*	*	30	*	*	*	30	30	30
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.9	*	*	*	0.0	30	Very Low	n/a	n/a	30	30	30

### 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

- 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](http://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, video conferencing,...).
- Ensure that course planning is followed up routinely in grade 10,11,12

### Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	47.6	97.2	38.9	93.8	46.2	77	Very Low	Declined	Concern	78	80	82
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	22.2	2.8	21.9	10.3	10	Very Low	Maintained	Concern	10	10	10

**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. For example, the difference between 5% of the students achieving a standard of excellence and 20% across the school is 3 students. In a school where the average grade has between 5 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 or Grade 9 Social. (They will have written these in their Grade 5 or 10<sup>th</sup> 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 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**

- Thorough examination of PAT results to determine strengths and weaknesses of program delivery.
- Evaluation of individual CAT results to determine student progress over time.
- Maintain and increase accountability of professional development growth plans for teaching staff.
- Staff will be inserviced on curriculum expectations at their grade level as well as the curriculum preceding and following their grade level.
- Increased emphasis on staff inservice to better accommodate individual differences.
- Emphasis on study skills implemented in the early grades.
- Encourage all families to utilize the potential of the school website for obtaining information, checking homework and submitting assignments.
- Increased communication with parents through newsletters and conferences regarding the value and benefits of studying and regular review of curriculum covered.
- Encourage staff to spend time preparing students for the format used for PAT and CAT exams beforehand.
- Ensure that students understand the importance of testing and they need to apply themselves, especially targeting the Grade 9s, where these tests will determine whether they take 10-1 or 10-2 courses.
- Give students more opportunities to experience Multiple Choice Exams.
- 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.

**Notes:**

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Outcome:** *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.1	87.6	91.8	92.5	90.7	89	Very High	Maintained	Excellent	89	89	89
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.	91.1	87.5	97.6	97.7	97.2	89	Very High	Maintained	Excellent	89	89	89

**Comment on Results (OPTIONAL)**

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

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

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

**Strategies**

- Hold students accountable at all grade levels for good attendance, assignments turned in on time, etc.
- Encourage all families to utilize the potential of the school Website for obtaining information, checking homework and submitting assignments.
- Seek opportunities for students to be involved in the work world, e.g. job shadowing, kids to work day, career fair.
- Enhance our present "Gotcha" Award Initiative to recognize and reward positive attitudes and behaviors.
- Teach concepts of love, responsibility, stewardship, and servant-hood from a biblical perspective.
- Maintain implementation of Biblical principles into all subject areas.
- Encourage student participation in Student Council and Leadership seminars.
- Maintain the opportunity for students to be involved in cross-cultural.
- Maintain the opportunity for students to be involved in Work Experience and Green Certificate

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: *Students demonstrate citizenship and entrepreneurship. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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>	80.1	77.4	96.4	96.6	95.7	82	n/a	n/a	n/a	83	84	85

**Comment on Results (OPTIONAL)**

**Strategies**

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

*Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) 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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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			
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			
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			
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			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
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			
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			
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			
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			
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			

**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**

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

**Notes:**

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
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 students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



**Goal Three: Quality teaching and school leadership**

*Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	76.0	70.1	78.6	75.1	76.3	73	Intermediate	Maintained	Acceptable	73	73	73

**Comment on Results (OPTIONAL)**

From grades 9 to 12 we have 14 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.

**Strategies**

- 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’s, video conferencing, North Star Academy,...).
- Increase awareness of the programs and flexibility we do offer.
- Promote and involve students and parents in the delivery of the school’s vision by increasing awareness of the vision and encouraging input and involvement in how the vision is carried out.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Goal Four: Engaged and effective governance**

*Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.5	96.2	88.6	91.2	97.9	85	Very High	Maintained	Excellent	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	92.7	94.2	92.9	92.4	92	Very High	Maintained	Excellent	92	92	92

**Comment on Results (OPTIONAL)**

From grades 9 to 12 we have 14 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**

- Maintain requirement 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).

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Outcome:** *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	92.2	95.7	95.7	95.4	92.0	93	Very High	Maintained	Excellent	93	93	93
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.	84.7	100.0	90.6	84.9	71.7	85	Intermediate	Declined Significantly	Issue	85	85	85

**Comment on Results (OPTIONAL)**

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 offering their children a safe, respectful educational environment.

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 21.3% of teachers, parents and students indicated that they don't know. That means only 7% of teachers, parents and students indicated that they feel their school has not improved or stayed the same.

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."

**Strategies**

- 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.
- Maintain and increase accountability of staff professional development growth plans.

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

Note:

- Including strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) [http://www.education.gov.ab.ca/k\\_12/specialneeds](http://www.education.gov.ab.ca/k_12/specialneeds)
- Reporting on programs, services and results for students with special needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004) [http://www.education.gov.ab.ca/k\\_12/specialneeds](http://www.education.gov.ab.ca/k_12/specialneeds)

**Future Challenges (Optional)**

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

**Summary of Financial Results**

Budget Highlights	2013-2014 Budget	2013-2014 Actual	Percentage of Budget
<b>Revenues</b>			
Alberta Education (excluding Home Education)	\$274,353	\$359,425	34.30%
Alberta Education (Home Education)	\$41,032	\$45,956	5.13%
Tuition	\$142,251	\$142,030	17.78%
Non-Instructional Fees	\$0	\$37,189	0.00%
Gifts & Donations	\$319,000	\$237,010	39.88%
Gross School Generated Funds	\$23,250	\$109,489	2.91%
<b>Total Revenue</b>	<b>\$799,886.00</b>	<b>\$931,099.00</b>	<b>100%</b>
<b>Expenditures</b>			
Salaries	\$470,415	\$494,831	58.81%
Services, contracts and Supplies	\$152,021	\$112,587	19.01%
Home Education (includes salaries)	\$33,374	\$41,666	4.17%
Gross School Generated Funds	\$33,250	\$109,489	4.16%
Capital and Debt Services	\$110,839	\$114,084	13.86%
<b>Total Expenditure</b>	<b>\$799,899</b>	<b>\$872,657</b>	<b>100%</b>

Total revenue for 2013/2014 was \$931,099 of which \$405,381 was received from Alberta Education in 2013/2014.

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

**Budget Summary**

<b>Budget Summary</b>	<b>2014-2015 Budget</b>	<b>Percentage of Budget</b>
<b>Revenues</b>		
Alberta Education (excluding Home Education)	\$295,886	35.68%
Alberta Education(Home Education)	\$42,673	5.15%
Tuition	\$125,046	15.08%
Non-Instructional Fees	\$2,176	0.26%
Gifts, Donations & Fundraising	\$352,916	42.56%
Gross School Generated Funds	\$10,500	1.27%
<b>Total Revenue</b>	<b>\$829,197.00</b>	<b>100%</b>
<b>Expenditures</b>		
Salaries	\$493,093	59.47%
Services, contracts and Supplies	\$163,979	19.78%
Home Education (includes Salaries)	\$42,673	5.15%
Gross School Generated Funds	\$10,500	1.27%
Capital and Debt Services	\$118,953	14.35%
<b>Total Expenditure</b>	<b>\$829,198</b>	<b>100%</b>

- The 2014–2015 budget is \$29,311 more than 2013-2014 due to Government funding reconciliation after the funding cuts in 2012, and increased staffing.
- Financial planning has been based on a cautious projection of costs, maintaining small class sizes for the benefit of students.
- Our financial statements have been prepared in accordance with Canadian generally accepted accounting principles (GAAP) and accounting policies consistent with those prescribed by Alberta Education for Alberta private schools.
- The complete adopted Budget Report for 2013-2014 is available for perusal at the school office. For further information on the budget please contact Hope Claassen in the school office during regular business hours. (780- 723-3850).

**Capital and Facilities Projects**

We made it a priority to address concerns with our roof on the elementary wing and over our chapel as we were still having an ice buildup that was causing water damage when it melted. We reviewed the current roof situation and determined that condensation was contributing to the leaking of the roof. A contractor was hired to replace the roof on the East Side of the school as well as the chapel and north entrance.

**Summary of Facility and Capital Plans**

- To improve school visibility we received permission from the business owner of the corner lot at the highway to put up a sign on their fence saying YKCS →.
- To further improve school visibility and promote upcoming events a school sign is being considered.
- To look at drainage at the East side of the school.

#### Parental Involvement

As previously mentioned, the majority of our parents have been with the school for a long time and parental involvement and satisfaction is at a great place on a parent – teacher level and on a volunteer level. We know the small number of parents in our school community limits this; however, we would like to develop other ways for our parents to be active in our school community. This year we will be looking at forming small committees and groups to help give parents more input at the governing level. We have already established 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

- This 2014 – 2017 Three Year Plan and 2013 – 2014 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.

**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)**

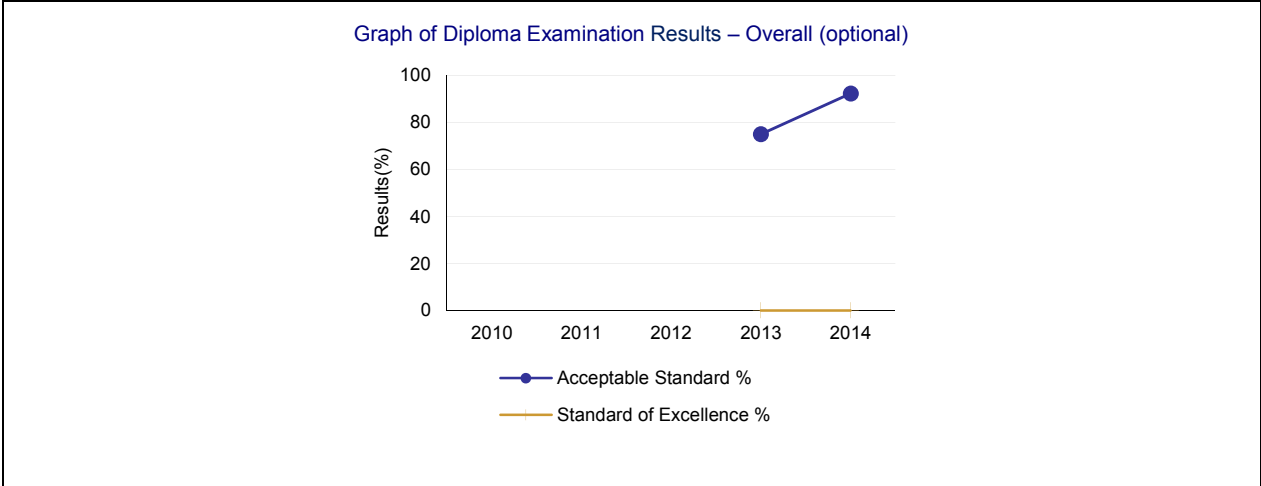
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	*	*	n/a	n/a	*	*	*	*	*	*		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	Authority	n/a	n/a	*	*	n/a	n/a	*	*	*	*		
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
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	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5		
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	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2		
Pure Mathematics 30	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
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	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-1	Authority	*	*	n/a	n/a	*	*	66.7	0.0	*	*		
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 33	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	Authority	*	*	*	*	n/a	n/a	n/a	n/a	*	*		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		
Physics 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Physics 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

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

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.





Note: Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course (optional)

<p style="text-align: center;"><b>English Lang Arts 30-1</b></p>	<p style="text-align: center;"><b>English Lang Arts 30-2</b></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;"><b>Mathematics 30-1</b></p>

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course (optional)

<p>[No Data for Applied Mathematics 30]</p>	<p>[No Data for Mathematics 30-2]</p>																		
<p>[No Data for Social Studies 30]</p>	<p style="text-align: center;"><b>Social Studies 30-1</b></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>2010</td> <td>-</td> <td>-</td> </tr> <tr> <td>2011</td> <td>-</td> <td>-</td> </tr> <tr> <td>2012</td> <td>-</td> <td>-</td> </tr> <tr> <td>2013</td> <td>68</td> <td>5</td> </tr> <tr> <td>2014</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	-	-	2011	-	-	2012	-	-	2013	68	5	2014	-	-
Year	Acceptable Standard %	Standard of Excellence %																	
2010	-	-																	
2011	-	-																	
2012	-	-																	
2013	68	5																	
2014	-	-																	
<p>[No Data for Social Studies 33]</p>	<p style="text-align: center;"><b>Social Studies 30-2</b></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>2010</td> <td>-</td> <td>-</td> </tr> <tr> <td>2011</td> <td>-</td> <td>-</td> </tr> <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> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	-	-	2011	-	-	2012	-	-	2013	-	-	2014	-	-
Year	Acceptable Standard %	Standard of Excellence %																	
2010	-	-																	
2011	-	-																	
2012	-	-																	
2013	-	-																	
2014	-	-																	

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course (optional)

<p style="text-align: center;"><b>Biology 30</b></p> <p>Results(%)</p> <p>2010 2011 2012 2013 2014</p> <p>—●— Acceptable Standard % —■— Standard of Excellence %</p>	<p>[No Data for Chemistry 30 Old]</p>
<p>[No Data for Chemistry 30]</p>	<p>[No Data for Physics 30 Old]</p>
<p>[No Data for Physics 30]</p>	<p>[No Data for Science 30]</p>

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

Course	Measure	Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	5	*	n/a	n/a	28,671	87.1	29,063	85.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	15,887	89.7	14,790	89.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	96.5	1,243	95.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	*	*	*	4	*	n/a	n/a	21,314	74.6	19,841	80.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	*	*	*	4	*	6	66.7	21,992	85.5	23,164	84.8
	Standard of Excellence	*	*	*	4	*	6	0.0	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	19,173	83.9	17,286	83.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	21,656	85.2	22,802	82.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,118	81.3	18,261	76.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,758	83.0	10,060	79.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	25.5	5,477	22.9

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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.

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### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

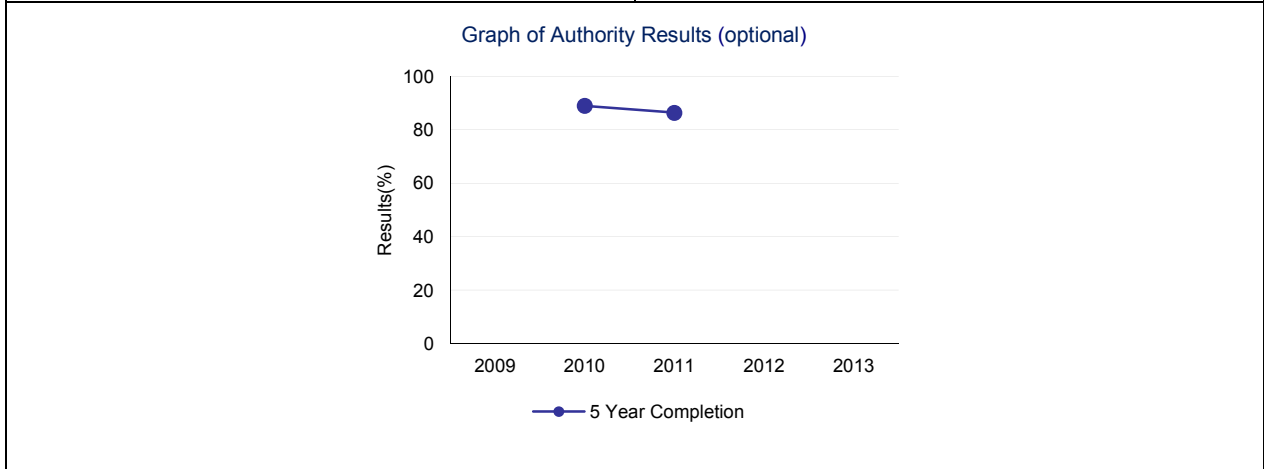
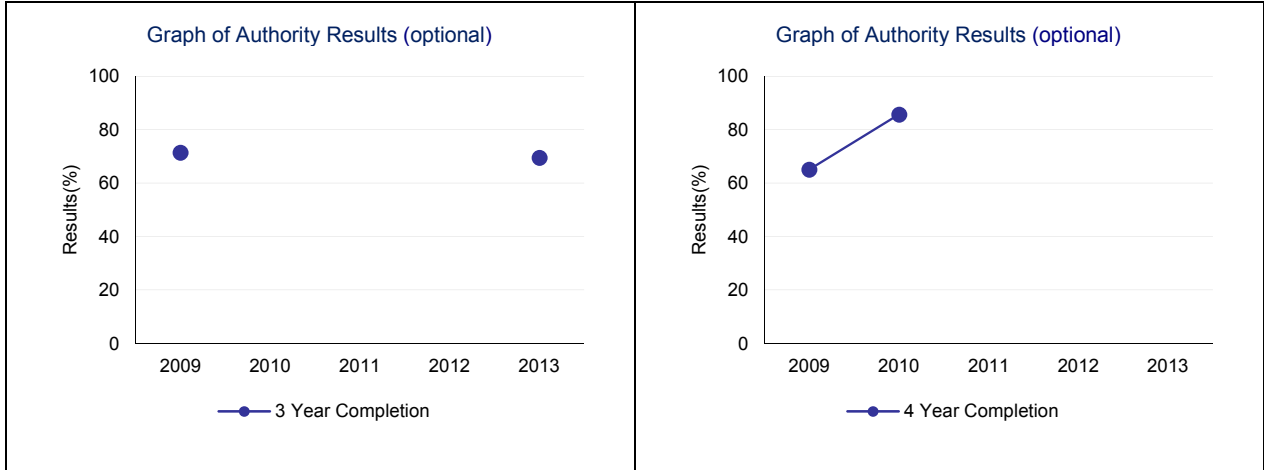
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

**High School Completion Rate – Measure Details (OPTIONAL)**

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

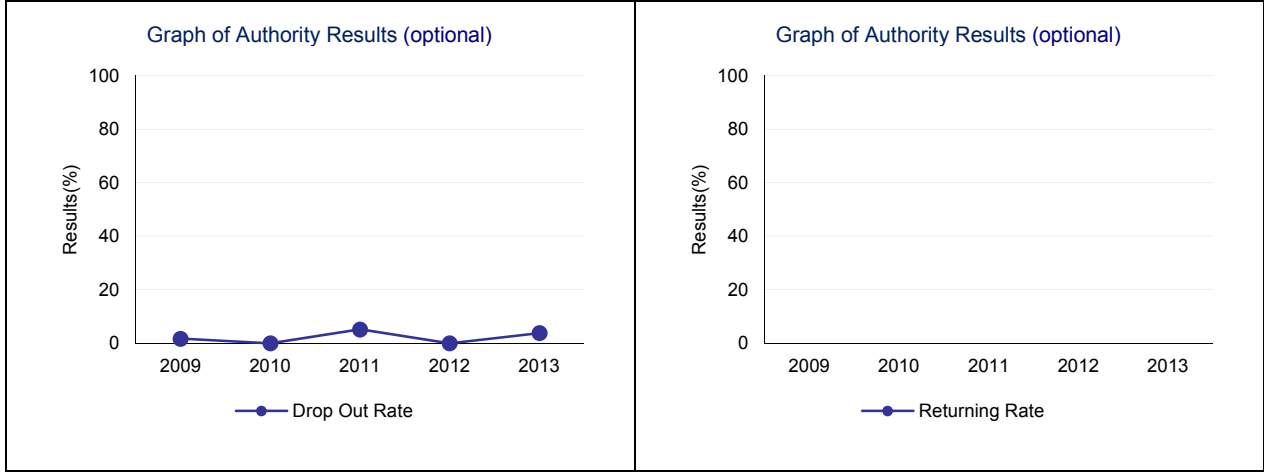
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	71.4	*	*	*	69.5	71.5	72.6	74.1	74.8	74.9
4 Year Completion	65.1	85.7	*	*	*	76.1	76.9	78.1	79.4	79.6
5 Year Completion	*	89.0	86.4	*	*	79.0	79.0	79.6	80.8	81.7



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

**Drop Out Rate – Measure Details (OPTIONAL)**

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	1.7	0.0	5.2	0.0	3.8	4.3	4.2	3.2	3.5	3.3
Returning Rate	n/a	*	n/a	*	*	23.5	27.9	23.4	23.0	21.1



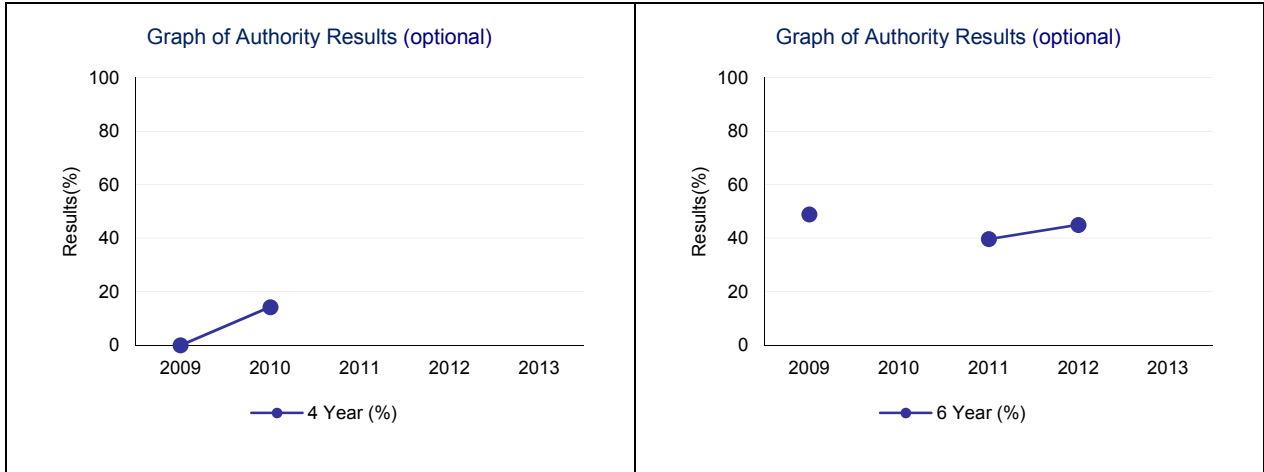
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



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

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	0.0	14.3	*	*	*	37.5	37.8	38.2	39.6	40.0
6 Year Rate	48.9	*	39.7	45.0	*	59.8	59.3	58.4	59.5	59.2

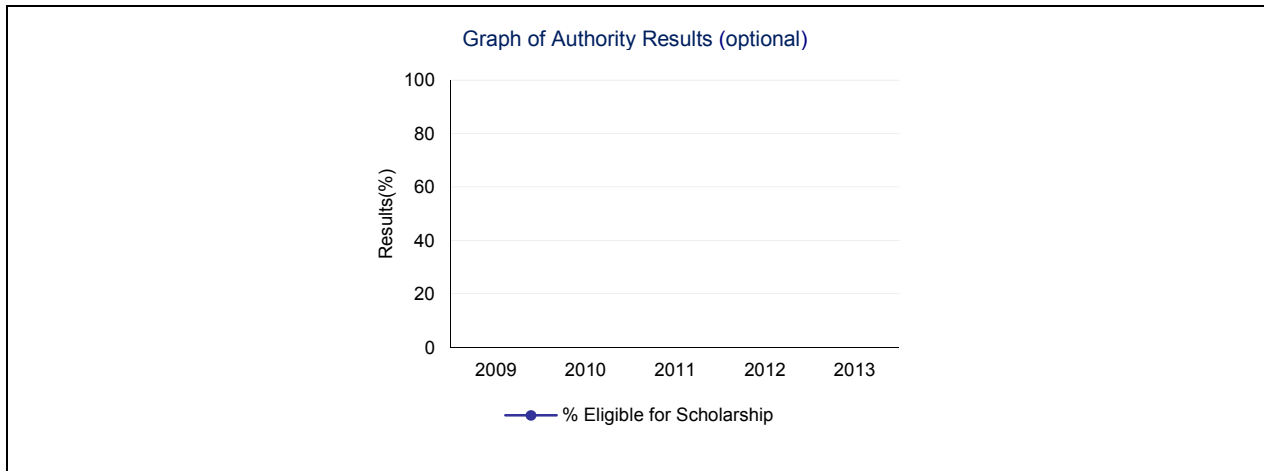


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details (OPTIONAL)**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	n/a	*	*	*	*	56.9	59.6	61.5	61.3	60.9

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
2009		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010	3	*	*	*	*	*	*	*	*
2011	1	*	*	*	*	*	*	*	*
2012	1	*	*	*	*	*	*	*	*
2013	1	*	*	*	*	*	*	*	*

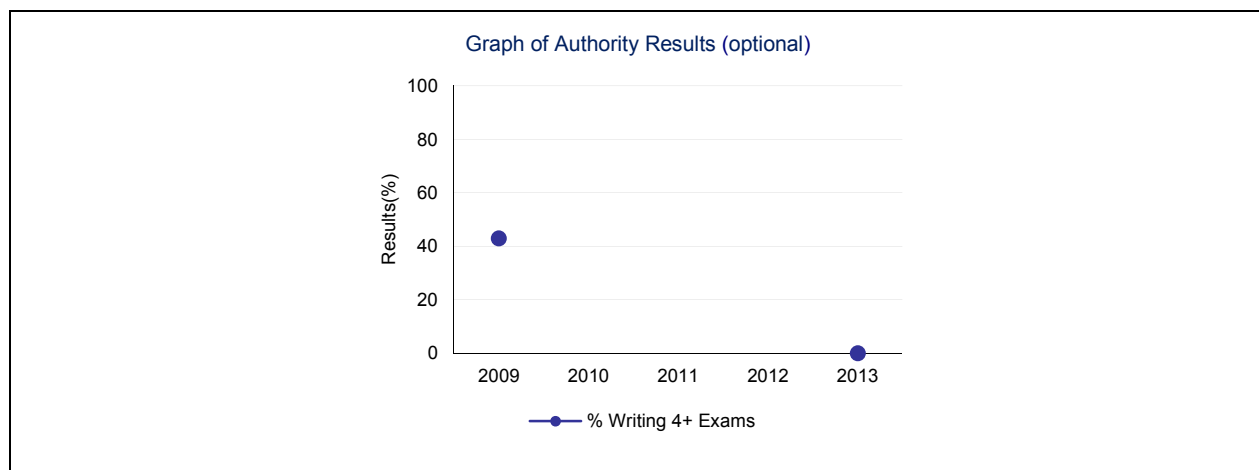


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Diploma Examination Participation Rate – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	0.0	*	*	*	13.2	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	100.0	*	*	*	86.8	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	85.7	*	*	*	69.5	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	57.1	*	*	*	52.1	65.2	66.0	67.4	67.5	63.8
<b>% Writing 4+ Exams</b>	<b>42.9</b>	*	*	*	<b>0.0</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>	<b>50.5</b>
% Writing 5+ Exams	0.0	*	*	*	0.0	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	0.0	*	*	*	0.0	12.9	13.4	14.1	14.6	11.5



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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	42.9	*	*	*	66.7	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	57.1	*	*	*	16.7	24.5	25.1	26.1	26.1	27.2
<b>Total of 1 or more English Diploma Exams</b>	<b>100.0</b>	*	*	*	<b>83.3</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>	<b>79.3</b>
Social Studies 30	42.9	*	*	*	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	*	*	*	66.7	0.0	45.7	48.2	48.0	46.1
Social Studies 33	57.1	*	*	*	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	*	*	*	0.0	0.0	27.4	31.0	32.1	34.0
<b>Total of 1 or more Social Diploma Exams</b>	<b>85.7</b>	*	*	*	<b>66.7</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>	<b>79.3</b>
Pure Mathematics 30	0.0	*	*	*	0.0	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	42.9	*	*	*	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	16.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>42.9</b>	*	*	*	<b>0.0</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>	<b>52.5</b>
Biology 30	42.9	*	*	*	33.3	39.8	41.2	42.8	43.1	42.5
Chemistry 30	0.0	*	*	*	16.7	29.7	35.2	36.0	36.7	31.7
Physics 30	0.0	*	*	*	0.0	17.5	20.0	20.6	20.4	17.4
Science 30	14.3	*	*	*	0.0	8.2	9.0	9.1	10.5	9.8
<b>Total of 1 or more Science Diploma Exams</b>	<b>57.1</b>	*	*	*	<b>50.0</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>	<b>57.7</b>
Français 30-1	0.0	*	*	*	0.0	0.2	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	*	*	*	0.0	2.7	2.9	2.8	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	*	*	*	<b>0.0</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</b>

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

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

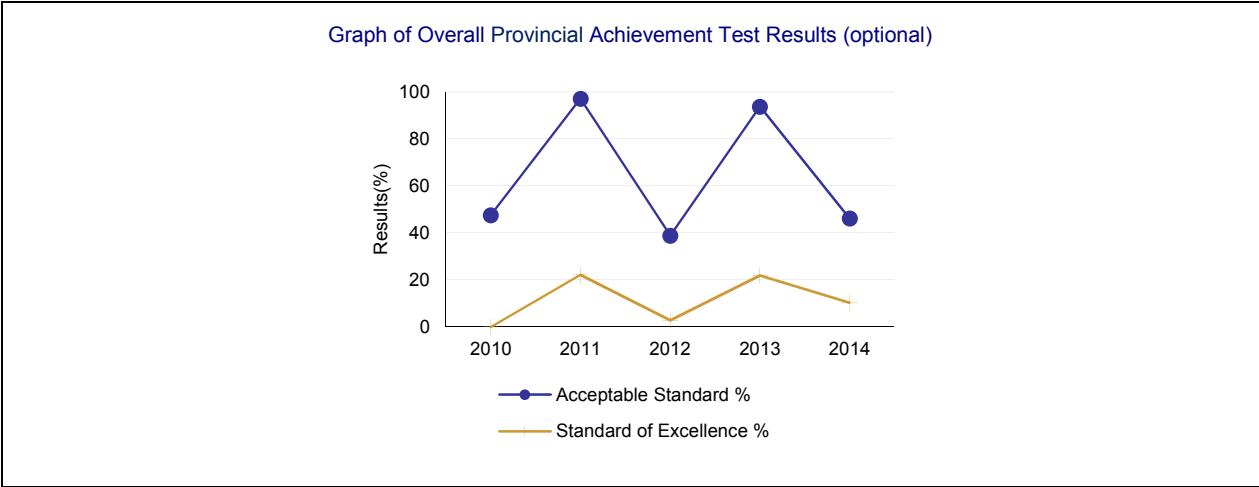
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	Authority	*	*	*	*	*	*	100.0	16.7	*	*		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
French Language Arts 3*	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4	74.6	10.4		
Français 3*	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1	78.2	7.0		
Mathematics 3*	Authority	n/a	n/a	*	*	*	*	100.0	50.0	*	*		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	Authority	*	*	100.0	14.3	*	*	*	*	*	*		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
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	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1		
Mathematics 6	Authority	n/a	n/a	100.0	0.0	*	*	*	*	*	*		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	Authority	*	*	85.7	28.6	*	*	100.0	37.5	*	*		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	Authority	*	*	100.0	14.3	*	*	87.5	25.0	*	*		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		
English Language Arts 9	Authority	*	*	*	*	71.4	0.0	*	*	77.8	22.2		
	Province	79.3	15.0	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1		
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	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5		
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	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8		
Mathematics 9	Authority	n/a	n/a	*	*	*	*	*	*	88.9	0.0		
	Province	n/a	n/a	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3		
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	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		
Science 9	Authority	*	*	*	*	*	*	*	*	77.8	22.2		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
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	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9		
Social Studies 9	Authority	*	*	*	*	*	*	85.7	14.3	*	*		
	Province	68.9	18.8	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9		
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	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

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

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

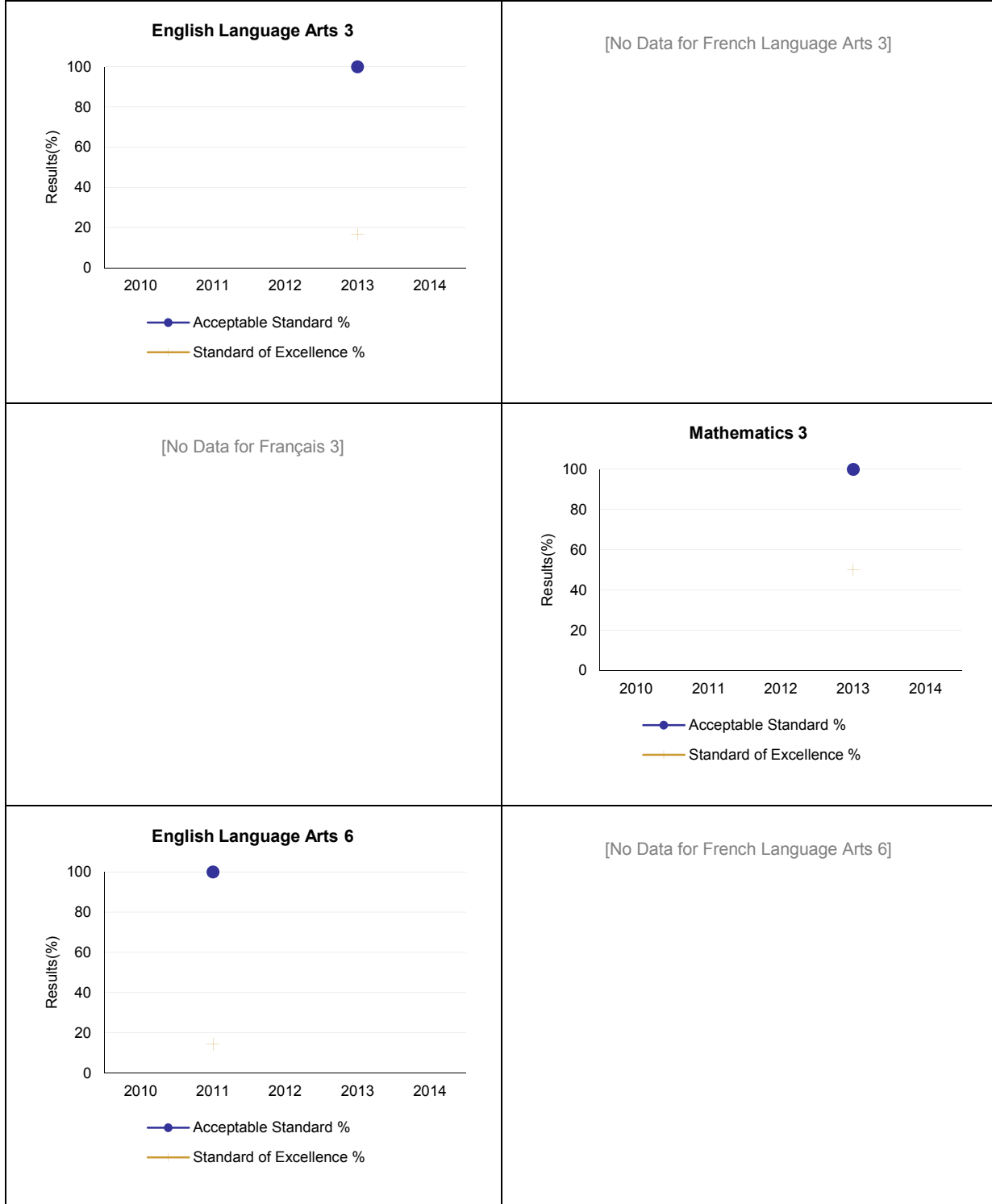
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

Graph of Provincial Achievement Test Results by Course (optional)

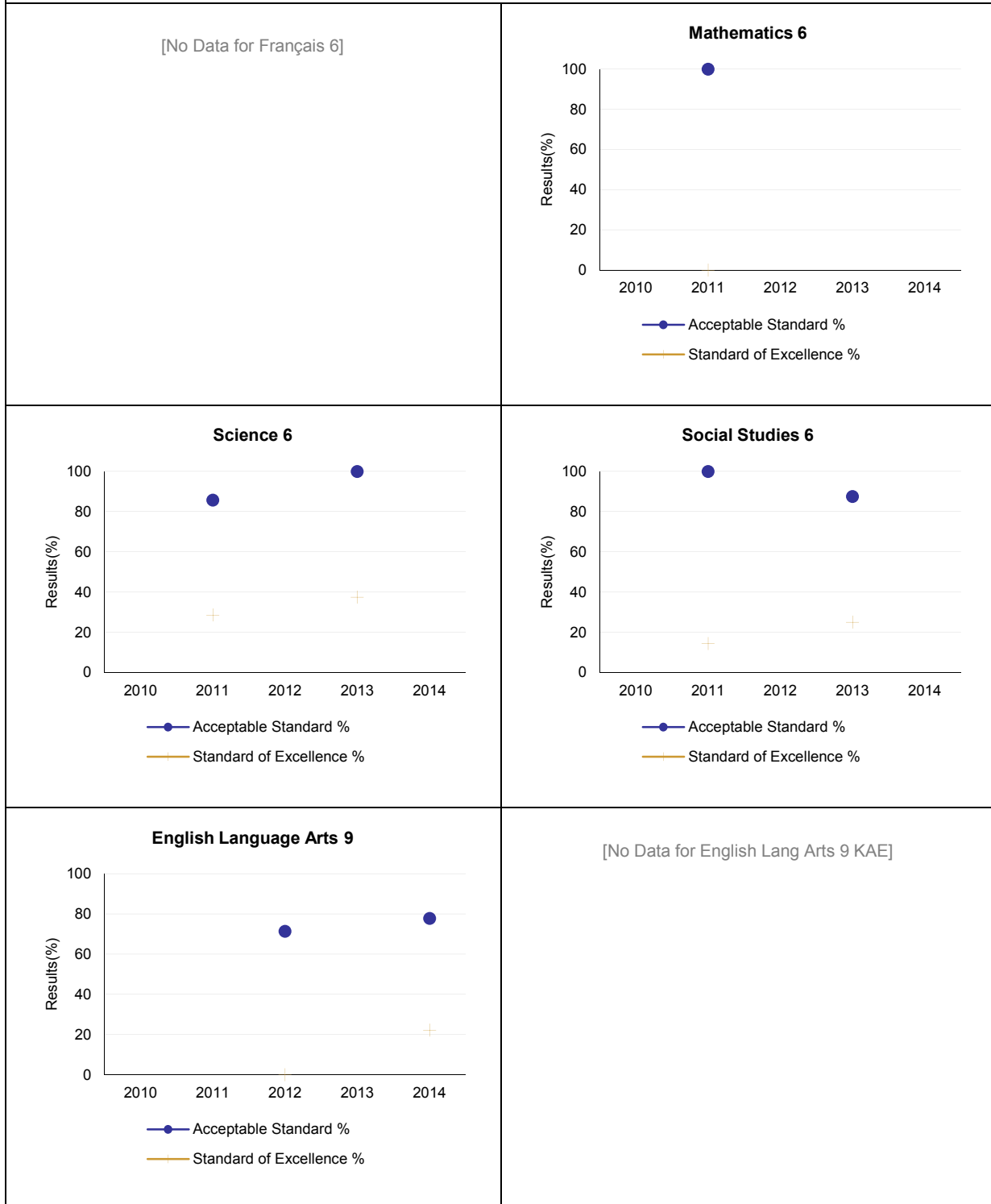


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Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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Graph of Provincial Achievement Test Results by Course (optional)

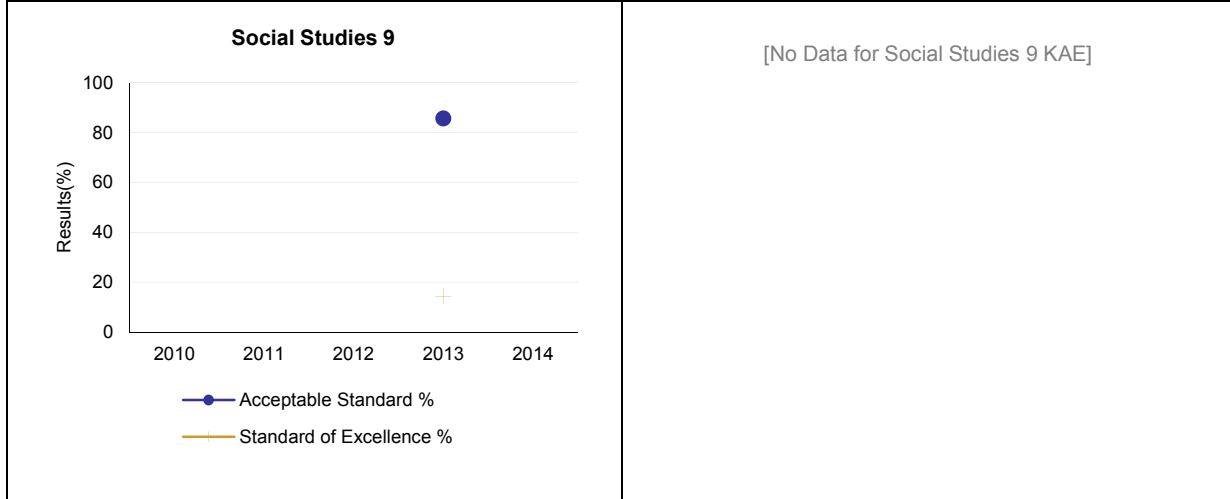
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>-</td> <td>-</td> </tr> <tr> <td>2011</td> <td>-</td> <td>-</td> </tr> <tr> <td>2012</td> <td>-</td> <td>-</td> </tr> <tr> <td>2013</td> <td>-</td> <td>-</td> </tr> <tr> <td>2014</td> <td>90</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	-	-	2011	-	-	2012	-	-	2013	-	-	2014	90	5	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2010	-	-																	
2011	-	-																	
2012	-	-																	
2013	-	-																	
2014	90	5																	
<p style="text-align: center;"><b>Science 9</b></p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>-</td> <td>-</td> </tr> <tr> <td>2011</td> <td>-</td> <td>-</td> </tr> <tr> <td>2012</td> <td>-</td> <td>-</td> </tr> <tr> <td>2013</td> <td>-</td> <td>-</td> </tr> <tr> <td>2014</td> <td>78</td> <td>22</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	-	-	2011	-	-	2012	-	-	2013	-	-	2014	78	22	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2010	-	-																	
2011	-	-																	
2012	-	-																	
2013	-	-																	
2014	78	22																	

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Graph of Provincial Achievement Test Results by Course (optional)



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

Course	Measure	Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	*	*	*	5	*	6	100.0	16,235	78.0	44,576	81.7
	Standard of Excellence	*	*	*	5	*	6	16.7	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	74.6	3,319	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	966	10.4	3,319	14.3
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	78.2	540	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	7.0	540	15.1
Mathematics 3*	Acceptable Standard	*	*	*	5	*	6	100.0	16,202	74.0	44,562	76.9
	Standard of Excellence	*	*	*	5	*	6	50.0	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	*	*	*	4	*	7	100.0	45,704	81.9	43,581	82.7
	Standard of Excellence	*	*	*	4	*	7	14.3	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,752	88.0	2,609	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,752	15.6	2,609	16.9
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	90.6	474	92.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	17.1	474	20.4
Mathematics 6	Acceptable Standard	*	*	*	4	*	7	100.0	45,617	73.5	43,599	73.8
	Standard of Excellence	*	*	*	4	*	7	0.0	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	*	*	*	4	*	8	92.9	45,608	75.9	43,551	77.2
	Standard of Excellence	*	*	*	4	*	8	33.0	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	*	*	*	4	*	8	93.8	45,593	70.4	43,540	72.3
	Standard of Excellence	*	*	*	4	*	8	19.6	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	9	77.8	7	71.4	43,760	76.3	37,776	77.8
	Standard of Excellence	Very High	Improved	Excellent	9	22.2	7	0.0	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	62.9	1,570	63.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	86.5	2,387	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,658	11.1	2,387	13.7

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

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Course	Measure	Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	86.1	330	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	17.8	330	15.5
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	9	88.9	n/a	n/a	43,279	67.1	37,487	66.5
	Standard of Excellence	Very Low	n/a	n/a	9	0.0	n/a	n/a	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,971	63.4	1,846	64.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	Very High	n/a	n/a	9	77.8	n/a	n/a	43,769	73.2	37,974	74.0
	Standard of Excellence	Very High	n/a	n/a	9	22.2	n/a	n/a	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,513	64.1	1,528	68.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	*	*	*	9	*	7	85.7	43,773	65.5	38,159	67.2
	Standard of Excellence	*	*	*	9	*	7	14.3	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,510	61.8	1,510	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,510	10.7	1,510	13.5

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**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 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:

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%.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

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)

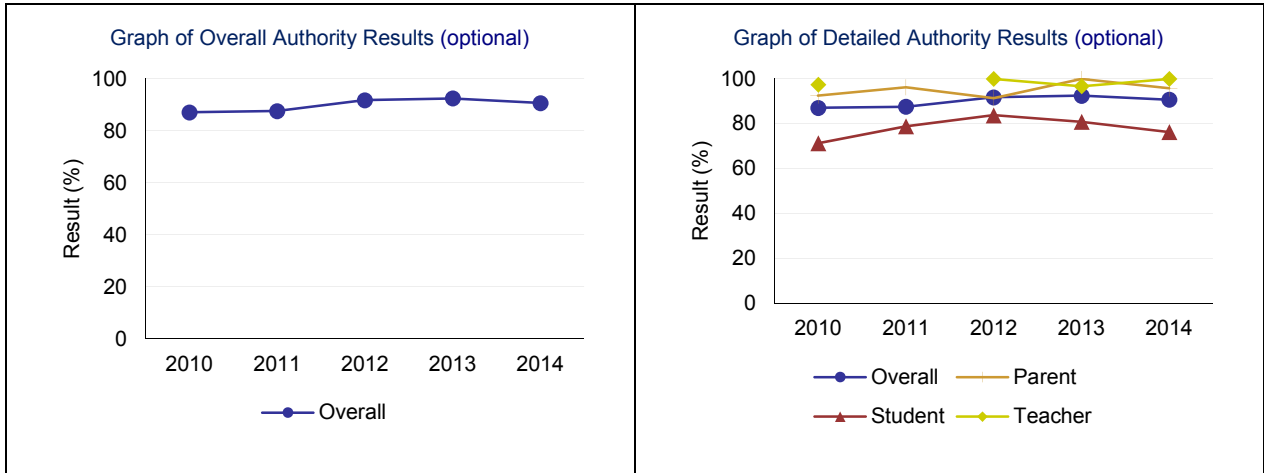
**Overall Evaluation Table**

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

**Citizenship – Measure Details (OPTIONAL)**

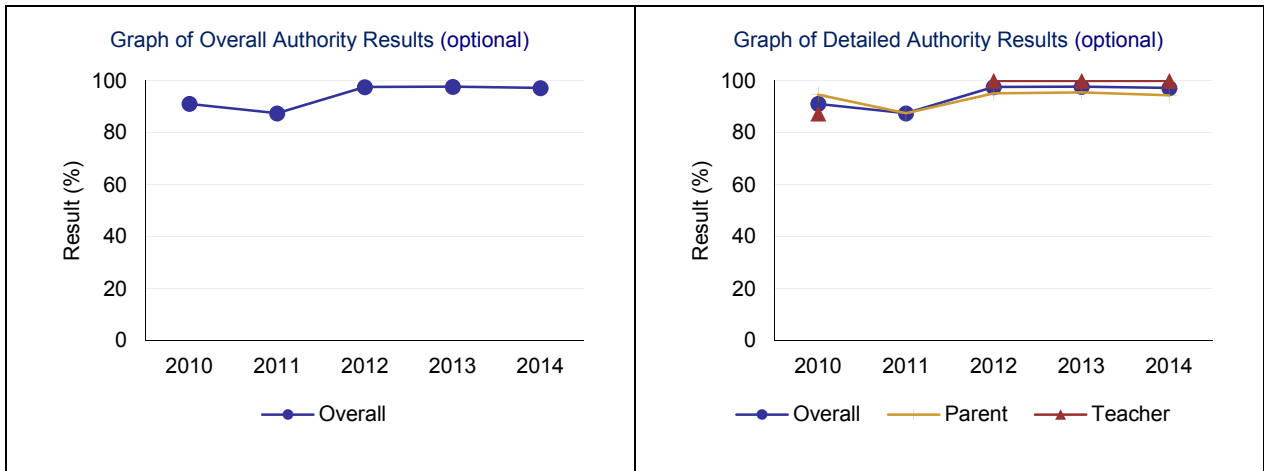
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	87.1	87.6	91.8	92.5	90.7	81.4	81.9	82.5	83.4	83.4
Teacher	97.5	*	100.0	96.7	100.0	93.0	92.7	93.1	93.6	93.8
Parent	92.6	96.3	91.4	100.0	95.8	78.5	78.6	79.4	80.3	81.9
Student	71.3	78.9	83.8	80.9	76.3	72.7	74.5	75.0	76.2	74.5



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

**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	91.1	87.5	97.6	97.7	97.2	79.9	80.1	79.7	80.3	81.2
Teacher	87.5	*	100.0	100.0	100.0	90.0	89.6	89.5	89.4	89.3
Parent	94.7	87.5	95.2	95.5	94.4	69.8	70.6	69.9	71.1	73.1

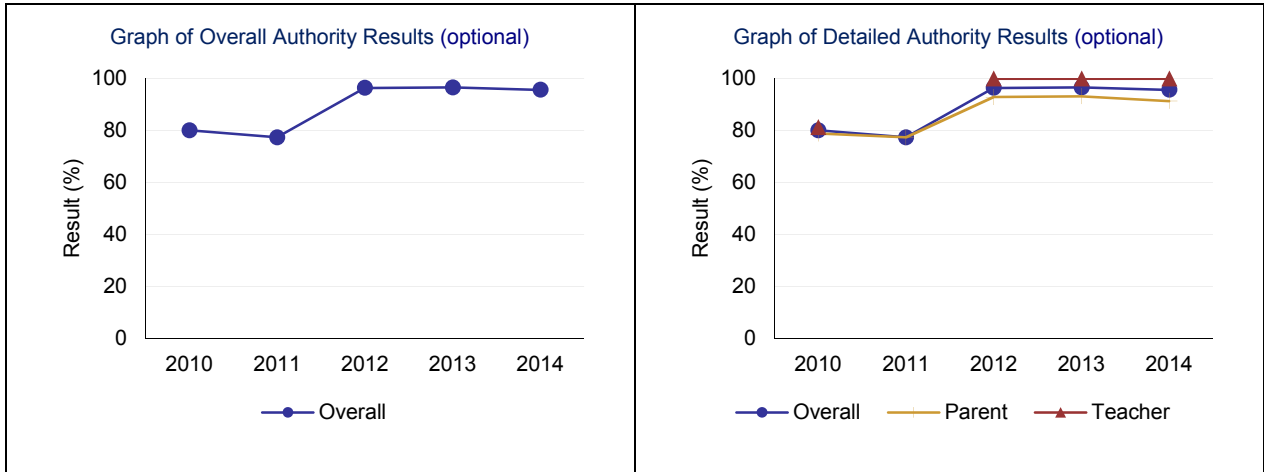


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	80.1	77.4	96.4	96.6	95.7	67.6	67.9	68.0	68.5	69.5
Teacher	81.3	*	100.0	100.0	100.0	75.4	75.3	75.8	75.7	76.0
Parent	78.9	77.4	92.9	93.2	91.4	59.8	60.6	60.2	61.2	63.0

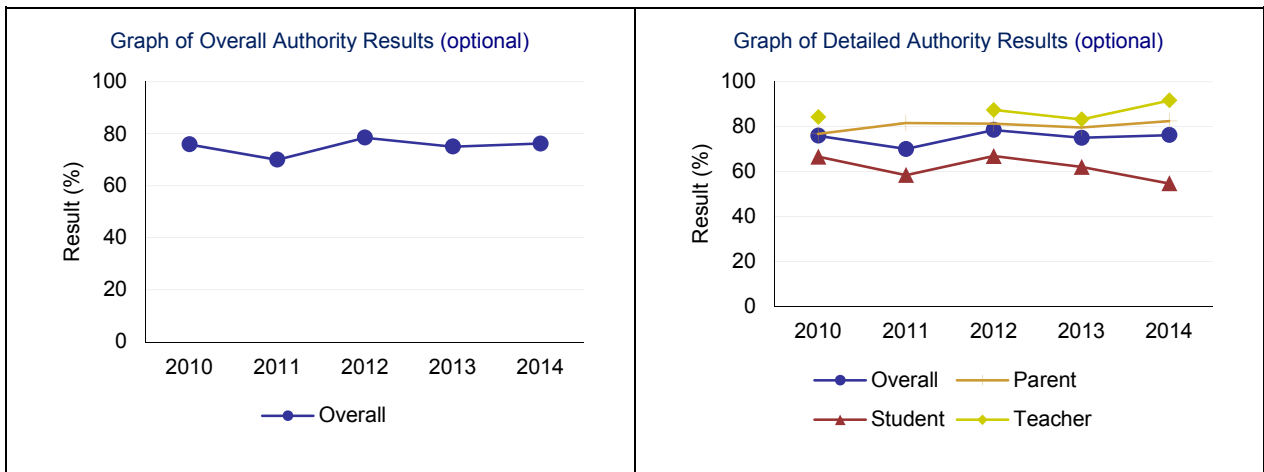


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details (OPTIONAL)**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	76.0	70.1	78.6	75.1	76.3	80.5	80.9	80.7	81.5	81.3
Teacher	84.4	*	87.5	83.3	91.7	87.7	87.6	87.3	87.9	87.5
Parent	76.8	81.7	81.4	79.7	82.5	78.0	78.3	78.1	78.9	79.9
Student	66.7	58.5	67.0	62.1	54.8	75.9	76.9	76.9	77.8	76.6

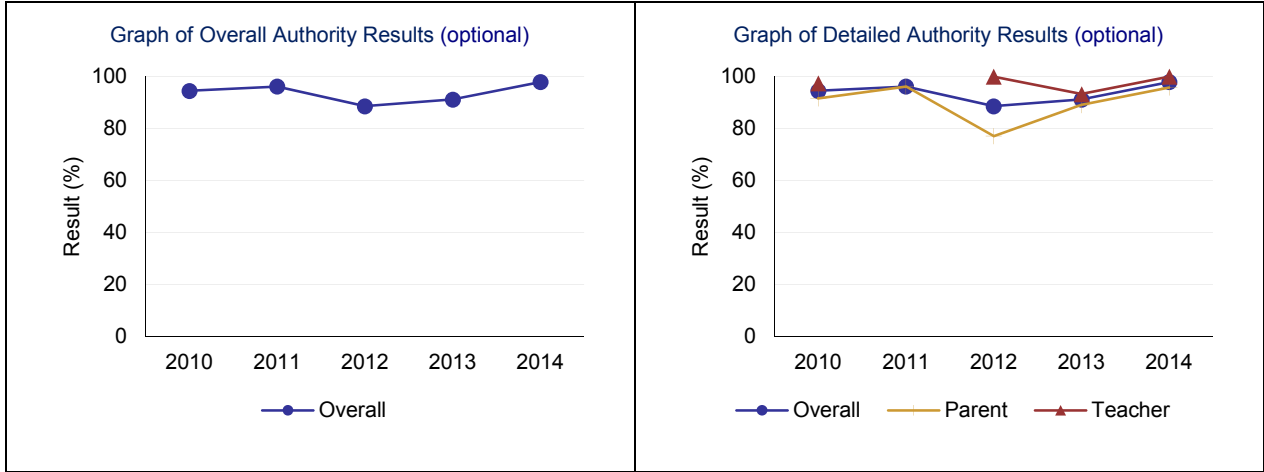


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**Parental Involvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	94.5	96.2	88.6	91.2	97.9	80.0	79.9	79.7	80.3	80.6
Teacher	97.4	*	100.0	93.3	100.0	88.6	88.1	88.0	88.5	88.0
Parent	91.6	96.2	77.1	89.1	95.8	71.3	71.7	71.4	72.2	73.1

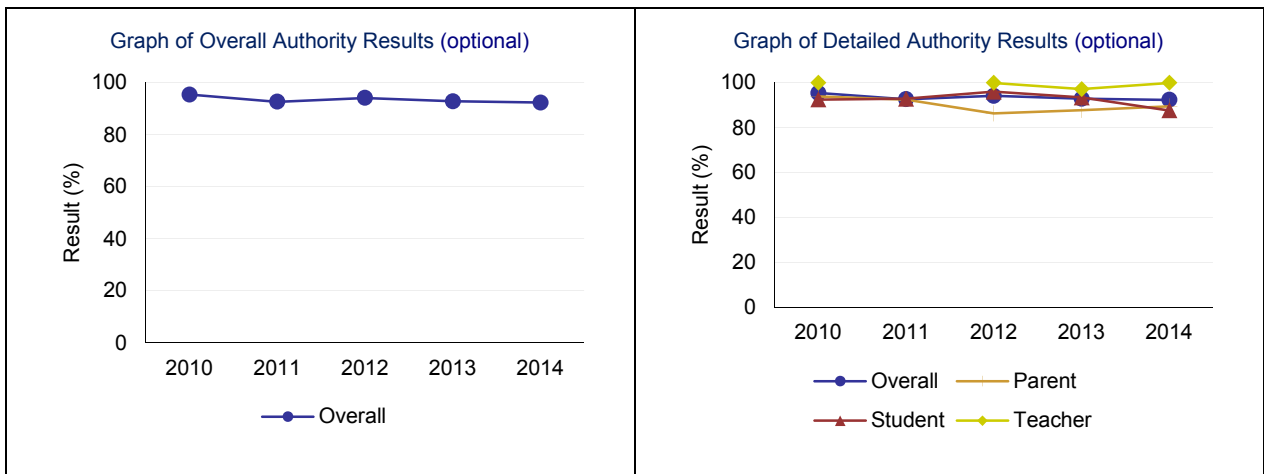


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	95.5	92.7	94.2	92.9	92.4	89.2	89.4	89.4	89.8	89.2
Teacher	100.0	*	100.0	97.2	100.0	95.6	95.5	95.4	95.7	95.5
Parent	93.9	92.6	86.4	87.9	89.5	83.9	84.2	84.2	84.9	84.7
Student	92.6	92.9	96.1	93.5	87.7	88.2	88.5	88.6	88.7	87.3



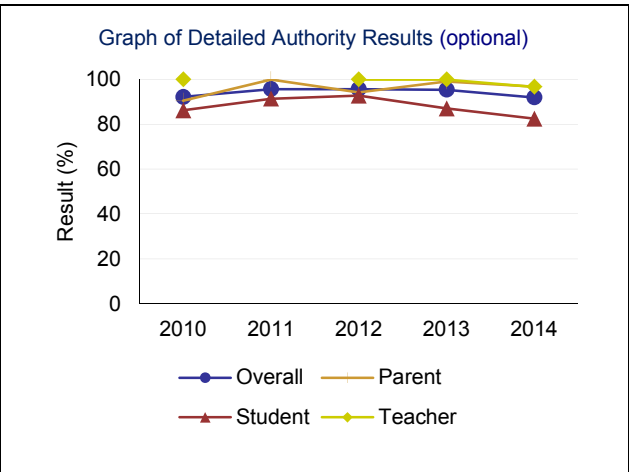
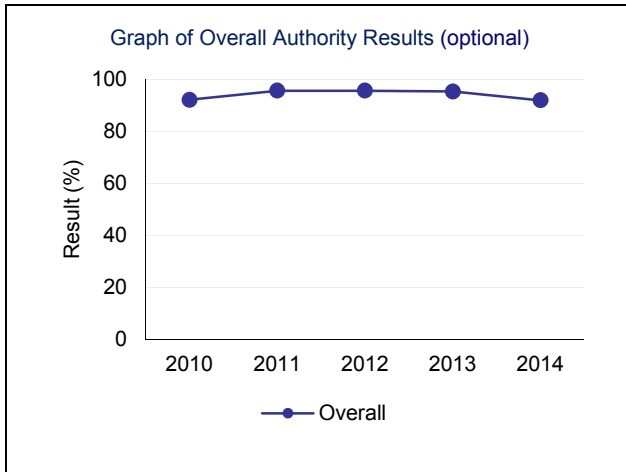
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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



**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	92.2	95.7	95.7	95.4	92.0	87.6	88.1	88.6	89.0	89.1
Teacher	100.0	*	100.0	100.0	96.7	94.4	94.5	94.8	95.0	95.3
Parent	90.5	100.0	94.3	99.1	96.8	86.1	86.6	87.4	87.8	88.9
Student	86.2	91.4	92.8	87.1	82.5	82.2	83.3	83.7	84.2	83.1

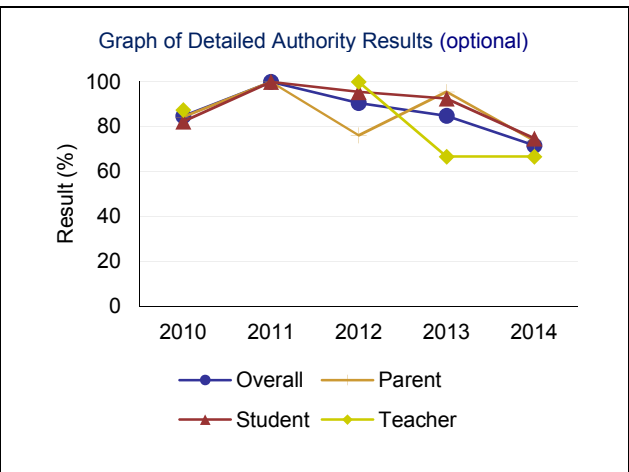
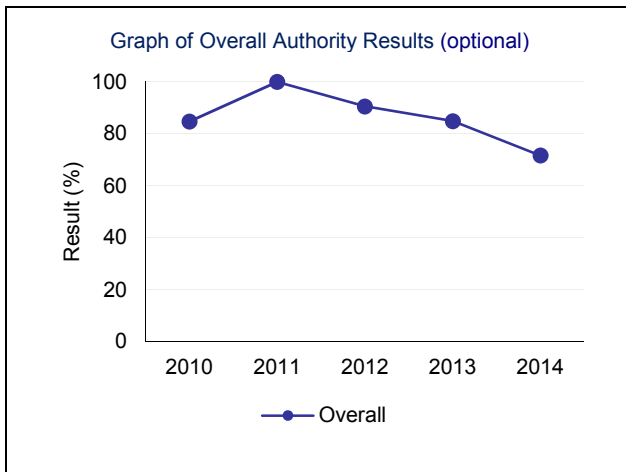


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	84.7	100.0	90.6	84.9	71.7	79.9	80.1	80.0	80.6	79.8
Teacher	87.5	*	100.0	66.7	66.7	80.8	80.1	81.1	80.9	81.3
Parent	84.2	100.0	76.2	95.5	73.7	77.0	77.3	76.2	77.9	77.0
Student	82.3	100.0	95.5	92.6	74.8	81.8	82.9	82.7	82.9	81.2



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