

ANNUAL EDUCATION RESULTS REPORT and THREE-YEAR EDUCATION PLAN
Yellowhead Koinonia Christian School Authority
November 2018



Yellowhead Koinonia Christian School

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

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

E-mail: office@ykcschool.com Website: ykcschool.com

Administrator, Jason Rand

Message from the Board Chair

2017/2018 was another successful year at YKCS. We had a decrease in enrollment and one new teacher was hired. We had a successful second year of our French and Welding program. Our school has once again shown that we offer a safe and caring environment for each student and staff member. We are pleased with the interpreted survey results and optimistic for the future of YKCS.

Respectfully submitted,

Aaron Kauffman

YKCS Board Chair

Accountability Statement

The Annual Education Results Report for the 2017 - 2018 school year and the Education Plan for the three years commencing September 1, 2018 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 2017/2018 school year and the three-year Education Plan for 2018 – 2021 on NOVEMBER 29th, 2018.

Foundation Statements (optional)

Vision Statement:

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

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

Christian School:

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

Students:

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

Staff:

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

Academic Excellence:

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

Foundation of Truth: ". . . a knowledge of the truth that leads to godliness" Titus 1:1

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

Mission Statement:

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

Statement of Faith:

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

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

A Profile of the School Authority (optional)

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

Enrollment at Y.K.C.S. averages 70 students from kindergarten to grade 12 in the day school program and 26 home school students. There are four full time teachers, one 0.2 FTE teacher, two special needs aides (shared position), two home school coordinators, two journeymen support staff, a full time administrator/teacher and a 0.75 FTE administrator/teacher.

Y.K.C.S. offers a 544-hour ECS program every Monday, Wednesday and Friday throughout the school year. The student/teacher ratio being low enables much individual attention, and provides a stimulating, interactive environment where students can experience success.

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

Features:

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

Trends and Issues (optional)

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

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

Through the use of ADLC and Koinonia @ Home (Distributed Learning) we continue to expand the core streams and electives available to the High School Students. We operate with a low student to teacher ratio, which helps our students' educational experience, both in terms of breadth and depth. As we make real connections between students' academic, spiritual, and cultural experiences, we equip them to be more successful in an increasingly fragmented world where it is becoming increasingly difficult to live a satisfied, fulfilled life.

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

Another challenge is to demonstrate both to the Christian community and to the public, that Christian education is not exclusionary. Our goal is not to separate our students and shelter them. Instead our goal is help Christians to understand their faith and know how to be effective participants in a secular society. Christian education is intentional about growing students strong enough in their faith that they can, with Biblical faithfulness, express the love of Christ in any society and circumstance. Our success in this area will be crucial over the next few years for protecting our recognition as a valid, distinct and meaningful alternative to public education.

Summary of Accomplishments (optional)

Maintained:

- Students were able to go on numerous educational Field Trips, such as: Camp out, Edson Museum, Bullying Awareness Presentation, Hinton science excursion, Pond Study, and volunteer excursion to Camp Nakamun among other trips.
- The Elementary had a track and field day in which some of our homeschool students came and participated too.
- We held a Spiritual Emphasis Week in which we had a guest speaker speaking to the students. The Elementary students made thank you cards for numerous people who help in our school community. They also did some cleaning around the school. The Jr. & Sr. High visited at Parkland Lodge and the Nursing Home.
- We were able to visit local churches with a promotional video and information on our school.
- The school's Student Body, under the leadership of the Student Council, continues to raise enough money to support a Sponsor Child.
- We continued to implement a student-led discipleship element to our weekly chapels
- We held a hugely successful Annual Goods and Services Auction
- We use Koinonia @ Home's distributed learning in order to provide streaming options for our High School students.
- Our junior badminton team took first out of six spots at the municipal finals.
- Our school was responsible for canvassing the Glenwood area, where our school is located, during the Edson Annual Food Bank Drive.
- Christmas Wreath and Poinsettia fundraiser
- A movie club was started to consider cultural / ideological elements of popular films in light of their faith..
- The board has continued to use intentional goals based on a SWOT analysis led by our two superintendents.
- Career fair for senior students
- We continued to sort through our storage rooms and improve storage capacity with industrial shelving and involving the board in an intensive school-wide clean-up.
- We recruited a parent to assist with one of our CTS courses.

New:

- We met with our MLA to discuss concerns of the school
- We hosted Tim and the Glory Boys for a concert to raise awareness for World Vision Canada.
- We paid off our mortgage for the school building.
- We hosted a Bethlehem Walk for our community to celebrate Christmas.

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	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	Safe and Caring	97.1	97.4	95.7	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.4	84.5	77.9	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	97.7	96.9	95.4	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	4.9	3.6	1.2	2.3	3.0	3.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	*	*	64.3	78.0	78.0	77.0	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	47.2	82.1	72.2	73.6	73.4	73.3	Very Low	Declined	Concern
	PAT: Excellence	5.6	14.3	12.7	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	n/a	83.7	83.0	83.0	*	*	*
	Diploma: Excellence	*	*	n/a	24.2	22.2	21.7	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	*	57.4	55.7	54.9	54.7	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	63.4	62.3	61.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	38.9	18.4	18.4	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	100.0	100.0	99.4	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	94.7	94.1	92.6	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	99.1	98.7	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	93.7	94.6	83.8	80.3	81.4	80.7	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Yellowhead Koinonia (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	*	n/a	4.8	5.8	6.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	53.3	53.7	50.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	51.7	51.7	52.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	6.6	6.7	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.1	77.1	76.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.0	10.7	10.3	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.4	21.8	21.2	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	35.9	34.2	33.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	33.0	31.8	32.8	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.7	78.1	56.3	82.1	47.2	85	Very Low	Declined	Concern	60*	85	60*
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.7	9.4	14.6	14.3	5.6	15	Very Low	Maintained	Concern	10*	15	10*

Comment on Results (OPTIONAL)

*Our variation year over year is a result of teaching the Social Studies / Science 5 curriculum one year and then grade 6 the next year. This means that in 2013-2014, 2015-2016, 2017-2018 and 2019-2020 grade 5 / 6 students will be doing the grade 5 curriculum and therefore not necessarily writing their Social Studies or Science grade 6 PAT in their grade 6 year making the results for those years appear as if the school is achieving below expected / desired standards as all of these unwritten exams are counted as Below Standard when in fact they are not. Due to this curriculum cycle and the way 'unwritten' tests are calculated we cannot maintain more level results and target goals are hard to predict.

As well, in a school where the average grade has between 6 and 7 students, we have a limited cohort, which inflates variances from the mean. Subsequently, Both gains and losses in these measures are always going to "appear" significant until we have a larger population sample. We still need to pay attention to them, particularly trending over multiple years, but we do need to take these results with a grain of salt.

Strategies

Maintained:

- Maintain accountability of professional development growth plans for teaching staff.
- Thorough examination of PAT results to determine strengths and weaknesses of program delivery by administration and communication of general results to teachers.
- Increased emphasis on staff in-service to better accommodate individual differences.
- Emphasis on study skills implemented in the early grades.
- Encourage all families to utilize the potential of the school website for obtaining information, checking homework and submitting assignments.
- Increased communication with parents through newsletters and conferences regarding the value and benefits of studying and regular review of curriculum covered.
- Encourage staff to spend time preparing students for the format used for PAT exams beforehand.
- Ensure that students understand the importance of testing and they need to apply themselves, especially targeting the Grade 9s, where these tests will determine whether they take 10-1 or 10-2 courses.
- Give students more opportunities to experience Multiple Choice Exams.
- Use Successmaker Program, Math and Reading, which is available to use through Koinonia Christian Education Society for all students in Grades K – 10, to assess and help improve their grade level skills.
- In-service the teachers on how to use Successmaker reports and custom courses to better help students grade level skills.
- Students collaboratively learn in technological environments to increase word processor familiarity and strategy sharing.
- Teachers are required to analyze standardized test results for strengths / weaknesses and report findings and modified strategies to administration.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.4	*	*	*	*	N/A*	*	*	*	N/A*	N/A*	N/A*
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	*	*	*	*	N/A*	*	*	*	N/A*	N/A*	N/A*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	73.8	82.9	45.8	*	*	N/A*	*	*	*	N/A*	N/A*	N/A*
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.0	0.0	0.0	3.6	4.9		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	18.4	38.9		Very Low	Maintained	Concern			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	*	*	*	N/A*	*	*	*	N/A*	N/A*	N/A*
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	69.1	45.8	*	*	N/A*	*	*	*	N/A*	N/A*	N/A*

Comment on Results (OPTIONAL)

From our feedback since the graduating class of 2014 we have had 8 graduates continue on to post-secondary institutions that are not recognized for this data, and 7 who have not continued on to post-secondary since graduation.

*Our grade 12 class is still too small to derive much meaning from these performance standards. Based on anticipated enrollment the targets reflect realistic expectations for data.

Strategies

Maintained:

- Encourage high school students to participate in career fairs.
- Provide opportunity for high school students to be involved in job/career planning exercises through web sites, informal inventories, and in-class presentations. E.g. www.alis.gov.ab.ca
- Seek appropriate placement for individual students in work experience programs, Green Certificate and RAP
- Have a minimum of 2 practice exams in each diploma course.
- Include more diploma type questions in chapter and unit tests.
- Encourage students experiencing difficulty to take Grade 12 over two year period.
- Develop alternative ways for students to access courses, giving them the best opportunity for success (i.e. ADLC or Koinonia @ Home)
- Ensure that course planning is followed up routinely in grade 10,11,12
- Expand job shadowing to include grade 11's and optionally 12's.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.7	92.9	90.9	94.1	94.7	95	Very High	Maintained	Excellent	95.5	96	96.5
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	97.2	100.0	98.1	100.0	100.0	100	Very High	Maintained	Excellent	100	100	100

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

Maintained:

- Hold students accountable at all grade levels for good attendance, assignments turned in on time, etc.
- Encourage all families to utilize the potential of the school Website for obtaining information, checking homework and submitting assignments.
- Seek opportunities for students to be involved in the work world, e.g. job shadowing, kids to work day, career fair.
- "Gotcha" Award Initiative to recognize and reward positive attitudes and behaviors.
- Teach concepts of love, responsibility, stewardship, and servant-hood from a biblical perspective.
- Maintain implementation of Biblical principles into all subject areas.
- Encourage student participation in Student Council and Leadership seminars.
- Maintain the opportunity for students to be involved in cross-cultural work
- Maintain the opportunity for students to be involved in Work Experience, Green Certificate and RAP.
- Teacher facilitated service projects for the community.
- Hold 'Student Vote' activities during election times.
- Students went to downtown Edmonton, some helped at the Mustard Seed while others gave out food and talked with homeless people.

New:

- Students helped the local thrift shop loading items to be transported when needed.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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>	95.7	95.8	88.0	96.6	96.9	97	n/a	n/a	n/a	97	97.5	97.5

Comment on Results (OPTIONAL)

This year we again clarified to students that "I do not know" is interpreted as a negative response, not neutral so if students feel neutral on the issue they can leave questions blank so that their response will not be misinterpreted, keeping us at our historical averages.

Strategies

Maintained:

- Incorporate more ADLC option time for students to explore areas of interest independently (with supervision).
- Encourage students to seek resources online that will be available to them after completion of school.
- For online programming (ADLC and Koinonia @ Home) supervisors are to suggest problem solving strategies rather than assistant directly in answering questions to promote student self-direction and confidence upon completion.
- Promotion of post-secondary view days.
- Have post-secondary presentations and materials available.
- Bring in parents to come talk to sr. students about their jobs and knowledge growth requirements.
- Encourage teachers to incorporate more student interest based learning projects (eg. Science / Bible Fair).

New:

- The Jr. High students went to King's University for a tour and hear about post-secondary options.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	n/a	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	n/a	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*

Comment on Results (OPTIONAL)

*We currently have no self-identifying FNMI students attending our school.

Strategies

Maintained

- 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.
- We seek opportunities for all students to be involved in the work world, e.g. job shadowing, kids to work day, career fair.
- Teachers and Administration are encouraged to go to workshops about how to infuse content into their lessons and learn more about FNMI issues.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	*	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	n/a	n/a	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	N/A*	n/a	n/a	n/a	N/A*	N/A*	N/A*

Comment on Results (OPTIONAL)

*We currently have no status or self-identifying FNMI students in grades 10 – 12.

Strategies

Maintained

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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	92.0	94.4	95.4	97.4	97.1	97.5	Very High	Maintained	Excellent	98	98	98.5

Comment on Results (OPTIONAL)

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

Strategies

Maintained:

- Integrate concepts of caring and respect for others in school wide assemblies.
- Utilizing Student Council and Leadership to help model the importance of caring for others, respecting others and treating others fairly.
- Maintain requirement that staff attend the August and November Professional Development opportunities through Koinonia Schools and ACSI.
- Encourage staff to attend other PD opportunities with AISCA, Edmonton Regional Consortium, etc.
- Increase teacher-student interaction outside the class through lunchtime gym activities and Learning Commons board games.
- Teacher facilitated service projects for the community.

New:

- Bus safety presentations.
- The school is forming a group to discuss identity issues.

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	76.3	78.5	70.7	84.5	87.4	88	Very High	Improved	Excellent	88	88.5	89

Comment on Results (OPTIONAL)

From grades 9 to 12 we have 13 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 who gave a significantly lower score in this area than teachers and parents.

We are very happy with the increased satisfaction that students are expressing as we strive to provide more options for our secondary students, especially the high school through online learning as well as a teacher taught trade / fine art course.

Strategies

Maintained:

- Address parental involvement in decisions affecting their students at parent-teacher conferences.
- Large Scale Christmas Musical, K – 5, put on every year. All students grades 6-12 are asked to help in the musical.
- Continue implementing a compulsory high school planning guide for all students entering high school together with their parents.
- Continue utilizing alternative ways for students to access courses, giving them the best opportunity for success (i.e. ADLC).
- Increase awareness of the programs and flexibility we do offer.
- Promote and involve students and parents in the delivery of the school's vision by increasing awareness of the vision and encouraging input and involvement in how the vision is carried out.
- Scheduled ADLC option times.
- Koinonia @ Home offers course streaming for High School.
- Grade 1 – 6 mandatory French language studies.
- Implementation of a new sexual health curriculum.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	71.7	83.0	73.9	94.6	93.7	94	Very High	Improved	Excellent	94	95	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.9	99.3	97.7	99.1	100.0	100	Very High	Maintained	Excellent	99	100	100
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.4	97.1	92.2	96.9	97.7	98	Very High	Maintained	Excellent	98	98	98.5

Comment on Results (OPTIONAL)

This year we continued to clarify to students that "I do not know" is interpreted as a negative response, not neutral so if students feel neutral on the issue they can leave questions blank so that their response will not be misinterpreted, bringing us above our historical averages.

Performance Measure 1

In terms of the historical data presented above we are excited that we have roughly maintained the perspective that the school is improving. This is likely due again to the options given to students.

Performance Measure 2 & 3

From grades 9 to 12 we have 16 students. We offer a flexible program for such a small high school and this is reflected by the very high achievement of the second performance measure.

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

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

Strategies

Maintained:

- Require that staff attend the August and November Professional Development opportunities through Koinonia Schools and ACSI.
- Encourage staff to attend other PD opportunities with AISCA, Edmonton Regional Consortium, etc.
- Keep staff accountable to professional development growth plans.
- Require that staff attend Professional Development opportunities through Koinonia Schools and ACSI.
- School staff will communicate to parents that they are regularly available to meet to discuss issues after school.
- Teacher Assistant assists in the three grade split, K-2.
- Encourage students and parents to utilize the school website for obtaining information, checking homework and submitting assignments.
- Continue implementing a compulsory high school planning guide for all students entering high school together with their parents.
- Communication books K - 8
- Seek ways to increase parent involvement in AGM and Parent-Teacher Fellowship evenings.
- Address parental involvement in decisions affecting their students at parent-teacher conferences.
- Promote and involve students and parents in the delivery of the school's vision.
- Encourage parents and staff to be more proactive in looking for opportunities to collaborate in the children's school experience (from academic performance, to social responsibility, to spiritual development, to classroom and school management or discipline).
- Providing Sr. High students with options classes in trades / arts as well as choice from ADLC.

New:

- Parents have become more active in government affairs and have taken more of an interest in the school and making their opinions known.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Note:

Future Challenges (Optional)

The primary challenge of our school community is still to increase our student population (we did grow last year, but coming into this year, 2017 – 2018, we lost a number of students for various reasons). The level of services we have established in order to be successful and allow for growth also require more students than we currently have. The Three Year Plan/AERR Report clearly shows that we have a healthy school that is meeting the needs of our students and the expectations of our parents. Our challenge is to maintain and build upon these accomplishments while increasing our involvement in our community. One potential strategy for this is by increasing news exposure through submission of articles / photos of school life and student accomplishments to the local media sources. As the community gains confidence in our school and our students, we will see the growth needed for our school to thrive long term.

Summary of Financial Results

For details please refer to the school's Audited Financial Statements.

Budget Summary

For details please refer to the school's Audited Financial Statements.

Capital and Facilities Projects

- We converted our art room into a classroom / resource room.
- We upgraded all classroom and lab computers.
- We changed over almost all classroom and hallway lights to LEDs.
- We sorted through storage containers and removed unnecessary / outdated materials and equipment to make more space.

Summary of Facility and Capital Plans

- To look at drainage at the East side of the school and upgrade the eaves trough system.
- To look at paving the parking lot and landscaping in front of the school.
- To further improve school visibility and promote upcoming events a school sign is being considered.

Parental Involvement

As previously mentioned, many of our parents have been with the school for a long time and parental involvement and satisfaction is at a great place on a parent – teacher level and on a volunteer level. We know the small number of parents in our school community limits this; however, we would like to develop other ways for our parents to be active in our school community. We have already established committees including: Finance, Maintenance, and Promotions/Development. One of the groups we would like to see re-form is a parent group. As we anticipate growth in our school over the next few years, a priority will be to involve and integrate new families into our school community. We are also looking at how to increase attendance at our AGM.

Timelines and Communication

- This 2018 – 2021 Three Year Plan and 2017– 2018 Annual Education Results Review will be posted on the school website under the “Accountability” tab which is under the “Documents” tab on our website: <http://www.ykcschool.com>
- This Three Year plan and Annual Education Results Review and its location on the web will be communicated to parents and the public through our school newsletters and electronic mail out through our website.
- As a single school jurisdiction, we do not have a school council as such. Stakeholders were invited to submit their opinions, thoughts, ideas and concerns regarding school operations via questionnaire and open discussion during the year.
- The School Board had input in updating the three-year education plans at a regular board meeting.

Whistleblower Protection

- The policy was adopted March 26, 2014. There were no disclosures reported to the chief officer of Yellowhead Koinonia Christian School.

APPENDIX – Measure Details (OPTIONAL)

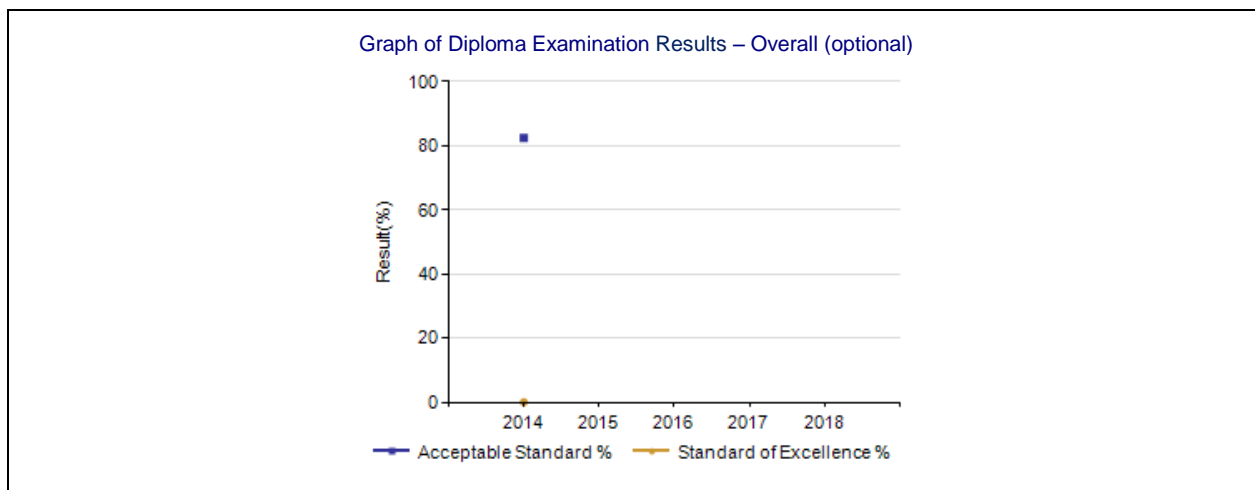
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	*	*	*	*	*	*	n/a	n/a	n/a	n/a		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	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	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
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	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
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	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	*	*	*	*	*	*	n/a	n/a	*	*		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

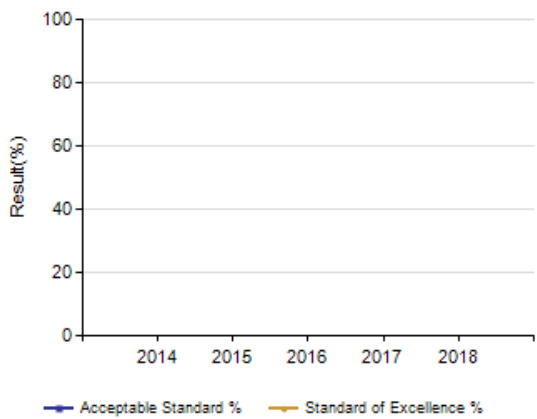
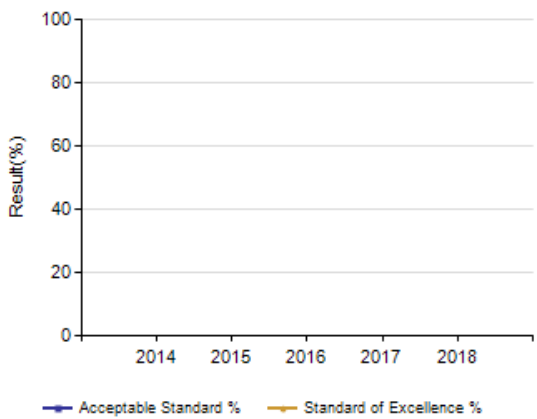
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course (optional)

<p>[No Data for English Lang Arts 30-1]</p>	<p>English Lang Arts 30-2</p> 
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>
<p>Mathematics 30-1</p> 	<p>[No Data for Mathematics 30-2]</p>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course (optional)

<p>Social Studies 30-1</p> <p>Result(%)</p> <p>2014 2015 2016 2017 2018</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p>[No Data for Social Studies 30-2]</p>
<p>Biology 30</p> <p>Result(%)</p> <p>2014 2015 2016 2017 2018</p> <p>Acceptable Standard % Standard of Excellence %</p>	<p>[No Data for Chemistry 30]</p>
<p>[No Data for Physics 30]</p>	<p>[No Data for Science 30]</p>

Notes:

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

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

		Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,393	87.5	29,349	86.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	16,184	88.0	16,632	89.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	20,148	77.8	20,605	73.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	21,793	86.2	21,941	86.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,391	78.8	19,847	81.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	23,026	86.6	22,263	85.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,770	83.6	19,031	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	86.2	10,276	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	85.4	8,651	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	31.5	8,651	27.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

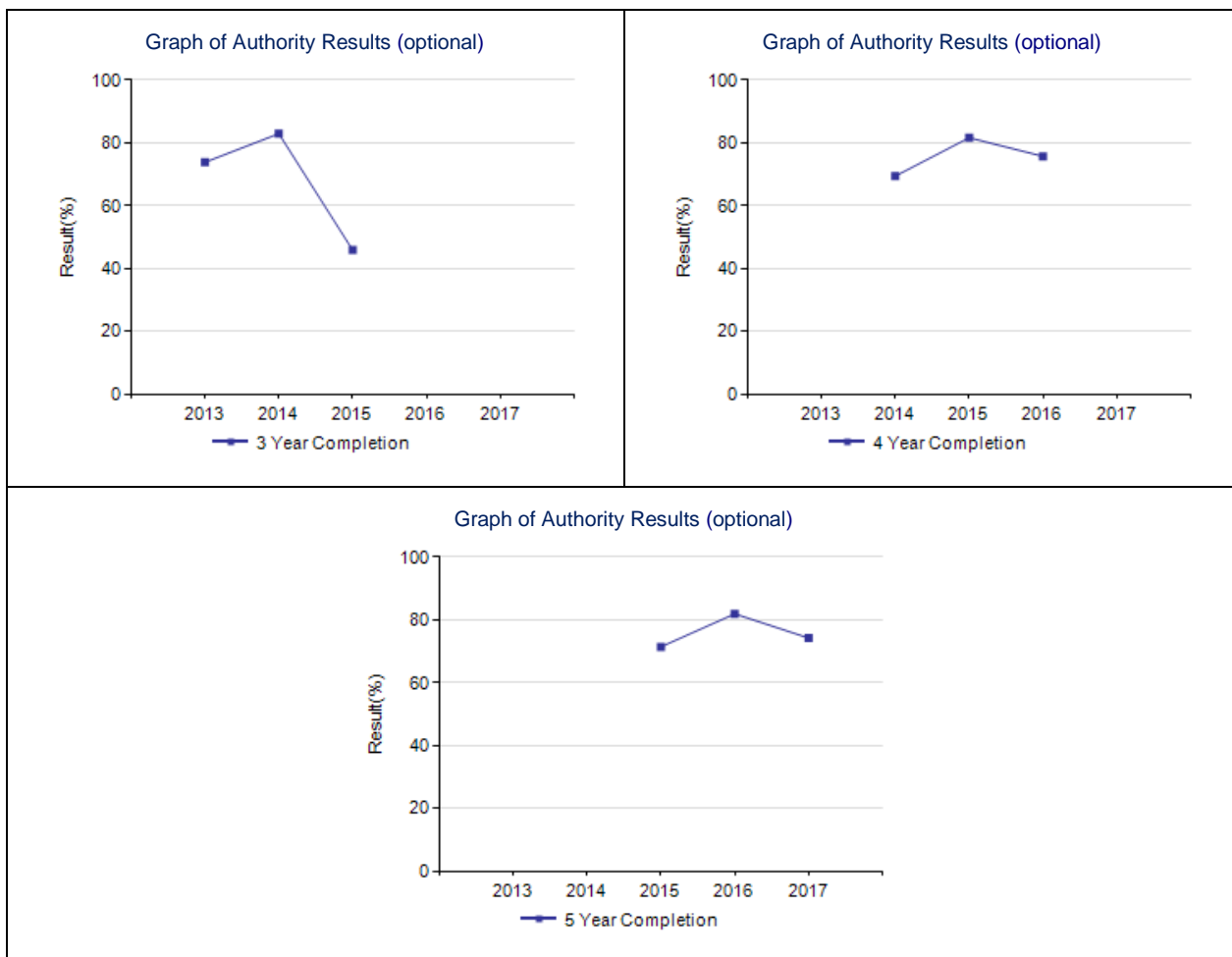
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	73.8	82.9	45.8	*	*	75.3	76.5	76.5	78.0	78.0
4 Year Completion	*	69.4	81.6	75.7	*	79.6	79.9	81.0	81.2	82.6
5 Year Completion	*	*	71.4	81.9	74.2	81.5	82.0	82.1	83.2	83.4

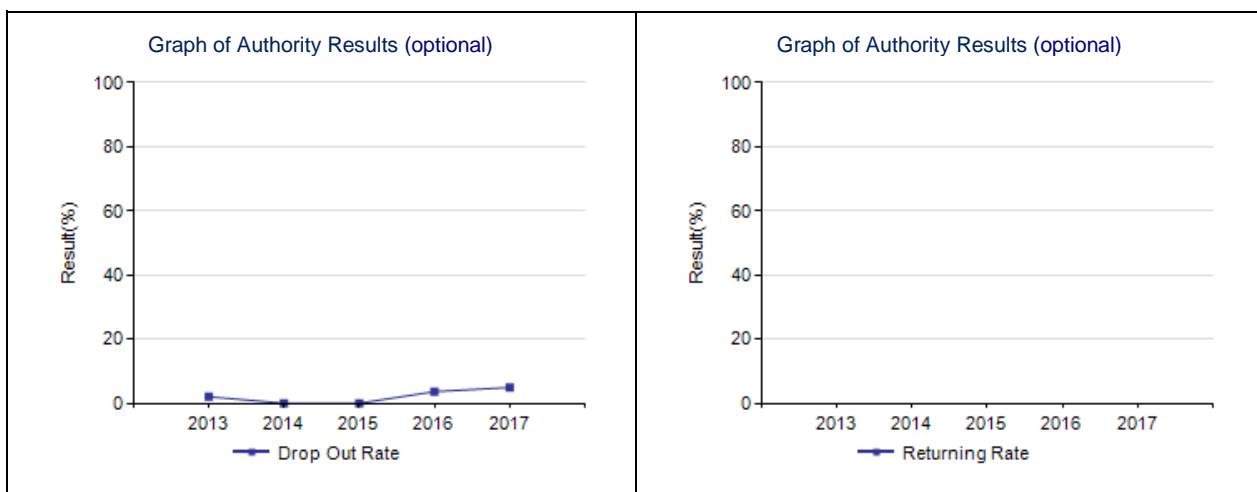


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	2.0	0.0	0.0	3.6	4.9	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	*	n/a	n/a	*	20.7	20.9	18.2	18.9	19.9

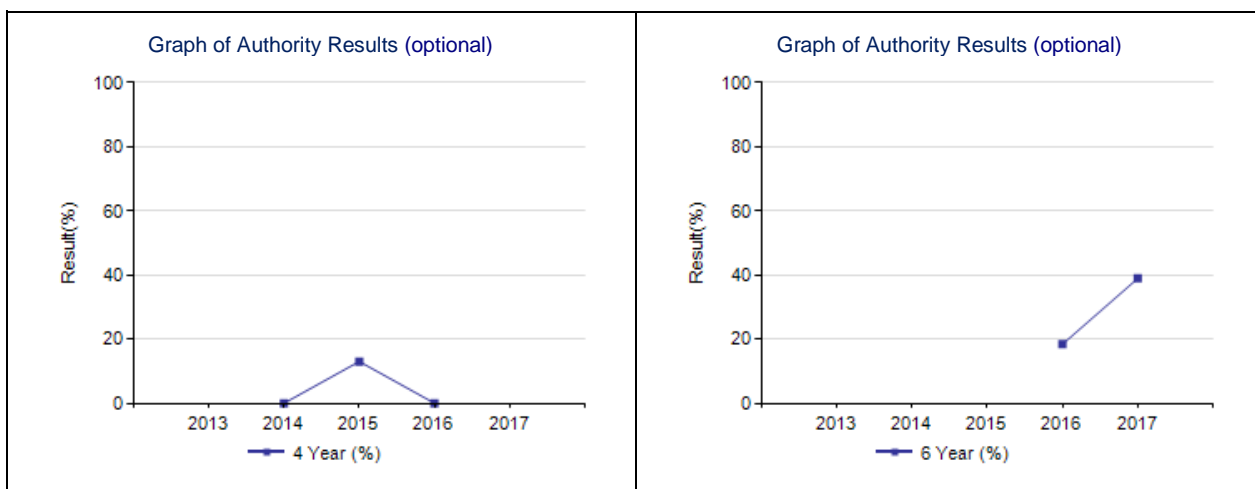


Notes:

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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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	*	0.0	13.0	0.0	*	39.7	38.3	37.0	37.0	39.3
6 Year Rate	*	*	*	18.4	38.9	59.0	59.7	59.4	57.9	58.7



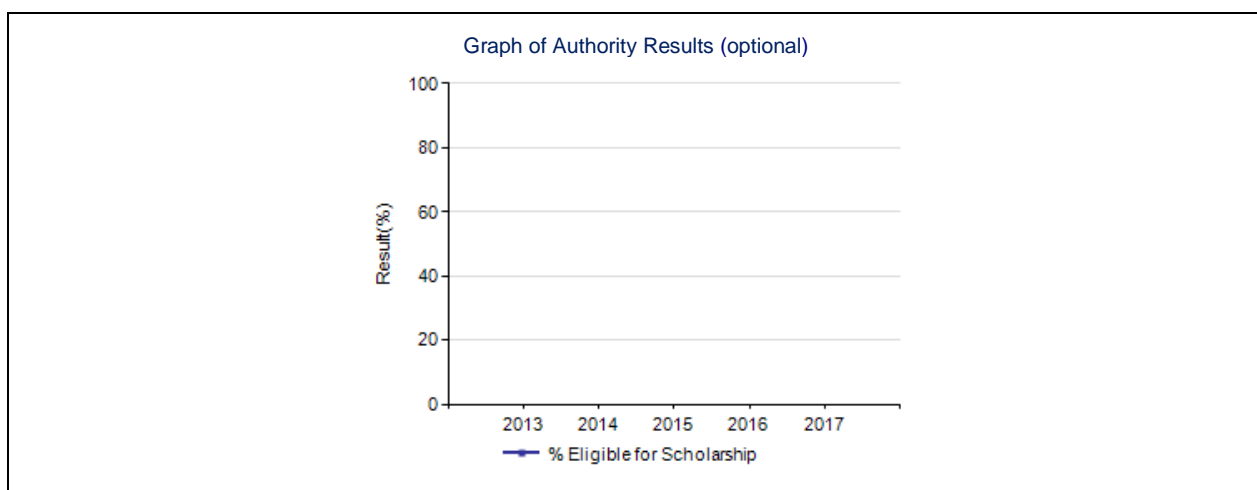
Notes:

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	*	*	*	n/a	n/a	60.8	62.3	63.4

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
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	3	*	*	*	*	*	*	*	*
2016	2	*	*	*	*	*	*	*	*
2017	3	*	*	*	*	*	*	*	*



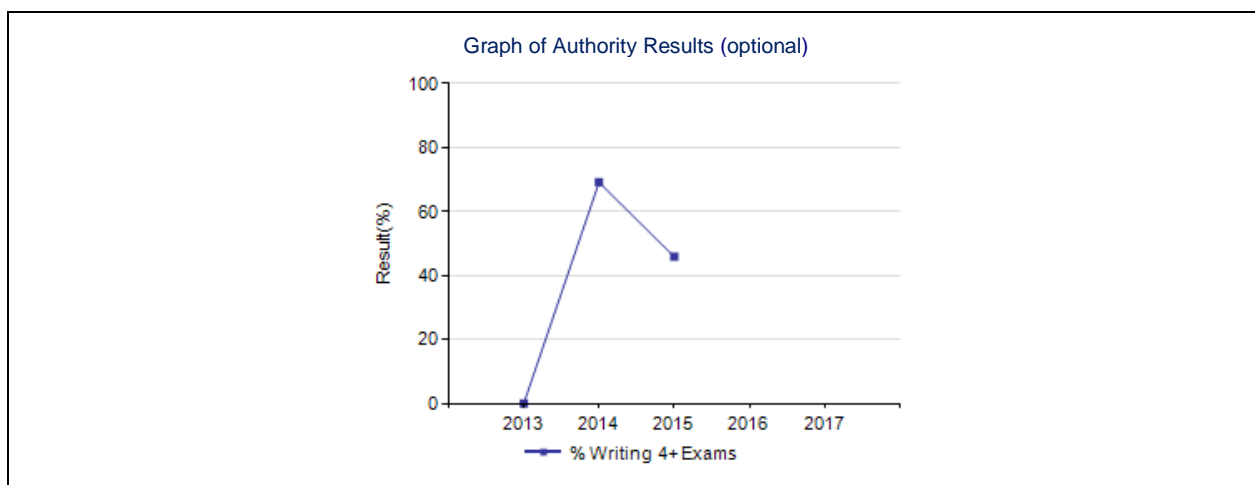
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	7.8	17.1	23.7	*	*	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	92.2	82.9	76.3	*	*	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	73.8	82.9	61.1	*	*	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	55.3	82.9	61.1	*	*	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	0.0	69.1	45.8	*	*	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	0.0	27.6	0.0	*	*	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	0.0	0.0	0.0	*	*	11.4	13.1	13.8	13.6	13.9



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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	66.7	62.5	42.9	*	*	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	16.7	12.5	14.3	*	*	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	83.3	75.0	57.1	*	*	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	66.7	62.5	42.9	*	*	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	0.0	12.5	14.3	*	*	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	66.7	75.0	57.1	*	*	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	0.0	0.0	0.0	*	*	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	*	*	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	0.0	62.5	14.3	*	*	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	0.0	0.0	14.3	*	*	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	0.0	62.5	14.3	*	*	52.1	57.0	57.6	58.3	58.6
Biology 30	33.3	62.5	57.1	*	*	42.2	41.4	40.6	40.7	41.7
Chemistry 30	16.7	25.0	28.6	*	*	31.5	34.7	35.7	35.6	35.1
Physics 30	0.0	12.5	0.0	*	*	17.3	20.0	19.9	19.3	18.6
Science 30	0.0	0.0	14.3	*	*	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	50.0	75.0	71.4	*	*	57.3	59.4	59.8	60.5	61.2
Français 30-1	0.0	0.0	0.0	*	*	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	*	*	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	*	*	3.0	2.9	3.0	3.1	3.3

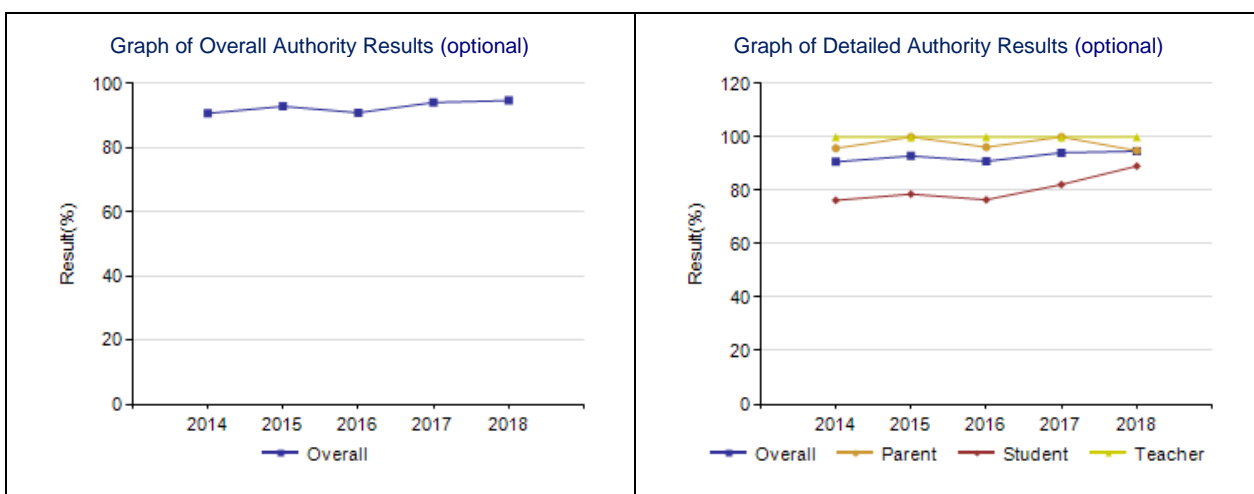
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.7	92.9	90.9	94.1	94.7	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	100.0	100.0	100.0	100.0	93.8	94.2	94.5	94.0	93.4
Parent	95.8	100.0	96.2	100.0	94.9	81.9	82.1	82.9	82.7	81.7
Student	76.3	78.6	76.5	82.2	89.1	74.5	74.2	74.5	74.4	73.9

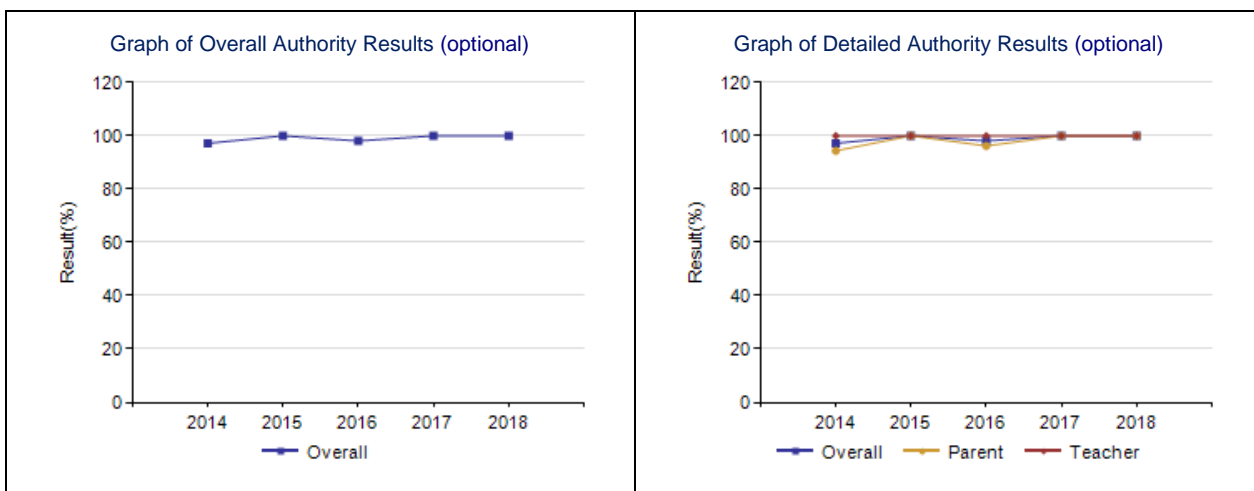


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	97.2	100.0	98.1	100.0	100.0	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	100.0	100.0	100.0	100.0	89.3	89.7	90.5	90.4	90.3
Parent	94.4	100.0	96.2	100.0	100.0	73.1	74.2	74.8	75.1	74.6

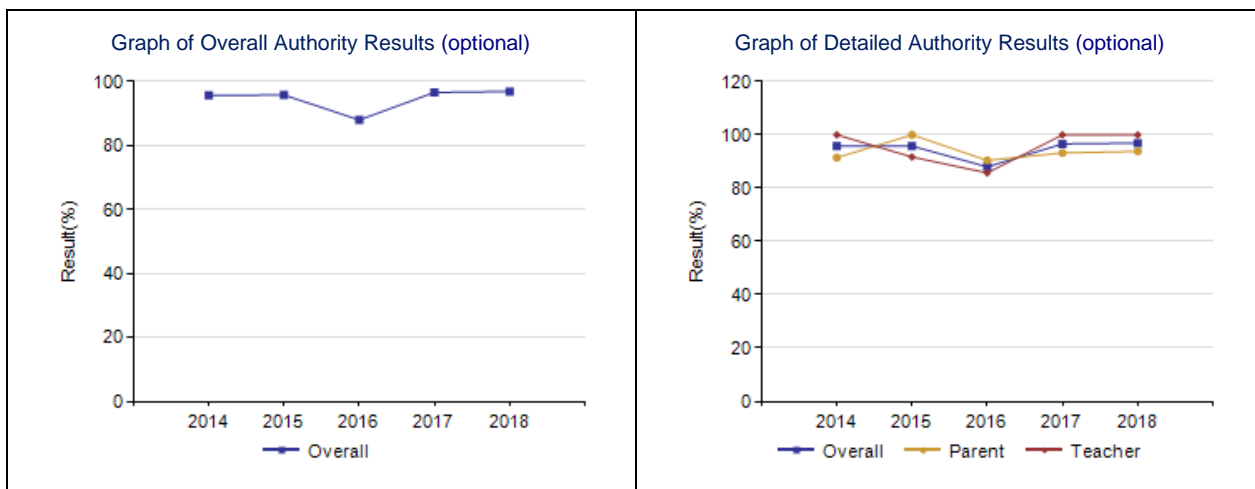


Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	95.7	95.8	88.0	96.6	96.9	69.5	70.0	70.7	71.0	70.9
Teacher	100.0	91.7	85.7	100.0	100.0	76.0	76.0	77.3	77.3	77.8
Parent	91.4	100.0	90.4	93.2	93.8	63.0	64.0	64.2	64.8	64.0



Notes:

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

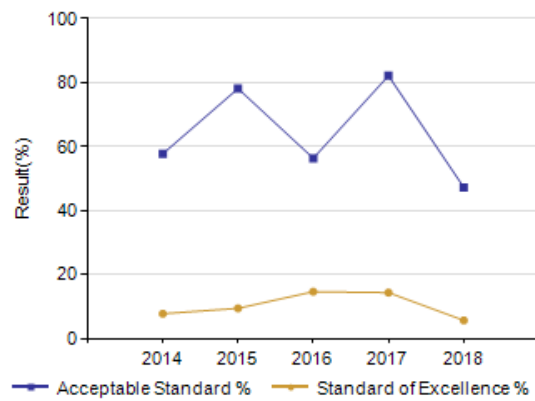
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	*	*	100.0	25.0	*	*	100.0	0.0		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	Authority	*	*	*	*	87.5	12.5	*	*	42.9	0.0		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	77.8	22.2	*	*	*	*	77.8	11.1	*	*		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
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	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
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	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	Authority	88.9	0.0	*	*	*	*	66.7	11.1	*	*		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
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	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	Authority	77.8	22.2	*	*	*	*	77.8	33.3	*	*		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	Authority	*	*	*	*	*	*	77.8	22.2	*	*		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
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	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

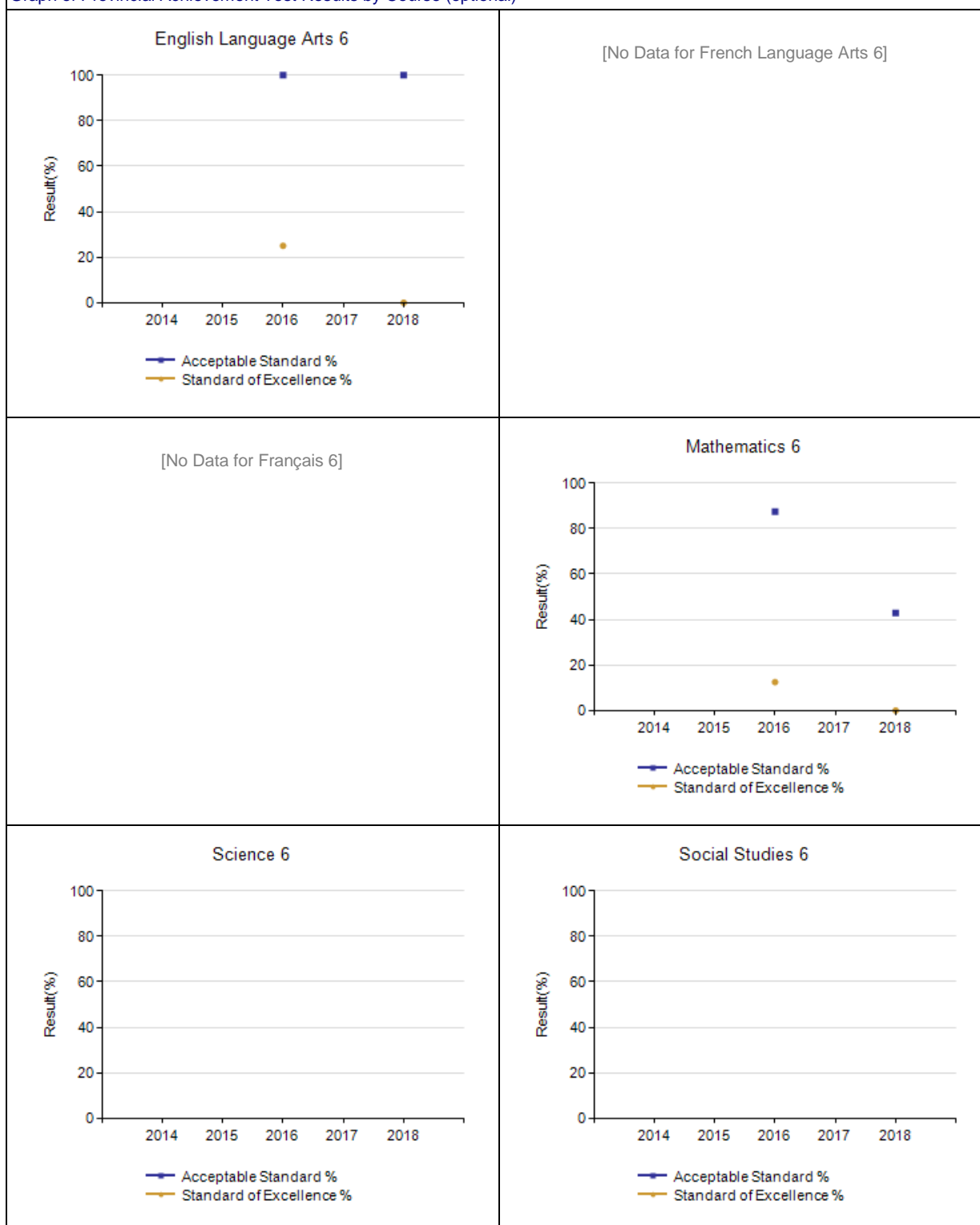
Graph of Overall Provincial Achievement Test Results (optional)



Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

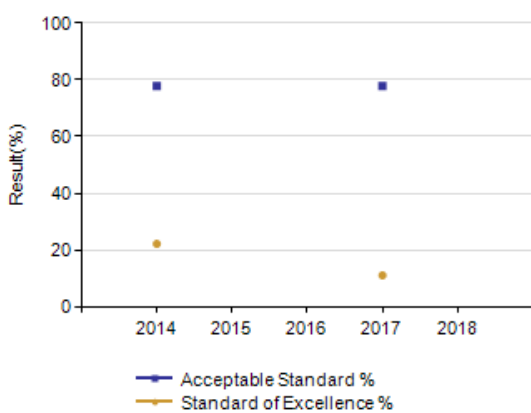
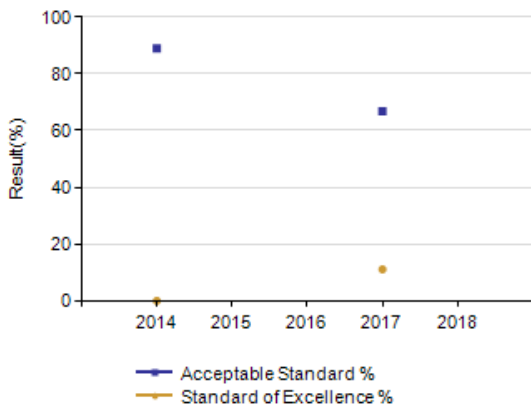
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

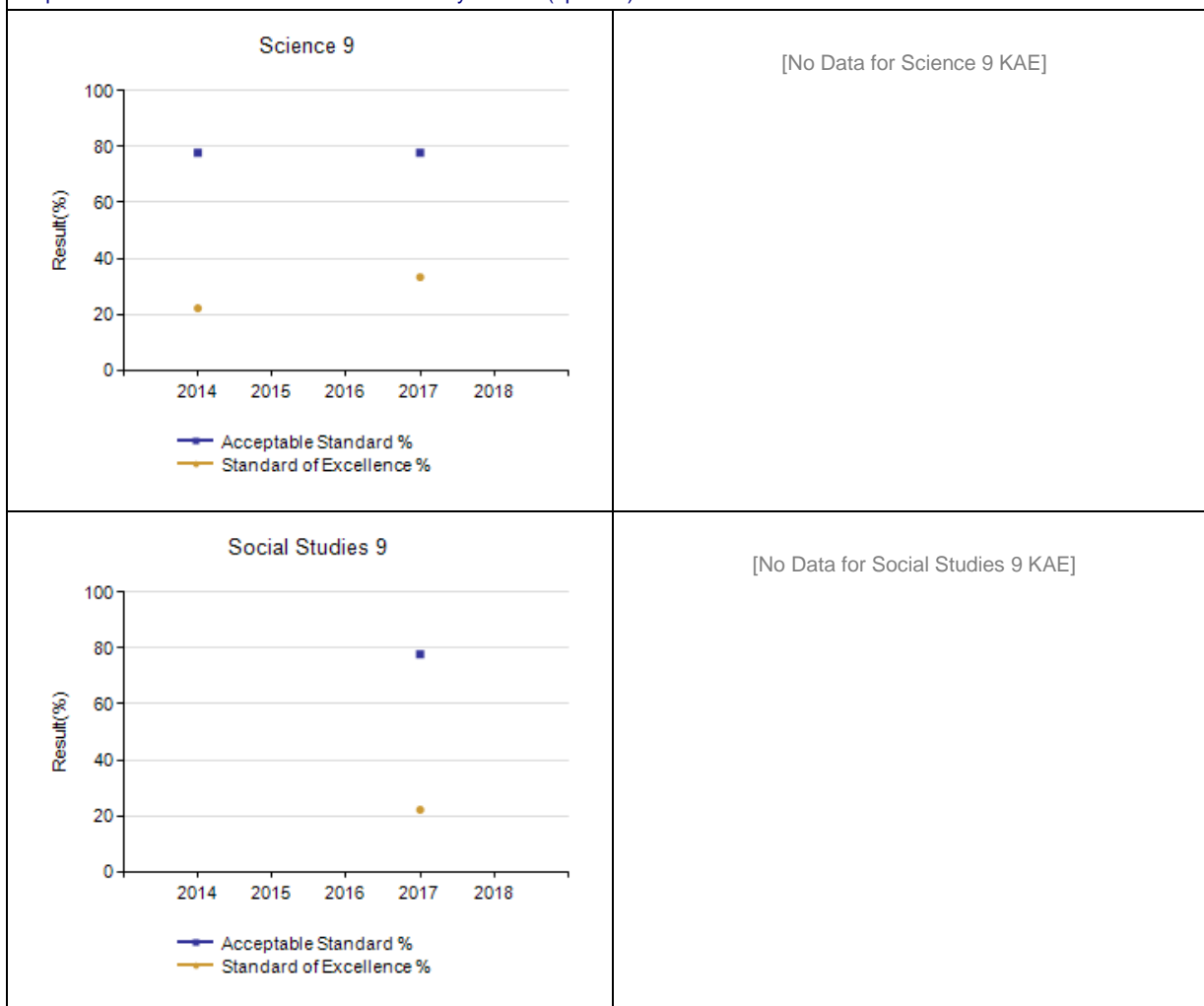
Graph of Provincial Achievement Test Results by Course (optional)

<p>English Language Arts 9</p>  <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2014</td><td>78</td><td>22</td></tr><tr><td>2017</td><td>78</td><td>12</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2014	78	22	2017	78	12	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2014	78	22								
2017	78	12								
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>									
<p>Mathematics 9</p>  <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2014</td><td>88</td><td>0</td></tr><tr><td>2017</td><td>68</td><td>12</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2014	88	0	2017	68	12	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2014	88	0								
2017	68	12								

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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

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

		Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	8	100.0	51,540	83.5	48,248	82.7
	Standard of Excellence	Very Low	Declined	Concern	7	0.0	8	25.0	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very Low	Declined	Concern	7	42.9	8	87.5	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	8	12.5	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	*	*	*	7	*	n/a	n/a	51,517	78.8	48,180	77.1
	Standard of Excellence	*	*	*	7	*	n/a	n/a	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	*	*	*	7	*	n/a	n/a	51,525	75.1	48,170	71.4
	Standard of Excellence	*	*	*	7	*	n/a	n/a	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	*	*	*	2	*	9	77.8	46,822	76.1	44,296	76.5
	Standard of Excellence	*	*	*	2	*	9	11.1	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	*	*	*	2	*	9	66.7	46,603	59.2	43,851	66.8
	Standard of Excellence	*	*	*	2	*	9	11.1	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	*	*	*	2	*	9	77.8	46,810	75.7	44,341	74.1
	Standard of Excellence	*	*	*	2	*	9	33.3	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	*	*	*	2	*	9	77.8	46,840	66.7	44,267	65.6
	Standard of Excellence	*	*	*	2	*	9	22.2	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

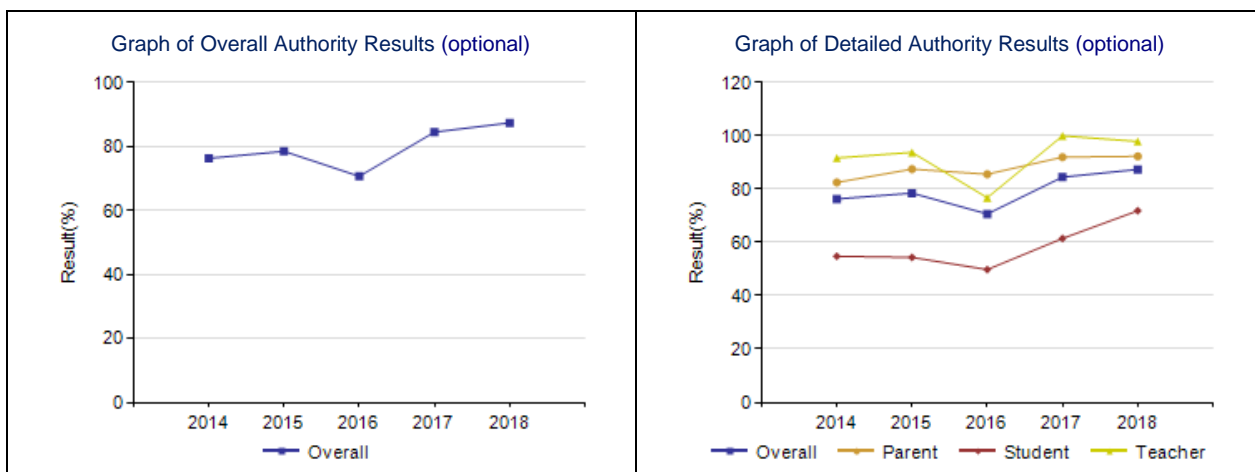
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	76.3	78.5	70.7	84.5	87.4	81.3	81.3	81.9	81.9	81.8
Teacher	91.7	93.8	76.8	100.0	97.9	87.5	87.2	88.1	88.0	88.4
Parent	82.5	87.5	85.6	92.0	92.3	79.9	79.9	80.1	80.1	79.9
Student	54.8	54.4	49.8	61.5	71.9	76.6	76.9	77.5	77.7	77.2



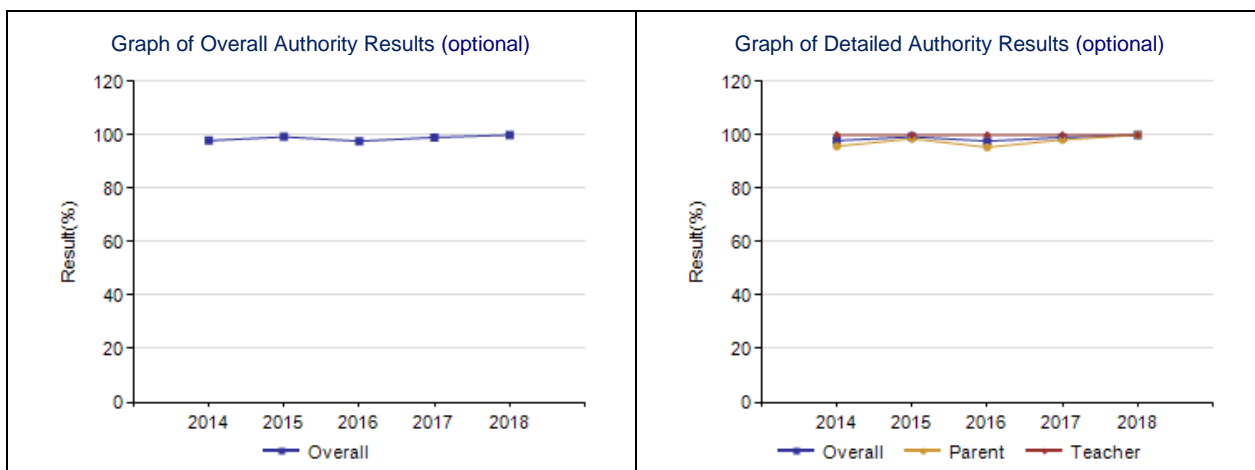
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	97.9	99.3	97.7	99.1	100.0	80.6	80.7	80.9	81.2	81.2
Teacher	100.0	100.0	100.0	100.0	100.0	88.0	88.1	88.4	88.5	88.9
Parent	95.8	98.6	95.4	98.2	100.0	73.1	73.4	73.5	73.9	73.4

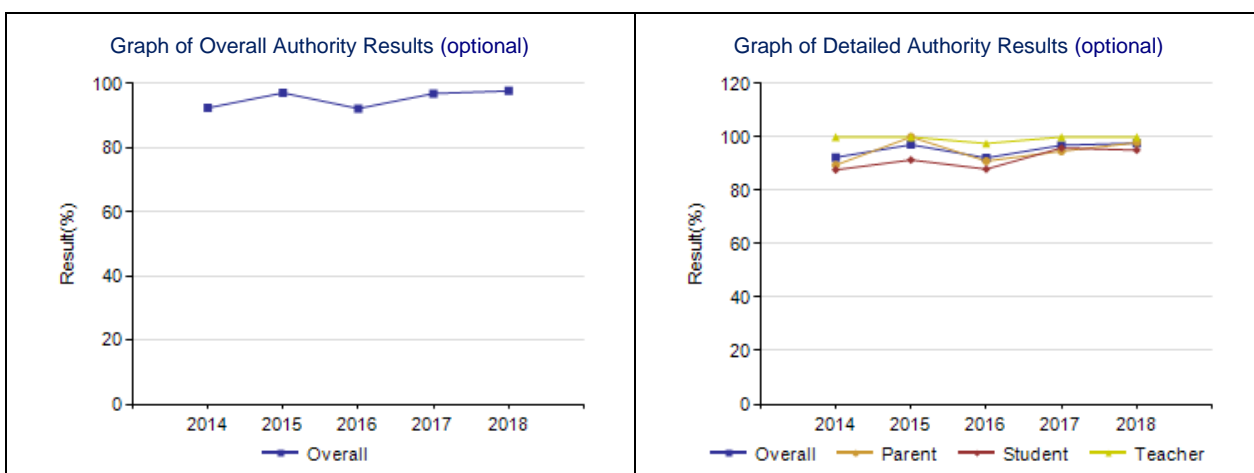


Notes:

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

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.4	97.1	92.2	96.9	97.7	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	100.0	97.6	100.0	100.0	95.5	95.9	96.0	95.9	95.8
Parent	89.5	100.0	91.0	94.7	97.9	84.7	85.4	86.1	86.4	86.0
Student	87.7	91.4	88.0	95.9	95.1	87.3	87.4	88.0	88.1	88.2

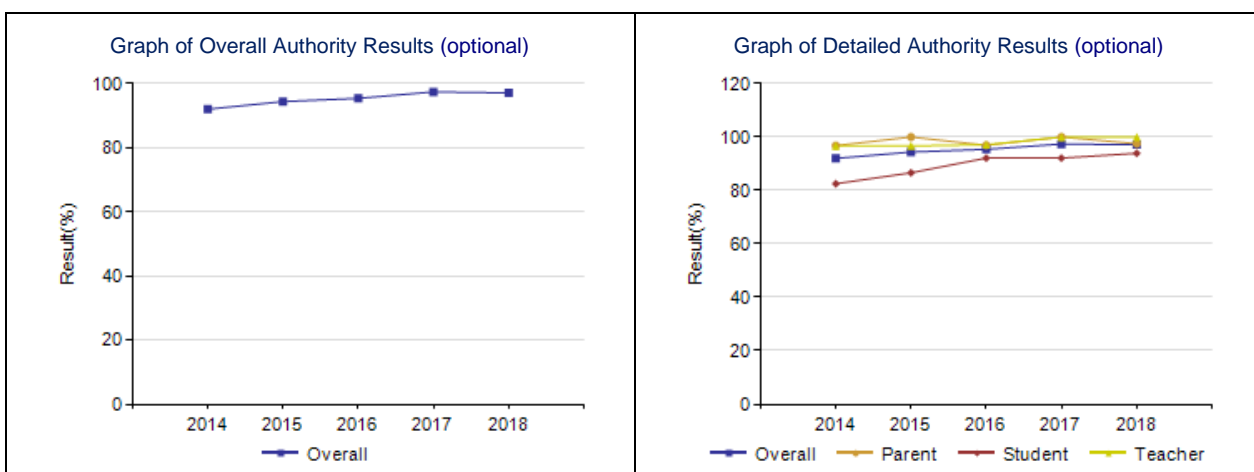


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.0	94.4	95.4	97.4	97.1	89.1	89.2	89.5	89.5	89.0
Teacher	96.7	96.7	97.1	100.0	100.0	95.3	95.4	95.4	95.3	95.0
Parent	96.8	100.0	96.9	100.0	97.5	88.9	89.3	89.8	89.9	89.4
Student	82.5	86.6	92.1	92.1	93.9	83.1	83.0	83.4	83.3	82.5



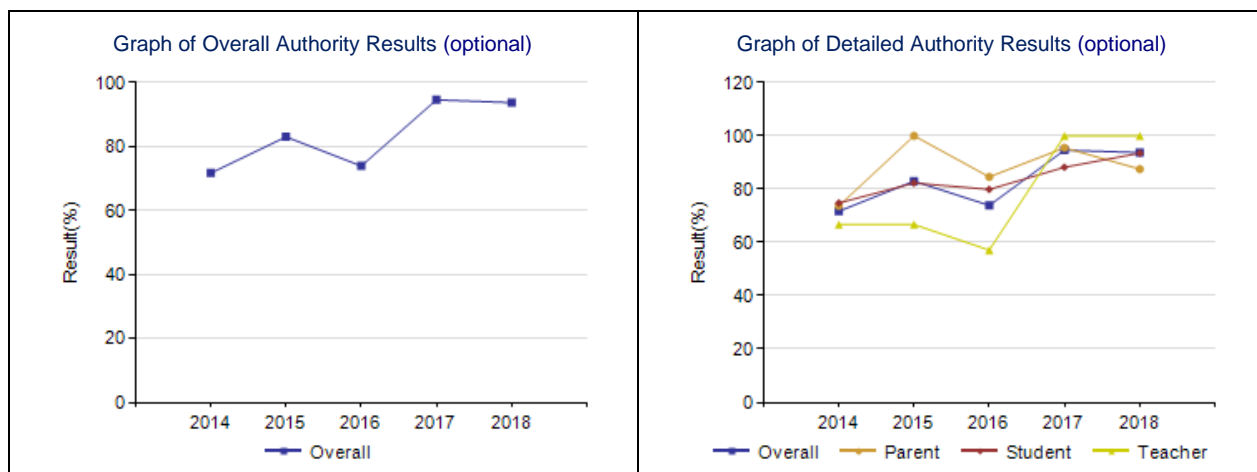
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.7	83.0	73.9	94.6	93.7	79.8	79.6	81.2	81.4	80.3
Teacher	66.7	66.7	57.1	100.0	100.0	81.3	79.8	82.3	82.2	81.5
Parent	73.7	100.0	84.6	95.5	87.5	77.0	78.5	79.7	80.8	79.3
Student	74.8	82.3	79.9	88.2	93.5	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.