



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

Yellowhead Koinonia Christian School

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Administrator, Joshua Claassen

Message from the Board Chair

2018/2019 was another successful year at YKCS. Our enrollment stayed roughly the same from the 2017/2018 year. We had a successful third year of our French and Welding programs and we are excited to be looking at new opportunities for the future that we anticipate will serve our students even better. Our school has once again shown that we offer a safe and caring environment for each student and staff member. We are generally 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 2018 - 2019 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 2018/2019 school year and the three-year Education Plan for 2019 – 2022 on DECEMBER 20th, 2019.

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. (II Timothy 3:16; II Peter 1:21).
2. We believe there is only one God, who exists eternally in three equal persons — Father, Son, and Holy Spirit — and who created 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 4:15; 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; I 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; I 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; I 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; I 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; I Corinthians 1:30; II Corinthians 5:21; Galatians 2:21; Ephesians 2:8-9; Philippians 3:7-9; I 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 5:28-29; Matthew 25:46; I 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 (I 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; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 2:10; Ephesians 5:15-21). 9)
9. We believe that mankind was created in the image of God, after His likeness and therefore has transcendent, intrinsic worth (Genesis 1:27). The murderous destruction of any human life from conception to natural death is unjustifiable and wrong in the sight of God.
10. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
11. 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 biological man and a biological 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; I Thessalonians 4:1-8; Hebrews 13:4).

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. for 2018 – 2019 was 70 students from kindergarten to grade 12 in the day school program and 19 home school students. In 2018 – 2019 there were 3.3 FTE teachers, three special needs aides (shared position), one home school coordinator, one journeymen support staff, a 0.8 FTE administrator/teacher and a 0.75 FTE administrator/teacher. We continued to operate with a 0.8 FTE Receptionist/Bookkeeper and a 0.4 FTE assistant to help with office duties.

Y.K.C.S. offers a 544-hour ECS program every Tuesday, Wednesday and Thursday 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

Y.K.C.S. is a 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. We believe that this is best done in an educational environment that contextualizes all of life in light of the glory and love of God as revealed in the Bible. 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.

We are striving to constantly 'evergreen' our technological infrastructure and engagement to best meet the needs of 21st century learners. Part of this effort has involved greater usage of ADLC courses and Koinonia @ Home (Distributed Learning), thereby expanding the core streams and electives available to the High School Students.

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, Hinton science excursion, Pond Study, and volunteer excursion to Camp Nakamun (a local Christian ministry) among other trips.
- We held a Spiritual Emphasis Week in which we had a focus on international Christian missions work. 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 refreshed promotional video and information about our school.
- The school's Student Body, under the leadership of the Student Council, continues to raise enough money to support a Sponsor Child and organize activities for the student body.
- We continued to implement a monthly student-led discipleship chapel based on a Bible study.
- We held a hugely successful Annual Goods and Services Auction.
- We use ADLC and Koinonia @ Home's distributed learning in order to provide streaming options for our High School students.
- Our junior badminton team took first in numerous categories at the municipal finals.
- Our school was responsible for canvassing the Glenwood area (the neighbourhood in which YKCS is located), during the annual Food Bank Drive.
- The board has continued to use intentional goals based on a SWOT analysis led by our two executive directors of Koinonia.
- 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.

New:

- Our book collection in the Learning Commons is being completely overhauled to make it more accessible and attractive for students.
- We began to consistently rent out our facilities after school hours to generate funds and build awareness of the school.
- We completed our third year of high school welding and elementary French.

Combined 2019 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	99.0	97.1	96.6	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	95.5	87.4	80.9	82.2	81.8	81.9	Very High	Improved Significantly	Excellent
	Education Quality	95.7	97.7	95.6	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	4.9	2.8	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	*	45.8	79.1	78.0	77.5	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	62.0	47.2	61.9	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	12.0	5.6	11.5	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	n/a	83.6	83.7	83.1	*	*	*
	Diploma: Excellence	*	*	n/a	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	*	45.8	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	64.8	63.4	62.2	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	31.2	38.9	28.7	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	96.4	100.0	99.4	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	99.1	94.7	93.2	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	97.3	100.0	98.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	97.9	93.7	87.4	81.0	80.3	81.0	Very High	Improved Significantly	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.

Combined 2019 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	n/a	5.4	4.8	5.6	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	56.6	53.3	52.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	n/a	n/a	54.0	51.7	51.9	*	*	*
	PAT: Excellence	*	n/a	n/a	7.4	6.6	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.6	24.4	22.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	34.2	33.0	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
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.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.1	56.3	82.1	47.2	62.0	75	Very Low	Maintained	Concern	80	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.4	14.6	14.3	5.6	12.0	15	Low	Maintained	Issue	15	20	20

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.

As well, in a school where the average grade has between 6 and 7 students, we have a limited cohort, which can inflate 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; for example, with our class sizes two students can sometimes make the difference between a "Very Low" and "High" for the school evaluation. We need to pay attention to the data produced, particularly trending over multiple years, but we also 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.
- Encourage all families to utilize the potential of the school website / Schoology for obtaining information and checking homework.
- Increased communication with parents through weekly assignment grade updates.
- Encourage staff to spend time preparing students for the format used for PAT exams beforehand.
- Ensure that students understand the importance of testing and that 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 – 8, to diagnosis areas of difficulty for students.
- Students collaboratively learn in technological environments to increase word processor familiarity and strategy sharing.
- Teachers are required to analyze standardized test that pertain to the classes that they taught for results for strengths / weaknesses and report findings and modified strategies to administration.
- Exambank is available to students for practice

New:

- Teachers have put together a RTI program to help struggling students
- Elementary and Jr. high teachers meet to discuss areas of deficiency
- Greater use of released PAT tests for practice

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	*	-	*	*	*	-	-	-
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*	-	*	*	*	-	-	-

Comment on Results (OPTIONAL)

Unfortunately our graduating classes have been too small to gather meaningful data. As we do not typically have students enroll in the school in high school if they are not already part of the school we do not anticipate adding sufficient students to gain data for this performance measure.

Strategies

- 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 appropriate course streams, giving them the best opportunity for success (i.e. ADLC or Koinonia @ Home)
- Staff review the results of students' diploma exams and plan how to improve their lessons to better prepare students for the exams.

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 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	82.9	45.8	*	*	*	-	*	*	*	-	-	-
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	69.1	45.8	*	*	*	-	*	*	*	-	-	-
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	3.6	4.9	0.0	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	18.4	38.9	31.2	80**	Very Low	Maintained	Concern	80**	80**	80**
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	*	*	*	*	-	*	*	*	-	-	-

Comment on Results (OPTIONAL)

Our grade 12 classes from 2014 – 2019 include a total of 17 students, 15 of which finished with a diploma (88%). Of those 15 that received a diploma, to our knowledge, four have gone on to post-secondary institutions that are not recognized for this data (eg. Peace River Bible College), eight enrolled in other institutions including the U of A, The King's University College, Grant MacEwan and technical schools, while three have not gone on to any further studies.

*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.

**According to our interpreted data over multiple years that includes non-recognized institutions.

Strategies

- Encourage high school students to participate in career fairs.
- Provide opportunity for high school students to be involved in job/career planning exercises through web sites, informal inventories, and in-class presentations. E.g. www.alis.gov.ab.ca
- Seek appropriate placement for individual students in work experience programs, Green Certificate and RAP
- Expand job shadowing to include grade 11's and optionally 12's.
- Staff are available to look at career goals and entrance requirements into post-secondary institutions with students.
- Keep a post-secondary promotional board consistently updated on the secondary wing.
- Make time for post-secondary presentations to students.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.9	90.9	94.1	94.7	99.1	97	Very High	Improved	Excellent	97	97	97

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 lived out in all future activities and responsibilities.

Strategies

- "Gotcha" Award Initiative to recognize and reward positive attitudes and behaviors.
- Teach concepts of love, responsibility, stewardship, and servant-hood from a biblical perspective.
- Encourage student participation in Student Council.
- Maintain the opportunity for students to be involved in cross-cultural work
- Teacher facilitated service projects for the community.
- Hold 'Student Vote' activities during election times.
- 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/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(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 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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	*	-	*	*	*	-	-	-
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	*	-	*	*	*	-	-	-
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	-	-	-
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	-	-	-

Comment on Results (OPTIONAL)

In our school we currently have nine self-identifying FNMI students, however, they are spread across the grades which means that we do not gain statistically significant data concerning their achievement for this document from year to year. We do, however, in analyzing the standardized tests results note how our FNMI students are achieving.

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.
- Teachers and Administration are encouraged to go to workshops about how to infuse content into their lessons and learn more about FNMI issues.
- Time is given during professional development for FNMI issues.

New:

- Started creating a shared FNMI Teacher Resources database
- Created a FNMI section in our Learning Commons resource collection

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
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	-	-	-
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	-	-	-
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	*	n/a	n/a	-	n/a	n/a	n/a	-	-	-
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	-	-	-
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	-	-	-

Comment on Results (OPTIONAL)

In our school we currently have nine self-identifying FNMI students, however, they are spread across the grades which means that we do not gain statistically significant data concerning their achievement for this document from year to year.

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.
- Teachers and Administration are encouraged to go to workshops about how to infuse content into their lessons and learn more about FNMI issues.
- Time is given during professional development for FNMI issues.

New:

- Started creating a shared FNMI Teacher Resources database
- Created a FNMI section in our Learning Commons resource collection

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 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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 has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.5	70.7	84.5	87.4	95.5	95	Very High	Improved Significantly	Excellent	95	95	95

Comment on Results (OPTIONAL)

We are excited that for four years students have increasingly stated that they have access to a broad program of studies. From grades 9 to 12 we have 13 students. We offer a flexible program for such a small high school and while our offerings are fewer than many schools in Alberta this is probably a reflection of our increased offerings through directed learning as well as our ongoing welding and art options.

Strategies

Maintained:

- Encourage parental involvement in decisions affecting their students at parent–teacher conferences.
- School wide Christmas Concert put on every year.
- Continue implementing 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 and Koinonia @ Home).
- Implementation of a school-wide approach to sexual health.

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's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	94.4	95.4	97.4	97.1	99.0	99	Very High	Maintained	Excellent	99	99	99
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.1	92.2	96.9	97.7	95.7	96	Very High	Maintained	Excellent	96	96	96
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.	100.0	98.1	100.0	100.0	96.4	98	Very High	Maintained	Excellent	98	98	98
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	95.8	88.0	96.6	96.9	93.0	95	n/a	n/a	n/a	95	95	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	99.3	97.7	99.1	100.0	97.3	98	Very High	Maintained	Excellent	98	98	98
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.	83.0	73.9	94.6	93.7	97.9	95	Very High	Improved Significantly	Excellent	95	95	95

Comment on Results (OPTIONAL)

Performance Measure 1

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 work with the school to offer their children an optimal context for learning and community. As such, 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.

Performance Measure 2

Alberta has excellent teachers and the staff at YKCS, like staff elsewhere, do an exceptional job engaging with the needs of students and parents to ensure that the kids who come here get the knowledge, skills and attitudes they need to serve God faithfully and their community beneficially.

Performance Measure 3 & 4

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 lived out in future jobs or occupations.

Performance Measure 5 & 6

From grades 9 to 12 we have 17 students. We offer a flexible program for such a small high school and this is reflected by the very high achievement of the fifth performance measure.

The mission of the school is that we are here to assist parents in the spiritual and academic potential of their students, so we encourage a high degree of input from parents.

Strategies

Performance Measure 1:

- 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.
- Bus safety presentations.
- The school offers a group to discuss identity issues.
- Teach concepts of love, responsibility, stewardship, and servant-hood from a biblical perspective.

Performance Measure 2:

- Maintain requirement that staff attend the September and February Professional Development opportunities through Koinonia Schools and AISCA.
- Encourage staff to attend other PD opportunities with AISCA, Edmonton Regional Consortium, etc.
- Incorporate ADLC option time for students to explore areas of interest
- 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.
- Hold students accountable at all grade levels for good attendance, assignments turned in on time, etc. through weekly automated electronic reporting to parents.

Performance Measures 3&4:

- Encourage students to seek resources online that will be available to them after completion of school.
- 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).
- Seek opportunities for students to be involved in the work world, e.g. job shadowing, kids to work day, career fair.
- Maintain the opportunity for students to be involved in Work Experience, Green Certificate and RAP.
- Use CIVIX activities during election / budget times.
- Teacher facilitated service projects for the community.
- Maintain the opportunity for students to be involved in cross-cultural work

Performance Measures 5&6:

- The school administration and the Board of Directors have adopted an open door policy and invite parent involvement and interaction on an ongoing basis. All of the board members are currently parents of students at YKCS.
- Continue implementing high school planning guide for all students entering high school together with their parents.
- Communication books K – 8 or use of Classroom Dojo according to teacher preference.
- Address parental involvement in decisions affecting their students at parent-teacher conferences.
- 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.
- Parents have taken more of an interest in the school and making their opinions known and are active in expressing their desires to the government.

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.

Future Challenges (Optional)

The primary challenge of our school community is still to increase our student population (we remained roughly constant from 2017 – 2018). In the 2018 – 2019 year we struggled to find a suitable teacher for our secondary English and math courses and as such students needed to do these courses online, which was hard on some of them. The level of services we have established in order to be successful and allow for growth also requires more students than we currently have. The Three Year Plan/AERR Report 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 and looking at ways to increase success on provincial achievement tests. As the community gains confidence in our school and our students, we will see the growth needed for our school to thrive long term.

A challenge we face to our physical facility are the need for upgrading our parking with a new base with French drains and asphalt lot to allow for proper drainage.

Summary of Financial Results

Budget Summary	2018-2019 Budget	2018-2019 Actual	Percentage of Budget
Revenues			
AB ED (Excluding Home Ed)	\$ 386,197.26	\$ 337,693.78	45.94%
AB ED (Home Ed)	\$ 28,404.00	\$ 33,416.20	4.55%
Tuition	\$ 152,516.00	\$ 106,437.21	14%
Non-Instructional Fees	\$ 6,125.00	\$ 4,105.00	0.56%
Gifts, Donations & Fundraising	\$ 264,391.00	\$ 248,252.03	34%
Gross School Generated Funds	\$ 6,351.94	\$ 5,107.92	1%
Total Revenue	\$ 843,985.20	\$ 735,012.14	100%
Expenditures			
Salaries (excluding Home Ed)	\$ 541,804.00	\$ 518,721.34	66%
Services, Contracts and Supplies	\$ 286,379.63	\$ 152,874.34	19%
Specific Programs (S, D, EL, ESL)	\$ 35,900.00	\$ 10,832.86	1%
Home Education (Incl Salaries)	\$ 25,132.08	\$ 17,256.40	2%
Gross School Generated Funds	\$ 15,750.00	\$ 82,702.05	11%
Capital & Debt Services	\$ 3,815.00	\$ 2,767.44	0%
Total Expenditures	\$ 908,780.71	\$ 785,154.43	100%

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

Budget Summary

Yellowhead Koinonia Christian School
2018-2019 Budget (Summary)

Revenue	Total Budgeted	YTD	%	Previous Year Actual (2017/2018)	Previous Year Budget
Total Government Grants	414,601	355,352	86%	54,698	455,755
Total Instructional Fees	140,310	64,871	46%	94,021	174,347
Total Other School Charges	125	115	92%	600	125
Total Donations	227,691	151,681	67%	47,692	227,691
Total Other Revenue	42,700	100,561	236%	53,961	42,700
Total Miscellaneous Revenue	6,352	5,108	80%	16	6,352
Total Revenues	831,779	677,688	81%	250,988	906,970

Expenses	Total Budgeted	YTD		2017/18 Actual (March)	Previous Year Budget
Total Direct Staff Expense	548,393	498,562	40%	249,176	511,555
GST Expense	0	0	#DIV/0!	0	0
General & Administrative	72,525	65,546	90%	38,433	72,275
Operations & Maintenance	212,300	87,328	41%	46,557	123,500
Total Fundraising	10,000	57,668	577%	38,304	83,032
Total ECS Instructional	0	0	0%	0	0
Total Instruction & Resources	35,900	23,267	65%	20,472	32,000
Total Home Ed. Instructional	17,544	9,063	52%	1,738	15,162
Total Transportation (gr. 1 to 12)	15,750	12,600	80%	12,750	10,800
Total Capital & Debt Services	3,815	2,767	73%	(67)	58,545
Total Expenses	904,480	756,801	39%	407,363	906,869
Surplus (Deficit)	(2,583)	(79,113)		(156,375)	101

Yellowhead Koinonia Christian School
2019-2020 Budget (Summary)

Revenue	Total Budgeted	YTD	%	Previous Year Actual (2018/19)	Previous Year Budget
Total Government Grants	498,148	149,620	30%	371,111	455,755
Total Instructional Fees	159,105	51,279	32%	106,437	174,347
Total Other School Charges	125	5	4%	115	125
Total Donations	227,691	64,235	28%	151,681	227,691
Total Other Revenue	42,700	47,737	112%	100,561	42,700
Total Miscellaneous Revenue	6,352	0	0%	5,108	6,352
Total Revenues	934,121	312,876	33%	735,013	906,970

Expenses	Total Budgeted	YTD		2018/19 Actual	Previous Year Budget
Total Direct Staff Expense	548,393	147,379	40%	521,665	511,555
GST Expense	0	0	#DIV/0!	0	0
General & Administrative	73,025	25,897	35%	65,547	72,275
Operations & Maintenance	212,300	13,041	6%	87,328	123,500
Total Fundraising	10,000	30,642	306%	57,668	83,032
Total ECS Instructional	0	0	0%	0	0
Total Instruction & Resources	40,843	14,729	36%	23,266	32,000
Total Home Ed. Instructional	17,544	0	0%	9,063	15,162
Total Transportation (gr. 1 to 12)	15,750	0	0%	12,600	10,800
Total Capital & Debt Services	3,815	561	15%	2,767	58,545
Total Expenses	904,480	232,248	39%	779,904	906,869
Surplus (Deficit)	(2,583)	80,628		(44,891)	101

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

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 Finance, and Maintenance committees. 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.

Timelines and Communication

- This 2019 – 2022 Three Year Plan and 2018– 2019 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)

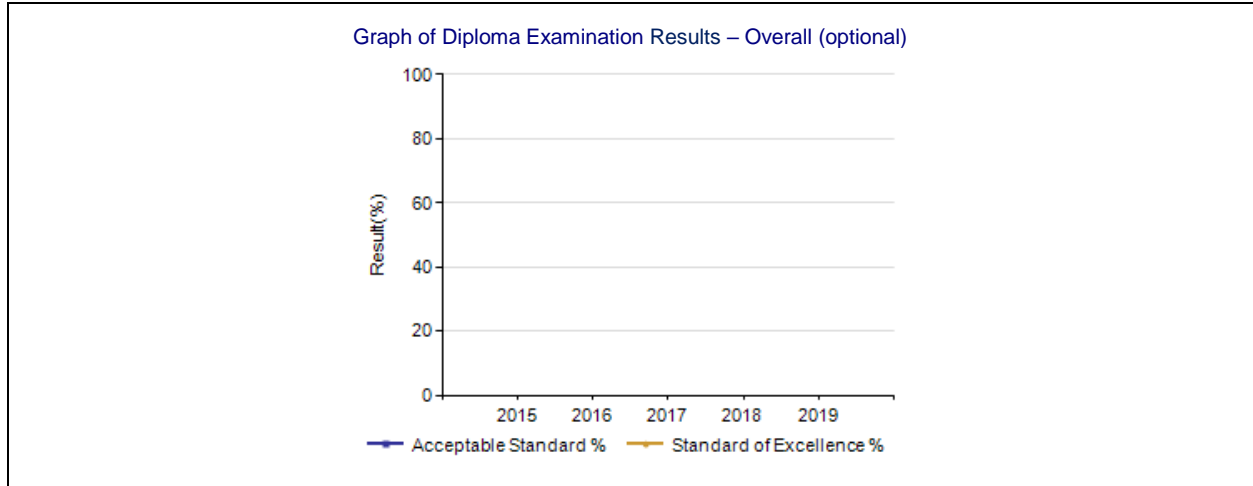
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		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	n/a	n/a		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
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	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
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	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

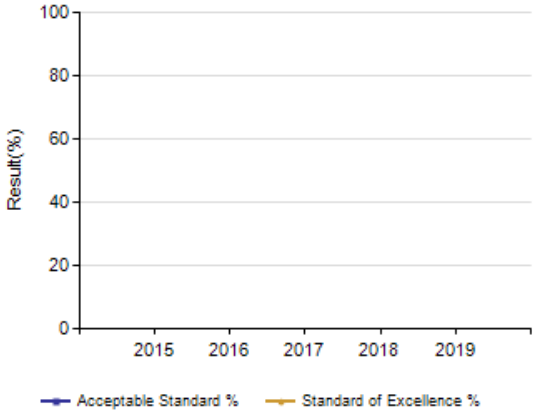
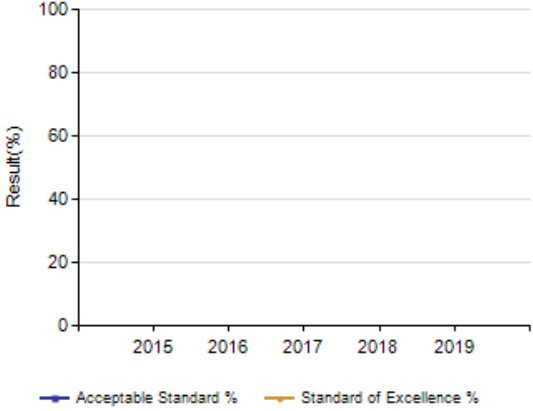
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course (optional)

<p>Social Studies 30-1</p> <p>Result(%)</p> <p>2015 2016 2017 2018 2019</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>2015 2016 2017 2018 2019</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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

		Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		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	29,832	86.8	30,091	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,640	87.1	16,563	88.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,610	86.6	22,179	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,758	77.8	20,078	80.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	22,442	83.9	22,853	85.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	85.7	18,929	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	87.5	9,974	85.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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

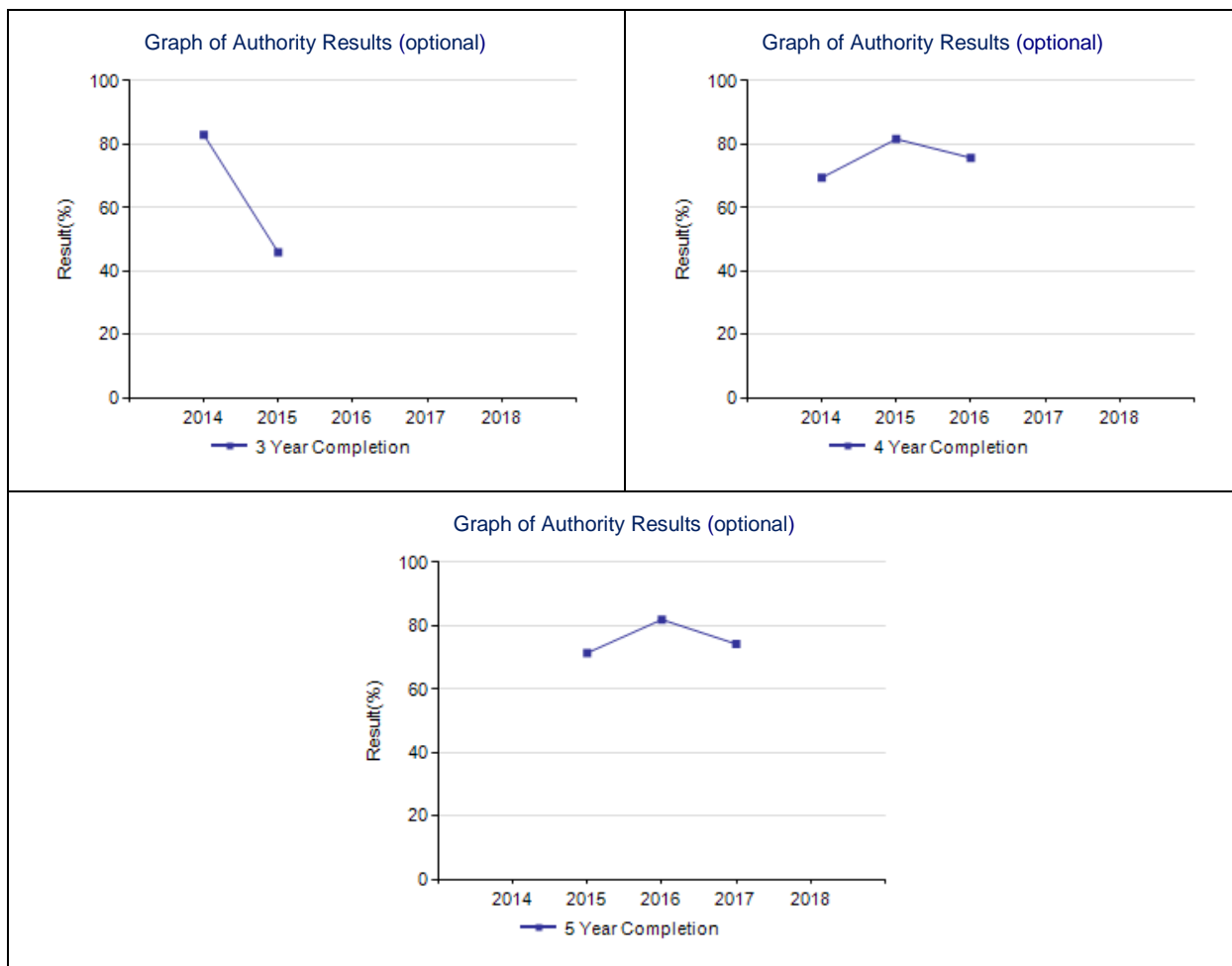
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	82.9	45.8	*	*	*	76.5	76.5	78.0	78.0	79.1
4 Year Completion	69.4	81.6	75.7	*	*	79.9	81.0	81.2	82.6	82.7
5 Year Completion	*	71.4	81.9	74.2	*	82.0	82.1	83.2	83.4	84.8

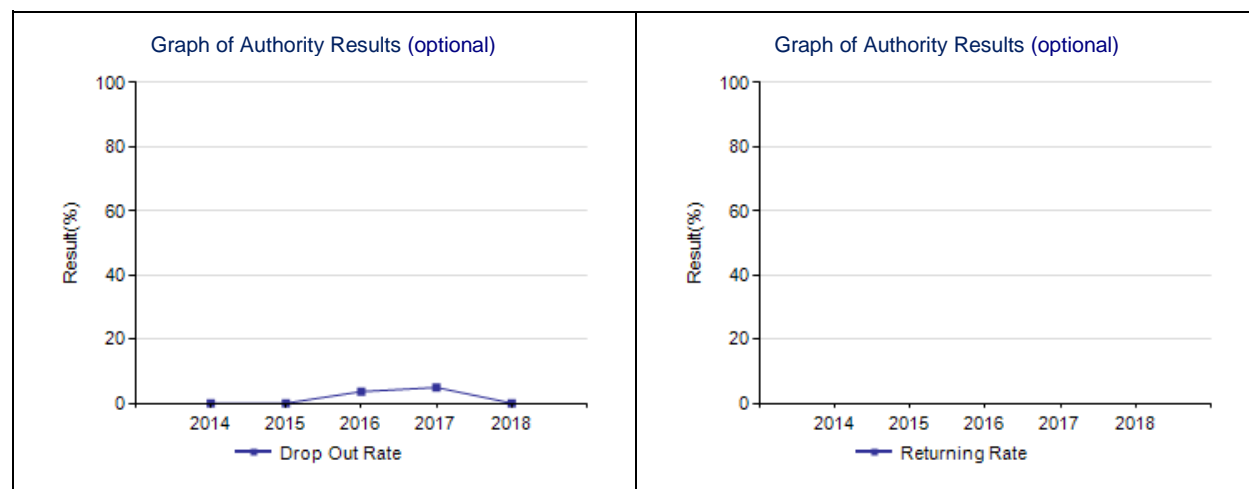


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.0	0.0	3.6	4.9	0.0	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	n/a	n/a	*	*	20.9	18.2	18.9	19.9	22.7

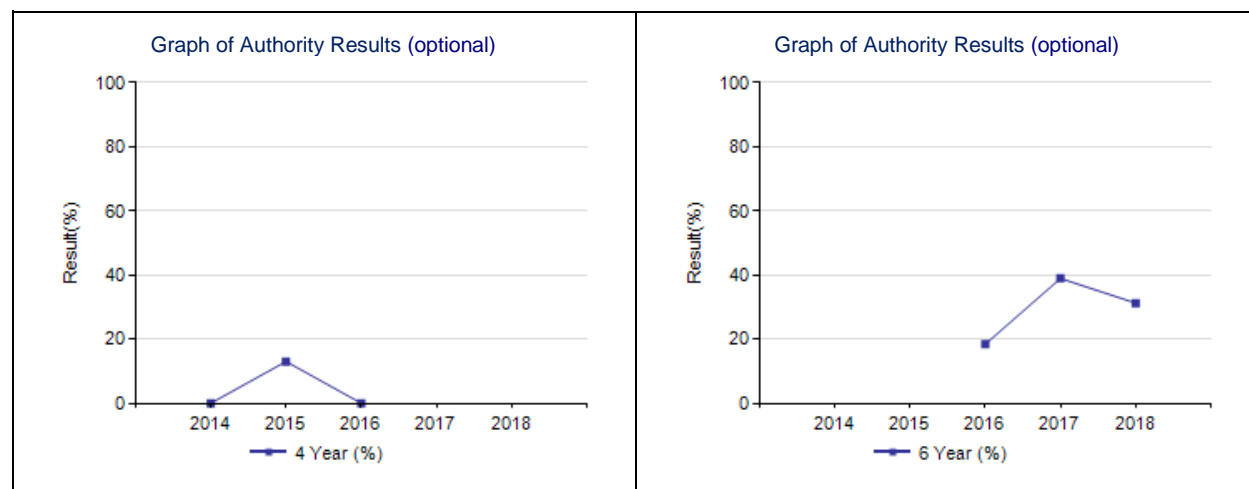


Notes:

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

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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	0.0	13.0	0.0	*	*	38.3	37.0	37.0	39.3	40.1
6 Year Rate	*	*	18.4	38.9	31.2	59.7	59.4	57.9	58.7	59.0



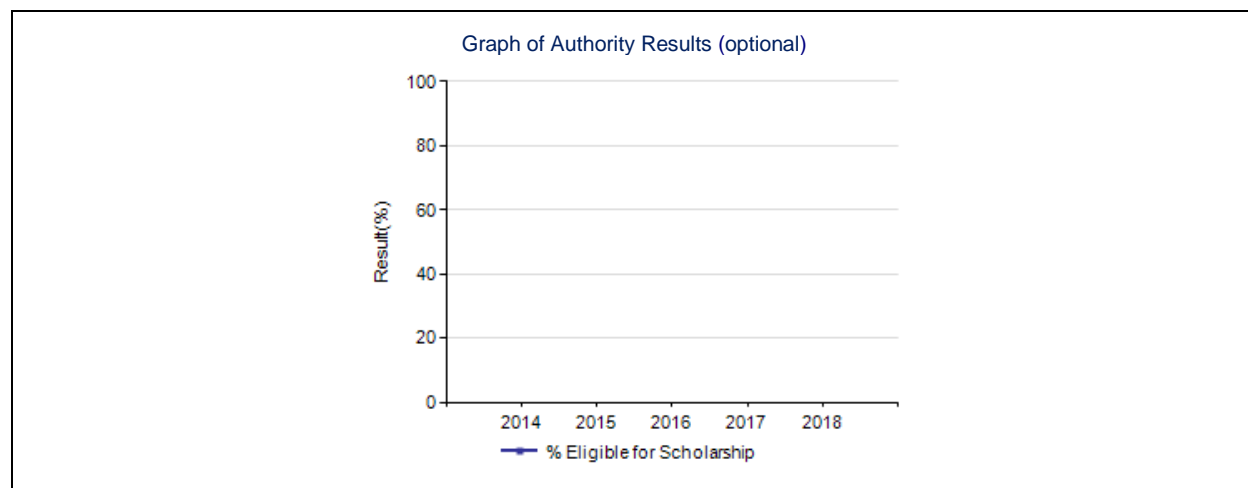
Notes:

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	*	*	*	*	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
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	*	*	*	*	*	*	*	*
2018	2	*	*	*	*	*	*	*	*



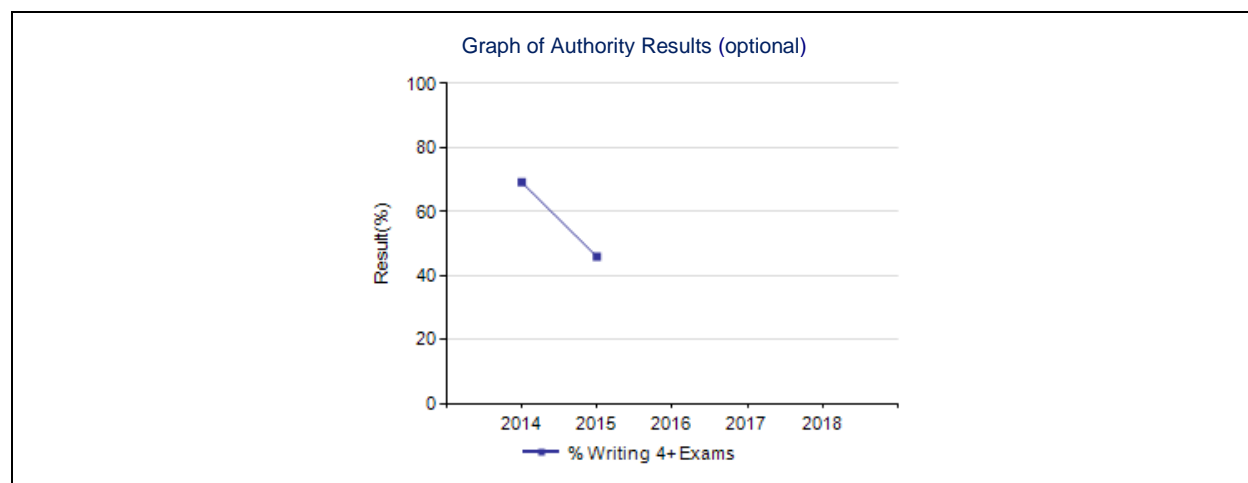
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	17.1	23.7	*	*	*	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	82.9	76.3	*	*	*	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	82.9	61.1	*	*	*	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	82.9	61.1	*	*	*	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	69.1	45.8	*	*	*	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	27.6	0.0	*	*	*	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	0.0	0.0	*	*	*	13.1	13.8	13.6	13.9	14.2



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	62.5	42.9	*	*	*	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	12.5	14.3	*	*	*	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	75.0	57.1	*	*	*	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	62.5	42.9	*	*	*	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	12.5	14.3	*	*	*	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	75.0	57.1	*	*	*	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	*	*	*	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	*	*	*	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	62.5	14.3	*	*	*	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	0.0	14.3	*	*	*	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	62.5	14.3	*	*	*	57.0	57.6	58.3	58.6	59.3
Biology 30	62.5	57.1	*	*	*	41.4	40.6	40.7	41.7	42.7
Chemistry 30	25.0	28.6	*	*	*	34.7	35.7	35.6	35.1	35.8
Physics 30	12.5	0.0	*	*	*	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	14.3	*	*	*	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	75.0	71.4	*	*	*	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	*	*	*	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	*	*	*	2.7	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	*	*	*	2.9	3.0	3.1	3.3	3.0

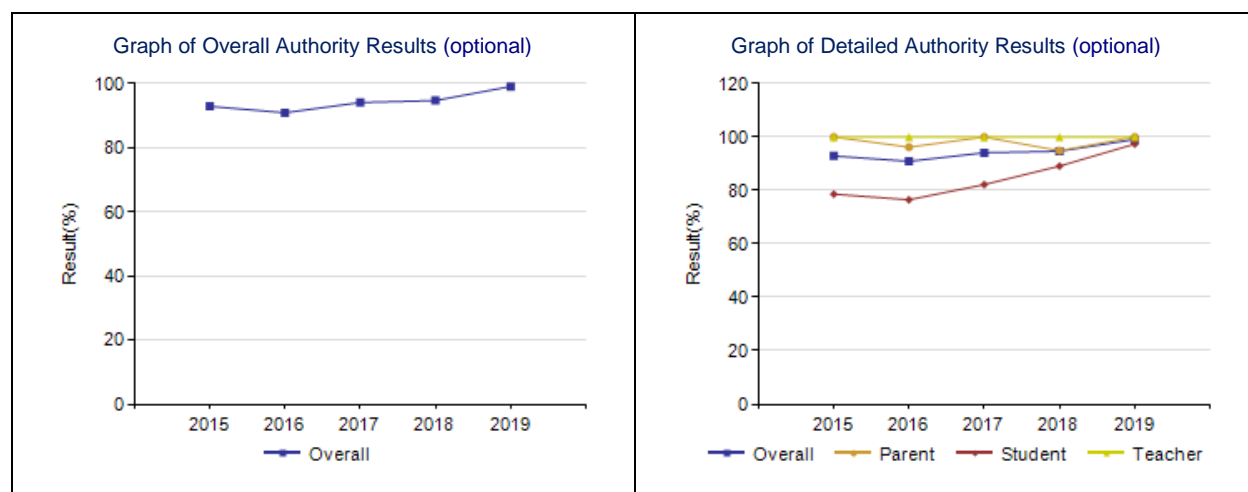
Notes:

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.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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.

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.9	90.9	94.1	94.7	99.1	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	100.0	100.0	100.0	100.0	94.2	94.5	94.0	93.4	93.2
Parent	100.0	96.2	100.0	94.9	100.0	82.1	82.9	82.7	81.7	81.9
Student	78.6	76.5	82.2	89.1	97.4	74.2	74.5	74.4	73.9	73.5

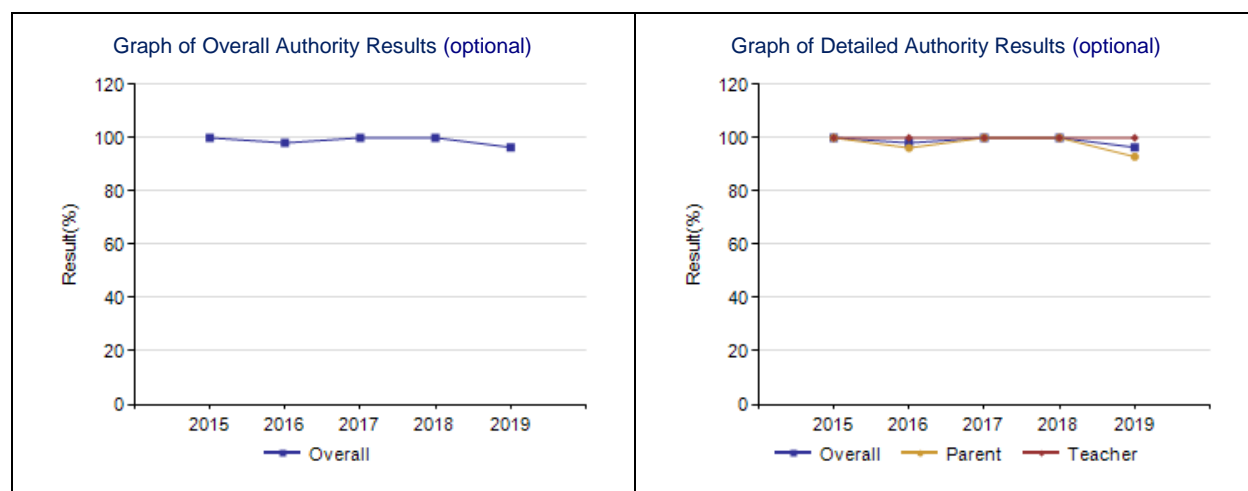


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	100.0	98.1	100.0	100.0	96.4	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	100.0	100.0	100.0	100.0	89.7	90.5	90.4	90.3	90.8
Parent	100.0	96.2	100.0	100.0	92.9	74.2	74.8	75.1	74.6	75.2



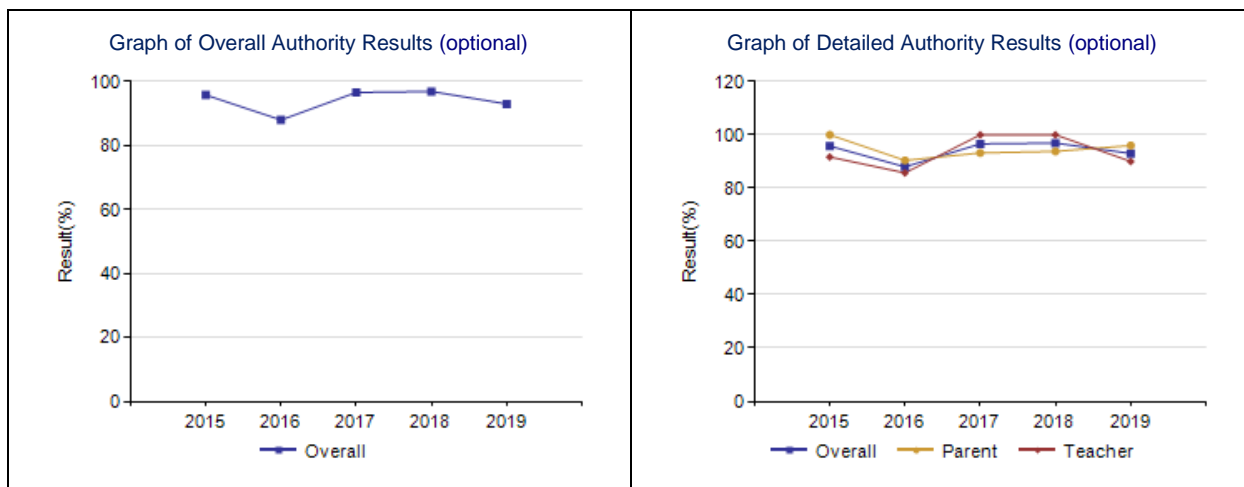
Notes:

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.8	88.0	96.6	96.9	93.0	70.0	70.7	71.0	70.9	71.4
Teacher	91.7	85.7	100.0	100.0	90.0	76.0	77.3	77.3	77.8	78.8
Parent	100.0	90.4	93.2	93.8	96.0	64.0	64.2	64.8	64.0	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.

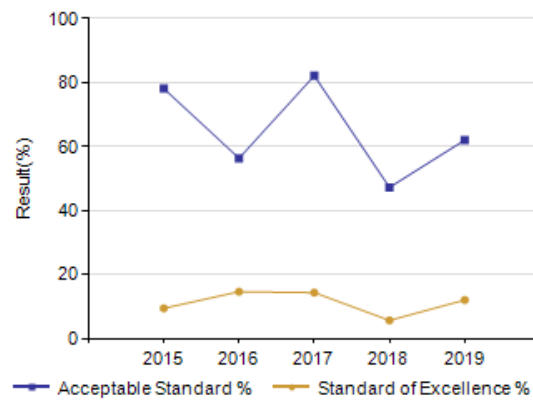
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	100.0	25.0	*	*	100.0	0.0	*	*		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	*	*	87.5	12.5	*	*	42.9	0.0	*	*		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	*	*	*	*	*	*	*	*	71.4	7.1		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	*	*	*	*	*	*	*	*	78.6	21.4		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	*	*	*	*	77.8	11.1	*	*	88.9	11.1		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English 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	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	*	*	*	*	66.7	11.1	*	*	55.6	22.2		

	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	*	*	*	*	77.8	33.3	*	*	88.9	22.2		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	*	*	*	*	77.8	22.2	*	*	88.9	11.1		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

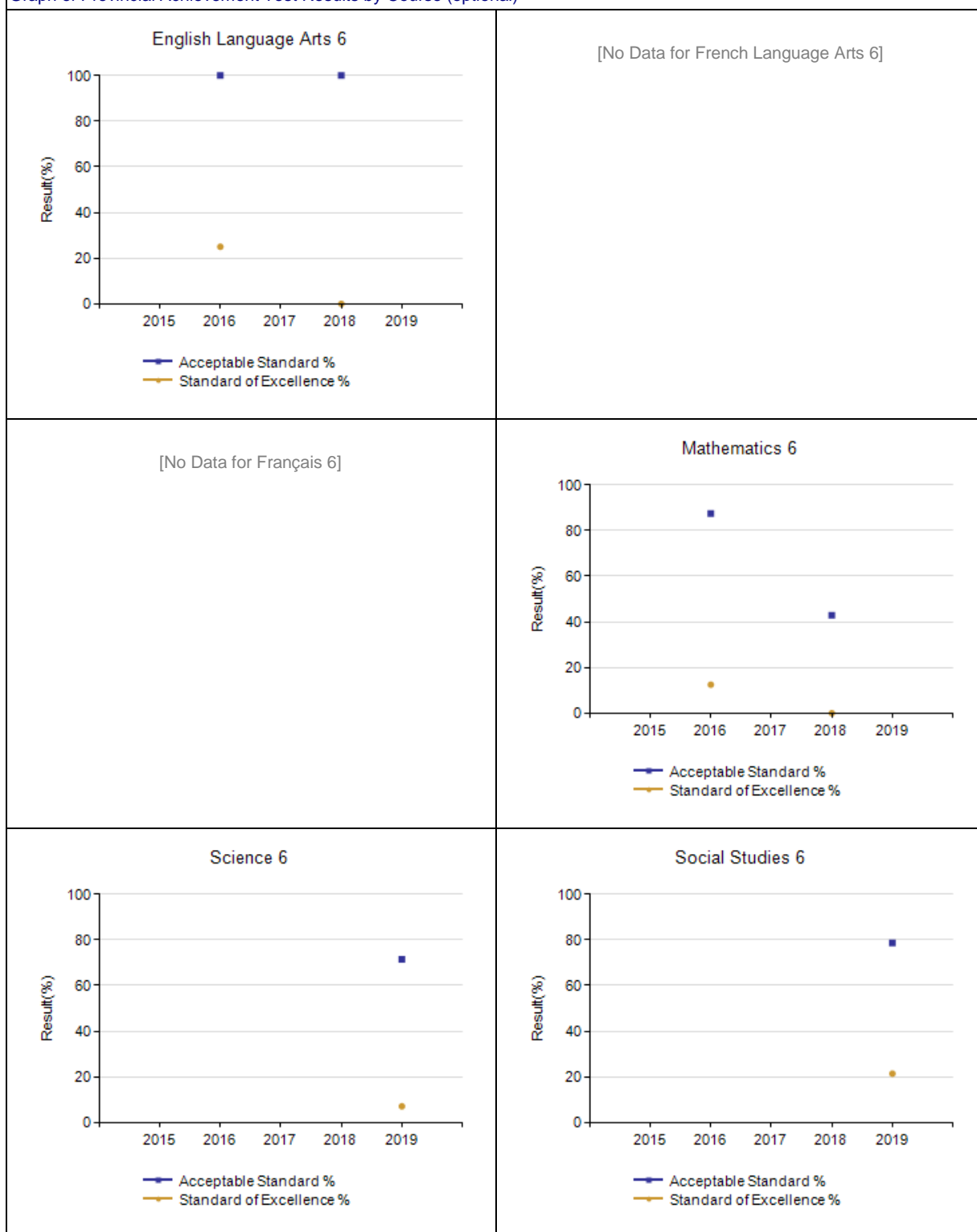
Graph of Overall Provincial Achievement Test Results (optional)



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, 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>2017</td><td>78</td><td>12</td></tr><tr><td>2019</td><td>88</td><td>12</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2017	78	12	2019	88	12	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2017	78	12								
2019	88	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>2017</td><td>68</td><td>12</td></tr><tr><td>2019</td><td>58</td><td>22</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2017	68	12	2019	58	22	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2017	68	12								
2019	58	22								

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Course	Measure	Yellowhead Koinonia							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	14	*	8	100.0	54,820	83.2	49,573	82.9
	Standard of Excellence	*	*	*	14	*	8	12.5	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	*	*	*	14	*	8	65.2	54,778	72.5	49,502	71.5
	Standard of Excellence	*	*	*	14	*	8	6.3	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Low	n/a	n/a	14	71.4	n/a	n/a	54,879	77.6	49,520	77.9
	Standard of Excellence	Very Low	n/a	n/a	14	7.1	n/a	n/a	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	n/a	n/a	14	78.6	n/a	n/a	54,802	76.2	49,511	73.1
	Standard of Excellence	High	n/a	n/a	14	21.4	n/a	n/a	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	High	Maintained	Good	9	88.9	9	77.8	47,465	75.1	45,363	76.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	9	11.1	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	9	55.6	9	66.7	46,764	60.0	44,959	64.7
	Standard of Excellence	High	Maintained	Good	9	22.2	9	11.1	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	9	88.9	9	77.8	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	9	22.2	9	33.3	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	9	88.9	9	77.8	47,496	68.7	45,366	66.1
	Standard of Excellence	Low	Maintained	Issue	9	11.1	9	22.2	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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)

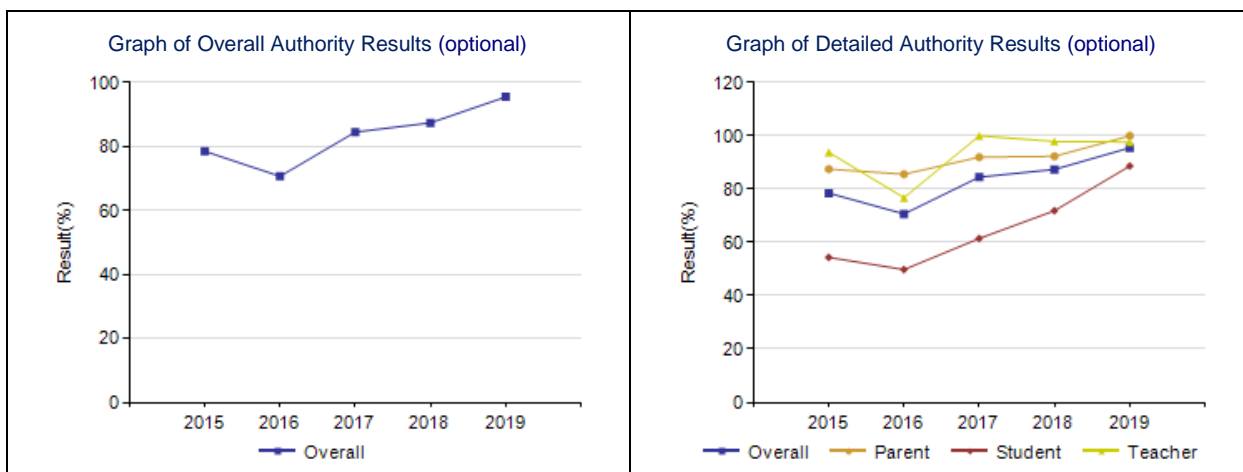
Overall Evaluation Table

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.5	70.7	84.5	87.4	95.5	81.3	81.9	81.9	81.8	82.2
Teacher	93.8	76.8	100.0	97.9	97.7	87.2	88.1	88.0	88.4	89.1
Parent	87.5	85.6	92.0	92.3	100.0	79.9	80.1	80.1	79.9	80.1
Student	54.4	49.8	61.5	71.9	88.7	76.9	77.5	77.7	77.2	77.4

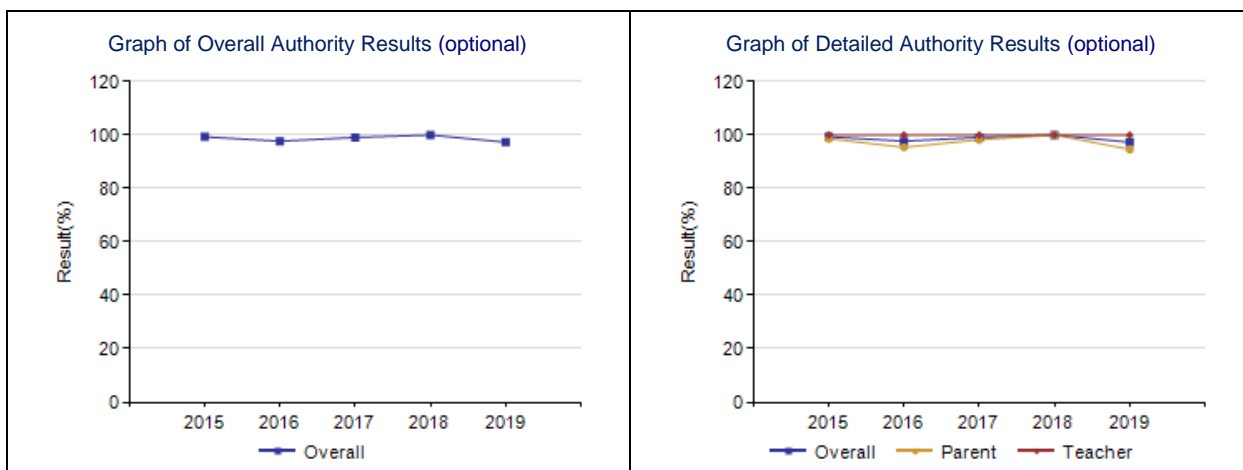


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	99.3	97.7	99.1	100.0	97.3	80.7	80.9	81.2	81.2	81.3
Teacher	100.0	100.0	100.0	100.0	100.0	88.1	88.4	88.5	88.9	89.0
Parent	98.6	95.4	98.2	100.0	94.6	73.4	73.5	73.9	73.4	73.6

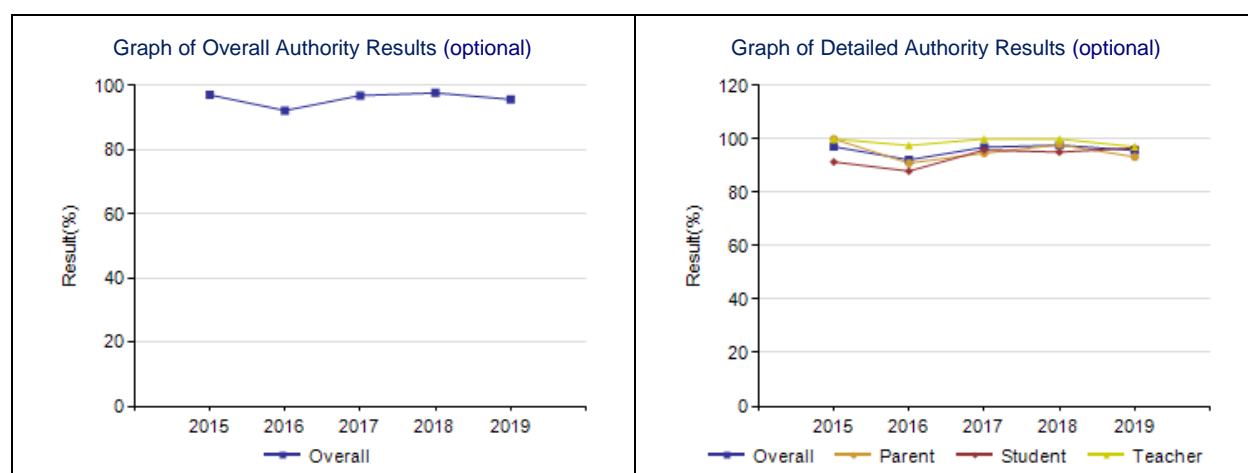


Notes:

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Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	97.1	92.2	96.9	97.7	95.7	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	97.6	100.0	100.0	97.1	95.9	96.0	95.9	95.8	96.1
Parent	100.0	91.0	94.7	97.9	93.3	85.4	86.1	86.4	86.0	86.4
Student	91.4	88.0	95.9	95.1	96.7	87.4	88.0	88.1	88.2	88.1

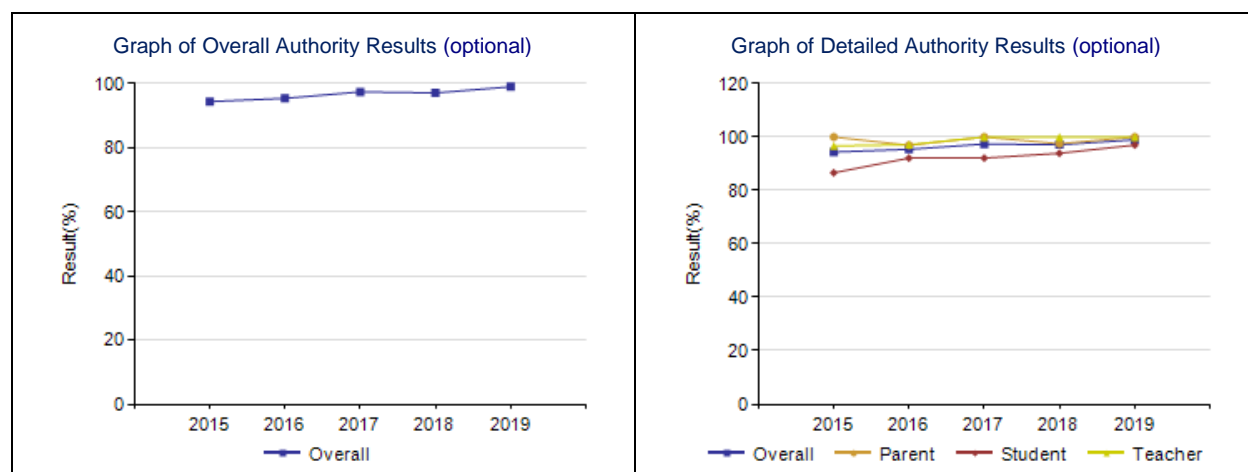


Notes:

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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.4	95.4	97.4	97.1	99.0	89.2	89.5	89.5	89.0	89.0
Teacher	96.7	97.1	100.0	100.0	100.0	95.4	95.4	95.3	95.0	95.1
Parent	100.0	96.9	100.0	97.5	100.0	89.3	89.8	89.9	89.4	89.7
Student	86.6	92.1	92.1	93.9	97.0	83.0	83.4	83.3	82.5	82.3



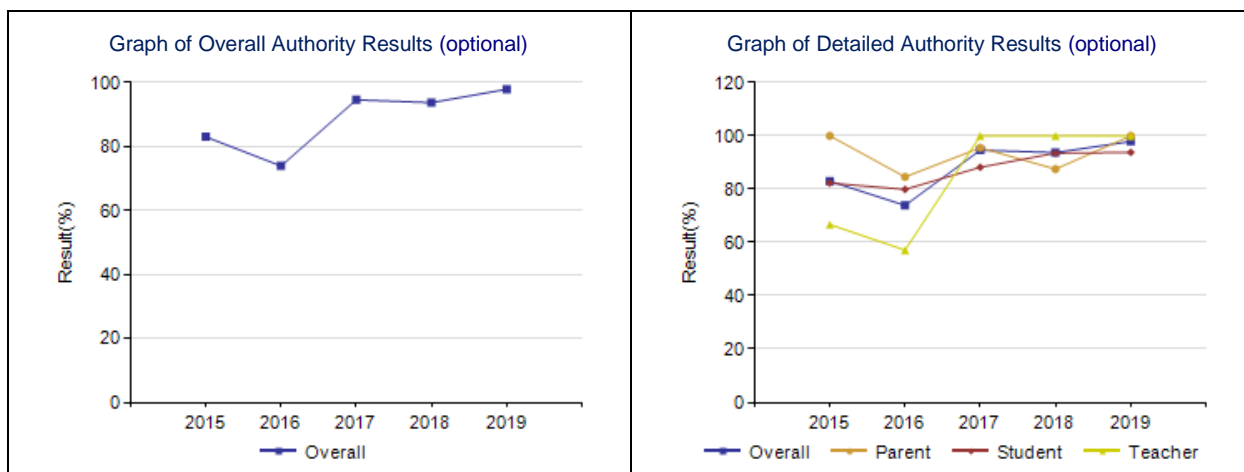
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.0	73.9	94.6	93.7	97.9	79.6	81.2	81.4	80.3	81.0
Teacher	66.7	57.1	100.0	100.0	100.0	79.8	82.3	82.2	81.5	83.4
Parent	100.0	84.6	95.5	87.5	100.0	78.5	79.7	80.8	79.3	80.3
Student	82.3	79.9	88.2	93.5	93.8	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.