



Yellowhead Koinonia
Christian School



Assurance Report 2020



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Message from the Board Chair

As we embark on this new journey with Alberta Education through the production of Assurance Reports we are excited by the potential for growth and strengthening of the good things we have been doing. The fact that parents choose year after year to enroll their children at YKCS, which requires financial sacrifice, shows that the school has a program and mission that is well appreciated. We are grateful to God who sustains the community in their ongoing support as they give time, prayers, donations and skills, each of which is essential to our ability to disciple students in such a way that they understand the whole of life and knowledge as a gift of grace to be offered back to Him in joy as one lives faithfully and responsibly in the community He has placed them in.

This Assurance Report, completed in November of the 2020 - 2021 school year for Yellowhead Koinonia Christian Education Society, was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Assurance Framework. The Board and administration has used the results reported in the document, to the best of its abilities, to develop the Assurance Report and is committed to implementing the strategies contained within the Report to better serve students and stakeholders through the programming offered at YKCS .

The Board approved this Assurance Report on November 30, 2020.

Respectfully submitted,

Original Signed

Aaron Kauffman

YKCS Board Chair

Original Signed

Lisa Golding

Principal

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Local and Societal Context

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.

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.

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

Yellowhead Koinonia Christian School (Y.K.C.S.) is located at 430-72 Street, Edson, Alberta. The building, completed in 2003, includes a gymnasium, chapel, and commercial kitchen. The school building contains 7 classrooms, a learning commons, administration offices, chapel, and a resource room. The school has existed for over 30 years but in June of 1997 became a part of Koinonia Christian Schools, now following the policies and procedures of this organization. We are an accredited, independent, interdenominational school which 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).

In 2019 – 2020 there were 4.0 FTE teachers, 3.2 FTE special needs assistants (shared positions), one home school coordinator, a 0.75 FTE administrator/teacher, and a 0.8 FTE administrator/teacher. There are 1.25 FTE programming assistants. We continued to operate with a 0.8 FTE Receptionist/Bookkeeper and a 0.4 FTE assistant to help with office duties.

In 2020-2021 there were 3.8 FTE Teachers, 2.0 FTE special needs assistants (shared positions), one home school coordinator, a 1.0 FTE administrator/teacher, and a 0.75 FTE administrator/teacher. There are 1.5 FTE programming assistants. We continued to operate with a 0.8 FTE Receptionist/Bookkeeper and a 0.4 FTE assistant to help with the office duties.

We offer an ECS program every Monday, Wednesday and Friday throughout the school year that totals approximately 525 hours. 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.

Community Demographics

	2018 – 2019	2019 - 2020	2020 - 2021
In-School Students K-12	70	81	80 (Nov. 24, 2020)
Homeschool Students	17	9	11
Preschool Students	6	10.5	7
Self-Identifying FNMI Students	9	9	10
Visible Minority Students	10	9	9
Rural / County Students	57	58	53
Urban / Town Students	37	32	38
Financial Assistance Students	4	6	0 (Nov. 24, 2020)
Severe Disability	5	6	3
PUF	0	1	0
Mild / Moderate / Gifted	No Data	No Data	11
ESL / ELL Students	No Data	8	7

Family Faith Demographics*

	2020 - 2021
Carrot Creek (non-denominational)	1
Alliance	4
Baptist	11
C.R.C.	1
Family of Faith	5
Mennonite	3
Pentecostal	6
Undeclared	8
United	1

*At least one parent from each family is required to sign that their faith is aligned with the school's statement of faith.

Assurance Element 1: Local stakeholders are engaged in setting priorities for the school.

Measurements and Results: Program Satisfaction and Improvement

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Yellowhead Koinonia										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	68	70.8	75	85.1	61	82.4	56	90.8	70	93.9	157,921	72.7	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2
Parent	26	73.5	22	82.6	16	64.5	14	86.0	17	96.8	32,772	60.9	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4
Student	35	60.9	47	78.3	39	88.5	36	86.3	53	91.1	94,766	80.1	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0
Teacher	7	78.0	6	94.3	6	94.3	6	100.0	5	*	30,383	77.2	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1

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

School Improvement Measure History

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.

	Yellowhead Koinonia										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	68	73.9	75	94.6	62	93.7	57	97.9	69	98.1	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5
Parent	26	84.6	22	95.5	16	87.5	15	100.0	17	100.0	32,786	79.7	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0
Student	35	79.9	47	88.2	40	93.5	36	93.8	52	96.2	220,142	81.5	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6
Teacher	7	57.1	6	100.0	6	100.0	6	100.0	5	*	29,952	82.3	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0

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

School Improvement - 3 Year Rolling Average

Yellowhead Koinonia						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
68	87.4	65	95.4	63	96.6	277,253	81.0	270,747	80.9	258,896	81.0

Notes:

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

Comment on Results:

We are excited that for four years students have increasingly stated that they have access to a broad program of studies and that there is a belief that the school has been improving year over year. From grades 9 to 12 we have 18 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 student directed learning for options programs as well as a variety of different CTF classes for our Jr. High students.

Strategies:

- Encourage parental involvement in decisions affecting their students at parent-teacher conferences.
- School wide Christmas Concert put on every year, except during pandemics.
- Proactively informing parents about high school streaming / completion options.
- Continue implementing high school planning guide for all students in high school together with parents being informed about significant changes to planning.
- 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.
- Inviting all staff to contribute, according to their knowledge, skills and abilities, under the supervision of teachers to the development of a broader range of courses.
- Professional learning for faith integration, technology usage, math programs
- School to improve communication of supports offered in the areas of academic and career counseling and extra programming in the areas of reading and writing.

Challenges:

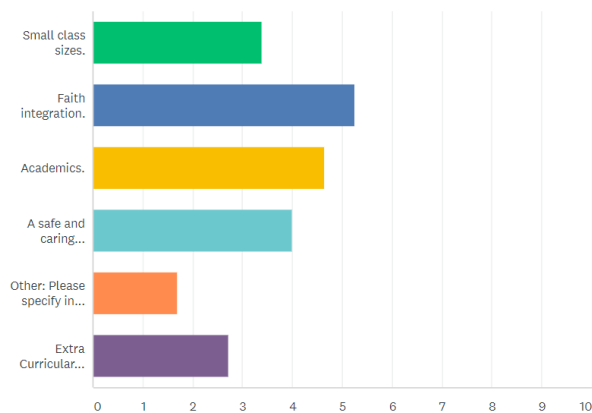
- In the 2021 – 2022 year the closure of ADLC and the reduction of resources for student directed CTS classes will make it difficult to meet what has become an expectation for diversity of choices.
- With limited students in our high school it is difficult to produce a flexible program that meets the needs of all students in both core and CTS courses.
- The teachers we have hired for high school naturally have a limited scope of skills, abilities and time that they can commit to meeting the needs of all students.

Local Stakeholder Priorities

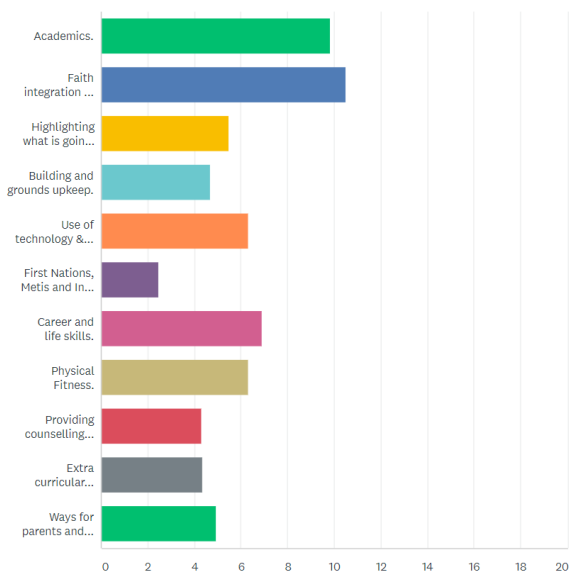
The following survey items were sent to the community, the data overwhelmingly reflects the opinions of parents primarily and staff secondarily. These are the two demographic groups who responded. It should be noted that a number of our staff are also parents - 19/80 students are staff children.

Measurements and Results

Primary Values in Selecting a School

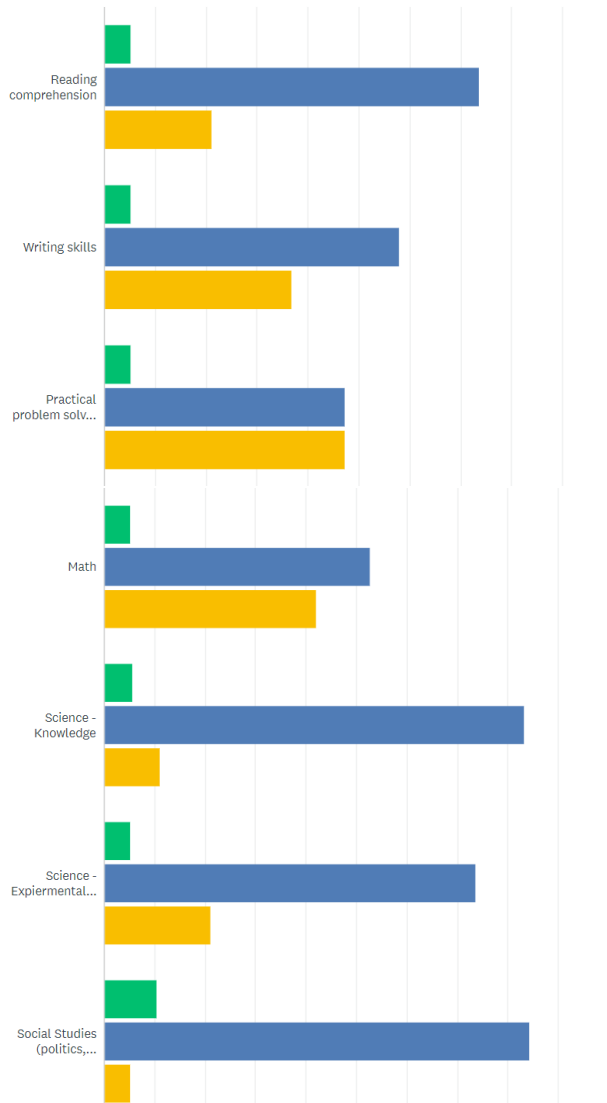


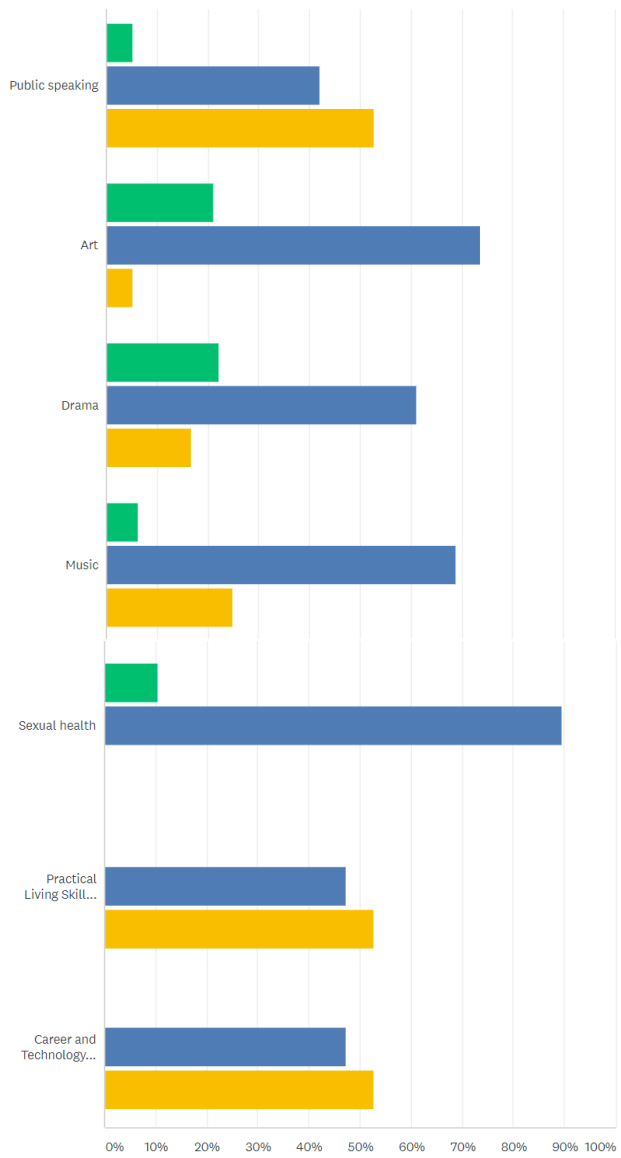
Priorities for School Improvement



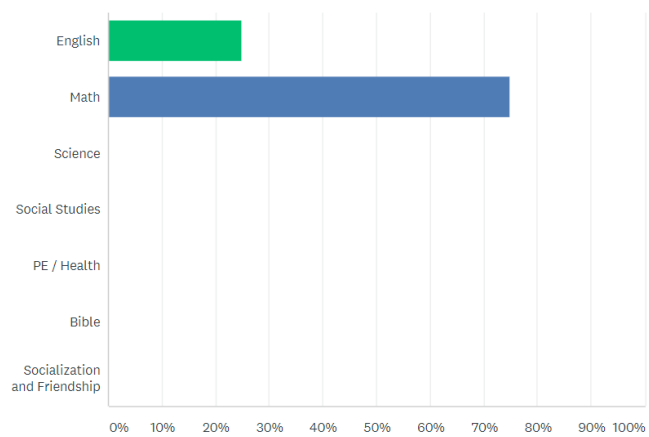
Identification of Student Needs

■ Less of this. ■ The same amount. ■ More of this!





Identification of Student Struggles



Trend Analysis

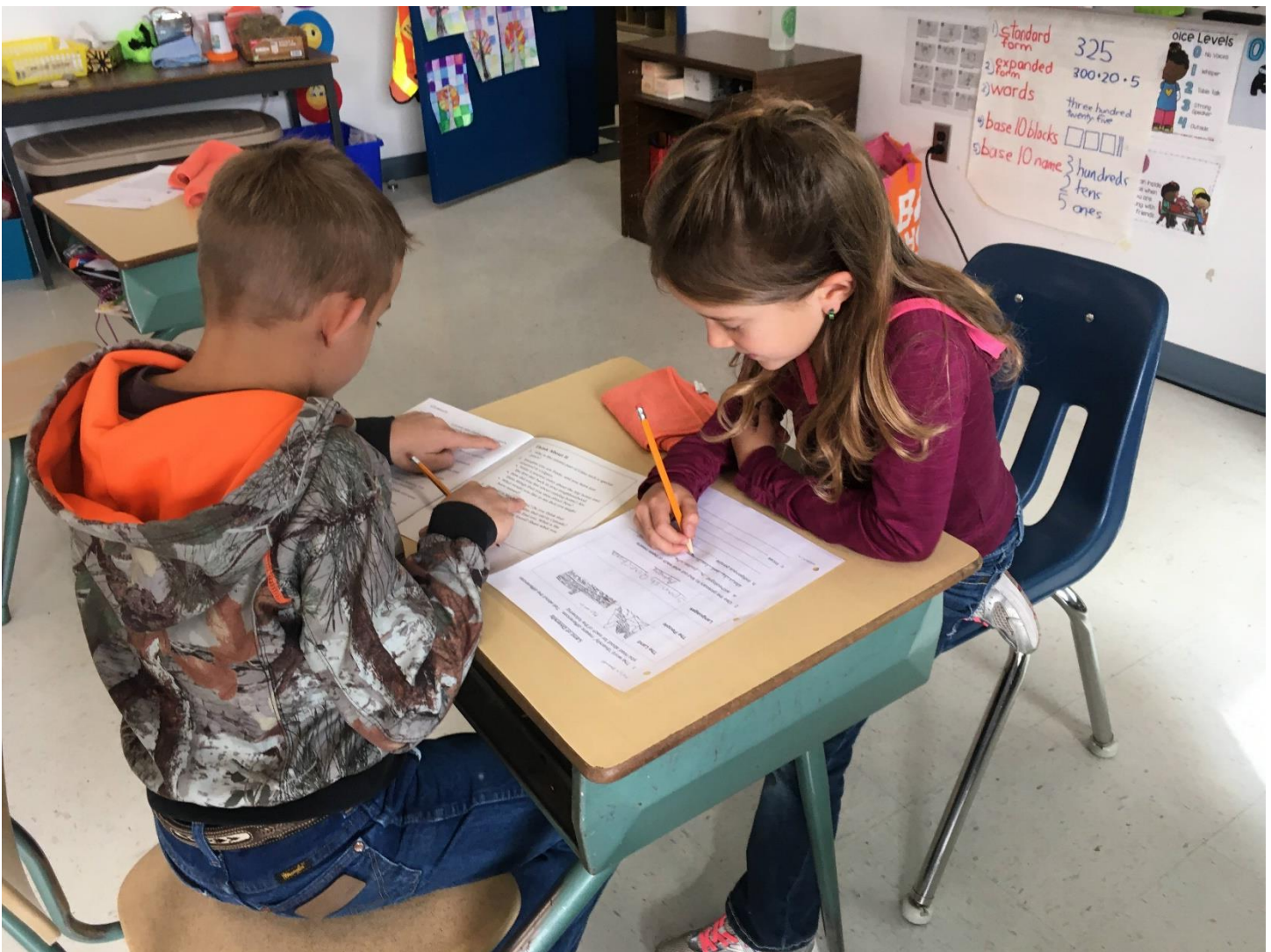
From parents and staff we see clearly that the responding community highly values faith integration and the academics of school.

Of the major different categories, overwhelmingly it is felt that students struggle with math.

In most areas the school is providing for student needs though there is a definite desire to promote practical skills (career, life and communication).

Unfortunately only one self-identifying FNMI person responded, so it is difficult to determine whether the very low concern for FNMI issues is reflective of the whole community. That FNMI person did, however, rate the priority of this issue as very low.

These trends have been accounted for in the goal setting and strategies in other portions of the Assurance Framework.



Assurance Element 2: Students will transition towards being active and engaged members of their community.

Measurements and Results

High School Completion

High School to Post-Secondary Transition Rates - Measure History

	Yellowhead Koinonia										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	9	13.0	7	0.0	2	*	5	*	4	*	44,394	37.0	43,918	37.0	45,174	39.3	45,350	40.1	45,347	40.8
6 Year Transition	1	*	6	18.4	9	38.9	7	31.2	2	*	45,231	59.4	45,105	57.9	44,412	58.7	43,908	59.0	45,194	60.1

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 Rates - 3 Year Rolling Average

	Yellowhead Koinonia						Alberta					
	2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	8	6.5	7	0.0	n/a	n/a	44,495	37.7	44,814	38.8	45,290	40.1
6 Year Transition	8	28.7	7	29.5	8	35.0	44,916	58.7	44,475	58.5	44,505	59.3

Notes:

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

High School Completion Rates - Measure History

	Yellowhead Koinonia										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	7	45.8	2	*	5	*	4	*	3	*	43,810	76.5	45,034	78.0	45,207	78.0	45,144	79.1	45,562	79.7
4 Year Completion	9	81.6	7	75.7	2	*	5	*	4	*	44,394	81.0	43,918	81.2	45,174	82.6	45,350	82.7	45,347	83.5
5 Year Completion	6	71.4	9	81.9	7	74.2	2	*	5	*	45,111	82.1	44,418	83.2	43,950	83.4	45,199	84.8	45,415	84.9

Notes:

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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.

High School Completion Rates - 3 Year Rolling Average

	Yellowhead Koinonia						Alberta					
	2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	7	45.8	n/a	n/a	n/a	n/a	44,684	77.5	45,128	78.4	45,304	78.9
4 Year Completion	8	78.6	7	75.7	n/a	n/a	44,495	81.6	44,814	82.2	45,290	82.9
5 Year Completion	7	75.8	8	78.0	7	74.2	44,493	82.9	44,522	83.8	44,855	84.4

Notes:

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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.

High School Completion Results

The data presented by the government is not entirely a fair representation of YKCS in that a number of students, upon graduation, have gone on to post-secondary institutions that are not recognized for this data (eg. Peace River Bible College). As such, when this is taken into account, our transition rate to post-secondary is close to, if not exceeding Alberta averages. Our data, however, does not account for completion of post-secondary programs.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Totals & Percentages
Grade 12 In-Class Students	5	4	2	4	1	1	5	22
Completed Diploma	5	2	2	4	1	1	4	19/22 86.3%
Completed Certificate of Completion	N/A	N/A	N/A	N/A	N/A	N/A	1	1/22 4.5%
Did not Complete High School	N/A	2	N/A	N/A	N/A	N/A	N/A	2/22 9.1%
Went on to Recognized Post-secondary	1	2	No Data	1	1	1	1	7/22 31.8%
Went on to Unrecognized Post-secondary	4	0	1	0	N/A	N/A	3	36.4% 8/22

High School Completion 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/work experience 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.



Citizenship and Academic Engagement

Work Preparation Measure History

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.

Yellowhead Koinonia										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
33	98.1	28	100.0	22	100.0	20	96.4	17	100.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1

Notes:

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

Work Preparation - 3 Year Rolling Average

Yellowhead Koinonia						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
28	99.4	23	98.8	20	98.8	62,757	82.6	64,316	82.7	66,498	83.2

Notes:

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

Work Preparation History with Groups

	Yellowhead Koinonia										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	33	98.1	28	100.0	22	100.0	20	96.4	17	100.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1
Parent	26	96.2	22	100.0	16	100.0	14	92.9	17	100.0	31,502	74.8	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0
Teacher	7	100.0	6	100.0	6	100.0	6	100.0	5	*	29,910	90.5	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2

Notes:

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

Citizenship Measure History

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Yellowhead Koinonia										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	68	90.9	75	94.1	62	94.7	57	99.1	70	97.6	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3
Parent	26	96.2	22	100.0	16	94.9	15	100.0	17	100.0	33,658	82.9	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4
Student	35	76.5	47	82.2	40	89.1	36	97.4	53	95.1	220,819	74.5	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8
Teacher	7	100.0	6	100.0	6	100.0	6	100.0	5	*	30,444	94.5	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6

Notes:

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

Citizenship - 3 Year Rolling Average

Yellowhead Koinonia						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
68	93.2	65	96.0	63	97.1	279,540	83.5	273,104	83.2	261,251	83.0

Notes:

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

Strategies to Encourage Citizenship and Work Preparation

- Use CIVIX and student vote activities during election / budget times.
- Teacher facilitated service projects for the community.
- Continue offering opportunities for students to be involved in cross-cultural work.

Students are Life-Long Learners

Life Long Learning Measure History

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

	Yellowhead Koinonia										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	33	88.0	28	96.6	22	96.9	20	93.0	17	97.1	62,329	70.7	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6
Parent	26	90.4	22	93.2	16	93.8	14	96.0	17	97.1	32,078	64.2	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6
Teacher	7	85.7	6	100.0	6	100.0	6	90.0	5	*	30,251	77.3	31,283	77.3	32,430	77.8	33,067	78.8	33,728	80.6

Notes:

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

Life Long Learning - 3 Year Rolling Average

Yellowhead Koinonia						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
28	93.8	23	95.5	20	95.6	63,687	70.9	65,225	71.1	67,423	71.6

Notes:

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

Strategies:

- Encourage students to seek academic and practical life 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.
- 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.

- Introduce students to a range of career opportunities throughout high school through informative videos such as those produced by the government (<https://alis.alberta.ca/tools-and-resources/videos/>) and bringing in digitally or physically professionals to discuss their work with students.
- Develop CTS courses with community partners to meet the interests of students and to provide in course offerings.

Student Growth and Achievement

Assurance Element 3: Students demonstrate competencies and capacities according to the Alberta Programs of Study with an emphasis on numeracy and literacy.

Measurements and Results: Provincial Achievement Tests

PAT Results by Number Enrolled Measure History

	Yellowhead Koinonia					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
N	8	12	14	9	23	93,095	93,217	96,659	100,210	104,264
Acceptable Standard %	78.1	56.3	82.1	47.2	62.0	72.9	73.6	73.4	73.6	73.8
Standard of Excellence %	9.4	14.6	14.3	5.6	12.0	18.8	19.4	19.5	19.9	20.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
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.

PAT Results by Students Enrolled - 3 Year Rolling Average

	Yellowhead Koinonia			Alberta		
	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
N	11	12	15	94,324	96,695	100,378
Acceptable Standard (%)	72.2	61.9	63.8	73.3	73.6	73.6
Standard of Excellence (%)	12.7	11.5	10.6	19.2	19.6	20.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

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.

PAT Results Comments

Our variation year over year is a result of having split grade classes in which we teach 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 were studying the grade 5 curriculum and therefore not 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. However, if we look at the years where students are writing all PAT's (2014-2015, 2016-2017, 2018-2019) achievement is much closer to the provincial average. If we take an average of these three years where all PAT's were written we see that 74.1% of students meet the "Acceptable Standard" which is on par with the province, while only 11.9% reach "Standard of Excellence", which is about 8% below the provincial average.

Measurements and Results: Diploma Exams

Diploma Exam Results By Students Writing Measure History

	Yellowhead Koinonia					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
N	4	2	4	2	1	62,746	65,429	65,851	65,736	65,117
Acceptable Standard %	*	*	*	*	*	83.4	82.7	83.0	83.7	83.6
Standard of Excellence %	*	*	*	*	*	21.8	21.2	22.2	24.2	24.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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, Social Studies 30-2.
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.

Diploma Results Analysis, Comments & Trends

Unfortunately, our 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:

- Thorough examination of PAT/Diploma results to determine strengths and weaknesses of program delivery by administration and communication of general results to teachers.
- Ongoing communication with parents through weekly assignment grade updates.
- Staff spend time preparing students for the format used for PAT/Diploma exams beforehand.
- Students collaboratively learn in technological environments to increase cooperative learning and strategy sharing.
- Teachers are required to analyze standardized tests that pertain to the classes that they taught for results for strengths / weaknesses and report findings and modified strategies to administration.
- Implementation of an RTI program to help struggling students in the earlier grades so their challenges do not compound.
- System-wide meetings are held to discuss patterns of deficiency.
- Use Mathletics for all students in Grades K – 8, to diagnosis areas of difficulty for students and as a teaching aid.
- Include more PAT and diploma type questions in reviews, practice and evaluations throughout the year.
- Develop alternative ways for students to access appropriate course streams, giving them the best opportunity for success (i.e. ADLC or Koinonia @ Home)

Challenges

- For some classes, because of the alternating curriculum, it will take a number of years to get back results for certain courses.
- Relatively frequent teacher turnover means that teachers often do not have the benefit of re-teaching a class more than a couple times and significantly adapting their planning and instruction.
- We have identified that in some classes, math for example where our students tend to struggle, the difficulty begins early on in the academic career of many students so solving this issue will take many years to produce significant results.

Assurance Element 4: Students apply knowledge, understanding and skills in real life contexts and situations.

Measurements and Results:

Work Preparation Detail

Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
Your child is taught attitudes and behaviors to be successful at work when he or she leaves school	2016	26	69	27	0	4	0	96
	2017	22	73	27	0	0	0	100
	2018	16	69	31	0	0	0	100
	2019	14	71	21	0	0	7	93
	2020	17	82	18	0	0	0	100

Strategies:

- Maker Space for the K – 4 students – going and visiting other sites that use this strategy and collaboratively exploring how we can implement this on our site.
- STEM and CTF emphasis in Elementary and Jr. High options times for grades 5-8.
- Development of a multi-learning classroom for Sr. High CTS course. Connecting students with CTS classes of interest.
- Cultural engagement and analysis
- Integration of biblical faith into all aspects of learning
- Promote work experience and help link students with meaningful work experience opportunities.

Challenges:

- Lack of dedicated space for growth of new programs.
- Lack of allocatable staff time to run new programs.

Teaching and Leading

Assurance Element 5: Staff will continuously improve their professional practice according to the Teacher Quality Standards and local priorities, responding with skill and competence to the unique learning needs of all.

Measures and Results:

Education Quality Detail

Percentage of parents satisfied with the overall quality of basic education.

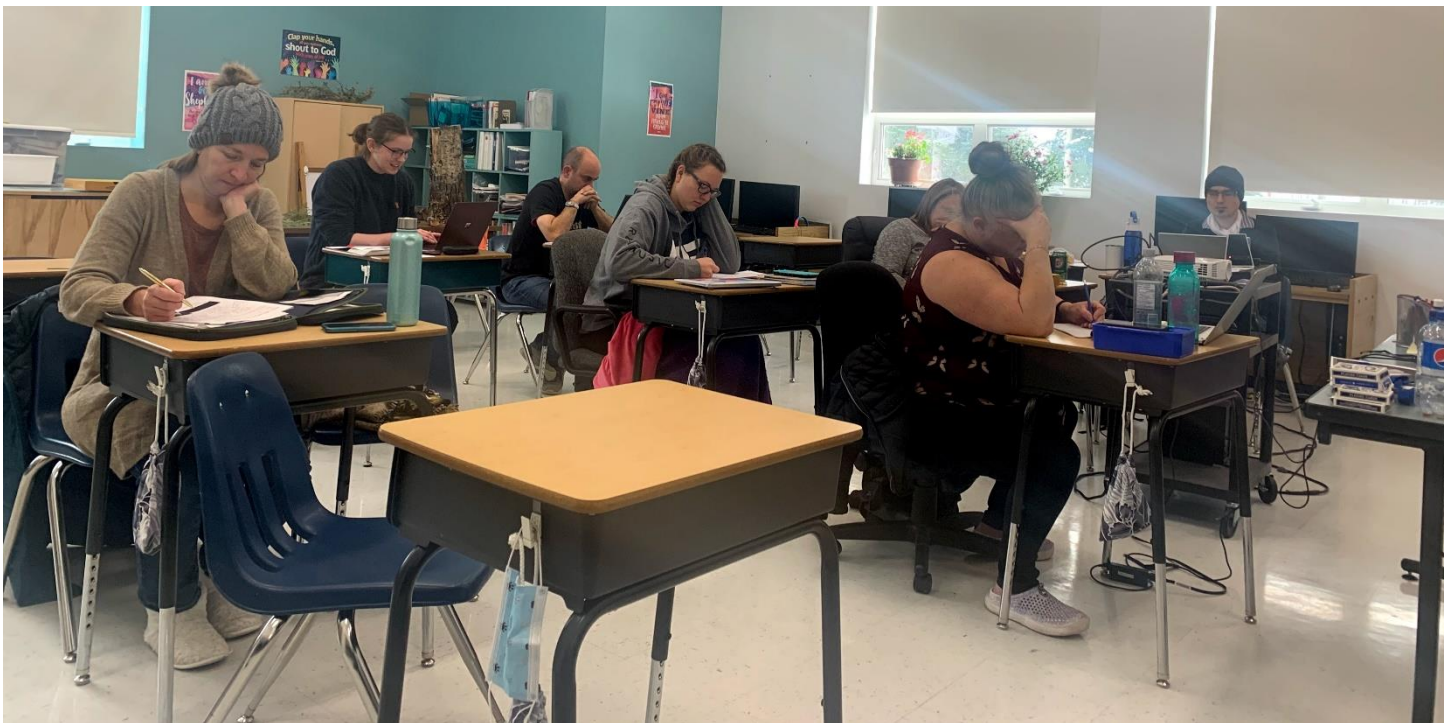
		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child clearly understands what he or she is expected to learn at school?	2016	26	69	19	12	0	0	88
	2017	22	68	27	5	0	0	95
	2018	16	63	25	13	0	0	88
	2019	15	87	0	0	0	13	87
	2020	17	76	24	0	0	0	100
Your child finds school work challenging?	2016	26	65	31	4	0	0	96
	2017	22	68	23	9	0	0	91
	2018	16	56	44	0	0	0	100
	2019	15	40	33	7	0	20	73
	2020	17	76	24	0	0	0	100
Your child finds school work interesting?	2016	26	62	27	12	0	0	88
	2017	22	59	36	5	0	0	95
	2018	16	50	50	0	0	0	100
	2019	15	60	40	0	0	0	100
	2020	17	47	53	0	0	0	100
Your child is learning what he or she needs to know?	2016	26	69	23	4	4	0	92
	2017	22	68	27	5	0	0	95
	2018	16	63	38	0	0	0	100
	2019	15	100	0	0	0	0	100
	2020	17	94	6	0	0	0	100

Percentage of teachers satisfied with the overall quality of basic education.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2016	7	57	43	0	0	0	100
	2017	6	67	33	0	0	0	100
	2018	6	50	50	0	0	0	100
	2019	6	17	83	0	0	0	100
	2020	5	*	*	*	*	*	*
Students at your school clearly understand what they are expected to learn at school	2016	7	71	29	0	0	0	100
	2017	6	67	33	0	0	0	100
	2018	6	67	33	0	0	0	100
	2019	6	50	50	0	0	0	100
	2020	5	*	*	*	*	*	*
Students at your school find school work challenging	2016	7	43	57	0	0	0	100
	2017	6	67	33	0	0	0	100
	2018	6	67	33	0	0	0	100
	2019	6	50	33	17	0	0	83
	2020	5	*	*	*	*	*	*
Students at your school find school work interesting	2016	7	43	57	0	0	0	100
	2017	6	83	17	0	0	0	100
	2018	6	50	50	0	0	0	100
	2019	6	33	67	0	0	0	100
	2020	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.



Professional Development and Growth

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Yellowhead Koinonia										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
7	81.0	6	100.0	6	83.3	6	100.0	n/a	n/a	30,287	83.9	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0

Notes:

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

Professional Development and Growth - 3 Year Rolling Average

Yellowhead Koinonia						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
6	88.1	6	94.4	6	91.7	31,334	84.2	32,263	84.6	33,089	84.8

Professional Development and Growth - Details

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2016	7	57	14	0	0	29	71
	2017	6	67	33	0	0	0	100
	2018	6	67	17	0	0	17	83
	2019	4	*	*	*	*	*	*
	2020	5	*	*	*	*	*	*
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2016	7	57	29	0	0	14	86
	2017	6	83	17	0	0	0	100
	2018	6	50	33	0	0	17	83
	2019	6	67	33	0	0	0	100
	2020	5	*	*	*	*	*	*
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Significantly contributed to your ongoing professional development	2016	7	57	29	0	0	14	86
	2017	6	83	17	0	0	0	100
	2018	6	83	0	0	0	17	83
	2019	5	*	*	*	*	*	*
	2020	5	*	*	*	*	*	*

Strategies:

- Ongoing assessment of student learning using standardized means and adjusting programing to the needs of students.
- Emphasis on student-centred learning.
- Develop high quality coursework that is shared from outgoing staff to incoming staff so that programing is more consistent despite turnover.
- Experiential learning highlighted in science and social studies specifically.
- At the beginning of the year administration articulate a number of PD pathways and staff choose those that would be most meaningful to them to focus on as a group.

- Provide regular meeting times for professional collaboration and reflection.

Challenges:

- With approximately one teacher for every two grades it is difficult to have targeted PD that is applicable and helpful to the needs of all staff.

Learning Supports

Assurance Element 6: All students have access to a welcoming, caring, safe learning environment that meets their academic, social, emotional and spiritual needs where staff, students and families work together in the context of their real unity in Christ to make YKCS a community of learning characterized by peace, joy, patience, kindness, self-control and generosity.

Safe and Caring Measure History

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.

	Yellowhead Koinonia										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	68	95.4	75	97.4	62	97.1	57	99.0	70	98.1	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4
Parent	26	96.9	22	100.0	16	97.5	15	100.0	17	100.0	33,662	89.8	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2
Student	35	92.1	47	92.1	40	93.9	36	97.0	53	96.2	220,486	83.4	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6
Teacher	7	97.1	6	100.0	6	100.0	6	100.0	5	*	30,441	95.4	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3

Safe and Caring Measure Three Year Rolling Average

Yellowhead Koinonia						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
68	96.6	65	97.8	63	98.1	279,237	89.3	272,834	89.2	261,027	89.1

Safe and Caring Measure Results Comment

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.

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.

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.

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.

Safe and Caring Measure Strategies

- Teach concepts of love, responsibility, stewardship, and servant-hood from a biblical perspective.
- 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.
- YKCS facilitates group to discuss identity issues as per student interest.
- Establish a full OH&S Committee as per our growing staff size.

Program of Studies - At Risk Students Measure History

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Yellowhead Koinonia										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	68	87.4	75	94.4	62	91.5	57	94.9	70	98.1	159,115	84.6	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9
Parent	26	91.0	22	97.0	16	91.5	15	100.0	17	100.0	33,608	76.6	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1
Student	35	80.6	47	86.1	40	88.7	36	84.6	53	96.1	95,085	83.1	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2
Teacher	7	90.5	6	100.0	6	94.4	6	100.0	5	*	30,422	94.0	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4

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.

Program of Studies - At Risk Students – 3 Year Rolling Average

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Yellowhead Koinonia						Alberta					
2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
68	91.1	65	93.6	63	94.8	191,122	84.6	226,538	84.6	261,014	84.6

Notes:

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

2. 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.

Strategies

- Providing universal pre-screening to incoming students in grades K – 2 and as needs are identified by staff.
- Provide a broad range of programing for students with particular learning needs through ADLC and Koinonia @ Home.
- Hold students accountable at all grade levels for good attendance, assignments turned in on time, etc. through weekly automated electronic reporting to parents.

Assurance Element 7: School staff are attentive to the learning needs of students – identifying needs and connecting students with resources.

FNMI Supports Measures

In our school we currently have ten self-identifying FNMI students which accounts for 11% of our student population, 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.

Accountability Pillar Overall FNMI Summary

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	5.5	5.4	5.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	55.6	56.6	54.5	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	24.4	24.6	23.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	30.1	37.1	35.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	35.0	34.2	33.0	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 (*).

Strategies

- 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.
- Continued adding to a shared FNMI Teacher Resources database
- Maintaining a FNMI section in our Learning Commons resource collection
- Appointing a FNMI liaison from among our teaching staff to manage and connect staff and students with relevant resources.
- Development of Aboriginal Studies 10, 20, 30 Courses and make available to all students.

Challenges

- While aboriginal students make up a reasonably large portion of our population the real number of them is too small to draw significant statistical trends from. Special Needs Supports

	2018-2019	2019-2020	2020-2021
Pre-screened Students	N/A	N/A	20
Mild-Mod Screening	N/A	N/A	6

Mild-Mod Students	1	1	11
Severe Needs Disabilities Students	5	5	3
PUF Students	0	1	0
Students with IPPs	5	12	8

Strategies:

- Staff are aware of the personal and material resources we have access to and how to access them.
- Staff do regular assessment for math and literacy skills throughout the course of the year to identify needs.
- Mild-Mod pre-screening K-2 and as identified above.
- Purchasing standard assessment materials.
- Purchasing Level B assessment materials and having special education coordinator assess students that staff identify as struggling.

Challenges:

- Some of our students have fallen behind on standards and we are not sure if it is a possible disability or can be accounted for by the pandemic and the time spent in remote learning.
- Remote learning was not an ideal setting and it took time for best practices to be discovered.
- Through assessment of all students identified takes time (Level B assessments are 3 hours per student) and currently the special education coordinator role does not have allotted time. Presently, our principal has taken on this role as part of her administration.

Governance

Assurance Element 8: As an independent Christian School, parents will be integral to the ongoing decision making of the school, because God-gives fundamental responsibility to parents for the education of their children.

Parental Involvement

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

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say	2016	26	54	42	0	4	0	96
	2017	22	64	32	5	0	0	95
	2018	16	69	31	0	0	0	100
	2019	14	71	14	14	0	0	86
	2020	17	82	18	0	0	0	100
To what extent are you involved in decisions at your child's school? Would you say	2016	26	69	23	4	4	0	92
	2017	22	55	41	0	5	0	95
	2018	16	50	50	0	0	0	100
	2019	15	73	13	13	0	0	87
	2020	17	76	24	0	0	0	100

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered	2016	26	62	31	0	4	4	92
	2017	22	73	27	0	0	0	100
	2018	16	69	31	0	0	0	100
	2019	15	87	13	0	0	0	100
	2020	17	88	12	0	0	0	100
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education	2016	26	73	27	0	0	0	100
	2017	22	73	27	0	0	0	100
	2018	16	75	25	0	0	0	100
	2019	15	87	13	0	0	0	100
	2020	17	82	18	0	0	0	100
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school	2016	26	65	31	0	4	0	96
	2017	22	77	23	0	0	0	100
	2018	16	81	19	0	0	0	100
	2019	15	87	13	0	0	0	100
	2020	17	82	18	0	0	0	100

Notes:

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

Board Member Statistics

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Board Members*	6	5	6	6	7	5	4
Parent Board Members	6	4	5	5	6	5	4
Community Board Members	N/A	1	1	1	1	N/A	N/A

*This number reflects the number of board members as of October each year.

Parents Regularly / Occasionally Volunteering In or Contributing to Classes

	2019-2020	2020-2021
Kindergarten	3	4
Grades 1-2	9	
Grades 3-4	3	3
Grades 5-6	6	
Grades 7-8	6	9
Grades 9 - 12	6	3

Committee Statistics

	Staff Members
	Community Members
	Parent Members
	Casual Contributors
	Total Involved

	2017-2018					2018-2019					2019-2020					2020-2021				
Finance Committee	2	1	2	-	5	2	-	3	-	5	2	-	3	-	5	2	-	3	-	5
Maintenance Committee	-	-	2	2	4	-	-	2	2	4	-	-	3	3	6	1	-	1	1	3
Fundraising Committee	1	-	2	2	5	2	-	3	3	8	2	-	2	2	6	2	1	2	2	6

Analysis:

Parents are and have always been the majority of those who sit on the board. Because of the number of parents involved in the society board, we have never been required to form a parent council and the formation of a parent council has been determined to be unhelpful to the governance of the school as it would be, in many ways, redundant to the board and redirect focus away from the required governance body.

Strategies:

- Parents are informed weekly about their children's progress to give them ongoing opportunity to dialog with teachers.
- Parents are being given monthly financial updates.
- Of every family, one parent is required to be part of the society.
- If there is a time when no local pastors are on the board seek one to give leadership from the community.
- Seeking increased parental and community involvement in committees – maintenance, finance, fundraising.
- Increase board member retention. (better inform nominees about what is required, have them sit in on at least 2 board meetings before accepting nomination)
- 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.
- Address parental involvement in decisions affecting their students at parent-teacher conferences.
- 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.

Assurance Element 9: YKCS will keep policies, board procedures and administrative practices aligned with shared standards.

- The YKCS board follows Robert's Rules of Order.
- YKCS follows the common core policies of Koinonia Christian Education Society.
- Administration meets monthly with Koinonia principals and the executive director to discuss emerging educational and societal issues, policy and procedures, administrative professional development and educational legislation and regulations.

- YKCS is part of AISCA through which administration attends professional development opportunities, and both administration and board can / do seek advice on legislative changes. AISCA also provides collective legal advice to the administration and board.
- When creating new policies, policies from public and private school boards are reviewed to ensure alignment to common practices.
- YKCS administration are VTRA trained and participate in the local VTRA protocol.



Assurance Element 10: YKCS will be fiscally responsible for grant money, tuition funds, donations and other sources of revenue.

Budget Summary

Budget Summary	2018-2019 Budget	2018-2019 Actual	2018- 2019 % of Budget	2019-2020 Budget	2019-2020 Actual	2019- 2020 % of Budget	2020-2021 Budget	2020- 2021 Actual	2020- 2021 % of Budget
Revenues									
AB ED (Excluding Home Ed)	\$ 386,197.26	\$ 337,693.78	45.76%	\$ 384,891.00	\$ 506,213.00	53%	\$ 505,867.00		55.31%
- Base Instruction							\$ 317,093.00		
- Services & Supports							\$ 109,968.00		
- School Based Grants							\$ 40,432.00		
- Community Based Grants							\$ 14,165.00		
- Authority Based Grants							\$ 24,209.00		
AB ED (Home Ed)	\$ 28,404.00	\$ 33,416.20	3.37%	\$ 28,404.00	\$ 13,366.00	4%	\$ 15,037.00		1.64%
Tuition	\$ 152,516.00	\$ 106,437.21	18.07%	\$ 152,539.00	\$ 138,022.00	21%	\$ 154,000.00		16.84%
Non-Instructional Fees	\$ 6,125.00	\$ 4,105.00	0.73%	\$ 3,500.00	\$ 4,638.00	0%	\$ 4,000.00		0.44%
Gifts, Donations & Fundraising	\$ 264,391.00	\$ 248,252.03	31.33%	\$ 145,368.00	\$ 118,724.00	20%	\$ 144,493.00		15.80%
Gross School Generated Funds	\$ 6,351.94	\$ 5,107.92	0.75%	\$ 7,750.00	\$ 86,211.00	1%	\$ 91,162.00		9.97%
Total Revenue	\$ 843,985.20	\$ 735,012.14	100.00%	\$ 722,452.00	\$ 867,174.00	100%	\$ 914,559.00	\$ -	100.00%
Expenditures									
Salaries (excluding Home Ed)	\$ 541,804.00	\$ 518,721.34	59.62%	\$ 400,210.00	\$ 550,264.00	56%	\$ 549,647.00		60.10%
Services, Contracts and Supplies	\$ 286,379.63	\$ 152,874.34	31.51%	\$ 223,884.00	\$ 168,328.00	31%	\$ 249,272.00		27.26%
Specific Programs (S, D, EL, ESL)	\$ 35,900.00	\$ 10,832.86	3.95%	\$ 55,879.00	\$ 9,316.00	8%	\$ 6,500.00		0.71%
Home Education (Incl Salaries)	\$ 25,132.08	\$ 17,256.40	2.77%	\$ 28,404.00	\$ 8,707.00	4%	\$ 15,037.00		1.64%
Gross School Generated Funds	\$ 15,750.00	\$ 82,702.05	1.73%	\$ 7,750.00	\$ 86,211.00	1%	\$ 91,162.00		9.97%
Capital & Debt Services	\$ 3,815.00	\$ 2,767.44	0.42%	\$ 3,026.00	\$ 3,459.00	0%	\$ 2,940.00		0.32%
Total Expenses	\$ 908,780.71	\$ 785,154.43	100.00%	\$ 719,153.00	\$ 826,285.00	100%	\$ 914,558.00		100.00%

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

Strategies:

- Monthly updates to parents and community regarding the budget and income to date.
- Group negotiation through KCES for insurance, health benefits, educational licensing.
- KCES salary grid creates predictable and unbiased budgeting.

Challenges:

- Budgeting in the pandemic environment resulting in fluctuating, unanticipated expenses.
- Weighted moving average for special needs students, with such small number we do not have meaningful averages through this transition.
- No special needs funding has yet to be distributed to replace the RCSD funding in former years. We are waiting to receive more details about the new grant available to independent schools announced in late October.

