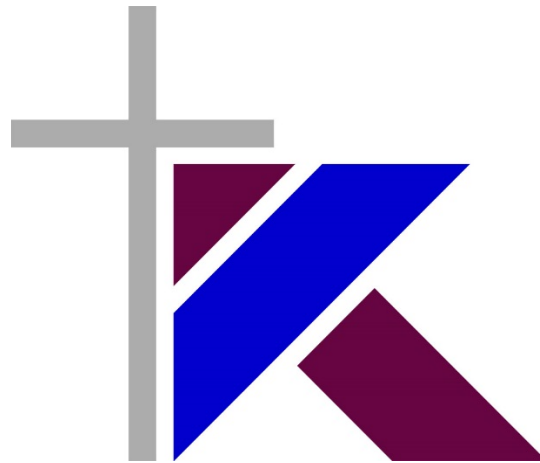


Combined 3-Year Education Plan & Annual Education Results Report (AERR) for Koinonia Christian School Red Deer



2017-2020

Message from the Board Chair

Dear Parents,

2016-17 will certainly be a year to be remembered. Renovations, regrouping, repurposing, relinquishing, repairing, rewards and revisiting all describe what occurred at Koinonia this past year. How can one sum up on a single page all the exciting events of a single year?

As I pen these words I am reminded again of the faithfulness of God in directing our school. It was a huge step of faith as we made the decision last year to purchase the building, negotiate financing and now begin the task of planning for the future. The existing mortgage on the school requires that over the next few years that we be diligent in our finances and planning.

How great it is for me as Board Chair to watch as leadership from within the existing staff work together to see great things happen. We are particularly thrilled with the response that we had to our Celebration of Praise. Over \$42,000 was raised.

Some of the events that our students had opportunity to participate in would include Vancouver 2017, Europe 2017, a student written and produced play *St Myra of the Moldy Bread*, A Night to Remember, Student Council Gala, Ski Weekend, Bike Trip from Jasper to Banff and Jr. Sr. High Retreats. The largest graduation ever at Koinonia saw 22 students walk across the stage. What a joy to see this happen! We are so proud of your accomplishments. Equally as encouraging is to see the number of students continuing in post-secondary education whether in Alberta or across the nation.

We are thankful also for staff and student initiative. The excitement of the grade 6 class to see a book published was a highlight. The time of rebuilding our sports program has begun and the commitment of the coaches and our athletic director and Phys. Ed teacher is so appreciated.

For the thousands of volunteer hours donated by teacher, support staff parents and students we say thank you. Koinonia is a better place as a result of your labour of love. Your involvement is a credit to the students and the mission of the school.

Koinonia Red Deer has prided itself in being resourceful but also sharing those resources with our other schools within our Society. Koinonia@Home has provided opportunity for students in smaller or more remote areas to obtain more options or in the case where there were not enough students to warrant a teacher, courses that were essential to graduation. This is an encouragement for our smaller schools as well as an opportunity to allow our staff to integrate and be a part of a larger vision.

Again on behalf of the Board, I say thank you to all but in gratitude we acknowledge and thank God for His provisions and faithfulness.

Sincerely,

Cameron Oke
Board Chair

Accountability Statement

The Annual Education Results Report for the year 2016-17 school year and the Education Plan for the three years commencing September 2017 for Koinonia Christian School Red Deer were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation with the Education Grants Regulations. The document was developed in context of the Provincial Government's business and fiscal plans. The Board has used 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 learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the three-year Education Plan for the 2017-2019 years on November 28, 2017.

Foundation Statements

Vision

Our school is a ministry to the families who support it. The educational philosophy is based on a God-centered view of man. Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is true of man who was made in God's image, different in kind from all other creatures, with a unique capacity to know and respond to God personally and voluntarily.

K.C.S. Red Deer has a Biblical, distinctive "Statement of Faith" that all staff, parents and students agree to support. This document is made available to all families through the student handbook. We believe that every child is made in the image of God and has unique talents and needs. Christian Schooling is a full lifestyle where our Christian faith is integrated into every aspect of our day, whether at school, at home, or in the community. All this is preparatory to our secondary main goal, which is academic excellence. We believe that, with the spiritual vision in place, academic excellence emulates from spiritual vision and goals.

Beliefs

Theological Foundation

The educational philosophy of K.C.S. Red Deer is based upon a God-centered view of man and truth as presented in the Bible. The essential truths of this view are detailed in the Statement of Faith, which all faculty, staff, parents and students agree to, and support. Because man is a sinner by nature and choice, he cannot, in this condition, know or honour God in his life. The goal of education should therefore be to enable men to know God, encourage them to love Him and equip them to serve Him. The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the total education and training of their children. At the parents' request, the Christian School, along with the Church, becomes a partner in giving this education. From this philosophy come our mission and goals.

Spiritual and Moral Goals

1. To teach the Bible as God's inspired Word and to develop attitudes of love and respect towards the Bible.
2. To teach the basic doctrines of the Bible.
3. To lead each student to a personal relationship with Christ as Saviour and Lord.
4. To develop a desire to know and obey the will of God as revealed in the Scriptures.
5. To equip the student to carry out the will of God daily.
6. To impart an understanding of each Christian's place in the church and its worldwide task of evangelism and discipleship and to stimulate the student's involvement in this task.
7. To develop the "mind of Christ" towards godliness and sin, and to teach the student how to live an overcoming life through exercising self-restraint and consideration of others.
8. To encourage the development of self-discipline and responsibility in the student, based on respect for and submission to, God and God-oriented authority.
9. To help the student develop for himself a Christian worldview by integrating life and studies with the Bible.

Personal and Social Goals

1. To help the student develop his character and personality based on a proper understanding and acceptance of himself as a unique individual created in the image of God and on the fullest possible development of his own capabilities.
2. To teach the student to treat everyone with love and respect since everyone is made in God's image.
3. To make the student a contributing member of society who realizes his dependence on others and their dependence on him.
4. To promote an understanding of time as a God-given commodity, which is to be used for His glory.
5. To show a Biblical view of life and work, and provide the skills needed for developing mature personal and career relationships.
6. To develop godly attitudes toward marriage and the family and the understanding and skills needed to establish a God-honouring home.
7. To promote physical fitness, good health habits, and wise use of the body as the temple of God.
8. To impart Biblical attitudes toward material things and to encourage individual responsibility to use them for God's glory.
9. To help each student accurately assess his strengths and weaknesses and recognize his responsibility to develop his talents fully and use them for the benefit of others.

Academic Goals

1. To promote high academic standards with the potential of the individual as uniquely created by God and to help each student realize his full academic potential.
2. To help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking and listening.
3. To develop an understanding of fundamental mathematical concepts and to develop skill in their application to everyday life situations.
4. To develop creative and critical thinking and the proper use of Biblical criteria for evaluation.
5. To teach and encourage the use of good study habits.
6. To teach the student how to do independent research and to reason logically.
7. To motivate the student to view education as a lifelong process.
8. To promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity, and Biblical acceptance of authority.
9. To discuss current affairs in all fields and to relate to God's plan for man.
10. To produce an understanding and appreciation of God's world, an awareness of man's role in his environment as well as how to use, care for, and preserve it properly.
11. To promote an appreciation of the fine arts through the development of the student's understanding and personal expression.
12. To relate curriculum to real-life situations in the community.

Family Goals

1. To cooperate closely with the parents in every phase of the student's development, especially as it relates to the school program.
2. To help the parents understand the school's purpose and program.
3. To aide families in Christian Growth and to help them develop Christ-centered homes.
4. To assist parents in understanding our changing culture, its effects on our homes, and their children and how to deal with them from a Biblical perspective.
5. To encourage regular attendance and involvement in a local church.
6. To involve parents regularly in the ministry of the school.

A Profile of the School Authority

Koinonia Christian School Red Deer was established 34 years ago embracing the statement in the school act that the parents were the prime educators of the children and with the expressed purpose of having a partnership with parents and the local church in the education of their children. With an ever increasing demand from parents the school has grown in specific areas as well as general population growth. The area of special needs has particularly grown this past year as our program becomes more developed. In 2015/16 a school expansion allowed us to offer Koinonia at Home which offers both a traditional program as well as a DL program. The growth has been slow and gradual. We saw a number of positive results as we were able to gain the respect of the home school community.

We have a diverse school population with many immigrant children and families joining our school and bringing an interesting perspective. As an interdenominational discipleship, faith based school we enjoy a wide range of religious experiences which allows for a better understanding of the Christian community. There are 6 other independent schools in Red Deer as well as a large alternative Christian program within Red Deer Public School District 104.

Our school population is approximately 230 FTE in K-12, 22 in K and 30 in PS (aged 3 and 4). Our K@Home has grown over the past year with about 103 students in traditional program and 70 students in our DL. KCS Red Deer attempts to meet the needs of all of our students in the best possible way. With 96.4% of our students, parents and staff feeling that we have a safe and caring school environment we are seeing our special needs program in our school grow. We have seen a number of families that have moved to our school because of that. Our preschool provides a feeder to our kindergarten and to some extent our Kindergarten to the 1-12 program. We do see that the retention rate is significantly lower from K to grade 1. It is a financial sacrifice which some of our parents are not able to make. Retention rate is anywhere from 50%-75%. A wide variety of programs are provided for our students as they make their educational journey. With the addition of K@Home we are able to offer a more extensive list of optional courses to our students. Band, Ensemble, Drama, worship Arts, Construction, Art and Foods Study are a few of the programs that we offer along with French in grades 4-9.

We currently have a teaching staff of 16 teachers in the brick and mortar school along with about 20 in the DL program. Because of our cultural diversity and mission, we take educational trips to Europe every 2 years and mission trips on the alternate years. For the past 20 years they have been to Mexico where students are able to experience life in a developing country. Being a faith-based school, spiritual retreats along with our Spiritual Emphasis Week and Bible program gives our students opportunity to expand of their spiritual journey.

Koinonia Red Deer draws from a large trading area, Sylvan Lake and Blackfalds to the west Lacombe to the north Stettler from the East and Innisfail from the south as well as points in between. The commute in and of itself is indicative of the commitment that our parents have to Christian Education and parental choice. We depend a great deal on volunteers in our school from help in the classroom and playground to hot lunch, to field trip assistance, to coaching, to fundraising and serving on the Board and committees of the Board. The fine arts program plays an important role in our school.

As an independent school, Koinonia Red Deer relies heavily on the Association of Independent Schools and Colleges (ASICA) for their work as a liaison between us and government, lobbying for areas of concern. We also belong to the Association of Christian Schools International (ACSI) to assist us in professional development as well as training for our boards and assistance in developing leadership skills by providing seminars for our students to attend. The Spring Musicale also provides opportunity for our students to compete with other students attending faith-based schools. The Koinonia Christian Education Society (KCES) provides all of our schools guidance and direction in issues that we face on a day to day basis or concerns that we may have. Policy and Procedures are provided for our member schools.

As a small schools there are always issues that concern parents and that is the area of sports and extra-curricular activities. We are so blessed to be able to associate with our other Koinonia Schools in interschool activities such as badminton tournaments, 3 on 3 basketball, track and field, floor hockey tournaments, ski day, volleyball and basketball tournaments as well as cultural and mission trips. These activities are also open to our Koinonia@Home students as well.

Trends and Issues

Community Involvement

Koinonia Red Deer has always prided itself in high parental Involvement. We have seen, as a result of outside demands a decline in the number of volunteers and the events that these volunteers were involved in. Some programs which had been operational for 20+years had to be significantly altered. Many parents feel extremely stretched and the pressure of tuition and demands of outside organizations vying for the same community dollars is very evident.

As our programs evolve, they do so within the constraints of a taxed volunteer program.

Financial

Every year we need to approach our supporters to raise a minimum of \$80 000 per year. To help achieve that we have fundraising deposits which can be worked off by participating in various fundraising activities. This provides somewhat of a safety net for our financial picture. Over the past 30 years we have produced a balanced budget and this year we raised nearly \$116,000 net. Due to commitments for our building cash flow has to be watched very carefully.

With the slowdown in the economy over the past couple of years it has become increasingly important that tuition assistance be provided for both families currently in the school who are struggling and for those new families who wish to attend. Many times we see families with Mom and Dad working 2-3 jobs to allow them opportunity to have their children in our school. This past year our tuition assistance package amounted to over \$120 000. The board is committed to ensure that no family who wishes to have a Christian Education would be turned away. This has allowed us to maintain enrollment numbers.

With both parents working this dramatically affects the availability of parents to become involved in the school so therefore parental involvement becomes an issue both in terms of volunteering in school activities such as field trips but also in the classroom, noon hour supervision and serving on committees. This then means that the work has to be done by paid staff thereby increasing overall costs of our programs and activities.

Facility

We are extremely happy with our building and location within a very supporting community. At the same time, we realize our facility is aging and we are planning for some major repairs in future years. Our roof and heating system will need attention and the repair estimates are significant. Careful planning is needed to ensure a continuing strong financial position is kept. Several options are currently being explored to solve or mediate these issues until our new construction is completed.

Summary of Accomplishments (optional)

Office Changes

With the demands of a growing school It was found that there needed to be a change in the operation of the front office as we implemented changes in the reporting system as well as a change in philosophy. In August of 2016 the secretary's office was changed with the Finance Office and Finance was changed with the Vice Principal's Office. The Vice Principal's office was changed with the Health Room and the Principal's Office was moved into the former Secretary's Office. This allowed for more exposure for the front office and for Admin to be closer to each other. There was more capacity for quick decision making due to the close proximity of the admin team. In an office that once housed one person we now have up to 5 people working. This August the wall to the hallway was opened up to allow for easy access for parents to office staff. A counter, as in a doctor's office, was built to allow at least 2 people to serve the general public. An aluminum folding moveable curtain was installed to allow for increased security as well as air flow. New office furniture, which was purchased at the beginning of the year, is now being repurposed in other areas of the school.

The result is increased efficiency in records management to accommodate our growing programs and an improvement in office communication and administration. IT personnel time has increased to meet the demand for technology integration in the school community and there is now dedicated office space with enhanced tech equipment for our IT team. The office is truly a hub of activity with administration in close proximity for easy access and workflow.

Special Needs

Our Special Needs Office made changes to allow for easier dialogue between those sharing the office as well as meeting space for teachers and the program director. Accessibility to supplies and teaching aids greatly improved teacher/student interaction.

The number of students requiring special needs support has risen as our program continues to grow. A learning Supports area was constructed to allow space for various staff and community supports (i.e. Speech Language, Occupational Therapy, Psychologist) to use working with students for the purpose of assessments, emotional regulation social skills groups speech language and ESL instruction and a space for Early Literacy. Triple P has continued to provide additional supports for parents by a trained practitioner on staff.

Students taking high school programming, such as Knowledge and Employability courses, to individualize their programs also use this space for small group instruction with teachers. Small, dedicated spaces for a large variety of text, manipulatives, teaching aids and professional development resources are now more accessible for all staff. Staff also have two dedicated spaces for private consultations and team meetings regarding student progress necessary to support successful Inclusive Education for students.

High School

This past year our grade 11/12 class was split to allow for increased enrollment. Reallocation of the school's space and learning Supports area enabled the grades 10-12 students to be in classrooms close to each other to enhance the cohesiveness of the student community. Teaching single grade classes allows more time for teachers to spend students focused in one content area which is particularly helpful for academic success for those with English as a second language. The addition of a DL program has allowed for expanded options for students including Registered Apprenticeship (RAP), work Experience, a successful Dual-Credit offering with the Donald School of Business at Red Deer College and various options such as Psychology and Sociology courses.

Elementary

It was also decided that we should split the grade 5/6 class to enable increased enrollment. With the hiring of an additional teacher the students now are able to have individual class instruction for the individual grade. This is a major accomplishment for a small school to have 1 classroom per grade except for grade 7 and 8 which remains a split class but is together for Bible and English. A successful Big Brother/Big Sister program in the school where high school students are paired with buddies in elementary school during the lunch hour and strengthened the sense of community in the student body and contributed to the Safe and Caring environment of the school. Enhancing the family atmosphere of the school was the goal of the grade 6 class. A once a week school prayer time was established by the students under the direction of a classroom teacher who guided the activity during noon hour. Students were encouraged to join and support the school in prayer.

Learning Commons

Our learning commons is an inclusive, flexible, learner-centered, physical space for collaboration, inquiry, imagination and play. The usage of this facility continues to grow, so our expansion of programs and infrastructure are also continually in development. We are planning the installation of a makerspace area, and are working to increase our technology based learning opportunities. Professional development for our Learning commons staff, in the areas identified for development have been prioritized for this calendar year in order to facilitate this area of growth.

School Purchase

The purchase of the school has seen a renewed commitment by the parents and supporters for the fulfillment of a dream. A Celebration of Praise saw nearly \$44,400 committed to a new building/debt reduction. There is a goal to raise \$200,000 over the next 4 years to pay off the short term debt that needs to be retired in 5 years. It was tremendous to see the response that people demonstrated that night.

Christmas Wish List

This is a take-off from the AISI project but funded by the parents. This year over \$26,000 was raised as teacher expressed the needs of the classrooms. These are projects that do not include day to day operating dollars. It might include a class set of Chromebooks or expansion of our learning commons resources.

Europe 2017

This Easter approximately 30 students and 12 supervisor / adults travelled to Italy for 10 days during the Easter Holidays. These students came from 3 different Koinonia Schools. What an experience to be standing in St Peter's Square on Easter Sunday with multiple thousands of people from all over the world. It was a growing experience for many of our students who had never travelled outside of Alberta and to see the comradery that developed as students helped students in their travels. As a result of travelling together as well as attending mission trips and sports events and student Leadership, the students from the various Koinonia Schools have developed a caring learning community.

St Myra of the Moldy Bread

This was a student written, student directed, student produced and student designed play that was presented in the gym for 1 week. The construction class helped construct the set. Costumes were sewn by students in the CTS option class. It was a huge success with sell out performances every night except the first night. The students were thrilled with the audience response. All the props were made by the students and the design for the gym was the work of the students as well. A maximum crowd of over 250 people could be seated in the gym. All production costs were covered by donation before the doors opened.

A Night to Remember

This was a night to showcase the fine arts department of our school. There was art displays, drama, band, Ensemble, as well as silent and live auction for the fundraising for the school. Student work was sold as well as beautifully crafted gift baskets. The grade six class offered their published book as a part of the items sold, other classes sold their collaborative project-based learning items and the high school students sold a stage sized Rube-Goldberg machine. We were so blessed to have raised nearly \$21,000 to help meet our operating deficit.

Technology

To fulfill growing technology requirements noted in the Technology Framework, our IT position was increased to .4. This increase allowed more attention to be given to pressing technology challenges as well as consultation for future expansion of hardware and software needs. The former computer room was integrated into the Learning Commons space by removing a wall and repurposing space. To assist in monitoring the learning commons area was reconfigured and minor cosmetic changes were made to make the area more inviting. IT personnel were involved in professional development related to our new Learning Management System for staff as well as support for parental use of the technology.

Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Koinonia Christ Sch Red Deer			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	96.7	96.4	96.7	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.2	90.9	90.5	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	97.5	97.1	97.0	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	1.9	5.8	4.1	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	90.9	78.5	77.9	77.9	76.5	76.1	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	70.3	80.1	79.3	73.4	73.6	73.2	Low	Maintained	Issue
	PAT: Excellence	11.5	12.5	15.5	19.5	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.7	84.8	70.4	83.0	82.7	83.1	Intermediate	Improved	Good
	Diploma: Excellence	5.8	19.7	14.4	22.2	21.2	21.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	48.1	23.6	35.8	54.9	54.6	53.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	100.0	72.7	72.7	62.3	60.8	60.8	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	58.8	62.9	58.0	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	96.3	99.0	98.4	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	95.2	94.4	94.3	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.3	92.8	95.4	81.2	80.9	80.7	Very High	Improved	Excellent
Continuous Improvement	School Improvement	94.4	90.9	88.7	81.4	81.2	80.2	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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 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 flooding in June 2013 and 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 these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Koinonia Christ Sch Red Deer (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	5.8	6.1	6.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	53.6	50.2	47.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	51.7	52.4	52.1	*	*	*
	PAT: Excellence	*	*	n/a	6.7	6.3	6.3	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	n/a	n/a	77.1	76.1	76.3	*	*	*
	Diploma: Excellence	*	n/a	n/a	10.7	10.2	10.2	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	21.8	20.7	20.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	34.2	31.9	31.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	*	n/a	31.8	33.5	33.3	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 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 flooding in June 2013 and 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 these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.0	79.8	77.8	80.1	70.3	75	Low	Maintained	Issue	75	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.5	21.0	13.0	12.5	11.5	15	Low	Maintained	Issue	15	15	15

Comment on Results

With the sample size being what it is, one student can make a significant difference in the area of a standard of excellence. We are continuing to implement strategies listed below which we believe will improve overall student performance. Having a single grade 6 and 9 class will hopefully see improved results.

Unless exemption is requested by parents, the student's doctor or educational circumstances dictate, all of our special needs students write the PAT.

Strategies

- Continue CAT 4 testing at K, 1, 2, 4, 5, 6, 7, and 8 and evaluating where students are performing lower and teaching towards those areas.
- Continue to provide pull out for children with English as a Second Language to help improve basic literacy skills.
- Elementary and Junior High teachers meeting together to discuss issues and curriculum concern, including areas of deficiency in all grades K-9, not only those that write the PAT.
- Emphasis on study skills in all grades including younger ones.
- Junior High development of critical thinking skills will be strengthened.
- Adaptability and flexibility in programs to accommodate ESL and Special Needs.
- Continue to use technology classes to enhance lessons and provided practice.
- Include questions from previous PAT Tests into unit exams and daily work.
- Use exam Bank to practice writing PAT tests in all core area.
- Minimum of two practice tests of released PAT exams leading up to exams in June.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.0	62.2	64.1	84.8	81.7	80	Intermediate	Improved	Good	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.0	5.4	17.9	19.7	5.8	10	Very Low	Declined	Concern	10	10	10

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	86.3	81.3	73.8	78.5	90.9	85	Very High	Improved	Excellent	85	85	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	3.9	2.5	5.8	1.9	2	Very High	Maintained	Excellent	2	2	2
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.2	55.5	55.5	62.9	58.8	65	High	Maintained	Good	65	65	65
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	72.7	100.0	75	n/a	Improved Significantly	n/a	75	75	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	74.0	56.3	27.7	23.6	48.1	60	Intermediate	Maintained	Acceptable	60	60	60

Comment on Results

We continue to work at improving the services to our ESL students who are struggling with proficiency in Academic English that is required in order to achieve success on Diploma exams. We are recommending that more time be spent in ESL to bring up the English.

As we offer more Christian programming options and Off-campus opportunities, fewer students are choosing these Learning Pathways which will improve our percentage standing but decrease the number of students taking four or more Diploma courses

Strategies

- Initiate professional development in curriculum analysis of student results using our new Learning Management technology platform to strategically identify areas of need during the semester.
- Provide for post-secondary luncheons throughout the year in Learning Commons.
- Koinonia Career Fair involving 20 colleges, universities and technical schools and open to other small independent schools in the community.
- Career Planning in CALM allowing students to make informed choices for grad planning and beyond.
- Continue with grad counselling to ensure that the students are enrolled in the correct courses according to their Career Plan. This is to check out course requirement for desired field of study.
- All students write a minimum of 2 practice Diploma exams.
- Ensure that Diploma type questions are included in school based exams, in particular midterms.
- Semester English and Social, Math and Science at both the grade 11 and 12 level. English offered first semester and social the second so that skills in writing the English have been learned before writing the Social exam
- Encourage students to attend after school classes offered by teachers throughout the year as well as at year end to review curriculum.
- Encourage students to take Diploma Prep and Rock the Diploma course and upon completion the school will reimburse the cost of the course for Rock the Diploma.
- Encourage any student who is struggling with high school rigors to take 4 years instead of 3 to complete requirements.

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 flooding in June 2013 and 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 these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.3	92.0	96.5	94.4	95.2	90	Very High	Maintained	Excellent	90	90	90
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	96.2	100.0	99.0	96.3	95	Very High	Maintained	Excellent	95	95	95

Comment on Results

It is so important that as a school we “walk the talk”. In a faith-based school it is important that leadership and citizenship along with sportsmanship be key areas that should be congruent with the philosophy of the school. Countless times we have been reminded of the exemplary behavior of our students whether it be an overseas trip or a trip to the local market, a trip to Vancouver or a field trip to the legislature. Our students continue to be an example of good self-control and a willingness to help. Employers of students on work experience or RAP tell us that these are the type of employees that they want. This is a credit to our students, staff and of course the parents.

Strategies

Strategies for Citizenship:

- Student Council Leadership
- Big Brothers Big Sisters
- Reading Buddies
- Mexico Missions and Cultural Trips
- Worship Teams in School Chapel
- The fact that we have a K-12 school where the older students are role models for the younger and the family atmosphere

Strategies for Employment Readiness:

- Career Counselling
- Work experience on and off Campus
- Students involved in community service work
- Involving Student staff and parents in the decision making process

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	95.8	95.9	95.7	96.0	93.3		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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	*	*	*		*	*	*			
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	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	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	*		*	*	*			

Comments

For the first time KCS RD has had the privilege of increased numbers of FNMI students. We are offering career planning with FNMI supports through Careers the Next Generation and encouraging these students to participate in school run activities and take leadership roles.

Strategies

- In-service teachers and staff on reconciliation and explore our history in AB.
- Use resources and professional development through ERLC, AB ED and AISCA and CARC.
- Continue to stress the importance of the contribution to society of FNMI and all people's unique identity and culture.
- Continue to emphasize with parent the importance of education, and make them aware of any scholarships available to them.
- Increasing the books available in the learning commons that speak to the history and contributions of FNMI to society.

Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 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 flooding in June 2013 and 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 these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
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			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*		*	*	*			
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			
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			

Comment on Results

In the past we have not had any FNMI in the high school.

Strategies

- Continue to utilize all supports necessary for these students including Careers the Next Generation FNMI Supports and focused academic supports and programming for successful high school completion.
- Encourage students and parent to have high attendance record. Work closely with parents for flexible timetabling and communication to improve attendance measures.
- Staff professional development e-course requirement "Educating for Reconciliation".
- Inclusion of FNMI students on Student Council and leadership activities.
- Include community members to come in and teach about their cultural heritage.
- Invite community members to come in and teach about their cultural heritage.
- Provide positive reinforcement for achieved success.

Notes:

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

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	95.6	95.9	97.7	96.4	96.7	92	Very High	Maintained	Excellent	92	92	92

Comment on Results

It is hoped that with the erection of the new locked fence enclosing the area where there were 4 entrances to the school and portables that students, parents and staff will feel even more secure. We are so grateful for the consistent effort of staff in ensuring this and we celebrate that 95% of those surveyed over the past 5 years have felt this way.

On staff is a trained Triple P Practitioner who is available to parents and staff for developing a positive discipline program that can be utilized in the home as well as in the classroom. The consistency of parents being involved and informed is crucial to the success of a child who is experiencing difficulty or parents experiencing difficulty in guiding the child through difficult times. Again it is as home school and church work together that greatest success can be achieved.

The Board, staff, parents and students work very hard to create an environment where we celebrate uniqueness, talents, gifts and each individual student is a creation of God.

Strategies

- Anti-bullying awareness and the recognition of what bullying is not. RCMP coming in and sharing with students what the consequences of this activity is.
- Initiation of the “Identity Project” to facilitate conversations about sexuality from a Biblical perspective.
- Integration of Biblical instruction into all subject areas and how this applies to the treatment of fellow students.
- K-12 Big Brothers/Little Brother, Big Sister/Little Sister mentoring program.
- Utilization of Student Council/Leadership Program.
- Continue to provide lessons that accommodate different learning styles, special needs or other challenges.
- Implementation of discussion groups that students may be involved in to have a safe and caring space to discuss issues of concern that is led by a trained individual who can ensure that the home is involved so that a balance can be achieved.
- Open safe environment where students are encouraged to pray for one another and the needs that either they or their families may have.
- Open discussion with parents regarding student safety, technology and creating a caring and welcoming school.
- Use of the learning commons as a hub of where students can go to feel part of community both before school and after school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	87.3	88.2	92.5	90.9	89.2	85	Very High	Maintained	Excellent	85	85	85

Comment on Results

Koinonia Red Deer is continually trying to encourage teachers and parents to think about ways to “improve the end product”. Technology is one area that is constantly being talked about. We are pleased with the consistency of the results over the past 5 years. Program offerings are always being reviewed but so much is dependent upon the staff gifting. Monthly staff meetings allow for brainstorming of ideas as well as PD. Projects that the whole school can be involved in and that can stretch the talents of all students and broaden their exposure to different ideas give opportunities to all students not just a few.

Koinonia@Home has allowed our student body to have more exposure to different options as well as different teaching styles and expectations which can be problematic in a small school. Meeting with the students to see what their ideas are can be for sure a way of showing value to the opinions of our students as well as creating buy-in when a new initiative comes forward.

KCS RD offered Dual Credit for the first time and was one of the first private schools in the area to do so. It was extremely well received by both students and college staff.

Strategies

- Offering option course as well as K&E programming thru ADLC and using the option of K@H thereby giving more opportunities to students.
- Offering Second Language beyond gr 4-9 as well as RAP, Work Experience and Dual Credit.
- Offering cultural and educational trips to give students an understanding first hand of the concept of globalization.
- Drama, music, art, construction, foods studies, community outreach, in grades 7-12 give students to use skills or develop skills that are latent in either productions every 2-3 years or in showcasing the school thru community service.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	93.6	89.9	85.2	90.9	94.4	90	Very High	Improved Significantly	Excellent	90	90	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	96.0	96.3	97.1	92.8	98.3	90	Very High	Improved	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.4	96.2	97.6	97.1	97.5	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

It is so good to see that as parents work with their children and with the school and church that success can be achieved as expressed in the ratings given. It is good to see that there is a strong parental involvement in the education of their children and that this has improved significantly from the previous year.

Getting parents involved and keeping them involved throughout their school career proves to be a real challenge. With the adopting of a LMS Schoology, parents have immediate feedback and are able to keep the students accountable. Parent Teacher Interviews is truly a reflection of progress as teachers and parents are able to dialogue.

Early intervention in Kindergarten and preschool allows for the opportunity to address educational needs at the beginning before they become major concerns that have major educational consequences.

Strategies

- Minimum of 2 parent meetings per year.
- Encourage input through parent/teacher meetings and the AGM.
- Schoology will allow real time access to all student marks. This has proven to be very well received by our parent and student body.
- Share with parents, changes in curriculum and how to best support their child.
- Continue to attend Professional Development Days pertaining to the latest technology and learning strategies.

School Improvement

- Survey staff and parents
- Attend PD Day through KCES where ideas are freely shared
- Thematic PD training for the year (Biblical Integration, Special Needs, Technology, Learning Styles)
- PD opportunities through the Consortium
- New Teacher Day @ AISCA
- Utilization of PAT, CAT and Diploma Results in planning and curriculum implementation
- AICA and ACSI Teachers conventions and seminars

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Note:

Future Challenges

Future uncertainty of the stability of Independent Christian Education in Alberta presents a challenging climate for long-term planning. The board has decided to put future building plans on hold but some preliminary studies were completed for feasibility of the school remaining in its present location given the traffic survey and parking issues that we currently experience. We continue to work closely with the broader residential community to address concerns and strategically plan for long term possibilities for shared use of facilities and expanded parking options. Because our students come from a large radius and not all directly from the city of Red Deer many in high school drive to school. This not only caused congestion but also students are parking in front of homeowners property and when the homeowners come home for dinner there is no space to park. This frustration will continue until a solution is found. Also, the parking is shared with the community association. Since the school utilizes it 10 month of the year it is felt that the school should maintain it with gravel grading and general upkeep. This current year there was major construction occurring and heavy equipment was being moved which further complicated things for the first part of the school year as we attempted to move traffic and eliminate congestion caused by this.

Despite the significant differences in instructional funding available to independent schools, KCS Red Deer was able to hire teachers with previous experience in public school and subject matter expertise to the staff. A growing enrolment and staff requires more supervision and the new requirement in the labor standards and for support staff salaries present further staffing challenges that will to be addressed this year.

KCS RD is committed to excellence and accountability in its Koinonia@Home program which has three distinct choices for families and students: Home Education programs, Blended (now called Shared Responsibility) programs, and distance education programs. During the application and registration process, parents who chose registration in all three programs indicated the importance of a clear statement of faith and thorough processes for quality academics as important values. In its second year, the Home Education program experienced growth from 29 students. Due to the growth, an Assistant Program Director was hired to maintain the level of supports necessary to ensure quality Learning Plans were developed and thorough evaluation practices were maintained. The new Standards for Home Education reimbursement were implemented easily as they mirrored prior practices and brought a measure of parity to the Home Education programs in the province. However, continued lack of clarity and unequal application of program requirements in Home Education related to standards for planning and evaluation of progress are challenging for our program.

Our distance education programs included students from grade 5 and extended through a full offering at the high school level. The pilot year helped to launch a successful year where Koinonia@Home served 34 students, many of them part time. Students served included: blended students learning in a home-based environment, blended students with a portion of their program on a campus, high school campus students enrolled seeking a faith-based offering and/or seeking a course unavailable in their campus timetable, and a few older students seeking upgrading opportunities in faith-based courses. Provincial Achievement Test and Diploma results for students in the distance education programs met provincial standards and the grade 12 students successfully transitioned to post-secondary and/or apprenticeship programs. Teaching and office staff, students and parents in campus and distance programs were successfully transitioned to the new Learning Management System, increasing the need for technical support staff and training.

Our distance programs continue to face challenges related to an evolving clarification of standards in distance education and our staff continually seek professional development in this area. In particular, our enrollment is limited by the lack of clarity and unequal application of standards limiting the distribution of funds and/or purchase order arrangements for lessons and community activities for students in home-based teacher-directed programs.

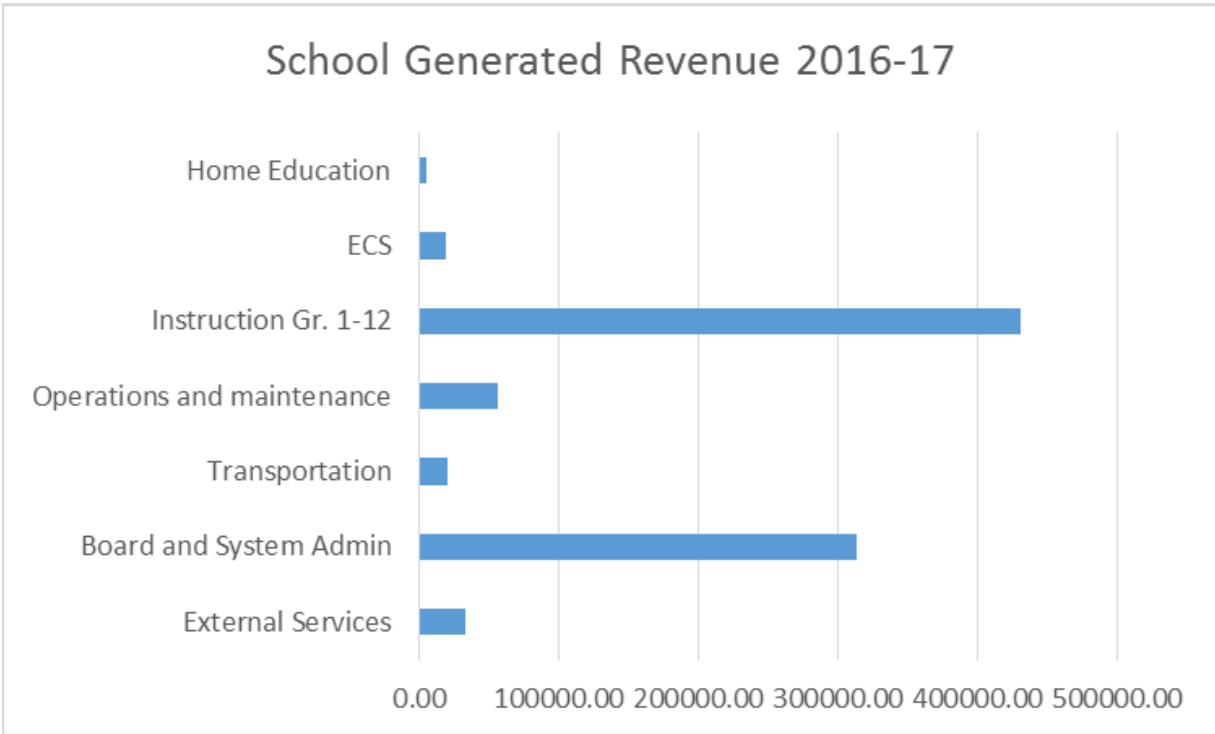
Summary of Financial Results

Government generated revenues increase by 8% from the previous year and represented about 71% of total revenue as compared to 67% the previous year. This is due in part to the increase in enrollment and higher number of special needs students. The board held tuition rates the same for 2016-17 but decided for the 2017-18 school year to increase tuition by cost of living index. Also field trip fees were increased for 2017-18 to help defray the increased costs of transportation, entrance fees and other associated costs. Donations were up significantly with the announcement of the school purchase and the extra funds needed. A near record \$116,000 was raised not including the building fund over \$40 000.

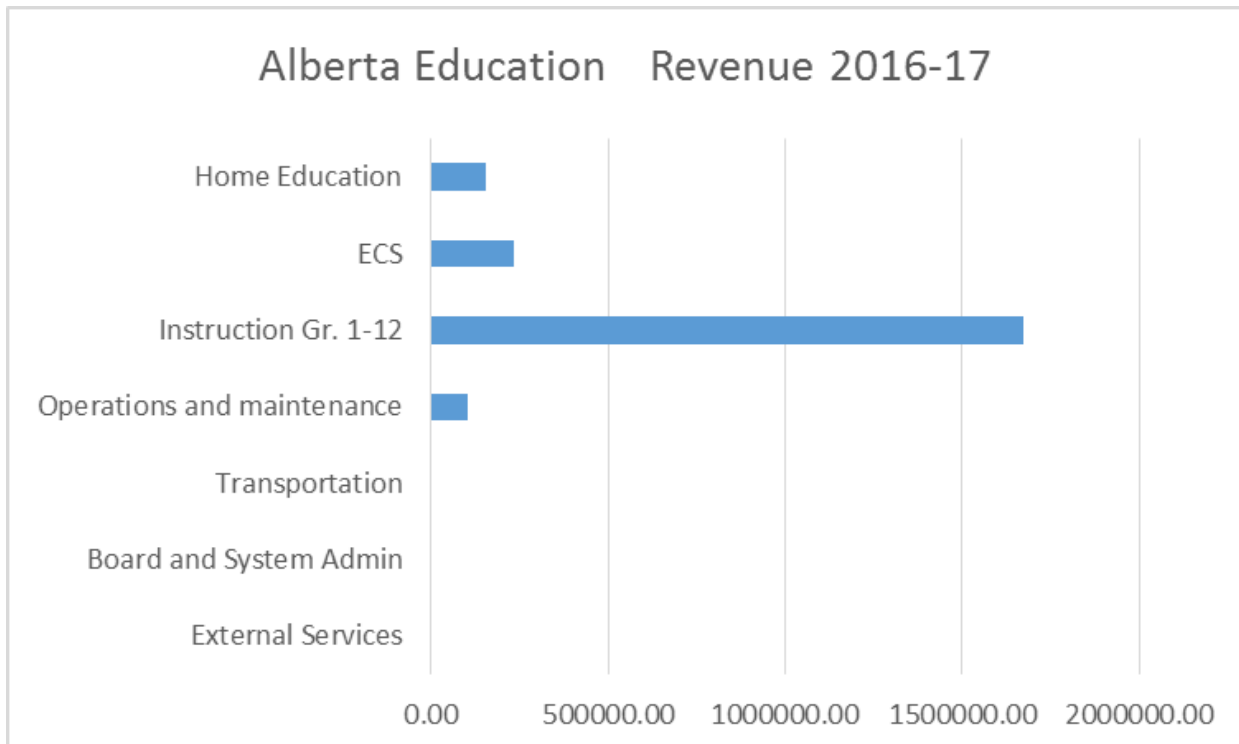
For expenses, of course salaries continue to be the largest portion of budget comprising 75% of budget. Again with a large special needs component this is an understandable situation. There are nearly 16 FTE EAs on staff along with associated special needs coordinator and programmer. Teachers again continue to work at approximately 67% of the public school counterpart and EAs at approximately 85%.

Contract Services also went down in grades 1-12 but up by 50% for the ECS/Preschool. This is a result of early intervention and a good number of students qualifying for PUF. These services included OT, PT, Speech, Ed. Psych. and some requiring assistance from the Deaf and Hard of Hearing as well as visually impaired.

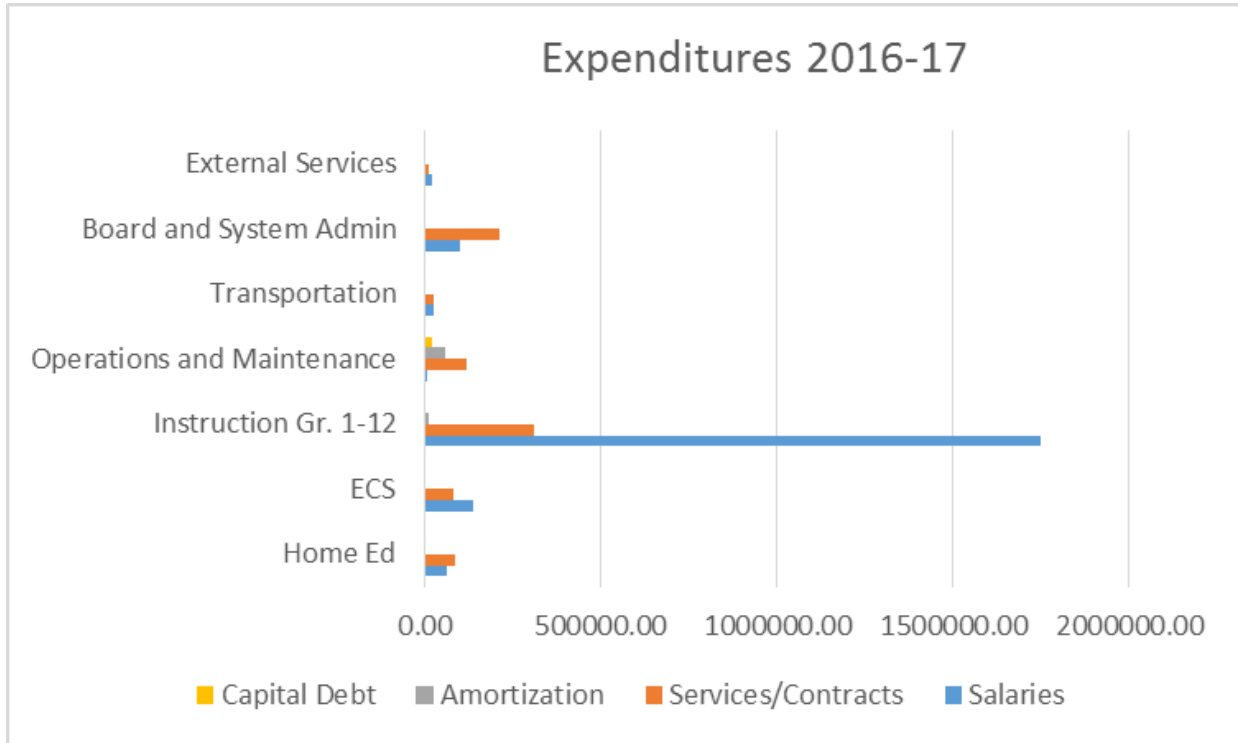
School Generated Revenue Revenue 2016-17	
External Services	32969.00
Board and System Admin	313191.00
Transportation	20505.00
Operations and maintenance	56088.00
Instruction Gr. 1-12	430999.00
ECS	18765.00
Home Education	4992.00



Alberta Education Revenue 2016-17	
External Services	0.00
Board and System Admin	0.00
Transportation	0.00
Operations and maintenance	102672.00
Instruction Gr. 1-12	1673151.00
ECS	231889.00
Home Education	155700.00



Actual Expenditures 2016-17							
	Home Ed	ECS	Instruction Gr. 1-12	Operations and Maintenance	Transportation	Board and System Admin	External Services
Salaries	60933.00	135005.00	1746975.00	5165.00	25393.00	101662.00	21736.00
Services/Contracts	84257.00	80140.00	309719.00	120383.00	25590.00	211055.00	10297.00
Amortization	0.00		12081.00	56059.00			
Capital Debt	0.00			21591.00			



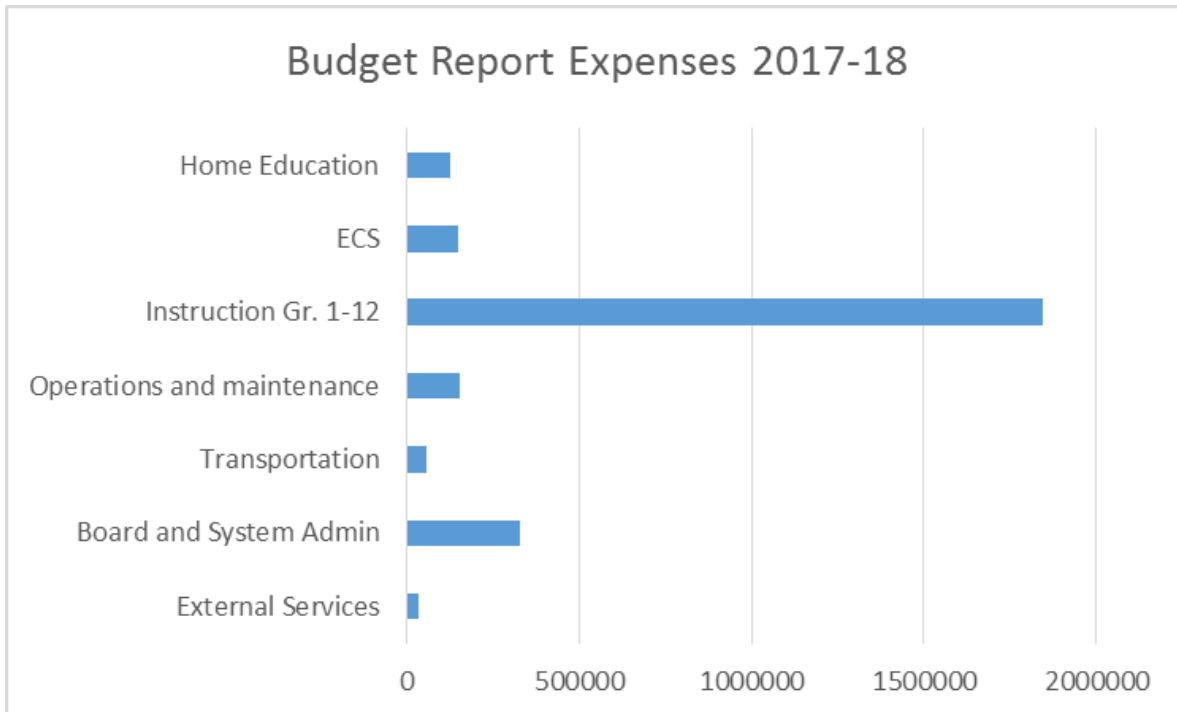
Budget Summary

Growth this year was significant in our brick and mortar school. We saw continued growth in our special needs as well as students qualifying for PUF which will see again an increase in our contracted services. Careful budgeting and planning ensures our Special Needs students receive a high level of support to meet the requirements of Inclusive Education and our ability to serve the learning needs of all students in our community. In our changes of roles and responsibilities we appointed the VP to be in charge of Special Needs.

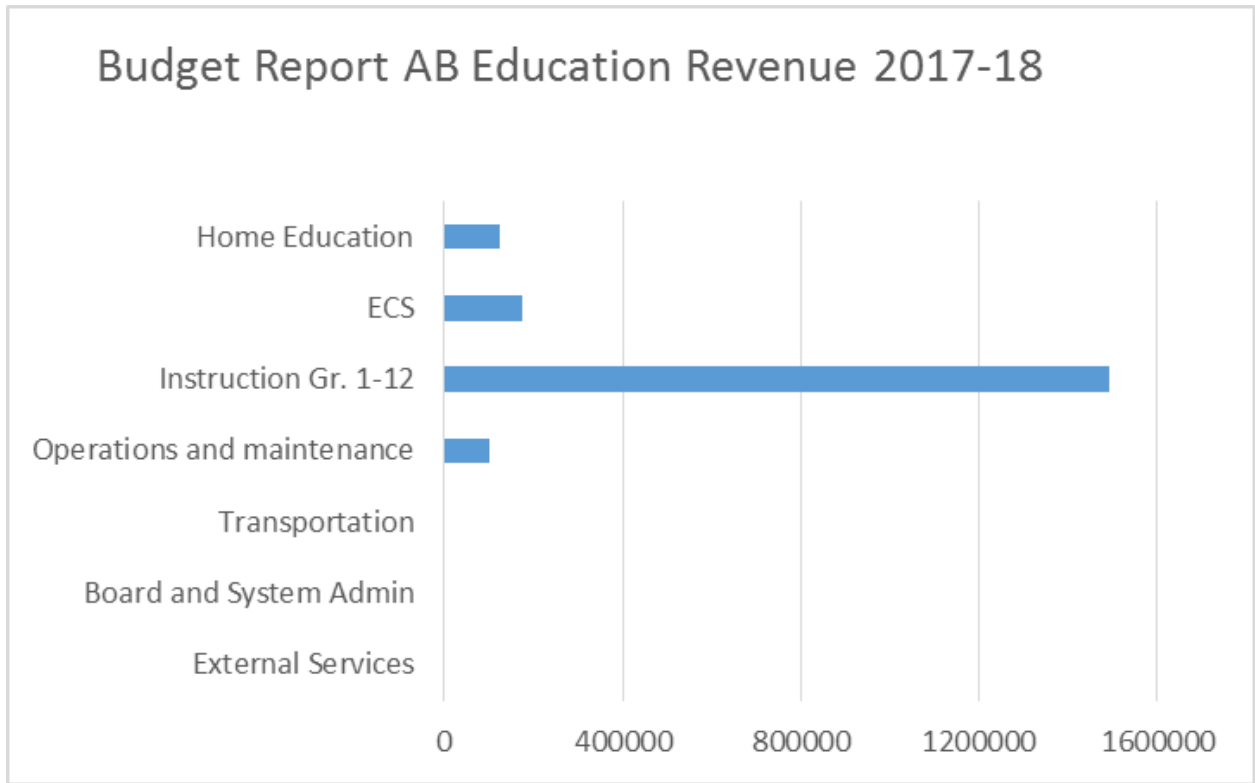
It is hoped that this change will provide much needed assistance as well as continued professional development for our teachers as well as our EAs. The VP will then be in charge of Home School Programming as well as ESL. With the large number of ESL students in our school the focus needs to be on securing the benchmarks and programming accordingly for these students.

Financial Assistance will reach nearly \$125,000 for the upcoming school year. Parents are feeling the financial crunch This will mean that increased fundraising will be essential to cover shortfalls. Budget are prepared based on the previous Sept 30 enrollment numbers so we will see that adjustments had to be made to reflect the additional 20 students that enrolled in August and September. We are so grateful for the trust that parents have expressed on the fiscal responsibility displayed by the board and the finance committee.

Alberta Education Budget Report Expenses 2017-18	
External Services	31261
Board and System Admin	328134
Transportation	57150
Operations and maintenance	151218
Instruction Gr. 1-12	1847139
ECS	148245
Home Education	125308



Alberta Education Budget Report Revenue 2017-18	
External Services	0
Board and System Admin	0
Transportation	0
Operations and maintenance	102502
Instruction Gr. 1-12	1491620
ECS	174283
Home Education	125311



Budget Report AB Education Revenue 2017-18			
Revenue	Budget Report 2017-18	Budget Report 2016-17	Actual 2016-17
Government Revenue	70%	72%	71%
School Generated Funds	30%	28%	29%
Total	100%	100%	100%
Expenses			
Home Education	5%	3%	5%
Instructional	73%	70%	75%
Administration	12%	17%	10%
Transportation	2%	2%	2%
Operations and Maintenance	6%	6%	7%
Other	2%	2%	1%
Total	100%	100%	100%

Capital and Facilities Projects

Because we had planned for increased enrollment the previous year and did not experience as much growth there was some expansion made to account for the growth in 2016-17. The plans were established but not fully executed until the latter part of the school year. There were some made at the beginning of the 2017-18 school year. We will continue to monitor the needs as we see changes that need to be made in our learning commons as well as ELI.

Facility needs will be closely monitored as well as maintain our ratios for borrowing purposes. There will be some need for expansion in the area of technology with replacement of some outdated equipment such as pan boards, computers, a possible new server as well as additional chromebooks and software.

A watchful eye is needed in terms of general maintenance with particular care and attention given to the condition of the roof. All 9 furnaces have been replaced in the past 5 years but the boiler may need refurbishing.

An issue that was brought to the attention of the board was a concern for student safety as an enclosed area at the back of the school yard was a hangout for neighborhood kids and transients with no association to the school. The Board took the recommendation submitted by administration to build a fence to secure the area. This has just been recently completed and the two entrances to the school that need to be unlocked during the day are now secure. All individuals who wish to enter the school must come to the main entrance and the only other entrance to the facility now remains locked.

Summary of Facility and Capital Plans

Items requiring repair will be prioritized and reviewed monthly at our finance and facility meetings and recommendations will be made to the board. The temporary office that was moved in last year now is fully serviced with phone, alarm and internet and will house 2 office personnel and one section will be rented out to our Central Office and the other section provides a meeting room for outside services as well as parent conference and individualized meeting areas.

Plans for some additional work to be done in the Learning Commons as well as furnishings will occur based on finance availability.

Parental Involvement

As our funding is less than our counterparts in the public system, our school relies heavily on parental volunteers to help around the school, fieldtrips, school maintenance and janitorial. Over the years a project that we have to involve parents is school cleanup every June. We have calculated, depending on the year that on that one day for 5-10 hours parental volunteers save the school anywhere from \$5 000-\$10 000. This past year we needed major floor work and parents as well as students came to clean as well as rip up tiles off the floor saving \$3 000 on labor costs. This adds to school spirit and ownership. We have opportunity for parents who have difficulty to meet financial obligations to offer their services for areas that they can provide expert skills like painting and renovations as well as small carpentry items. This give a sense of ownership as well as enhancing self-worth.

Philosophically it is the belief that the parent is the prime educator of the child. Communication is essential so parent meetings to discuss issues of parental concern are held. Fellowship time is important and this helps to proactively address concerns and maintains the positive climate in the school reflected on our results. Parents can involve themselves in social activities of the school. Planned events in which teachers and parents can associate on a non-threatening basis is so important. Planned social activities occur after every Christmas program and awards night with a trip to Dairy Queen.

Opportunity is given to parent to be part of the school board, committees and sub committees of the board fundraising development as well as social programming. Chaperoning, coaching and supervising at student activities allows programming to be expanded and thus benefiting all students. Students thus see parents in a different light as co-workers with teacher.

Timelines and Communication

Parents and Students are kept informed of what is happening by emailing information in the form of newsletter. The Koinonia Korner is published monthly. The Koinonia Connection which is produced by our umbrella organization, the Koinonia Christian Education Society tells of happenings in our school as well as news of other Koinonia Schools. The new learning management system, Schoology, which was purchased, is now available to students, parents and staff as well as board members. This is used for report cards as well as general communication. Teachers have a confidential staff room section to share information.

Information about what is happening with government, city news, homework, board news and other information relative to the parent and student body is contained in the above mentioned forms of communication. Electronic monitors located throughout the school allows parent and students to have e-announcements before them on an hourly basis.

Copies of the audited financial statements are available for parents to look at in hard copy format as well as an abridged version is available on the web site at www.koinonia.ca. The Board has input in the Three Year Plan/AERR and its location on the web will be communicated to parents through the newsletter and electronic mail.

The combined AERR/Three Year Plan 2017-2019 can be found at <http://www.koinonia.ca/parents.html>.

Whistleblower Protection

A policy was adopted in March of 2014. There were no disclosures reported to the Chief Officer of KCS RD.

APPENDIX – Measure Details (OPTIONAL)

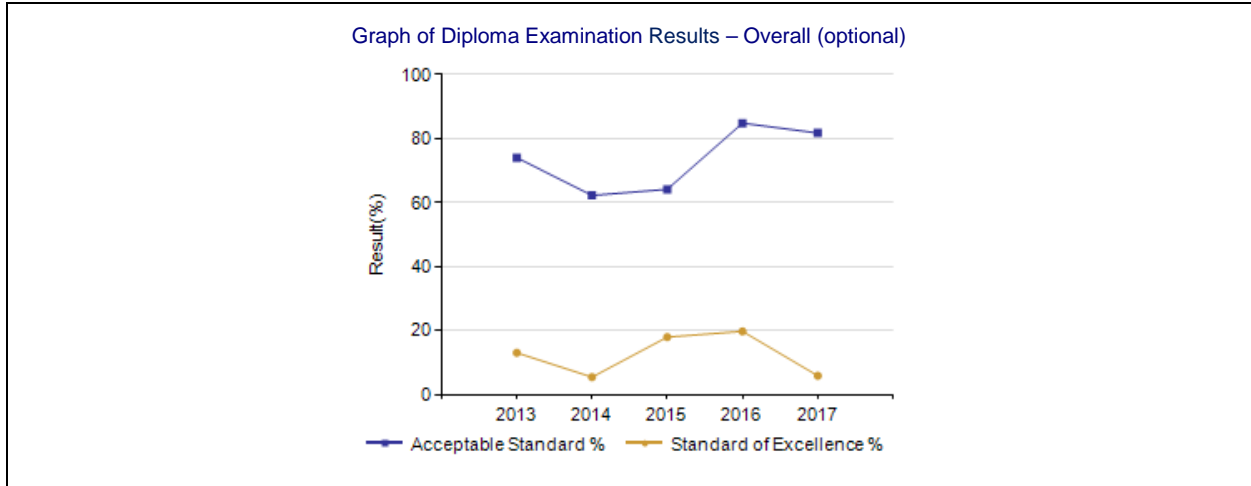
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	80.0	20.0	80.0	0.0	60.0	10.0	100.0	7.7	95.8	8.3		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	*	*	*	*	n/a	n/a	*	*	87.5	12.5		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
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	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
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	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	64.7	17.6	37.5	0.0	*	*	42.9	0.0	57.1	7.1		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	*	*	n/a	n/a	n/a	n/a	*	*	85.7	0.0		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	76.5	5.9	71.4	14.3	57.1	28.6	66.7	8.3	84.6	7.7		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	*	*	*	*	*	*	100.0	25.0	100.0	0.0		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	75.0	12.5	n/a	n/a	80.0	20.0	*	*	68.4	0.0		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	n/a	n/a	42.9	14.3	n/a	n/a	100.0	60.0	n/a	n/a		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

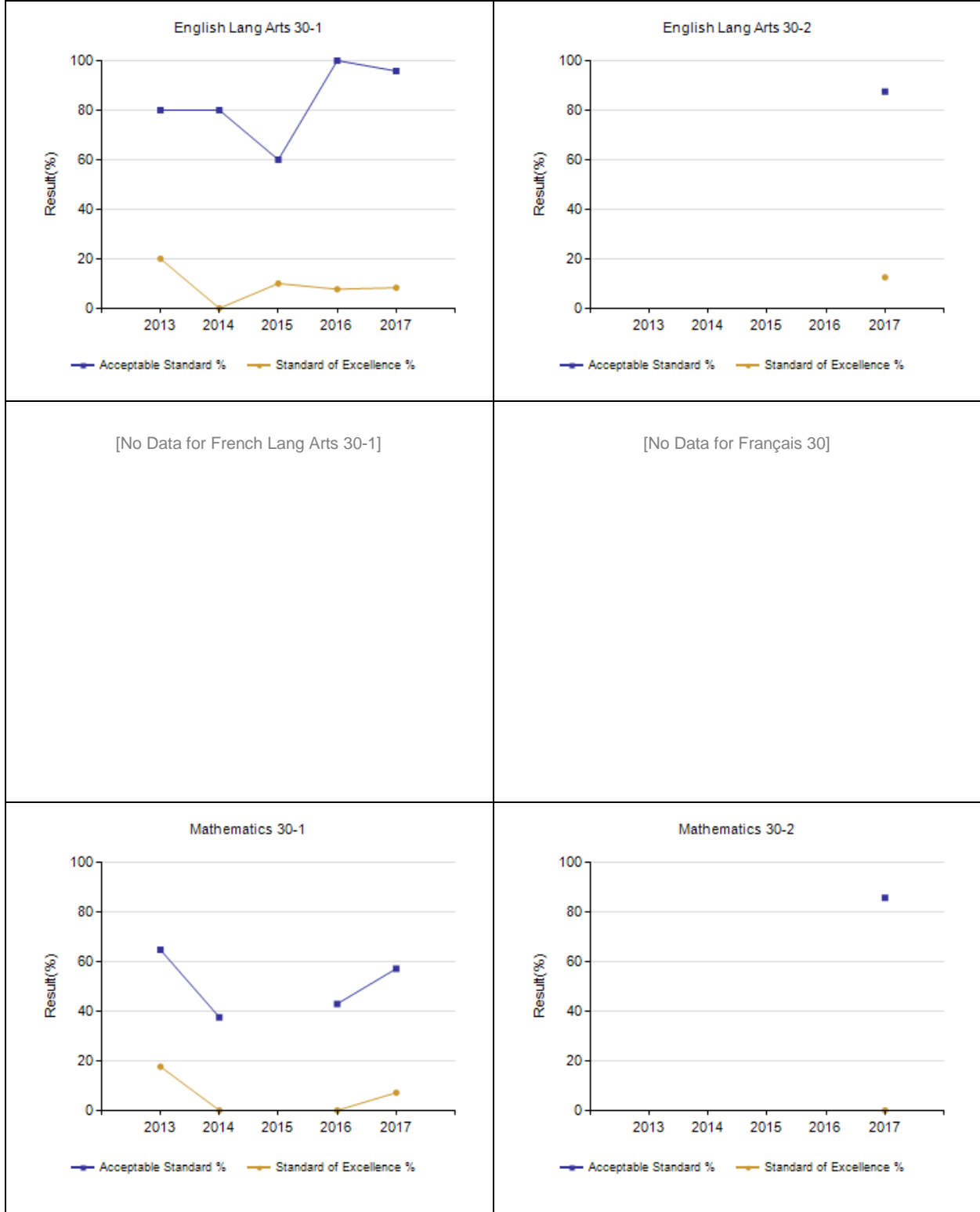
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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 flooding in June 2013 and 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 these events.



Notes:

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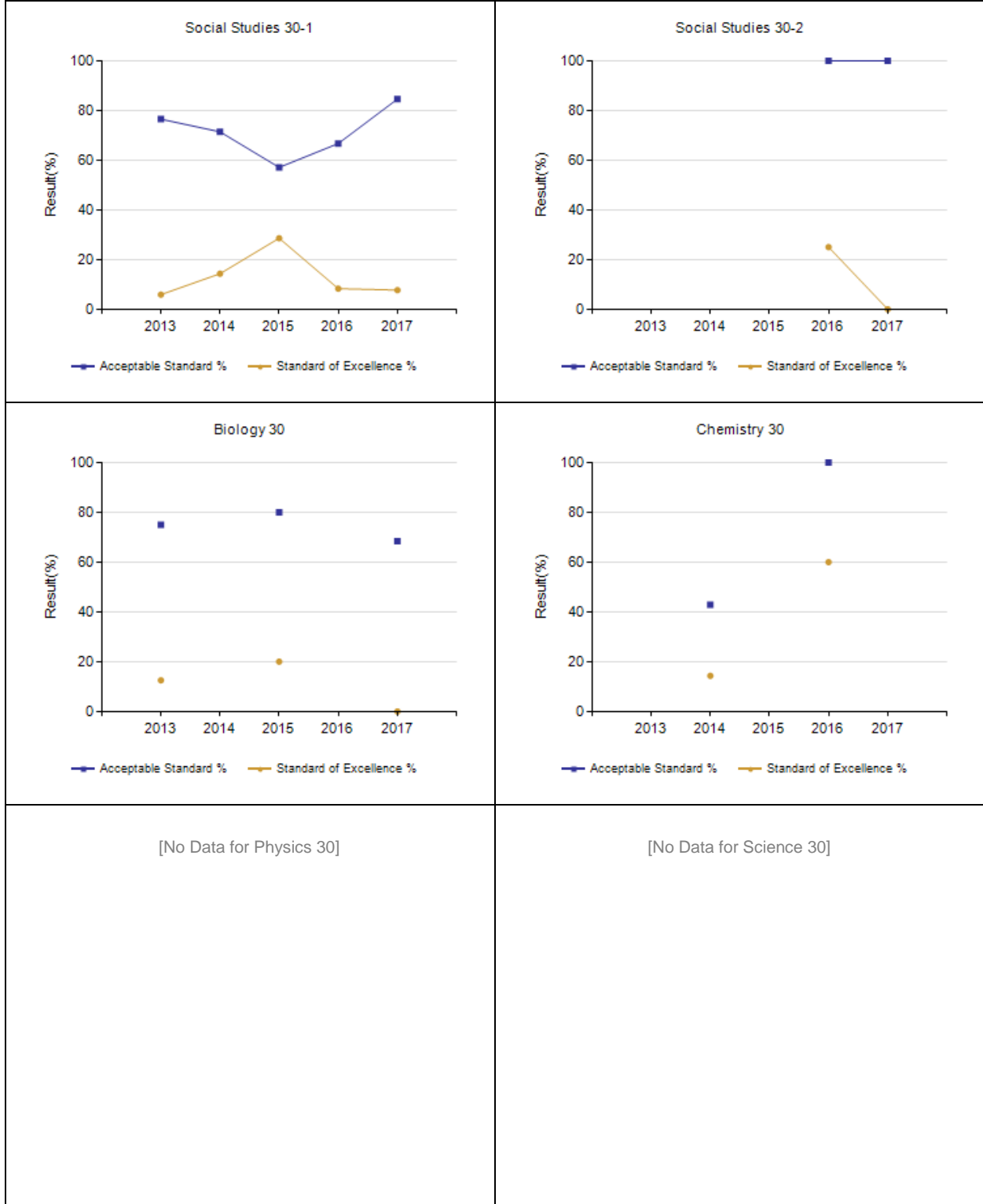
Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 flooding in June 2013 and 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 these events.

Diploma Examination 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 Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.

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

Course		Measure		Koinonia Christ Sch Red Deer						Alberta				
				Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	24	95.8	11	80.0	30,150	86.5	28,895	87.0		
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	8.3	11	5.9	30,150	11.7	28,895	11.3		
English Lang Arts 30-2	Acceptable Standard	Low	n/a	n/a	8	87.5	n/a	n/a	16,797	89.5	16,361	89.2		
	Standard of Excellence	Intermediate	n/a	n/a	8	12.5	n/a	n/a	16,797	11.4	16,361	12.2		
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	14	57.1	8	40.2	20,371	73.1	20,934	74.0		
	Standard of Excellence	n/a	n/a	n/a	14	7.1	8	0.0	20,371	30.7	20,934	28.5		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	7	85.7	n/a	n/a	14,327	74.7	12,738	73.6		
	Standard of Excellence	n/a	n/a	n/a	7	0.0	n/a	n/a	14,327	15.9	12,738	15.8		
Social Studies 30-1	Acceptable Standard	Intermediate	Improved	Good	26	84.6	9	65.1	22,249	86.0	21,875	85.9		
	Standard of Excellence	Low	Maintained	Issue	26	7.7	9	17.1	22,249	14.8	21,875	14.9		
Social Studies 30-2	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	8	100.0	20,054	80.6	19,579	82.1		
	Standard of Excellence	Very Low	Declined	Concern	6	0.0	8	25.0	20,054	12.6	19,579	13.5		
Biology 30	Acceptable Standard	Low	Maintained	Issue	19	68.4	15	80.0	22,993	84.2	21,843	85.4		
	Standard of Excellence	Very Low	Declined Significantly	Concern	19	0.0	15	20.0	22,993	32.3	21,843	32.4		
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	71.4	18,751	83.1	19,161	81.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	37.1	18,751	38.6	19,161	34.6		
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,952	85.7	10,553	84.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,952	41.8	10,553	36.6		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	84.9	7,914	84.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	28.4	7,914	26.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

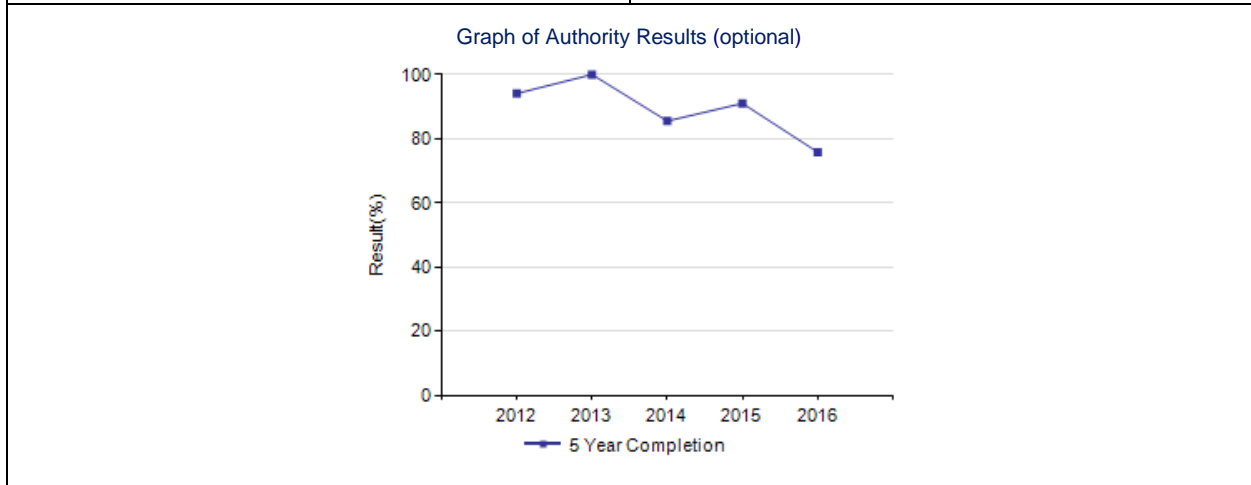
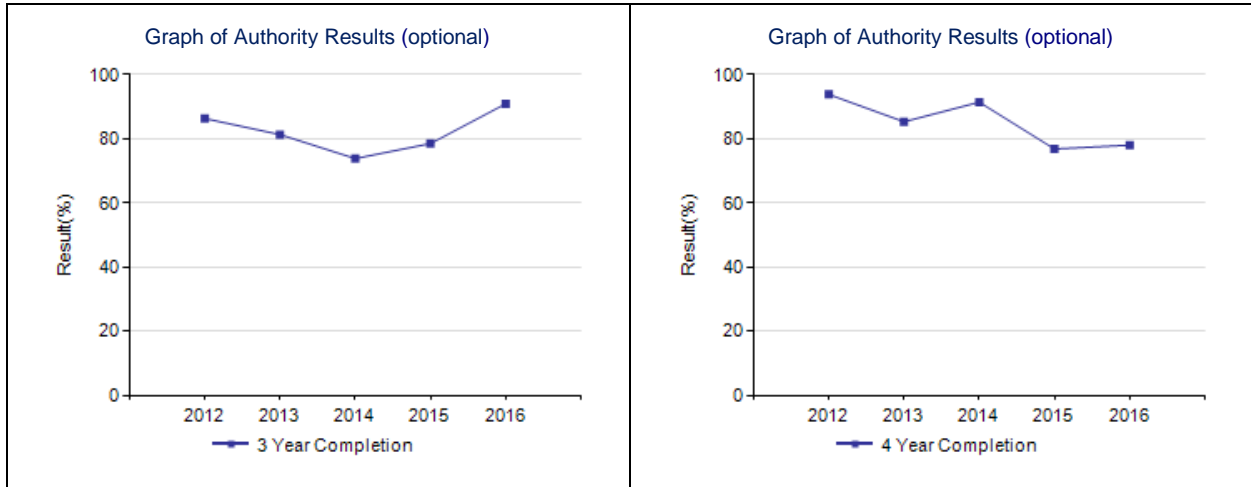
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	86.3	81.3	73.8	78.5	90.9	74.8	75.3	76.5	76.5	77.9
4 Year Completion	93.8	85.3	91.4	76.8	78.0	79.2	79.6	79.9	81.0	81.2
5 Year Completion	94.1	100.0	85.5	91.0	75.8	80.6	81.5	82.0	82.1	83.2

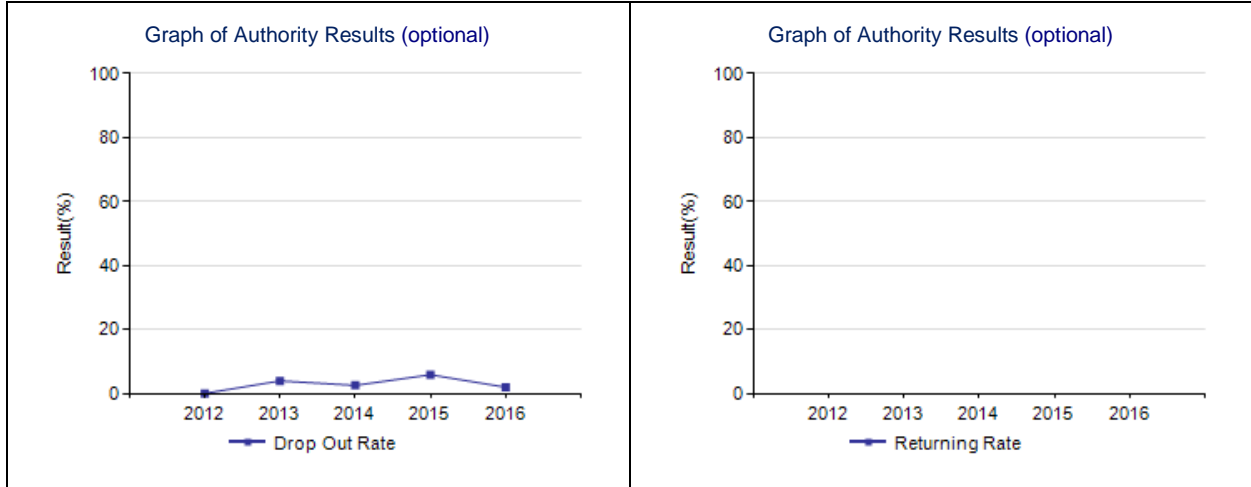


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	0.0	3.9	2.5	5.8	1.9	3.6	3.3	3.5	3.2	3.0
Returning Rate	*	n/a	*	*	*	22.8	20.7	20.9	18.2	18.9

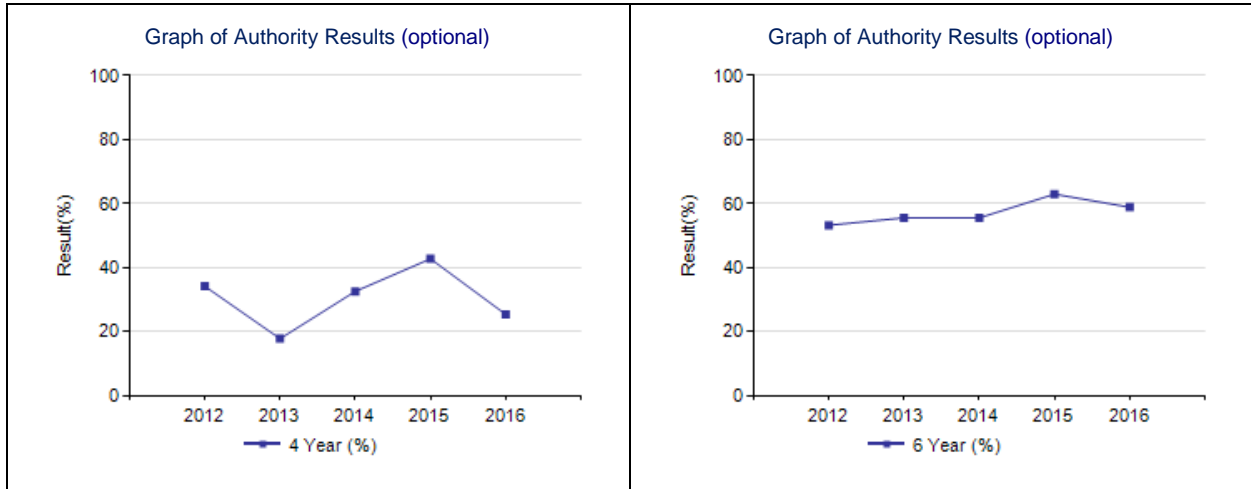


Notes:

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	34.1	17.7	32.5	42.7	25.3	39.4	39.7	38.3	37.0	37.0
6 Year Rate	53.2	55.5	55.5	62.9	58.8	59.3	59.0	59.7	59.4	57.9



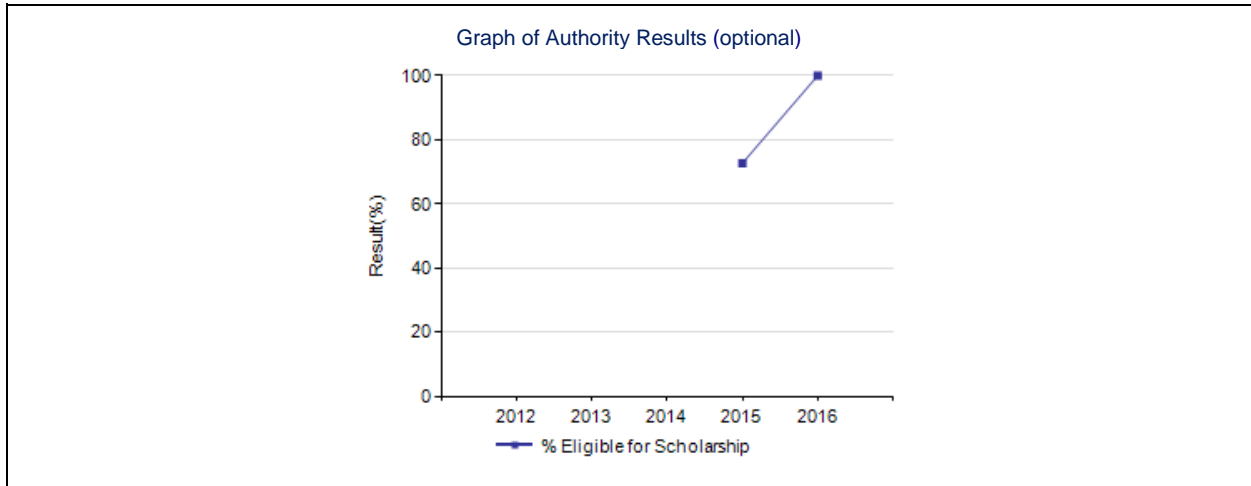
Notes:

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	72.7	100.0	n/a	n/a	n/a	60.8	62.3

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
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	11	7	63.6	8	72.7	2	18.2	8	72.7
2016	17	16	94.1	17	100.0	8	47.1	17	100.0



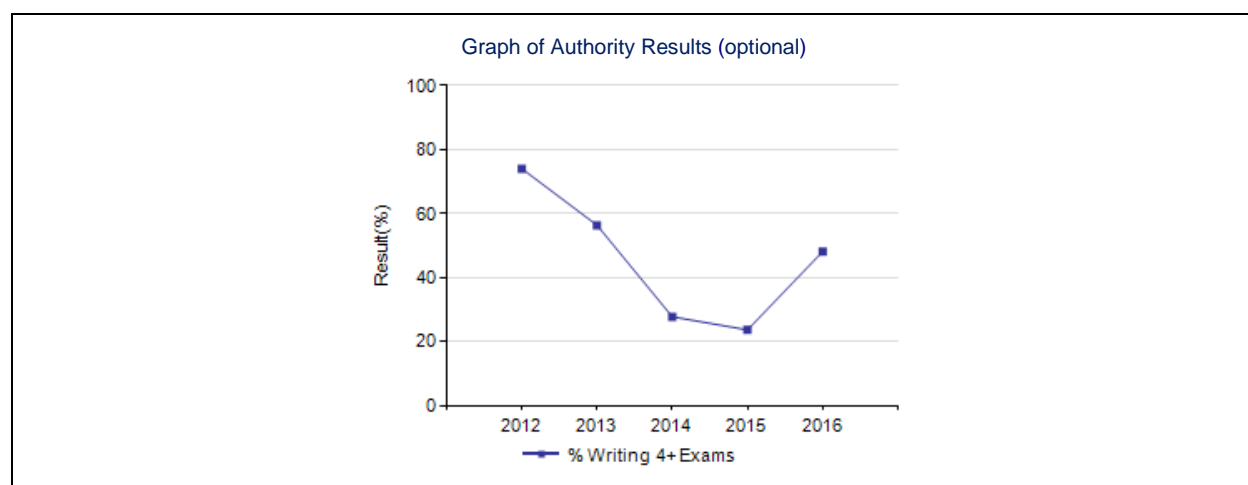
Notes:

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

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	7.5	12.5	7.7	29.3	0.0	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	92.5	87.5	92.3	70.7	100.0	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	92.5	81.3	92.3	70.7	90.9	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	86.3	81.3	73.8	39.3	69.5	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	74.0	56.3	27.7	23.6	48.1	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	37.0	43.8	9.2	15.7	10.7	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	12.3	0.0	0.0	0.0	0.0	14.3	11.4	13.1	13.8	13.6



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

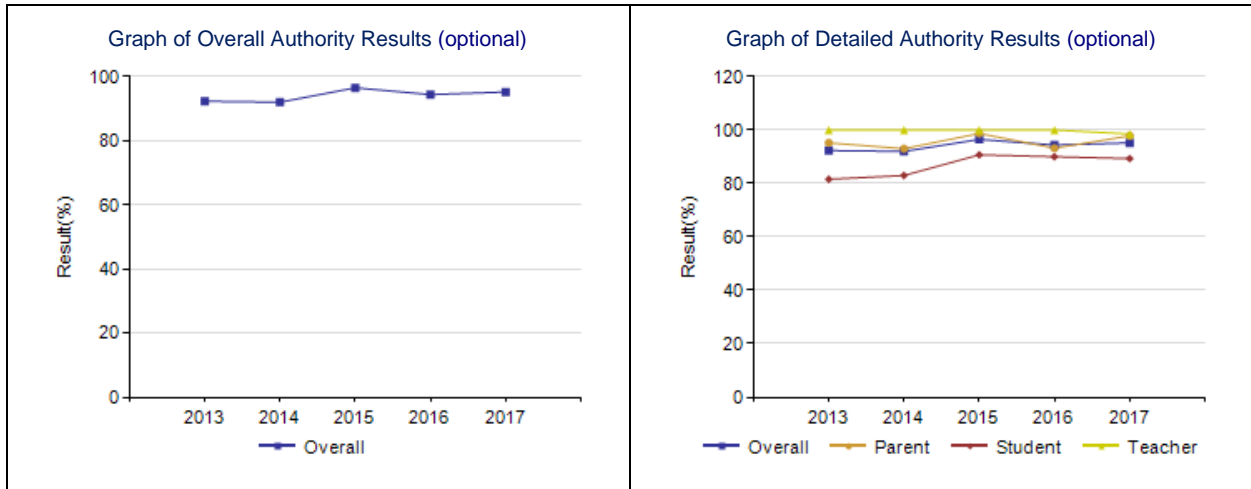
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	72.2	62.5	81.8	61.5	63.2	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	11.1	18.8	9.1	0.0	26.3	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	83.3	81.3	90.9	61.5	89.5	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	61.1	68.8	54.5	61.5	57.9	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	22.2	18.8	36.4	0.0	36.8	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	83.3	87.5	90.9	61.5	94.7	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	66.7	0.0	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	5.6	0.0	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	56.3	63.6	46.2	31.6	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	18.8	0.0	0.0	26.3	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	72.2	75.0	63.6	46.2	57.9	61.1	52.1	57.0	57.6	58.3
Biology 30	61.1	62.5	36.4	23.1	57.9	42.8	42.2	41.4	40.6	40.7
Chemistry 30	33.3	43.8	9.1	23.1	15.8	36.5	31.5	34.7	35.7	35.5
Physics 30	11.1	0.0	0.0	0.0	0.0	20.2	17.3	20.0	19.9	19.3
Science 30	11.1	0.0	0.0	0.0	0.0	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	72.2	62.5	36.4	30.8	63.2	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	3.0	2.9	3.0	3.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.3	92.0	96.5	94.4	95.2	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	100.0	100.0	100.0	98.5	93.6	93.8	94.2	94.5	94.0
Parent	95.2	93.0	98.7	93.2	97.8	80.3	81.9	82.1	82.9	82.7
Student	81.6	83.0	90.7	90.0	89.3	76.2	74.5	74.2	74.5	74.4



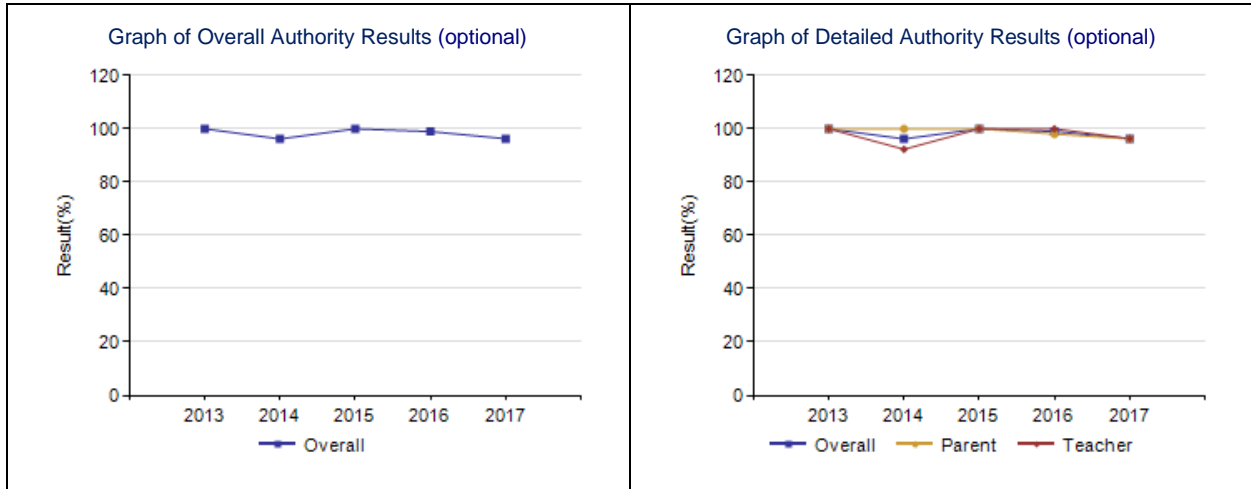
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Work Preparation – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	100.0	96.2	100.0	99.0	96.3	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	92.3	100.0	100.0	96.3	89.4	89.3	89.7	90.5	90.4
Parent	100.0	100.0	100.0	98.0	96.2	71.1	73.1	74.2	74.8	75.1



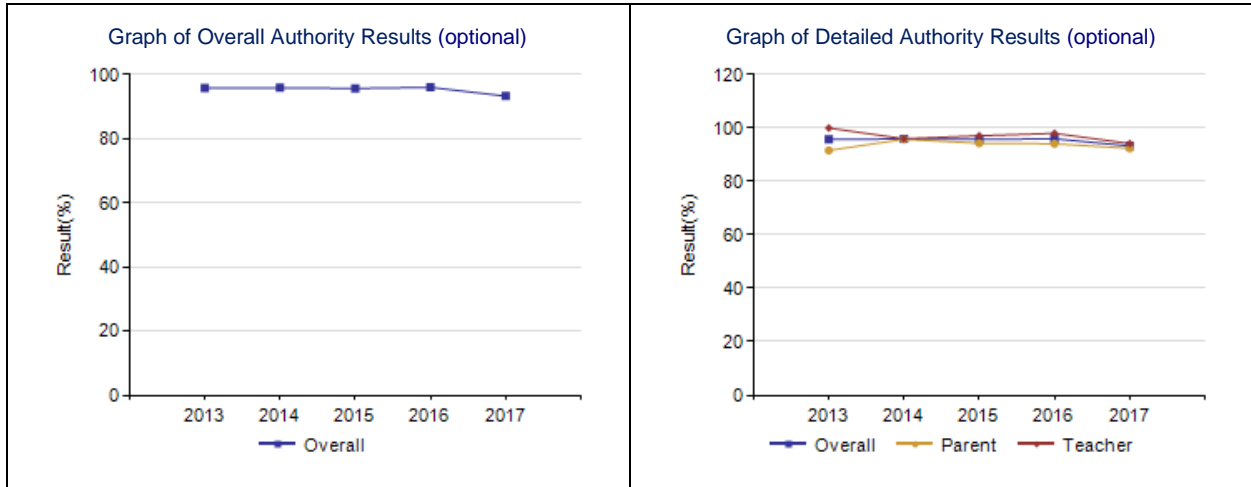
Notes:

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	95.8	95.9	95.7	96.0	93.3	68.5	69.5	70.0	70.7	71.0
Teacher	100.0	96.0	97.1	98.0	94.2	75.7	76.0	76.0	77.3	77.3
Parent	91.6	95.8	94.3	94.1	92.4	61.2	63.0	64.0	64.2	64.8



Notes:

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

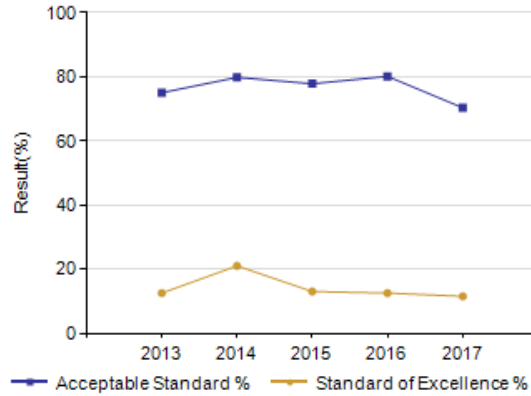
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	94.7	5.3	100.0	9.1	100.0	28.6	85.7	0.0	53.3	0.0		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	73.7	10.5	72.7	9.1	85.7	7.1	57.1	7.1	46.7	6.7		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	94.7	31.6	81.8	18.2	92.9	42.9	64.3	7.1	53.3	20.0		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	73.7	10.5	81.8	0.0	85.7	21.4	71.4	7.1	60.0	13.3		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	77.8	11.1	84.2	15.8	76.9	0.0	100.0	0.0	86.4	18.2		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	55.6	5.6	84.2	36.8	61.5	0.0	70.0	25.0	77.3	4.5		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	66.7	11.1	78.9	15.8	53.8	0.0	100.0	22.2	86.4	9.1		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	66.7	16.7	78.9	47.4	61.5	0.0	100.0	27.8	77.3	18.2		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

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 flooding in June 2013 (Grade 9 only) and 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 these events.

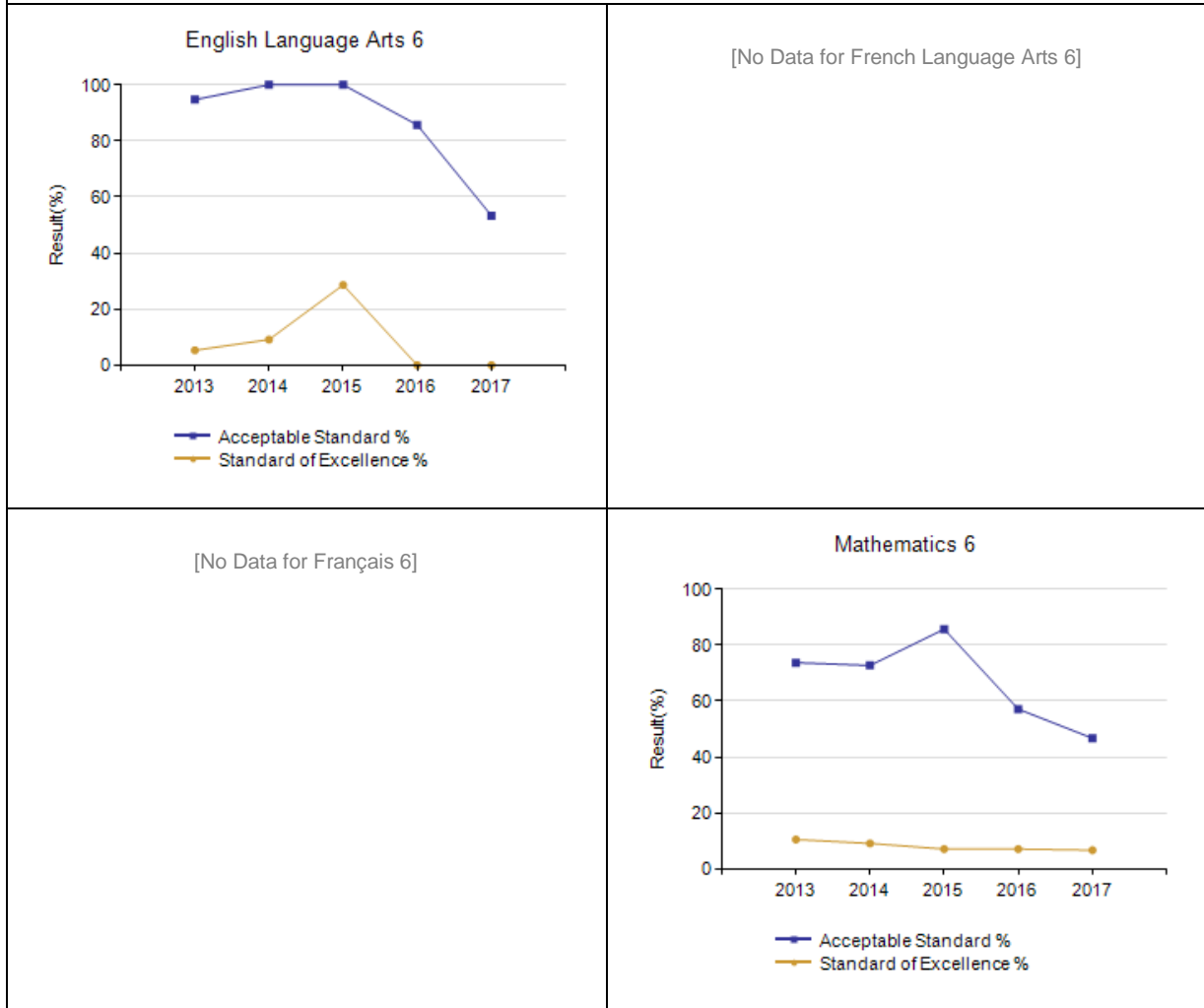
Graph of Overall Provincial Achievement Test Results (optional)

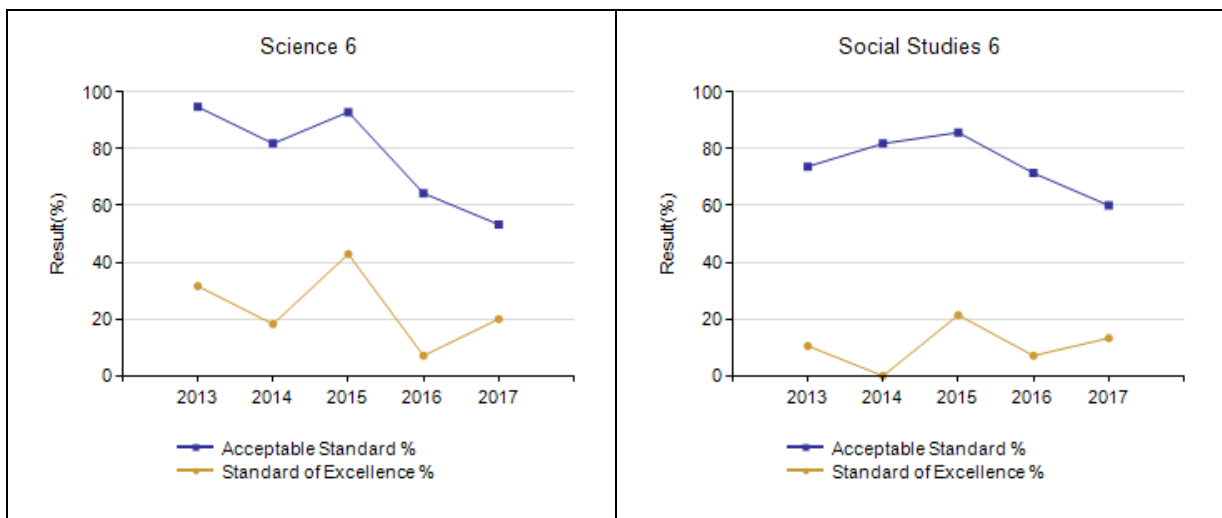


Notes:

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 flooding in June 2013 (Grade 9 only) and 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 these events.

Graph of Provincial Achievement Test Results by Course (optional)

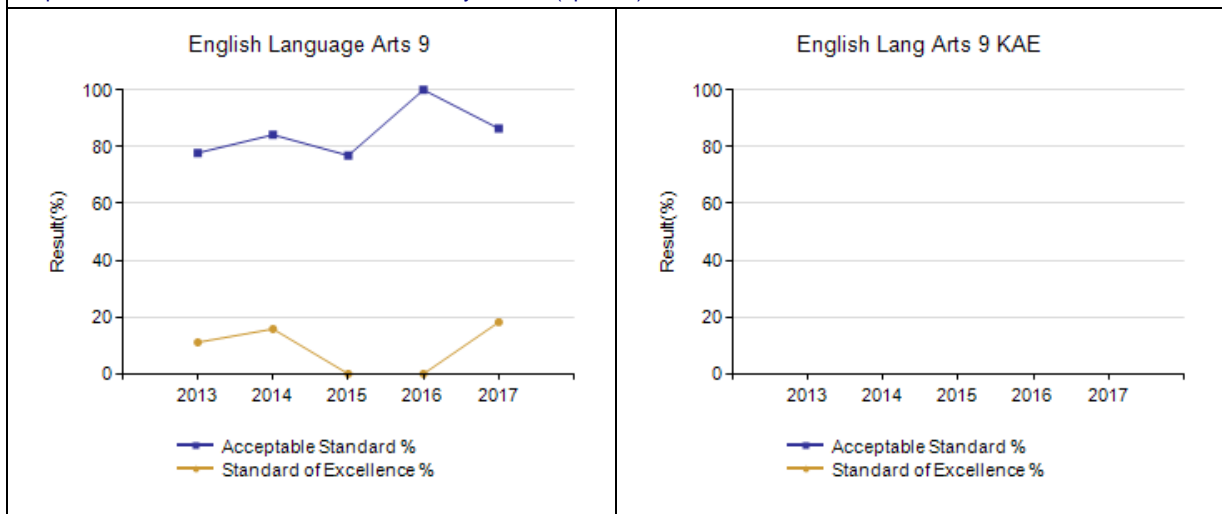




Notes:

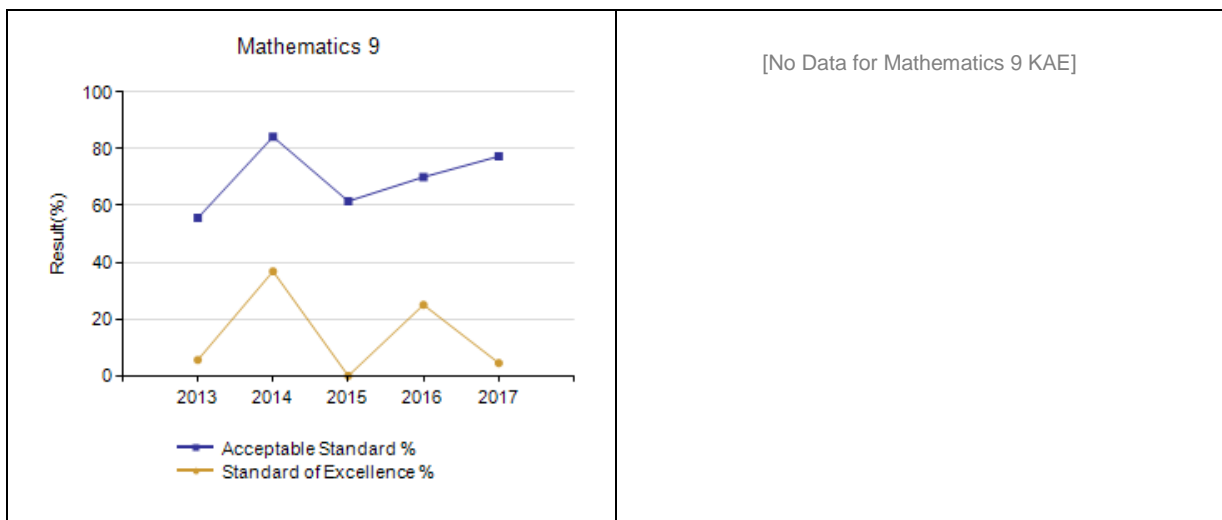
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course (optional)



[No Data for French Language Arts 9]

[No Data for Français 9]

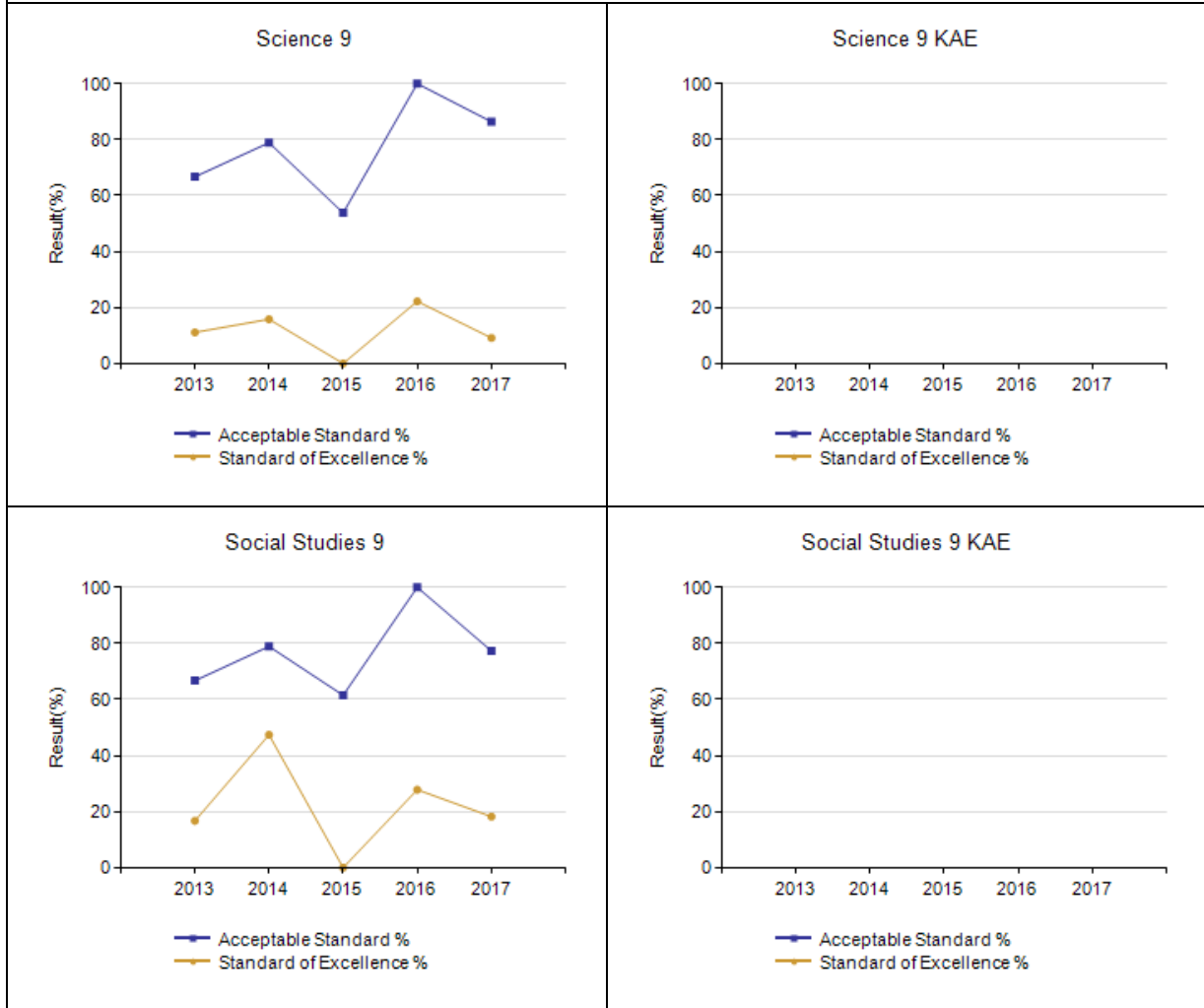


[No Data for Mathematics 9 KAE]

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 flooding in June 2013 (Grade 9 only) and 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 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 flooding in June 2013 (Grade 9 only) and 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 these events.

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

		Koinonia Christ Sch Red Deer							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Declined Significantly	Concern	15	53.3	13	95.2	49,572	82.5	46,989	82.5
	Standard of Excellence	Very Low	Declined	Concern	15	0.0	13	12.6	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Declined	Concern	15	46.7	13	71.9	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	15	6.7	13	7.8	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very Low	Declined	Concern	15	53.3	13	79.7	49,501	76.9	46,914	76.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	20.0	13	22.7	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Low	Declined	Issue	15	60.0	13	79.7	49,485	72.9	46,903	70.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	13.3	13	9.5	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	High	Maintained	Good	22	86.4	17	87.0	45,487	76.8	43,746	76.3
	Standard of Excellence	High	Improved	Good	22	18.2	17	5.3	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	High	Maintained	Good	22	77.3	17	71.9	45,020	67.2	43,295	66.7
	Standard of Excellence	Very Low	Declined	Concern	22	4.5	17	20.6	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	22	86.4	17	77.6	45,445	74.0	43,808	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	22	9.1	17	12.7	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	High	Maintained	Good	22	77.3	17	80.2	45,484	67.0	43,722	65.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	22	18.2	17	25.0	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

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 tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- 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

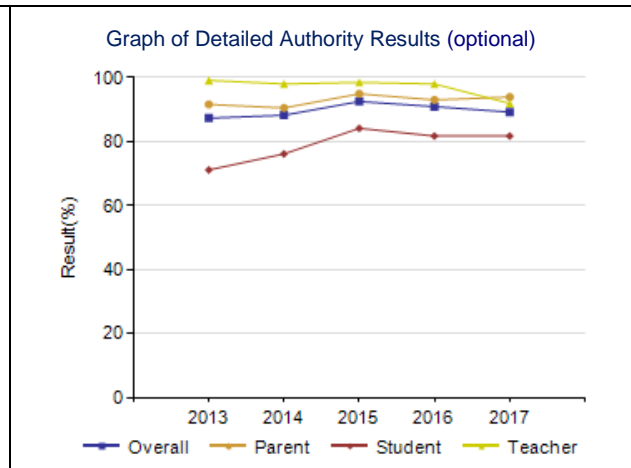
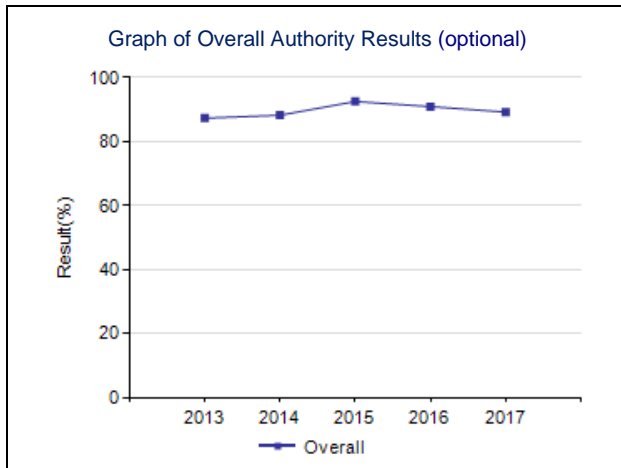
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.3	88.2	92.5	90.9	89.2	81.5	81.3	81.3	81.9	81.9
Teacher	99.1	98.0	98.5	98.0	91.9	87.9	87.5	87.2	88.1	88.0
Parent	91.6	90.5	94.9	93.0	93.9	78.9	79.9	79.9	80.1	80.1
Student	71.1	76.1	84.1	81.7	81.7	77.8	76.6	76.9	77.5	77.7



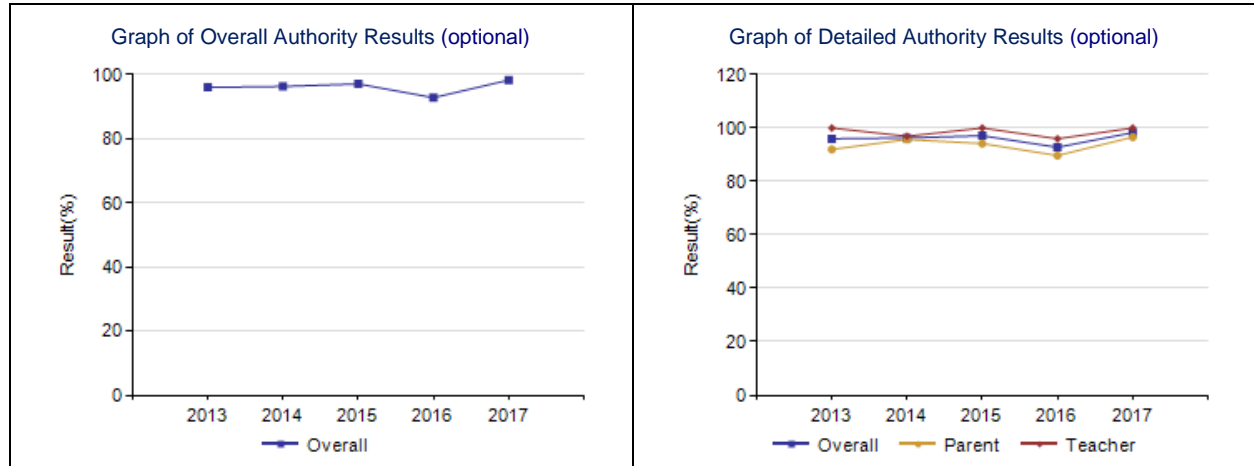
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	96.0	96.3	97.1	92.8	98.3	80.3	80.6	80.7	80.9	81.2
Teacher	100.0	96.9	100.0	96.0	100.0	88.5	88.0	88.1	88.4	88.5
Parent	92.0	95.7	94.2	89.7	96.6	72.2	73.1	73.4	73.5	73.9

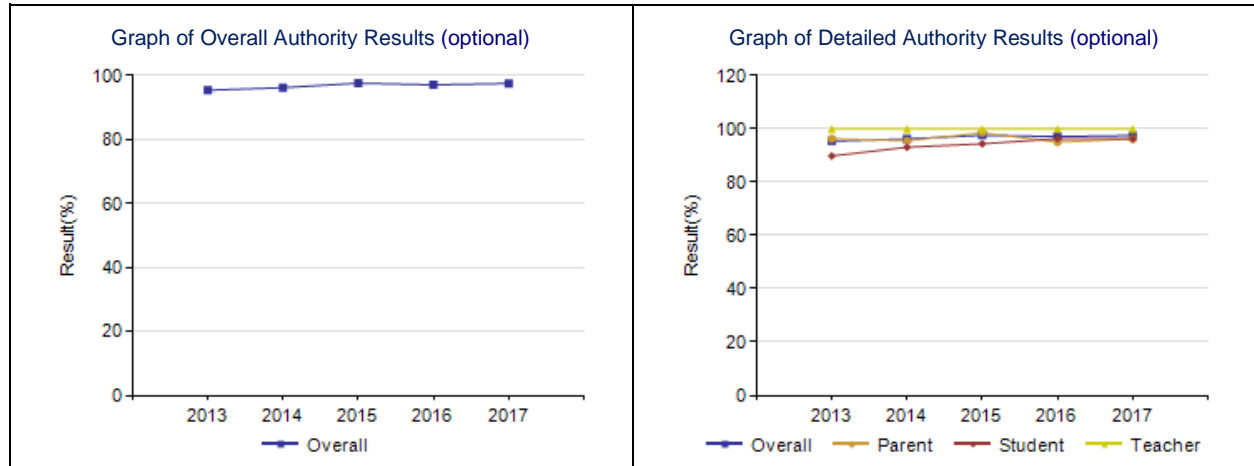


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	95.4	96.2	97.6	97.1	97.5	89.8	89.2	89.5	90.1	90.1
Teacher	100.0	100.0	100.0	100.0	100.0	95.7	95.5	95.9	96.0	95.9
Parent	96.3	95.5	98.5	95.0	96.2	84.9	84.7	85.4	86.1	86.4
Student	89.8	93.1	94.4	96.3	96.2	88.7	87.3	87.4	88.0	88.1

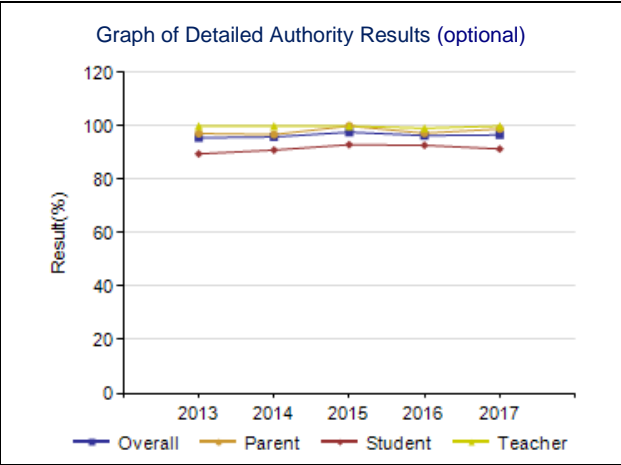
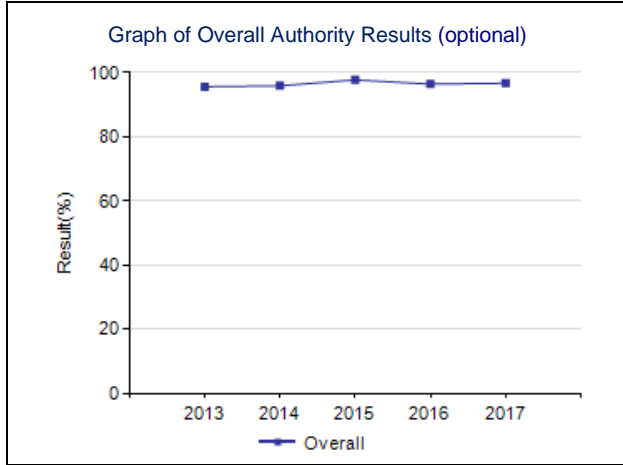


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Safe and Caring – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	95.6	95.9	97.7	96.4	96.7	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	100.0	100.0	99.2	100.0	95.0	95.3	95.4	95.4	95.3
Parent	97.2	96.8	100.0	97.3	98.9	87.8	88.9	89.3	89.8	89.9
Student	89.6	91.0	93.0	92.8	91.4	84.2	83.1	83.0	83.4	83.3



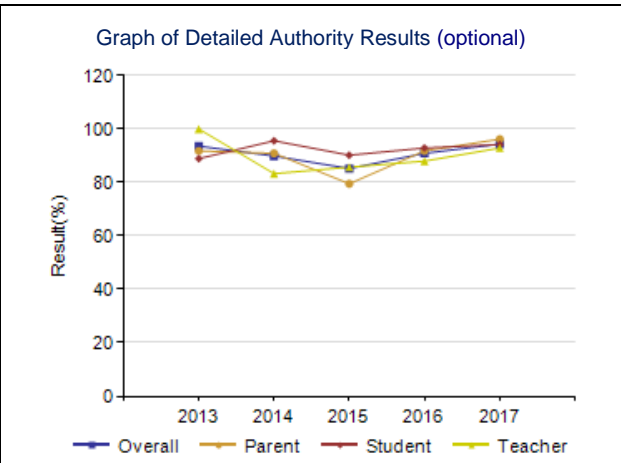
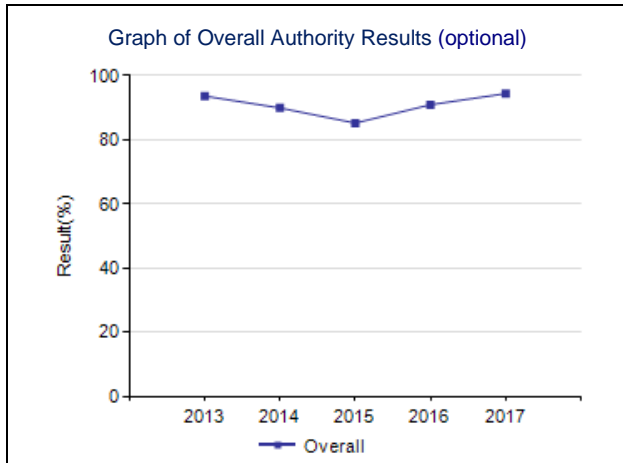
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	93.6	89.9	85.2	90.9	94.4	80.6	79.8	79.6	81.2	81.4
Teacher	100.0	83.3	85.7	88.0	92.9	80.9	81.3	79.8	82.3	82.2
Parent	91.8	90.9	79.5	91.8	96.2	77.9	77.0	78.5	79.7	80.8
Student	88.9	95.6	90.2	92.9	94.2	82.9	81.2	80.7	81.5	81.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.