



**Combined 3-Year Education Plan and Annual Education  
Results Report (AERR)**

### Accountability Statement

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 2, 2016 for the Forty Mile Christian Education Society was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

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

\*\*\*The annual 3 Year Plan/AERR is presented before the parents at the parent meeting following the acceptance of the report by the school board.

A hard copy of the report is also available in the school's front office as well, an electronic version can be downloaded from the school's web page: [cherrycoulee.ca](http://cherrycoulee.ca) under the parents tab. \*\*\*

## Foundation Statements (optional)

- *Introduction*
- *Vision*
- *Mission*
- *Board Mandate*
- *Beliefs*

### Introduction

Forty-Mile Christian Education Society operates Cherry Coulee Christian Academy (CCCA) that is situated in the town of Bow Island. This accredited-independent-interdenominational Christian School is parent owned and parents are involved in all aspects of school operations. The school is housed in a collection of portables and newer gym/classrooms on land donated to the school by a private donor. On a three year rotation basis, members of the Society elect individuals to serve on the school board. CCCA is a member school in the Koinonia Christian School System. The school follows the policies and procedures of this organization. CCCA is also a member of the Association of Christian Schools International (ACSI) and the Association of Independent Schools and Colleges of Alberta (AISCA).

### Vision

We will be distinctively Christian in our community, curriculum, character, and convictions.

### Mission

Cherry Coulee Christian Academy exists to assist families by providing a quality, Christ-centered, Bible based education to equip students for life, and to influence the world around them for Christ.

CCCA exists to supplement the Christian home and Church by providing children with an education that will enable them:

- to know, and respond in love to, Jesus Christ,
- to understand and compassionately serve others,
- to develop the academic knowledge and skills necessary for effective citizenship, and
- to be physically strong, healthy and pure.

We are committed to a **BIBLICAL STANDARD OF EXCELLENCE** for the glory of God in all we do.  
(1 Corinthians 10:31)

### Board Mandate

The Preamble of the Alberta School Act states, ".....**parents have a right and a responsibility to make decisions respecting the education of their children**....." In order to fulfill this, the directors of the Cherry Coulee Christian Academy School Board are members of the Forty-Mile Christian Education Society formed from the parent body. They are legally and ultimately responsible for the school. The Board may refer major decisions to the parent body (the Society Membership) and it leaves day to day operation of the school to the principal and staff. The Board's task is to assess and oversee the goals and operation of the school, to make policy decisions necessary to operate the school, and to appoint staff members and to set out their duties. (Ref. Forty-Mile Christian Education Society Act Bylaws, Article V, VI, pages 5-9, Koinonia Policy and Procedures Manual, Page 1)

**Beliefs**

The educational philosophy of the 40-Mile Christian Education society is based on a God-centered view of man and truth as presented in the Bible. 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 pointedly true of man who was made in God's image different in kind from all other creatures, with the unique capacity to know and respond to God personally and voluntarily.

The authority for education comes 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 education and training of their children. The school was founded on this principle and this continues to be a focal point of its operation. We further believe education is to be taught from a Biblical perspective.

CCCA has a distinctively Biblical "Statement of Faith," that all staff, parents and students agree to and 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.

Based on these beliefs the following goals are pursued in the spiritual development, personal and social development, and the academic development of the student. These goals are stated in the constitution of the 40-Mile Christian Education Society.

## **Religious Education Theme: “Stand Firm”**

**Koinonia Christian Schools, located across Alberta from Bow Island in the south, to High Level in the north, offer Christ-Centered education to students from preschool to grade twelve depending on the location. Each school offers varied programs according to the needs of the community. We embrace the twin goals of academic and spiritual excellence. We exist to educate the whole child, to nourish each person as a child of God.**

**We live in an ever changing world and wish to engage young people to become disciples of Christ who will have a positive impact in their community by giving leadership and strong family values. As home, school, and church work together we believe what the scripture says that, “a three stranded cord is not easily broken.” Koinonia means partnership, and the partnership we have is that the values that are taught at home are consistent with the values taught at church and at school. Indeed, as the African proverb says, “It takes a village to raise a child.”**

**We strive to ensure that the faith we have in Jesus Christ is the motivation behind every activity whether it is on the sports field or on the mission field. Biblical integration teaches our students to filter knowledge through the Holy scriptures whether it be in the Science classroom, or in learning concepts in Mathematics, or themes in Literature. Our days begin with prayer and devotion time, a time to reflect upon the sovereignty of God and His provisions for life. Chapel times allow for student leadership in music ministry as well as opportunity for students to share their faith in Jesus Christ. Our children are taught that they are created in the image of God and have intrinsic value and are encouraged to see themselves as the workmanship of God.**

**It is our priority to ensure that each student develops a personal relation with the Creator through accepting that all have sinned and have come short of the glory of God. As such, they need to make a personal decision to follow Him. We are committed to build relationships with local churches where the students attend by giving opportunity for pastors to come and speak to the students during Chapel time.**

**We acknowledge that parents are the prime educators of their children and as teachers we come along side to assist parents in this education process. Corporately, we work as a team. Our teachers receive support in their ministry through professional development opportunities, seminars on Biblical Integration, encouragement the Bible School training, as well as investment in specialist staff, and the provision of faith based resources.**

**This year our theme is “Stand Firm”. We stress to our students the importance of not only hearing God’s Word but, most importantly, also doing what it says. God specifically tells us to “Love our neighbours as ourselves” and that when we keep our eyes on God and put Him “First” then we can’t help but treat others with love, and respect as that is what God is. As a faith based school, we desire to spread the Good News and God’s love to our community.**

**All around us there are influences that work to distract or deviate from God’s truth. This year’s theme seeks to teach and encourage our students the importance of standing firm in our faith, but also reinforce what God says in His Word as to how we can stand firm.**

**Goal: The Enhancement of Christian Education**

**Outcome:** That a personal faith is experienced by each student and those values permeate the school culture.

**Outcomes:** Our evangelical faith and values permeate school curriculum and are reflected in faith development opportunities and positive relationships between home, school, and church.

**Measures:**

-Percentage of teachers, parents, and students who agree that students are developing personal faith and values through curriculum, modeling, and service projects.

-Percentage of teachers, parents, and students, who agree that the evangelical faith and values are reflected in activities engaged by the school.

- Percentage of teachers, parents, and students, who agree that faith and values are reflected in a relationship between church, school, and home.

**Strategies:**

1. Teachers meet daily for staff devotion and prayer
2. Spiritual Emphasis Week for all students and staff.
3. Student Leadership Retreat, grades 7-12.
4. Bible classes for students grade 1-12
5. Weekly Chapel Service.
6. Class devotion at the beginning of each day.
7. Opportunity for a home and foreign mission.
8. Biblical Integration in all subjects.
9. PD opportunities for all staff members.
10. Monthly Bible Memorization Program for all students K-12.
11. Opportunity for student worship teams to lead at Chapel.
12. Students share their musical, artistic, and dramatic talent.
13. Encourage regular church attendance and Bible Studies.
14. Opportunity to share a Christmas or Easter Presentation with the community.

**Goal: The Enhancement of Christian Education**

**Outcomes:** Christian Education offers a unique and valuable dimension to education.

**Outcomes:** Our students, staff, and parents believe that Christian Education offers a unique and valuable dimension to education.

**Measures:**

-Percentage of teachers, parents, and students who agree that Christian Education offers unique and valuable learning through curriculum, Chapels, retreats, and prayer.

-Percentage of teachers, parents, and students who agree that Christian Education offers unique and valuable learning through participation in service projects and faith based activities in the school.

**Strategies:**

1. Promote Christian Education in churches.
2. Continue to provide spiritual retreats for students.
3. Begin all classes with prayer.
4. Begin all extracurricular activities with prayer.
5. Develop service projects for all students.
6. Encourage and support student prayer groups.
7. Develop a common theme for all Koinonia Schools.
8. Organize or participate in Pastor Appreciation Days.
9. Buddy system pairing older and younger students for peer support

### **Trends and Issues** (optional)

- *Profile*
- *Trends*
- *Issues*
- *Strategies*
- *Special Programs*
- *Home School*
- *Grade 12*
- *Community*
- *Curriculum*
- *Future*

#### **Profile**

CCCA serves predominantly an agricultural-based community. Students come to the school from a forty-mile radius. The town of Bow Island has a population of 2000. The town has two other schools, a public school (ECS-12,) and a separate school (ECS-12). A public school in Burdett (11 km East) serves the needs of many Mennonite students in the area.

Five teachers, all of whom are certified, and three full-time and two part-time staff members serve this school. The principal is allotted 0.30 full-time equivalent administrative time as well as teaching Grades 7-12. The school program is for students, ECS through grades twelve.

The Alberta Curriculum guide is followed. Curriculum from LRDC is used for Math, Social Studies, Science, Art, and Physical Education. Board approved textbooks and materials from Christian Publishers are used as primary and supplementary resources for some subjects. Bible is taught as a required course for all grades. Junior High options are: Outdoor Education, Home Economics, Art and Drama (alternating years). Computer technology has been taught from Grades 3-9.

An early literacy program was added to enhance the reading program primarily at the ECS thru Grade 2 levels. A few ESL students who are older, but continue to have language deficiencies, have received extra assistance through a former AISI grant.

#### **Trends**

- Approximately 80% of our school population is comprised of ESL students
- Increasing education costs.

#### **Issues**

- Significant number of ESL students
- Low-income families – The Board works with all low-income families who want a Christian Education for their children, and decisions are made on an individual basis. We stress that our main goal is to provide every child to receive a Christian education. For 2015-2016 the school is offering free tuition for the first year of attendance to any new families attending our school.
- Sporadic attendance – This has improved in recent years.
- Facility – We have purchased a new building and it is still undergoing renovations.
- Declining enrolment has caused concern for the Board/Staff and families in recent years.



## Strategies

- Student/teacher ratio provides extra assistance for ESL students.
- Provision of extra instruction through parent helpers and Early Literacy Program.
- Dialogue with ESL parents concerning the value of education to increase awareness.
- ESL parents on the school board.
- Provision of alternate opportunities for tuition payment.
- Phase One of building program completed.
- Enhancing public relations in order to make the school better known in the area.

## Special Programs

We have several German-speaking students. Some of these students have had to receive instruction at a different grade level within their classroom. Others were moved to a lower grade level than their age group until they gained a better understanding of the language. Most of these students are now working at the correct grade level and achieving adequately. Provisions are being made available to accommodate ESL students who are currently functioning below grade level.

## Home School

Cherry Coulee Christian Academy oversees 323 home school students throughout the province. Families are visited twice a year by a certified teacher as per Alberta Education regulations, with curriculum content and tests scores being recorded. The home school coordinators also provide several other forms of contact with families—quarterly newsletters, email and telephone communication, day school events, etc. Each family is to supply the supervisors with a detailed account—Part D of the “Notification of Intent” form—indicating their instructional methods, resource materials, and nature of evaluation. The families are also strongly encouraged to take the Canadian Achievement Tests to their children each spring, and many do.

In terms of Grade 12 completion, these Home School families have opted “to achieve the outcomes contained in the Schedule included in the *Home Education Regulation*” (found in Part B in the Notification of Intent). Most students complete Grade 12, either by fulfilling the requirements set out by Alberta Education for homeschoolers, and/or by completing the GED test. To that end, learning outcomes for homeschoolers, provided by Alberta Education, are likewise included as part of the individual student's plan for the year.

## Trends and Issues (optional)

### Grade 12

Approximately 75% to 85% of students that notify their home education intention through Cherry Coulee complete Grade 12 while being under the school's jurisdiction. The remaining 15% - 25% either move on to other boards, go back to day school, leave the province, or simply shift into the workplace early.

Those who complete Grade 12 through Cherry Coulee do so in one of two ways: Either they fulfill the learning outcomes supplied by Alberta Education for homeschoolers, or they complete the Grade 12 Equivalency Diploma (GED), either of which we strongly encourage.

**Community**

Several experts from the community are involved in our school program.

We have been forming relationships with community leaders, and becoming more involved in ways to help our community (ie. Community clean-up projects.)

**Curriculum**

All courses offered meet the curriculum requirements set out by the Province of Alberta. Cherry Coulee integrates Biblical principles into all subject areas.

**Future**

As small private school we continually seek ways to improve. Student recruitment continues to be a priority. A higher enrolment will provide more revenue, which in turn, will enable the expansion of programs.

We continue to make God and His principles the center of everything we do in our school

The original portables, which had been here since the school's inception, have been replaced. The elementary classes will be under one roof in the new facility as well as some Jr./Sr. High classes, which will create a more efficient timetable, which will allow teachers to use their time more judiciously.

**Summary of Accomplishments** (optional)

- The school authority's accomplishments – impact of major activities/strategies

Cherry Coulee Christian Academy recently celebrated 27 years of providing a quality, Christian-based education to the Bow Island community and surrounding area. Cherry Coulee is in its third year of offering a high school program to help encourage students, who normally would not finish grade 12, to get their diploma. Since its completion in 2009, the gymnasium, along with the kitchen, has provided an excellent venue for community use, such as tournaments (including volleyball provincials this year), banquets, team practices, and church services.

In recent years new teachers hired have brought considerable expertise in computers, physical education, special education, Second Language, etc. and are very keen to use their experience and skills to enhance the educational experience of the students in our school. The Board and administration remain positive and are determined to continue supplying a Christian-based education to the children of this area into the foreseeable future.

**Combined 2016 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	40-Mile Christian Ed. Society			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	Good	Safe and Caring	86.3	90.3	92.3	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	Issue	Program of Studies	51.6	69.2	68.8	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	96.9	91.7	90.0	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	28.3	32.4	20.6	3.2	3.5	3.5	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	12.3	35.2	23.8	76.5	76.5	75.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	57.1	67.1	73.6	72.9	73.4	*	*	*
		PAT: Excellence	*	0.0	1.0	19.4	18.8	18.6	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	54.6	54.4	53.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	0.0	*	18.7	59.4	59.7	59.3	Very Low	Declined	Concern
		Work Preparation	n/a	100.0	94.8	82.6	82.0	81.1	n/a	n/a	n/a
		Citizenship	80.0	87.4	85.4	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	n/a	Parental Involvement	n/a	81.4	89.2	80.9	80.7	80.5	n/a	n/a	n/a
Continuous Improvement	Acceptable	School Improvement	75.0	72.4	72.5	81.2	79.6	80.0	Intermediate	Maintained	Acceptable

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
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), Social Studies (Grades 6, 9, 9 KAE).
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. 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.
8. 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.
9. 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.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Combined 2016 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)**

[No Data for Overall Summary - FNMI]

**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 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	77.1	57.1	*	80	*	*	*	81	85	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	2.1	0.0	*	50	*	*	*	55	58	60

**Comment on Results (OPTIONAL)**

*The chart above does not show the results from last year due to having only three students writing, but **100%** of the students that wrote the PATs from grade 6 and 9 achieved acceptable standards. Two of the three achieved excellence on one or more portions of the PATs.*

**Strategies**

- We have set into action in the last couple of years a school wide writing program in order to enhance the literacy in our students.
- In order to have consistency and cohesion in our language and Math programs we have the same teacher teaching all the upper elementary and middle school Math as well as another teacher doing the same for Language Arts.
- We continue to explore other programs to help enhance our student learning.
- Continue to encourage homeschoolers to use standardized tests ie. CAT tests as a bench mark for monitoring student progress.

**Notes:**

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the 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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	10.2	25.9	35.2	12.3	15	Very Low	Maintained	Concern	20	20	25
Drop Out Rate – annual dropout rate of students aged 14 to 18	11.6	11.8	17.7	32.4	28.3	0	Very Low	Maintained	Concern	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	40.3	*	18.7	*	0.0	1	Very Low	Declined	Concern	2	2	3
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	1	n/a	n/a	n/a	1	1	1
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	0.0	0.0	0.0	0.0	1	Very Low	Maintained	Concern	1	1	1

**Comment on Results (OPTIONAL)**

*The dropout rate listed above **does not present an accurate picture of what is taking place at Cherry Coulee.** Of the students who actually attend the brick and mortar school, **there have not been any dropouts for several years, although there have been students that have gone back to homeschool but continue toward their diploma.** The dropout rate is from the homeschooling portion of our school. Homeschoolers can be quite transient, and in some cases there are families who’s older children may have finished their schooling early, or they have gone to the required age and are now out in the work force. \*\*\*The extreme drop indicated from 2014-15 is a true indication of the dropout rate of Cherry Coulee brick-and-mortar school, excluding the home school numbers. CCCA b-&-m has not had a student dropout in at least 5 years.*

*Because, to this point, all of our High School students were homeschooled, and the curriculum they studied and continue to study differs from the Alberta Program of Studies, they did not write the diploma exams. Mostly they have written the GED and then have gone on to challenge college exams to gain entrance to whatever college or university they have opted to attend.*

**Post-Secondary Comments**

*A quick perusal of those students from 40-Mile Christian Education Society over the past number of years that have graduated lead us to the following conclusions:*

*Approximately 40% of those that have completed their grade 12 work, in one form or another, have moved on to some form of post-secondary education. At this level of education, they would be described as full-time, part-time, occasional, or apprentices. The delivery of education at that level has come through in class, online, and apprenticeship, or a mix of all three.*

*The institutions in questions include the following: SAIT, NAIT, the University of Lethbridge, Grande Prairie Regional College (Fairview), Lethbridge Community College, Medicine Hat Community College, Athabasca University, Red Deer College, plus some not-so-well known colleges that specialized in massage therapy, accounting, and health. This list also includes well-established Bible schools, such as Prairie Bible Institute (AB) and Millar School of the Bible (SK). Still others are working towards entering universities this fall and winter in British Columbia—respectively, Regent College and the University of British Columbia (Okanagan).*

*In the 2013/14 school term high school was added to our on campus program. The five students who are enrolled, are currently studying the major subject areas online through North Star Academy and Christian Online Schools. Other options such as Bible, PE, drama, and work experience are being offered on campus. Our plans are to walk these students and others, as the program grows, through to High school completion by providing an excellent alternative in preparation for post- secondary training*

**Strategies**

*- All students are encouraged in their education, and more parents are seeing the importance and value of a high school diploma at the very least. Apart from that, from a homeschool perspective, it is the parent's choice.*

*- Work with the Alberta Government and home schooling facilitators to develop an accurate means of reporting student results so that a more concise picture of the homeschooling program is reflected.*

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. 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.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.5	91.3	77.5	87.4	80.0	90	High	Maintained	Good	95	95	98
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	84.5	100.0	100.0	n/a	100	n/a	n/a	n/a	100	100	100

**Comment on Results (OPTIONAL)**

*-Although pleased with the results we continue to strive for excellence in these areas as that is what Christ desires for all of us, and what the school stands for.*

*-To date, a number of these students have applied their post-secondary education to growing and successful careers—including their own businesses—such as contractors, cabinet-makers, welders, massage therapists, and criminal justice. Their places of employment run from Medicine Hat, Grassy Lake, Lethbridge, Calgary, Red Deer, and Edmonton, and Peace River.*

*- There are many others, who, though they have not taken on formal post-secondary training in established institutions, have nonetheless applied themselves to upgrading and mentoring, through online courses, personal tutoring, and life skills. They have likewise established themselves in careers, such as home renovation, branding (logos), agriculture, information technology, and film-making, and have established themselves both locally, provincially, and globally.*

**Strategies**

*- Teachers and parents continue to model Christian values and leadership skills to our students.*

*- Involvement in mission work, community outreach, organizing and implementing programs in order to work together as a team and think for themselves.*

**Notes:**

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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>	75.0	69.7	76.5	86.7	n/a	90	n/a	n/a	n/a	95	98	100

**Comment on Results (OPTIONAL)**

- We have continued to make improvements bit by bit over the last few years, and look forward to those numbers climbing. We attempt to instill in our students an understanding that the more that they learn the more they can be of a benefit to others and that it isn't all about them.

**Strategies**

-This year we have added to our language incorporating a school wide writing program and a new approach To our Mathematics as well.  
 -Plans are already in the works for next year in order to bring the student's learning and demonstration of their knowledge, to the forefront.

Notes:

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

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

**Comment on Results (OPTIONAL)**

*- Cherry Coulee has no FN or Metis students attending the school in order to measure this gap, although we recognize that they are a valuable part of the world culture.*

**Strategies**

*- We will include material in the curriculum that encourages an appreciation and understanding of the culture of First Nations people.*

### Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	89.4	97.3	89.4	90.3	86.3	90	High	Maintained	Good	92	95	97

**Comment on Results (OPTIONAL)**

- The school community acknowledges that the welfare of their children is being well taken care of at Cherry Coulee Christian Academy.
- Through Biblical integration in all subjects the importance of caring for others and respecting all people as ourselves is reinforced.
- Now that our new building is finished it greatly improves the areas of safety as well as improvement.

**Strategies**

- Continue with our zero bullying policy
- Continue to provide a safe, caring environment.
- Adjust and improve our Emergency Response Plan.
- Continue to speak and teach Biblical truths into the lives of our students.
- Implementation of the Buddy system.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	68.9	67.3	70.0	69.2	51.6	70	Very Low	Maintained	Concern	72	75	78

### Comment on Results (OPTIONAL)

- Due to the size of our teaching staff and school finances, it makes it difficult to offer many opportunities outside of the courses we presently offer.

### Strategies

- Increase the student population in order to enlarge our parent and staff numbers.
- Be deliberate in hiring a balanced staff with a variety of skillsets.

### Notes:

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

## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	92.5	85.4	59.7	72.4	75.0	90	Intermediate	Maintained	Acceptable	91	92	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.5	95.2	91.1	81.4	n/a	90	n/a	n/a	n/a	92	95	96
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.8	92.1	86.2	91.7	96.9	98	Very High	Maintained	Excellent	98	98	100

### Comment on Results (OPTIONAL)

- As a private school, we are parent directed, which provides ample opportunities for direct parent involvement. Several years ago the parents initiated the building of the regulation sized gymnasium, a commercial kitchen, and two classrooms. Through volunteer work, private sponsorship and fundraising this project was completed and accomplished debt free. This year we completed the renovations of our new portables which comprise the elementary wing.

### Strategies

- Continue to involve parents in the areas of decision making, fundraising, classroom activities, and school maintenance.

### Notes:

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

Note:

**Future Challenges (Optional)**

- *Cherry Coulee works hard to be a school that provides a high quality education without the benefit of full government funding.*

**Strategies:**

- *To focus on advertising our school to increase student enrollment.*
- *To develop relationships within our community between the school and prospective families.*
- *Rethink present fundraising opportunities and develop new avenues of garnering revenue.*

**Summary of Financial Results**

*Budget Highlights – Guiding Principles*

*Each year a draft budget is prepared by the Treasurer, Chairman and Principal. This budget is reviewed, adjusted as required, and approved by the board of directors.*

- *The board has a duty to be good stewards of the monies received.*
- *It is the goal of the board to run at a balanced budget.*
- *Monthly reviews are conducted as to budget versus actual.*
- *Detailed financial statements are presented at society meetings and are available upon request at the school office.*

*Due to the increasing inadequacy of our older building, we prayed, researched, and reached the consensus to purchase a new building. The new building will replace all the classrooms in the older building. The parent body voted to make the new facility our priority financially, and that any funds raised over the next few years would go toward the new building, until it is paid off.*

- *Spring 2013 we purchased the new building which will replace the current classrooms.*
- *August 2013 the new building was put into place.*
- *August '13 – June '14 renovation of the new building*
- *August '14 had a major setback to our renovations as the building was flooded.*
- *Fall '16 move into new classrooms for 2016-2017 school year*

**Capital and Facilities Projects**

*New Building*

- *complete fire alarm system*
- *building inspection*
- *air conditioning/heating system checked and cleaned*
- *move in*
- *adding a bell/intercom system*

*Old Building*

- *Removal of old buildings*
- *disconnect services*

*Playground*

- *Repair and upgrade rundown equipment*
- *New activities installed*

#### Summary of Facility and Capital Plans

- All our attention has been centered on renovation of the new portables.
- The new portables has been a continuing project for the last 3 ½ years, and now that we are finally in them we want to work toward paying them off.
- Because so much of our resources have been funnelled to the new portables, our existing facilities have not received the attention they require so attention to areas of disrepair and possibly adding a storage room on the gym building.

#### Parental Involvement

- Board of Directors monthly meetings
- Volunteering in the classroom, office, working on projects from home
- Attending Parent Society Meetings
- School Maintenance
- Assisting on Field Trips
- Web Design
- Newsletter

#### Timelines and Communication

- Monthly newsletter, and calendar of events
- Parent meetings
- Student agendas
- 3 Year Plan/AERR is presented before the parents at the parent meeting following the acceptance of the report by the school board.
- A hard copy of the report is also available in the school's front office as well, an electronic version can be downloaded from the school's web page: [cherrycoulee.ca](http://cherrycoulee.ca) under the parents tab

#### Whistleblower Protection

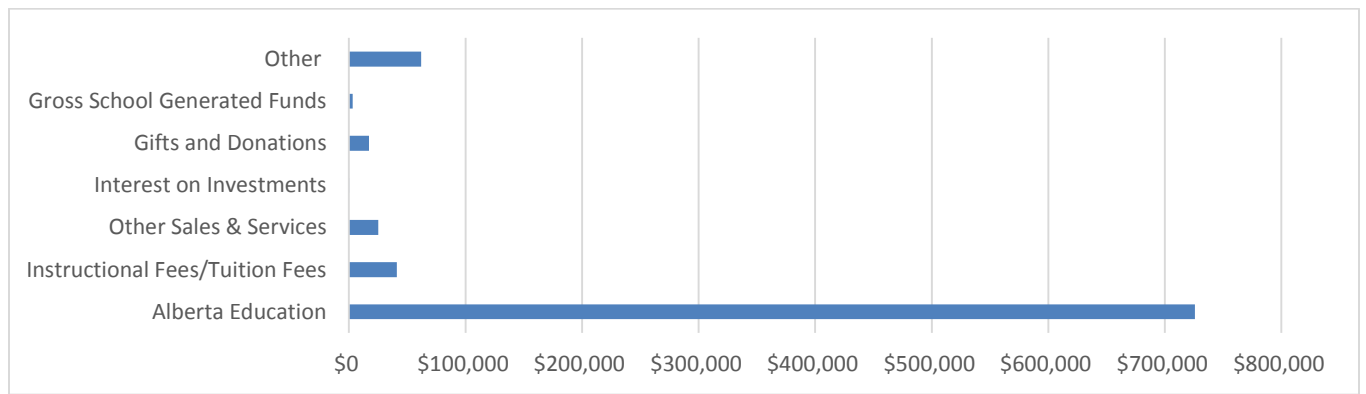
- We do have a whistleblower policy in place, and as yet there has been no one come forward with a claim.



**Revenues and Expenses for the year 2015-2016**

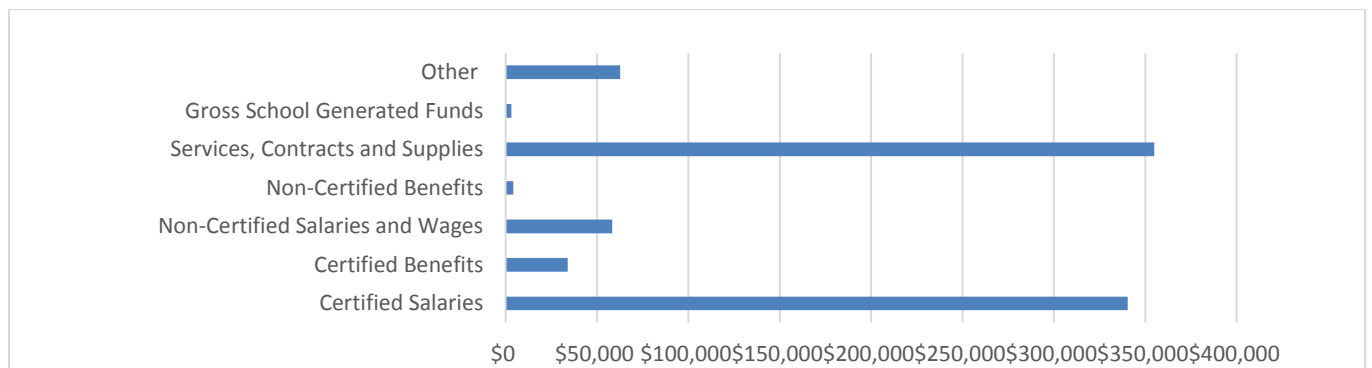
**Revenues**

Alberta Education	\$725,883
Instructional Fees/Tuition Fees	\$41,000
Other Sales & Services	\$25,177
Interest on Investments	\$49
Gifts and Donations	\$17,246
Gross School Generated Funds	\$3,033
Other	\$62,022
<b>Total Revenues</b>	<b>\$874,410</b>



**Expenses**

Certified Salaries	\$340,416
Certified Benefits	\$33,896
Non-Certified Salaries and Wages	\$58,277
Non-Certified Benefits	\$4,228
Services, Contracts and Supplies	\$354,976
Gross School Generated Funds	\$3,033
Other	\$62,598
<b>Total Expenses</b>	<b>\$857,424</b>

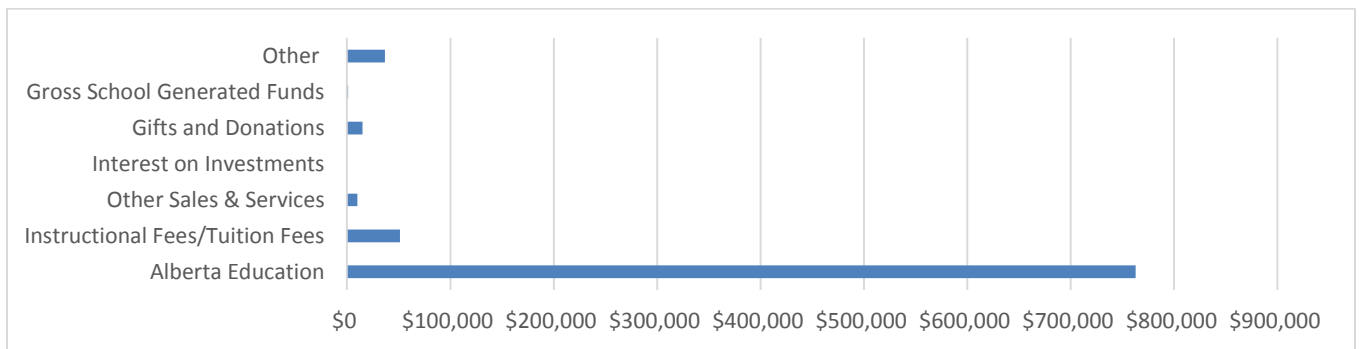


**Surplus for the Year**                      **\$16,986**

**Projected 2016-2017 Budget**

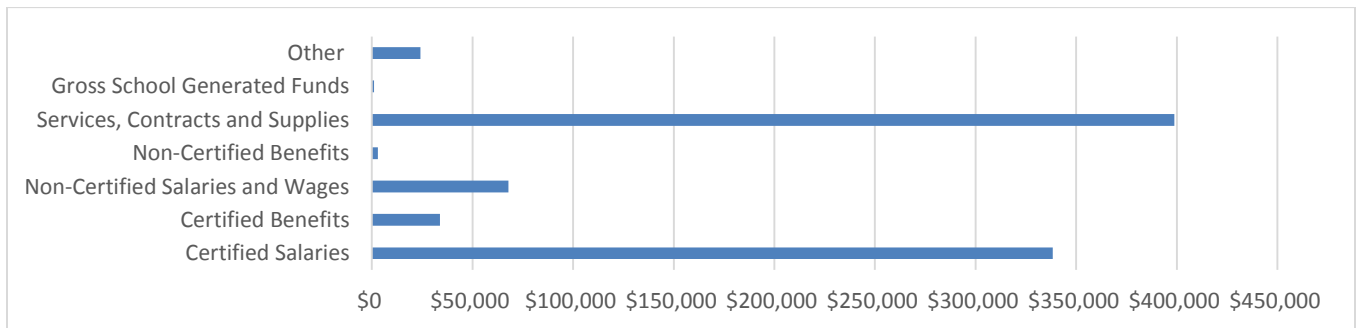
**Revenues**

Alberta Education	\$762,753
Instructional Fees/Tuition Fees	\$51,250
Other Sales & Services	\$10,000
Interest on Investments	\$0
Gifts and Donations	\$15,000
Gross School Generated Funds	\$1,000
Other	\$36,561
<b>Total Revenues</b>	<b>\$876,564</b>



**Expenses**

Certified Salaries	\$338,337
Certified Benefits	\$33,818
Non-Certified Salaries and Wages	\$67,829
Non-Certified Benefits	\$2,970
Services, Contracts and Supplies	\$398,738
Gross School Generated Funds	\$1,000
Other	\$24,102
<b>Total Expenses</b>	<b>\$866,794</b>



**Surplus for the Year** **\$9,770**

## Diploma Examination Results – Measure Details (OPTIONAL)

[No Data for Diploma Exam Results]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Graph of Diploma Examination Results – Overall (optional)

[No Data for Diploma Exam Results]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)	
[No Data for English Lang Arts 30-1]	[No Data for English Lang Arts 30-2]
[No Data for French Lang Arts 30-1]	[No Data for Français 30]
[No Data for Pure Mathematics 30]	[No Data for Mathematics 30-1]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)	
[No Data for Applied Mathematics 30]	[No Data for Mathematics 30-2]
[No Data for Social Studies 30-1]	[No Data for Social Studies 30-2]
[No Data for Biology 30]	[No Data for Chemistry 30]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)

[No Data for Physics 30]	[No Data for Science 30]
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Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

[No Data for Diploma Exam Results]

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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. 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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



### 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.

[No Data for Diploma Achievement Evaluation Reference]

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.

[No Data for Diploma Improvement Reference]

### Overall Evaluation Table

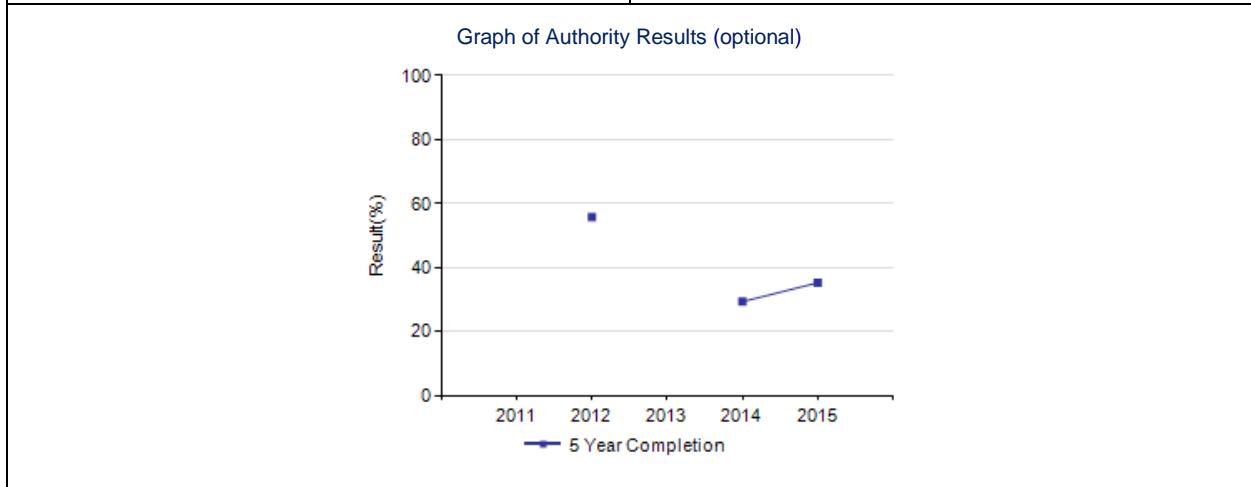
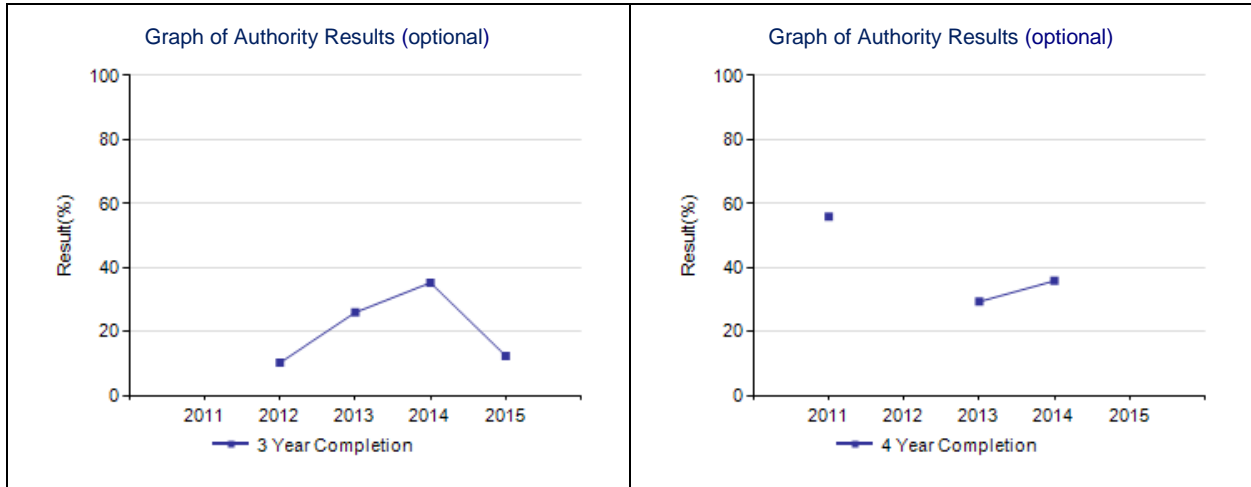
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

[No Data for Diploma Overall Evaluation Reference]

**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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	*	10.2	25.9	35.2	12.3	74.2	74.8	75.3	76.5	76.5
4 Year Completion	55.9	*	29.3	35.8	*	78.0	79.2	79.6	79.9	81.0
5 Year Completion	*	55.8	*	29.3	35.2	79.4	80.6	81.5	82.0	82.1

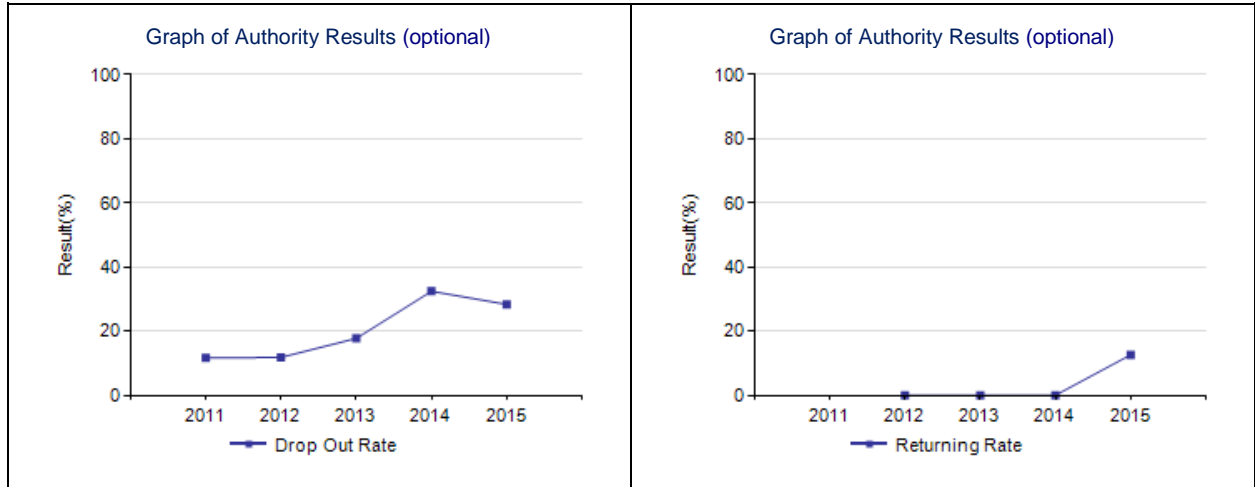


Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	11.6	11.8	17.7	32.4	28.3	3.8	3.6	3.3	3.5	3.2
Returning Rate	*	0.0	0.0	0.0	12.6	23.2	22.8	20.7	20.9	18.2

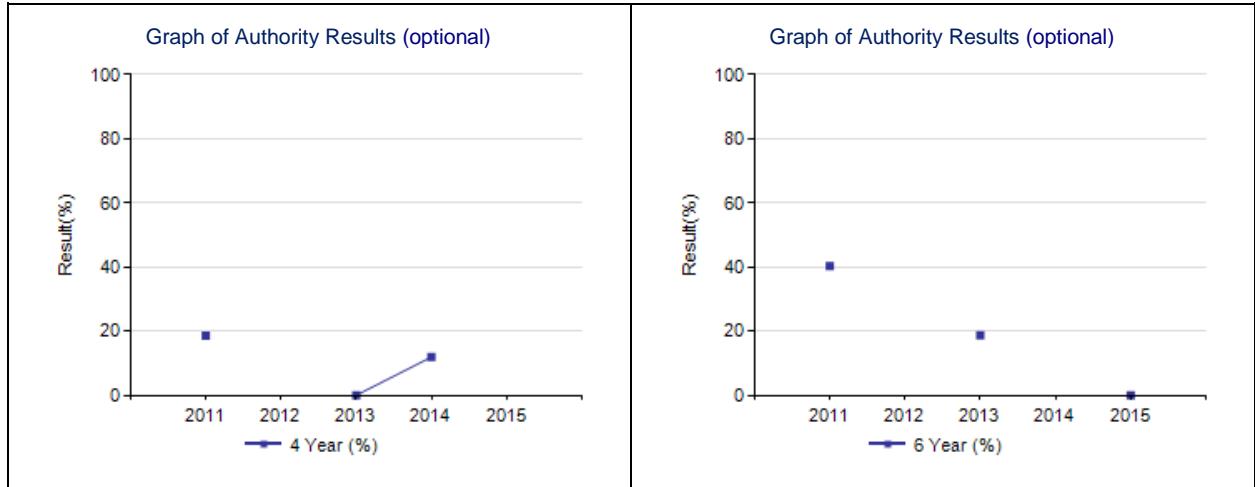


Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	18.6	*	0.0	11.9	*	38.4	39.4	39.7	38.3	37.0
6 Year Rate	40.3	*	18.7	*	0.0	58.4	59.3	59.0	59.7	59.4



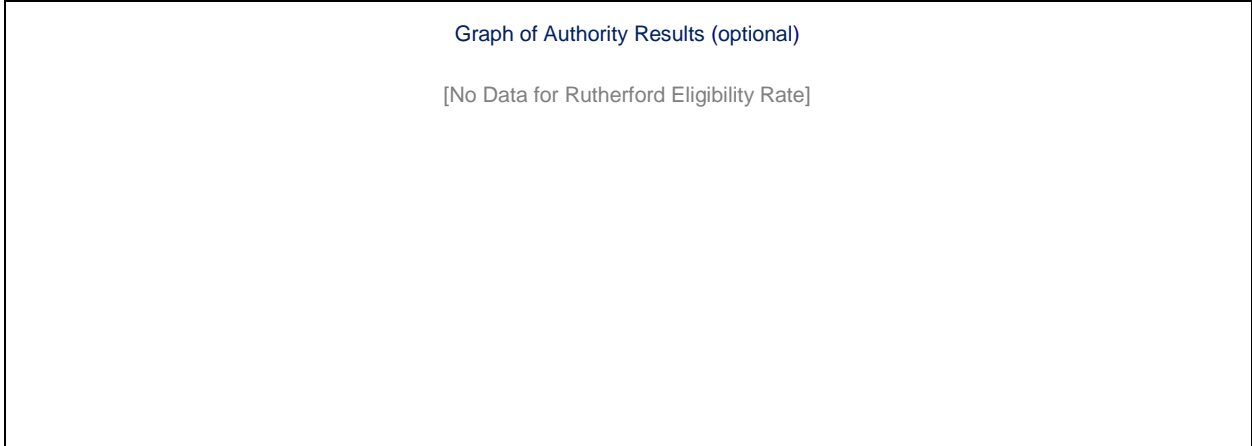
Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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)**

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



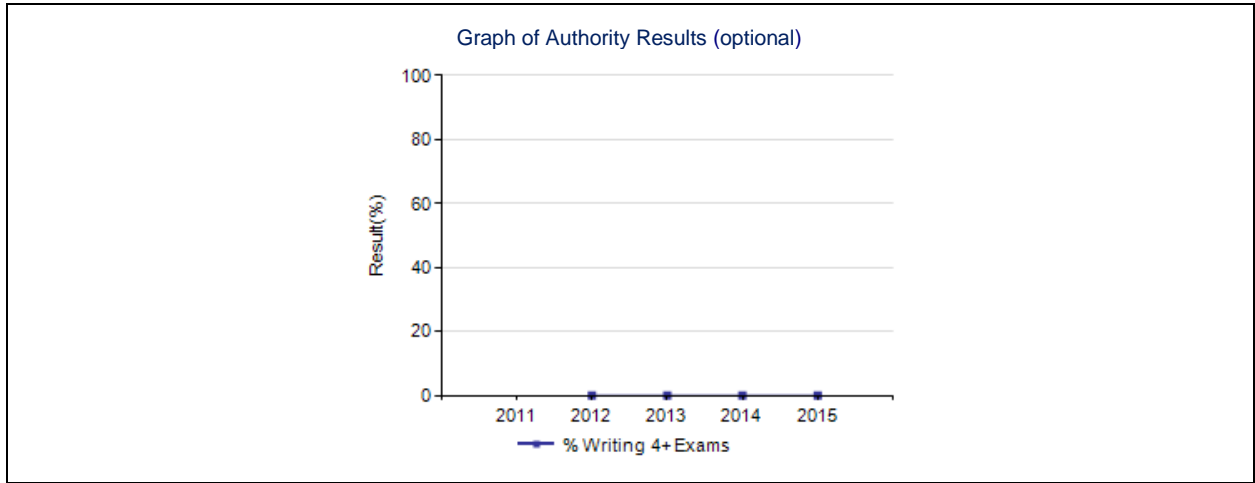
Notes:

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

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

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	*	100.0	100.0	100.0	100.0	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	*	0.0	0.0	0.0	0.0	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	*	0.0	0.0	0.0	0.0	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	*	0.0	0.0	0.0	0.0	66.7	66.8	63.3	65.0	64.7
<b>% Writing 4+ Exams</b>	*	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>55.6</b>	<b>55.9</b>	<b>50.1</b>	<b>54.4</b>	<b>54.6</b>
% Writing 5+ Exams	*	0.0	0.0	0.0	0.0	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	*	0.0	0.0	0.0	0.0	13.9	14.3	11.4	13.1	13.8



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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	*	0.0	0.0	0.0	0.0	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	*	0.0	0.0	0.0	0.0	25.8	25.9	27.1	28.0	28.7
<b>Total of 1 or more English Diploma Exams</b>	*	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>78.4</b>	<b>78.6</b>	<b>78.7</b>	<b>79.7</b>	<b>79.5</b>
Social Studies 30	*	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	*	0.0	0.0	0.0	0.0	47.8	47.6	45.8	45.1	43.5
Social Studies 33	*	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	*	0.0	0.0	0.0	0.0	30.8	31.9	33.7	35.2	36.7
<b>Total of 1 or more Social Diploma Exams</b>	*	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>78.2</b>	<b>78.7</b>	<b>78.8</b>	<b>79.6</b>	<b>79.5</b>
Pure Mathematics 30	*	0.0	0.0	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	*	0.0	0.0	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	*	n/a	0.0	0.0	0.0	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	*	n/a	0.0	0.0	0.0	n/a	n/a	16.7	21.4	22.4
<b>Total of 1 or more Math Diploma Exams</b>	*	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>61.6</b>	<b>61.1</b>	<b>52.1</b>	<b>57.0</b>	<b>57.6</b>
Biology 30	*	0.0	0.0	0.0	0.0	42.5	42.8	42.2	41.4	40.6
Chemistry 30	*	0.0	0.0	0.0	0.0	35.8	36.5	31.5	34.7	35.7
Physics 30	*	0.0	0.0	0.0	0.0	20.5	20.2	17.3	20.0	19.9
Science 30	*	0.0	0.0	0.0	0.0	9.0	10.3	9.8	12.8	14.1
<b>Total of 1 or more Science Diploma Exams</b>	*	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>58.8</b>	<b>59.2</b>	<b>57.3</b>	<b>59.4</b>	<b>59.8</b>
Français 30-1	*	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	*	0.0	0.0	0.0	0.0	2.7	2.6	2.7	2.7	2.8
<b>Total of 1 or more French Diploma Exams</b>	*	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.0</b>	<b>2.9</b>	<b>3.0</b>	<b>2.9</b>	<b>3.0</b>

Notes:

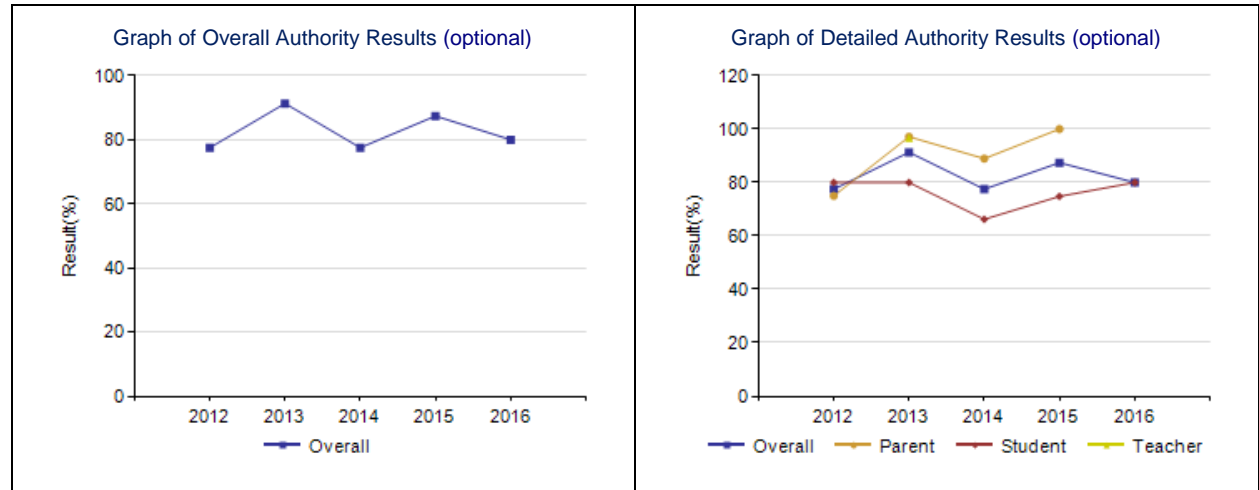
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

**Citizenship – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	77.5	91.3	77.5	87.4	80.0	82.5	83.4	83.4	83.5	83.9
Teacher	*	96.7	*	*	*	93.1	93.6	93.8	94.2	94.5
Parent	75.0	97.1	88.9	100.0	*	79.4	80.3	81.9	82.1	82.9
Student	80.0	80.0	66.2	74.8	80.0	75.0	76.2	74.5	74.2	74.5

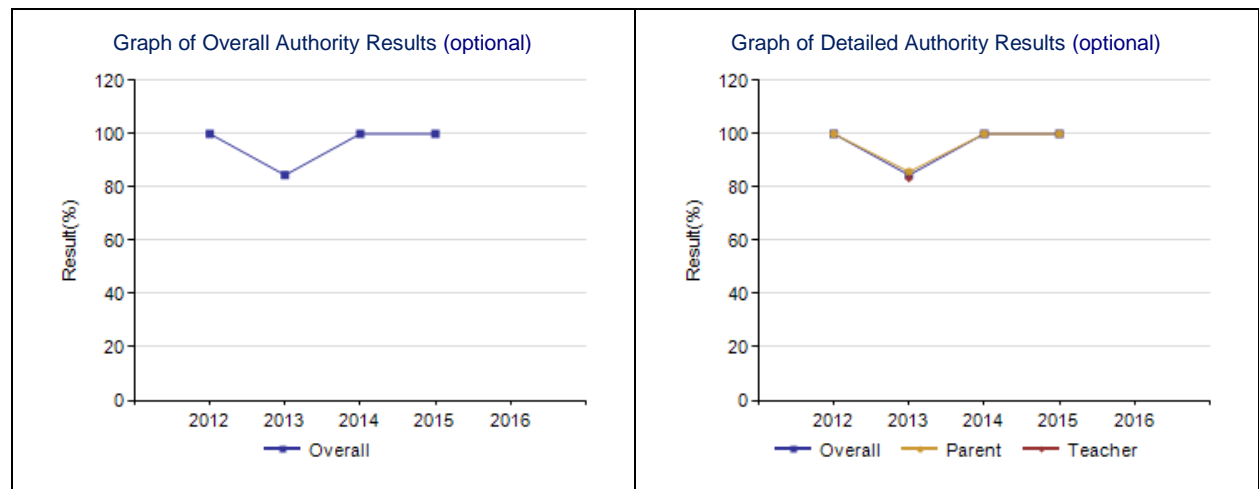


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is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

**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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	100.0	84.5	100.0	100.0	n/a	79.7	80.3	81.2	82.0	82.6
Teacher	*	83.3	*	*	*	89.5	89.4	89.3	89.7	90.5
Parent	100.0	85.7	100.0	100.0	*	69.9	71.1	73.1	74.2	74.8



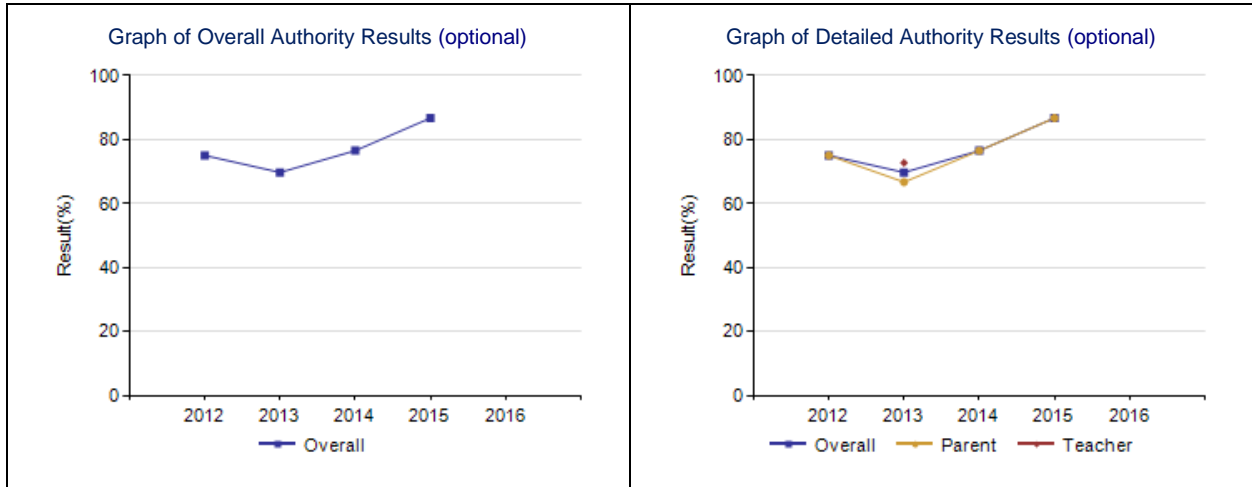
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



**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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	75.0	69.7	76.5	86.7	n/a	68.0	68.5	69.5	70.0	70.7
Teacher	*	72.7	*	*	*	75.8	75.7	76.0	76.0	77.3
Parent	75.0	66.7	76.5	86.7	*	60.2	61.2	63.0	64.0	64.2



Notes:

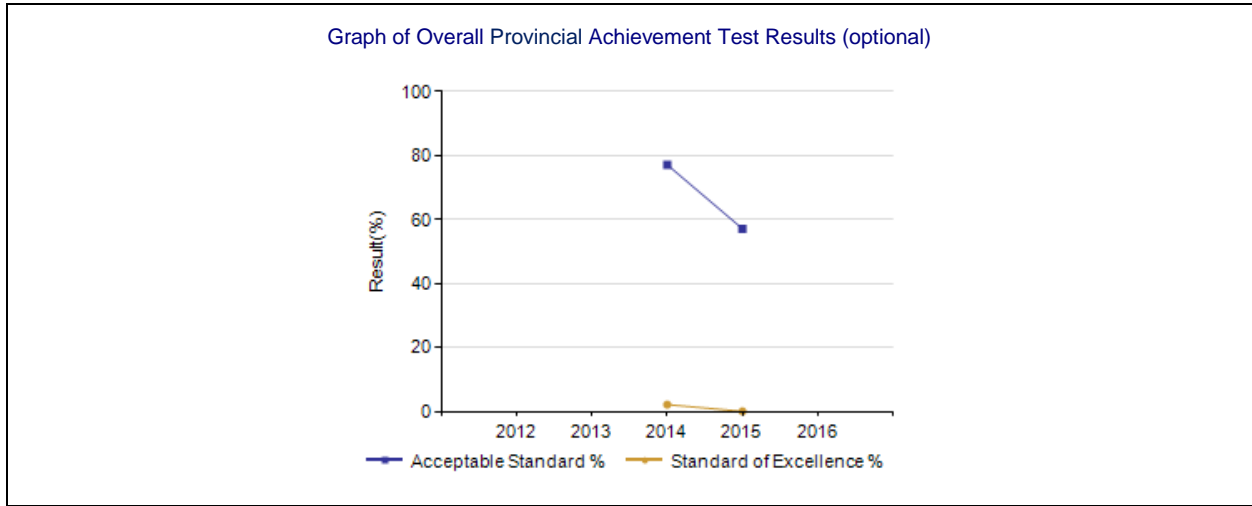
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	n/a	n/a	100.0	12.5	*	*	*	*		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
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	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	*	*	n/a	n/a	75.0	0.0	*	*	*	*		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	*	*	n/a	n/a	62.5	0.0	*	*	*	*		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	*	*	n/a	n/a	50.0	0.0	*	*	*	*		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
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	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	*	*	*	*	*	*	*	*	*	*		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

Notes:

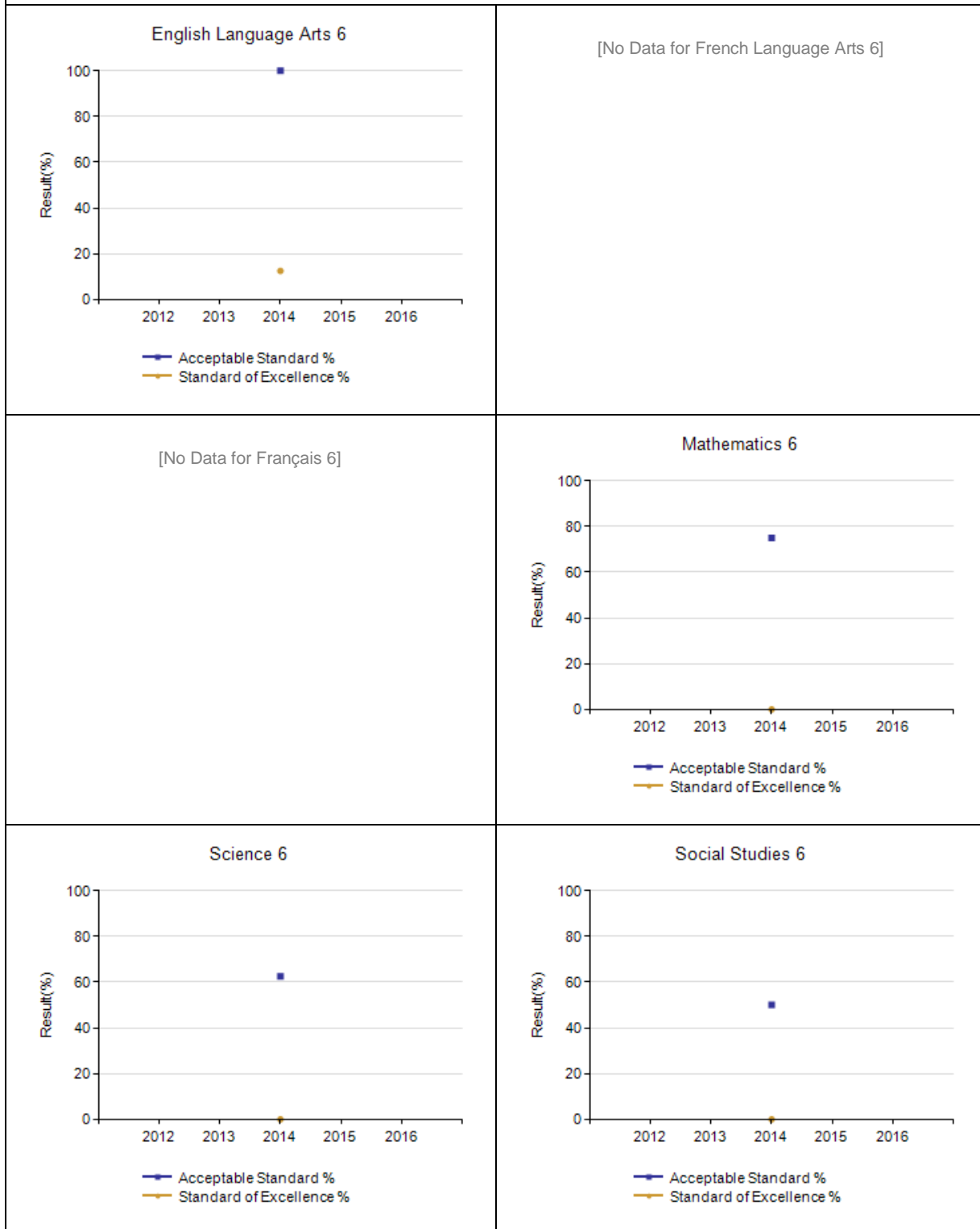
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

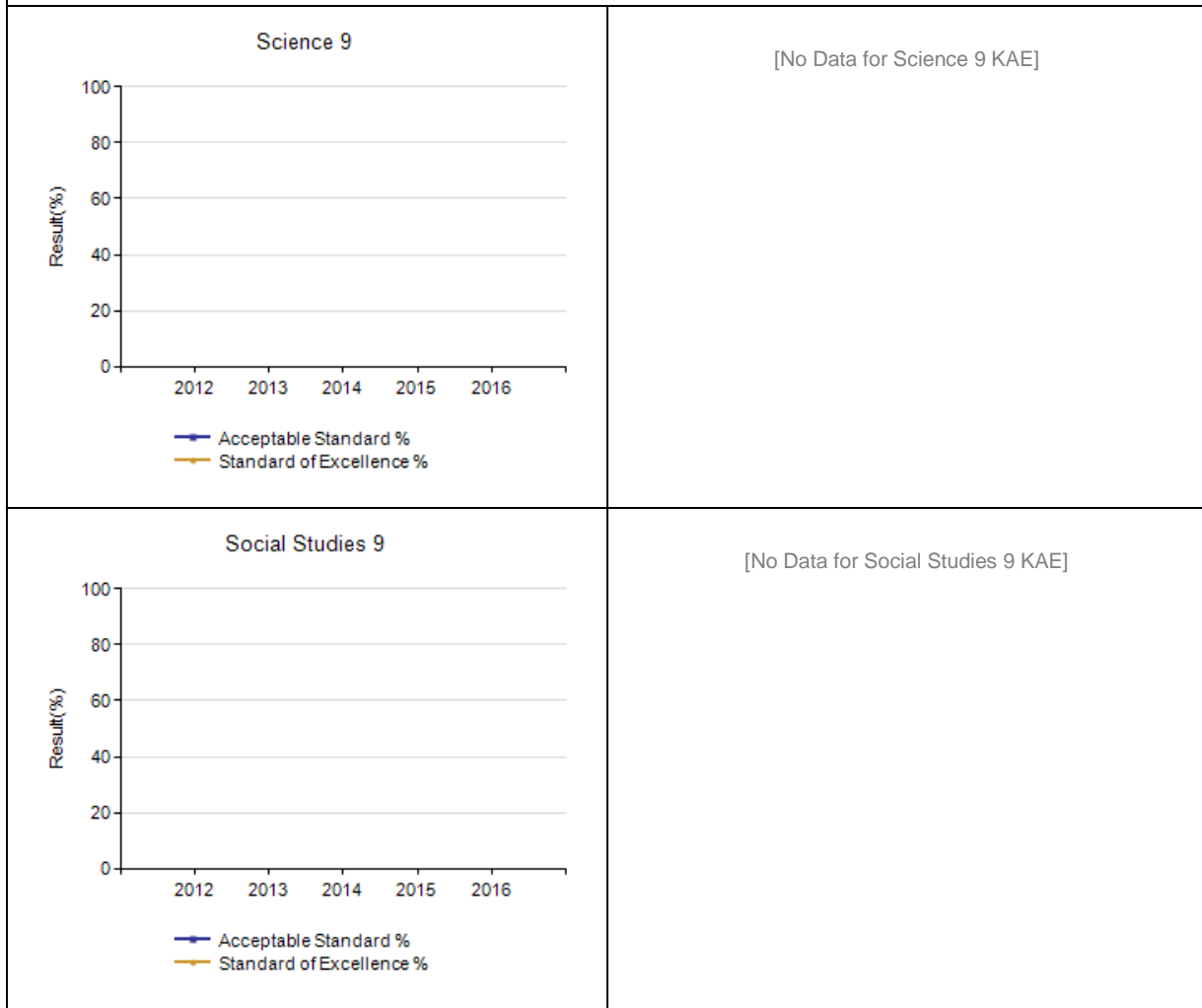
Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;"><b>English Language Arts 9</b></p> <p style="text-align: center;">[No Data for English Lang Arts 9 KAE]</p>	<p style="text-align: center;">[No Data for English Lang Arts 9 KAE]</p>
<p style="text-align: center;">[No Data for French Language Arts 9]</p>	<p style="text-align: center;">[No Data for Français 9]</p>
<p style="text-align: center;"><b>Mathematics 9</b></p> <p style="text-align: center;">[No Data for Mathematics 9 KAE]</p>	<p style="text-align: center;">[No Data for Mathematics 9 KAE]</p>

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

		40-Mile Christian Ed. Society							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	2	*	8	100.0	47,606	82.9	45,843	82.4
	Standard of Excellence	*	*	*	2	*	8	12.5	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	*	*	*	2	*	8	75.0	47,512	72.2	45,774	73.2
	Standard of Excellence	*	*	*	2	*	8	0.0	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	*	*	*	2	*	8	62.5	47,543	78.0	45,788	76.6
	Standard of Excellence	*	*	*	2	*	8	0.0	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	*	*	*	2	*	8	50.0	47,522	71.4	45,710	71.0
	Standard of Excellence	*	*	*	2	*	8	0.0	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,780	77.0	38,487	76.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,253	67.8	38,217	66.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,834	74.2	38,760	73.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,775	64.7	38,759	65.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**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:

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. 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.
3. 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**

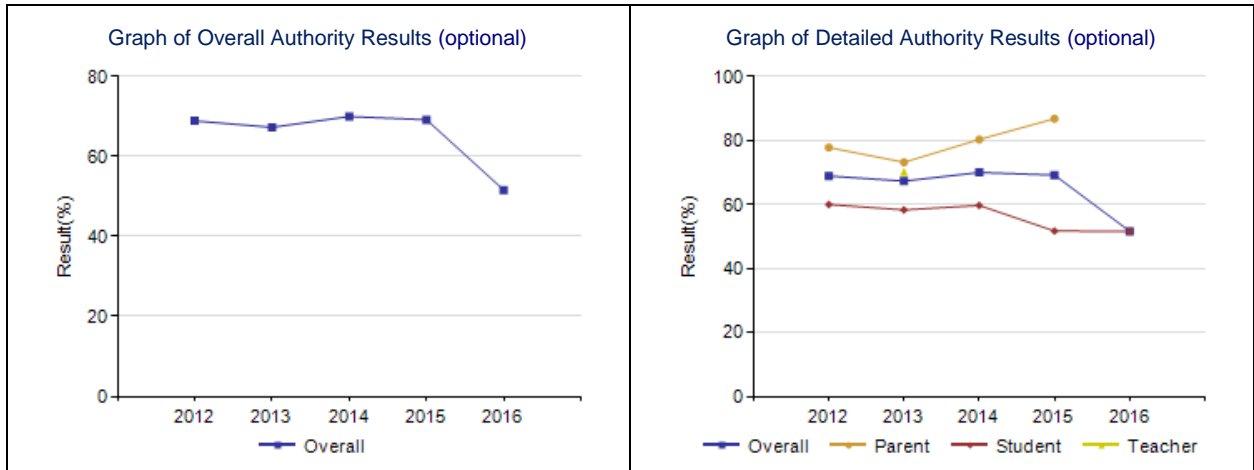
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	68.9	67.3	70.0	69.2	51.6	80.7	81.5	81.3	81.3	81.9
Teacher	*	70.2	*	*	*	87.3	87.9	87.5	87.2	88.1
Parent	77.8	73.2	80.3	86.8	*	78.1	78.9	79.9	79.9	80.1
Student	60.0	58.3	59.7	51.7	51.6	76.9	77.8	76.6	76.9	77.5

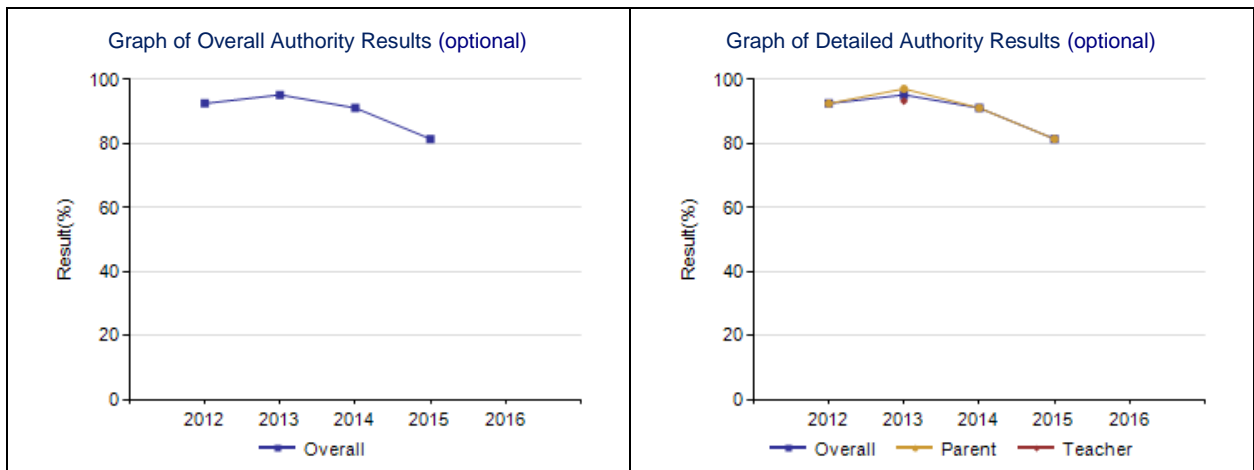


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is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

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

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.5	95.2	91.1	81.4	n/a	79.7	80.3	80.6	80.7	80.9
Teacher	*	93.3	*	*	*	88.0	88.5	88.0	88.1	88.4
Parent	92.5	97.1	91.1	81.4	*	71.4	72.2	73.1	73.4	73.5

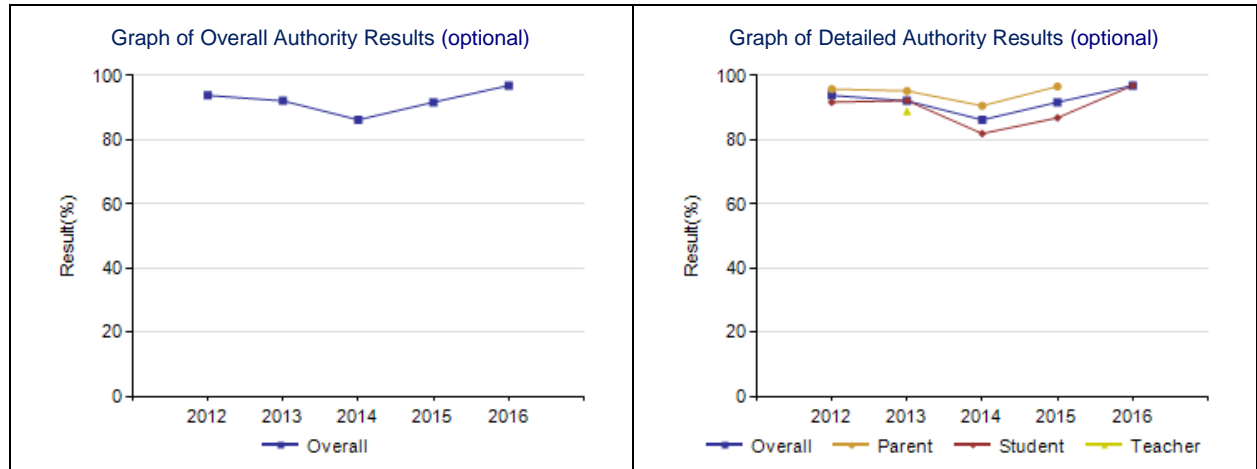


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	93.8	92.1	86.2	91.7	96.9	89.4	89.8	89.2	89.5	90.1
Teacher	*	88.9	*	*	*	95.4	95.7	95.5	95.9	96.0
Parent	95.8	95.2	90.6	96.6	*	84.2	84.9	84.7	85.4	86.1
Student	91.7	92.2	81.9	86.8	96.9	88.6	88.7	87.3	87.4	88.0

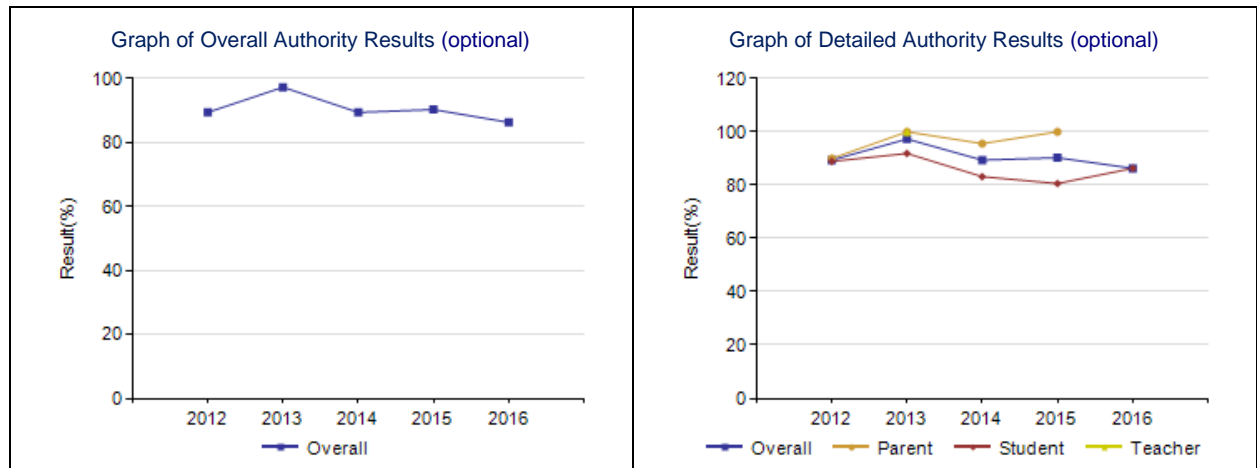


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is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

**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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.4	97.3	89.4	90.3	86.3	88.6	89.0	89.1	89.2	89.5
Teacher	*	100.0	*	*	*	94.8	95.0	95.3	95.4	95.4
Parent	90.0	100.0	95.6	100.0	*	87.4	87.8	88.9	89.3	89.8
Student	88.9	91.9	83.2	80.6	86.3	83.7	84.2	83.1	83.0	83.4

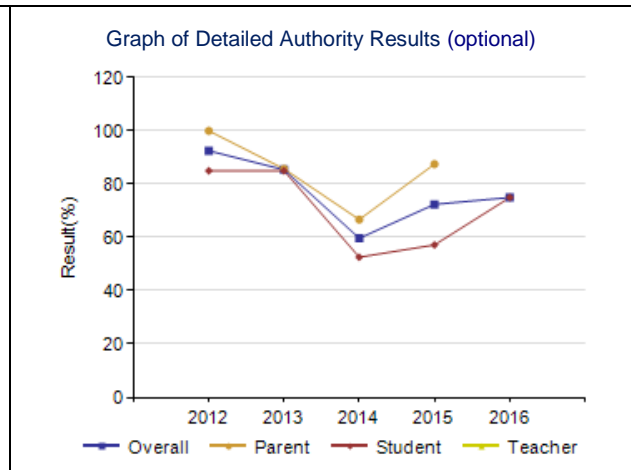
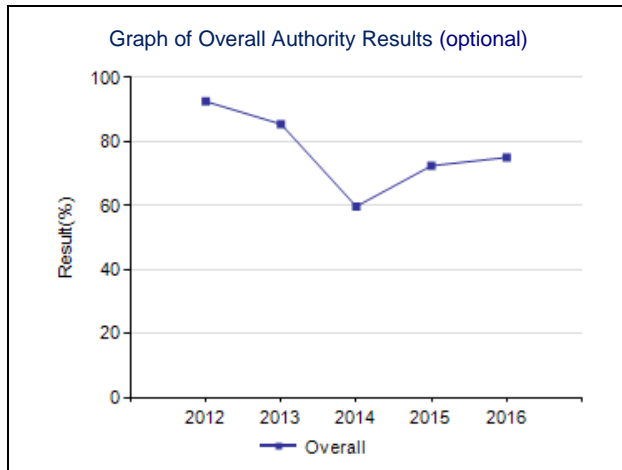


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is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

**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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.5	85.4	59.7	72.4	75.0	80.0	80.6	79.8	79.6	81.2
Teacher	*	*	*	*	*	81.1	80.9	81.3	79.8	82.3
Parent	100.0	85.7	66.7	87.5	*	76.2	77.9	77.0	78.5	79.7
Student	85.0	85.0	52.6	57.2	75.0	82.7	82.9	81.2	80.7	81.5



Notes:

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