

# Living Truth Christian School

**Annual Education Results Report**

**2015-2016**

**& Three Year Plan**

**2016-2019**



# Guiding Vision of Education

Within the Christian school movement there are different goals that impact each school's approach towards education. Some exist for the purpose of academic achievement seeking a traditional approach towards education that has come out of our Christian heritage. Some Christian schools have been established for the purpose of evangelism. Other schools exist to maintain a larger community goal, such as keeping the families of the church together or creating a school community where their children are not as influenced by other belief systems or morality during their formative years.

Though elements of all the above goals can and will be a part of our experience in our Living Truth Christian School, our foremost goal is that of discipleship. Our children will do well academically because we often take a traditional approach in our teaching. We will see kids come to Christ through our educational relationship. We are part of the larger community of the body of Christ and we are an educational community sheltered from many of the attitudes and secularism that are part of the foundation of our public system. Nevertheless, our goals are to prepare our children for a life that will bring Christ to this fallen world and bring about real change and impact. This can only be done by following the orders of Jesus to "...go and make disciples of all nations, baptizing them...and teaching them to obey everything I have commanded you" (Matt. 28:19-20).

There are three aspects to our schools that make us distinct and enable discipleship to thrive:

- Christian Educators: In order for true discipleship to occur we need true disciples to lead the way.
- Christian Worldview Infused Curriculum: In order for our children to see their world in the way God created it, we need to present a curriculum consistent with our worldview.
- Christian Environment: Part of our task is to create a safe environment where our children can learn about this world.... We must develop disciples who can gradually interact and eventually engage this world system for true and lasting change.

## Accountability Statement

This Annual Education Results Report for the 2015/2016 school year and the Education Plan for the three years commencing September 1, 2016 for the Living Truth Christian School 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 Report for the 2015/2016 school year and the three year Education Plan for 2016-2019 on November 15, 2016.

Prepared by  
Mr. Gerald Barkman  
Principal

Signed by  
Mrs. Laurie Jefferies  
Board Chair, Living Truth Christian School Society

# Profile of Living Truth Christian School Society

Living Truth Christian School began as a Koinonia school in 2009 in Flagstaff County, Alberta, serving rural communities such as Sedgwick and Killam. In the summer of 2012, the school had the opportunity to relocate to a vacated 13 classroom public school facility in the hamlet of Mirror, about half way between Lacombe and Stettler. That summer, the Living Truth Christian School Society also invited the Heritage Christian Online School/Kelowna Christian Centre Society from Kelowna, BC to merge its new Alberta division into the LTCS Society. In spite of small numbers, LTCS had a great year, serving 12 students from Grade 1 to Grade 12. The new relationship with the Heritage Christian Online School brought both financial resources and digital content to bolster the LTCS program.

Besides developing the new LTCS Mirror campus in the 2012-2013 school year, the Living Truth Christian School Society was focused on preparing to launch the Alberta Christian Online School. In September 2013, the Roots Homeschooling program, which had been operating in the Calgary area for 18 years, also became a part of the ministry of the Living Truth Christian School Society. By September 2014 the LTCS campus school had grown to 43 students from Kindergarten to Grade 12, the ACOS online program was serving about 160 full-time and part-time students, and the Roots home education program had grown to about 300 students.

However when the relationship between Heritage Online Christian School and the LTCS Society ended in 2015, parents of current students stepped forward and LTCS is now a parent-run school. We had 40 students, 2 teachers and a part-time principal in the 2015-2016 school year. While the ACOS Online Program and Roots Homeschooling Program are occasionally referred to in this document, they both chose other alternatives effective September 1, 2015.

Living Truth Christian School will be focusing on continued growth as a campus school. Mrs. Laurie Jefferies is now the board chair of the mostly parent member board and in August 2016 Gerald Barkman was hired as our new principal. We have expanded our staff to 3.5 teachers for the 2016-2017 school year.

## Chapels & Bible Courses

Chapels and Bible courses are a very important feature of the Living Truth Christian School. The Living Truth Christian School Society Statement of Faith gives parents a clear understanding of what Christian teachings their children will experience in Chapels and Bible courses.

Junior/Senior High Chapels in 2015-2016 consisted of a worship time led by a local pastor and Pastor Don Friesen was the core speaker. There were several other pastors and camp ministries that were also invited to speak to the students. The focus was on challenging the students to apply their biblical knowledge to either daily lives. Elementary chapels were led by teacher Mr. McDowell and included worship time, bible drills, and bible story teaching.

In March 2016, LTCS students again enjoyed **Refresh** event with special chapels, guest speaker and a variety of activities geared to helping students grow in their faith.

## LTCS Society Statement of Faith

Because Living Truth Christian School operates an interdenominational Christian educational programs, the LTCS Society has adopted the **Evangelical Fellowship of Canada Statement of Faith:**

1. The Holy Scriptures as originally given by God are divinely inspired, infallible, entirely trustworthy, and constitute the only supreme authority in all matters of faith and conduct.
2. There is one God, eternally existent in three persons: Father, Son and Holy Spirit.
3. Our Lord Jesus Christ is God manifest in the flesh; we affirm his virgin birth, sinless humanity, divine miracles, vicarious and atoning death, bodily resurrection, ascension, ongoing mediatorial work, and personal return in power and glory.
4. The salvation of lost and sinful humanity is possible only through the merits of the shed blood of the Lord Jesus Christ, received by faith apart from works, and is characterized by regeneration by the Holy Spirit.
5. The Holy Spirit enables believers to live a holy life, to witness and work for the Lord Jesus Christ.
6. The Church, the body of Christ, consists of all true believers.
7. Ultimately God will judge the living and the dead, those who are saved unto the resurrection of life, those who are lost unto the resurrection of damnation.



## LTCS Achievements in 2015-2016

- Enrollment held steady as compared to the previous year
- Participation in several sports events with other schools (badminton, basketball, and track & field)
- Parent run Board
- Greater parental and community involvement (fundraising, volunteering in the classroom and school, starting Thrift Store)
- Student body accepting greater responsibility (service projects in the school and community)
- Field Crop Agriculture credit course offered to high school students

## Trends/Comparisons and Issues

### Living Truth Christian School

#### Enrollment

2012-2013 first year in Mirror with one Grade 1-8 class of up to 10 students and three high school students, working primarily on online courses.

2013-2014 we had a K-Grade 2 class and a Grade 5-8 class. Grades 9-12 worked mostly on online courses.

2014-2015 classes configured to include K-Grade 2, Grades 3-6 and Grades 7-9 and Grades 10-12 working online a significant part of the time.

2015-2016 enrollment was a relatively strong 40 students on September 30, 2015, although finances dictated a drop in the number of classes to two. Our split was an elementary teacher and a secondary teacher, with many of the latter enrolled in online courses. This limited our options for students on campus.

However, the Board decided to teach all core subjects on campus and work to increase options. So, for 2016, a decision was made to hire four teachers including a principal/teacher to ensure an on-campus principal every day, to expand our offerings and satisfaction levels of students through more options.

#### Campus Academics

When we opened our campus school in Mirror, while our students represented a typical range of academic potential and motivation, they did not represent a typical distribution of these attributes. This means that we had an unusually high percentage of students with severe needs and/or poor academic motivation even though there were some strong academic students.

In 2012-13, 23% had severe special needs codes. In 2013-14 that percentage dropped to 17% and in 2014-15 was further reduced to 9.3%. This is a reasonable percentage and contributed to the overall academic health of LTCS.

#### Facility and Capital Plans

We currently rent an excellent older ex-public school building, with all the necessary space for classes, gym, washrooms, play grounds, administration, and library that suits our needs very well. The society is considering the options for purchasing the school. We are also pursuing buying a third bus.

## Parental Involvement in AERR & 3 Year Plan

With the move to a primarily parent run Board, the Parent Council has been disbanded.

## Average Class Size Report

LTCS had the following grade combinations and enrolment as of September 30, 2015.

Grade 1-6	21 Students
Grade 7 – 12	20 Students
Total	41 Students

Average Class size: 20.5 Students

## Whistleblower Report

In keeping with the Public Disclosure Acts (2013) we are pleased to report that we have had no disclosures in 2015/2016. For more information on this legislation, see [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

### Bus program

We believe that a strong bus program is key to the long term growth of LTCS. In 2014-2015 we began our first bus route from the Clive area, resulting in an increased enrollment. With that in mind, LTCS Society purchased a bigger, newer bus in the summer of 2015. We purchased a second bus and added another bus route in September 2016 meaning riding times decreased for students.

### Tuition

One of the major challenges was implementing tuition for the 2014-15 school year. The LTCS Society Board took the time to hear considerable parent input. Given the significance of the tuition discussion, it was very important to have a fully functioning parent council. They deserve a lot of credit for helping process this important but difficult issue. This was streamlined in 2015-2016.

### Donor Base

A significant percentage of families interested in their students enrolling are not able financially to pay tuition. This means that we need to develop a strong donor base to bring in the necessary funds to subsidize these students. In 2015-2016, a significant amount was raised through diverse fundraising efforts.

### Professional Learning Community

As a small school, we currently have one PLC (the whole teaching staff) focusing on one school wide issue. Other professional learning communities and interaction are available in a range of topics virtually through our Learning Management System community.

In 2012-13 the professional development related primarily to meeting the challenges of students with severe behavioural needs.

In 2013-14, the focus shifted to effectively using Jump Math for our multi-grade math classes.

In 2014-15 the professional development focused on Program of Studies alignment.

In 2015-2016 the focus of professional development was on effective teaching strategies for multi-grade classrooms.

### Communication

There is strong communication between parents and the school through email, hard copy notes, monthly newsletters, report cards, and Parent-Teacher Interviews. There is a strong, caring relationship between staff, board, parents and students. Our strong school community believes in easy access, volunteerism and parent involvement; this contributes to continual opportunities for ongoing communication.

### Alberta Education Monitoring Visit

Alberta Education monitored LTCS/ACOS/Roots in February 2015. This monitoring visit has provided the impetus for us to carefully work through all of the accreditation and funding requirements in a timely fashion.

In 2015-2016, further monitoring occurred in March, which was highly successful.

## Income and Expenses in 2014-2015

To receive more detail on the information presented below or to review the audited financial statements contact the school office at 403-788-2444 or [info@ltchristianschool.ca](mailto:info@ltchristianschool.ca)

LIVING TRUTH CHRISTIAN SCHOOL SOCIETY SUMMARIZED  
FINANCIAL STATEMENT OF OPERATIONS FOR THE YEAR  
ENDED AUGUST 31, 2016

	<b>2017 Budget</b>	<b>2016 Actual</b>	<b>2015 Actual</b>
<b>Revenue</b>			
Alberta Education Grants	327,473.00	294,199.00	1,332,209.00
Fees	43,500.00	71,852.00	81,408.00
Donations	0.00	42,640.00	8,589.00
Other	80,315.00	39,459.00	187,894.00
<b>Expenses</b>			
Salaries & Benefits	278,121.00	216,688.00	978,608.00
Payment to Home Ed families	0.00	0.00	231,547.00
Services, Contracts & Supplies	147,473.00	125,952.00	397,897.00

# Annual Education Results Review (AERR)

Accountability Pillar Results for 0233 Living Truth Christian

School Society Report Date: September 30, 2016

Date Current as of August 29, 2016

## **Note Regarding LTCSS Accountability Pillar Results**

Alberta Education has developed excellent reporting tools to help staff and parents get a snapshot of how Alberta schools are performing. Unfortunately, these tools are not designed to account for the uniqueness of our school programs.

First of all, our enrolment in most grades is low enough that many results are suppressed to protect the students involved. This means that the charts show many “n/a” or not applicable results.

Secondly, the Provincial Achievement Test results are misleading. The statistics used to determine the percentage of students who achieved the “standard of excellence” and the “acceptable standard” are only accurate when higher numbers of students in grades 6 and 9 write the PATs. Our numbers were very low in these grades. Unfortunately, this means that the results are misleading for staff, parents, and students. So we ask you to review the results accordingly.

Mr. Gerald Barkman

Principal of Living Truth Christian School



# Re: Accountability Pillar Results Summary – a Review

Comments on Accountability Pillar – Summary Page 1:

Line 1 – for “Safe & Caring””: The decline from 95.5 to 79.9 may be linked to the fact that the school response numbers dropped from a response of 62 to only 26 students. It should be noted parents were 100% satisfied; a few students from two families (no longer at LTCS) were unhappy with certain policies, and thus it made a huge difference in our response %.

Line 2- Program of Studies: slight drop to 78% from 80%; several students strongly wished to see a music component and perhaps language brought on board as an option. As a small student body, and few musical staff, this was difficult to accomplish.

Strategy for Line 2 – This was noted, and for 2016-2017, some music has been implemented and new options are in process. These include Worship Team music and in-school piano lessons. ADLC Art was also highly encouraged for next year!

Line 3 – Education Quality: parents were very pleased at 97%; students (74%) were concerned with more music and language courses; also many courses were online, rather than taught in classes.

Strategy for Line 3 – two more staff were added, with specific skills in high school science / math, as well as ELA / History. All four core subjects to be teacher-taught in class, along with PE and Bible for 2016-2017.

Line 6 – PAT: Acceptable - strong improvement as more motivation to inspire students to success in 2015-2016. We anticipate even stronger results in 2017.

Line 7 – PAT: Excellence – this figure may remain lower than AB average due to fewer students contemplating university entrance. Many are more focused on trades, work experience and community and ministry contributions, as well as work on parents’ farms or businesses. Special needs student performance are also of significance statistically.

Strategy for Line 7 – With subject specialist staff in high school, we expect to see a higher percentage of students reach for excellence, as they are asked to do their best as a glory to God and fulfilling their talents. Many are capable and need encouragement and diligence to achieve their full potential personally and academically. We will also be teaching all core subjects in class and fewer through online formats.

## Summary:

For all other areas, we feel that we have a dynamic school moving forward through some learning curves, and that we will continue to work to resolve issues that arise. Our Goal is Excellence in Education, Character, and Community Service! To this end, our Board, Staff, and Parents are highly committed – as are most of our students!

**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	Living Truth Christian Sch Soc			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	Issue	Safe and Caring	79.0	95.5	87.5	89.5	89.2	89.1	Low	Maintained	Issue
Student Learning Opportunities	n/a	Program of Studies	77.9	80.1	69.7	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		Education Quality	86.1	92.7	91.7	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	6.6	*	n/a	3.2	3.5	3.5	Intermediate	n/a	n/a
		High School Completion Rate (3 yr)	*	*	n/a	76.5	76.5	75.5	*	*	*
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	71.9	30.1	24.1	73.6	72.9	73.4	Intermediate	Improved Significantly	Good
		PAT: Excellence	9.4	5.1	3.1	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	100.0	100.0	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	40.0	40.0	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.6	54.4	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate	60.0	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)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	100.0	78.6	78.6	82.6	82.0	81.1	Very High	Improved Significantly	Excellent
		Citizenship	82.1	93.4	83.6	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	97.5	98.8	98.8	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	79.2	92.8	79.4	81.2	79.6	80.0	High	Maintained	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- 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).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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.
- 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.
- 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)**

Measure Category	Measure Category Evaluation	Measure	Living Truth Christian Sch Soc (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
Student Learning Opportunities	n/a	Drop Out Rate	*	n/a	n/a	6.1	7.0	7.2	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	50.2	47.7	46.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	n/a	52.4	52.1	52.8	*	*	*
		PAT: Excellence	*	*	n/a	6.3	6.5	6.2	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	20.7	21.0	20.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	33.5	33.0	33.3	n/a	n/a	n/a

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

## 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).	n/a	*	18.2	30.1	71.9	71	Intermediate	Improved Significantly	Good	74	75	76
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	1.1	5.1	9.4	9	Very Low	Maintained	Concern	11	13	15

### Comment on Results

*We were pleased to note a great improvement – but much of that may have been due to the makeup of our small class sizes, where special needs or non-motivated students may have dragged down some previous years' achievement scores. We are very happy with the increase, and expect even more as the school body grows and stabilizes.*

### Strategies

*We are teaching all core subjects in class, by teachers in their subject areas. Thus, we expect motivation and achievement to steadily improve. Also, our percentage of special needs students will likely decline as the school population grows. There is also a strong emphasis on the basics in numeracy and literacy, from early years to high school.*

### 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)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	*	100.0	n/a	79	n/a	n/a	n/a	81	83	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	*	40.0	n/a	9	n/a	n/a	n/a	11	13	15

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.	n/a	n/a	n/a	*	*	85	*	*	*	85	85	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	*	6.6	3	Intermediate	n/a	n/a	2	2	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	69	n/a	n/a	n/a	71	72	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	60.0	69	n/a	n/a	n/a	71	72	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	*	*	69	*	*	*	71	72	75

**Comment on Results**

*At this time we will have fewer than six students writing diploma exams, so results will be suppressed, we suppose. However, expectations are optimistic for future positive results.*

**Strategies**

- 1) *Raise academic expectations for all our students annually*
- 2) *Encourage students to explore university options for career transitions.*
- 3) *Formalize our diploma preparation opportunities for all grade 12 students, including the opportunity to write and review diploma practice exams*

**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.	n/a	n/a	73.9	93.4	82.1	78	Very High	Maintained	Excellent	81	82	85
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.	n/a	n/a	n/a	78.6	100.0	79	Very High	Improved Significantly	Excellent	81	82	85

**Comment on Results**

We are very pleased with these character results, as this is one of our goals for continued school excellence.

**Strategies**

*We expect the maintenance of excellence in this area.*

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>	n/a	n/a	n/a	65.5	100.0	79	n/a	n/a	n/a	81	82	85

**Comment on Results**

We are focusing heavily on numeracy and literacy basic skills. Reading is low for many incoming students.

**Strategies**

- 1) *We will continue our strong focus on numeracy and literacy skills, with additional hours in the curriculum to ensure foundational strengths.*
- 2) *We utilize volunteers, including some retired teachers, to enhance early literacy through buddy reading supports.*

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

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	*	n/a	*	*	*	n/a		
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	*	n/a	*	*	*	n/a		
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

### Comment on Results (OPTIONAL)

### Strategies

*Although we have no FNMI students at the present time, we will continue to stress the heritage and rights of FNMI in our Social Studies, Bible, ELA and other related courses. This is part of our Service and Character goals each year – to develop an acceptance of all cultural communities!*

### Notes:

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

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 self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	*	n/a	*	*	*	n/a		
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

**Comment on Results (OPTIONAL)**

**Strategies**

*Although we have no FNMI students at the present time, we will continue to stress the heritage and rights of FNMI in our Social Studies, Bible, ELA and other related courses. This is part of our Service and Character goals each year – to develop an acceptance of all cultural communities.*

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

## 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.	n/a	n/a	79.5	95.5	79.0	94	Low	Maintained	Issue	88	90	92

### Comment on Results

*There were a small percentage of families who complained of issues in school. This caused concerns for all at school, including staff and students. Immediate steps were taken to attempt to resolve issues. However, these families have moved on, and great rapport seems to be manifesting itself. Contributing factors were also caused by stresses in the ADLC programming, alternatives have been found for some of this material.*

### Strategies

- 1) Structure enrollment as to be sensitive to our limited to resources.
- 2) Continue to teach respect and courtesy for all, at all times.
- 3) Develop great programs to promote "Family" atmosphere and values and relationships
- 4) Involve students in cross-grade options, like drama, robotics, chapels, student council, buddy reading, Market Day, music, etc.
- 5) Continue to encourage all students to care, share, and promote positive behaviours from a Biblical perspective.
- 6) Whole school activities promoted: a ski-day; curling afternoon in Clive; skating afternoons for whole school; etc.
- 7) Build school spirit through athletics (cross grade); music; drama; special days; student government; Student Leadership development.

### 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.	n/a	n/a	59.4	80.1	77.9	69	Intermediate	Maintained	Acceptable	80	82	84

### Comment on Results

*We continue growth in this area as we enhance our facility and engage in community and professional partnerships to aid in the enhancement of our options programs. We will maintain a wide range of distance delivery options courses to increase the scope of our options programs.*

### Strategies

- 1) *Promote more on-line options.*
- 2) *Teach more options in school; targeting areas such as sports, tech, music, art, drama; as well as vocational courses and dual credit opportunities.*
- 3) *Enhance Green certificate promotion to students and families*
- 4) *Participate actively in Inter-school athletic and sport activities at all grade levels. Encourage intra-murals and recreational sport activities as extra-curricular activities.*

### 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 2016	Evaluation			Targets		
	2012	2013	2014	2015	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.	n/a	n/a	66.1	92.8	79.2	79	High	Maintained	Good	80	82	84
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	98.8	97.5	97	Very High	Maintained	Excellent	97	98	99
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	90.6	92.7	86.1	85	Intermediate	Maintained	Acceptable	86	87	88

### Comment on Results

*We feel we have a strong, capable school family with many talents and abilities – both academic, but also vocational, artistic, athletic and spiritual. We need to continue to utilize and develop these community partnerships, for the growth of students and the positive interactions of parents – teachers – and board members.*

### Strategies

- 1) *Continue with strong parent-school communication; newsletters; emails.*
- 2) *Parent involvement in special days, field trips, class activities and volunteer opportunities*
- 3) *Involve parents in tutoring and supports where they have training and expertise. (EA's, volunteers!)*
- 4) *Athletic coaching by parents; clubs for art or drama with subject specialist in the community.*
- 5) *Christmas programs, Remembrance Day services, Easter productions, and other special events - encourage help from parents and community members to aid in the facilitation, promotion and attendance of these programs.*

### 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 (\*).