



APORI
Combined 3-Year Education Plan
&
Annual Education Results Report

November 2016

Submitted by:
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Principal

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Red Deer County, AB T4E 1S2

This report may be viewed online at
http://www.destinyschool.ca/wp-content/uploads/2017/02/APORI_201610_A.9127_Combined-3-Year-Education-Plan-and-AERR.pdf

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2015/2016 school year and the Education Plan for the three years commencing September 1, 2016 for Destiny Christian School Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for 2016/2019 on November 29, 2016.



Rita O'Connor, Vice Chair



Peter Drinkwater, Secretary/Treasurer

FROM THE DESK OF PRESIDENT AND CHAIRMAN OF BOARD OF DIRECTORS



Destiny Christian School began in 1980 under the example found in Luke 2:52. "Jesus grew in wisdom and stature and favour with God and man." Full development means four aspects of growth; spiritual, academic, social and physical, which we continue to strive for and is a marking of the reason we as HOME CHURCH provide education for our families and others who desire such.

We are a fully accredited independent Christian school with great working partners of Alberta Education and AISCA. Our leadership team led by Glenn and Marj Mullen have an exceptional teaching staff and board of directors.

The Destiny Team continue to do an excellent job in creating relevant spiritual dynamics, quality academics, and a safe and healthy place for students to learn and excel.

We again serve 200 students this year with many international students and more and more self-identified First Nations students.

Our main goal at Destiny continues to be to assist families' lay strong foundations for future success of each child.

Sincerely yours,

A handwritten signature in cursive script that reads "Mel C. Mullen".

Mel C. Mullen



Discovery of every Child's God Given Destiny!

Jeremiah 1:5

“Before I formed you in the womb I knew you”

DESTINY CHRISTIAN SCHOOL - VISION

“Building Foundations for Success”

Destiny Christian School's mandate is to:

Empower each student in discovering and developing his/her uniqueness and calling.

Nurture each student through a foundational learning environment in obtaining the skills needed to make every student a contributing member of society

DESTINY CHRISTIAN SCHOOL - MISSION

“Education with a Higher Purpose”

Mission Statement:

To assist the home and church in training disciplined leaders for world-wide Christian service to impact cities/communities and influence nations.

DESTINY SCHOOL

...Home of the Mediated Learning Experience
Red Deer, AB

*Where students discover “HOW THEY LEARN”
& are enabled to reach their academic potential*

MLE OFFERS

BRIGHT START for children ages 3 to 7 – tools that focus on the development of children’s thinking processes and strategies, which are core prerequisites for formal learning.

TEACHERS mediate learning, bridge curriculum and provide learning opportunities using Feuerstein’s 14 Instruments

STUDENTS are INDIVIDUALLY assessed and mediated to discover their learning style, by trained staff and volunteers using MLE tools

Our Goal

To help students become strategic thinkers and discover their learning potential.

OUR HISTORY:

The Evolution of Destiny Christian School

Our school began when a *doorway of opportunity* was given in the late 70's by the Government of Alberta. The Department of Education provided for *choices* with their support of alternative education through independent and private schools in the province. Later home schooling was approved. We choose to provide an "Independent" school, an alternative to public and catholic systems that the School Act endorsed.

We joined the Assoc. of Independent Schools and Colleges (ASCIA) in the province as an independent school not as a private, elitist school, and were given jurisdiction to provide approved curriculum with a Christian foundation. We were not secular like the public system nor were we catholic.

For about 10 years our school expanded, beginning with an individualized program with 43 students, then named People's Christian Academy. In the late 80's relocation happened and a multi-facility was built which served over 200 students from ECS to grade 12 then called Word of Life Christian School.

As the school grew and educational costs soared, our financial base became stressed. Many schools who started like ours today are either non-existent, have joined public boards through "alternative" programs, or have expanded their financial base with hefty society fees.

We explored the possibilities of being an alternative program with Christian education several times through proposals to the Red Deer Catholic and Chinook Edge Public systems, and but were refused. God had given us a "Wait, I've got something better" answer.

That "something better" began to come to light when Destiny (Christian) School integrated our MLE- (mediated learning experience) program, and tried to pursue becoming a charter school. Because of our faith designation it was impossible to become charter. We introduced *BRIGHT START* (ages 3 to 7) in 2002. We now have the full *MLE* program implemented throughout every grade. We are one of only two schools in Canada that offer this unique approach to learning. The only other MLE School in Canada is located in Vancouver and their coordinator provides a covering for us.

We began to see growth when we became a government approved level two school with the Alberta Education system. This enabled us to reduce our society fees significantly. For several years we added portables to accommodate growth as our gym facility had only 4 classrooms. In 2014 we added a double-wide 2 classroom portable.

These last 3 school years have enabled us to serve 200 or more students in our programs with a million dollar plus budget.

CONTEXTUAL INFORMATION

Destiny Christian School is located at the south end of Taylor Drive on England Way, south of the intersection of Highway #2 and #2A, just outside of Red Deer city limits.

DESTINY became a level 2 school with Alberta Education in November 2008. Our features are Christian & MLE (mediated learning) school.

- 2016/2017 enrollment is 190 students from Kindergarten to Grade 9, including 20 kindergarten students. We also provide the Playschool of DESTINY program: 2 – ½ day programs for 4 yr. olds and 1 – ½ day program for 3 yr. olds. There are 20 children in this program, which is coordinated by our ECS teacher.
- We are a Christian school promoting Christian values, morals and standards in all subjects and grade levels.
- The curriculum from ECS up is based on the **Alberta Program of Studies**, integrating Christian principles and perspectives wherever possible.
- Our disciplinary policy reflects biblical standards of forgiveness, mercy and grace. Students are expected to conduct themselves according to the standards Christ set for us. Attitudes of acceptance, tolerance, love, and service to others are taught in all areas of school activity.
- Teachers are encouraged to develop a classroom management style which builds a positive environment for student learning. Principals may assist them in helping students with difficulty. Family conferences are conducted and if the student is not able to function well, other alternate programs will be recommended.
- The majority of our student body is from the Home Church (formerly Word of Life Centre) community throughout Central Alberta (75.8%, 91 of 120 families); this includes the communities of Sylvan Lake, Eckville, Blackfalds, Springbrook, Penhold, Spruceview and Innisfail. We are happy to serve a larger Christian community from other local church congregations (22.5%, 27 of 120 families). 1.6% of families have no clear faith connection.
- We have a large double gym, so daily P.E. classes are conducted.
- Language options are offered for our junior high students.
- ESL class are provided for our international students.
- Transportation is provided within the city of Red Deer with three routes, serving the north of Red Deer, central Red Deer & the east side of the city.

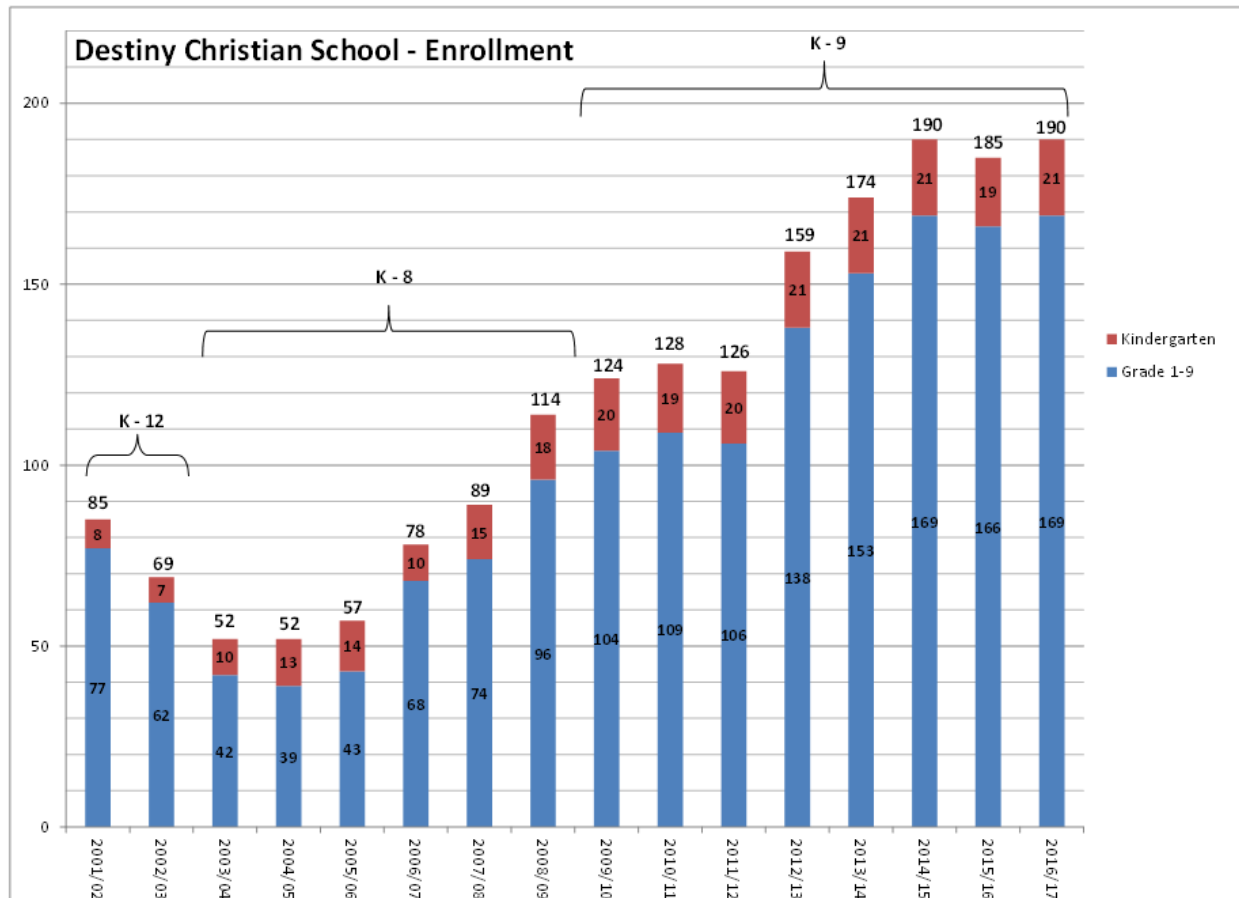
MEDIATED LEARNING EXPERIENCE

- Destiny School began incorporating the MLE program into our kindergarten and Grades 1&2 in 2002. We started with the program **BRIGHT START***, a program of cognitive development giving exercises to expand the learning styles of students.
- The majority of our teaching staff are now trained in FIE Level I, II, & III.
- In the older grades, instruction using the 14 instruments of mediation (FIE) is coordinated by Marj Mullen through weekly classes. She is also assisted by two others providing individual instruction and assessments.
- Through MLE our students are able to learn how their brain processes information and create systems that will transfer to all of their other subjects in school, thus enabling them to excel in their studies and other areas of personal growth.

PROGRESS AND ACCOMPLISHMENTS

Enrollment

The name of our school was changed to Destiny Christian School in 2001/2002, previously being People's Christian Academy from 1980 – 1989, and Word of Life Christian School from 1989 – 2001.



Special Needs Students

Again, this year, we have NO students identified for Special Needs funding.

INFORMATION ON

Provincial Performance Measures

As a Level 2 school with Alberta Education, provincial surveys were completed in February. Parents were encouraged to participate. Students from grades 4 to 9 completed the student surveys.

Grade 4 (included 5 & 6)	- 34 students - 20 parents
Grade 7 (included 8 & 9)	- 41 students - 13 parents
Teachers	- 11 teachers total

TOTAL participants in the survey were 140, down from 153 the previous year.

TRENDS

Enrollment – We reached an enrollment of 190 with 185 from K – gr.9 and 20 in our playschool, an increase from last year. ALL grades are taught as single classes for core subjects and only in 1 homeroom (7/8) do they have Bible together. Our largest classroom has 21 students.

Staff – We have a very qualified, mostly long-term serving staff. New staff this year includes a full time grade 2 teacher, middle school art teacher, and a grade 1-6 music teacher.

Surveys show a high level of satisfaction with our program. Annually our results from parents, staff and students are consistently above provincial results.

Great satisfaction is shown in our **Mediated Learning** component of our school.

New Immigrants – Annually we add recent immigrant families whom we often subsidize until they become established and prosper in their jobs.

More **First Nations** families are using self-identification. We now have 15 students as 1st Nations.

Improved Facilities

Temporary Portables – In recent years we have added a double wide portable for a grade 5 and, now grade 7. Our ECS portable was recently totally renovated. Grades 2, 4, & 9 are also in portables.



Playground – We made 2 recent expansions to our playground.



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	Destiny Christian School			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	Excellent	Safe and Caring	97.3	97.3	96.9	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.4	89.0	88.8	81.9	81.3	81.4	Very High	Declined	Good
		Education Quality	95.6	96.5	96.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	7.8	0.0	0.0	3.2	3.5	3.5	Low	Maintained	Issue
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	72.8	68.4	70.3	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	16.2	18.4	15.6	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
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)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		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)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	94.8	97.8	96.3	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	94.6	94.2	94.5	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	91.5	92.3	90.5	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	94.0	97.7	95.2	81.2	79.6	80.0	Very High	Maintained	Excellent

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	Destiny Christian School (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	n/a	n/a	n/a
		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

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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 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
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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:

- 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%.
- 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 #1
Students are successful

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
80% of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.7	63.5	79.0	68.4	72.8	80	Intermediate	Maintained	Acceptable	80	80	80
15% of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.2	8.3	20.0	18.4	16.2	15	Intermediate	Maintained	Acceptable	15	15	15

Comment on Results

There continues to be marked differences on the results of the PAT scores, dependent on the demographics of each grade.

Last year the grade 6 class, had a good number of highly academically motivated students which gave us some great scores, while the grade 9 class with several recent immigrants, had more challenges on the language parts of these exams, of which our scores came out lower. Teachers were satisfied that the content of the curriculum was well covered.

Strategies

Teachers to review previous outcomes that are below the provincial average and create strategies to improve that score.

The LA teacher is going to incorporate more language structure in writing.

The Social teacher will incorporate more multiple-choice practice reviews.

Address in the health and Bible curriculums to develop strategies with students who experience testing anxieties.

Keep accessing ESL strategies for success.

Time management strategies especially in the math PAT to complete sufficient aspects of the test well.

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		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	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	7.8		Low	Maintained	Issue			
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		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of 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			

Comment on Results

This is NOT an accurate report as the one student accounted here moved to BC and is currently enrolled as a senior completing high school. There is NO issue.

Destiny is a K – Gr. 9 school.

Students graduating from Destiny go to quite a variety of high school programs, and so it is nearly impossible to know fully how they are continuing successfully in school programs.

Strategies

A large percentage of students continue to be connected through church and youth programs and so can continue to have some input into their continuing education.

Best placement for continuing education is discussed in the spring student/parent/teacher conferences.

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

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
95% of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.0	95.8	93.5	94.2	94.6	95	Very High	Maintained	Excellent	95	95	95
95% of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	95.5	97.3	93.8	97.8	94.8	97	Very High	Maintained	Excellent	95	95	95

Comment on Results

A consistent goal of 95% would be very acceptable as both measures appear to fluctuate minimally from year to year.

Strategies

Involvement in community projects as food drive and support of I Heart Red Deer expose them to the community.

Global project of fundraising for two sponsored orphans in Rwanda.

Exposure to church leaders in chapel times throughout the year. Also, many connect with youth leaders in a weekly program called Home Church Youth.

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
90% of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	90.0	83.3	79.6	84.6	89.1	85	n/a	n/a	n/a	90	90	90

Comment on Results

Significant improvement continues to be made on these measures with a goal of 90% quite acceptable.

Strategies

Communicate the curriculum in words that parents understand.

OUTCOME #2

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

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

Comment on Results

Data results not available since there are fewer than 6 students in specific grades.

Or first nation/ metis students and families are fully contributing members of our school society and are very happy to acknowledge their cultural roots.

Strategies

Social curriculum in in grades 2, 5, 7, and 9 have supplementary enrichment activities regarding aboriginal issues. Parents and grandparents are also encouraged to make personal contributions in our classrooms to share their cultural traditions. (ie: grandmother makes bannock for class)

OUTCOME #3
Alberta's education system is inclusive

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
97.5% 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.	96.1	97.0	96.3	97.3	97.3	97	Very High	Maintained	Excellent	97.5	97.5	97.5

Comment on Results

The community of Destiny continues to score us extremely high, as they are very satisfied that there is respect and care for each individual student.

Strategies

Our primary goal is to create and reinforce a family atmosphere, with any issues handled with family values and strategies (respect, conflict resolution, forgiveness, closure)

Communications about our high expectations are presented in September and are reinforced throughout the year.

Continual usage of the Behavior Cause and Effect worksheet, making students responsible in significant conflict issues.

OUTCOME #4

*Alberta has excellent teachers, school
and school authority leaders*

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
90% 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.	90.6	93.8	83.5	89.0	83.4	90	Very High	Declined	Good	90	90	90

Comment on Results

Again, we have added programs in the fine arts, specifically music and art. There are areas yet that our community would like improvement on as in another language and library (of which we can't fully do without an adequate facility for it).

Our physical education program and computers should now be very satisfied with.

Strategies

Utilize the monthly download with a page sharing improvements in the school (as music, another classroom set of computers).

Encouraging parents to donate to classroom libraries.

Participation in the Christmas drama productions.

OUTCOME #5

*The education system is well governed
and managed*

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
95% of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	96.9	95.3	92.6	97.7	94.0	97	Very High	Maintained	Excellent	95	96	97
92% of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.4	91.8	87.4	92.3	91.5	93	Very High	Maintained	Excellent	92	93	93
96% of teachers, parents and students satisfied with the overall quality of basic education.	96.9	96.3	95.7	96.5	95.6	97	Very High	Maintained	Excellent	96	97	97

Comment on Results

Destiny scores very high in these performance measures. Parents are quite pleased with the quality of education that is at this school.

Also, our community is very happy with how school programs and decisions are made here: Primarily staff leadership, legal issues by director team and an open-door policy parents have in communicating with the school.

Strategies

Daily agendas for grades 2 – 9 have been fully reinstated.

The school will continue to improve home communication, making family responsibility the ownership of the parents through: agendas and monthly newsletter, the Destiny Download, of coming events and changes.

Homeroom check-in at end of school day for students in grades 6 – 9. Developing greater responsibility to the student.

Whistleblower Protection

There were NO disclosures this term. Our policy is available by contacting the school office.

Destiny Christian School Projected Income 2016-2017

Total Income:

\$1,117,076

Alberta

Education:

\$1,006,531

Society Fees:

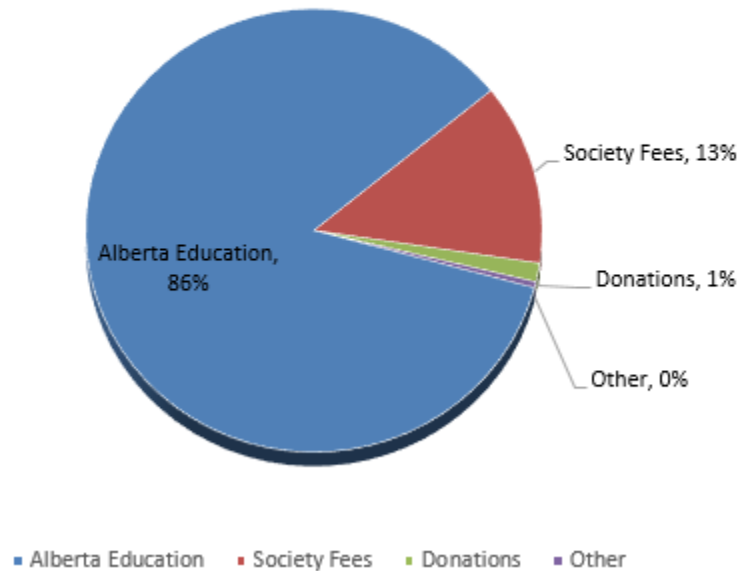
\$149,645

Donations:

\$15,400

Other:

\$4,500



Destiny Christian School Projected Expenses 2016-2017

Total Expenses:

\$1,179,025

Salaries:

\$792,812

Services:

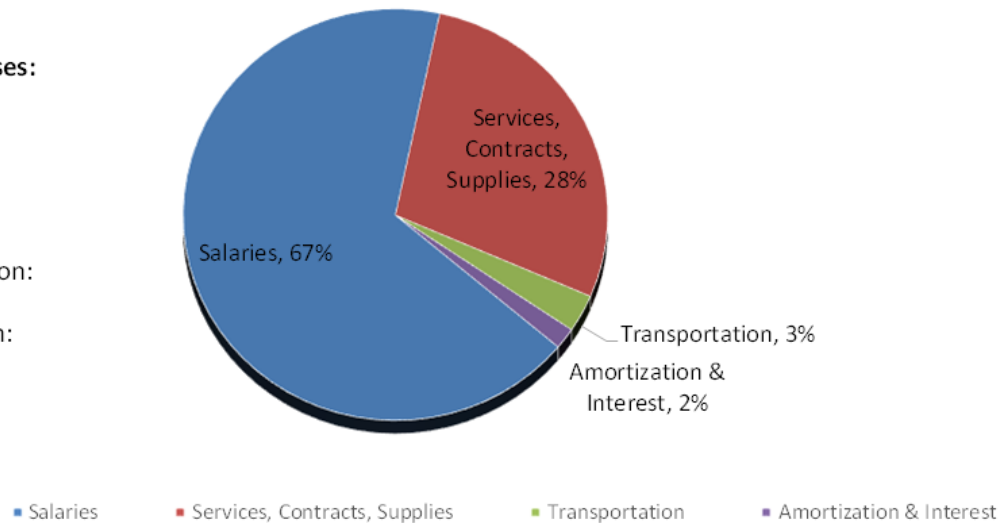
\$331,563

Transportation:

\$34,885

Amortization:

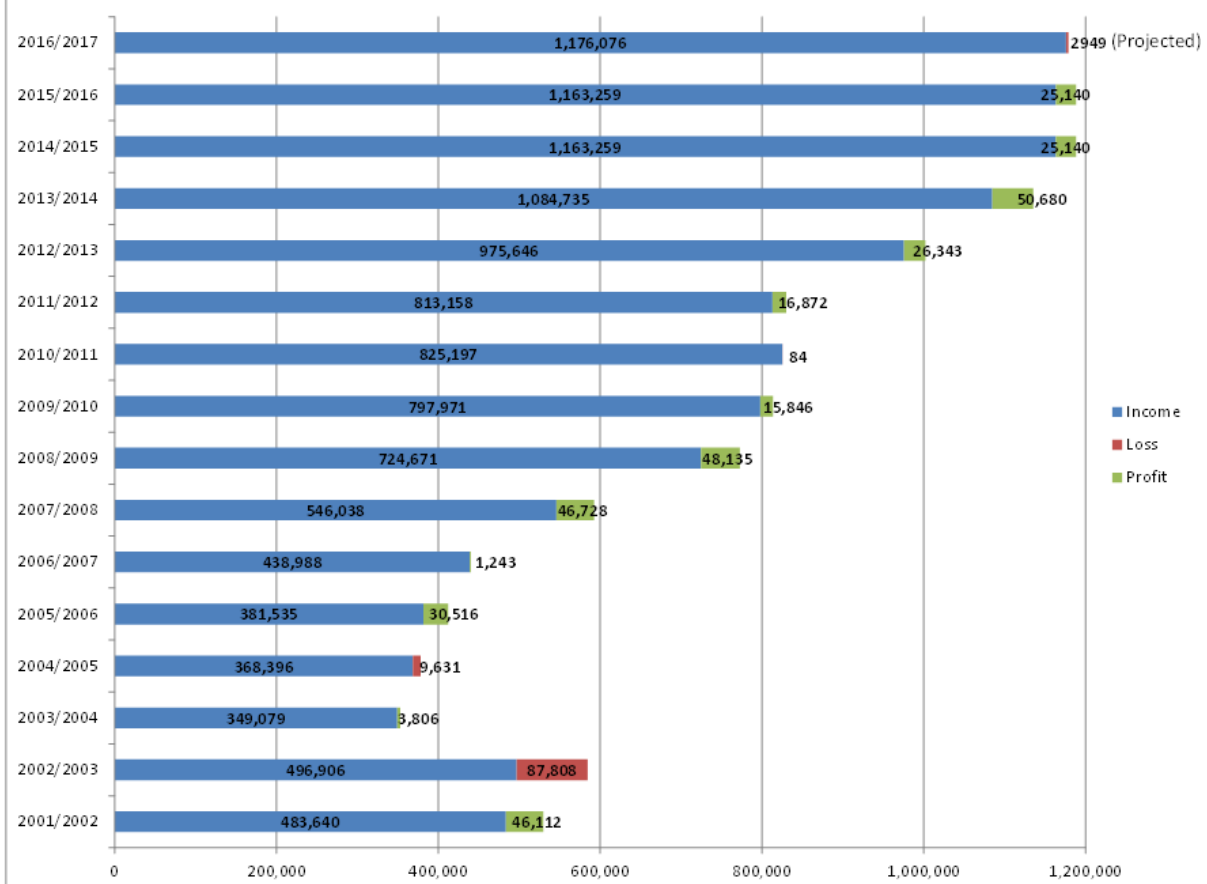
\$19,766



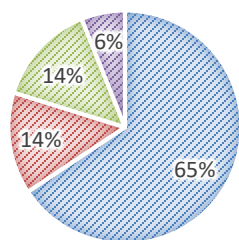
Summary of Financial Results

The financial audited statements for 2015/16 can be provided on request from the school office by phoning (403) 343-6510.

Profit and Loss from 2001 - Present



DESTINY SCHOOL 2015/2016 EXPENSES



- Instruction
- Admin
- O & M
- Other

Revenue: \$ 1,210,527.00

Expenses: \$ 1,201,419.00

\$ 9,108.00

Registrations:

Grades 1 - 9	166
ECS	19
	185

Summary of Facility and Capital Plans

No building enlargement this year as the doublewide set up in the summer of 2014 serves the current additional needs.

Home Church has a building committee who are determining the long-term needs of all facility projects. Presently we are considering another 2-classroom double wide portable that would replace two single classroom portables.

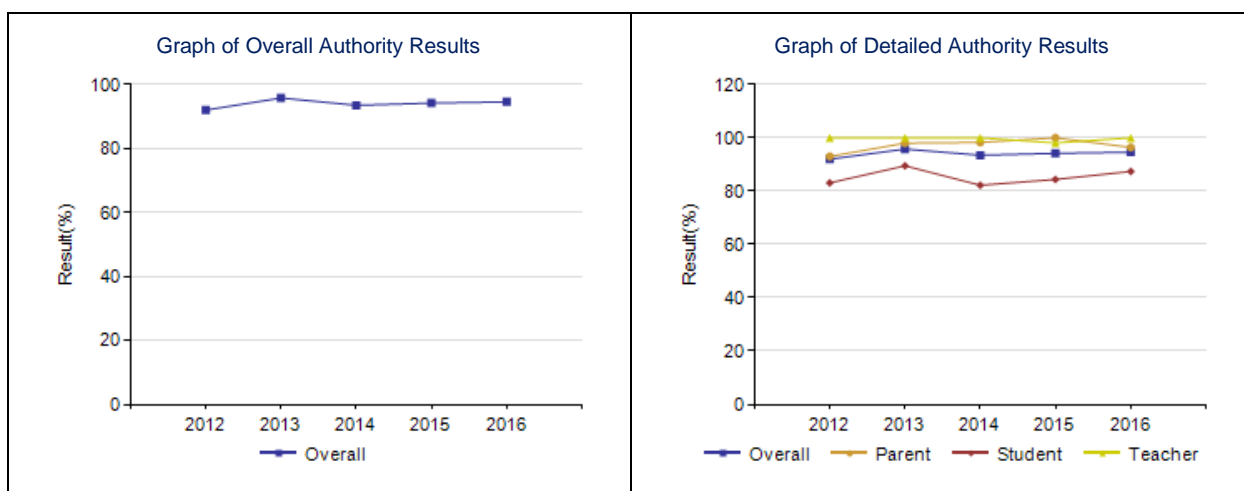
APPENDIX – Measure Details

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

Citizenship – Measure Details

95% of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

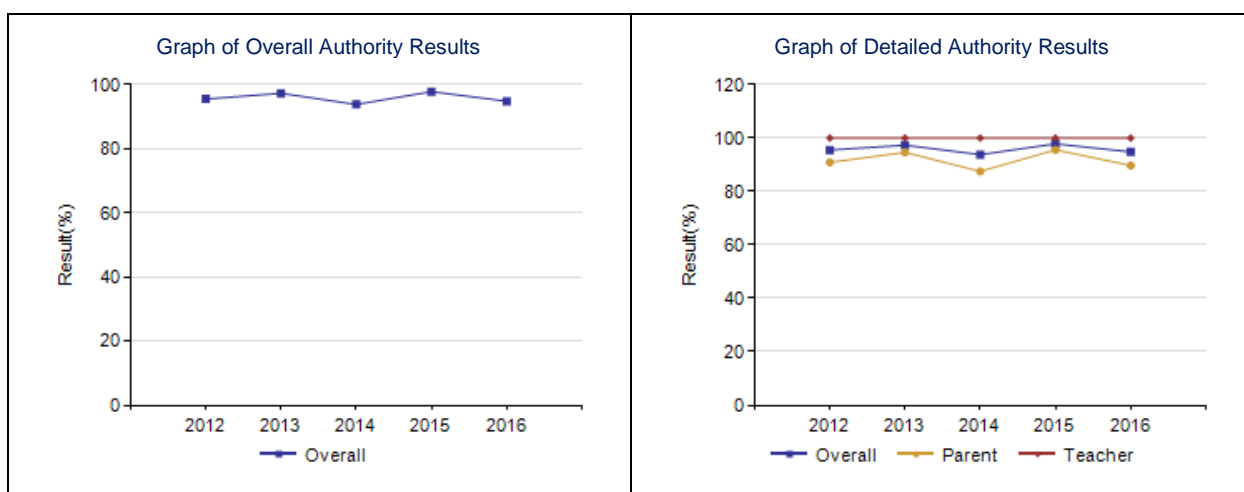
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.0	95.8	93.5	94.2	94.6	82.5	83.4	83.4	83.5	83.9
Teacher	100.0	100.0	100.0	98.1	100.0	93.1	93.6	93.8	94.2	94.5
Parent	93.0	98.0	98.3	100.0	96.4	79.4	80.3	81.9	82.1	82.9
Student	83.1	89.5	82.2	84.4	87.4	75.0	76.2	74.5	74.2	74.5



Work Preparation – Measure Details

95% of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

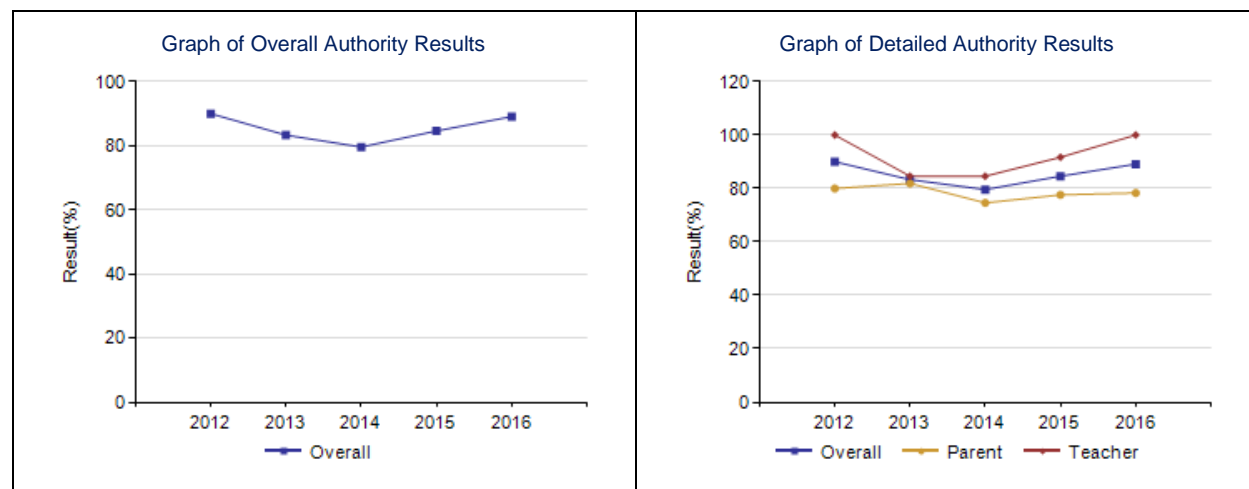
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	95.5	97.3	93.8	97.8	94.8	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	100.0	100.0	100.0	100.0	89.5	89.4	89.3	89.7	90.5
Parent	90.9	94.6	87.5	95.6	89.7	69.9	71.1	73.1	74.2	74.8



Lifelong Learning – Measure Details

90% teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

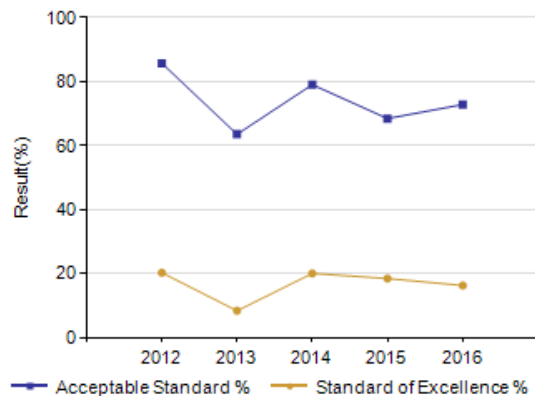
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.0	83.3	79.6	84.6	89.1	68.0	68.5	69.5	70.0	70.7
Teacher	100.0	84.6	84.6	91.7	100.0	75.8	75.7	76.0	76.0	77.3
Parent	80.0	81.9	74.6	77.6	78.3	60.2	61.2	63.0	64.0	64.2



Provincial Achievement Test Results – Measure Details

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	91.7	16.7	80.0	6.7	76.9	0.0	72.2	22.2	72.2	33.3		
	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	91.7	25.0	73.3	6.7	100.0	30.8	88.9	38.9	88.9	11.1		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	91.7	50.0	*	*	92.3	46.2	*	*	94.4	44.4		
	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	83.3	16.7	86.7	0.0	61.5	0.0	77.8	11.1	83.3	16.7		
	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	88.9	0.0	77.8	11.1	91.7	25.0	87.5	0.0	75.0	6.3		
	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	77.8	22.2	88.9	22.2	75.0	16.7	75.0	25.0	50.0	6.3		
	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	88.9	11.1	66.7	11.1	75.0	25.0	81.3	25.0	62.5	6.3		
	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	66.7	11.1	44.4	22.2	58.3	16.7	68.8	25.0	50.0	0.0		
	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		

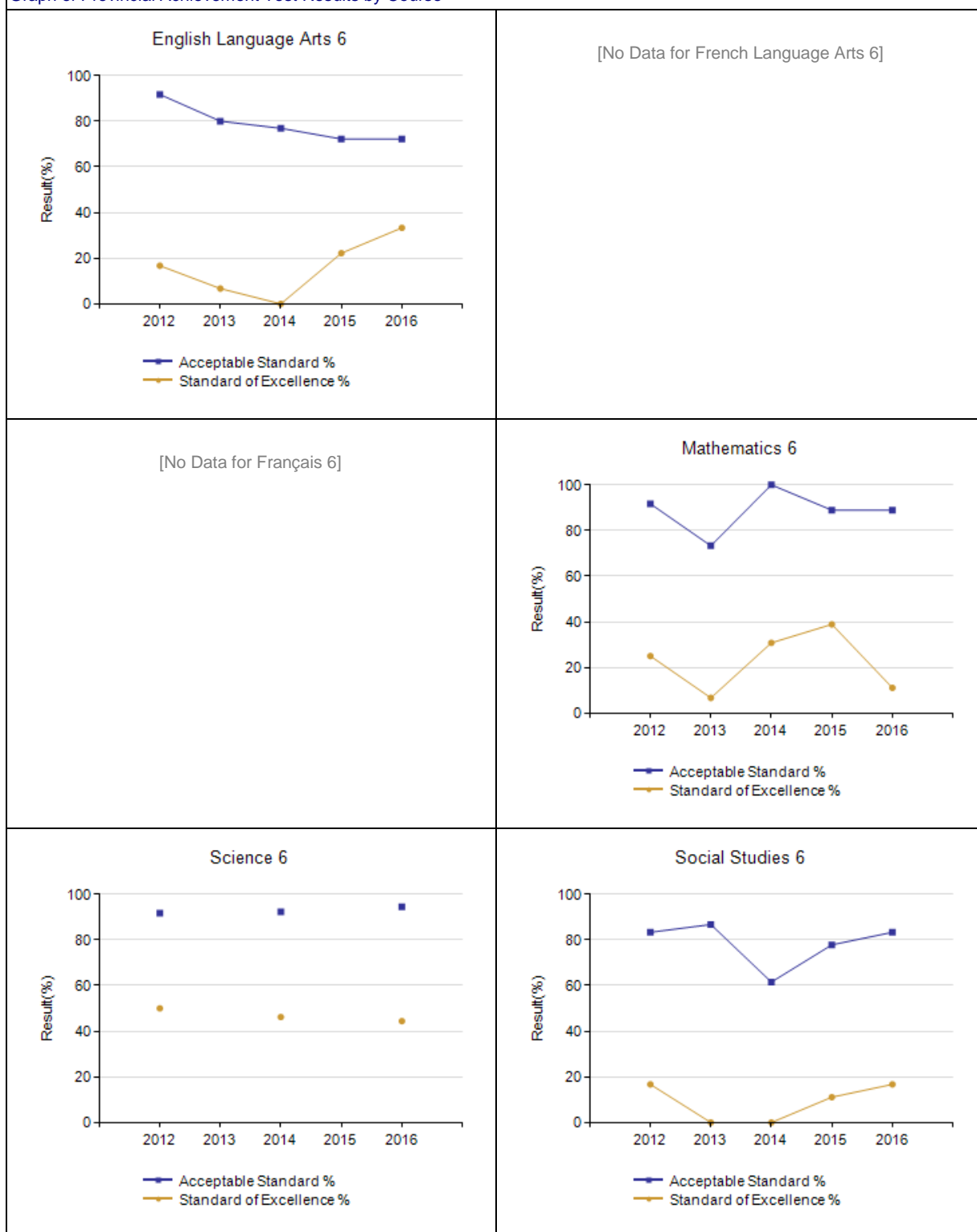
Graph of Overall Provincial Achievement Test Results



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 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 (*).

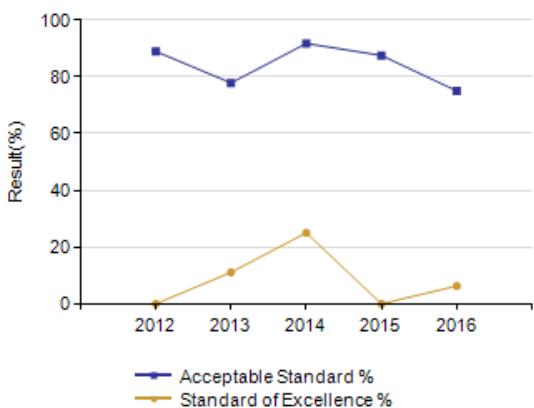
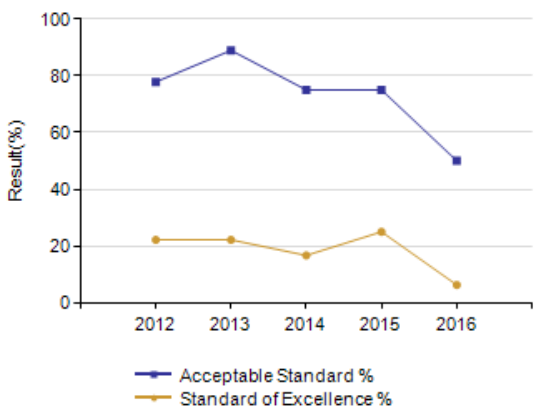
Graph of Provincial Achievement Test Results by Course



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.
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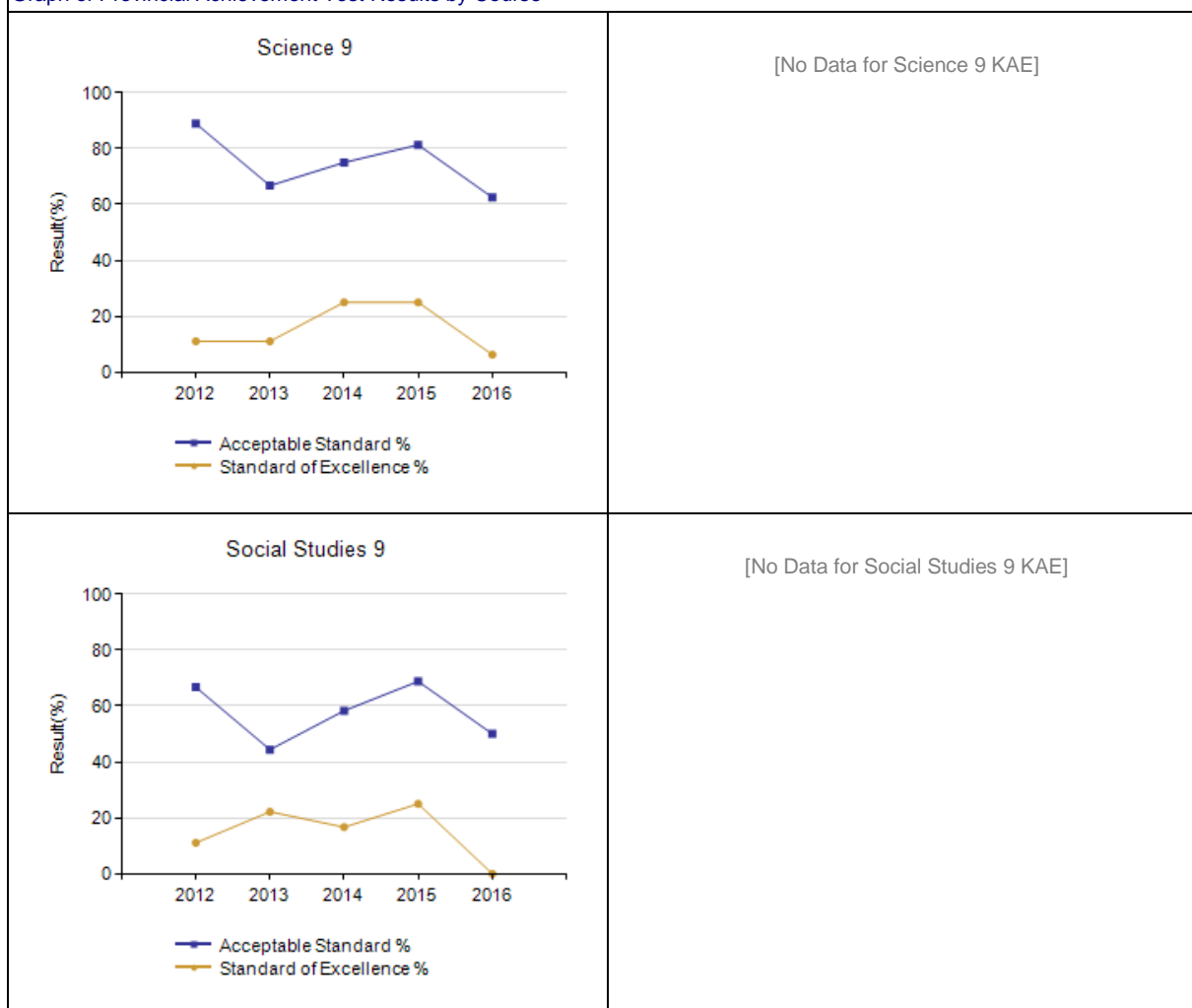
Graph of Provincial Achievement Test Results by Course

<p>English Language Arts 9</p>  <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2012</td><td>90</td><td>0</td></tr><tr><td>2013</td><td>78</td><td>12</td></tr><tr><td>2014</td><td>92</td><td>25</td></tr><tr><td>2015</td><td>88</td><td>0</td></tr><tr><td>2016</td><td>75</td><td>8</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2012	90	0	2013	78	12	2014	92	25	2015	88	0	2016	75	8	[No Data for English Lang Arts 9 KAE]
Year	Acceptable Standard %	Standard of Excellence %																	
2012	90	0																	
2013	78	12																	
2014	92	25																	
2015	88	0																	
2016	75	8																	
[No Data for French Language Arts 9]	[No Data for Français 9]																		
<p>Mathematics 9</p>  <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2012</td><td>78</td><td>22</td></tr><tr><td>2013</td><td>90</td><td>22</td></tr><tr><td>2014</td><td>75</td><td>18</td></tr><tr><td>2015</td><td>75</td><td>25</td></tr><tr><td>2016</td><td>50</td><td>8</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2012	78	22	2013	90	22	2014	75	18	2015	75	25	2016	50	8	[No Data for Mathematics 9 KAE]
Year	Acceptable Standard %	Standard of Excellence %																	
2012	78	22																	
2013	90	22																	
2014	75	18																	
2015	75	25																	
2016	50	8																	

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



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

		Destiny Christian School							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	Low	Maintained	Issue	18	72.2	15	76.4	47,606	82.9	45,843	82.4
	Standard of Excellence	Very High	Improved	Excellent	18	33.3	15	9.6	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	Very High	Maintained	Excellent	18	88.9	15	87.4	47,512	72.2	45,774	73.2
	Standard of Excellence	Low	Declined	Issue	18	11.1	15	25.4	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Very High	Maintained	Excellent	18	94.4	13	92.3	47,543	78.0	45,788	76.6
	Standard of Excellence	Very High	Maintained	Excellent	18	44.4	13	46.2	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	High	Maintained	Good	18	83.3	15	75.3	47,522	71.4	45,710	71.0
	Standard of Excellence	Intermediate	Improved	Good	18	16.7	15	3.7	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	16	75.0	12	85.6	43,780	77.0	38,487	76.2
	Standard of Excellence	Low	Maintained	Issue	16	6.3	12	12.0	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	Very Low	Declined	Concern	16	50.0	12	79.6	43,253	67.8	38,217	66.4
	Standard of Excellence	Very Low	Declined	Concern	16	6.3	12	21.3	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	Intermediate	Maintained	Acceptable	16	62.5	12	74.3	43,834	74.2	38,760	73.4
	Standard of Excellence	Low	Declined	Issue	16	6.3	12	20.4	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	Very Low	Maintained	Concern	16	50.0	12	57.2	43,775	64.7	38,759	65.4
	Standard of Excellence	Very Low	Declined	Concern	16	0.0	12	21.3	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)

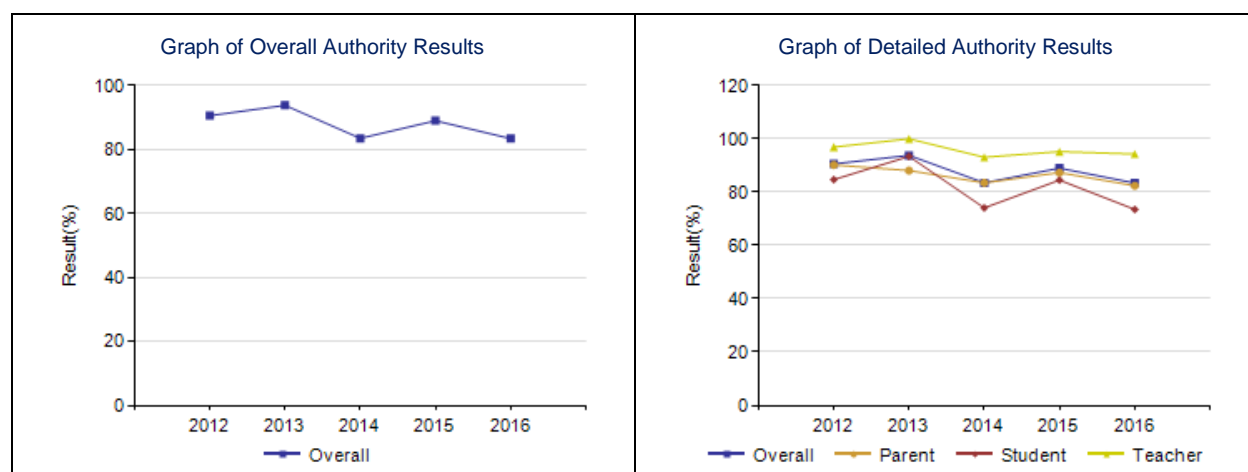
Overall Evaluation Table

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

90% 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	90.6	93.8	83.5	89.0	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	96.9	100.0	93.1	95.2	94.3	87.3	87.9	87.5	87.2	88.1
Parent	90.2	88.1	83.5	87.3	82.4	78.1	78.9	79.9	79.9	80.1
Student	84.7	93.4	74.1	84.5	73.5	76.9	77.8	76.6	76.9	77.5

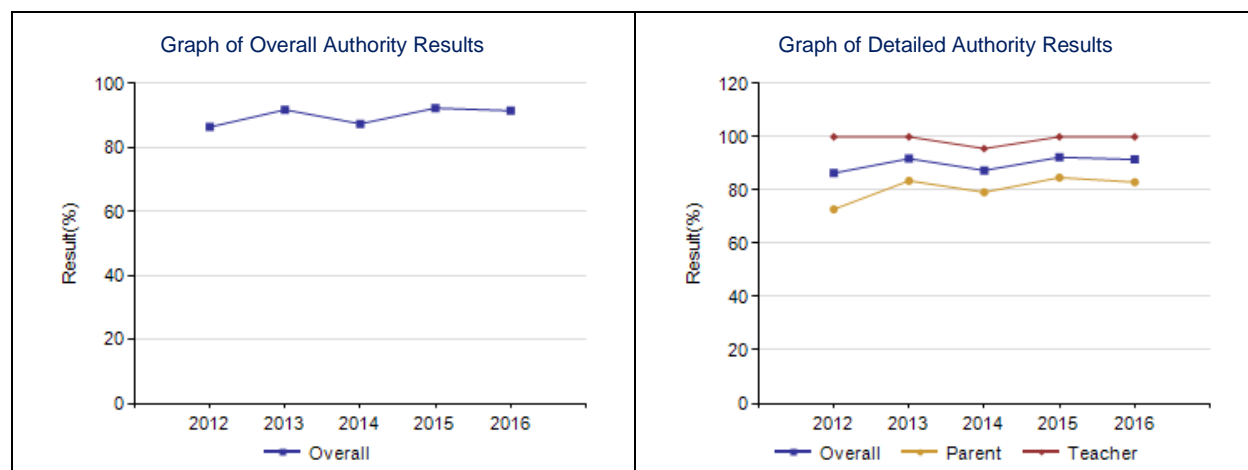


Notes:

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

92% 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	86.4	91.8	87.4	92.3	91.5	79.7	80.3	80.6	80.7	80.9
Teacher	100.0	100.0	95.6	100.0	100.0	88.0	88.5	88.0	88.1	88.4
Parent	72.8	83.5	79.2	84.7	83.0	71.4	72.2	73.1	73.4	73.5



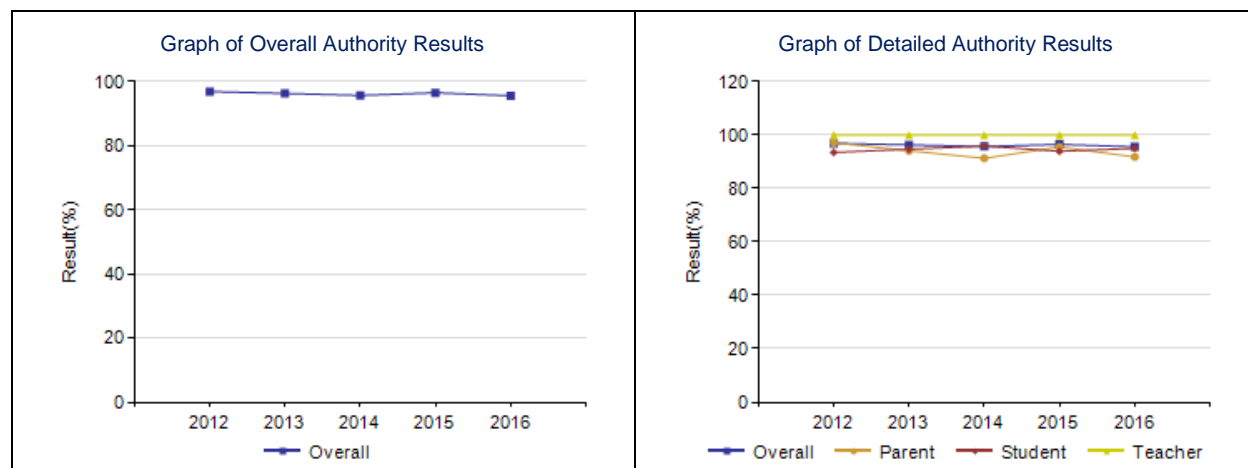
Notes:

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

96% 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	96.9	96.3	95.7	96.5	95.6	89.4	89.8	89.2	89.5	90.1
Teacher	100.0	100.0	100.0	100.0	100.0	95.4	95.7	95.5	95.9	96.0
Parent	97.1	94.1	91.3	95.5	91.8	84.2	84.9	84.7	85.4	86.1
Student	93.5	94.7	95.9	93.9	95.0	88.6	88.7	87.3	87.4	88.0



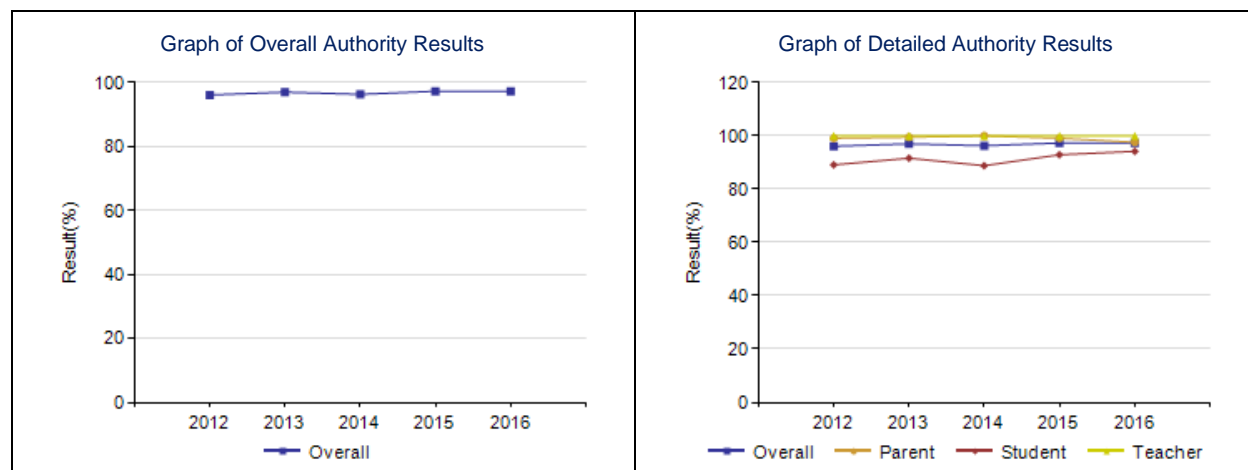
Notes:

- 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.
- 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

97.5% 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	96.1	97.0	96.3	97.3	97.3	88.6	89.0	89.1	89.2	89.5
Teacher	100.0	100.0	100.0	100.0	100.0	94.8	95.0	95.3	95.4	95.4
Parent	99.1	99.5	100.0	99.1	97.6	87.4	87.8	88.9	89.3	89.8
Student	89.1	91.6	88.8	92.9	94.2	83.7	84.2	83.1	83.0	83.4



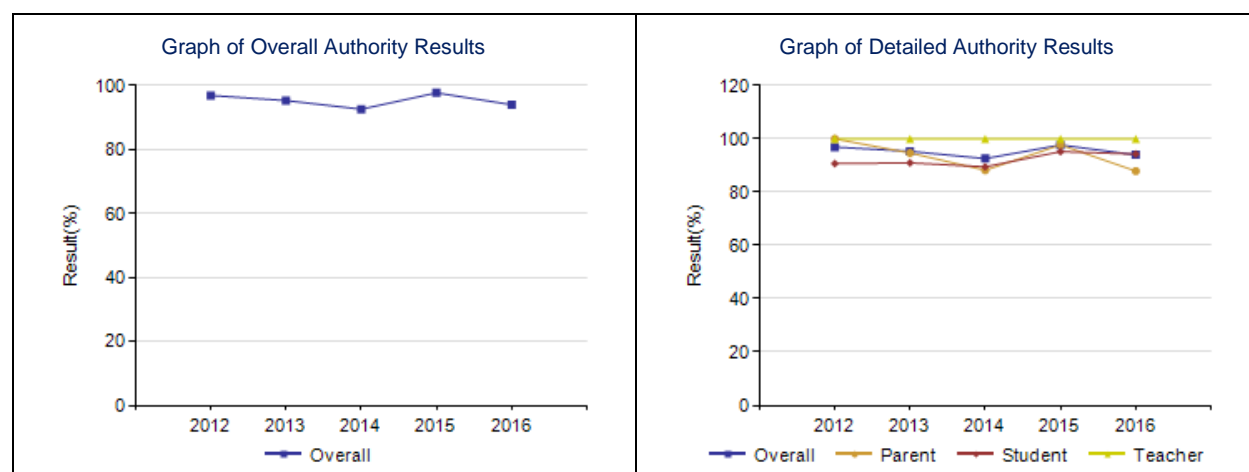
Notes:

- 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.
- 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

95% 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	96.9	95.3	92.6	97.7	94.0	80.0	80.6	79.8	79.6	81.2
Teacher	100.0	100.0	100.0	100.0	100.0	81.1	80.9	81.3	79.8	82.3
Parent	100.0	94.7	88.2	97.7	87.9	76.2	77.9	77.0	78.5	79.7
Student	90.7	91.0	89.5	95.2	94.3	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 (*).