
Devon Christian School Combined 3-Year Education Plan and Annual Education Results Report (AERR) 2019-2020 - 2021-2022

MESSAGE FROM THE BOARD CHAIRMAN

It is once again a privilege to serve God and our community on the Devon Christian School Board. This past year has been very exciting as we have seen many answers to prayer. I think I can speak for the whole Board, in that we are constantly humbled and awestruck, as we allow and see God reveal His desires for Devon Christian School. Psalm 127:1 says, "Unless the Lord builds the house, they labor in vain who build it."

I am so grateful for our Board members this year. Each one brings invaluable insights and knowledge to the table. Once again Devon Christian School has been blessed with dedicated teachers. Praise the Lord! This devoted group led by our principal, Rhonda Bray, has added stability and continuity to our school. A job well done!

Parents, grandparents, and families of students have a profound influence on our school through volunteer work, financial support, and prayer. The Devon Christian School Board and Staff covet your prayers. James 5:16b says, "The effective prayer of a righteous man can accomplish much." I believe that prayer is the most important single ingredient for Devon Christian School to be blessed and to be a blessing!

Considering the changing attitudes and values in the general population today, it reinforces the need for a Christian school in Devon.

On behalf of the school Board and Staff I would like to welcome all of the new families. It is our prayer that Devon Christian School would be a blessing to you and your family.

In His Service,

Armyn Pederson

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Devon 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 plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2018-2019 school year and the Three Year Education Plan for 2019-2022 on January 6, 2020.

FOUNDATION STATEMENTS

Mission Statement:

Devon Christian School equips students for a life of loving and serving God and others through a commitment to spiritual, academic, and personal excellence.

Purpose Statement:

- To provide an environment that strengthens the spiritual development of the student.
- To provide a learning environment where students attain to their highest level of academic excellence.
- To provide a context where students can grow in maturity in their relationships with one another.
- To encourage and strengthen Christian values in the home.

Educational Philosophy and Programming:

Devon Christian School is a Pre-Kindergarten-Grade 9 Christian School committed to a Biblical standard of spiritual and academic excellence. We believe that every child is made in the image of God and has unique talents and needs. Devon Christian School provides a program which enables each child to grow spiritually, academically, socially, and physically so that he or she is equipped for service to God. We are committed to a Biblical standard of excellence for the glory of God in all that we do. We believe that anything worth learning should be learned well and the role of the teacher is to ensure that learning occurs for every student. We have focused our curriculum on a select group of core and complementary subjects which we strive to teach with excellence.

A PROFILE OF THE SCHOOL AUTHORITY

Devon Christian School opened in the fall of 1991 with Grades 1-7. An expansion in the fall of 1992 incorporated kindergarten and grade 8. Grade 9 was added in 1993 and Pre-Kindergarten was added in 2008. Classroom facilities which also house washrooms are situated in portables behind the Alliance Church and we have use of a regulation size gymnasium, a sanctuary, and kitchen facilities.

Devon Christian School is a non-denominational school whose mission is to provide a Biblically based education in a positive environment that encourages spiritual commitment, academic potential, and individual growth, thus ministering to the whole child. Devon Christian School provides education to approximately 100 students from Preschool through to and including Grade 9. Devon Christian School is located on the Southwest Corner of Highway 60 and Miquelon Avenue. We are always welcoming new families to join us at Devon Christian School!!

TRENDS AND ISSUES

Governance Issues and Trends:

Alberta Education funding fluctuates for private schools and inequality still remains a major issue. Our dependence upon fundraising to operate the instructional program significantly influences the operation and maintenance of facility. The Board must continue to develop a global vision and plan in conjunction with the administration of the school. The School Board needs to monitor, discuss, and follow proposed changes to the School Act ensuring that Devon Christian School provides the required curriculum set out by Alberta Education is from a Christian perspective.

Staff Issues and Trends:

Staffing costs continue to constitute a large percentage of most schools operating budgets. This leaves very little room to support additional classroom supports such as technology, curriculum resources, and external consultants.

Enrollment Issues and Trends:

To a large extent the operation of a school division is dependent upon the enrollment of students in the system. We receive approximately 70% of the base instructional funds per student for curriculum and instruction that public schools receive for each enrolled student. We do not receive grants for capital expenditures or benefits for staff. This funding provides us with the majority of income in our annual budget. Since adding preschool to our school in 2008 we have experience increased enrollment in kindergarten to grade 4; however, our grade 5-9 classes remain relatively small due to families desiring more options in the older grades.

Facilities Issues and Trends:

Most of our facility issues focus on maintaining our aging portables which is mostly completed by volunteers from our Devon Christian School families and supporters. Our school portables have been located on the Devon Alliance Church property for 25 years and we also rent the gym, kitchen, and sanctuary facilities from the church. They have been very accommodating, but we continue to explore options where we can be self-sufficient in our own building and on our own property.

Program Issues and Trends:

We are very pleased with the overall performance of our students. Due to the low number of students who write Provincial Achievements Tests, they are not a clear picture of our students' academic achievement. We are always looking for opportunities to increase our technical resources, including the possibility of a portable computer lab. As of right now, elementary students have limited access to the computer lab. The cost of technology could place heavy demands on our school; however, we are blessed to be a part of the Computers for School program.

SUMMARY OF ACCOMPLISHMENTS

1. 100% of Devon Christian School students received Scripture Memory Awards and earned Character Certificates for demonstrating personal growth in the fruit of the spirit.
2. Our students displayed Christ-like attitudes whenever they were out in our community on field trips, outreaches, and events. They were praised for their exceptional behavior from people outside of our Devon Christian School family.
3. 12% of our grades one to nine students earned Scripture Honours. This means they were able to recite John 10:1-42 with no assistance from their teacher.
4. 35% of grades one to nine students were on the Honour Roll. This means they earned an average of 80% or greater in all subjects.
5. 4% of grades one to nine students maintained an Honours with Distinction average which means they earned an average of 90% or greater in all subjects.
6. 30% of our students had five or less absences in the school year.
7. Three of our Devon Christian School students had perfect attendance.
8. 99% of teachers, parents, and students agree 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.
9. 100% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Devon Christian School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	99.0	96.6	95.0	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	85.4	81.9	76.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	94.6	96.0	94.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.6	2.3	2.9	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.6	83.3	70.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	21.4	30.6	22.3	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	100.0	96.7	93.7	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	96.1	94.2	93.7	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.4	95.3	89.0	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	92.3	84.3	84.0	81.0	80.3	81.0	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure	Devon Christian School Society (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	*	n/a	5.4	4.8	5.6	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	56.6	53.3	52.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	54.0	51.7	51.9	*	*	*
	PAT: Excellence	*	*	n/a	7.4	6.6	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.6	24.4	22.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	34.2	33.0	32.8	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.0	75.0	52.3	83.3	78.6	82	Intermediate	Maintained	Acceptable	82	82	82
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.8	15.9	20.5	30.6	21.4	80	High	Maintained	Good	20	20	20

Comment on Results:

We are very proud of our students accomplishments on their achievement tests; however, due to the low number of students who write Provincial Achievements Tests, they are not a clear picture of all of our students' academic achievement. A total of seven students wrote Provincial Achievement Tests in the 2018-2019 school year. The targets for 2020-2022 were adjusted as an error was made in past years. Having 80% of our students achieve standard of excellence on Provincial Achievement Tests is not a reasonable target.

Strategies:

1. We will continue to use the websites and resources provided by Alberta Education to prepare for Provincial Achievement Tests.
2. We will ensure that the Alberta Education Curriculum is being taught so the students will have covered all the material for the Provincial Achievement Tests.
3. We will assess students and determine their level of achievement in advance of the Provincial Achievement Tests.
4. Once assessment is done, provide extra work in areas of need for individuals.
5. We will provide areas of opportunity for teachers to develop new methods of assessment and assisting students in areas that they may be struggling.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE). Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.0	94.5	92.4	94.2	96.1	94	Very High	Maintained	Excellent	94	94	94

Comment on Results:

We are extremely pleased with our results.

Strategies:

1. We will continue in our programs to develop the student’s comprehension of needs in society and opportunities for them to assist in acting out methods of citizenship to help in these areas.
2. We will continue to involve/communicate to parents in the activities in which we engage our students where we are teaching responsibility, positive attitudes, perseverance under pressure, and determination to see an activity completed.
3. We will provide opportunities for community outreaches for the students, such as singing for patients at our local hospital, collecting donations for World Vision, picking up garbage throughout the community, collecting Christmas items for Operation Christmas Child, collecting items for the local food bank and local youth centres, sending out thank you cards to those that serve in our community.
4. We will throughout our curriculum use Biblical truths to broaden the students’ minds about people around them and their needs and the roles that our students should follow to be good citizens.
5. We will have a Career Day where certain members in the community come in to discuss all aspects of their job.
6. We will continue to include C.T.S. courses in our junior high program.
7. The junior students will continue to attend the Edmonton Expo to learn about a variety of careers.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
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).	*	*	*	*	*		*	*	*			
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			
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			

Comment on Results:

Results are suppressed due to the low number of FNMI students who write Provincial Achievement Tests.

Strategies:

- Staff will continue to use the websites and resources provided by Alberta Education to broaden our knowledge of FNMI history and perspectives.
- Staff will continue to be witnesses and messengers of reconciliation with the FNMI community.
- Teachers will teach our students about the history and legacy of residential schools, along with the history of First Nations, Metis, and Inuit people of Canada.
- Teachers will be provided with professional development opportunities to learn more about the FNMI groups of people so they are better prepared to meet the needs of their FNMI students.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	79.2	70.4	76.5	81.9	85.4	80	Very High	Maintained	Excellent	80	80	80

Comment on Results:

This area has been one of our weaker areas over the years; however, we are extremely pleased that our results are improving. In the 2017-2018 we hired a music teacher who has 40 years of experience. He has completely revitalized our music program and has been an incredible blessing to our students, parents, and staff. In the 2018-2019 school year we held fundraisers to purchase ukuleles. In May 2019 we hit our fundraising goal and were able to purchase a class set of ukuleles. The staff, students, and parents are every excited about this addition to our program.

Strategies:

1. We will continue to broaden the areas of fine arts, sports, career and technology studies, etc. to our students by contracting professionals and utilizing the expertise of our school community to teach skills in these areas.
2. Field trips to locations such as the Clifford E. Lee Bird Sanctuary, John Janzen Nature Centre, Telus World of Science, the University of Alberta, Vertically Inclined Rock Climbing, Rabbit Hill Snow Resort, Aerials Gymnastics Club, 9 Round Fitness Centre, and swimming lessons at Leduc Recreation Centre will supplement our curriculum.
3. Continue to improve our music program by adding a variety of instruments.
4. Support, encourage, and professional development will be provided to teachers in arts, careers, technology, health, and physical education.
5. We will continue to keep open communication with our students and parents as to what they would like to see offered to broaden our program and then do our best to incorporate those ideas.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers and school authority leaders

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	94.3	95.9	92.6	96.6	99.0	94	Very High	Improved	Excellent	94	94	94
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.6	93.2	93.9	96.0	94.6	94	Very High	Maintained	Excellent	94	94	94
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.	87.5	95.5	88.9	96.7	100.0	92	Very High	Improved	Excellent	92	92	92
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	61.9	52.5	70.1	73.3	65.9	n/a	n/a	n/a	n/a	70	70	70
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.8	88.8	82.8	95.3	98.4	86	Very High	Improved	Excellent	86	86	86
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.	79.0	83.0	84.6	84.3	92.3	86	Very High	Improved	Excellent	86	86	86

Comment on Results:

We are very satisfied with the involvement of the parents in our school and are thrilled with our results!

Strategies:

1. We implemented an orientation meeting at the beginning of the school year where parents had the opportunity to learn about the teachers, the rules and routines of their class, and ask questions.
2. Staff communicate with parents through conversation, student's planners, emails, and phone calls regularly.
3. We connect with our school family and community through newsletters, our website, Instagram, and Facebook.
4. We have a text line as a form of communication for our parents so they are able to reach their child's teachers during the school day.
5. All parents have e-mail access to their child's teacher. Teachers are required to respond within 24 hours.
6. Our School Board is composed of parents of our students.
7. Surveys are sent out regularly to see what parents are satisfied or dissatisfied with and will seek to further ways that parents can be involved in the education of their children.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Private School Authority Code: 9319
 School Code: 3290

STATEMENT OF FINANCIAL POSITION
 as at August 31
 (in dollars)

ASSETS			
Current assets			
Cash and cash equivalents		\$6,378)	\$36,419)
Accounts receivable (net after allowances)			
Province of Alberta		\$0)	\$0)
Federal Government and/or First Nations		\$5,800)	\$2,384)
Other accounts receivable	Note 3	\$17,326)	\$8,117)
Prepaid expenses		\$816)	\$6,167)
Other current assets	Note 2	\$522,918)	\$543,364)
Total current assets		\$553,238)	\$596,451)
School generated assets		\$0)	\$0)
Trust assets		\$0)	\$0)
Other assets		\$0)	\$0)
Capital assets			
Land at cost		\$0)	\$0)
Buildings at cost		\$249,655)	
Less: accumulated amortization		\$181,933)	\$67,722)
Leasehold improvements at cost		\$0)	
Less: accumulated amortization		\$0)	\$0)
Equipment at cost		\$103,214)	
Less: accumulated amortization		\$31,706)	\$71,508)
Vehicles at cost		\$75,510)	
Less: accumulated amortization		\$28,392)	\$47,118)
Total capital assets	Note 4	\$186,348)	\$203,470)
TOTAL ASSETS		\$739,586)	\$799,921)
LIABILITIES			
Current liabilities			
Bank indebtedness		\$0)	\$0)
Accounts payable and accrued liabilities			
Province of Alberta		\$0)	\$0)
Federal Government and/or First Nations		\$0)	\$2,526)
Other payables and accrued liabilities	Note 5	\$11,413)	\$10,458)
Capital payables		\$0)	\$0)
Deferred contributions		\$12,775)	\$11,325)
Deferred capital allocations		\$0)	\$0)
Current portion of long term debt		\$0)	\$0)
Total current liabilities		\$24,188)	\$24,309)
School generated liabilities		\$0)	\$0)
Trust liabilities		\$0)	\$0)
Other liabilities		\$0)	\$0)
Long term debt			
Debentures & Bonds		\$0)	\$0)
Capital loans		\$0)	\$0)
Capital leases		\$0)	\$0)
Mortgages		\$0)	\$0)
Other loans		\$0)	\$0)
Less: Current portion of long term debt		\$0) [1]	\$0) [2]
Unamortized capital allocations	Note 6	\$94,722)	\$100,855)
Total long term liabilities		\$94,722)	\$100,855)
TOTAL LIABILITIES		\$118,910)	\$125,164)
NET ASSETS			
Unrestricted net assets		\$6,132)	\$28,778)
Operating reserves		\$0)	\$0)
Total accumulated surplus (deficit) from operations		\$6,132)	\$28,778)
Investment in capital assets		\$91,626)	\$102,615)
Capital reserves		\$522,918)	\$543,364)
Total capital funds		\$614,544)	\$645,979)
Total net assets		\$620,676)	\$674,757)
TOTAL LIABILITIES AND NET ASSETS		\$739,586)	\$799,921)

Note: * Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act (formerly School Act);
 Private Schools Regulation, Alberta Regulation 66/0610 (formerly Alberta Regulation 404/0600) or as related.

Private School Authority Code: 9319
 School Code: 3290

STATEMENT OF OPERATIONS
for the Year Ended August 31
 (in dollars)

	AFS 2019	Budget 2019 (NOTE 6)	AFS 2018 (NOTE 6)
REVENUES			
Alberta Education (excluding Home Education)	\$504,918)	\$500,191)	\$468,677)
Alberta Education - Home Education	\$0)	\$0)	\$0)
Total Alberta Education Revenues	\$504,918)	\$500,191)	\$468,677)
Other Government of Alberta	\$0)	\$0)	\$0)
Federal Government and/or First Nations	\$0)	\$0)	\$0)
Other Alberta school authorities	\$0)	\$0)	\$0)
Instructional fees/Tuition fees	\$33,405)	\$13,900)	\$33,639)
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$25,705)	\$34,225)	\$22,860)
Other sales and services	\$0)	\$73,350)	\$0)
Interest on investments	\$14,845)	\$30,000)	\$20,355)
Gifts and donations Note 7	\$93,072)	\$54,000)	\$115,768)
Gross school generated funds	\$16,472)	\$14,550)	\$16,147)
Amortization of capital allocations Note 6	\$6,133)	\$2,120)	\$6,113)
Other	\$0)	\$0)	\$0)
Total Revenues	\$694,550)	\$722,336)	\$683,359)
EXPENSES			
Certificated salaries (excluding home education)	\$294,056)	\$351,689)	\$313,866)
Certificated benefits	\$52,417)	\$41,014)	\$45,131)
Non-certificated salaries and wages (excluding home education)	\$102,297)	\$62,107)	\$100,629)
Non-certificated benefits	\$13,705)	\$9,605)	\$10,465)
Services, contracts and supplies other than Consulting fees/Management fees, and leases (excluding home ed.)	\$165,350)	\$172,396)	\$153,543)
Consulting / Management Fees	\$0)	\$0)	\$0)
Leases - Building Note 13	\$18,000)	\$0)	\$18,000)
Leases - Other	\$0)	\$0)	\$0)
Severe Disabilities (excluding home education)	\$65,860)	\$56,020)	\$49,395)
Early Literacy (excluding home education)	\$3,352)	\$3,100)	\$4,150)
English as a Second Language (excluding home education)	\$0)	\$900)	\$0)
Regional Collaborative Service Delivery (excluding home ed.)	\$0)	\$0)	\$0)
Home Education:			
Certificated salaries	\$0)	\$0)	\$0)
Certificated benefits	\$0)	\$0)	\$0)
Non-certificated salaries & wages	\$0)	\$0)	\$0)
Non-certificated benefits	\$0)	\$0)	\$0)
Payments to parents who provided home education programs to students	\$0)	\$0)	\$0)
Contracts	\$0)	\$0)	\$0)
Services and supplies	\$0)	\$0)	\$0)
Regional Collaborative Service Delivery	\$0)	\$0)	\$0)
Gross school generated funds	\$16,472)	\$14,550)	\$16,147)
Capital and debt services			
Amortization of capital assets:			
From restricted funds	\$6,133)	\$2,120)	\$6,113)
From unrestricted funds	\$10,989)	\$8,794)	\$11,009)
Total amortization of capital assets	\$17,122)	\$10,914)	\$17,122)
Interest on capital debt	\$0)	\$0)	\$0)
Other interest charges	\$0)	\$0)	\$0)
Losses (gains) on disposal of capital assets	\$0)	\$0)	\$0)
Other	\$0)	\$0)	\$0)
Total Expenses	\$748,631)	\$722,295)	\$728,448)
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	(\$54,081)	\$41)	(\$45,089)

Private School Authority Code: 9319
 School Code: 3290

BUDGETED STATEMENT OF REVENUES AND EXPENSES
 for the Year Ending August 31
 (in dollars)

	Budget 2019 / 2020	Projected 2018 / 2019	ACTUAL 2017 / 2018 (Note 1)
REVENUES			
Alberta Education (excluding Home Education)	\$500,192	\$527,314	\$468,677
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$500,192	\$527,314	\$468,677
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instruction fees / Tuition fees	\$13,900	\$24,728	\$33,639
Non-instructional (O&M, Transportation, Admin fees, etc.)	\$34,222	\$34,636	\$22,660
Other sales and services	\$73,350	\$40,225	\$0
Interest on investments	\$30,000	\$30,000	\$20,355
Gifts and donations	\$54,000	\$51,000	\$115,768
Gross school generated funds	\$14,550	\$12,500	\$16,147
Amortization of capital allocations (where applicable)	\$2,120	\$2,120	\$6,113
Other (specify):	\$0	\$0	\$0
TOTAL REVENUES	\$722,334	\$722,523	\$683,359
EXPENSES			
Certificated salaries (excluding Home Education)	\$351,689	\$383,274	\$313,866
Certificated benefits (excluding Home Education)	\$41,014	\$31,233	\$45,131
Non-certificated salaries and wages (excluding Home Education)	\$62,107	\$44,117	\$100,629
Non-certificated Benefits (excluding Home Education)	\$9,605	\$1,941	\$10,465
Services, Contracts & Supplies - other than Consulting / Management fees, and Leases (excluding Home Ed.)	\$172,396	\$157,600	\$153,543
Consulting / Management Fees	\$0	\$0	\$0
Leases - Building	\$0	\$0	\$18,000
Leases - Other	\$0	\$0	\$0
Severe Disabilities / Program Unit (excluding Home Ed.)	\$56,020	\$73,824	\$49,395
Early Literacy (excluding Home Education)	\$3,100	\$3,600	\$4,150
English as a Second Language (excluding Home Ed.)	\$900	\$3,089	\$0
Regional Collaborative Service Delivery (excluding Home Ed.)	\$0	\$0	\$0
Home Education			
Certificated salaries	\$0	\$0	\$0
Certificated benefits	\$0	\$0	\$0
Non-certificated salaries and wages	\$0	\$0	\$0
Non-certificated Benefits	\$0	\$0	\$0
Payment to parents of a home education student for the purchase of instructional materials	\$0	\$0	\$0
Contracts	\$0	\$0	\$0
Services and Supplies	\$0	\$0	\$0
Regional Collaborative Service Delivery	\$0	\$0	\$0
Gross school generated funds	\$14,550	\$12,500	\$16,147
Capital and debt services			
Amortization of capital assets			
From restricted funds	\$2,120	\$2,120	\$6,113
from unrestricted funds	\$8,794	\$8,794	\$11,009
Total amortization of capital assets	\$10,914	\$10,914	\$17,122
Interest on capital debt	\$0	\$0	\$0
Other interest charges	\$0	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other (specify):	\$0	\$0	\$0
TOTAL EXPENSES	\$722,295	\$722,092	\$728,448
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$39	\$431	(\$45,089)
	\$39		

FUTURE CHALLENGES

We do greatly appreciate the funding we receive from the Government; however, it would be very beneficial for a small private school such as ours to receive equal funding to public schools. Parents find it difficult to know that while they live in a certain school district, the school tax money paid goes to that district, and does not follow their child to the school of their choosing. They would like their tax money to go to the school of their designation.

PARENTAL INVOLVEMENT

- Our board primarily consists of parents of students.
- Parents honour a volunteer commitment each year. They volunteer for things such as: reading one on one with our students, teaching a CTS course to our junior high students, helping with supervision on field trips, participating in maintenance projects, and so much more!!
- Our website, Facebook, and Instagram are managed regularly to let the parents know upcoming events, how they can participate, and praise and prayer requests to keep them actively involved.
- There is an annual meeting where all things over the past year are discussed with school families and society members.

TIMELINES AND COMMUNICATION

- Documents are posted on our website, Facebook, and Instagram.
- Regular emails are sent home to Devon Christian School families and society members.
- Teachers communicate regularly with the parents of their students through email, text messages, phone calls, and daily through the students planners.
- The link to our website for the 2019 Combined 3 Year Education Plan and AERR is <https://www.devonchristianschool.ca/about/accountability-reports>.

WHISTLEBLOWER PROTECTION

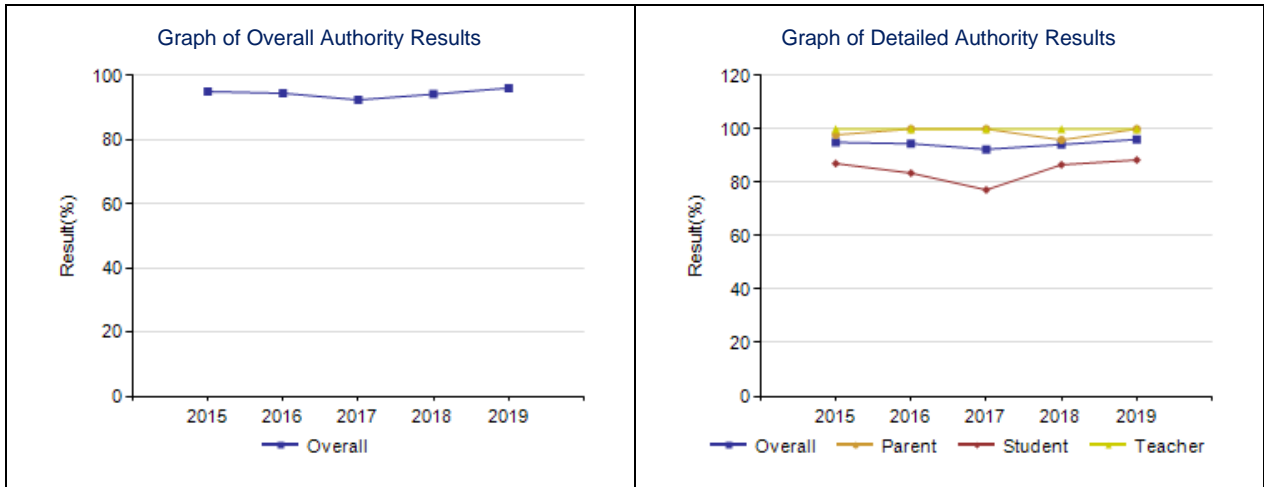
- Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.
- In accordance with this Act and reporting requirement there were no incidences of wrong doing reported or investigated in the 2018-2019 school year.

APPENDIX – Measure Details

Citizenship – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.0	94.5	92.4	94.2	96.1	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	100.0	100.0	100.0	100.0	94.2	94.5	94.0	93.4	93.2
Parent	97.8	100.0	100.0	95.9	100.0	82.1	82.9	82.7	81.7	81.9
Student	87.1	83.5	77.2	86.6	88.4	74.2	74.5	74.4	73.9	73.5

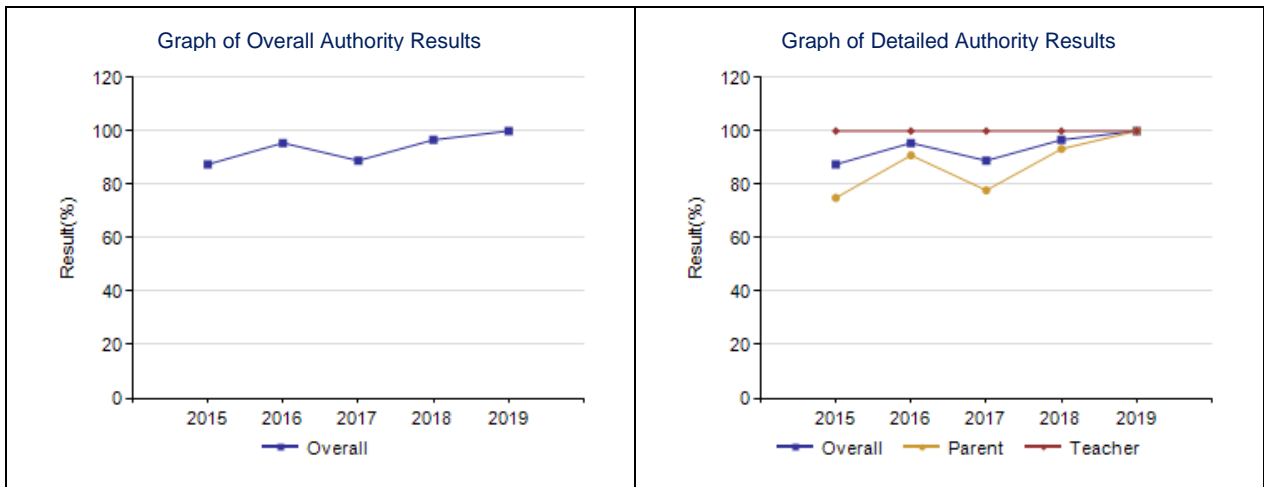


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.5	95.5	88.9	96.7	100.0	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	100.0	100.0	100.0	100.0	89.7	90.5	90.4	90.3	90.8
Parent	75.0	90.9	77.8	93.3	100.0	74.2	74.8	75.1	74.6	75.2

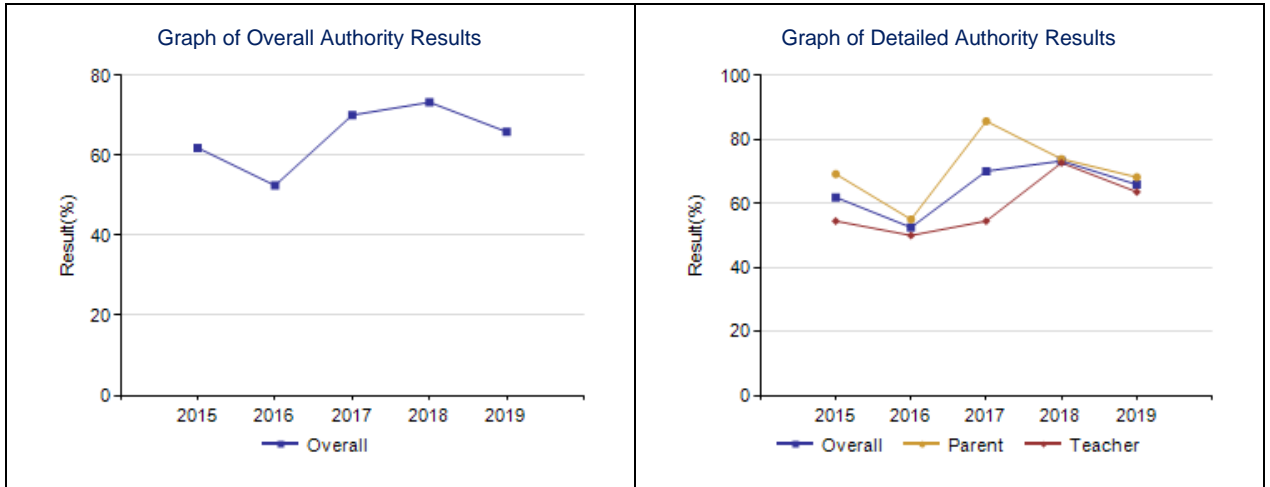


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	61.9	52.5	70.1	73.3	65.9	70.0	70.7	71.0	70.9	71.4
Teacher	54.5	50.0	54.5	72.7	63.6	76.0	77.3	77.3	77.8	78.8
Parent	69.2	55.0	85.7	73.9	68.2	64.0	64.2	64.8	64.0	64.0

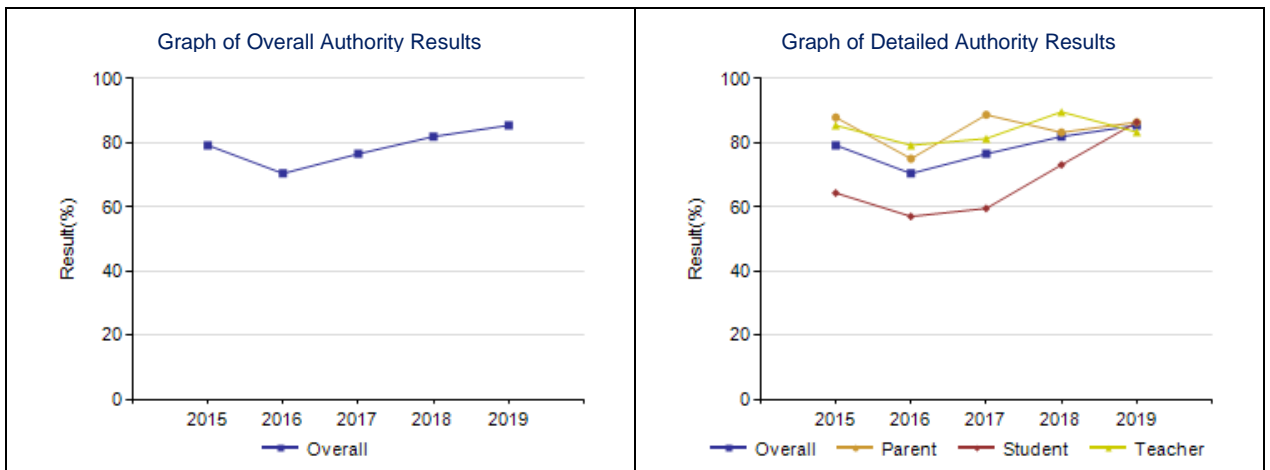


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

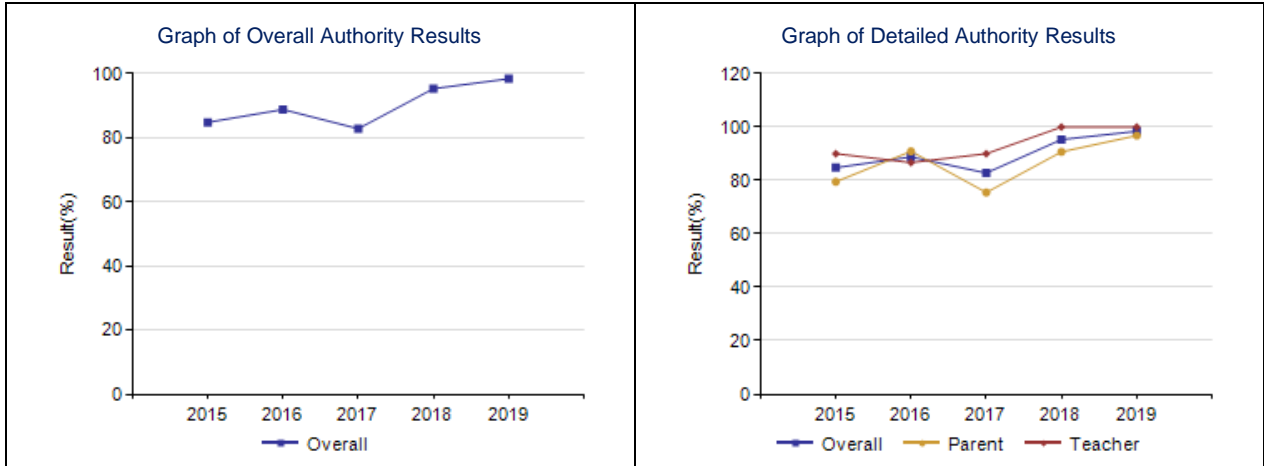
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.2	70.4	76.5	81.9	85.4	81.3	81.9	81.9	81.8	82.2
Teacher	85.4	79.2	81.3	89.6	83.3	87.2	88.1	88.0	88.4	89.1
Parent	87.9	75.0	88.7	83.2	86.4	79.9	80.1	80.1	79.9	80.1
Student	64.3	57.0	59.5	73.1	86.4	76.9	77.5	77.7	77.2	77.4



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

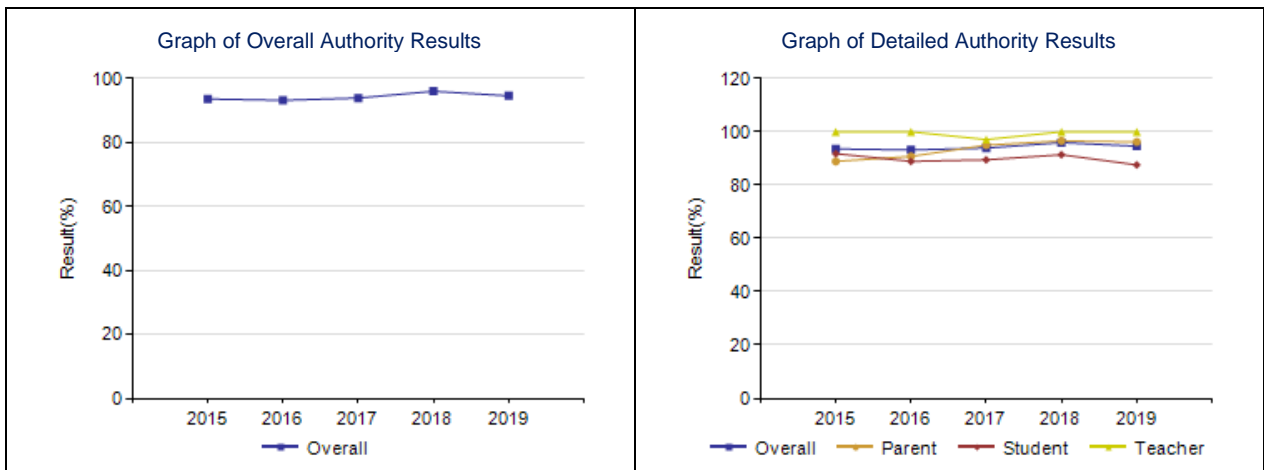
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.8	88.8	82.8	95.3	98.4	80.7	80.9	81.2	81.2	81.3
Teacher	90.0	86.7	90.0	100.0	100.0	88.1	88.4	88.5	88.9	89.0
Parent	79.5	90.9	75.5	90.7	96.8	73.4	73.5	73.9	73.4	73.6



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

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.6	93.2	93.9	96.0	94.6	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	100.0	97.1	100.0	100.0	95.9	96.0	95.9	95.8	96.1
Parent	88.9	90.8	95.0	96.6	96.2	85.4	86.1	86.4	86.0	86.4
Student	91.8	88.9	89.5	91.4	87.6	87.4	88.0	88.1	88.2	88.1

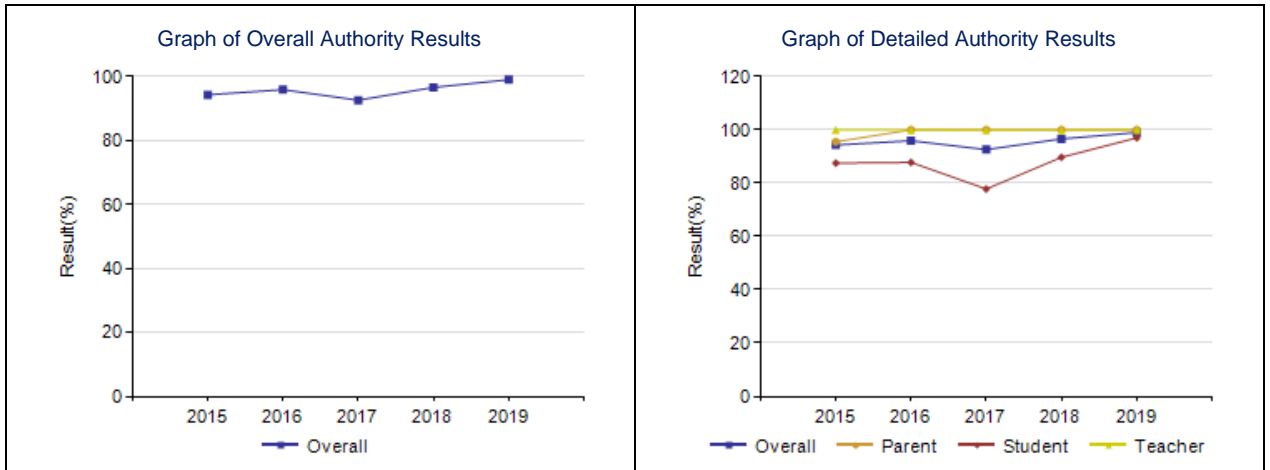


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.3	95.9	92.6	96.6	99.0	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	100.0	100.0	100.0	100.0	95.4	95.4	95.3	95.0	95.1
Parent	95.5	100.0	100.0	100.0	100.0	89.3	89.8	89.9	89.4	89.7
Student	87.5	87.8	77.8	89.7	97.0	83.0	83.4	83.3	82.5	82.3

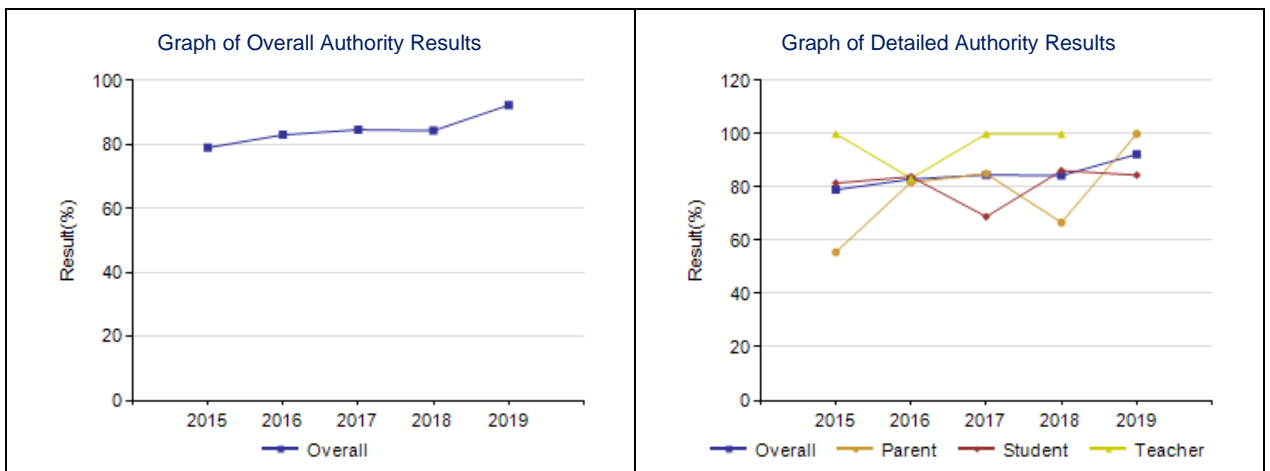


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.0	83.0	84.6	84.3	92.3	79.6	81.2	81.4	80.3	81.0
Teacher	100.0	83.3	100.0	100.0	*	79.8	82.3	82.2	81.5	83.4
Parent	55.6	81.8	85.0	66.7	100.0	78.5	79.7	80.8	79.3	80.3
Student	81.5	83.9	68.9	86.2	84.5	80.7	81.5	81.1	80.2	79.4



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.