



Devon Christian School

ANNUAL EDUCATION RESULTS REPORT

Our Vision

Devon Christian School Society seeks to provide a Christian learning environment with educational standards of excellence for the community of Devon.

2022 – 2023

Our Mission

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

Learning

Loving

Serving

MESSAGE FROM THE BOARD CHAIRMAN

It is a privilege to serve God and our community on the Devon Christian School Board. This past year has been filled with many challenges, but we have also 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.

The Board is committed to maintaining the policies and procedures of Devon Christian School. We are incredibly grateful for all the staff who pour their heart and soul into ensuring we have outstanding programs for every student in our care. Parents, grandparents, and supporters have a profound influence on our school through volunteer work, financial support, and prayer.

We are extremely thankful to the Alberta government for their commitment to supporting choice in education in our province and permitting us to teach the Alberta Program of Studies from a Christian perspective.

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!

In His Service,
Jesse Kornelsen

ACCOUNTABILITY STATEMENT FOR THE ANNUAL EDUCATION RESULTS REPORT

The Annual Education Results Report for the Devon Christian School Society for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022/2023 was approved by the Board on November 30, 2023.

Board Chairman

Date Signed

Board Secretary

Date Signed

(Original copy signed and on file at the school.)

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.

PROFILE

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 one hundred students from Pre-Kindergarten 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 remains an 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 pre-kindergarten 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 30 years and we also rent the gym, kitchen, and sanctuary facilities from the church. They have been 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 incredibly pleased with the overall performance of our students. 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.

HIGHLIGHTS OF THE 2022-2023 SCHOOL YEAR

1. We began the 2022-2023 school year with a Welcome Back Wiener Roast for our school families and staff. The majority of our families were in attendance. We had a wonderful time of food, fellowship, and fun!
2. We were thankful to be involved in our local community and communities around the world with our monthly outreaches. Some of our outreaches this year were as follows:
 - Terry Fox School Run
 - Operation Christmas Child
 - Visits to the Devon Hospital and the Devon Discovery Seniors Residence
 - Leduc and District Food Bank Drive
 - Pitch in Devon Community Clean-up
 - World Vision Sponsorship
3. Approximately 50% of our student body were involved in after-school clubs at some point during the school year. Some of the clubs offered were: Food Craft Club, Construction Club, Sewing Club, Gardening Club, Olympics Club, Skipping Club, and Sports Club.
4. All our students participated in a wide variety of field trips. Some of them were to the following locations: Devon Recycling Depot, Rabbit Hill Snow Resort, Calmar Curling Club, River Watch Institute of Alberta, Stony Plain Multicultural Centre, Clifford E. Lee Nature Sanctuary, Bunchberry Meadows, Devon Public Library, Devon Fire Station, St. Albert Botanical Gardens, Camp Nakamun.
5. Our students experienced several onsite activities led by experts in their field. Some of them were as follows: Pottery, Ancient Arts of Catapults by Teachers Pet Educational Services, Taekwondo, Heart of an Acadian Village by Teachers Pet Educational Services, and Food Studies.
6. Many awards were given to our students at our Year End Celebration. A couple of the highlights were:
 - 57% of our grade one to nine students were on the Honour Roll which means they earned an average of 80% or greater in all subjects.
 - 100% of our grade one to nine students did an excellent job reciting their Scripture memory passage (Ephesians 6:1-24 and Psalms 144:1-15).

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	Devon Christian School Society					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Acceptable Standard %	76.9	n/a	n/a	87.5	82.6	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	30.8	n/a	n/a	41.7	17.4	Intermediate	n/a	n/a	20.8	n/a	n/a	17.7	16.0

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 - Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	n/a	n/a	n/a	n/a	*	*	100.0	0.0
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4
Mathematics 6	Authority	*	*	n/a	n/a	n/a	n/a	*	*	71.4	14.3
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9
Science 6	Authority	*	*	n/a	n/a	n/a	n/a	*	*	100.0	42.9
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8
Social Studies 6	Authority	*	*	n/a	n/a	n/a	n/a	*	*	100.0	28.6
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0
English Language Arts 9	Authority	*	*	n/a	n/a	n/a	n/a	*	*	*	*
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4
Mathematics 9	Authority	*	*	n/a	n/a	n/a	n/a	*	*	*	*
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5
Science 9	Authority	*	*	n/a	n/a	n/a	n/a	*	*	*	*
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1
Social Studies 9	Authority	*	*	n/a	n/a	n/a	n/a	*	*	*	*
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - *A = Acceptable; *E = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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.
 - Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 - Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	35	93.2	40	89.4	49	90.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	8	100.0	5	*	10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	21	79.5	33	78.9	32	71.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	6	100.0	7	100.0	7	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	54	96.1	59	96.9	35	97.3	40	95.9	49	94.5	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	13	100.0	13	98.3	8	100.0	5	*	10	98.0	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	35	88.4	39	92.4	21	92.0	33	91.8	32	85.5	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	6	100.0	7	100.0	6	100.0	7	100.0	7	100.0	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Comments on Annual Education Results Report:

The Lord has blessed our students in amazing ways this year and we are so thankful that each student applied themselves and worked to the best of their ability.

We are extremely pleased with our students' performance on the Provincial Achievement Tests; however, it is important to recognize standardized testing is one measure of learning and a variety of measures must be used to monitor our students' progress. Due to small class sizes, the results of Provincial Achievement Tests may fluctuate significantly from year to year. In the spring of 2023, a total of ten students completed the Provincial Achievement Tests. Overall, our students' strongest subject areas were science and social studies. 35% of our students achieved the standard of excellence in those two courses. In language arts, all of our students achieved the acceptable standard, but unfortunately no students achieved the standard of excellence. Mathematics was our weakest subject area; however, 80% of our students achieved the acceptable standard. We will continue to ensure all teachers are reviewing concepts regularly with their students, teaching effective study skills and strategies, developing various methods of assessment for assisting students in areas where they are having challenges, and use websites and resources provided by Alberta Education and other sources to prepare for exams. Teachers will continue to provide academic support and encouragement to their students, as well as regular communication with the parents of our students. These are crucial components to the success of all of our students.

We were absolutely thrilled that 57% of our grade one to nine students were on the Honour Roll which means they earned an average of 80% or greater in all subjects. They were recognized with a medal at our Year End Celebration!

We are encouraged that all of our staff agree that our students are engaged in their learning at school, but we would like to see our students more aware of their engagement in their learning. It is possible that the wording of the question is unclear in the student survey, as our students display engagement and excitement in most of their learning opportunities.

The students at Devon Christian School are demonstrating active citizenship and are taught the necessary behaviors to be successful. We are thankful to our committed staff for their efforts in modelling excellent citizenship themselves and encouraging these behaviours in the students under their care.

Outcomes from our Education Plan:

- Maintain and foster academic excellence.
- Cultivate effective study and academic performance strategies.
- Improve exam writing skills.

Strategies from our Education Plan:

- Continue to ensure all teachers are reviewing concepts regularly with their students.
- Teach effective study skills and strategies.
- Develop various methods of assessment for assisting students in areas where they are having challenges.
- Use websites and resources provided by Alberta Education and other sources to prepare for exams.
- Survey students, parents, and staff to gain knowledge on the study habits of our students.

Implications of the Annual Education Results Report for our Education Plan:

- We would like to see our students more aware of their engagement in their learning; therefore, we need to investigate as to whether or not they are understanding the question in the student survey. In general, our students display engagement and excitement in most of the learning opportunities provided at our school.
- In the 2021-2022 school year, six parents completed the online survey. In the 2022-2023 school year, thirteen parents completed the online survey. We are grateful for the improvement, but we would like to see even more participation in completing the Alberta Education survey.

DOMAIN 2: TEACHING AND LEADING

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	54	94.6	59	96.4	35	96.7	40	97.2	49	98.3	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	13	96.2	13	93.4	8	97.9	5	*	10	100.0	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	35	87.6	39	95.8	21	92.3	33	94.5	32	94.8	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	6	100.0	7	100.0	6	100.0	7	100.0	7	100.0	Very High	Maintained	Excellent	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

In-Service Jurisdiction Needs – Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	90.5	6	77.8	n/a	n/a	6	72.2	Very Low	Maintained	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	5	*	7	90.5	6	77.8	4	*	6	72.2	Very Low	Maintained	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Annual Education Results Report:

Our result in the education equality domain remains high and we will work hard to maintain this area of strength. We are incredibly blessed with talented and qualified staff to serve our school community. Our staff meet daily for “mini-meetings” and devotions to foster a collaborative environment. We meet monthly to plan ahead for events and activities and engage in various professional development opportunities throughout the school year. We will strive to maintain a collaborative school culture for staff that is God-honoring, safe, loving, and caring that reflects Christ and allows the staff and in turn the students to flourish.

We are extremely disappointed in the results in the in-service jurisdiction needs domain. Our number may be slightly skewed since the number of respondents was only five. We had several professional development opportunities throughout the year (Teachers Convention Writing Workshops, First Aid and CPR Training). Teachers were also encouraged to make requests to the administration to attend additional professional development opportunities. Two staff members made requests and their requests were approved by the administration. In the 2023-2024 school year we are committed to improving our professional development and in-servicing to become more focussed and systematic.

Implications of the Annual Education Results Report for our Education Plan:

- These measures were not included in our Education Plan; however, we must continue to brainstorm ways we can encourage parents to complete the Alberta Education survey.

Local Strategies for Supporting Teaching and Leadership through Professional Learning, Supervision, and Evaluation Processes:

- Teachers have the opportunity to attend a teacher's convention once each year and have access to the Edmonton Regional Learning Consortium for subject specific learning.
- Teachers will continue to be encouraged to make requests to the administration to attend meetings, workshops, in-services, etc. that are of interest to them.
- Teachers demonstrated their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard) in their Yearly Plans and their Annual Professional Development Plans.
- Collaboration amongst teachers, leaders, students and their families, and other professionals continued to be put into practice to provide optimum learning.
- In our monthly staff meetings, we will have a designated time to discuss the professional development opportunities we have had during the previous month and to discuss future areas of professional development interests.

DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful, and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	35	96.0	40	96.6	49	96.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	8	100.0	5	*	10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	21	90.4	33	93.3	32	90.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	6	97.6	7	100.0	7	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	35	92.3	40	92.8	49	91.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	8	92.5	5	*	10	96.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	21	84.3	33	85.6	32	77.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	6	100.0	7	100.0	7	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Fall 2023 Required Alberta Education Assurance Measures – Overall FNMI Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	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
	PAT: Acceptable	n/a	n/a	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	5.5	5.9	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	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. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comments on Annual Education Results Report:

We are extremely happy that our performance measures in the above categories of Welcoming, Caring, Respectful, and Safe Learning Environments and the Access to Supports and Services remain very high. Our school is deeply committed to operating a safe, caring, inclusive, respectful, and welcoming environment. We provide a faith-filled education that reflects in its programs, policies, procedures, the Biblical beliefs of the Evangelical Christian community. All policies and procedures of the school are developed and administered with gentleness, respect for all people as image bearers of God the creator, care for the wholeness and well-being of the people involved, and in pursuit of unity within the Christian community as the body of Christ. We are all created in the image and likeness of God. As such, all human beings are inherently sacred and must be treated with dignity and respect. All efforts to support the inclusive, safe, and caring learning and working environment of the school must be in accordance with our statement of faith.

We currently have a small population of English Language Learners (ELL); however, consistent with the Freedom of Information and Privacy Act, because our ELL number of students is fewer than six, we cannot report our results publicly. Our current population of ELL students are meeting grade level expectations and the achievement gap with other students is not recognizable. We strive to provide all students in our school community with an appropriate knowledge and understanding of various cultures and work to breakdown stereotypes and cultivate an attitude of love and respect for one another.

Outcomes from our Education Plan:

- Maintain a safe and caring school environment where students, parents, and staff can collaborate for one common purpose - successful students.
- Devon Christian School equips students for a life of loving and serving God and others through a commitment to spiritual, academic, and personal excellence. (*Mission Statement*)
- Stakeholders will have confidence that resources are managed effectively, local, and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected and safe.

Strategies from our Education Plan:

- We provided a learning environment that is welcoming, caring, respectful, and safe with our character education program; as well as followed our school board policies that focused on school supervision, discipline, reporting procedures, safety drills, etc. Our school staff modeled Christ-like behaviours and consistently followed our character education program and policies that promoted a safe, caring, and loving environment.
- We adapted our learning environment as needed to meet individual learner needs and had high expectations for all students.
- We developed a sense of belonging for all individuals by providing leadership opportunities and service outreach opportunities.

- We collaborated with students, their families, and various education partners to support learning.
- We supplied resources needed to support FNMI student achievement as needed.
- We invested in infrastructure (technology and transportation services) to support learning and to meet the needs of our students, their families, staff, and communities.

Implications of the Annual Education Results Report for our Education Plan:

- We must continue to brainstorm ways we can encourage parents to complete the Alberta Education survey.

Local Strategies for Ensuring Students have Access to a Continuum of Supports and Services Consistent with the Principles of Inclusive Education:

- Continue to fund a teacher to coordinate our student supports and services programming, including taking the “lead” on developing Individualized Program Plans.
- Continue to support our students with the following services: speech therapy, occupational therapy, psychoeducational assessment, mental health supports, assistive technology, programming through Association of Independent Schools and Colleges of Alberta.
- Continue to develop staff knowledge of universal supports for student learning through professional development.
- Continue to communicate regularly with the parents of our students.

Local Strategies for Improving First Nations, Metis, and Inuit Successes:

- We currently have a small population of First Nations, Metis, and Inuit (FNMI) students; however, consistent with the Freedom of Information and Privacy Act, because our FNMI number of students is fewer than six, we cannot report our results publicly. Our current population of FNMI students is meeting grade level expectations and the achievement gap with other students is not recognizable.
- We strive to provide all students in our school community with an appropriate knowledge and understanding of various cultures and work to breakdown stereotypes and cultivate an attitude of love and respect for one another. This is consistent with our worldview. We strongly believe that all people are created in the image of God and therefore worthy of respect, and should experience a safe and caring school environment.
- Professional development opportunities are made available to our staff through Association of Independent Schools and Colleges of Alberta (AISCA) and Alberta Education.
- 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.
- As appropriate for their age, students will learn about the history and legacy of residential schools, along with the history of FNMI people of Canada.

DOMAIN 4: GOVERNANCE

Parental Involvement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	98.4	19	97.4	14	96.6	7	91.2	17	100.0	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	13	96.8	12	94.7	8	100.0	5	*	10	100.0	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	6	100.0	7	100.0	6	93.1	7	91.2	7	100.0	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Annual Education Results Report:

Satisfaction has remained very high in the Governance domain. We continued to attend to local and societal context; determined strategic direction; evaluated policy implementation; and managed fiscal resources to ensure learning supports, quality teaching and leading, and optimum learning for all of our students.

Our school board is mostly composed of parents of our students. They met monthly where they focused on allocating fiscal resources to ensure student success, in alignment with our school goals and priorities. Board members employed a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

Students, their families, and staff participated in the implementation of a shared vision for student success by attending gatherings. Students and parents had the opportunity to meet with their child's teachers, learn about the rules and routines of their class, and ask questions. Staff communicated with parents through conversation, student's planners, emails, and phone calls regularly.

We connected with our school family, community, and stakeholders through newsletters, our website, Instagram, and Facebook. We continued to monitor our text line where parents could contact their child's teachers during the school day. All parents had e-mail access to their child's teacher. Teachers were required to respond within 24 hours.

Implications of the Annual Education Results Report for our Education Plan: Outcomes:

- These measures were not included in our Education Plan; however, we must continue to encourage parents to complete the Alberta Education survey.

DOMAIN 5: LOCAL AND SOCIETAL CONTEXT

Local and Societal Context School Priority:

We believe that students should not only be equipped to serve God, but that they should be given opportunities to do so while they are young. In addition to the many opportunities for service within the school, we try to involve our students in outreach ministries where they can live out their faith. Through our Chapel program students are encouraged to consider ways that they can serve within their local community and world-wide communities. We provided opportunities for our students and staff to model citizenship by showing God's love and serving others in our local community and communities around the world.

Comments on Annual Education Results Report:

We were thankful to be involved in our local community and communities around the world with our monthly outreaches. Some of our outreaches this year were as follows:

- Raising funds for the Terry Fox Foundation through our school run
- Collecting 71 Operation Christmas Child shoeboxes for needy children around the world
- The students and staff visited the Devon Hospital and the Devon Discovery Seniors Residence just before Christmas. Some students and staff enjoyed singing for the residents and visiting with them afterwards and also giving them a gift they had made. The remainder of our students had a wonderful time entertaining the patients who could not leave their room by playing near the windows, singing and entertaining patients at the Devon Hospital
- Collecting 282 pounds of food for the Leduc and District Food Bank Association.
- Students and staff were blessed to be able to participate in the Pitch in Devon event in the spring. Our students worked so hard with cheerful attitudes and collected over 20 big bags of garbage and had lots of fun doing it!
- Students painted rocks, wrote messages on the rocks, and distributed them around our community to encourage everyone to show kindness to whoever comes across their path.
- Over the duration of the school year, students purchased items from our "Sweet Shop" to support our World Vision child, Anthony, from Honduras.

Outcomes from our Education Plan:

- Students and staff model active citizenship.
- Well-rounded students who love and serve the people in their local community and communities around the world.

Strategies from our Education Plan:

- Develop students' understanding of needs in society and opportunities for them to assist in acting out methods of citizenship to help in these areas.
- Involve 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.
- 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.
- 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.
- Participate in a Career Day where students can learn about various careers and develop a strong work ethic.

Implications of the Annual Education Results Report for our Education Plan:**Outcomes:**

- We did not have a Career Day in the 2022-2023 school year, so we need to make sure we make plans for one in the 2023-2024 school year.

STAKEHOLDER ENGAGEMENT AND ASSURANCE

We make it a priority to ensure that our parents have a voice in our school. Our board consists primarily of parents or former parents of our students.

Parents honour a volunteer commitment each year. They volunteer for things such as: reading one on one with our students, teaching a CTF course to our junior high students, helping with supervision on field trips, participating in maintenance projects, and so much more!!

The parents of our grade 1-9 students have access to their grades and progress through SchoolCloud. This is greatly appreciated by many of our parents and is very helpful in maintaining the home-school connection.

We have regular communication through emails, our website, Facebook, and Instagram to let the parents, society members, and supporters know of upcoming events, how they can participate, and praise and prayer requests to keep them actively involved. There is also an annual meeting where there is an opportunity for school families, society members, and stakeholders to provide feedback on a variety of areas. We want to provide assurance to our stakeholders that we are working hard to provide the best education possible to the children in our care.

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 student's planners.
- The link to our website for the 2022-2023 Annual Education Results Report 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. In accordance with this Act and reporting requirement there were no incidences of wrongdoing reported or investigated in the 2022-2023 school year.

FINANCES SUMMARY

- At Devon Christian School we will continue to offer a quality education while remaining fiscally responsible.
- Devon Christian School is dependent on the funds provided by Alberta Education, the financial commitments from our school families, generous donors, and government grants to operate. We are so thankful for each contribution to the education of our precious children.
- The Devon Christian School board reviews our monthly financial statements provided by our bookkeeper, Melanie Brochu-Macaulay, at BMP Accounting and Tax Incorporated. She has been an excellent addition to our team at Devon Christian School!
- In the fall of 2021, we hired a new chartered accountant from VKO LLP Chartered Professional Accountants to better suit our needs. They meet regularly with their clients to review their finances and are just a phone call or an email away when we need guidance.
- Please see the budget summary and audited financial comparisons below.

2022-2023 BUDGET AND AUDITED FINANCIAL STATEMENTS COMPARISON

	AFS 2022 -2023	Budget 2023	AFS 2021-2022
REVENUES			
Alberta Education (excluding Home Education)	\$511,157	\$506,326	\$508,261
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$511,157	\$506,326	\$508,261
Other Government of Alberta	\$36,035	\$0	\$4,989
Federal Government and/or First Nations	\$0	\$0	\$46,021
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$25,751	\$48,280	\$26,887
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$28,200	\$31,290	\$19,185
Other sales and services	\$33,475	\$40,000	
Interest on investments	\$38,004	\$14,845	(\$22,697)
Gifts and donations	\$99,132	\$55,000	\$112,755
Amortization of capital allocations	\$6,133	\$6,133	\$6,133
Other	\$0	\$15,900	\$22,714
Total Revenues	\$777,886	\$717,774	\$724,248
EXPENSES			
Home Education	\$0	\$0	\$0
Instruction – ECS	\$121,151	\$88,857	\$101,450
Instruction - Grades 1 to 12	\$408,099	\$457,808	\$401,120
Operations and maintenance	\$105,760	\$52,586	\$94,566
Transportation	\$80,172	\$40,329	\$62,093
Board and System Administration	\$117,867	\$78,089	\$97,720
External services	\$0	\$0	\$0
Total Expenses	\$833,049	\$717,669	\$756,949
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	(\$55,163)	\$105	(\$32,701)

(\$55,163)

Our complete 2022-2023 Audited Financial Statements are available on our website.

APPENDIX

OVERALL SUMMARY OF FALL 2023 REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES FOR DEVON CHRISTIAN SCHOOL SOCIETY (AUTHORITY 9319)

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	90.4	89.4	89.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	94.5	95.9	96.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	PAT: Acceptable	82.6	87.5	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	17.4	41.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	98.3	97.2	96.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.7	96.6	96.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	91.0	92.8	92.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	100.0	91.2	94.3	79.1	78.8	80.3	Very High	Maintained	Excellent

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
In-Service Jurisdiction Needs	72.2	n/a	90.5	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	93.8	100.0	79.9	80.4	81.0	76.8	Very High	Improved	Excellent
Program of Studies	94.7	91.7	86.4	82.9	82.9	82.6	Very High	Improved	Excellent
Program of Studies - At Risk Students	90.1	92.8	92.9	81.2	81.9	83.4	High	Maintained	Good
Safe and Caring	98.0	97.0	97.3	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	81.2	80.0	75.4	72.9	72.6	73.9	High	Maintained	Good
School Improvement	95.6	94.8	91.0	75.2	74.2	77.9	Very High	Maintained	Excellent
Work Preparation	100.0	100.0	97.9	83.1	84.9	84.5	Very High	Maintained	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. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

ALBERTA EDUCATION ASSURANCE MEASURES CHARTS

Measure Evaluation Reference (Required AEAMs)

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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:
1. For all measures: 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%.

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
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 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
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

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

Measure Evaluation Reference - 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.

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
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
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
K&E Mathematics 9	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
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

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