

PARKVIEW ADVENTIST ACADEMY

Combined Annual Education Plan 2010-2011

And

Three-Year Education Plan 2011-2014

November 2011

9024 Canadian University College

Accountability Statement

Accredited Private School Authorities:

The Annual Education Results Report for the 2011 school year and Education Plan for the three years commencing September 1, 2011 for **Parkview Adventist Academy, Authority 9024 Canadian University** was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011-2014 on November 23, 2011.

Foundation Statements

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OUR MISSION

Parkview Adventist Academy, a Seventh-day Adventist high school, encourages students to achieve academic excellence, to accept personal responsibility for their mind, body and spirit and to experience spiritual growth as they learn to serve their community.

OUR VISION

We envision Parkview Adventist Academy will provide a safe and caring, Christian learning environment where a variety of learning experiences appropriate to the needs of each student will be given, which will assist them in becoming life long learners through:

Accepting God and His Word

Discovering the great principles of God's Word and accepting those principles as the basis for all decision making and the development of values.

Loyalty to the Church

Desiring to know and live out the tenets of the Seventh-day Adventist Church and to enjoy service, outreach and witnessing.

Concept and Skill Development

Acquiring optimum individual competency in language/communication, mathematics, the natural and social sciences, and all within a Seventh-day Adventist Christian context.

Thinking Skills

Adopting a systematic, logical approach to problem solving emphasizing the development of critical thinking skills and creativity.

Proficiency in Technology

Acquiring knowledge and skills in the use of technology to communicate and facilitate learning and living.

Aesthetic Appreciation

Developing an appreciation of the beautiful both in God's creation and in human artistic expression while nurturing individual ability.

Healthy Balanced Living

Accepting personal responsibility for achieving and maintaining optimum health through balanced living.

Responsible Citizenship

Developing a sense of self-worth, historical heritage, and a working knowledge of governmental processes while affirming a belief in the dignity and worth of others and responsibility for one's global, community, and natural environments.

Family and Interpersonal Relationships

Developing skills in interpersonal relationships needed for meeting the responsibilities of family membership and responding to the needs of others.

Career and Mission

Developing a strong work ethic and an appreciation of the dignity of service along with awareness of career options and opportunities as they relate to one's personal involvement in the mission of the church.

OUR BELIEFS

- The most important task of education is “to restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of the body, mind, and soul, that the divine purpose in his creation might be realized -- this was to be the work of redemption. This is the object of education, the great object of life.” (Education, pp. 15,16)
- Students are entitled to a safe, secure and caring environment where each person is respected and valued.
- Students are responsible for participating fully in the achievement of their educational success.
- All students can learn and experience success.
- High learning expectations challenge all students to learn and achieve.
- The satisfaction of students, parents and the community is critical to the success of the school.
- The success of students is the shared responsibility of students, home, school, and the constituency of the school.
- The development of character and revealing to youth knowledge of God, Creator and of Christ, the Redeemer (as revealed in the Bible) is of primary importance.
- Education is an essential building block to our churches’ future and society in which we live.
- Access to education at Parkview Adventist Academy is open to all students who wish to receive an education that integrates faith with learning.
- To help students appreciate the dignity of labor and the importance of financial responsibility.
- Emphasis to the principle of service to God and man prepares students for a life of service to their church and community.
- Teachers must be active members of the Seventh-day Adventist Church, in good and regular standing, and committed to the program of the Church.
- Parents and constituents have opportunities for meaningful involvement in important decisions about their children’s education.

May 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Canadian University College			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	94.4	94.7	94.3	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	74.8	80.4	80.0	80.9	80.5	80.1	Intermediate	Maintained	Acceptable
		Education Quality	91.6	92.8	93.0	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	2.9	0.0	2.8	4.2	4.3	4.7	High	Maintained	Good
		High School Completion Rate (3 yr)	88.9	78.7	81.3	72.6	71.5	71.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.1	78.3	77.2	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.3	18.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	89.3	83.6	83.5	83.4	84.3	84.3	High	Maintained	Good
		Diploma: Excellence	26.8	21.6	16.1	19.0	18.5	19.2	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	79.7	78.7	72.8	54.9	53.5	53.5	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	74.4	73.8	74.8	59.6	56.9	57.0	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	98.7	71.5	75.5	59.3	59.8	59.3	Very High	Improved Significantly	Excellent
		Work Preparation	90.0	91.1	93.0	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	92.6	89.8	89.6	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	82.0	85.8	79.5	79.9	80.0	79.4	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	82.2	81.1	83.0	80.1	79.9	78.8	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: High Quality Learning Opportunities

Outcome: Students achieve educational outcomes.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Overall percentage of students who achieved the acceptable standard on diploma examinations.**	89.3	83.5	High	Maintained	Good	84.0	84.5	85
Overall percentage of students who achieved the standard of excellence on diploma examinations.	26.8	16.1	Very High	Improved	Excellent	16.5	17.0	17.5
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	88.9	81.3	Very High	Maintained	Excellent	81.5	82.0	82.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.9	2.8	High	Maintained	Good	1.5	1.0	0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	79.7	72.8	Very High	Maintained	Excellent	75.0	75.5	76.0
High school to post-secondary transition rate within six years of entering Grade 10.	98.7	75.5	Very High	Improved Significantly	Excellent	76.0	76.5	76.8
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	74.4	74.8	Very High	Maintained	Excellent	74.0	74.2	74.5
<p>Strategies</p> <ul style="list-style-type: none"> • More classes are available for students that need a less rigorous stream in science. Previously students that struggled could hinder the progress of those that needed to be challenged. • Students are also required to meet certain bench marks in grade 11, 20 level classes, before they move on to a 30-1 class. 								

** The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

1. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
2. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary With Measure Evaluation.

Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg	
					N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	26	96.2	29	92.1
	Standard of Excellence	High	Maintained	Good	26	23.1	29	18.3
English Lang Arts 30-2	Acceptable Standard	Very High	Improved Significantly	Excellent	15	100.0	8	73.2
	Standard of Excellence	Very High	Maintained	Excellent	15	13.3	8	19.6
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	Very High	Improved	Excellent	18	100.0	23	84.3
	Standard of Excellence	Very High	Improved Significantly	Excellent	18	66.7	23	12.5
Applied Mathematics 30	Acceptable Standard	Low	Maintained	Issue	14	78.6	14	65.6
	Standard of Excellence	Low	Maintained	Issue	14	7.1	14	6.3
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	32	78.1	27	79.6
	Standard of Excellence	High	Maintained	Good	32	28.1	27	19.4
Chemistry 30	Acceptable Standard	n/a	Improved	n/a	21	90.5	19	68.4
	Standard of Excellence	n/a	Improved	n/a	21	42.9	19	21.1
Physics 30	Acceptable Standard	n/a	Maintained	n/a	12	83.3	19	78.9
	Standard of Excellence	n/a	Improved	n/a	12	33.3	19	15.8
Science 30	Acceptable Standard	Intermediate	n/a	n/a	7	85.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a

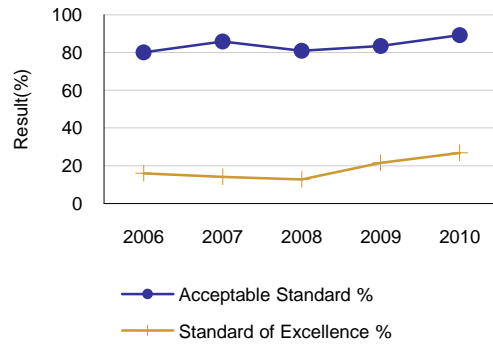
Notes:

1. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
2. Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.
3. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Measure History (OPTIONAL)

Diploma Exam Results By Students Writing.

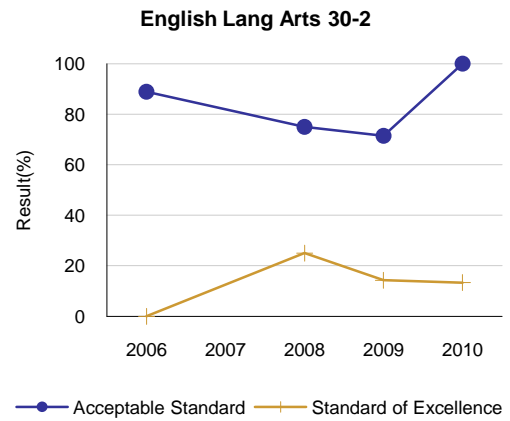
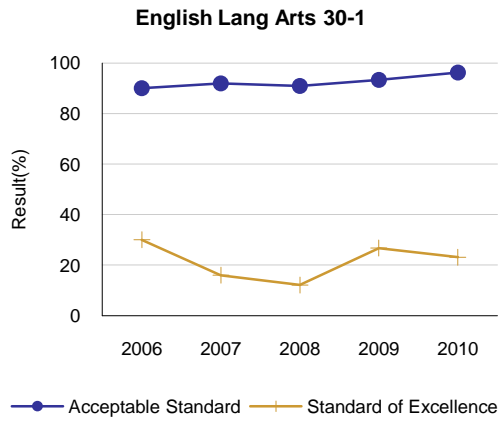
	2006	2007	2008	2009	2010
N	58	45	49	55	50
Acceptable Standard %	80.2	85.9	80.9	83.6	89.3
Standard of Excellence %	16.0	14.1	12.8	21.6	26.8



Notes:

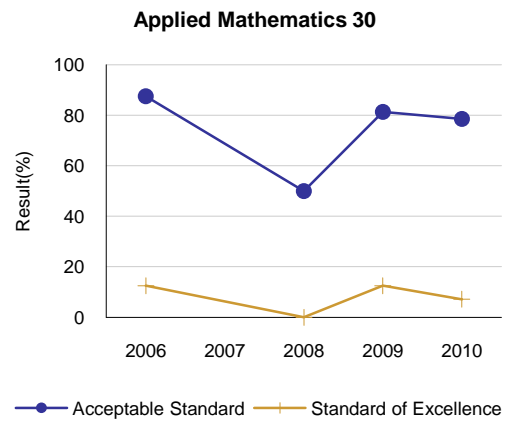
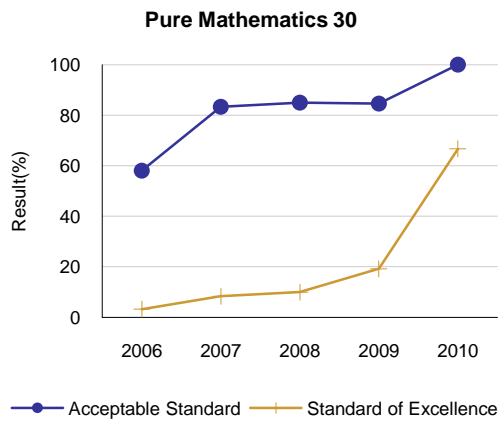
1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
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Diploma Exam Results Course By Course Summary By Students Writing.



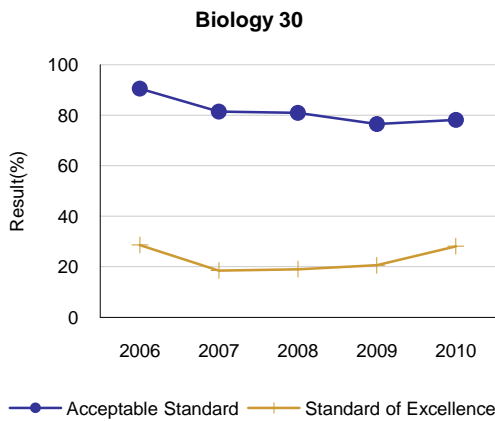
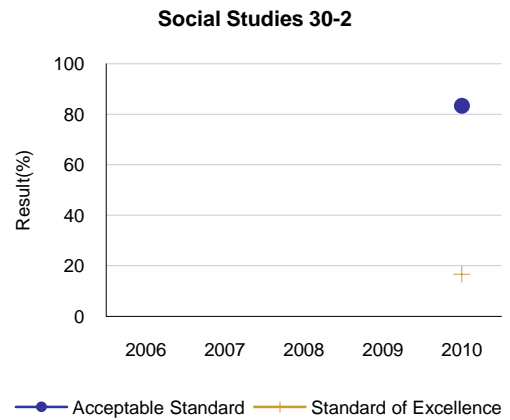
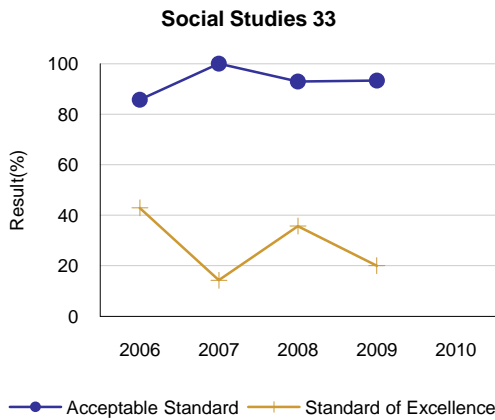
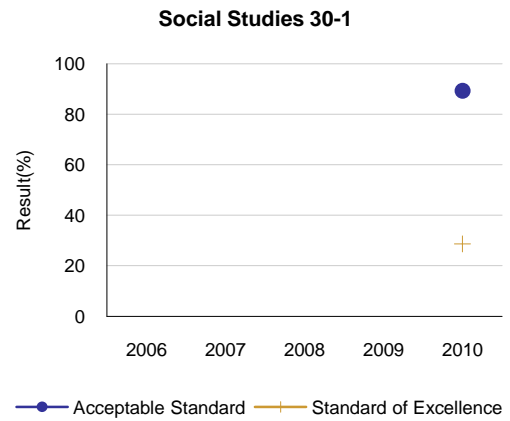
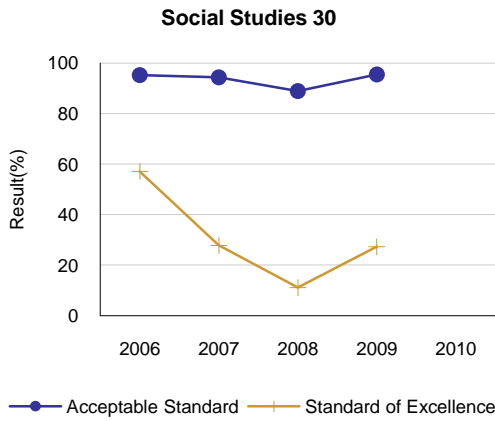
[No Data for French Lang Arts 30-1]

[No Data for Français 30]



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

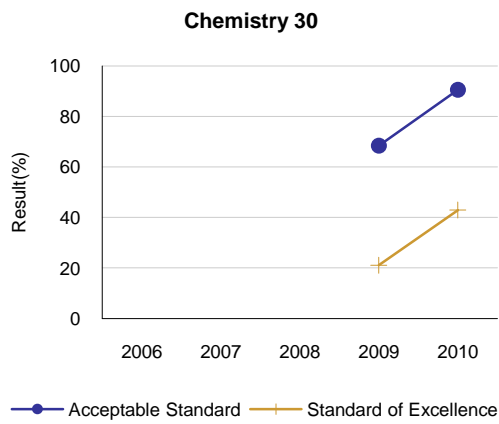
Diploma Exam Results Course By Course Summary By Students Writing. (cont'd)



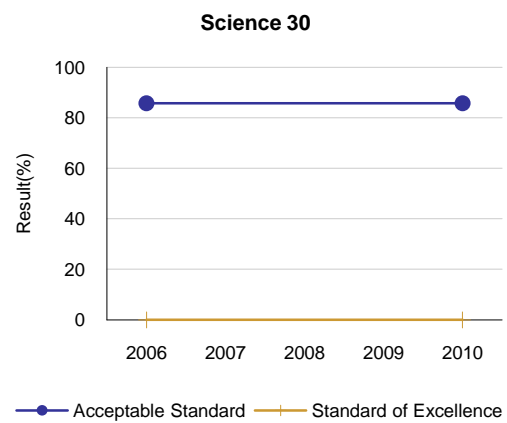
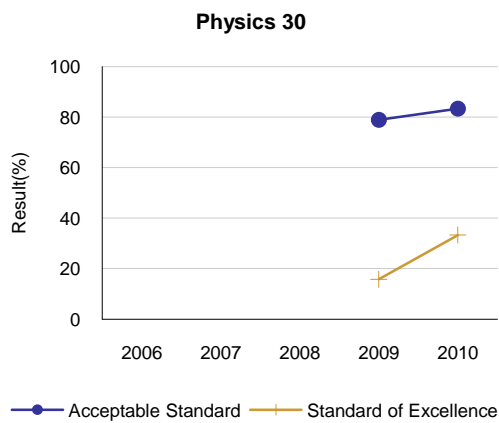
[No Data for Chemistry 30 Old]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary By Students Writing. (cont'd)



[No Data for Physics 30 Old]



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary By Students Writing. (cont'd) (OPTIONAL)

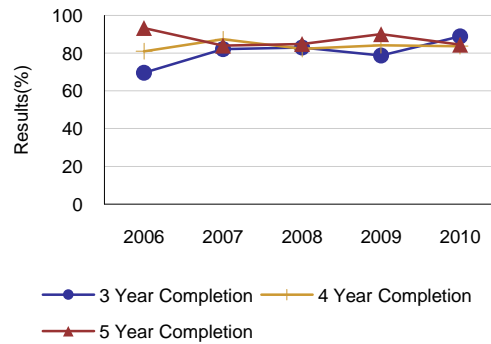
		2006	2007	2008	2009	2010
English Lang Arts 30-1	Students Writing	30	25	33	30	26
	Acceptable Standard %	90.0	92.0	90.9	93.3	96.2
	Standard of Excellence %	30.0	16.0	12.1	26.7	23.1
English Lang Arts 30-2	Students Writing	9	4	8	7	15
	Acceptable Standard %	88.9	*	75.0	71.4	100.0
	Standard of Excellence %	0.0	*	25.0	14.3	13.3
French Lang Arts 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Français 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	31	24	20	26	18
	Acceptable Standard %	58.1	83.3	85.0	84.6	100.0
	Standard of Excellence %	3.2	8.3	10.0	19.2	66.7
Applied Mathematics 30	Students Writing	8	5	12	16	14
	Acceptable Standard %	87.5	*	50.0	81.3	78.6
	Standard of Excellence %	12.5	*	0.0	12.5	7.1
Social Studies 30	Students Writing	21	18	18	22	n/a
	Acceptable Standard %	95.2	94.4	88.9	95.5	n/a
	Standard of Excellence %	57.1	27.8	11.1	27.3	n/a
Social Studies 30-1	Students Writing	n/a	n/a	n/a	n/a	28
	Acceptable Standard %	n/a	n/a	n/a	n/a	89.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	28.6
Social Studies 33	Students Writing	14	14	14	15	n/a
	Acceptable Standard %	85.7	100.0	92.9	93.3	n/a
	Standard of Excellence %	42.9	14.3	35.7	20.0	n/a
Social Studies 30-2	Students Writing	n/a	n/a	n/a	n/a	12
	Acceptable Standard %	n/a	n/a	n/a	n/a	83.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	16.7
Biology 30	Students Writing	21	27	21	34	32
	Acceptable Standard %	90.5	81.5	81.0	76.5	78.1
	Standard of Excellence %	28.6	18.5	19.0	20.6	28.1
Chemistry 30	Students Writing	n/a	n/a	n/a	19	21
	Acceptable Standard %	n/a	n/a	n/a	68.4	90.5
	Standard of Excellence %	n/a	n/a	n/a	21.1	42.9
Physics 30 Old	Students Writing	n/a	17	20	n/a	n/a
	Acceptable Standard %	n/a	76.5	95.0	n/a	n/a
	Standard of Excellence %	n/a	17.6	20.0	n/a	n/a
Physics 30	Students Writing	n/a	n/a	n/a	19	12
	Acceptable Standard %	n/a	n/a	n/a	78.9	83.3
	Standard of Excellence %	n/a	n/a	n/a	15.8	33.3
Science 30	Students Writing	7	n/a	n/a	3	7
	Acceptable Standard %	85.7	n/a	n/a	*	85.7
	Standard of Excellence %	0.0	n/a	n/a	*	0.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure History (OPTIONAL)

High school completion rate of students within three years of entering Grade 10.

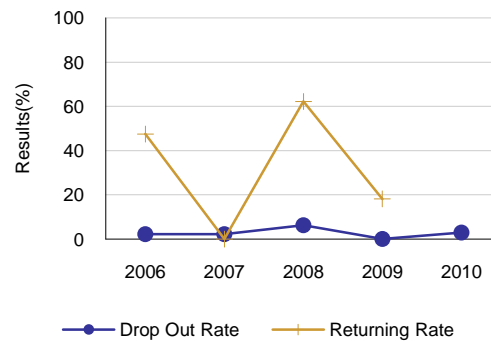
	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	25	69.6	28	82.2	23	83.0	39	78.7	34	88.9
4 Year Completion	38	81.0	24	87.4	28	82.3	24	84.2	39	83.7
5 Year Completion	24	93.4	39	84.0	24	84.9	28	90.1	24	84.5



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Annual dropout rate of students aged 14 to 18.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	77	2.2	75	2.2	91	6.2	93	0.0	106	2.9
Returning Rate	4	47.5	2	0.0	2	62.2	7	18.1	3	*



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

	2006	2007	2008	2009	2010
N	25	27	23	39	34
% Writing 0 Exams	2.6	3.3	12.7	13.9	5.0
% Writing 1+ Exams	97.4	96.7	87.3	86.1	95.0
% Writing 2+ Exams	93.4	93.0	82.9	86.1	95.0
% Writing 3+ Exams	85.3	89.2	82.9	83.5	91.9
% Writing 4+ Exams	73.1	74.4	65.4	78.7	79.7
% Writing 5+ Exams	48.7	44.6	52.4	42.0	46.0
% Writing 6+ Exams	12.2	7.4	26.2	15.7	18.4

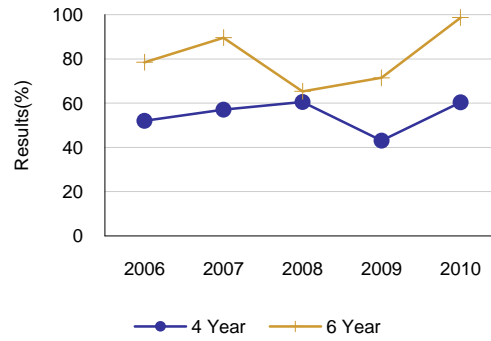
	2006	2007	2008	2009	2010
N	25	27	23	39	34
English 30 / English Language Arts 30-1	80.0	74.1	73.9	71.8	58.8
English 33 / English Language Arts 30-2	16.0	14.8	8.7	15.4	29.4
Total of 1 or more English Diploma Exams	96.0	88.9	82.6	84.6	88.2
Social Studies 30	44.0	59.3	60.9	59.0	2.9
Social Studies 30-1	n/a	n/a	0.0	0.0	58.8
Social Studies 33	44.0	33.3	21.7	23.1	5.9
Social Studies 30-2	n/a	n/a	0.0	0.0	23.5
Total of 1 or more Social Diploma Exams	88.0	92.6	82.6	82.1	88.2
Mathematics 30 / Pure Mathematics 30	68.0	55.6	56.5	51.3	50.0
Mathematics 33 / Applied Mathematics 30	16.0	25.9	13.0	28.2	32.4
Total of 1 or more Math Diploma Exams	84.0	81.5	69.6	79.5	82.4
Biology 30	64.0	55.6	60.9	56.4	70.6
Chemistry 30 Old	44.0	48.1	47.8	12.8	0.0
Chemistry 30	n/a	n/a	n/a	23.1	35.3
Physics 30 Old	16.0	25.9	52.2	23.1	0.0
Physics 30	n/a	n/a	n/a	15.4	38.2
Science 30	12.0	11.1	0.0	7.7	5.9
Total of 1 or more Science Diploma Exams	76.0	85.2	78.3	82.1	85.3
Français 30	0.0	0.0	0.0	0.0	0.0
French Language Arts 30	0.0	0.0	0.0	0.0	0.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0

Notes:

1. Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

High school to post-secondary transition rate of students within six years of entering Grade 10.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
4 Year	38	52.0	24	57.0	28	60.5	24	43.1	39	60.4
6 Year	29	78.5	24	89.6	39	65.3	24	71.5	28	98.7



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	2006	2007	2008	2009	2010
Total Grade 12 Students	31	31	30	42	39
Percent Eligible for Scholarship	67.7	83.9	66.7	73.8	74.4



Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	31	19	61.3	20	64.5	9	29.0	21	67.7
2007	31	21	67.7	23	74.2	10	32.3	26	83.9
2008	30	20	66.7	17	56.7	7	23.3	20	66.7
2009	42	27	64.3	24	57.1	10	23.8	31	73.8
2010	39	27	69.2	22	56.4	11	28.2	29	74.4

Notes:

- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: Transformed Education Through Collaboration

Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.6	89.6	Very High	Maintained	Excellent	90.5	91.0	91.5
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	90.0	93.0	Very High	Maintained	Excellent	91.5	92.0	92.5

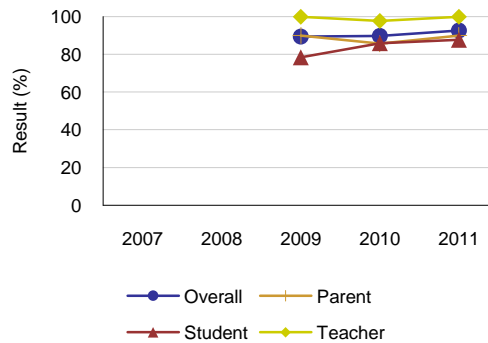
Strategies

- Highly structured attendance policy, with higher expectations than many schools.
- Job Prep/ Work experience course is available for students.
- Students are challenged to meet their full potential through setting higher academic expectations. Many jobs are available for the students to take up part time jobs to help mentor students and develop work skills.
- Use an online grade book that allows parents/students to see student grades and progress which assists them in reaching expected behaviours.
- Students are given opportunities to involve themselves in local community events, ie. Food bank drives, community clean up, participation in church and community events.
- Students have taken mission trips to Europe, Puerto Rico, Kenya, India and Jamaica, various activities from doing home repairs, vacation Bible schools, healthy choices, music or acrobatic performances.
- 2011-2012 school focus is "Is there not a cause?" , school program will provide/facilitate active citizenship in communities both local and abroad.

Measure History (OPTIONAL)

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

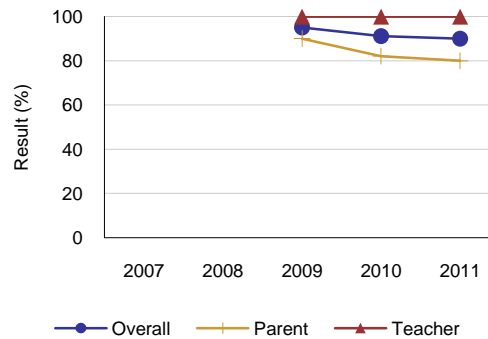
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	134	89.5	125	89.8	105	92.6
Parent	n/a	n/a	n/a	n/a	40	90.0	28	85.7	20	90.0
Student	n/a	n/a	n/a	n/a	87	78.4	88	85.9	75	87.7
Teacher	n/a	n/a	n/a	n/a	7	100.0	9	97.8	10	100.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	47	95.0	37	91.1	30	90.0
Parent	n/a	n/a	n/a	n/a	40	90.0	28	82.1	20	80.0
Teacher	n/a	n/a	n/a	n/a	7	100.0	9	100.0	10	100.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Transformed Education Through Collaboration

Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.6	93.0	Very High	Maintained	Excellent	92.0	92.5	93.0
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.	74.8	80.0	Intermediate	Maintained	Acceptable	77.0	77.5	78.0
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.	94.4	94.3	Very High	Maintained	Excellent	95.0	95.3	95.5

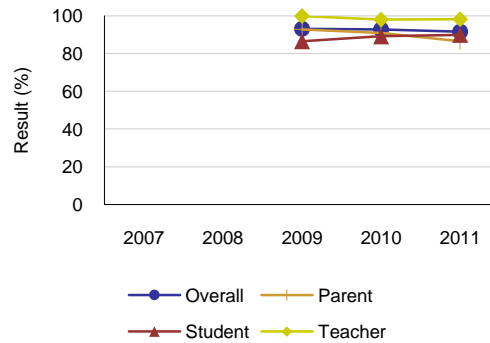
Strategies

- PAA has an excellent woodworking & mechanics shop to provide CTS options, classes are small to provide better teacher student ratios.
- Home Economics Lab that allows for approximately 16 students to take Food courses. There is access to a college art studio to teach Art 10/20/30.
- The college (CUC) professors teach choir, orchestra and band. They then perform as a mass ensemble.
- The students have a choice to take digital photography or digital video production the classes are limited to 15 students, taught twice a year.
- The PE program at PAA has access to the college pool, hockey rink, weight room and large gymnasium.
- Most classes are around 18 students which allows for a better support system for students who are struggling to receive the help they need. Tutors are provided by the counseling department.
- Teachers are knowledgeable in their assigned subject area and enjoy the classes they teach. The teachers care about their student's success, and communicate concerns quickly with parents, students and administration.
- The percentages of those that are satisfied are promising. As our school has over a hundred year history in Alberta, there are dedicated alumni that do all that they can to help us provide quality education.
- Those that chose to pay tuition generally have done the research to see that the school meets their criteria.
- Students seem to be satisfied with their classes and the possibly because of the smaller class sizes, have more opportunities to ask for help when they need it.

Measure History (OPTIONAL)

Overall teacher, parent and student satisfaction with the overall quality of basic education.

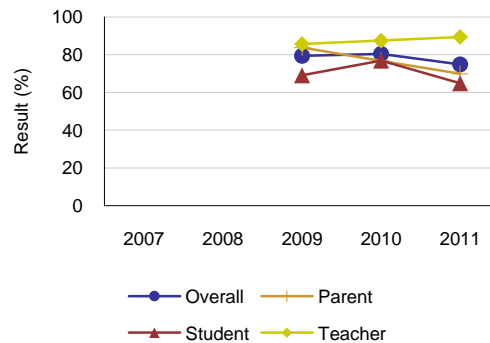
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	134	93.2	125	92.8	105	91.6
Parent	n/a	n/a	n/a	n/a	40	92.9	28	91.0	20	86.6
Student	n/a	n/a	n/a	n/a	87	86.6	88	89.2	75	90.0
Teacher	n/a	n/a	n/a	n/a	7	100.0	9	98.1	10	98.3



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

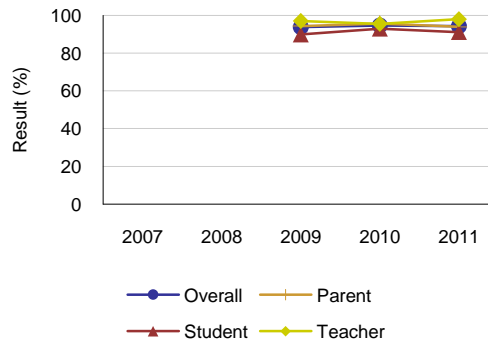
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	134	79.5	125	80.4	105	74.8
Parent	n/a	n/a	n/a	n/a	40	83.8	28	76.8	20	69.9
Student	n/a	n/a	n/a	n/a	87	69.1	88	76.9	75	64.9
Teacher	n/a	n/a	n/a	n/a	7	85.7	9	87.5	10	89.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	134	93.8	125	94.7	105	94.4
Parent	n/a	n/a	n/a	n/a	40	94.4	28	95.7	20	94.0
Student	n/a	n/a	n/a	n/a	87	89.9	88	93.0	75	91.2
Teacher	n/a	n/a	n/a	n/a	7	97.1	9	95.6	10	98.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.0	79.5	High	Maintained	Good	81.0	81.5	82.0
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.2	83.0	Very High	Maintained	Excellent	83.0	83.5	84.0

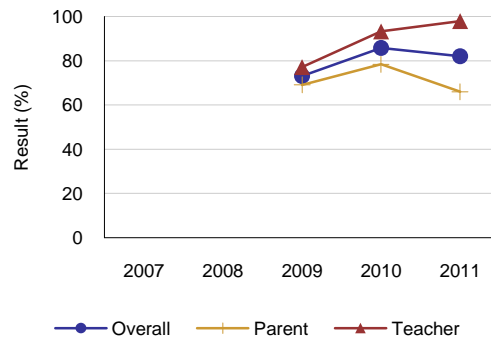
Strategies

- Parent Advisory Council has been restructured to become a forum for parents to discuss involvement and needs instead of simply a meeting where administration gives reports to parents.
- Inform all parents of their needed input and the various avenues to be involved in the school program through letters and verbal communication. Create an open climate in the school's administration office to be that welcomes dialogue and desires to hear parents' opinions regarding their child's education.
- Retain dedicated teachers to the school program, 60% are alumni of Parkview Adventist Academy. This dedication translates into full commitment to a quality program. Stay in touch with alumni and provide opportunities for them to return to school and support programs of PAA .
- Teachers have been continuing their professional development in the area of Best Teaching Practices and Brain Science

Measure History (OPTIONAL)

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

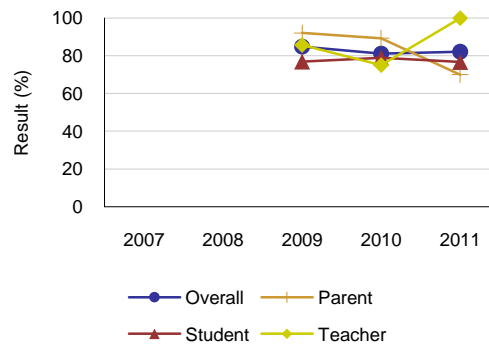
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	47	73.1	37	85.8	30	82.0
Parent	n/a	n/a	n/a	n/a	40	69.1	28	78.4	20	66.0
Teacher	n/a	n/a	n/a	n/a	7	77.1	9	93.3	10	98.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	132	84.9	124	81.1	105	82.2
Parent	n/a	n/a	n/a	n/a	38	92.1	28	89.3	20	70.0
Student	n/a	n/a	n/a	n/a	87	76.9	88	79.0	75	76.7
Teacher	n/a	n/a	n/a	n/a	7	85.7	8	75.0	10	100.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	n/a	*	*	*	0	0	0
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	75.0	75.5	76.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	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 acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a	75.0	75.5	76.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a	15.0	15.5	16.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	61.0	61.5	62.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	61.0	61.5	62.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	61.0	61.5	62.0

Strategies

- Ask students to identify themselves as to their origin, new question will be on the application process, so the FNMI population can be tracked.
- FNMI students are given opportunities to share their culture through class presentations, (dance, costume, traditions)
- Provide academic and career counselling to self-identified FNMI students.
- Library resources are purchased to supplement FNMI perspectives to assist in classroom instruction.
- Any students that require extra assistance will be given time with Educational Assistant, mentor or tutor.

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Budget Summary

**Parkview Adventist Academy
 Statement of Revenues and Expenses
 Budget Summary for Year ending August 31, 2012**

REVENUES	Amount	% of Income	Contextual Information
Tuition fees	500,940	28%	Tuition fees and church operating grants provide a significant amount of funding and is required for a viable operation. Some of the interest income is dropping to the bottom line to help reduce the accumulated operating deficit.
Church Operating Grants	605,694	34%	
Alberta Education	408,190	23%	
Other sales and services	118,963	7%	
Interest on investments	73,000	4%	
Non-instructional Fees	13,113	1%	
Gifts and donations	48,876	3%	
TOTAL REVENUES	1,768,776	100%	
EXPENSES			
Certificated salaries	579,620	33%	There is significant focus given to ensuring students have opportunity for interest based learning in addition to the core diploma requirements, while also ensuring that learning is provided by quality teaching staff. Administration, operation, and maintenance support the direct instruction by providing a well organized, respectable, and safe facility.
Certificated benefits	204,188	12%	
Non-certificated salaries and wages	264,684	15%	
Non-certificated Benefits	36,918	2%	
Services, contracts and supplies	670,585	38%	
Amortization of capital assets	11,535	1%	
TOTAL EXPENSES	1,767,530	100%	
SURPLUS OF REVENUES OVER EXPENSES	1,246	0%	Some of the interest income is dropping to the bottom line to help reduce the accumulated operating deficit.

Summary of Facility and Capital Plans

Parkview Adventist Academy
 Summary Audited Financial Statement in Chart Form
 August 31, 2011

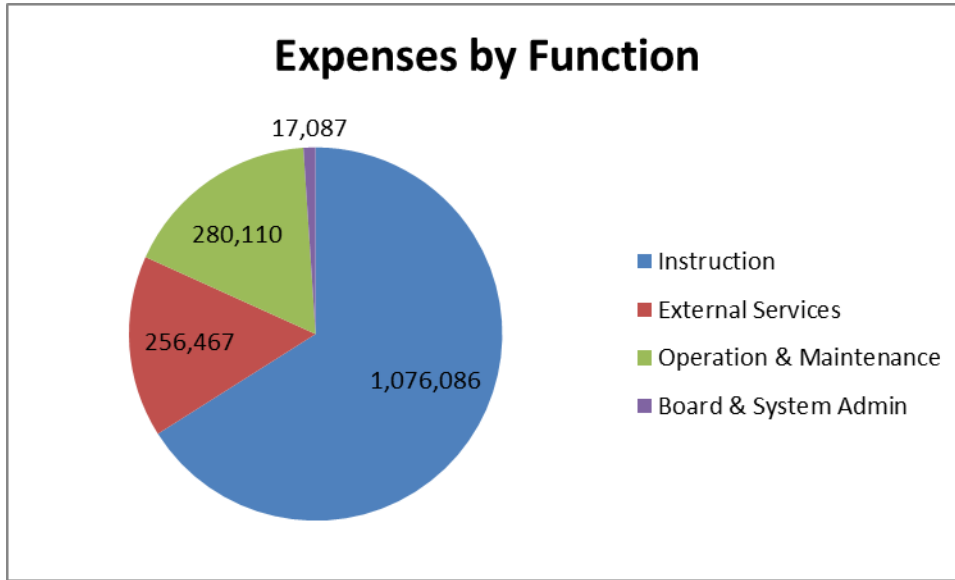
Resources by Source:

Donations and Church Grant	655,757
Tuition/Instructional Fees	522,285
Government Grants	401,835
Sales and Service	157,586
Interest	160,000
Non Instructional Fees	7,670

Expenses by Function:

Instruction	1,076,086
External Services	256,467
Operation & Maintenance	280,110
Board & System Admin	17,087

2010-2011



Financial Summary

The fiscal year ending August 31, 2011, was a financial success in that the operating expenditures were under budget and revenue was over budget. This resulted in a significant impact on the trend towards eliminating the accumulated operating deficit. The deficit moved from (\$448,407) at the beginning of the year to (\$178,490) at the end of the year, a betterment of \$269,917. This was largely influenced by operating under budget as well as good investment results.

For more financial information including Audited statements and Budget Reports can be directed to Darrell Huether, VP of Canadian University College at dhuethe@cauc.ca or calling 403-782-3381 extension 4012.

Parental Involvement

- Parents are involved in fund raising events by helping sponsor booths at Fall Fest Events.
- Parents help with transportation by volunteering to drive students to sporting events and tournaments.
- Meals for social events and student orientation days are provided by parents.
- Assemblies and religious convocations are sometimes parent-led activities.
- Parent Advisory Committee meets five times a year to promote the school program
- Some donations to home economic supplies and school sport's teams are given by parents
- Our soccer team is coached by a parent.
- Host social events for the graduation weekend and help in decorating.
- Coordinated a trip to Kenya for students to have an opportunity to do service learning projects.

Deadlines and Communication

- The AERR is communicated to parents and the public through the Parent Advisory Council, presented at board meetings and posted on the PAA website.
- AISI projects and information the schools project may be requested by contacting the office of Parkview Adventist Academy, at 403-782-3381, extension 4109, or online www.paa.ca
- To access this report online go to www.paa.ca
- The board met its obligations under the School Councils Regulation to provide school councils the opportunities to be involved in school AERRs and to share school results and interpretations of Accountability Pillar measures with school councils by encouraging input and feedback from the Parent Advisory Council.
- A print version is available to all parents and those interested by contacting the Parkview Adventist Academy's office, at 403-782-3381, extension 4109.