

Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities

Koinonia Christian School Red Deer 2010-2013

Message from the Board Chair

Dear Parents,

We have experienced very positive feedback from our parent constituency. Our financial picture over the past 5 years has shown that conservative estimations for budget purposes, good planning and much prayer has been the reason for success.

This past year, however, our school was hit with an unusual "curve ball". We have gained, over the years, a reputation for being a school that would deal with diversities whether that is ethnic, racial or special needs. This past year we had 18 severe coded students which we applied for government funding for, but only 4 were approved thus leaving us having to provide the services and not being paid the additional funding. The Board has had to take a hard look at that in determining what direction we should go in the future. If we cannot receive funding, then we cannot accept the students.

We have failed in our appeal attempts, so we have been left in a very vulnerable position of having to refuse acceptance of special needs students.

The additional funding received from Alberta Education in the form of plant & maintenance as well as increased instructional funding has been of great assistance, however, all other costs have also increased. Hard economic times have also hit our school population and the Board has responded with increased tuition assistance.

This 2010-2013 Three Year Plan reflects what Alberta Education wished to measure and our results over the past years, along with targets for the future. Thank you to all the parents who have given feedback and to those parents of special needs students who have worked so diligently with us. We look forward to what the next three years holds for Koinonia Christian School Red Deer.

Again, thank you for your support.

Sincerely,

Cameron Oke

Accountability Statement

The Annual Education Results Report for the 2010-2011 school year and the Education Plan for the three years commencing September 1, 2010 for Koinonia Christian School – Red Deer was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan 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 2010-2013 on January 20, 2010.

Foundation Statements

Vision

Our school is a ministry to the families who support it. The educational philosophy is based on a God-centered view of man. Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is true of man who was made in God's image, different in kind from all other creatures, with a unique capacity to know and respond to God personally and voluntarily.

K.C.S. Red Deer has a Biblical, distinctive "Statement of Faith" that all staff, parents and students agree to support. This document is made available to all families through the student handbook. We believe that every child is made in the image of God and has unique talents and needs. Christian Schooling is a full lifestyle where our Christian faith is integrated into every aspect of our day, whether at school, at home, or in the community. All this is preparatory to our secondary main goal, which is academic excellence. We believe that, with the spiritual vision in place, academic excellence emulates from spiritual vision and goals.

Beliefs

Theological Foundation

The educational philosophy of K.C.S. Red Deer is based upon a God-centered view of man and truth as presented in the Bible. The essential truths of this view are detailed in the Statement of Faith, which all faculty, staff, parents and students agree to, and support.

Because man is a sinner by nature and choice, he cannot, in this condition, know or honour God in his life. The goal of education should therefore be to enable men to know God, encourage them to love Him and equip them to serve Him.

The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the total education and training of their children. At the parents' request, the Christian School, along with the Church, becomes a partner in giving this education. From this philosophy come our mission and goals.

Spiritual and Moral Goals

1. To teach the Bible as God's inspired Word and to develop attitudes of love and respect towards the Bible.
2. To teach the basic doctrines of the Bible.
3. To lead each student to a personal relationship with Christ as Saviour and Lord.
4. To develop a desire to know and obey the will of God as revealed in the Scriptures.
5. To equip the student to carry out the will of God daily.
6. To impart an understanding of each Christian's place in the church and its worldwide task of evangelism and discipleship and to stimulate the student's involvement in this task.
7. To develop the "mind of Christ" towards godliness and sin, and to teach the student how to live an overcoming life through exercising self-restraint and consideration of others.
8. To encourage the development of self-discipline and responsibility in the student, based on respect for and submission to, God and God-oriented authority.
9. To help the student develop for himself a Christian worldview by integrating life and studies with the Bible.

Personal and Social Goals

1. To help the student develop his character and personality based on a proper understanding and acceptance of himself as a unique individual created in the image of God and on the fullest possible development of his own capabilities.
2. To teach the student to treat everyone with love and respect since everyone is made in God's image.
3. To make the student a contributing member of society who realizes his dependence on others and their dependence on him.
4. To promote an understanding of time as a God-given commodity, which is to be used for His glory.

5. To show a Biblical view of life and work, and provide the skills needed for developing mature personal and career relationships.
6. To develop godly attitudes toward marriage and the family and the understanding and skills needed to establish a God-honouring home.
7. To promote physical fitness, good health habits, and wise use of the body as the temple of God.
8. To impart Biblical attitudes toward material things and to encourage individual responsibility to use them for God's glory.
9. To help each student accurately assess his strengths and weaknesses and recognize his responsibility to develop his talents fully and use them for the benefit of others.

Academic Goals

1. To promote high academic standards with the potential of the individual as uniquely created by God and to help each student realize his full academic potential.
2. To help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking and listening.
3. To develop an understanding of fundamental mathematical concepts and to develop skill in their application to every day life situations.
4. To develop creative and critical thinking and the proper use of Biblical criteria for evaluation.
5. To teach and encourage the use of good study habits.
6. To teach the student how to do independent research and to reason logically.
7. To motivate the student to view education as a lifelong process.
8. To promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity, and Biblical acceptance of authority.
9. To discuss current affairs in all fields and to relate to God's plan for man.
10. To produce an understanding and appreciation of God's world, an awareness of man's role in his environment as well as how to use, care for, and preserve it properly.
11. To promote an appreciation of the fine arts through the development of the student's understanding and personal expression.
12. To relate curriculum to real-life situations in the community.

Family Goals

1. To cooperate closely with the parents in every phase of the student's development, especially as it relates to the school program.
2. To help the parents understand the school's purpose and program.
3. To aide families in Christian Growth and to help them develop Christ-centered homes.
4. To assist parents in understanding our changing culture, its effects on our homes, and their children and how to deal with them from a Biblical perspective.
5. To encourage regular attendance and involvement in a local church.
6. To involve parents regularly in the ministry of the school.

A Profile of the School Authority / Trends and Issues

K.C.S. Red Deer serves an urban as well as a rural and agricultural community. Our students come from several surrounding towns, including Penhold, Blackfalds, Sylvan Lake, Innisfail, Bentley, Delburne, Lacombe and the farming areas surrounding them. This encompasses about an 18 mile radius.

Red Deer has a population of about 90,000, Innisfail about 7200, Sylvan Lake about 10,000 and the rest around 1000. Public schools all operate in these areas as do separate schools in the City of Red Deer and in Innisfail. There are four other independent schools in Red Deer, such as Destiny, Southside Academy, and Parkland School for the handicapped and, as well, a Francophone school also operates in Red Deer. There is a Christian School in the Alternate program at Red Deer Public, which is causing considerable shifts in our student population. At Gateway Christian School, parents pay a nominal amount for bussing and other fees, which is extremely attractive to parents who do not understand the role of independent education.

K.C.S. Red Deer has an enrolment of approximately 170 students in grades 1-12, 17 in Kindergarten and 31 in the preschool division. The staff consists of 13 FTE certified teachers, 1 Librarian, 1.6 full time secretaries, 1 full time bookkeeper, plus 6 additional teacher aides. The student/teacher ratio stands at 1:14. All grades from Kindergarten to Grade 12 are offered using the Alberta Program of Studies. Board approved texts from Christian publishers are used either as primary or secondary sources, otherwise recommended texts are used.

Our preschool is providing a feeder to our Kindergarten program. Having a certified teacher in preschool who really understands education at the elementary levels is of immense benefit to our school. This coexists with input from Kindergarten and grades 1 and 2 teachers for early literacy and screening for early intervention if an educational need is noted. It has been noted that in the past our Preschool and Kindergarten has had a lower retention rate as parents wish their children to get a good foundation in reading before they put them into other programs in the city. Our Kindergarten program has continued to have a higher retention rate thus effectively fulfilling the mandate of our school to have Kindergarten as a feeder into our Grade One Program.

Our relationship with Red Deer Public School District (R.D.P.S.D.) continues to be very positive. We are responsible for maintenance costs as well as utilities on the building which is rented from Red Deer Public. The school is getting older and needs repairs to keep it looking good and functioning well. This year we have experienced an all time high enrolment and many of our rooms are maxed out. Special Needs continue to grow with over 18 severe coded students submitted to Alberta Education for funding and over 24 coded mild to moderate needs. We have hired 8.5 FTE Special Needs Aides to be able to adequately provide for our students. Our facility is being maxed out now as we require breakout rooms for additional help.

Attention to special needs has been possible because of lower student teacher ratios and the number of Aides in the classroom. Next year, because so many of our 18 severely coded students were rejected for funding purposes, we will be unable to enrol them. This combined with a large graduating class, the largest in the history of the school (17), has made it necessary to eliminate 1.45 Full Time Equivalent teaching positions. We exhausted our appeal process; however we will keep our special needs co-ordinator on for the 2010-2011 school year to ensure best possible service.

Since our Grade 1 is a stand alone class along with grades 11 & 12, we needed to use the computer room as a fulltime classroom. This, of course, meant that we were limited in our ability to teach computer courses. We felt that it was important to provide additional space which we thought would be available in January then April and now expect it to be available for the 2010-2011 school year. This will provide us with an additional 3000 square feet of 14% more space. There will be 2 classrooms, 1 conference room, 2 breakout rooms and a special needs office. We look forward to having the additional space.

A Mexico Trip is planned for every other year and a Vancouver trip is planned for the alternate years. Also, European trips are planned for our high school students along with other Koinonia Schools. This allows students first hand experience of history and travel at the same time. This past year during Easter break, 42 students, parents and interpreters drove down to Mexico. There were students, parents and interpreters from 3 other Koinonia schools in attendance. It was a great opportunity to expose students to a third world country and to have interaction with students from other Koinonia schools.

We have already started work on our Europe & Vancouver trips for the spring of 2011 and the fall of 2010, respectively. We have approximately 29 students and alumni from 3 schools booked for Italy & Greece. Trips, whether they be educational or cross cultural missions, allow students to experience things not available in the

classroom.

With computers being a large part of our technological society, it was decided that we would plan to increase our computer time in the classroom. Technology continues to be important. Plans are in place for teachers to take and make a special push for technology. Networking took place in 2008 and an IT position was created for 1 day per week for the 2008-09 school year. This continued for the 2009-10 school year and will again for the 2010-2011 school year as well. An excellent program for High School students was created.

In Junior High, Band, Home Economics and Computers are the major option courses. Drama continues to be a major emphasis in our school and in 2010 The Secret Garden was presented. This did not provide a major part of our fundraising budget as originally thought. Chapel provides time for a music, drama and missions focus. Additional options are being considered for the 2010-2011 year, namely Law, Foods, Art & Physics.

There will continue to be a larger ESL base again for 2010-2011. There is a designated teacher that will continue to address ESL needs this year.

It is felt that it is very important that we take advantage of the services offered by the Student Health Initiative as well as AISI. It is hoped that K.C.S. Red Deer may be able to hire an additional part time teacher under this program of inclusion and be able to assist children who have marginal difficulties in certain subject areas.

Our AISI Project this year and for the next 2 years will be the creation of science kits. We hope that this money will continue for the next 2 years as we have now in addition to Kindergarten, Grades 3, 6 & 9, purchased other, much needed, science equipment. The Librarian has acted as AISI Co-ordinator for this past year, however for next year we will have an assistant for purchasing supplies. We are continuing the Renaissance Reading Program which we had as our AISI Project for the previous 3 years.

We are pleased that the school is continuing to adopt the Blended Sound/Sight Method of Learning developed by Anne Ingham. Comprehension is the emphasis of the total program. Initially, the teacher is involved in the formal teaching of phonics and a variety of ways to use words. Soon the children are introduced to interactive learning activities, which encourage them to apply the rules and principles learned. As students show competence, they are introduced to a variety of reading and writing situations where they can apply the skills. Daily reading is highly encouraged through the use of the classroom libraries, the school library, the public library and the use of novel studies or reader selections. Writing is further taught following the Blended Structure and Style in composition developed by James B. Webster.

Environmental Factors

K.C.S. Red Deer has experienced growth and we are concerned with retention of students; it appears that students are attracted to the availability of programs in the public system, especially Gateway Christian School. In the past KCS Red Deer has had a competitive advantage of offering K-12. Now Gateway is offering Grades 10 & 11. This is creating additional hardships as KCS, receiving less funding, will have to compete with an alternative Christian School, fully funded with no tuition.

It is obvious that a great deal of commitment is necessary on the part of our parents and is essential if our school is to remain viable with the downturn in our economy. There has been an increase in financial aide given to parents in need. In the 2009-2010 school year it is estimated that 1/3 of the parent body will be receiving some level of subsidy. This again continues to put a financial strain on the school. Historically Koinonia Red Deer has had to raise a net of from \$40,000-70,000 to meet budget each year and 2009-2010 will be no exception. There is more demand by other charitable organizations for donation dollars so as a school we must become more creative and innovative in our approach to fundraising. Parents pay an average of \$2500/child/year in tuition fees, plus \$1000/year for bussing. Any capital expenditures would be completely funded by the parents.

It must be noted in this report that in some cases the parent input has been omitted because forms for parents were not sent out by Alberta Education for Koinonia parents. This was a logistical error.

Summary of Accomplishments

Special Needs

This year we hired a special need co-ordinator who has done a tremendous job in helping to streamline and enhance our program. Although it was made very clear to administration that the school was falling short in many areas it is felt that major steps to improvement have been made. Though this did not translate to tangible results in our appeals, it has made us more confident that we are doing due diligence to our parents and children entrusted to our care. It has been good to see that in spite of lack of funding for our special needs children, that our parents still have confidence in what we are doing and that their children are making progress. We will be determining in the next year as to whether or not we can continue to provide the level of service to these children or whether the current severe coded children (14) will have to be released back to the public system. The reality is that if these children, many of whom have been in the public system and have received funding, but will the level of service and supports be maintained? In part that was why the parent chose to bring them to Koinonia in the first place.

The impact of removal of these 14 children from the school not only means those 14, but their siblings as well. Most of these children have a great difficulty in adapting to change. Taking these children, who are receiving care and attention and putting them back into a new environment, will be traumatic.

Facility Addition

An addition of over 10% floor space has been so greatly appreciated, providing room for students with special needs and ESL, as well as office space. We are grateful for the fundraising over the past years that was able to provide the financing for this endeavour. The total cost of the facility upgrade was \$250,000.

Authority: 9211 Koinonia Christian School - Red Deer Society

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Koinonia Christ Sch Red Deer			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	91.3	89.7	89.7	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	Excellent	Program of Studies	82.7	73.8	73.8	80.5	80.3	79.4	Very High	Improved	Excellent
			Education Quality	92.3	92.1	92.1	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	3.0	0.7	3.3	4.3	4.8	4.8	High	Maintained	Good
			High School Completion Rate (3 yr)	85.7	81.3	89.1	71.5	70.8	70.9	Very High	Maintained	Excellent
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	82.4	89.3	81.2	79.1	78.3	77.2	Intermediate	Maintained	Acceptable
			PAT: Excellence	17.6	18.7	14.9	19.4	18.3	18.2	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	57.7	76.5	70.9	83.4	84.3	84.3	Very Low	Maintained	Concern
			Diploma: Excellence	0.0	14.7	10.5	19.0	18.5	19.2	Very Low	Declined	Concern
			Diploma Exam Participation Rate (4+ Exams)	85.7	61.0	77.5	53.5	53.3	53.6	Very High	Maintained	Excellent
			Rutherford Scholarship Eligibility Rate (Revised)	77.8	70.0	78.1	56.9	57.3	56.7	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	53.7	63.9	54.7	59.8	59.2	58.7	Intermediate	Maintained	Acceptable
			Work Preparation	94.4	100.0	100.0	79.9	79.6	78.9	Very High	Maintained	Excellent
Citizenship			85.8	81.7	81.7	81.4	80.3	78.3	Very High	Maintained	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	92.1	95.0	95.0	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	84.5	79.2	79.2	79.9	79.4	77.6	Very High	Improved	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 (*).

Authority: 9211 Koinonia Christian School - Red Deer Society

October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Goal	Measure Category	Measure Category Evaluation	Measure	Koinonia Christ Sch Red Deer			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Student Learning Opportunities	n/a	Drop Out Rate	n/a	n/a	n/a	11.2	11.0	10.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	34.1	35.6	35.2	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	59.1	56.3	54.5	n/a	n/a	n/a
			PAT: Excellence	n/a	n/a	n/a	6.4	5.3	5.4	n/a	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	76.3	77.1	77.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	8.7	8.2	9.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	16.7	17.2	17.0	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	27.5	29.0	27.4	n/a	n/a	n/a
			Preparation for Lifelong Learning, World of Work, Citizenship	n/a	n/a	n/a	33.9	31.8	28.1	*	*	*

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 section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	89.7	91.3		Very High	Maintained	Excellent	91	91	91

Comment on Results

It is good to see that the strategies that we do have in place are effectively working and that our students do feel that the school is a safe haven.

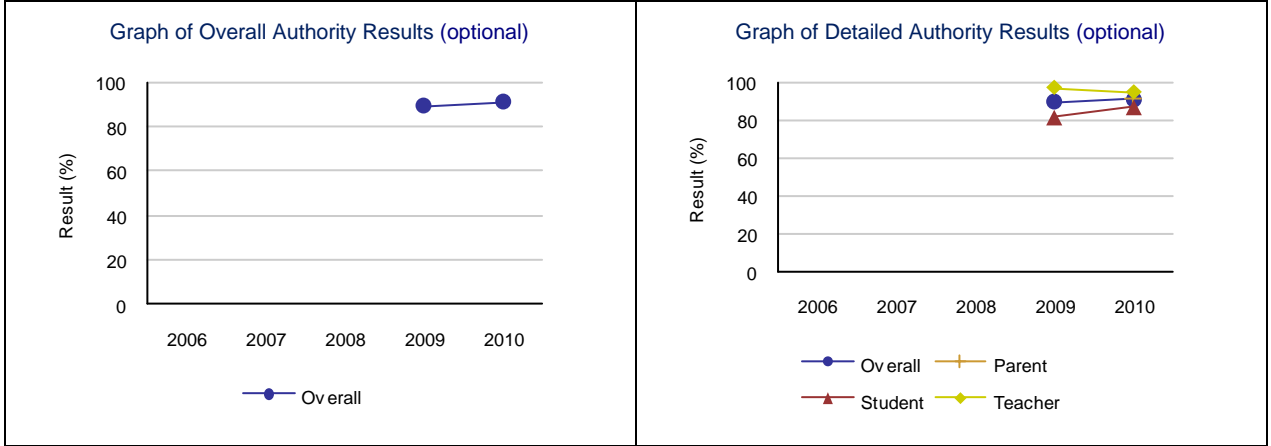
Strategies

- Continued use of outside agencies, family school wellness, RCMP, D.A.R.E. Program, care for ethnic students.
- K-12 school using Big Brother/Big Sister mentoring program.
- Utilize Student Council/Student Leadership for this.
- School awareness – say no to booze & drugs.
- Integration of Biblical instruction in all subject areas and how these values apply to treatment.
- Anti-bullying awareness – RCMP involved in ticketing bullies.

¹ If authority had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12., include it in the space provided for each required measure.

² Annual targets for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

Measure Details										
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	89.7	91.3	84.4	84.2	85.1	86.9	87.6
Teacher	n/a	n/a	n/a	97.5	95.0	92.8	92.6	93.1	93.8	94.4
Parent	n/a	n/a	n/a	n/a	91.4	82.1	81.7	83.2	85.3	86.1
Student	n/a	n/a	n/a	81.9	87.4	78.4	78.5	79.1	81.7	82.2



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 meets the needs of all K–12 students and supports our society and the economy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	73.8	82.7		Very High	Improved	Excellent	83	83	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	92.1	92.3		Very High	Maintained	Excellent			

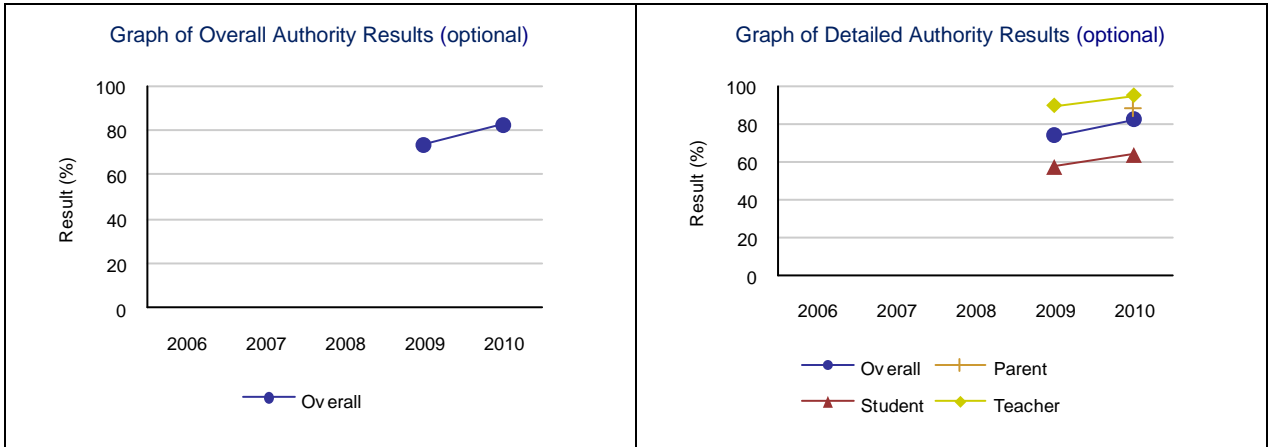
Comment on Results

The results are improving and projections are modest for the next 3 years. Basic quality of education should be improving as we continue the refining process.

Strategies

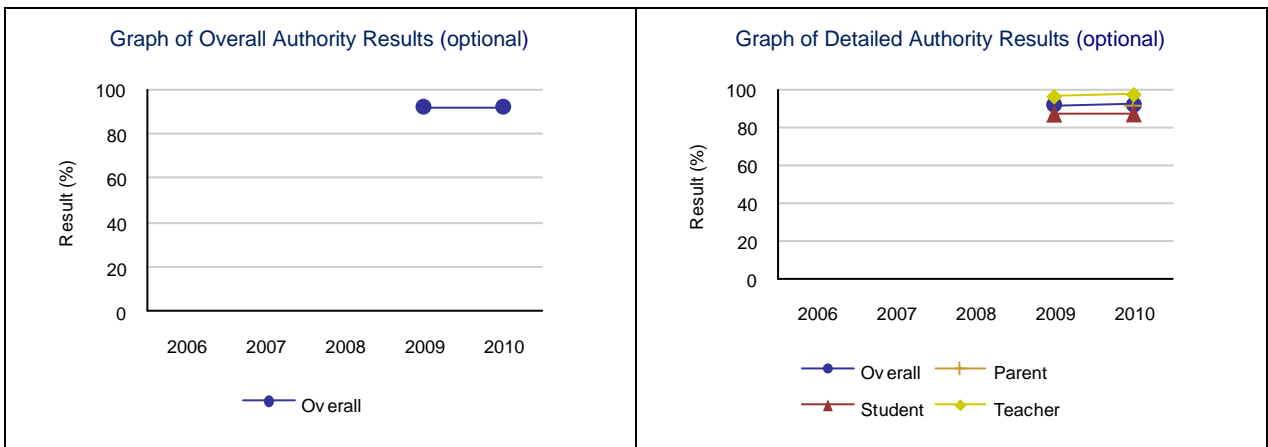
- Classroom TAs hired for larger classes and to assist with students experiencing difficulty.
- Teachers providing tutoring after school with students experiencing difficulty.
- Offering French as a Second Language grades 4-9, available online for students Grades 10-12 who wish it.
- Offering online courses – ALDC or NorthStar to increase options
- Offering RAP program.
- Drama and Fine Arts program – Grades 7-12 with major production offered every 2 years.
- Continue to develop extra curricular sports teams and intramural program.
- Upgrade of computer lab – Network lab & classroom. Internet service to classrooms

Measure Details										
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	73.8	82.7	78.1	78.5	79.4	80.3	80.5
Teacher	n/a	n/a	n/a	89.8	95.3	85.2	85.7	86.4	86.8	87.7
Parent	n/a	n/a	n/a	n/a	88.6	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	57.7	64.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	92.1	92.3	87.7	87.6	88.2	89.3	89.2
Teacher	n/a	n/a	n/a	96.8	97.9	94.8	94.7	94.9	95.3	95.6
Parent	n/a	n/a	n/a	n/a	91.5	81.6	81.8	83.0	84.4	83.9
Student	n/a	n/a	n/a	87.4	87.5	86.6	86.4	86.6	88.3	88.2



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

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

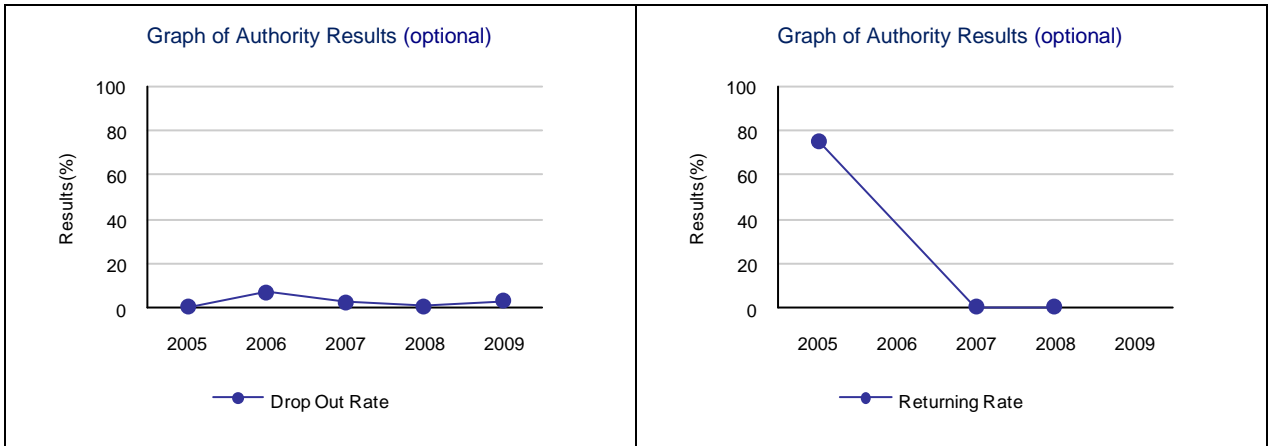
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	6.8	2.5	0.7	3.0		High	Maintained	Good			

Comment on Results

Strategies

- Provide all students needing educational assistance with full time aides, early intervention Preschool 3 & 4 as well as ECS.
- Provide certified teacher and testing for parents at Preschool 3 & Preschool 4.
- Increase communication with parents of special needs – IPPs reviewed as necessary – weekly, biweekly, monthly with recorded communication documented.
- Monthly meetings with TAs & teachers to ensure proper documentation and information is being recorded and communicated to parents.

Measure Details										
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	0.0	6.8	2.5	0.7	3.0	5.0	4.7	5.0	4.8	4.3
Returning Rate	75.5	n/a	0.0	0.0	*	21.3	21.2	21.3	19.8	23.5



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

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	57.1	86.1	100.0	81.3	85.7		Very High	Maintained	Excellent			

Comment on Results

Results can fluctuate dramatically from year to year as the numbers are small. One student can make a huge difference either positively or negatively.

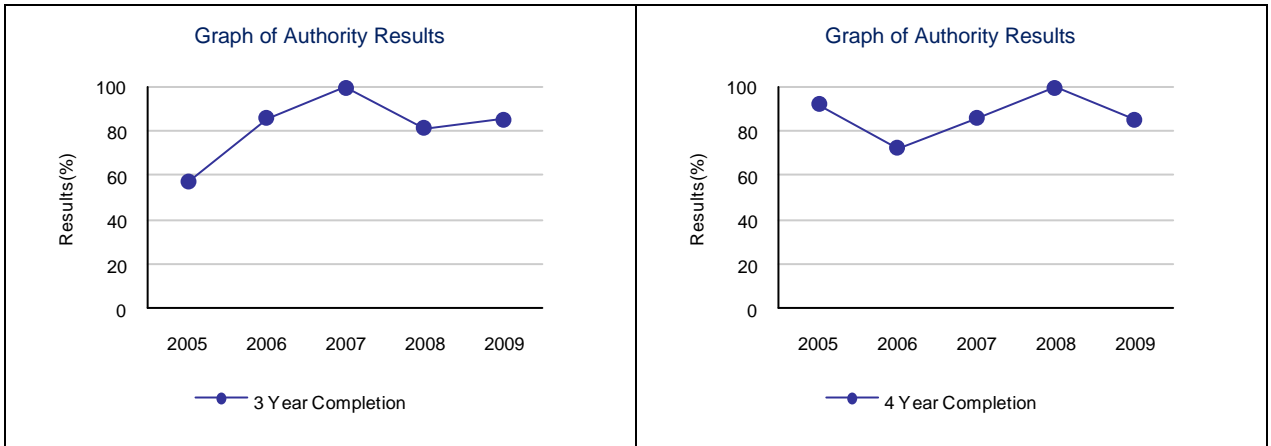
Strategies

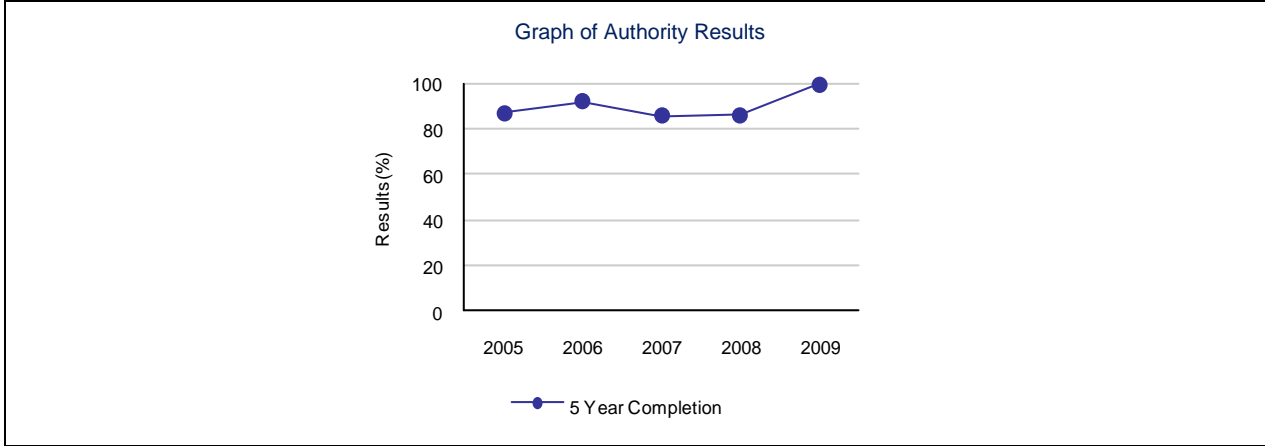
- Career fairs provided or opportunities to attend fairs.
- Have alumni return to speak.
- Access universities and Bible colleges.

Measure Details

High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	57.1	86.1	100.0	81.3	85.7	70.7	70.6	71.1	70.8	71.5
4 Year Completion	92.3	72.6	85.8	100.0	85.5	75.0	76.1	76.1	76.3	76.1
5 Year Completion	87.4	92.1	86.0	86.2	100.0	77.0	78.1	78.9	78.7	79.0





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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	96.0	80.5	73.7	89.3	82.4		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	26.0	15.6	10.5	18.7	17.6		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	22.2	73.8	62.5	76.5	57.7		Very Low	Maintained	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	0.0	16.7	0.0	14.7	0.0		Very Low	Declined	Concern			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.4	71.6	100.0	61.0	85.7		Very High	Maintained	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	62.5	72.7	91.7	70.0	77.8		Very High	n/a	n/a			

Comment on Results

Achievement Test

There are a large number of special needs, ESL, or combination of these children in our classes. Last year Grade 3 was 25%, Grade 6 was 33% and Grade 9 was 33%. This has a huge impact on our # of students achieving a level of excellence.

Diploma Results

Because of smaller class sizes, in order to provide teachers for those subjects, we encourage students who, if they were in the public system would probably be in a non-academic program, to pursue the academic route. With low student/teacher ratio many of these students are able to achieve, albeit not at the level that the academic students achieve. To set targets for this is extremely difficult as each year depends on the academic strengths of our student population.

Strategies

Diploma

- More closely monitor which students take "30" courses.
- Teacher marking diploma exams so as to understand requirements.
- P.D. opportunities for teachers.
- Have a minimum of 2 practice diploma exams during semester.
- Ensure diploma like questions are included in class exams.
- Stress the importance of Rutherford Scholarship verses working during Grade 12 to get money for college.
- Change of teacher for Math and Chemistry was instituted.

Achievement Tests – Grades 3, 6 & 9

- Review achievement test results and determine areas of weakness.
- Have students write achievement tests earlier so as to take them more seriously.
- Ensure teachers long range plans incorporate and meet curriculum standards.
- Parent in-service to explain importance of PAT results for the school and the children.
- Ensure that students understand the importance of these tests and the necessity to apply themselves.
- CAT 3 testing to continue at Grade 1, 2, 4, 5, 6, 7 & 8. Gates MacGinite testing for Grades 1-8. Evaluate where students are lower.
- The Science, English & Math for grade 6 was low this past year because this class is a non academic class with a large number of special needs students on modified programs or programs with accommodations.

Notes:

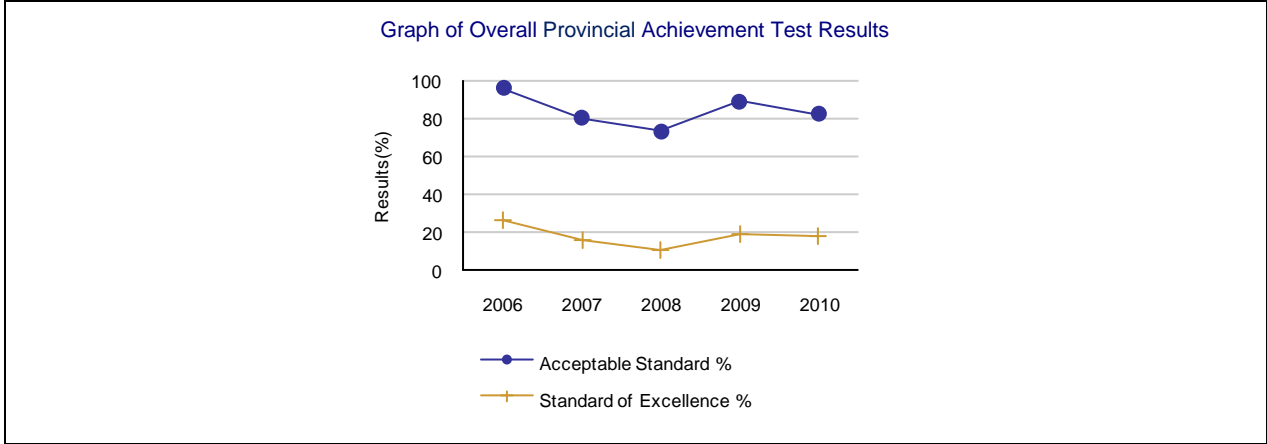
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Authority: 9211 Koinonia Christian School - Red Deer Society

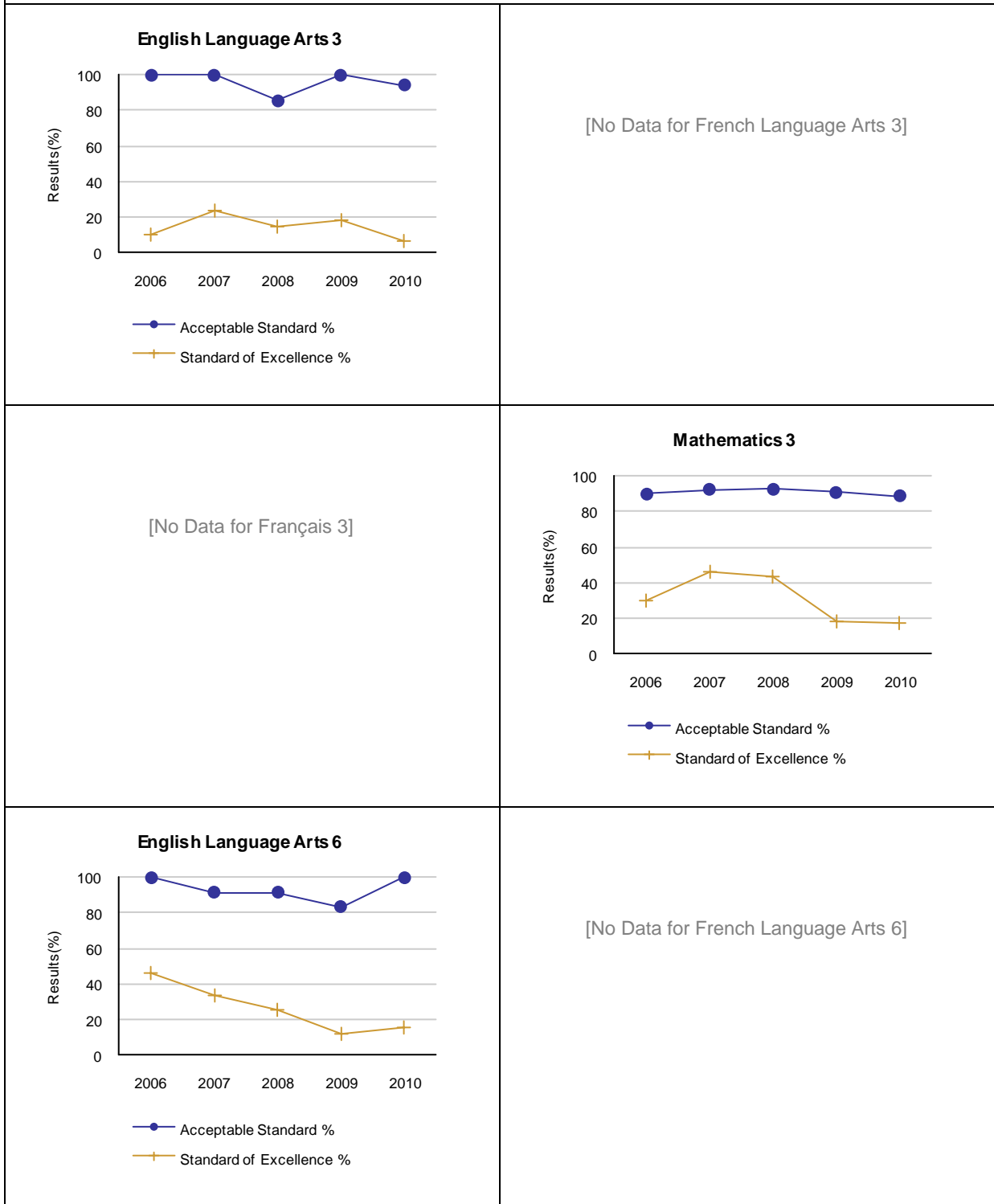
Measure Details													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	100.0	10.0	100.0	23.1	85.7	14.3	100.0	18.2	94.4	5.6		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	Authority	90.0	30.0	92.3	46.2	92.9	42.9	90.9	18.2	88.9	16.7		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	Authority	100.0	46.2	91.7	33.3	91.7	25.0	83.3	11.1	100.0	15.4		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	Authority	84.6	30.8	91.7	0.0	83.3	8.3	72.2	11.1	92.3	23.1		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	Authority	92.3	38.5	91.7	25.0	75.0	8.3	88.9	22.2	76.9	38.5		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.6	30.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	Authority	100.0	14.3	85.0	10.0	73.7	10.5	92.9	21.4	73.3	26.7		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	Authority	71.4	0.0	50.0	5.0	31.6	0.0	78.6	14.3	73.3	13.3		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	Authority	85.7	0.0	50.0	0.0	52.6	0.0	85.7	21.4	66.7	6.7		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.7	33.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

Note: Data values have been suppressed where the number of students is less 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.

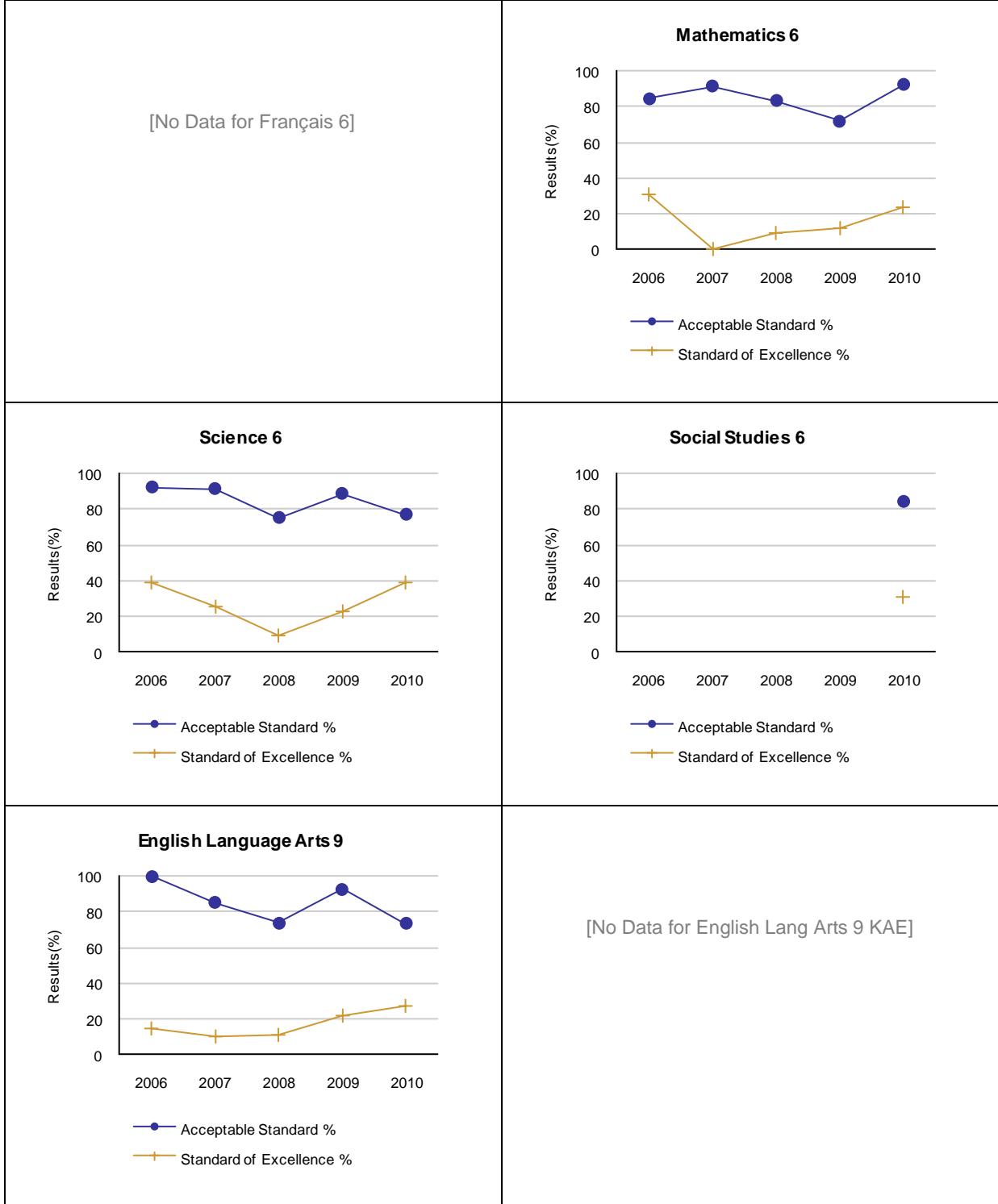


Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>72</td> <td>0</td> </tr> <tr> <td>2007</td> <td>50</td> <td>8</td> </tr> <tr> <td>2008</td> <td>32</td> <td>0</td> </tr> <tr> <td>2009</td> <td>78</td> <td>18</td> </tr> <tr> <td>2010</td> <td>74</td> <td>16</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	72	0	2007	50	8	2008	32	0	2009	78	18	2010	74	16	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	72	0																	
2007	50	8																	
2008	32	0																	
2009	78	18																	
2010	74	16																	
<p style="text-align: center;">Science 9</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>85</td> <td>0</td> </tr> <tr> <td>2007</td> <td>52</td> <td>0</td> </tr> <tr> <td>2008</td> <td>55</td> <td>0</td> </tr> <tr> <td>2009</td> <td>85</td> <td>22</td> </tr> <tr> <td>2010</td> <td>68</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	85	0	2007	52	0	2008	55	0	2009	85	22	2010	68	10	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	85	0																	
2007	52	0																	
2008	55	0																	
2009	85	22																	
2010	68	10																	

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

Graph of Provincial Achievement Test Results by Course



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

Authority: 9211 Koinonia Christian School - Red Deer Society

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Koinonia Christ Sch Red Deer							Alberta			
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	18	94.4	13	95.2	42,061	81.6	42,181	80.6
	Standard of Excellence	Very Low	Declined	Concern	18	5.6	13	18.5	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	13	100.0	14	88.9	43,599	83.3	44,064	81.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	15.4	14	23.1	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Low	Maintained	Issue	13	76.9	14	85.2	43,509	76.8	43,945	75.5
	Standard of Excellence	Very High	Improved	Excellent	13	38.5	14	18.5	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	15	73.3	18	83.8	43,651	79.3	44,250	77.6
	Standard of Excellence	Very High	Maintained	Excellent	15	26.7	18	14.0	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	15	66.7	18	62.8	43,372	73.6	44,075	70.4
	Standard of Excellence	Low	Maintained	Issue	15	6.7	18	7.1	43,372	17.7	44,075	14.5

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
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
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
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
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

Notes:

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 the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

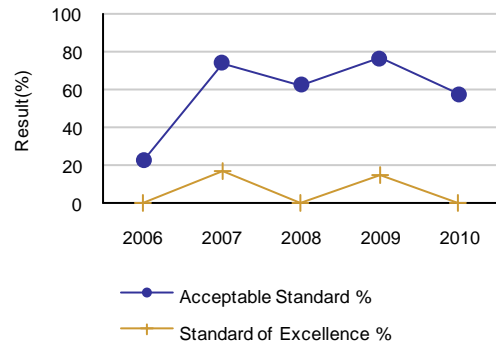
Authority: 9211 Koinonia Christian School - Red Deer Society

Measure Details													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	100.0	33.3	100.0	0.0	100.0	22.2	81.8	0.0	90	10
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	*	*	*	*	83.3	0.0		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	Authority	22.2	0.0	30.8	0.0	16.7	0.0	50.0	0.0	11.1	0.0	80	10
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	Authority	90.0	0.0	66.7	8.3	57.1	0.0	85.7	28.6	n/a	n/a	n/a	n/a
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.2	7.7	80	10
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	0.0	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	Authority	n/a	n/a	88.2	17.6	n/a	n/a	80.0	20.0	n/a	n/a	80	10
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	Authority	42.1	0.0	n/a	n/a	55.6	0.0	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.0	0.0	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

Note: Data values have been suppressed where the number of students is less 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.

Graph of Diploma Examination Results – Overall (optional)

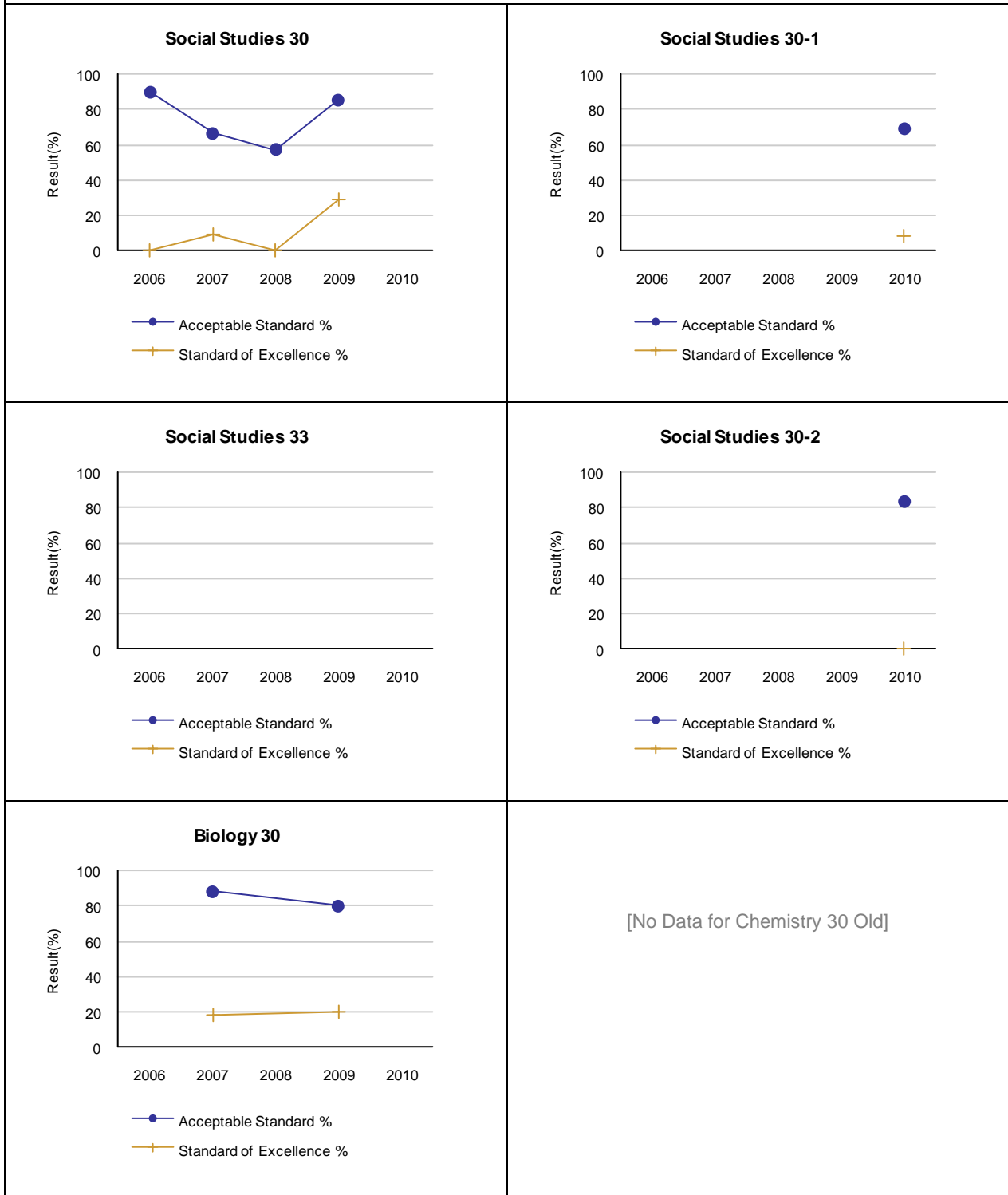


Diploma Examination Results by Course

<p style="text-align: center;">English Lang Arts 30-1</p> <table border="1"> <caption>English Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>-</td> <td>-</td> </tr> <tr> <td>2007</td> <td>100</td> <td>35</td> </tr> <tr> <td>2008</td> <td>100</td> <td>0</td> </tr> <tr> <td>2009</td> <td>100</td> <td>25</td> </tr> <tr> <td>2010</td> <td>82</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	-	-	2007	100	35	2008	100	0	2009	100	25	2010	82	0	<p style="text-align: center;">English Lang Arts 30-2</p> <table border="1"> <caption>English Lang Arts 30-2 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>-</td> <td>-</td> </tr> <tr> <td>2007</td> <td>-</td> <td>-</td> </tr> <tr> <td>2008</td> <td>-</td> <td>-</td> </tr> <tr> <td>2009</td> <td>-</td> <td>-</td> </tr> <tr> <td>2010</td> <td>85</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	-	-	2007	-	-	2008	-	-	2009	-	-	2010	85	0
Year	Acceptable Standard %	Standard of Excellence %																																			
2006	-	-																																			
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2008	100	0																																			
2009	100	25																																			
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2009	-	-																																			
2010	85	0																																			
<p style="text-align: center;">[No Data for French Lang Arts 30-1]</p>	<p style="text-align: center;">[No Data for Français 30]</p>																																				
<p style="text-align: center;">Pure Mathematics 30</p> <table border="1"> <caption>Pure Mathematics 30 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>25</td> <td>0</td> </tr> <tr> <td>2007</td> <td>35</td> <td>0</td> </tr> <tr> <td>2008</td> <td>20</td> <td>0</td> </tr> <tr> <td>2009</td> <td>55</td> <td>0</td> </tr> <tr> <td>2010</td> <td>15</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	25	0	2007	35	0	2008	20	0	2009	55	0	2010	15	0	<p style="text-align: center;">[No Data for Applied Mathematics 30]</p>																		
Year	Acceptable Standard %	Standard of Excellence %																																			
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2007	35	0																																			
2008	20	0																																			
2009	55	0																																			
2010	15	0																																			

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

Diploma Examination Results by Course



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

Diploma Examination Results by Course																			
<p style="text-align: center;">Chemistry 30</p> <table border="1"> <caption>Chemistry 30 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>-</td> <td>-</td> </tr> <tr> <td>2007</td> <td>-</td> <td>-</td> </tr> <tr> <td>2008</td> <td>-</td> <td>-</td> </tr> <tr> <td>2009</td> <td>-</td> <td>-</td> </tr> <tr> <td>2010</td> <td>50</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	-	-	2007	-	-	2008	-	-	2009	-	-	2010	50	0	<p>[No Data for Physics 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	-	-																	
2007	-	-																	
2008	-	-																	
2009	-	-																	
2010	50	0																	
<p>[No Data for Physics 30]</p>	<p>[No Data for Science 30]</p>																		

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Authority: 9211 Koinonia Christian School - Red Deer Society

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Koinonia Christ Sch Red Deer							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	11	81.8	9	100.0	29,151	85.1	28,157	87.0
	Standard of Excellence	Very Low	Declined	Concern	11	0.0	9	18.5	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	n/a	n/a	6	83.3	n/a	n/a	14,314	88.8	13,150	88.6
	Standard of Excellence	Low	n/a	n/a	6	0.0	n/a	n/a	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	Very Low	Declined	Concern	9	11.1	9	32.5	22,917	82.9	22,411	81.5
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	9	0.0	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,639	77.3	10,191	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	84.1	22,345	81.4	20,946	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	18.8	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	14	50.0	n/a	n/a	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	n/a	n/a	14	0.0	n/a	n/a	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	80.1	4,004	87.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	22.8	4,004	20.2

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

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.

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 Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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 category, values range from greater than the lower value to 100%.

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.

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.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

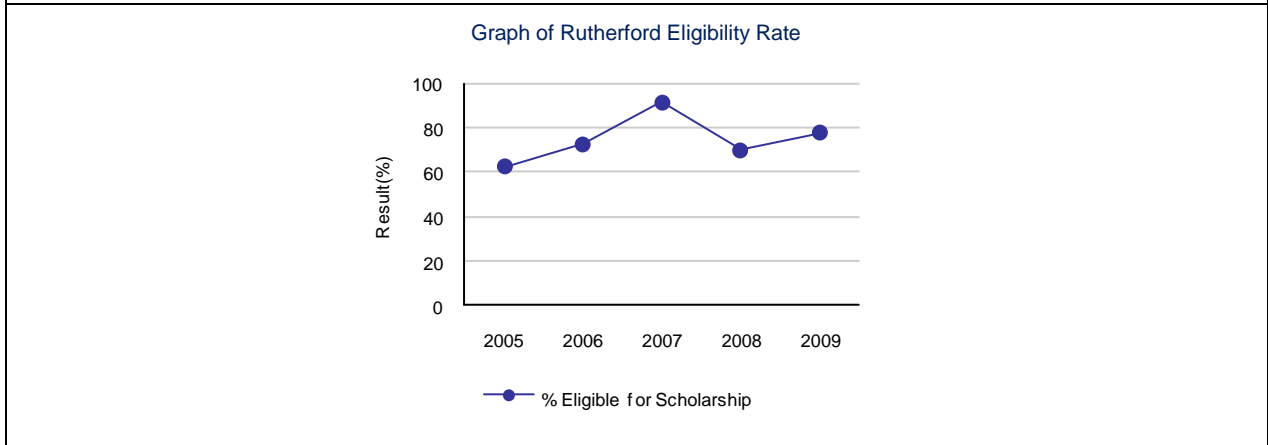
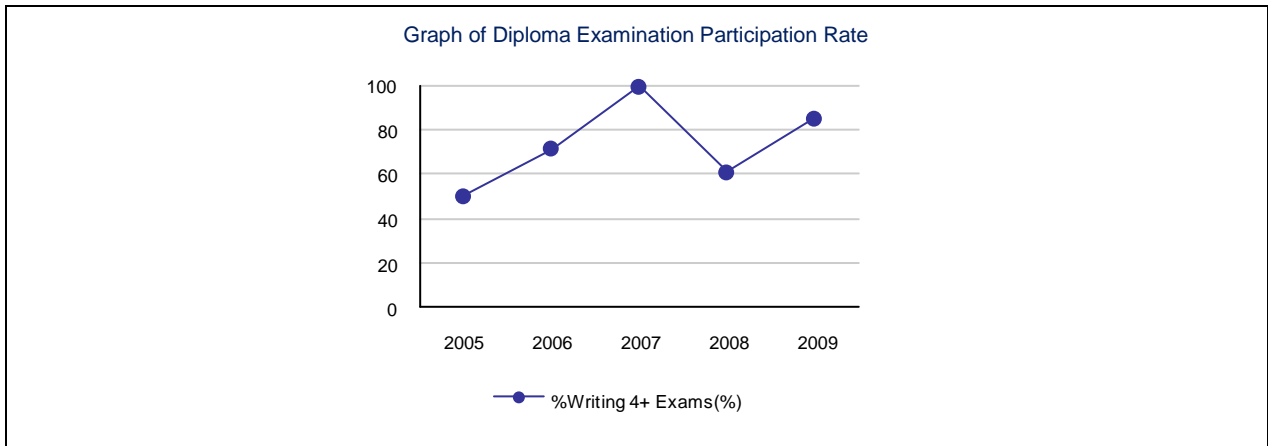
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Authority: 9211 Koinonia Christian School - Red Deer Society

Measure Details										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	11.7	6.9	0.0	18.7	0.0	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	88.3	93.1	100.0	81.3	100.0	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	88.3	85.9	100.0	81.3	85.7	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	63.0	71.6	100.0	61.0	85.7	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	50.4	71.6	100.0	61.0	85.7	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	25.2	57.3	100.0	20.3	57.1	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	12.6	0.0	0.0	0.0	0.0	12.8	13.0	13.2	12.7	12.9

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	75.0	85.7	100.0	60.0	85.7	54.4	54.7	54.5	53.8	54.0
English 33/30-2	12.5	7.1	0.0	20.0	0.0	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	87.5	92.9	100.0	80.0	85.7	76.9	77.1	77.0	76.7	77.1
Social 30	62.5	78.6	100.0	70.0	85.7	49.1	49.5	49.3	48.1	48.1
Social 33	12.5	7.1	0.0	10.0	14.3	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	75.0	85.7	100.0	80.0	100.0	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	50.0	71.4	100.0	60.0	85.7	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	0.0	0.0	0.0	0.0	0.0	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	50.0	71.4	100.0	60.0	85.7	60.4	60.7	60.7	59.7	59.9
Biology 30	50.0	71.4	100.0	60.0	57.1	39.4	39.6	39.8	39.1	39.8
Chemistry 30	50.0	57.1	100.0	20.0	42.9	34.4	34.2	34.3	34.5	17.3
Physics 30	12.5	0.0	0.0	0.0	0.0	21.6	21.6	21.5	20.4	10.0
Science 30	0.0	0.0	0.0	0.0	0.0	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	75.0	71.4	100.0	60.0	85.7	56.6	56.7	56.5	56.1	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.6	2.9	2.9	2.9	2.9

Measure Details									
Rutherford eligibility rate									
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
2005	8	5	62.5	5	62.5	1	12.5	5	62.5
2006	11	7	63.6	7	63.6	3	27.3	8	72.7
2007	12	11	91.7	10	83.3	5	41.7	11	91.7
2008	10	7	70.0	4	40.0	5	50.0	7	70.0
2009	9	6	66.7	6	66.7	2	22.2	7	77.8



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

Outcome: *Students are well prepared for lifelong learning.*

Performance Measures	2005	2006	2007	2008	2009	Target 2010	Evaluation			Targets		
							Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	42.3	46.7	53.5	63.9	53.7	60	Intermediate	Maintained	Acceptable	60	60	60

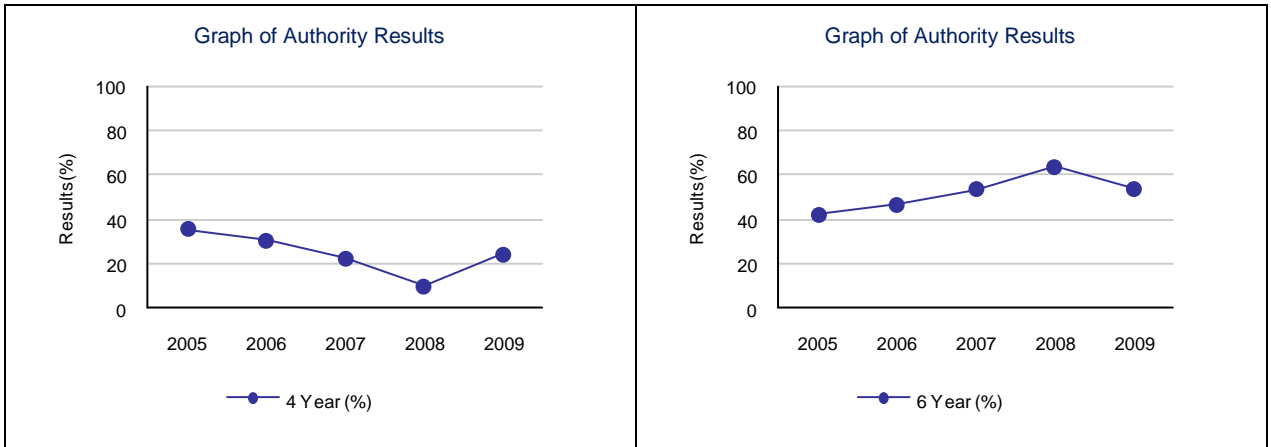
Comment on Results

Again, with smaller numbers, one student can make a tremendous difference either way. We will continue with the strategies that we have in place.

Strategies

- Create positive learning environment.
- Provide career counseling.
- Encourage parents to be aware and involved in child's education.
- Stress the importance and value of education as a vehicle for increased achievement.
- Surveying students after they leave high school to see if goals are being met.

Measure Details										
High school to post-secondary transition rate										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	42.3	46.7	53.5	63.9	53.7	56.6	58.1	58.8	59.2	59.8
4 year rate	35.2	30.4	22.2	9.5	24.0	35.6	37.7	38.7	38.9	37.5



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

Outcome: Students are well prepared for lifelong learning (continued)

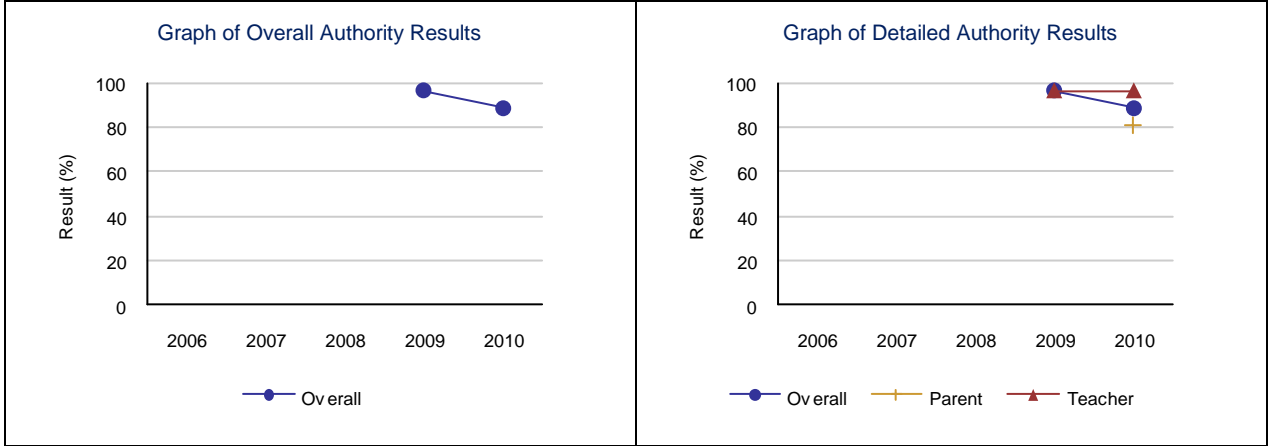
Performance Measure	Results (in percentages)					Target	Targets		
	2006	2007	2008	2009	2010	2010	2011	2012	2013
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	96.9	88.9	90	90	90	90

Comment on Results

We are please with these results.

Strategies

Measure Details										
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	96.9	88.9	66.1	65.6	66.7	67.4	67.6
Teacher	n/a	n/a	n/a	96.9	96.9	74.2	74.1	73.8	74.0	75.4
Parent	n/a	n/a	n/a	n/a	81.0	57.9	57.1	59.5	60.8	59.8



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

Outcome: *Students are well prepared for employment.*

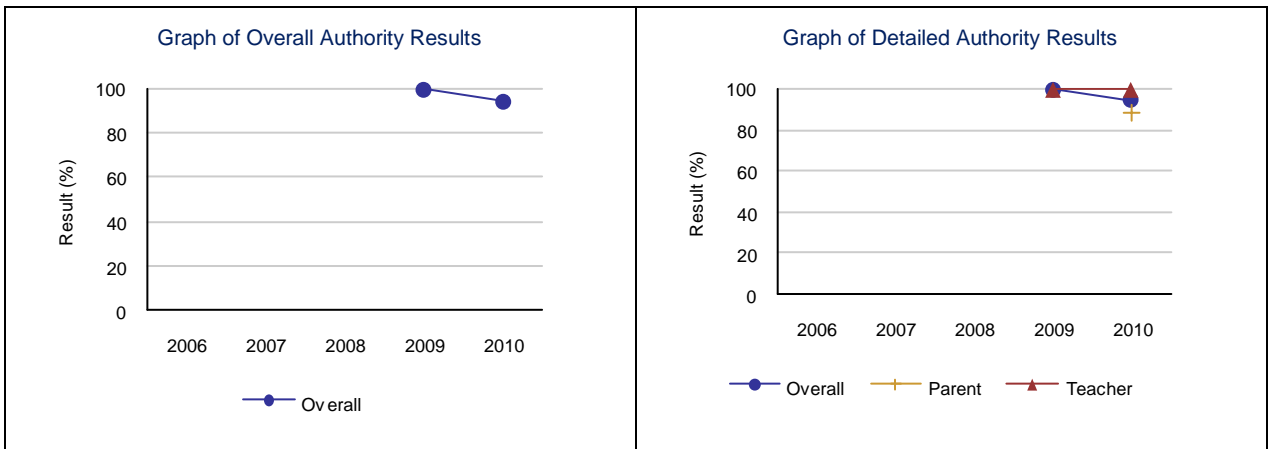
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	100.0	94.4		Very High	Maintained	Excellent			

Comment on Results

Strategies

- Career counseling.
- Students involved in community service work.
- Work Experience / RAP
- Involving parents in educational decisions of students.
- Taking advantage of courses outside of school – Jr. Achievement and other courses offered at the college.

Measure Details										
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.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	100.0	94.4	77.0	77.1	80.1	79.6	79.9
Teacher	n/a	n/a	n/a	100.0	100.0	89.4	89.2	89.3	88.9	90.0
Parent	n/a	n/a	n/a	n/a	88.9	64.6	65.1	70.9	70.2	69.8



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

Outcome: *Students model the characteristics of active citizenship.*

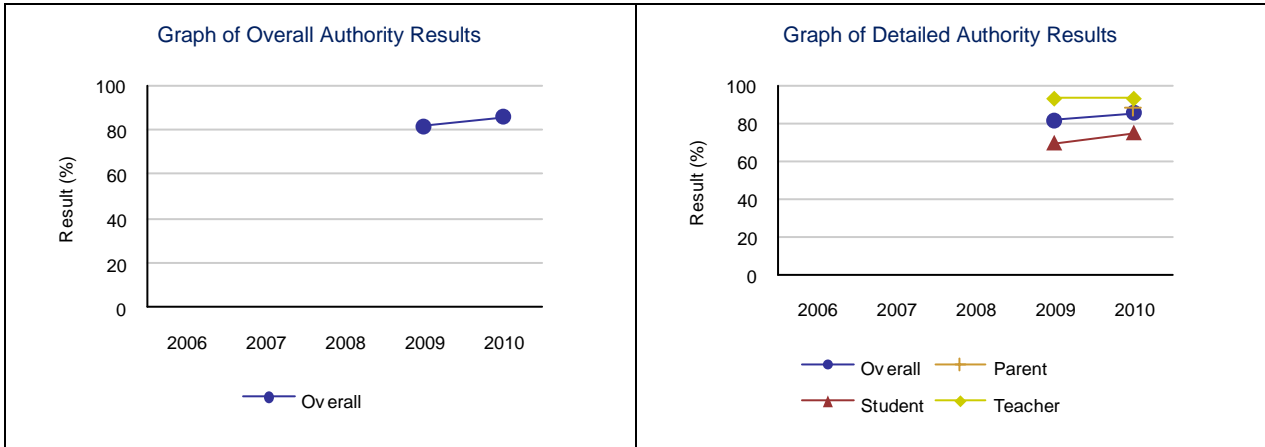
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		2010	Achievement	Improvement	Overall	2011	2012
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	81.7	85.8	85	Very High	Maintained	Excellent	85	85	85

Comment on Results

Strategies

- Mission outreach through the school – Mexico every second year.
- Student leadership projects through ACSI.
- Student Council.
- Students volunteering with Red Deer Catering, Loaves & Fishes and the Lending Cupboard.
- Worship team.
- Educational Trips – Europe as well as local.

Measure Details										
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	81.7	85.8	76.8	76.6	77.9	80.3	81.4
Teacher	n/a	n/a	n/a	93.8	93.8	90.3	89.9	90.6	91.8	93.0
Parent	n/a	n/a	n/a	n/a	88.3	72.4	72.6	74.7	77.4	78.5
Student	n/a	n/a	n/a	69.7	75.2	67.5	67.1	68.5	71.8	72.7



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

Also report targets and results for all local authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

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

Outcome: Key learning outcomes for FNMI students improve.

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18.	*	*	*	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of 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 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 students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a

Comment on Results

We do not have enough students in this area. Area is suppressed.

Strategies

- To support the infusion of FNMI students by having teachers carry out the Alberta curriculum.
- To encourage teachers to bring in First Nation leaders
- To encourage teachers to take professional development related to issues concerning FNMI

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	95.0	92.1	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

We do have a satisfactory level of parental involvement but we want to see more especially at the Junior and Senior High level.

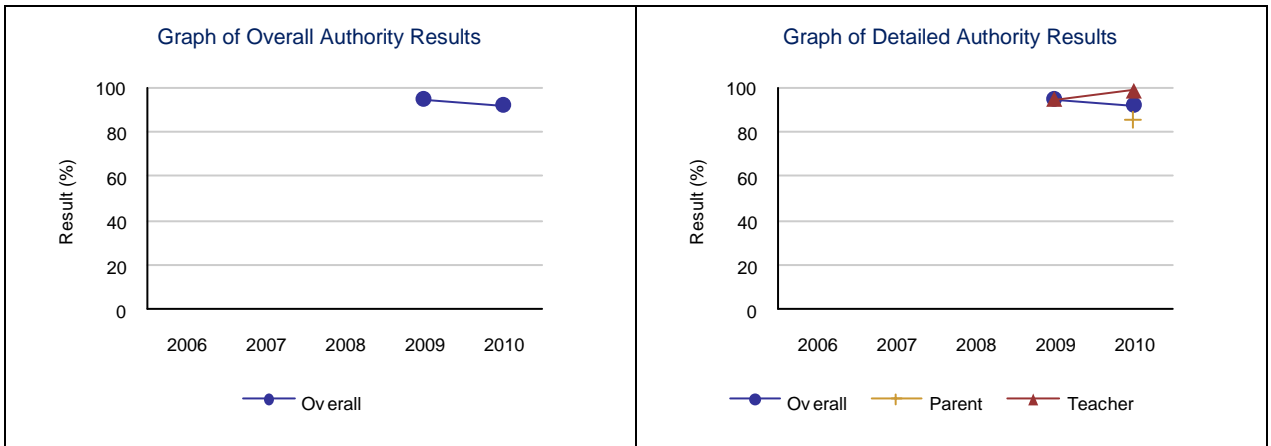
Strategies

- Compulsory Parent/Teacher interviews K-12
- Communication forms filled out by teachers on a weekly basis to ensure that each parent is contacted twice by every teacher.
- Receiving parental input through parent/teacher meetings, surveys and information meetings.
- Provide a minimum of 2 parent meetings per year.
- Provide funding for professional development.

Measure Details

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

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	95.0	92.1	77.9	77.5	78.2	80.1	80.0
Teacher	n/a	n/a	n/a	95.0	98.8	87.6	87.1	87.5	88.0	88.6
Parent	n/a	n/a	n/a	n/a	85.5	68.1	67.9	69.0	72.2	71.3



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

Outcome: *The jurisdiction demonstrates leadership, innovation and continuous improvement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	n/a	n/a	n/a	79.2	84.5	85	Very High	Improved	Excellent	85	85	85

Comment on Results

Strategies

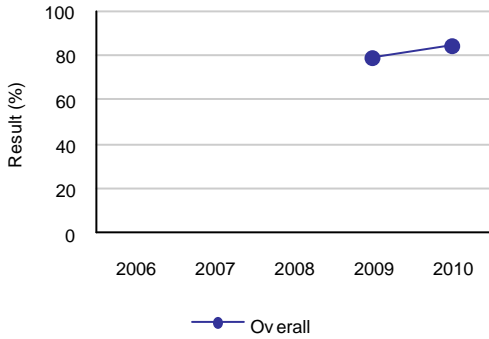
- Survey staff and parents.
- P.D. Days run through KCES.
- Joint P.D. Days with Koinonia Schools nearby.
- Provide access to ACSI teacher's conventions and other P.D. opportunities through the consortium.
- Make PAT and Diploma test results available to parents.
- Consult with staff as to what their perceived needs are.

Measure Details

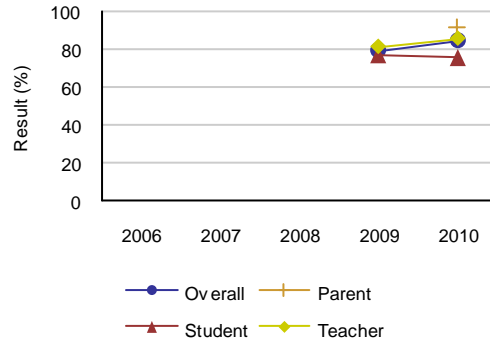
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	79.2	84.5	76.8	76.3	77.0	79.4	79.9
Teacher	n/a	n/a	n/a	81.3	85.7	75.5	74.5	75.6	78.2	80.8
Parent	n/a	n/a	n/a	n/a	91.9	75.4	75.1	75.9	78.1	77.0
Student	n/a	n/a	n/a	77.1	75.7	79.4	79.3	79.5	81.8	81.8

Graph of Overall Authority Results



Graph of Detailed Authority Results



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

Also report targets and results for all local authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Budget Summary

The Board recognizes the importance of increasing salaries to attract and maintain excellent staff. Due to problems encountered with Special Programs Branch and their perception of administration not doing an adequate job, enrolment numbers will be down for the 2010-2011 school year. This is due to the fact that there are some special needs students who will not be returning. To be fiscally responsible, budgets are made using September 30 enrolment. For the 2010-11 school year, budget was set using 150, 1-12 and 15 ECS. Also a large graduating class has had a negative affect.

Anticipated revenue from AB Education is as follows:

- Instructional \$637,702
 - Special Needs 65,860
 - ECS 74,083
 - Home Ed 8964
 - Plant & Maint. 86,552
 - AISI 21,788
 - Other Gov't Rev 28,827 (Early Literature, French Lang., ESL, Metis, Learning Resources)
- \$923,776

REVENUE	BUDGET REPORT 2010/11	BUDGET REPORT 2009/10	AUDITED 2008/09
Gov't Revenue	61%	66%	66%
Tuition & Fund	49%	34%	34%
EXPENSES			
Instruction	82%	79%	77%
Administration	7%	7%	13%
Operation & Maintenance	8%	10%	5%
Transportation	2%	3%	4%
Other	1%	1%	1%

Although we have reduced teaching staff, our instructional percentage has increased because of our commitment to increasing staff salaries. Administration has stayed constant as has operation & Maintenance. Tuition rates increase with inflation rates and in keeping with the philosophy that no student should be turned away because parents can not afford tuition, financial assistance has increased as has the opportunity for parent help in lieu of tuition. We have a large Filipino community and this has proven helpful not only to assist in tuition but also integration into the school community as well as the broader Christian community. This year there will be \$70,000 in tuition assistance, down slightly from last year but there will be an increase in tuition.

Fundraising plays an important role in our school community and it is something that every parent needs to be involved in. The \$500 fundraising deposit per family, which can be worked off, is an absolute minimum. This year, because of reduced enrolment, parents may be required to step up to the plate and raise more, especially as opportunities are being given to work off the deposit through various fundraising activities.

Additional financial information, including the private school authority's Audited Financial Statement and Budget Report were provided at the Annual General Meeting on January 27, 2011 and are available at the school office.

Summary of Facility and Capital Plans

The building project which was initiated in April of 2009 is still in progress. What initially started to be the moving of 2 portables with 3000 sq ft and a cost of \$100,000 is now going to have a 30% overrun. This is the result of more requirements as well as renovation costs rising as the project nears completion and more things are noted. This new addition will allow for approximately 14% increase in floor space. Additional office space and storage space will be created with AISI monies.

A dead area was created with the addition of the 2 portables which could result in a security problem. This is planned to be fenced off and monies secured to purchase playground equipment & park benches for next year.

2010-11 will see the purchasing of more classroom furnishings as well as audio video equipment for the new area. Lockers and storage space will be made. A new office for the bookkeeper is being looked at along with current renovations which will go on into the new school year.

One of the concerns mentioned by both parents and students is the lack of opportunity for options. Legal Studies will be offered as a possible option as well as the opportunity for small motors and woodworking. This could be easily done in the one existing portable.

Parental Involvement

KCS is a parent run school and has ample opportunity for parental involvement. This can happen through leadership in the school on the Board and subcommittees of the Board, through maintenance, janitorial, student supervision before & after school, as well as during school. Also, parents can volunteer to work with students who need extra help as well as students who need the assistance of a scribe or reader. As a school grows or as the parent population changes the amount of parental involvement diminishes.

Currently we are attempting to have a renewing principle that will allow parents to catch the vision of those who have so generously lead or volunteered in the past. We need the igniting of the pioneer spirit which initiated so many of the independent schools in the past.

Deadlines and Communication

The Three Year Plan, along with the AERR will be posted on our website at www.koinonia.ca The contents of the 3 year plan will be shared through our school communication, The Koinonia Korner, as well it will be shared at our parent teacher meeting in September 2010. Copies of it will be available as requested by parents and the Board, along with the finance and development committees will also be reviewing the contents in detail. The [AISI Report](#) is also available online.