

**Combined  
3-Year Education Plan  
&  
Annual Education  
Results Report (AERR)  
for  
Koinonia Christian  
School Red Deer**



**2013-2016**

### Message from the Board Chair

Dear Parents

It is again my pleasure, as it has been over the past number of years, to share with you at this time, the progress and the accomplishment of our students, the successes our programs and our commitment to assist parents in the education of their children. We are thankful to live in a Province that not only supports choice for parents but encourages it.

This past year, we saw the largest graduating class in the history of the school, 22 students. This included both those who received a high school diploma and some that received a certificate. It is so encouraging to see that 14 of our students have gone on to some form of postsecondary education, whether it is Bible College, University or technical school. Our school had a number of graduates who had been in our school since grade 1. Also, we had a unique situation this year with the grade 12 class when 4 new students came to our school for their final year. This added an exciting dimension to our graduating class.

As always we depend upon the faithfulness of our parents both past and present along with our supporters to see us through our financial needs. We are indebted to you all. The donations and the financial support have again exceeded our expectations. Without our supporters the programs that we offer would not be able to continue.

Economic times leave its impression upon our school. We are grateful for the government support, however, we were saddened by the discontinuation of our AISI funding. Because of the funding that we received over the years our school and students certainly were the benefactors. I am happy to report that every project that was initiated through AISI projects has continued to operate in our school.

The cultural diversity of Koinonia Red Deer continues to be a strength that we enjoy. It is wonderful to see that students studying from other lands who choose Koinonia have been successful and graduated. We have had students from China, Korea and Africa. The other major ethnic group has been from the Philippines. We are blessed to be able to rub shoulders with parents and students making Canada their new home.

Adding to our cultural diversity is the wonderful opportunity afforded our students to travel. This year 28 students and parents from 3 Koinonia Schools visited five countries in Eastern Europe (Hungary, Slovakia, Czech Republic, Germany and Austria. What an educational experience.

As we celebrate our 30<sup>th</sup> Anniversary it is with thanksgiving in our hearts and gratitude to our Creator that we are able to offer to our children a faith based education. It is not without sacrifice and hard work that this has been accomplished. We salute our teachers past and present for their dedication and commitment to Christian Education. And to our parents and students we gratefully acknowledge your hard work and commitment.

Sincerely,

Cameron Oke  
Board Chair

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**Accountability Statement**

The Annual Education Results Report for the 2013 – 2014 school year and the Education plan for the three years commencing September 1, 2013 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 2012 / 2013 school year and the Three Year Education Plan for 2013 – 2016 on November 19, 2013.

<http://www.education.alberta.ca/admin/resources/planning/reporting2013.aspx>

## 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 everyday 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

KCS Red Deer had its humble beginnings 30 years ago in a church basement. We have since moved twice, once to the facilities of the First Church of the Nazarene and to where we are now located, housed in a public school that was declared surplus over 19 years ago. Over the years, 6 portables have been added to provide added space for our growing school. This building has undergone improvements over the years and our relationship with Red Deer Public School District continues to be very positive.

KCS Red Deer serves an urban as well as rural and agricultural community. Our students come from several surrounding towns including Penhold, Springbrook, Blackfalds, Sylvan Lake, Innisfail and Bentley. This encompasses about an 18 mile radius. We have a bus running from Innisfail and surrounding area into Red Deer bringing in about 30 students to our school daily. Parents within the city either car pool or send students on the bus.

As an interdenominational discipleship faith based school, we are very proud of both our cultural diversity as well as our educational diversity. We have attracted, over the years, families of various ethnic backgrounds that add to our total school experience. Along with that we are very supportive of inclusive education. We have an excellent special needs program which allows us to provide Christian education to a large spectrum of the population.

Because we are only partially funded, we do charge a tuition and provide tuition assistance to those families who are unable to pay full tuition.

Red Deer has a growing population of over 80 000, Innisfail 7 000 and Sylvan of nearly 10 000. Public schools all operate in these areas as do Separate Schools. There are 4 other independent schools in the City as well as a Christian School operating as an Alternative School in Red Deer Public. This school provides Christian Education for parents at a fraction of the cost as it is a fully funded school. Parents pay a nominal amount for bussing.

KCS Red Deer has an enrollment of approximately 160 students in grades 1-12, 25 in kindergarten and 20 in preschool. The staff consists of 12.5 certified teachers and 18.5 uncertified employees which includes EAs and office personnel. The student/ teacher ratio is 14:1. All grades from Kindergarten to grade 12 use the Alberta Program of Studies. Board approved text books from Christian publishers are used either as primary or secondary resources otherwise recommended resources from Alberta Education are used. Biblical Integration is therefore absolutely essential.

Koinonia belongs to the Association of Christian Schools International (ACSI), the Association of Independent Schools and Colleges of Alberta (AISCA), and the Koinonia Christian Education Society (KCES). All three organizations give support in various areas that are essential to the effective operations of the school. KCES is the umbrella organization and represents an association of 8 schools. It provides policies, benefit plans and supervisory personnel to the various schools in terms of a superintendent as well as teacher support and professional development. ACSI provides the professional development such as Teacher conventions and broader school services. AISCA is our lobby group that provides positive relations with the government agencies, teacher evaluation for permanent certification, etc.

Our preschool provides a feeder program to our Kindergarten. This coexists with input from our kindergarten and grade 1/2 teachers for early literacy and screening for early intervention should an educational need arise. As students progress through our school, they are exposed to a variety of programs and experiences. We have chapel once a week, a strong fine arts program which includes choral, grades 1-6, band 7-9, drama 9-12, art 1-12. A variety of options are provided both teacher taught as well as on-line. A strong academic program is offered from preschool to grade 12.

Because of our cultural diversity and mission, we take educational trips to Europe every two years, mission trips on the opposite years. Retreats and fieldtrips along with an active sports program provide variety to our educational programs. Being a faith based school we have Spiritual Emphasis week once a year and Bible Fair every second year; ESL is provided for those new to our country. French as a second language is offered to grades 4-9. Bible as a course is taught at all grade levels. Every two years our school puts on a major presentation which involves the whole school. This is used as a fundraiser for that year. We have put on such musicals as Anne of Green Gables, Fiddler on the Roof, Sound of Music as well as student written productions.

Since we are a parent run school we encourage involvement of our parents in volunteering, serving on committees, the Board, in the classroom assisting the teachers as well as coaching.

## **Trends and Issues**

### Financial Uncertainty

All independent schools in the province have been faced with the formidable task of quickly putting together a plan for survival due to the recent governmental decision to exclude Plant Operations and Maintenance funding. This decision, which caught many schools unaware, has created major hardships. For Koinonia Christian Red Deer it means a net loss of \$147 000 as calculated by AISCA. The uncertainty of what funding we have and what we won't have from year to year is creating issues for budgeting purposes.

AISI for the past 13 years provided innovative funding for our school. We are so thankful and grateful for what we received over the years and what we were able to accomplish with it. All the programs that were started through this program are still operational and, I believe, have been invaluable.

These are hard economic times. The number of families on tuition assistance has gone up by 15%. This is also putting a drain on our projected revenue. We are blessed to have the ability to help these families out and make Christian Education available to the who-so-ever.

Koinonia Christian School Red Deer is an independent school operating in the city with other independent schools in the area. That is a positive factor. What is an issue that leads to concern is that we compete for instructional dollars with a Christian school that is fully funded within the Public System. That in and of itself is something that we have addressed over the years. Now, with the above added pressures, it is becoming more and more of an issue. The question can be asked, "Is there any other funding that may be cut in order to balance the budget?"

Historically, Koinonia has had to raise \$80 000 annually. It is projected with the decrease in funding that we will need to raise \$225 000. Obviously this is not a possible scenario as there is only so much that an organization can raise in a given year. Any short fall from the fundraising will need to be covered by our funds in retained earnings.

### Facility

Koinonia rents from the Red Deer Public School District and the lease will be up in 2014. We are currently in the position of negotiating with the District as to what the possibilities are for the future. We have written a letter outlining some of the options available. It is hoped that another long term lease can be secured. This current facility is also getting older and that means more things go wrong and can go wrong. Our growth is also restricted at this point by the facility.

### Parental Involvement

Over the past 20 years there has been a noticeable decline in parental involvement in the education of their children. Participation in parent / teacher interviews has dropped significantly over the years. Although this is a mandatory requirement it is very difficult with both parents working and for some parents language is a barrier.

We are a parent run school which allows parents to get involved and have input in the general operation of the school by serving on committees, the board, volunteering both in the classroom and in school activities. With the number of two income families on the rise this is becoming more of a problem to get the actual volunteers as well as the participation in events.

### Community Involvement

This downward trend seems to be continuing and is not only evident in the school but other charitable organizations such as the church, camps and help organizations. It has also been noted in the area of sports and the availability of people for coaching. There is a limited amount in terms of individuals wanting to do this as well. There is a drain in the volunteer pool as outside agencies increasingly are looking for assistance.

This is noted in fundraising as well. The amount of fundraising done by outside organizations has increased and thus puts a strain on the available pool of fundraising dollars.

### Technology

Demands for upgraded technology has put pressure on the school and it has responded but slowly because of financial strain. This younger generation is being exposed to more and more technology and advanced technology, this, in turn, is putting pressure on the school.

## Summary of Accomplishments

### Inclusive Education

Our program continues to grow and develop and our school is developing a reputation as being an understanding school. This past year we had 20 code 40 and about 24 code 50 students that we were addressing needs for. We have learned also that it is important to monitor the number of students with greater needs so as not to either overwhelm the teacher or detract from the education of the rest of the class. We had 2 students of special needs graduate with a certificate this past year with one of the students being with us since grade 1. It was an emotional time as he delivered a toast to the parents and his father responded with the father sharing that seeing this happen was beyond his wildest dreams. This student had made so much progress.

We have been blessed with extremely dedicated EA's who have been matched with the students. Our coordinator continues to instruct and provide training for our EAs. Note taking and documentation has been high on the list of priorities.

### Technology

This continues to be a work in progress. We met with a consultant to determine the needs of the school and also what could be done to improve the delivery in our school. Several recommendations have been made and will be implemented in the next school year. Unfortunately with the cut in funding, this has to be implemented in stages.

Report Cards and how effective they were was being addressed. A decision was made to go with School Logic and training took place during the course of the year for implementation in the fall. It was so good to do this in stages as it was a huge learning curve for the staff. The staff was looking forward to the new attendance procedures for the fall term. So much of what has occurred this year is planning and educating with implementation in the fall. It was decided that the IT person be allowed to come in as often as necessary to ensure that all the technology issues were addressed immediately thus reducing the frustration of students and staff.

Again this year, more computers from Computers for Schools were obtained and the older computers retired. Each classroom has the maximum number of computers that it can handle space wise. Due to increased enrollment this year many of our classrooms are maxed out in terms of space.

In response to concerns expressed by teachers it was decided to purchase sound systems for our kindergarten, gr. 1 and music rooms so as to assist the teacher in projection of the voice. Rooms where higher than normal noise levels exist because of age group or program, caused teachers to notice that their voices were being strained. It has helped immensely for the teachers and also for the students, especially those with hearing issues.

### AISI

We were so encouraged by the availability of AISI funding for our students. As we entered Cycle 5 we had visions of how this project of literacy and numeracy involving technology could be expanded. A joint project with all the Koinonia Schools was approved and a coordinator from KCS Red Deer was seconded from staff to give professional development to teachers of the other Koinonia schools. Teachers were able to access lesson plans and other information from other Koinonia teachers. That was excellent in that it certainly united the staffs from the various schools. Successmaker is a program that was purchased and implemented in all of our schools. It was reported by our AISCA representative that the Koinonia system benefited so much from the last project only because of the enthusiasm of the teachers.

It is important to note that every project that was initiated through the 5 year cycle have been continued in our school. For that we are so grateful because it was money well spent.

### Testing

One of our staff members became a qualified Irlen Syndrome Screener. With this, children who have been experiencing problems with light sensitivity have been able to be tested. This has served as a valuable service to the school and has been made available to other schools as well. A number of children have been helped as well as their parents. Issues that were addressed with other types of testing did not yield results and with this testing process which is considerably cheaper they have been helped.

### Graduation

This year was the largest graduating class in the history of the school. There were 22 graduates with 14 going on to some

form of post-secondary education. It was so encouraging to see some of our students new to Canada get up to speak and to see the marked improvement in not only their written expression but also in their verbal expression. This year our grade 12 class grew by 4 students as choices were being made to complete their high school at a Christian School. As shared in other areas of the report it was also encouraging to see students who were in other programs receive their Certificate of Completion

#### Ensemble

For 7 years we had an Ensemble Group that went to various churches singing doing drama and drimes. 9 years ago it was discontinued. This year it was resurrected as an accapella group. It consisted of 10 singers. They sang at the opening of the Salvation Army Kettle Campaign as well as being asked to sing for Sears store Christmas Campaign. This was truly an honour. They also won first place for an ensemble at a music completion at Red Deer College.

#### Spiritual Emphasis Week

This year we added another feature to our Spiritual Emphasis Week. We again invited back the speakers from a year earlier and also invited students from our smaller Koinonia Schools to come and join us. Students from High Level and Mirror joined us for this event and became part of our school for a week. This was of benefit to all.

Pastors play a vital role in the lives of our students so it was decided to continue with our Bible Fair which is like a science fair with the emphasis on Bible. Over 30 pastors and youth workers came to our school as judges. Prior to the judging we had a Pastors Appreciation Dinner. There we honoured and thanked them for the input in our school by participating in our school chapels and being a pastor to all of our students. This was a representation of nearly 25 different churches in our community. Again we had an extremely well attended concert with over 1000 people in attendance. At this concert we also showcased our own talent as our students entertained the audience prior to the concert with their musical talent. 'His Light', our ensemble group, also sang.

#### Europe 2014

Again this year 28 students, parents and alumni travelled to Europe for a cultural trip. They visited 5 countries in Eastern Europe, Hungary, Czech Republic, Austria, Slovakia and Germany. For many it was a trip of a lifetime. Of particular significance to many was the realization of how mankind can be so callous and evil with the institution of the concentration camps. Students were exposed to the remnants of communism and the effects that it has had on the countries visited.

#### Classrooms 4 Africa

This year our school was involved with a mission organization which provides funds to build schools in under privileged countries or developing countries. With monies collected from various sources our school was able to build 1 classroom which will serve, in the coming years, over 10 000 students.

**Combined 2013 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Koinonia Christ Sch Red Deer			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	95.6	96.5	93.5	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	87.3	87.3	85.0	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	95.4	93.7	93.3	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	0.0	2.4	1.8	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	80.3	93.8	89.3	74.8	74.1	72.7	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	82.1	66.7	77.6	79.0	79.1	79.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.3	8.9	19.1	18.9	20.8	19.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	80.6	68.8	72.2	84.6	83.1	82.5	Intermediate	Maintained	Acceptable
		Diploma: Excellence	13.9	9.4	5.8	21.7	20.7	20.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	73.0	28.9	55.8	56.6	56.2	54.9	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	64.7	75.0	71.3	61.3	61.5	59.4	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	52.5	56.2	56.8	59.5	58.4	59.2	Intermediate	Maintained	Acceptable
		Work Preparation	100.0	98.1	96.0	80.3	79.7	79.9	Very High	Improved	Excellent
		Citizenship	92.3	92.3	88.5	83.4	82.5	82.0	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	96.0	92.9	92.3	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	93.6	87.3	86.0	80.6	80.0	80.0	Very High	Improved Significantly	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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Combined 2013 Accountability Pillar FNMI Summary**

Measure Category	Measure Category Evaluation	Measure	Koinonia Christ Sch Red Deer			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	n/a	*	n/a	8.5	9.0	10.2	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	43.9	40.2	37.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	n/a	n/a	61.8	58.4	58.6	*	*	*
		PAT: Excellence	*	n/a	n/a	6.1	6.6	6.3	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	77.1	75.8	76.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	9.5	9.2	8.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	21.2	19.6	18.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	35.1	34.4	31.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	32.2	30.2	31.8	n/a	n/a	n/a

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

### 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 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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:

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

#### Improvement Table

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

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

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

#### Overall Evaluation Table

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

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

#### Category Evaluation

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

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## Goal One: An excellent start to learning

*Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

### Comment on Results

The first years of a child's education are crucial. Having that child properly prepared for school is so important. Preschool prepares the child socially and intellectually for the rigors of Kindergarten. Many of the children lack creativity and play skills because of the amount of television these children are allowed to watch and the number of computer games they have access to. These children need to learn to play, play with others, share, and interact. Introducing some of the children to routine and schedules is a challenge as that is not always part of the home environment. By providing and implementing the strategies listed below we have seen a marked improvement in the readiness for grade 1.

### Strategies

- \* Testing as an early intervention tool is utilized
- \* Direct communication with the parents
- \* Encouraging parents with the option of preschool 3 and preschool 4
- \* Offering smaller classes with trained and qualified personnel
- \* Offering a 675 hour kindergarten program
- \* Parental involvement and participation is mandatory
- \* Provision of ESL for immigrant families
- \* Close relationship needed between the preschool, kindergarten and grade one teacher is necessary

## Goal Two: Success for every student

*Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.6	67.7	80.0	68.8	80.6	80	Intermediate	Maintained	Acceptable	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.2	0.0	8.0	9.4	13.9	5	Intermediate	Maintained	Acceptable	8	8	10

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.3	85.7	88.2	93.8	80.3	85	High	Maintained	Good	85	85	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.7	3.0	0.0	2.4	0.0	2	Very High	Maintained	Excellent	2	2	2
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.9	53.7	60.4	56.2	52.5	65	Intermediate	Maintained	Acceptable	60	60	65
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	70.0	77.8	61.1	75.0	64.7	75	High	Maintained	Good	75	75	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	61.0	85.7	52.9	28.9	73.0	65	Very High	Maintained	Excellent	65	70	75

### Comment on Results

We are pleased with the results for 2013. It is good to see that some of our strategies are working. We will continue to work with our ESL students to increase English proficiency. Students really appreciated the incentive we gave if they did the diploma prep or Rock the Diploma classes offered.

### Strategies

- \* Continue to provide ESL classes for students whose mother tongue is not English
- \* Encourage the students new to Canada to take their high school in 4 years rather than 3 years
- \* Continue to monitor those students who take 30-1 and 30-2 courses of they should take them at all
- \* Continue to provide PD opportunities for teachers
- \* All students write a minimum of 2 practice diploma exams per course
- \* Ensure that diploma type questions are included in school exams particularly midterms
- \* Encourage students to attend after school classes offered by teachers to review curriculum material
- \* In January and June encourage students to attend diploma prep classes at local high school
- \* Upon completion of the prep course, the school would reimburse \$ to students based on 100% attendance

### Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.3	82.4	83.6	66.7	82.1	80	Intermediate	Maintained	Acceptable	75	75	75
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.7	17.6	30.9	8.9	14.3	12	Low	Maintained	Issue	12	12	12

**Comment on Results**

We observe that there was a marked improvement in the % of students who met the acceptable standard. The ESL teacher is using more of the student's homework as a practical application of language and to explain terminology and improve reading comprehension. The number of classes that ESL is offered has increased and a trained and experienced ESL teacher has been hired. This should also reflect an improvement in performance. It is hoped that the students feel the stability of the homeroom teacher who is now into her second year with these children highlighting her expectations and concerns.

**Strategies**

- \* Continue to provide pull out for children with English as a second language to help improve basic literacy skills
- \* Continued usage of Success Maker in the classroom as well as at home
- \* Have the afternoon of the Friday Staff meeting devoted to teachers of elementary grades meeting together to strategize on how they can assist one another in achieving improved PAT marks
- \* CAT testing to continue at the K, 1, 2, 4, 5, 6, 7, 8 and the Gates MacGinite Testing for grades 1-8 evaluating where the students are lower
- \* Ensure that the teacher's long range plans incorporate and meet curriculum standards.

**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 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.7	85.8	87.4	92.3	92.3	85	Very High	Improved	Excellent	85	85	85
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	94.4	95.5	98.1	100.0	95	Very High	Improved	Excellent	95	95	95

**Comment on Results**

We have noted that comments from local churches as well as the local college that there is an appreciation for our students and for our graduates. They have taken on leadership roles and have demonstrated qualities of integrity and trustworthiness. We have had students who have been in our work experience program move on to the RAP program who are now gainfully employed in our community. These companies have approached us and have asked if we have any other students available because of the excellent work ethic and the willingness to go the extra mile. Local camps have come to our school to recruit for camp counselors.

**Strategies**

**Citizenship**

- \* Student Council leadership
- \* Mentorship Program
- \* Trips both Cultural and missions
- \* Student Volunteering Lending Cupboard, Bibles for Missions
- \* Involvement with sports

**Students prepared for Employment**

- \* Career Counselling
- \* Work Experience, RAP, Green Certificate
- \* Involving parents and staff with students in decision making.
- \* Students involved in community service work.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher and parent satisfaction that students 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>	96.9	88.9	92.3	96.0	95.8		n/a	n/a	n/a			

**Strategies**

Student / Parent feedback  
Survey of Alumni

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

*Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 w ho achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 w ho achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students w ho achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students w ho achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students w ho completed high school w ithin three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	*	*	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students w ithin six years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students w riting four or more diploma exams w ithin three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

We cannot comment as the student numbers are not high enough. Numbers suppressed

**Strategies**

- \* To encourage teachers to bring in First Nations leaders
- \* To encourage teachers to take professional development related to issues concerning FNMI
- \* To support FNMI students by having teachers carry out Alberta curriculum

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

### Goal Three: Quality teaching and school leadership

*Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	73.8	82.7	85.0	87.3	87.3	83	Very High	Maintained	Excellent	83	83	83

#### Comment on Results

The results are encouraging as it demonstrates that the strategies are working.

#### Strategies

- \* Offering online courses from ADLC or Northstar, as this increases the number of options available to students
- \* Offer French as a second language to gr 4-9. Language of the student's choice are offered at grade 10 to 12 by Distance Learning
- \* Offering RAP and Work Experience
- \* Emphasis on Sports especially after school (Sports teams for basketball, volleyball and badminton)
- \* Drama, Music & Art offered at the grade 7-12 levels with opportunity to use skills learned in a major production offered every 2 years

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

### Goal Four: Engaged and effective governance

*Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	95.0	92.1	92.0	92.9	96.0	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.1	92.3	93.9	93.7	95.4	85	Very High	Maintained	Excellent	85	85	85

#### Comment on Results

We have much better parental involvement at the elementary level than at the middle or high school levels. A decision was made for future that we would have parent teacher interviews before the report cards go out. We make these interviews compulsory and parents who do not sign up by the Friday before interviews will receive a personal phone call to set up the appointment.

#### Strategies

- \* Compulsory parent/teacher interviews
- \* Communication Forms- teacher/parent making contact at least once a month to discuss progress and /or concerns
- \* Minimum of 2 parent meetings year
- \* Receive input through parent/teacher meetings and/or Annual Business Meeting

#### School Improvement

- \* Survey the parents and the staff
- \* PD Day through KCES
- \* Joint P.D.Days with nearby schools
- \* PAT/Diploma results made available to parents
- \* ACSI Teachers Convention
- \* ACSI Board Admin Conference
- \* PD opportunities through the Consortium

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

*Outcome: Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
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.	89.7	91.3	92.8	96.5	95.6		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.2	84.5	86.3	87.3	93.6		Very High	Improved Significantly	Excellent			

<b>Comment on Results</b> Very pleased with the results. Will continue to use the same strategies to maintain this level of success
<b>Strategies</b> <ul style="list-style-type: none"> <li>* <i>Anti-bullying awareness- RCMP ticketing bullies</i></li> <li>* <i>Integration of Biblical instruction in all subject areas and how this applies to treatment of fellow students</i></li> <li>* <i>School Awareness- Say No to Booze</i></li> <li>* <i>Participate in Anti – Bullying Week</i></li> <li>* <i>Utilize Student Council / Student Leadership for this.</i></li> <li>* <i>Continue to use outside agencies like Family School Wellness, RCMP and the Resource Officer, CARE for ethnic students</i></li> <li>* <i>K-12 school using Big Brother, Big Sister mentoring program.</i></li>   <li>* <i>Survey the parents and the staff</i></li> <li>* <i>PD days through KCES</i></li> <li>* <i>Joint PD days with nearby schools</i></li> <li>* <i>PAT/ Diploma results made available to parents</i></li> <li>* <i>ACSI Teachers Convention</i></li> <li>* <i>ACSI Board Admin Convention</i></li> <li>* <i>P D opportunities through consortium</i></li> </ul>

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

### Future Challenges

As was discussed in issues and trends, the concern of many private schools is the financial issue. In the case of Koinonia Red Deer there are a number of added issues that complicate the financial picture. Many of our families are single parent or immigrant families and they are on reduced tuition or scholarship. There is no room for raising the tuition to meet the financial shortfall. It has always been the philosophy of the board that no one should be denied a Christian education because of finances. A plan was devised to make this happen but the need is getting greater than the source of funds. There are only so many fundraising dollars that are available to be sought after. Fundraising from other charitable organizations are on the rise.

In order to attract and maintain good teaching staff, salaries have to be reasonably close to what the market is paying. Currently the staff is being paid 67% of Public School salaries and this is a drop of 1% from last year. Young teachers, as they come out of college, have loans that need to be paid and although they may sincerely desire to come work in Christian Education, they cannot financially afford to.

In 2015 our lease expires and negotiations are underway for the current building. Because of the amount that has been spent in improvements over the years it would be financially wise for us to stay at the present location. At present we are responsible for all maintenance. There will, however, come a time when repairs will cost more than replacement.

Technology plays a vital role in education. Aging technology in the school has to be addressed. The whole network system needs to be upgraded to meet the increasing demands. This has the potential of costing upwards of \$30 000. Added to that is the necessity of computer hardware improvements.

The last challenge that we are facing is that of building our school population. There would be room in the actual classrooms for 40 more students if they were to be in certain grades but the reality is that the services needed to accommodate that are not available.

**Summary of Financial Results**

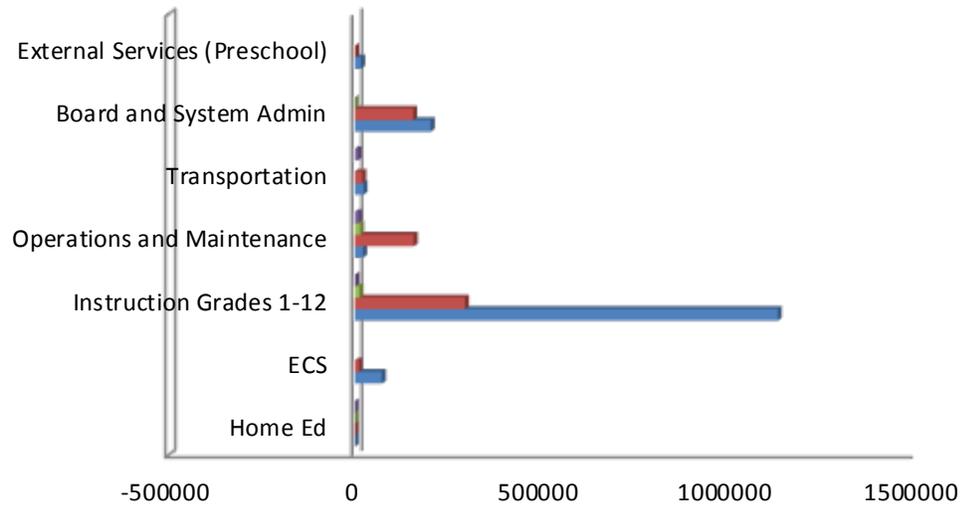
Although the salaries of teachers in the Koinonia system are at 67% of the public system and 100% of the Koinonia schedule, instructional costs continue to rise. We continue to fall behind the public salaries as it was 68% the year before. We need to be able to keep the salaries up so as to be able to attract new and young teachers. There was a rise of 2% between budget and actual. The Board is committed to increasing salary but the revenue side will not allow it. In 2012/13 Government generated funds accounted for 68% of revenue which is up 2% from 2011/12.

To be fiscally responsible budgets are based on the September 30<sup>th</sup> enrollment numbers of the previous year and then adjustment is made at a later time to reflect the September 30<sup>th</sup> enrollment of the current year. Special Needs are always a budget issue as one never knows how many of the files submitted will be granted approval. Therefore on the side of caution for budget purposes we do not budget for all special needs that we submit for. This allows for a little more conservative estimation.

<b>REVENUE</b>	<b>BUDGET REPORT 2013-14</b>	<b>BUDGET REPORT 2012-13</b>	<b>ACTUAL 2012-13</b>
Gov't Revenue	68%	66%	68%
School Benerated Funds	32%	34%	32%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>EXPENSES</b>			
Instuctions	76%	69%	71%
Administation	12%	15%	16%
Transportation	3%	3%	2%
Operations & Maintenance	8%	12%	10%
Other	1%	1%	1%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

As was mentioned, in the future we will be addressing the technology issues.

## Expenditures 2012-13



	Home Ed	ECS	Instruction Grades 1-12	Operations and Maintenance	Transportation	Board and System Admin	External Services (Preschool)
Interest on Capital Debt	0		1799	9566	8123		
Amortization	0		12545	14088		-372	
Services and Contracts	0	10789	295176	158030	19925	156205	1328
Salaries	0	72291	1133651	21844	23476	203372	16247

### Budget Summary

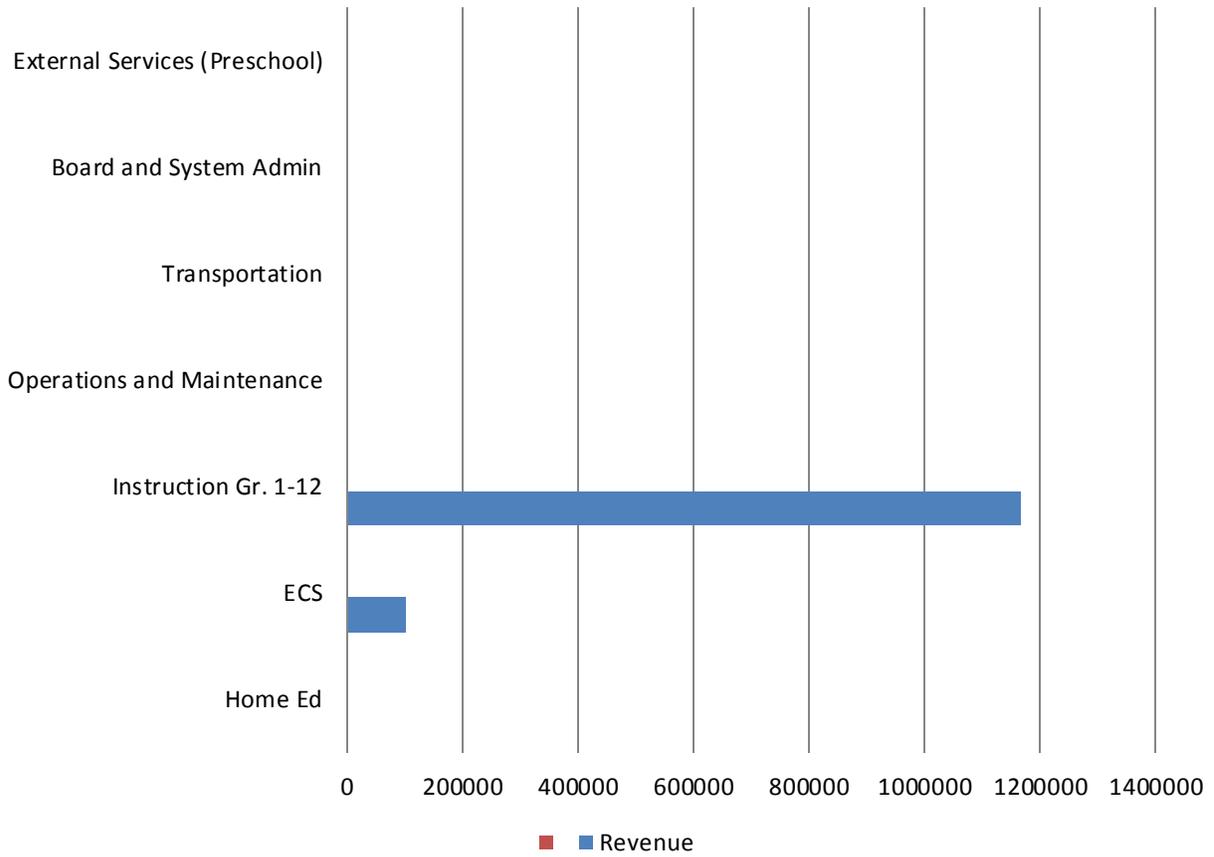
#### Key Principle Information

Because we have experienced increase in our immigrant population a trained certified ESL teacher was hired.

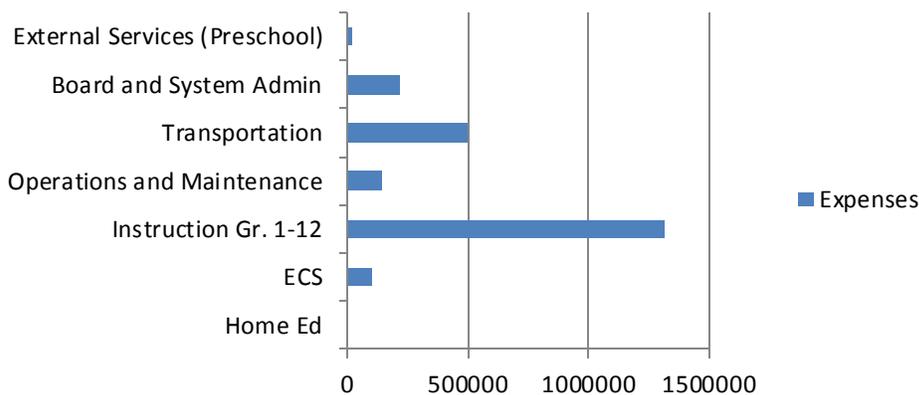
Revenue will be down this year as enrollment numbers are less than projected. This is due partially to the large grad class of 2013 and the smaller intake at the Kindergarten level. With the elimination of Plant Operation and Maintenance and AISI, this led to a significant decrease in government revenue to the tune of \$147,000. This will be made up with fundraising and the rest from retained earnings.

We have a large number of Special Needs children and a number that would apply for PUF funding. There are 11 for monitoring for code 40 and 4 for PUF. It is expected that if we are approved for the budgeting for PUF we will be receiving maximum funding.

## Alberta Education Projected Revenue 2013-14



## Budget Report 2013-14 Expenses



### Capital and Facilities Projects

Because we do not own the building at this time we are not planning any capital projects until we have reached an agreement with RDPSD regarding the lease/sale of the property.

### Summary of Facility and Capital Plans

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

### Parental Involvement

KCS Red Deer is a parent run school with much opportunity for parental involvement. This can happen through a wide range of activities from working one on one with a student to improve reading or academics, to serving on committee or the board, to helping out with maintenance and hot lunch. Special committees, sub-committees of the board, general maintenance, educational trips and coaching are just a few additional ways that parents can become involved in the school. Having parents and grandparents involved in field trips/educational trips has enriched the lives of all of our students. When the school does a major presentation as a fundraiser for the school, it draws parents, grandparents as well as alumni together for a common goal. When this is done parent run businesses can get involved financially.

The opportunities are there but sometimes the distance, language issues or work schedules inhibit the amount of involvement.

We are always looking for parents with a vision. One example is a parent came with an idea to bring in a singing group for our Spiritual Emphasis Week. Others said that they would work together to make this happen. As a result a concert with over 1000 people was held and enough funds were generated by this event to cover all costs.

Our mission trips as well as our educational tours also allow parents to be involved not only in the school but directly in their children's lives by taking a trip with them. Many parents have used this as the reward to the child when he or she graduates from High School.

### Timelines and Communication

Because we are a small parent run school information flows readily from the Board to the parents. This is discussed in information letters to the parents or through our communication letter, the Koinonia Korner which is published monthly. Koinonia Quick Notes are also used and this is published weekly. This contains information relative to the school ranging from academics to finance to board elections.

**Copies of the Audited Financial Statements are available in the office for parents to look at and it is also available on the web site at [www.koinonia.ca](http://www.koinonia.ca)**

The Three Year Plan/AERR and its location on the web will be communicated to parents through the newsletter and electronic mail out through our web site. The School Board has input in updating the Three Year Plan at a regularly called Board Meeting.

The AERR / 3 Year Plan can be found at <http://www.koinonia.ca/parents.html>

