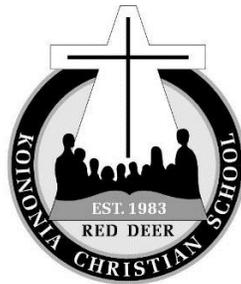


Combined
3-Year Education Plan
&
Annual Education
Results Report (AERR)
for
Koinonia Christian
School Red Deer



2014-2017

Message from the Board Chair

Dear Parents

Each year as we prepare to share with parents the accomplishments of our students and the successes of programs that have been developed and fine-tuned over the years, we are reminded of the faithfulness of God in our school. At the beginning of this year we were facing a tremendous financial deficit due to government funding cutbacks. We worked diligently to streamline the budget. We presented and you responded. With an initial shortfall of nearly \$140,000 we ended the year with a small surplus. Thank you for making our school a top priority. We are thankful to the work of AISCA who acted on behalf of independent schools to lobby the government and appealed to fairness to see some funding restored. We are thankful also for a responsive government who realized that assistance was needed for independent schools otherwise there would be serious problems.

With the mitigating funding provided by our government, the assurance of the restoration of POM funding, we once again were able to raise our sails and set direction. Donations increased by approximately 50%. As always we depend on the faithfulness of our parents both past and present along with our supporters to see us through.

This past year we had an unusually large kindergarten class. This translated to a large grade one/two class which eventually had to be split to ensure that the students would receive the best possible start to their educational experience. Although the start of the year was difficult the year ended very successfully. Thank you for your support and understanding.

Again, as in other years, our school continues to work with students with special needs. We are grateful for the work done by our coordinator, Mrs. Madeleine Lowery over the past number of years who worked so faithfully to advocate for our parents and help provide a safe learning environment for so many. We wish her much success as she establishes a new home in BC.

Cultural diversity at Koinonia Red Deer is something that we continue to enjoy. Our trip to Mexico with record numbers participating, was a highlight for so many. Hearing the experiences of our students with the students from Mexico as well as other Koinonia schools was such an encouragement and truly a positive learning experience.

On behalf of the Board, I say thank you to all the teachers and support staff who have worked tirelessly to make our school what it is today.

Sincerely,

Cameron Oke
Board Chair

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2014/15 school year and the Education Plan for the three years commencing September 1, 2015 for Koinonia Christian School Red Deer Society were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Three- Year Education Plan for 2014-2017 on December 15, 2014.

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 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 student in gr 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

Facility

Koinonia Christian currently rents from Red Deer Public School District and the lease is coming due at the end of June 2015. Red Deer Public has indicated that they wish to dispose of the property which is located on 3.5 acres of land in the center of Red Deer. The original North Cottage School which has been declared a historical site is situated on the very South East corner of the property. In the event of sale this would not become a part of the agreement and the public board is looking to have a ¼ acre subdivision of the property. The building, the first part of which was constructed in the early 50's and has a capacity of approximately 200 students, needs considerable upgrading at this time. This would mean electrical upgrades to meet current requirements as well as washroom facilities.

The requirement of parking poses a very real problem in that the existing parking lot is extremely small and the new bylaws require that for every 3.3 student in high school, there needs to be 1 parking place. This would mean, at the present population including all other parking requirements, that there would need to be some 50 stalls available. For future consideration there would also need to be approximately \$500,000 for development services should the school plan any construction program. Because this is a public building and Koinonia is a private institution the property has to be marketed in such a way that it be publicly advertised and then put up for public bidding. Sale would take place only on the consent and recommendation of the Minister. Because it is a lengthy process, we are currently looking at an extension of the lease for a time no longer than 5 years and at a rate considerably more than what we are currently paying. In the meantime we are hoping to obtain a short lease that will allow us opportunity to go to our parents and attempt to raise money for purchase of the facility.

Financial Concerns

As was indicated earlier we are looking at the possibility of purchasing the building we are currently in. We have some cash reserves and this year our enrollment has increased. This is looking more promising however with uncertainty of funding it is a leap of faith to engage in a mortgage. At this point there has been three appraisals done on the facility and as an organization we are attempting to determine what a reasonable and feasible offer would look like. Schools are not sold on a regular basis so it is hard to get a baseline as to what the value would be. We currently have approximately 40% of our families on reduced tuition and the average amount of fundraising is about \$80,000 net each year. This makes planning very difficult.

Technology

Technology is becoming increasingly more important as the school moves into the 21 Century. In the past number of years we have made significant advances in this area however we feel that we are only scratching the surface. Within the next year we will need to spend a minimum of \$25,000 in hardware to allow us to progress in the development of our plan. Of immediate concern are some wireless internet connections and eventually a server. We are carefully examining our options and considering what would be cost effective. Also of major concern is the acquisition of a new phone system. The current one was upgraded about 15 years ago. We would like to get a system that would allow us intercom capabilities. This would also assist in providing better communication in lockdown situations. We are currently getting quotations for this next move forward.

Parental Involvement

This has been an issue for a number of years. We are a parent run school and depend upon the involvement of our parents not only in volunteer areas of the board and committees but in other areas such as sports, both coaching and transportation, classroom assistance, field trip and playground supervision, and general clean up. It has been noted that in years of increased parental involvement there has in general been a greater appreciation of the school and what is being accomplished at the school.

Community Involvement

The downward trend seems to be continuing and this is true not only in school but in other charitable organizations such as camps, churches and other help organizations. The pressures put on by society to achieve success puts a drain on volunteers that are willing to be involved. Some of our parents are holding down two and three jobs in order to provide not only for their immediate family but also extended family. Some of these individuals, if they were not committed to their places of employment would be able to help out with coaching, supervision and fundraising. The amount of fundraising done by outside organizations has increased and thus is putting a strain on the available pool of fundraising dollars.

Summary of Accomplishments

AISI Project

Despite the fact that AISI funding was cut, Koinonia was committed to ensure that the project continued on. Our team coordinator, Dan Giesbrecht, continued to foster relationships with the other Koinonia Schools and provided much needed assistance not only to our school but to our sister schools who wished to keep the project alive. Success Maker was the software that was purchased and has become a valuable resource for our teachers to be able to use to enhance the learning of all of our students. Difficulty in technology was the major hold up for many of our schools and when this was addressed all of our schools benefited. AISCA had some residual funding that the initial project did not use up and offered it to schools who wished to put forward proposals. Additional funds were secured in order to provide professional development for our project. We were excited about the opportunity.

Non Violent Crisis Intervention

Our Special Needs Coordinator took the additional training to become a facilitator for this program. She can now teach the program to our staff. This year all of our EAs availed themselves of this valuable program and thus provided professional development to our support staff. This coming year all of our elementary and office staff will be trained as well to be able to assist should the need arise.

Mexico 2014

This year our missions trip to Mexico saw a large number of students from not only our Red Deer Koinonia School but some of our sister schools who joined with us to assist in the construction of a building that will house admin offices and storage space. It also had a small suite to live in on the second floor. 49 people consisting of students, interpreters, supervisors, and construction workers descended on a little town in Mexico. The students were able to enjoy singing, playing sports with the Mexican children, interacting with different age groups, sharing about their faith, and doing some teaching. The construction team was expanded once they arrived in Mexico due to the huge need observed.

One of the projects was to take old sheets from Canada, rip them up and teach the Mexican ladies how to make rugs out of this recycled material. In the first day over 90 rugs were made exhausting all the material. In all about 22 students from Koinonia Red Deer were able to enjoy this very exciting cross cultural experience.

Options

Each year we attempt to provide for our students more exposure to life skills by introducing new options. This year the Hunter Education program was added with 12 students participating. Outdoor activities spiked the interest of both male and female students. It was exciting to see the students excited about marksmanship and outdoor survival. These courses will be cycled every three years.

Ensemble

This music program continues to grow with students from grade 9-12 enjoying the opportunity to be involved in an accapella group. This year, there were over 15 students involved. They sang in churches, Salvation Army Kettle Campaign and a Pastors Appreciation Breakfast cosponsored by KCS Red Deer and Shine FM They won several awards at Music Fest for work done. We are extremely proud of their accomplishments.

Spiritual Emphasis Week.

Randy Carter, well known speaker, was our guest speaker for the week. It was action packed. The Hunter Brothers from Shaunavon, Saskatchewan provided music and a midweek concert was held with over 1000 attending the event. SEW was only 4 days this year because the students who were on the Mexico Trip had to leave early. Students were enthusiastically involved the whole week prior to the Easter Break.

Inclusive Education

Our program continues to grow and develop as more services are provided for those requiring extra assistance. This year we had 22 code 40 students who were able to get a well-balanced Christian Education program. Our dedicated EA's along with committed teachers saw the program grow and develop. Due to the number of students in grade 1 and 2 it was decided in the second week of September to split the class. This afforded a much needed balance to all the students in those grades as there were special concerns in that class.

Technology

Increased time was given to our IT person who was kept busy this year with the increased demand of an ever increasing technological world. More laptops from Computers for Schools were obtained which helped to provide some needed equipment for some of our students. Additional boards were purchased for the grade 2, 10, 12 classrooms so as to allow teachers to provide the extra programs that are available as teaching aids.

A Night To Remember

Fine Arts has always played an important role at Koinonia. This year a Gala was held to showcase our student's talents combining it with our fundraising night. This year over \$30,000 was raised at this event which was held in conjunction with our 30th anniversary celebration. It was held in the First Church of the Nazarene where our school was located for about 6 years. It was exciting to see how both live and silent Auction items were sought after by those in attendance. A painting done by a Special Needs students fetched over \$4000. This went directly to our special needs program. Greetings and well wishes were brought by the Mayor as she endeavored to capsulize the influence that the school has had on our community. We were grateful to all who participated and made this event the success that it was.

Retreats

Both the Junior and Senior Retreats continue to be a sold story of success with nearly perfect attendance for this event. It continues to be the event that solidifies or draws the school together. We are excited to be able to provide this type of activity to our students which binds the grades together for the year.

Combined 2014 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

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	95.9	95.6	95.0	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	88.2	87.3	86.5	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	96.2	95.4	94.3	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	3.9	0.0	0.8	3.3	3.5	3.6	High	Declined	Acceptable
		High School Completion Rate (3 yr)	82.4	80.3	87.5	74.9	74.8	73.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	79.8	78.3	73.3	74.0	75.3	75.5	Intermediate	Maintained	Acceptable
		PAT: Excellence	19.1	13.9	18.0	19.0	19.1	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	69.0	80.4	74.7	85.4	84.2	83.4	Very Low	Maintained	Concern
		Diploma: Excellence	6.9	10.7	7.6	21.0	19.5	19.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	58.8	73.0	51.6	50.5	56.6	55.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	85.0	64.7	66.9	60.9	61.3	60.8	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	58.3	52.5	56.4	59.2	59.5	59.1	High	Maintained	Good
		Work Preparation	96.2	100.0	97.8	81.2	80.3	80.0	Very High	Maintained	Excellent
		Citizenship	92.0	92.3	90.6	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	96.3	96.0	93.6	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	89.9	93.6	89.1	79.8	80.6	80.2	Very High	Maintained	Excellent

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. 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.
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.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2014 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

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	n/a	7.8	8.5	9.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	43.6	43.9	40.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	53.4	56.2	53.6	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	6.3	6.3	6.4	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	n/a	n/a	78.2	75.2	75.7	*	*	*
		Diploma: Excellence	*	n/a	n/a	10.4	8.4	8.0	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	18.9	21.2	20.0	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	33.0	35.1	33.9	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	32.1	32.2	31.2	n/a	n/a	n/a

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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 or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

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 children lack creativity and play skills because of the amount of television these children are allowed to watch and the number of computer games that they have access to. Many families find it necessary to have both parents employed outside the home thus the amount of time available to parents for interaction is limited. These children need to learn to play with others, share and interact. Introducing some of the children to routine and schedules is a challenge as that is not always a part of the home environment. By providing and implementing the strategies listed below we have seen a marked improvement in readiness for grade 1. Also if a child has any observable educational needs these are usually picked up in preschool and early intervention is essential for the child to experience success.

Strategies

- * Testing as an early intervention tool is utilized
- * Direct communication with the parent develops a level of trust.
- * 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
- * Giving parents opportunity for involvement in the education of their child
- * Providing ESL for immigrant children
- * Having a close relationship between the preschool, kindergarten and grade 1 teacher to ensure continuity in programming

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	70.0	77.1	66.7	80.4	69.0	80	Very Low	Maintained	Concern	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	2.0	5.7	6.3	10.7	6.9	5	Very Low	Maintained	Concern	8	8	8

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	85.7	88.2	93.8	80.3	82.4	85	Very High	Maintained	Excellent	85	85	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.0	0.0	2.4	0.0	3.9	2	High	Declined	Acceptable	2	2	2
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.7	60.4	56.2	52.5	58.3	60	High	Maintained	Good	60	65	65
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	77.8	61.1	75.0	64.7	85.0	75	Very High	Improved	Excellent	75	75	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	85.7	52.9	28.9	73.0	58.8	65	High	Maintained	Good	70	70	70

Comment on Results

We have continued to use the same strategies from previous years. We will continue to work with our ESL students to increase English proficiency. Students appreciated the incentives we gave if they did Diploma Prep or Rock the Diploma courses. Unfortunately not all students took advantage of the opportunities given. Our school population, which is small, gives a skewed result when it comes to the stats given. We will continue to work on encouraging students to take more level 30 diploma courses.

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
- *Continue to provide PD opportunity for teachers
- *All students to write a minimum of 2 practice diploma exams particularly midterms
- *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
- *Provide make-up classes for classes missed because of school scheduled activities
- *Upon completion of the Prep courses, the school will reimburse cost of the course to the student 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, Social Studies 30-1, Social Studies 30-2.
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. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. 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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.4	84.1	57.6	78.3	79.8	75	Intermediate	Maintained	Acceptable	75	75	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	25.0	33.3	6.8	13.9	19.1	12	Intermediate	Maintained	Acceptable	12	12	12

Comment on Results

We observe that there was a continued improvement in the percentage of students who achieved the acceptable standard. The ESL teacher continues to take time to help students who need assistance in day to day subject material. They are able to explain terminology and reading comprehension. Having a trained ESL teacher has helped in developing our program.

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
- *Having the afternoon of the Friday Staff Meeting devoted to teachers of elementary grades meeting together 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 Gates MacGinite Testing for grades 1-8 and evaluating where 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.8	87.4	92.3	92.3	92.0	85	Very High	Maintained	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.	94.4	95.5	98.1	100.0	96.2	95	Very High	Maintained	Excellent	95	95	95

Comment on Results

There has been an appreciation for our grads expressed by local churches, colleges and businesses. They are usually described as hardworking and desirous to take on leadership roles. They have demonstrated qualities of integrity and trustworthiness. We have students who are gainfully employed in our community that have taken work experience or the RAP program and have stayed on with the local business. It is usually the good work ethic and the willingness to go the extra mile that cause the local employers to take note of our students. Para church organizations have recruited our students because of their leadership abilities and the opportunities afforded our students in terms of leadership in the school.

Strategies for Citizenship

- *Student Council leadership
- *Mentorship Program
- *Cultural and Mission Trips
- *Students Volunteering

Strategies for Students Prepared for Employment

- *Career counselling
- *Work Experience RAP and Green Certificate
- *Involving parents and staff with students in the decision making process
- *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 (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: *Students demonstrate citizenship and entrepreneurship. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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>	88.9	92.3	96.0	95.8	95.9		n/a	n/a	n/a			

<p>Strategies</p> <ul style="list-style-type: none"> *Student / Parent feedback *Survey 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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	n/a	n/a	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		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 within 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 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			

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. 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.
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		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	82.7	85.0	87.3	87.3	88.2	83	Very High	Maintained	Excellent	83	83	83

<p>Comment on Results The results are encouraging as it demonstrates that the strategies are working.</p>
<p>Strategies</p> <ul style="list-style-type: none"> *Offering online courses from ADLC, NorthStar or Alberta Online, as this increases the number of options available *Offer French as a second language for grade 4 to 9 students. If students so desire they may continue on a language of choice in grades 10 to 12. *Offering RAP and Work Experience *Offering the cultural and educational trips to Europe expands horizons and sees the world as a global community. *Drama, Music and Art are offered in gr 7 to 12 with opportunity to use these skills and talents in a major production every two years.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.1	92.0	92.9	96.0	96.3	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.3	93.9	93.7	95.4	96.2	85	Very High	Maintained	Excellent	85	85	85

Comment on Results

In the younger grades we have greater participation and as the children grow older the amount of parent participation and involvement diminishes. Being proactive regardless of the age of the child or the situation is always more productive. Giving parents an excuse to meet is a tactic that we have attempted to employ. After major productions or school events we attempt to have a time of socialization where students, staff and parents can meet on an informal basis. Our development committee has been meeting and have at least 3 social times a year to encourage interaction.

Strategies

- *Compulsory Parent / Teacher Interviews prior to first report cards being sent out. If necessary have interviews after as well.
- *Minimum of 2 parent teacher meetings per year
- *Encourage input through parent /teacher meetings and Annual Business Meeting

School Improvement

- *Survey parents and staff
- *PD Day through KCES where ideas are freely shared
- *ACSI Teachers Convention and Admin Conference
- *PD opportunities through the Consortium
- *PAT results discussed with parents and staff giving opportunity to see if there are trends or concerns

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	91.3	92.8	96.5	95.6	95.9	90	Very High	Maintained	Excellent	90	90	90
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.	84.5	86.3	87.3	93.6	89.9	85	Very High	Maintained	Excellent	85	85	85

<p>Comment on Results Very pleased with the results. Will continue to use the same strategies used previously that will hopefully maintain the level of confidence.</p>
<p>Strategies</p> <ul style="list-style-type: none"> *Continue to stress the importance that each student is as the scripture says "fearfully and wonderfully made" *Regardless of differences we are valued and important *Anti-bullying awareness and the recognition of what bullying is not. RCMP ticketing bullies *Integration of Biblical instruction into all subject areas and how this applies to treatment of fellow students. *Participation in Anti Bullying week *Utilization of Student Council / Student Leadership for this *K-12 school using Big Brother/ Big sister mentoring program *Survey the parents and the staff *PD Days through KCES *Joint PD with nearby schools

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Note:

Future Challenges

Some of the issues were discussed in the section entitled issues and trends. The single largest issue facing Koinonia Red Deer is, where will our school be able to be housed in the future? With a growing school population we are currently in the last year of a fifteen year lease. The facility is a former public school building that was declared surplus by Red Deer Public. Over the years we have added 6 portable classrooms which when combined with the existing school provides approximately 25,000 square feet of classroom and admin space. Over the years, although we have had extremely reasonable rent, we have encountered major expenditures in the replacement of furnaces, the gym roof, electrical upgrades, bathroom upgrades as well as day to day maintenance issues. We have been extremely comfortable in this facility despite its age and location.

Red Deer Public is currently considering sale of the facility as there are two larger public schools within 7 blocks of this school and are in considerably better state of repair. Appraisals have been done on the facility to determine the market value. The community association has stated very clearly that they either want the school to remain a school and if not that it should be torn down and made into a green area. There is another small school located in the far southeast corner of the property which has been declared a heritage site. In order for the sale to take place a subdivision of the property has to take place.

Yearly, we have been able to put away a small portion of money that we generated through various activities. Because of the uncertainty of the funding structure and a slight decline in enrollment we have had to dip into savings. The last major renovation to take place occurred in 2010 with the addition of approximately 4000 square feet. If we were to acquire this building we would need to do a major renovation probably to the point of starting with a building program to replace the gym followed by classrooms, leaving the existing buildings in place and building on the perimeter of the property and gradually demolishing the existing building.

The cost of the facility has yet to be determined and would require ministerial approval. At present, with the existing school population, nearly 40% of the parent body is receiving some type of financial assistance. A significant program would have to be instituted to raise the necessary capital to purchase this facility. In order to maintain our staff we also have to look at increasing salary. Currently teachers at Koinonia Red Deer are at approximately 68% of public school teacher salary. In order to keep our existing teachers we need to continue to increase salary. This again puts added stress on an already taxed budget.

The question then becomes how much money does one want to expend on a facility that is not their own and also a facility that would require a substantial amount to bring up to code. There is also uncertainty as to the destiny of independent schools in the province. There are very few independent schools around the province. So many independent schools have gone to alternative status in the past 10 years. Koinonia Red Deer sought to maintain their independence. The current government is sympathetic towards private schools. Should the government change we don't know what the funding structure look like.

In order for the school to meet the needs of the constituents improvements have to be made with the expressed intention that if we are not able to secure the facility we would be able to move out and take those improvements with us to the new site. We are looking at possible upgrade to the telephone system, the computer program and hardware as well as minimal upkeep to the facility to keep the roof from leaking. At minimum we would be looking upwards of \$50,000 - \$70,000 in basic upgrades.

Although the challenges may seem great there is great opportunity in this community to continue to do what we have been doing very successfully over the past 30 years, that of providing a balanced, Christ centered education.

Summary of Financial Results

2013-14 was a year of financial belt tightening. With the announcement that the provincial government would not be funding plant operation and maintenance our school was facing with all cuts a deficit of \$140 000. It was a stark reminder that if we wanted to ensure our position that we would have to generate more funds through fundraising. It was interesting to see that school generated funds increased by 3%. This amounted to about \$60 000 extra. Total fundraising for the year amounted to \$140 000. This is an remarkable amount to be raised.

When comparing the actual expenditures of 2013-14 with 2012-13 it was noted that administration costs represented 13% in 2013 and 17% in 2013. Instruction continues to constitute the majority of expenses with 76% of budget being spent in that area. Of the cost of instruction, salaries continue to represent the greatest cost. Although the salaries of teachers in the Koinonia system are at 67% of public and 1005 of Koinonia schedule, the instructional costs continue to rise. In order to maintain our teaching staff and attract other teachers to our system we have to be watchful in that area.

To be fiscally responsible budgets are based on the September 30 enrollment numbers of the previous year and then adjustments made at a later time to reflect the September 30 enrollment of the current year. What makes issues more difficult to manage is that our special needs funding represents about \$500 000 and we do not know if we are going to receive the funding for all students that we submit for special needs consideration. At times we are providing services for students that we do not qualify to receive funding for thus adding strain to an already tight budget.

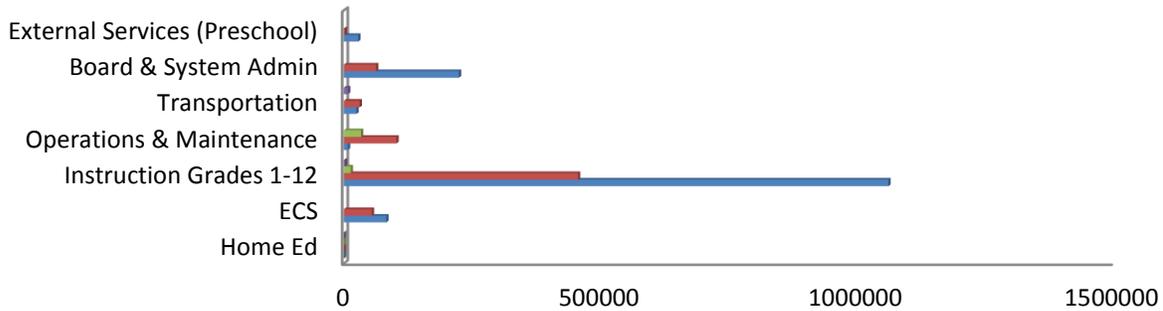
The board is committed to providing a Christian Education to whomever desires it. Financial Assistance is provided to nearly 44 families and continues to grow. We are so grateful for the opportunity to provide for these families however again it has to be constantly monitored.

Revenue	Budget Report 2014-15	Budget Report 2013-14	Actual 2013-14
Government Revenue	72%	68%	65%
School Generated Funds	28%	32%	35%
TOTAL	100%	100%	100%
Expenses			
Instructional	77%	76%	76%
Administration	12%	12%	13%
Transportation	3%	3%	3%
Operations and Maintenance	7%	8%	7%
Other	1%	1%	1%
TOTAL	100%	100%	100%

SUMMARY OF FINANCIAL RESULTS 2014

	Home Ed	ECS	Instruction Grades 1-12	Operations & Maintenance	Transportation	Board & System Admin	External Services (Preschool)
Salaries	0	82431	1057908	7896	24515	223443	27963
Services & Contracts	0	54469	454996	102173	30784	62752	1621
Amortization	0		13370	33165			
Interest on Capital Debt	0		2015		8123		

Expenditures 2013-14



	Home Ed	ECS	Instruction Grades 1-12	Operations & Maintenance	Transportation	Board & System Admin	External Services (Preschool)
Interest on Capital Debt	0		2015		8123		
Amortization	0		13370	33165			
Services & Contracts	0	54469	454996	102173	30784	62752	1621
Salaries	0	82431	1057908	7896	24515	223443	27963

Budget Summary

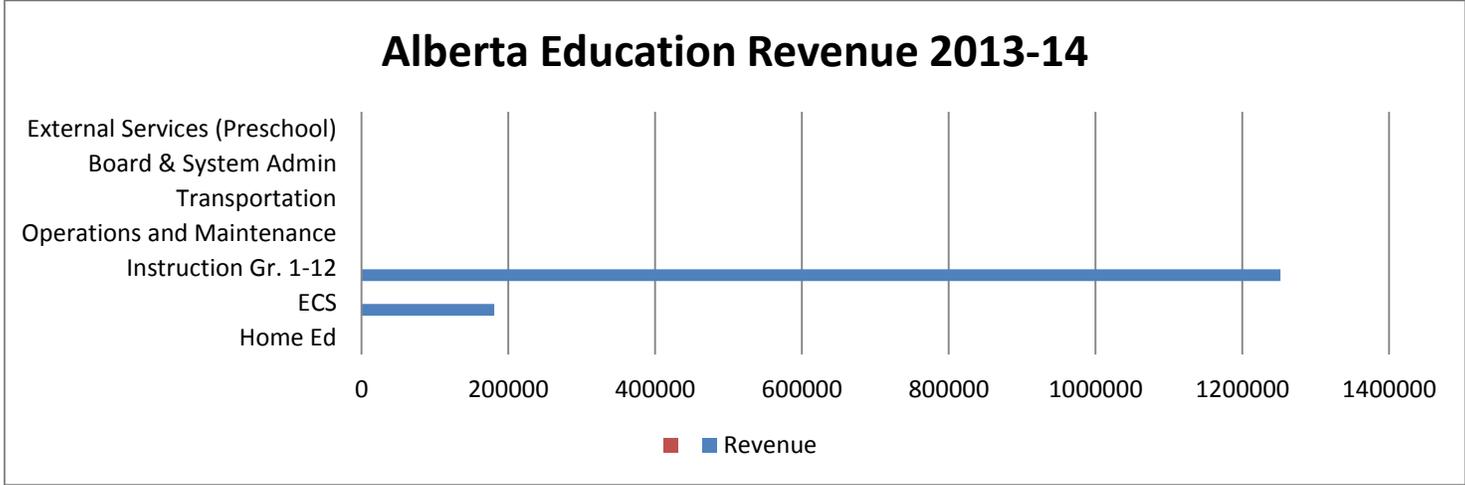
Because we have experienced an unusual growth spurt this has put tremendous pressure on the existing facility in terms of space for operation, and teaching staff. For the 2014-15 school year 2 additional teachers have been hired. The grades 3 and 4 class as well as the grade 1 and 2 are now stand alone classes. With more students requiring ESL we have had to increase ESL time. This has resulted in a higher amount needed for instruction in terms of salary. Our special needs has also grown from 22 to a possible 27 code 40 students. This has caused our Special Needs budget to escalate again. We have been approved for 4 PUF students but the exact amount for budgetary purposes has yet to be determined.

We are so grateful for the reinstatement of our plant operation and maintenance grant. This is essential to the operation of the school. This year again we are planning to raise about \$80,000 net for our fundraising commitment. Whatever the residual is at yearend will be apportioned to building fund.

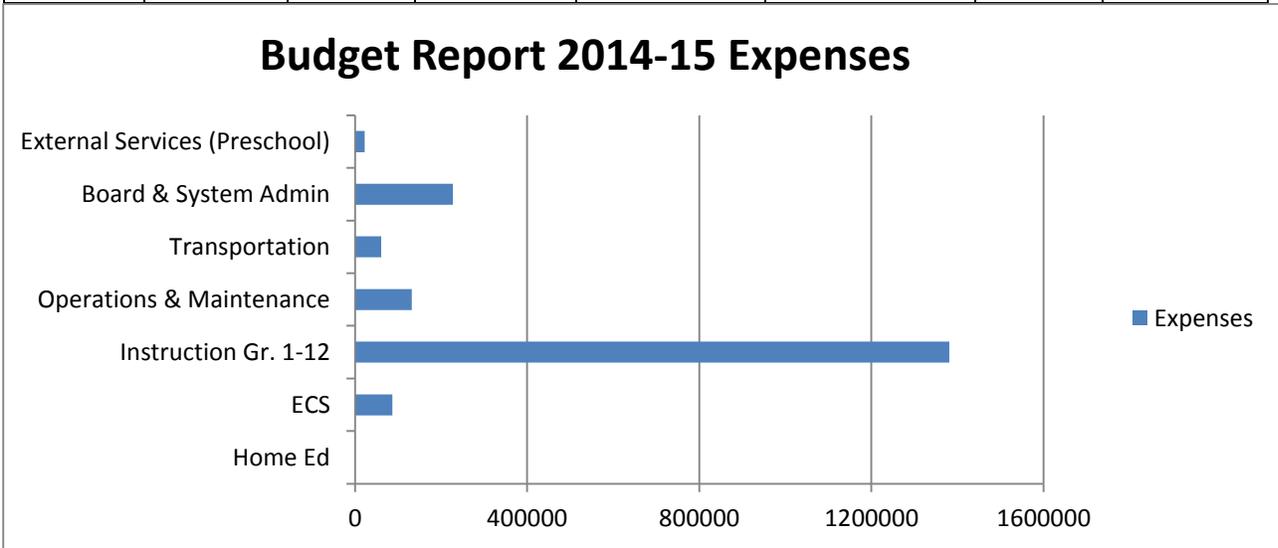
Parents enjoy projects so a "Christmas Wish List" has been established for parents to contribute to. This is independent of fundraising and teachers are encouraged to think about items that they would like to have in the classroom that would add some wow to their teaching. Last year over \$10,000 worth of items were donated and this year nearly \$15,000. This is over and above the scheduled \$80,000 that we need to raise.

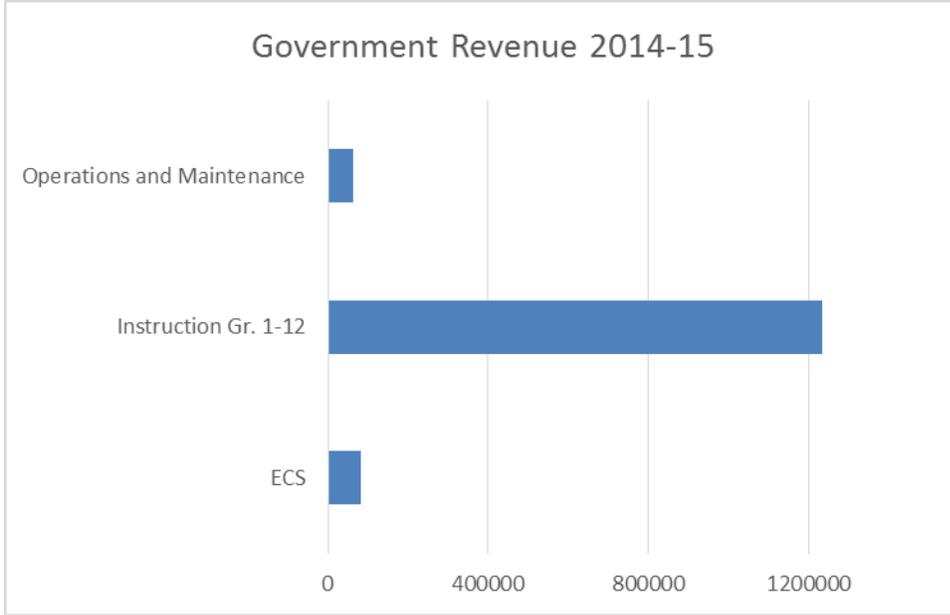
Financial Assistance is needed to provide for families unable to meet the financial commitment required of those who are attending our school. Over \$114,000 of assistance was given in tuition support which represents nearly 44 families.

	Home Ed	ECS	Instruction Gr. 1-12	Operations and Maintenance	Transportation	Board & System Admin	External Services (Preschool)
Revenue		180693	1251975				



	Home Ed	ECS	Instruction Gr. 1-12	Operations & Maintenance	Transportation	Board & System Admin	External Services (Preschool)
Expenses	0	86530	1381166	132074	60850	227023	22456





	ECS	Instruction Gr. 1-12	Operations and Maintenance
Government Revenue 2014-15	83404	1233338	64483

Capital and Facilities Projects

We are currently waiting on Red Deer Public School District for direction as to what the next steps shall be in terms of planning for purchase of the facility. In the meantime we have a small reserve and access to additional funding. It is only when we can determine what the cost of the facility will be that we will be able to make informed decisions and go to our parent body for approval.

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 that has a 30 year history of desiring and encouraging parental involvement. Sometimes the term parent run can be misleading. Parents feel that every concern or suggestion will be implemented and change will occur immediately. Parent run means that parents have input into the direction that the school is going by serving on committees, serving on the board, volunteering in the classroom or being involved in fundraising.

Partnering with parents (the home) and church makes a very strong bond in giving guidance to young people. Grandparents are a valuable resource that needs to be tapped into. They bring a wealth of life experience, stability, wisdom and understanding that can foster and maintain the goals and the vision of the school. Many of our students are immigrant children and some come from fractured homes. Adopting a grandparent or a grandparent adopting a student or family can be a rich experience for everyone concerned. The opportunities are there but sometimes there are distance and/or language issues.

With the possibility of us purchasing the existing facility, we are looking for parents that will join with us and have the greater vision for the school. This will be essential for making possible the fundraising for the school.

There has been much concern expressed as of late about bullying in schools. We have been very blessed to have been able to address the issues that are indeed issues of bullying to the satisfaction of the parents and students. As parents become more involved with their child's education, issues such as this can be more easily and effectively addressed because the culture and the vision of the school is more fully understood. Buzz words such as bullying or unfairness may give a clouded impression to some parents.

Timelines and Communication

Because we are a small school, communication between the parent body to board or parent body and student body to staff flows readily and quickly. Emailing of information in the form of newsletters, the Koinonia Korner, which is published monthly and Koinonia Quick Notes which are published weekly, keep parents and students informed. This contains information about what is happening with government, city news, school news, homework, board news and other information relative to the parent and student body.

Copies of the audited financial statements are available in the office for the parents to look at in hard copy format as well as an abridged version available on the web site at www.koinonia.ca. The board has input in the Three Year Plan at regularly called meetings of the board. The Three Year Plan/AERR and its location on the web will be communicated to parents through the newsletter and electronic mail through our website.

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