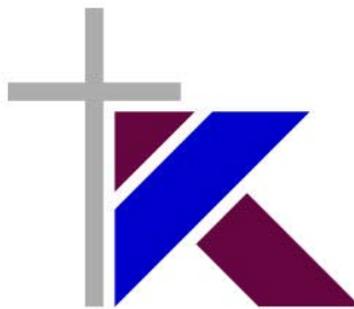


**Combined 3-Year
Education Plan
& Annual Education
Results Report
(AERR)
Koinonia Christian
School Red Deer**



2016 – 2019

Message from the Board Chair

Dear Parents,

How fast the time passes and with the completion of another successful year behind us we look forward to what the future holds. The desire of the Board was to secure a stable location for our school. This came to fruition this year after 33 years of renting and 3 locations we now have a place that we can call "home". We rejoice in this accomplishment and thank God for the opportunity afforded us by Red Deer Public School District. Final ministerial approval for the sale of North Elementary was given in May of this year.

We especially wish to thank those individuals who were on the "Tender Committee" for the countless hours put in for meetings and negotiations, for the Finance Committee and the guidance they gave and also for the Board who took a bold step of faith to make the offer to purchase. I would like to express my thanks to the parents, staff and students for the positive and encouraging attitudes demonstrated over the past year. This makes my job as Board Chair so much easier.

A bold step was also taken with the approval by Alberta Education of expanding our mandate in Christian Education by birthing our own "Koinonia@Home", initially offering traditional parent directed program and then in February branching out to distant learning. It has been a steep learning curve for all but special thanks are in order to Mrs. Mary-Lou Stacey, program director, Mr. Vic Wiens, VP responsible for home education development and Mrs. Nicole Dunham, administration support.. Countless hours went into designing a program that would meet the needs of parents and fall within the parameters of Alberta Education. We were excited for the 35 students who initially enrolled and for our first Koinonia@Home graduate. Job well done. Thank you.

It always amazes me, the generosity of our parents, grandparents, alumni and friends of Koinonia with this year being no exception with the raising of over \$80 000. The Christmas Wish List was so well supported with many additions made to our IT program as well as other programs in the school. Our students have been the true benefactors of these gifts.

I would be remiss if I did not brag about the wonderful musical presented in the Memorial Centre by the drama class under the co-direction of Mr. Peter Vanderwal and Mrs. Annette Bradley, our music teacher. This was truly a school project with sets being built by the construction class and painted by the art class. The choreography class was an inspiration to all. We received great reviews by our local radio and newspaper.

For the thousands of volunteer hours donated by teachers, support staff, parents and students we say thank you. Koinonia is a better place as a result of your labor of love. Your involvement is a credit to the students and the mission of the school.

As always the fruit of ones labor in education is to see the final product and this year our grade 12 graduating class numbered 19. We are so proud of your accomplishment and wish you much success in your future endeavors.

Again, on behalf of the Board, we say thank you to all but we especially thank God for His provisions and faithfulness.

Sincerely,

Cameron Oke
Board Chair

Accountability Statement

The Annual Education Results Report for the year 2015-16 school year and the Education Plan for the three years commencing September 2016 for Koinonia Christian School Red Deer were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grant Regulations. The document was developed in 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 learning and results.

The board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for the 2016-2018 years on November 29, 2016.

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

Koinonia Christian School Red Deer was established 33 years ago with the expressed purpose of having a partnership with parents and with the local church in the education of children. Over the years this relationship has been fostered and encouraged. Many people have expressed the family atmosphere of the school despite the fact that the school has grown. As an interdenominational, discipleship, faith based school we enjoy a wide range of religious experiences which allows for a better understanding of the Christian community. There are 4 other independent schools in the city as well as a Christian School operating as an alternate 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.

With a school population of over 210 FTE in 1-12, 21 in K, 35 in PS 3 and 4 in the brick and mortar school and another 120 FT and part time students in Home Ed., Koinonia Red Deer attempts to meet the needs of all of its students in the best possible way. Our preschool provides a feeder program to our Kindergarten. This coexists with input from our Kindergarten and grade one to support students with early literacy and screening for early intervention should educational needs arise. A wide variety of programs are provided for our students as they make their educational journey. Band, Ensemble, Worship Arts, Drama, Construction, K. & E., along with a strong academic program completes our offering. French is offered beginning at grade 4 up to grade 9.

The school is ethnically diverse as well as having a large number of students who have challenge in life. The school is faith based which unites and strengthens each student individually and corporately as a school body. We currently have a teaching and support staff of 50 in the brick and mortar school and another 20 in Koinonia@Home. Because of our cultural diversity and mission, we take educational trips to Europe every 2 years with mission trips on the opposite years. Being a faith based school, spiritual retreats along with Spiritual Emphasis Week and Bible Fair gives our students opportunity to expand their spiritual journey.

Koinonia Red Deer draws from a large trading area, Sylvan Lake to the west, Innisfail to the south, Stettler to the east, Ponoka to the North and points in between. The commute that these parents make is an indication of their commitment to parental choice. As a parent run school we encourage involvement of our parents in volunteering in a number of ways, in the classroom, in the area of sports, music and drama, committees and coaching.

As an independent school, Koinonia Red Deer relies heavily on the Association of Christian Schools International (ACSI) for professional development and the Association of Independent Schools and Colleges of Alberta (AISCA) for its right to exist and be a provider of faith based education to a group of committed parents. It is also our lobby group that provides positive relations with government agencies as well as teacher evaluation for teacher certification. Koinonia Red Deer also belongs to KCES, Koinonia Christian Education Society, an umbrella organization to which 6 other schools in the province belong, giving policy, direction, advise, support, professional development and encouragement to staff and board.

As with many small schools in the Province of Alberta it is difficult to find areas that your school can become involved in to allow students exposure to sports and other extra-curricular activities. We are blessed to be able to associate with our fellow schools across the province for our mission and cultural trips as well as track meets, basketball and volleyball tournaments, hiking and ski trips as well as retreats. All of these activities are open to our Koinonia@Home students.

Trends and Issues

Facility

Koinonia Christian School Red Deer has rented facilities from Red Deer Public School. We are so grateful for the arrangement which has been of benefit to both parties. This year the partnership has taken a step forward with the purchase of the facilities. Although there has been improvements made yearly the enrollment numbers have increased and the wear and tear which has certainly taken its toll. It was necessary this year to make much needed repairs to the hallway floors as well as the last two classroom floors. New flooring was laid and has added much to the general appearance. With the initial building being over 60 years old, plans are underway for a new gym. Vision casting took place this year and excitement is growing as we plan for the future.

It is hoped that a plan can be developed that would include the needs of the immediate community as well as the school community. We are working with community leaders to that end.

Financial

We are so proud of our financial past. We have had a balanced budget for over 30 years. This was only possible with a minimum of \$80 000 of fundraising per year. We have been able to put any excess revenues into restricted funds for our new building. Now with the purchase of the building those restricted funds have diminished. It has changed from a liquid to a fixed asset. As a result cash flow needs to be watched carefully.

This year with the downturn in the economy our tuition assistance has increased significantly. It is the policy of the board that no student should be turned away from a Christian education because of financial issues. We have seen that families have taken on two jobs in order for their children to attend an independent school. Approximately \$125 000 was given in tuition assistance.

With both parents working, this has a direct impact on the availability of parents for involvement. Our school's philosophy is that the parent is the prime educator of the child and we are there to assist the parent in the education of their child. This unfortunately is not happening as parents are becoming less involved with their child's education, volunteering less and thereby increasing the cost of education as more support staff needs to be hired. Less involvement also means less commitment and less commitment means less dedication and less dedication means students' programming can suffer.

Special Needs

This year we have seen an increase in the number of code 40 students in our school. This has resulted in more EA's being required in the classroom. Caution must be exercised in ensuring that we do not have too many adults in the classroom as we endeavor to provide the needed programming for these students. This year we felt it necessary to hire a program director to ensure that all of the programming needs for our special needs students are being provided. This part time position has allowed the teachers and EAs to spend more time with the student implementing the programming recommendations.

There is a necessity for the teaching of parents by our program director to ensure consistency with home and school. Triple P has helped empower parents to be the leaders in the home and nurture the children in their care. There is also a need for more professional development in service and supervision to ensure that we are providing the best possible service to our parents and students.

Outside agencies have been very good in providing guidance and giving suggestions for improvements. As always the bottom line is space and finance.

Community Involvement

Koinonia Red Deer has always prided itself with high parental involvement as well as community involvement. The demands of outside organizations are putting strains and pressure on volunteers. The communities are vying for the same community dollars and time. There is only so much in the resource pool. Many parents feel very stretched and the pressure is showing as the children continue in their academic journey.

Programs in the school, particularly the sports programs, which depend highly on volunteer help, are suffering.

Summary of Accomplishments

Mexico 2015-16

This year a group of some students, translators and supervisors travelled to Mexicali and spent 10 days on a missions trip which involved a Construction Team, a Women's Team and a Children's Ministry Team. The Construction Team roofed the orphanage and dry walled part of the interior. The Women's Ministry team worked with both younger and older women and taught them crafts which they could reproduce for sale. The Children's Ministry Team spent time working with the young children and allowing the Moms to have some free time to get involved in activities outside the home. The team came back excited, although tired from the physical labor that most team members got involved in for at least part of the time.

Koinonia@Home

KCS RD applied to AB Education for an Expansion of Program to allow for a traditional home school program as well as an online program. The former was accepted and the latter denied. Instead of the online program we asked permission to operate a pilot Distributed Learning program beginning in January 2016. This would allow us to "get our feet wet", so to speak, and work out any bugs for the 2016-17 school year. We had about 45 students which amounted to about 3 FTE. This was just a good number to have so as to be able to make the necessary changes immediately. KCS RD is committed to operate a program that is acceptable to AB Ed. Because of the thoroughness of set up we had more teachers available to teach than we did students. Likewise in our traditional parent-directed program we had about 27 students.

During that time we constantly lobbied government for equity and parity and brought to the attention of AB Ed personnel the issues that were concerning and challenging a newly established program. We sought to provide for our parents a comprehensive list of acceptable disbursement items that we felt would alleviate some of the obvious issues that appeared to contravene the regulations regarding parent disbursement of funds.

KCS RD purchased a DM System called Schoology which would be used within the brick and mortar school as well as for the HE program. This was introduced slowly as there would be a whole paradigm shift in technology. The program would be used in the future for parents, students, teachers, administrators and office personnel. It would be used for report cards as well as attendance. Our current program used in the office would have to be abandoned as it was not PASI compliant. All items for AB ED in terms of registration and mark submissions would need to be done manually as this program would not be able to do that. Another system would be considered in the future when enrollment numbers could justify the purchasing of such. The Board has been considering Maplewood and Power School.

Music Man

Every 2-3 years Koinonia puts on a major drama presentation that has 2 purposes; one to allow students to develop their God-given talents in the area of drama and also to unite the school. This became a total school project with approximately 100 students and parents being involved in the production. In order for the students to experience the feeling of being on a full sized stage, the Memorial Centre, which houses approximately 700 people, was rented for the event. Secondly, this was used as a major fundraiser for the school with approximately \$20 000 raised. One of our objectives is to have the event fully paid for in terms of expenses before the first curtain call. Again this year was no exception and all ticket proceeds went to the students not to cover the cost of production. This year nearly \$15 000 needed to be raised beforehand in order to cover production costs.

What was unique about this production is that there were very few afterschool practices and the Art, Drama, Choreography, Shop and Music teachers all worked together as a team. This was very exciting for both the staff and students. Set assembly for painting did occur on 3 Saturdays.

There was excellent publicity by both the newspaper and the radio station which provided 2 for 1 advertising for the event. This partnership was one that we truly appreciated.

School Purchase

A dream has come true. After 33 years of living in a "tent" the dream of having our own facility has become a reality. Red Deer Public School District announced that the building which we rented was to be put up for sale by public tender. After much planning, negotiating, research and prayer a submission was made on January 6, 2016. By May 15 Ministerial approval was given and by August 1, 2016 KCS RD became the new owner. In the interim it was noted that there were some glaring safety issues that needed to be addressed as a result of water damage to the floor. All hallway floors along with two classroom floors were stripped and new vinyl plank was installed. This will reduce maintenance costs from the aspect that the floors will no longer have to be stripped and waxed.

As a result of the purchase and other factors, there was increased interest in the school and enrollment increased by 10%. This has put additional strain on existing classroom space, numbers, and special needs/early literacy space. The board made the decision to split the grade 5 and 6 classes and hire an additional teacher. This created a domino effect that resulted in the decision that the Principal's office, which was close to existing classrooms, should move thus giving much needed space to the special needs department. This created a need for additional office space and a portable self-contained office was purchased and situated in the compound outside the existing high school portables. This would house the Koinonia@Home office, KCES office as well as a conference room.

School Video

As part of our promotional package a 6 minute video was made to promote our school within the community to encourage the partnership within the community and to show to our prospective families the nature and heart of the school. This was a major undertaking that involved students, staff, parents and alumni.

Technology

An area that needed addressing is the whole aspect of technology. Upgrades to computers from Computer for Schools, along with an appropriate cart for storage and transportation was secured. This enabled all students from 1-12 to have total and complete access to computers in the classroom as well as the computer room. Our IT person increased his time at the school to 2 days a week with the implementation of Schoology and Koinonia@Home.

Preschool Programming

Our Preschool classes for 3 and 4 year olds were completely filled with waiting lists. This is certainly a tribute to our Preschool Teacher who has spent a great deal of time with parents in the area of ensuring that needs of the children were being met. Early intervention is so important and this is evidenced by the fact that our Kindergarten program was also filled for the 2016-17 school year in late August.

Flag of Canada

Our school along with another school in Red Deer were the only 2 schools in Alberta to join in the mass choir for the rendition of 'O Canada' in acknowledgement of the 50th Anniversary of our flag. This was a great experience for our grade 3-6 students.

Combined 2016 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 | 96.4 | 97.7 | 96.4 | 89.5 | 89.2 | 89.1 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Good | Program of Studies | 90.9 | 92.5 | 89.3 | 81.9 | 81.3 | 81.4 | Very High | Maintained | Excellent |
| | | Education Quality | 97.1 | 97.6 | 96.4 | 90.1 | 89.5 | 89.5 | Very High | Maintained | Excellent |
| | | Drop Out Rate | 5.8 | 2.5 | 2.1 | 3.2 | 3.5 | 3.5 | Intermediate | Maintained | Acceptable |
| | | High School Completion Rate (3 yr) | 78.5 | 73.8 | 80.5 | 76.5 | 76.5 | 75.5 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | Acceptable | PAT: Acceptable | 80.1 | 77.8 | 77.5 | 73.6 | 72.9 | 73.4 | High | Maintained | Good |
| | | PAT: Excellence | 12.5 | 13.0 | 15.5 | 19.4 | 18.8 | 18.6 | Low | Maintained | Issue |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | 92.6 | 64.7 | 71.3 | 85.0 | 85.2 | 85.1 | Very High | Improved Significantly | Excellent |
| | | Diploma: Excellence | 24.1 | 17.6 | 11.8 | 21.0 | 21.0 | 20.5 | Very High | Improved | Excellent |
| | | Diploma Exam Participation Rate (4+ Exams) | 23.6 | 27.7 | 52.6 | 54.6 | 54.4 | 53.5 | Very Low | Declined | Concern |
| | | Rutherford Scholarship Eligibility Rate | 72.7 | n/a | n/a | 60.8 | n/a | n/a | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Excellent | Transition Rate (6 yr) | 62.9 | 55.5 | 54.8 | 59.4 | 59.7 | 59.3 | High | Maintained | Good |
| | | Work Preparation | 99.0 | 100.0 | 98.7 | 82.6 | 82.0 | 81.1 | Very High | Maintained | Excellent |
| | | Citizenship | 94.4 | 96.5 | 93.6 | 83.9 | 83.5 | 83.4 | Very High | Maintained | Excellent |
| Parental Involvement | Excellent | Parental Involvement | 92.8 | 97.1 | 96.5 | 80.9 | 80.7 | 80.5 | Very High | Maintained | Excellent |
| Continuous Improvement | Excellent | School Improvement | 90.9 | 85.2 | 89.6 | 81.2 | 79.6 | 80.0 | Very High | Maintained | Excellent |

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Combined 2016 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

| Measure Category | Measure Category Evaluation | Measure | Koinonia Christ Sch Red Deer (FNMI) | | | Alberta (FNMI) | | | Measure Evaluation | | |
|---|-----------------------------|--|-------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Learning Opportunities | n/a | Drop Out Rate | * | * | n/a | 6.1 | 7.0 | 7.2 | * | * | * |
| | | High School Completion Rate (3 yr) | n/a | * | n/a | 50.2 | 47.7 | 46.4 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | n/a | PAT: Acceptable | * | * | n/a | 52.4 | 52.1 | 52.8 | * | * | * |
| | | PAT: Excellence | * | * | n/a | 6.3 | 6.5 | 6.2 | * | * | * |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 78.2 | 78.3 | 77.3 | n/a | n/a | n/a |
| | | Diploma: Excellence | n/a | n/a | n/a | 10.0 | 9.5 | 9.4 | n/a | n/a | n/a |
| | | Diploma Exam Participation Rate (4+ Exams) | n/a | * | n/a | 20.7 | 21.0 | 20.4 | n/a | n/a | n/a |
| | | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 31.9 | n/a | n/a | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | * | n/a | n/a | 33.5 | 33.0 | 33.3 | * | * | * |

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference

Achievement Evaluation

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

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

| Measure | Very Low | Low | Intermediate | High | Very High |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable | 0.00 - 66.07 | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence | 0.00 - 9.97 | 9.97 - 13.44 | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable | 0.00 - 73.77 | 73.77 - 80.97 | 80.97 - 86.66 | 86.66 - 90.29 | 90.29 - 100.00 |
| Diploma: Excellence | 0.00 - 7.14 | 7.14 - 13.15 | 13.15 - 19.74 | 19.74 - 24.05 | 24.05 - 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 |
| 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)

Outcome One: Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 52.6 | 75.0 | 79.8 | 77.8 | 80.1 | 75 | High | Maintained | Good | 75 | 75 | 80 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 6.6 | 12.5 | 21.0 | 13.0 | 12.5 | 15 | Low | Maintained | Issue | 15 | 15 | 15 |

Comment on Results

When we examine the population and the size of the sample group, one student more in the category of excellence would make a large difference in the percentage of students achieving a level of excellence. We feel confident that we are implementing strategies that will improve the overall performance of the students.

Unless exemption is requested by the parents or the student's doctor or educational circumstances dictate, all of our special needs students write the PATs.

Strategies

- Continue to provide pull out for children with English as a Second Language to help improve basic literacy skills.
- CAT4 testing at K, 1, 2, 4, 5, 6, 7 & 8 and evaluating where students are performing lower and teaching toward those areas.
- Continued use of Successmaker at school as well as home.
- Use of Schoology to keep parents apprised of the performance level of their students.
- Elementary and Junior High teachers meeting together to discuss issues and curriculum concerns, including areas of deficiency in all grades K-9, not only those that write the PATs.
- Ensure that the teacher's long range plans incorporate and meet curriculum standards.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|------------------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 66.7 | 80.4 | 69.0 | 64.7 | 92.6 | 80 | Very High | Improved Significantly | Excellent | 80 | 80 | 80 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 6.3 | 10.7 | 6.9 | 17.6 | 24.1 | 8 | Very High | Improved | Excellent | 10 | 10 | 10 |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 89.9 | 86.3 | 81.3 | 73.8 | 78.5 | 85 | High | Maintained | Good | 85 | 85 | 85 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 2.8 | 0.0 | 3.9 | 2.5 | 5.8 | 2 | Intermediate | Maintained | Acceptable | 2 | 2 | 2 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 63.3 | 53.2 | 55.5 | 55.5 | 62.9 | 65 | High | Maintained | Good | 65 | 65 | 65 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | 72.7 | 75 | n/a | n/a | n/a | 75 | 75 | 75 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 27.7 | 74.0 | 56.3 | 27.7 | 23.6 | 60 | Very Low | Declined | Concern | 60 | 60 | 60 |

| |
|---|
| <p>Comment on Results</p> <p>We have continued to work at improving the services to our ESL students who are struggling with proficiency in Academic English that is required in order to achieve success on Diploma Exams. We are recommending that more time be spent in ESL to bring up the level of Academic English.</p> <p>If we encourage students to take courses that they can succeed in and not push them to take additional courses the percentage of students taking four or more Diploma courses will decrease.</p> <p>Strategies</p> <ul style="list-style-type: none"> *Continue to provide PD opportunities for teachers *Continue with grad counselling to ensure that the students are enrolled in the correct courses according to their Career Plan. That is to check out course requirement for desired field of study. *All students write a minimum of 2 Diploma exams *Ensure that Diploma type questions are included in school based exams, in particular in the midterms. *Semester English and Social, offering English 30 first semester and Social 30 second thereby ensuring that the students have a good knowledge of writing skills before taking Social 30. *Encourage students to attend after school classes offered by teachers to review curriculum material. *Encourage students to take Diploma Prep and Rock the Diploma courses and upon completion the school will reimburse the cost of the course for Rock the Diploma for any student achieving 5% or more higher on the exam than their final school mark and \$35 for the Diploma Prep Course upon proof of attendance. *Provide ESL classes for students whose mother tongue is not English *Encourage any student who is struggling with high school rigors to take 4 years instead of 3 to finish grade 12. |
|---|

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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.
4. 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.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|-------|------|-------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 92.3 | 92.3 | 92.0 | 96.5 | 94.4 | 85 | Very High | Maintained | Excellent | 90 | 90 | 90 |
| 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. | 98.1 | 100.0 | 96.2 | 100.0 | 99.0 | 95 | Very High | Maintained | Excellent | 95 | 95 | 95 |

| |
|---|
| <p>Comment on Results</p> <p>In a faith based school it is important that leadership and citizenship along with sportsmanship be key areas that should be congruent with the philosophy of the school. I am happy that the walk and the talk are the same. Our students continue to be examples in the community and local businesses as well as parachurch organizations as many want our students for volunteer help and employment. The survey results agree with the experiences that we have had with outside organizations.</p> |
| <p>Strategies</p> <p>Strategies for Citizenship:</p> <ul style="list-style-type: none"> *Student Council Leadership *Mentorship program *Mexico Missions and Cultural Trips *Student team Leaders for Chapel <p>Strategies for Employment Preparedness:</p> <ul style="list-style-type: none"> *Career Counselling *Work Experience both on and off Campus *Students involved in community service work *Involving students staff and parents in decision making process |

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

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| 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> | 96.0 | 95.8 | 95.9 | 95.7 | 96.0 | | n/a | n/a | n/a | | | |

| |
|----------------------------------|
| <p>Comment on Results</p> |
| <p>Strategies</p> |

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

Outcome Two: The achievement gap between First Nations, Métis, and Inuit 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 | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| 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 | * | * | | * | * | * | | | |
| 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 | * | * | | * | * | * | | | |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | * | n/a | * | n/a | n/a | | 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 | | n/a | n/a | n/a | | | |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| 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 | | | |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | * | * | * | * | * | | * | * | * | | | |
| 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 | * | | * | * | * | | | |
| 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 | | | |

Outcome Three: Alberta’s education system is inclusive

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| 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. | 96.5 | 95.6 | 95.9 | 97.7 | 96.4 | 92 | Very High | Maintained | Excellent | 92 | 92 | 92 |

| |
|---|
| <p>Comment on Results</p> <p>It is gratifying to see a five year average of 95%. This is the result of the strong philosophical basis that the school operates under. Bullying is addressed and students who persist in this type of activity find that they need to change by the positive peer pressure that is applied.</p> <p>Teaching of parents through our Triple P program the importance of addressing discipline issues in a consistent and loving manner has been beneficial.</p> |
| <p>Strategies</p> <ul style="list-style-type: none"> *Anti-bullying awareness and the recognition of what bullying is not. RCMP ticketing bullies and the use of resource officers *Integration of Biblical instruction into all subject areas and how this applies to treatment of fellow students. *K-12 Big Brother/Little Brother, Big Sister/Little Sister mentoring program *Utilization of Student Council/Leadership Program *Regardless of our differences we are all valued and important and as the Scripture says each one of us are fearfully and wonderfully made |

Notes:

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

Outcome Four: Alberta has excellent teachers, school and school authority leaders

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| 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. | 87.3 | 87.3 | 88.2 | 92.5 | 90.9 | 83 | Very High | Maintained | Excellent | 83 | 83 | 83 |

Comment on Results

We are very pleased with the consistency of results that we have seen over the years and this is in part attributed to the effort put in to getting the whole school involved. Projects such as The Music Man where each student can contribute and offering a variety of options as well as opportunity for travel all help contribute to this. Alumni often take opportunity to come back to participate in some of the activities. With the establishment of Koinonia@Home DL program we have been able to offer more courses as there is a larger teacher pool for our students to draw from for course selection.

Strategies

- *Offering option courses as well as a K & E programing through ADLC, Northstar or Koinonia@Home DL program thus giving more opportunity for students.
- *Offering second language opportunities as well as Work Experience, RAP and the possibility of Dual Credits
- *Offering the cultural and educational trips to Europe expands horizons and allows students to see the world as a global community.
- *Drama, Music and Art are offered in gr 7-12 with opportunity to use these skills and talents in major productions every 2-3 years.

Notes:

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

Outcome Five: The education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2016 | Achievement | Improvement | Overall | 2017 | 2018 | 2019 |
| 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. | 87.3 | 93.6 | 89.9 | 85.2 | 90.9 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 92.9 | 96.0 | 96.3 | 97.1 | 92.8 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 93.7 | 95.4 | 96.2 | 97.6 | 97.1 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |

Comment on Results

Because of the downturn in the economy we are seeing more and more that both parents are working and in some cases 2 to 3 jobs. This has a detrimental effect on parental involvement. Also effecting family dynamics is the single parent home where the parent has to be both the mother and the father. It makes for the stress level to go up as parents navigate this issue. The meeting with the parents in the beginning of the year is very worthwhile and the parent teacher interviews being held before report cards are issued have had a positive impact. Parents are able to be proactive as opposed to reactive to their child's education.

With a growing preschool program we have noted that early intervention in the educational needs of the students has been greatly appreciated. Getting parents involved early and understanding educational issues before they become major issues in the grade school makes the working relationship easier and parent /student satisfaction increases.

It was good to see that the parents are seeing that the school has improved in the quality of education and that the parents have played a good part in that.

Strategies

- *Compulsory Parent / Teacher interviews prior to first report cards being sent out allows for parents to address issues and make improvements before report cards are issued
- *Schoolology will allow real time access to all student marks in the future. This has been an experimental aspect for our school this year and will be implemented next year
- *Minimum of 2 parent meetings a year
- *Encourage input through parent / teacher meetings and the AGM

School Improvement

- *Survey parents and staff
- *PD Day through KCES where ideas are feely shared
- *ACSI, AISCA Teachers Convention and Admin Conference
- *PD opportunities through the Consortium.
- *New Teacher Day @ AISCA
- *Utilization of PAT and CAT4 results in planning and curriculum implementation.

Notes:

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

Future Challenges

For a number of years I have responded with the concern for a facility. With the purchase of our existing facility, which was finalized August 1, 2016, the Board decided to be proactive and do some serious planning. With this in mind a 5 year plan was developed and this included a 10 year plan for building. This would include fundraising for the purchase of the existing school as well as future thinking of a new gymnasium, washrooms and needed classroom space.

This summer some major renovations were done in the school to accommodate special programs in the school. An additional office portable was secured to help alleviate the congestion in the office due to some offices changing to assist with classroom space. Space is a major concern for the upcoming year.

Drawings for a new gym complex with kitchen, change rooms, washrooms, storage and classroom space was presented with an approximate cost of \$2.5 million. The challenge is to fundraise to get this amount in 5 years so that this much needed space can be utilized. The current building will need some upgrades in the next 5 years in order for it to be functional. In order for us to grow we need additional space. We can take up to 35 more students providing that they are in the grades in which we have space.

Koinonia@Home finished its first very successful year of operation with planned growth. The DL program which was a pilot project that had about 3.5 FTE students and allowed us opportunity to correct areas that needed correction and develop more fully other areas. We were grateful for the support, questions and direction that our Field Services gave us for this initiative. This helped in guaranteeing that the next year would be more successful than the previous.

Apart from the issues discussed above, our staff continues to grow. In the brick and mortar school we have over 40 teachers and support staff and with Koinonia@Home we have an additional 20. We are going through growing pains as we attempt to integrate the Home Ed and DL with the brick and mortar staff. We have our Home Ed program as an integrated part of our brick and mortar school. The needs are somewhat different but our desire for quality Christian Education is paramount.

With the increase in enrollment comes the challenge of parking and the concern that residents have about the lack of adequate parking for students as well as parents, teachers and the community. Because our students come from a large radius and not all directly from the city of Red Deer many in the high school drive to school. This not only causes congestion but also students are parking in front of neighborhood residents and when the home owners come home there is often no place to park. There has been dialogue with the residents and it is an ongoing issue that festers every-so-often. We wish to be considered as a positive part of the community and cooperate wherever possible. Also, the parking area is shared with the community association and no one wants to take responsibility for the upkeep. Since the school utilizes it 10 months of the year it is felt that the school should maintain it (gravel, grading and general upkeep). A solution needs to be formalized to this 15 year old issue.

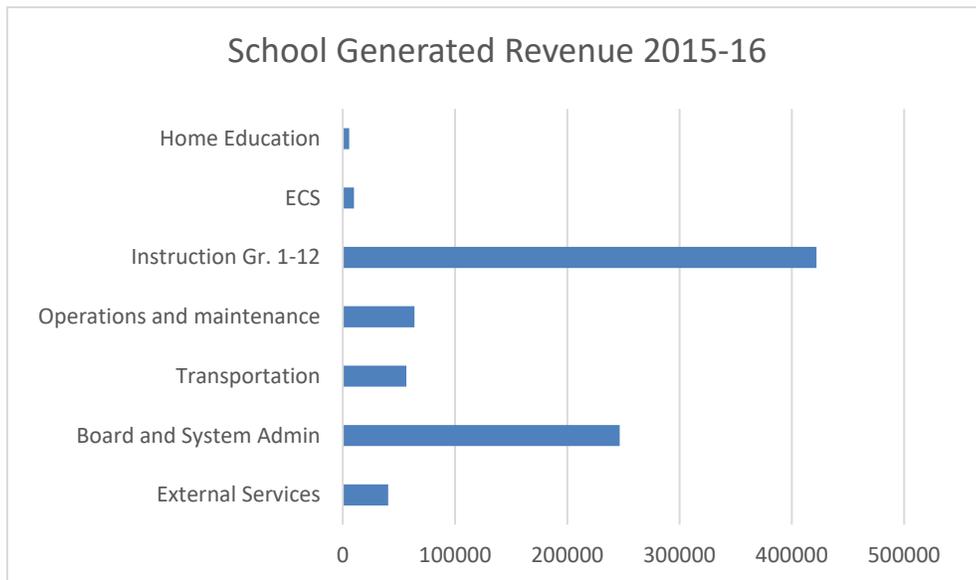
Summary of Financial Results

Government generated revenues increased by 5% and school generated funds dropped by 5%. This is due in part to the substantial increase in the number of special needs students and therefore special needs funding. Also this is a blend of homeschool and brick and mortar so now homeschool revenue is included in the total government revenue. Because of the economic situation it was decided that for the 2015-16 school year there would be no increase in tuition. Parents currently pay \$4300 per year for 1 child and a maximum of \$6360 for a family. It should also be noted that donations were down slightly and there are fewer available dollars that can be designated to private education as people are continuing to watch carefully the areas that they donate to. The previous year was an exceptional year with over \$125 000 being raised but consistently for the past 5 years a minimum of \$85 000 was raised through donations. We had hoped that it would be another banner year but ticket sales for our major production did not meet expectations.

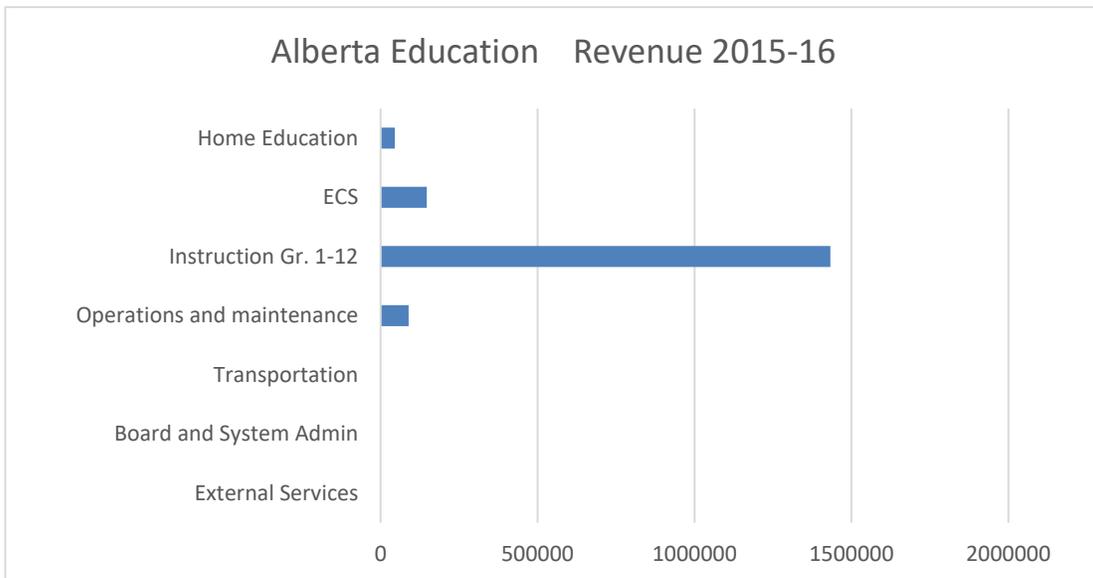
For expenses salaries continue to be the largest expense. Although salaries represent a large portion of the expenses, teachers at Koinonia continue to work for 67% of public school counter parts. Also with the significant increase in special needs more support staff needed to be hired. Although not a huge number of students were enrolled in our homeschool program there was additional staff hired to support that program. Administration was up as a Vice Principal was hired as well as a Program Director for our Koinonia@Home program.

Contract services went up 59% this year due again to increase in special needs that required OT, PT, Speech and Ed psych testing as well 2 students required assistance for the visually impaired and another 6 required assistance from the Deaf and Hard of Hearing.

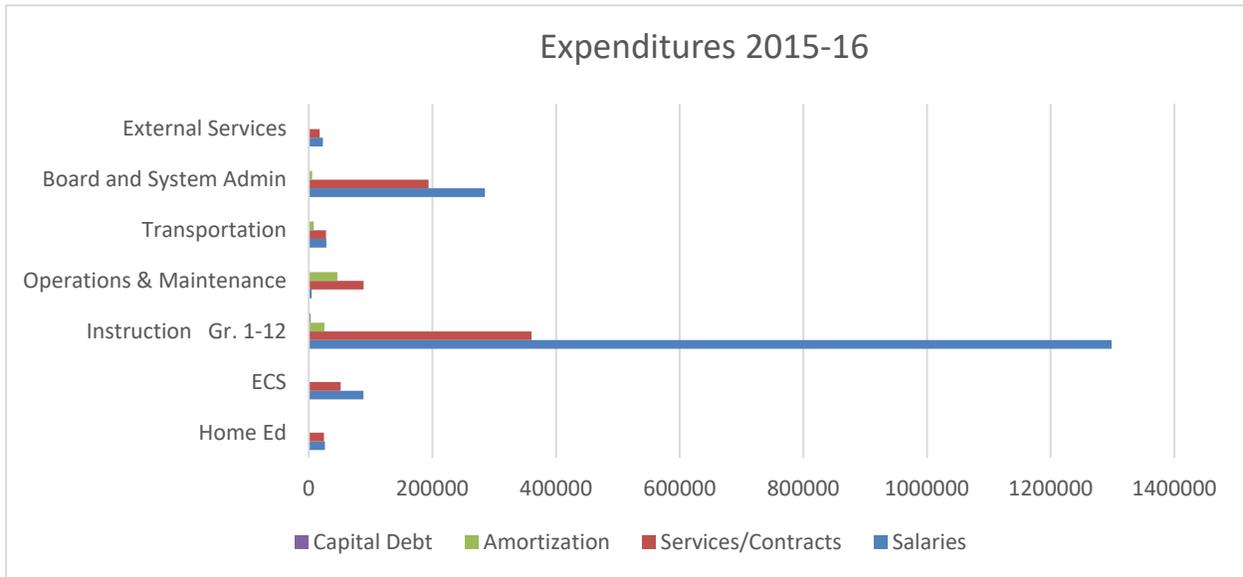
| School Generated Revenue 2015-16 | |
|----------------------------------|--------|
| External Services | 40495 |
| Board and System Admin | 246675 |
| Transportation | 56689 |
| Operations and maintenance | 63888 |
| Instruction Gr. 1-12 | 421991 |
| ECS | 9993 |
| Home Education | 5700 |



| Alberta Education Revenue 2015-16 | |
|-----------------------------------|---------|
| External Services | 0 |
| Board and System Admin | 0 |
| Transportation | 0 |
| Operations and maintenance | 89502 |
| Instruction Gr. 1-12 | 1432778 |
| ECS | 146969 |
| Home Education | 45112 |



| Actual Expenditures 2015-16 | | | | | | | |
|-----------------------------|---------|-------|----------------------|--------------------------|----------------|------------------------|-------------------|
| | Home Ed | ECS | Instruction Gr. 1-12 | Operations & Maintenance | Transportation | Board and System Admin | External Services |
| Salaries | 26108 | 88536 | 1298662 | 4634 | 28387 | 284878 | 22758 |
| Services/Contracts | 24606 | 51552 | 360286 | 88627 | 27991 | 193773 | 17504 |
| Amortization | 0 | | 25308 | 46277 | 8124 | 5435 | |
| Capital Debt | 0 | | 1700 | | | | |



Budget Summary

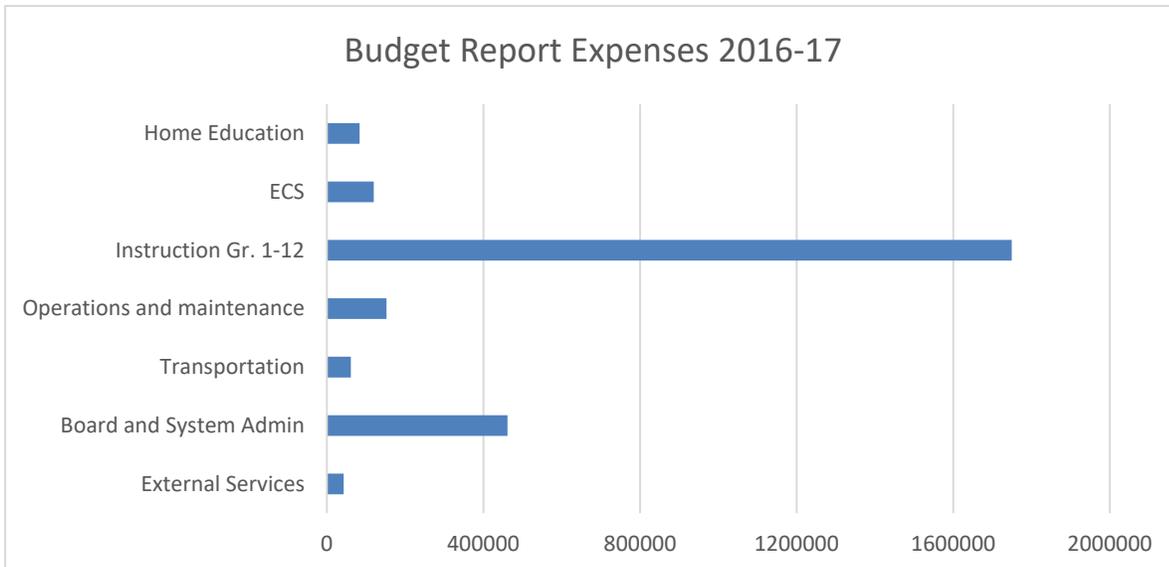
We experienced over a 10% growth in our brick and mortar school and 19% growth in Special Needs as well as PUF student growth from 3 to 7. This will again see an increase in salaries and contracted services. The Board made a decision to split the grade 5/6 class and hire another fulltime teacher. With more students in Special Needs our Coordinator and Program Director would need to increase their work hours as well.

Financial Assistance will increase to nearly \$115 000 for the coming year. Parents are feeling the financial crunch. This will mean that we will need to increase donations and fundraising to cover the shortfall. The budget was prepared on a projected enrollment of 230 students with a total enrollment projection of 283, including Home Ed. Our actual has come in at 210 for the brick and mortar school. There will be a slight shortfall in projected revenues, however there will be some reduced expenditures as well.

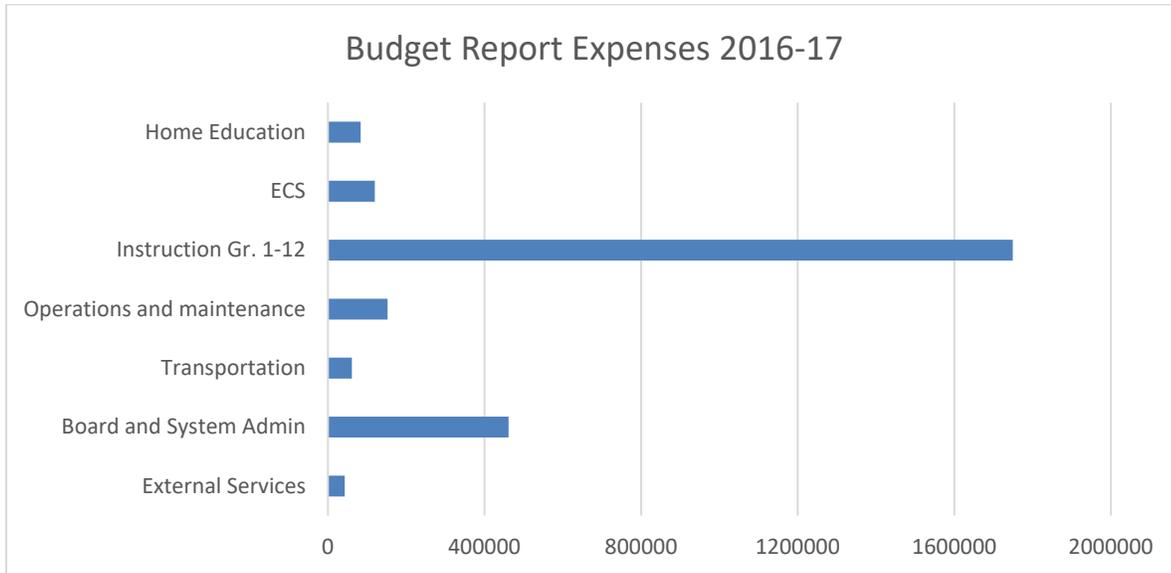
Normally, in order to be more conservative in budget estimation, budget forecasts are based upon previous September 30th enrollment numbers. When the budget was prepared our enrollment numbers had increased to September 30 numbers but unfortunately a number of planned transfers did not take place due to the economy. We also had a number of families move to other provinces for employment at the end of the school year.

Also, although we knew there was a good possibility that we would purchase the school, we did not have Ministerial approval for it until 6 weeks after we presented our budget to AB Ed. Though our mortgage payment is near our increased rental amount there was still a small shortfall.

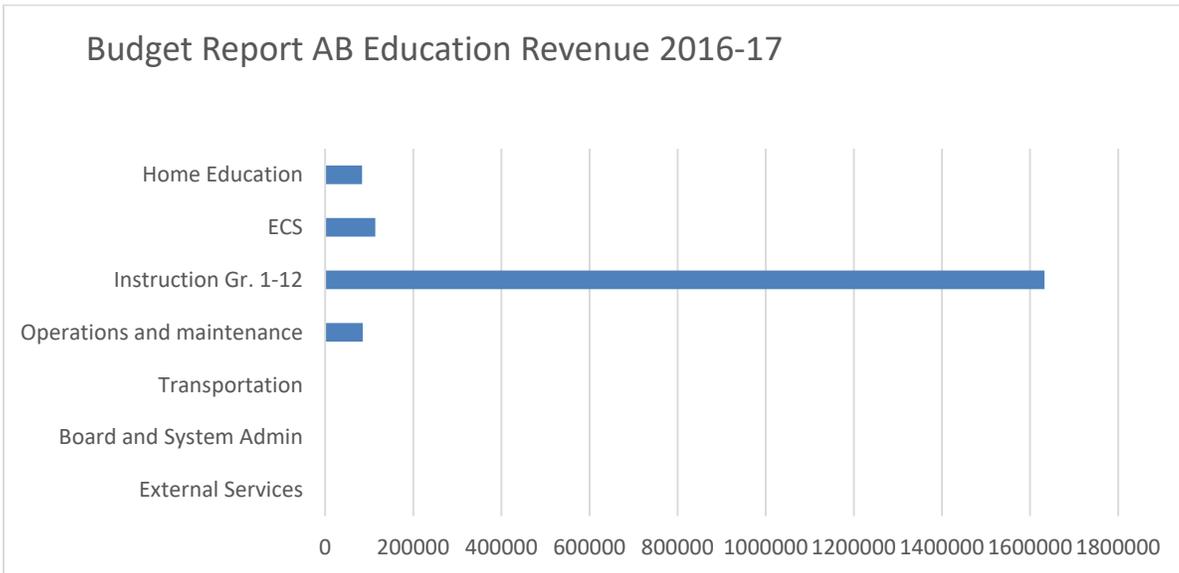
| Alberta Education Budget Report Expenses 2016-17 | |
|--|---------|
| External Services | 42958 |
| Board and System Admin | 461294 |
| Transportation | 61152 |
| Operations and maintenance | 152344 |
| Instruction Gr. 1-12 | 1749242 |
| ECS | 119955 |
| Home Education | 83540 |



| Alberta Education Budget Report Expenses 2016-17 | |
|--|---------|
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| Instruction Gr. 1-12 | 1749242 |
| ECS | 119955 |
| Home Education | 83540 |



| Alberta Education Budget Report Revenue 2016-17 | |
|---|---------|
| External Services | 0 |
| Board and System Admin | 0 |
| Transportation | 0 |
| Operations and maintenance | 85218 |
| Instruction Gr. 1-12 | 1632841 |
| ECS | 113854 |
| Home Education | 83541 |



| Revenue | Budget Report 2016-17 | Budget Report 2015-16 | Actual 2015-16 |
|----------------------------|-----------------------|-----------------------|----------------|
| Government Revenue | 72% | 67% | 67% |
| School Generated Funds | 28% | 33% | 33% |
| Total | 100% | 100% | 100% |
| Expenses | | | |
| Home Education | 3% | | 2% |
| Instructional | 70% | 77% | 70% |
| Administration | 17% | 12% | 19% |
| Transportation | 2% | 3% | 2% |
| Operations and Maintenance | 6% | 7% | 5% |
| Other | 2% | 1% | 2% |
| Total | 100% | 100% | 100% |

Capital and Facilities Projects

Our building fund was exhausted with the purchase of our school. We now have a liquid asset (cash in restricted funds) turning into a fixed asset (school building). It is projected that we need to raise approximately \$300 000 - \$400 000 a year for our new building which we project occurring in 5 years as building costs continue to rise.

Summary of Facility and Capital Plans

Purchase of additional office space for the 2016-17 school year was taken out of restricted funds. There will be some additional upkeep items that will need to be done so as to keep the facilities in a safe condition. Roof repairs will be a major item that will have to be carefully evaluated in terms of the longevity of the current building relative to a new building project.

Parental Involvement

Koinonia Christian School has had and continues to have the philosophy that the parent is the prime educator of the child and that the teacher is there to assist in this process. As the child passes through the system the teacher plays a larger role for the academic, but for the social, physical, emotional and spiritual, parents are vitally important and should not abdicate this very important role. Parents need to stay involved in whatever capacity they can and in whatever form they are able.

Koinonia Christian School not only encourages but requires the involvement of parents. Opportunity is given to give assistance in the classroom as volunteers, helping with projects outside the classroom, volunteering for sports whether it be coaching, cheering or driving to games. Many of our parents desire to be a part of their child's life but the pressures of life do not allow as much involvement as many wish. Families are making substantial financial sacrifices to have their children in an independent school which has to charge tuition in order for it to provide the necessary services and programs.

Opportunity is given for parents to be part of the school board and other committees and sub-committees of the board, fundraising, development, and social programming which are all vital to the life of a school. Chaperoning activities whether it is a band trip or a trip to the mountains for an overnight campout all contribute to the life of the school and seeing parents as co-workers with the teachers.

Fellowship is an important role that the school can play in the lives of the parents and the students. Parents can involve themselves in social activities that the school attempts to foster over the course of the school year. This has proven to strengthen student parent relationships as well as parent teacher relationships. Programs such as Triple P allow parents to come together for encouragement in the difficult task of raising children especially those with profound needs. This can either be in a group or individual setting.

A safe and caring school can only be achieved as home, school and church work together for the common benefit of children. More parental involvement and interaction is encouraged and there is a direct relationship to the issues of bullying and parental involvement. As parents become more involved in their child's life and educational issues, these can be more effectively be addressed. It is certainly the hope of the staff and administration that parents never feel that they are unwelcomed or unappreciated.

Timelines and Communication

Parents and students are kept informed of what is happening by the emailing of information in the form of newsletters. The Koinonia Korner is published monthly and Koinonia Quick Notes are published weekly. A new data management system has been purchased called Schoology and this program is currently being used with teachers for communication but eventually will be used for report cards, communication with parents, teacher and students.

Because of the size of the school and the family-like atmosphere, communication between the parent body to the Board or parent body and student body to staff flows readily and quickly.

The information about what is happening with government, city news, homework, Board news and other information relative to the parent and student body is contained in the above mentioned forms of communication. Electronic monitors located throughout the school allows parents and students to have 'e-nouncements' before them on an hourly basis.

Copies of the audited financial statements are available in the school finance office for 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 into the Three Year Plan/AERR and its location on the web will be communicated to parents through the newsletter and electronic mail.

The combined AERR/Three Year Plan 2016-19 can be found at <http://www.koinonia.ca/parents.html>

Whistleblower Protection

A policy was adopted in March of 2014. There were no disclosures reported to the chief officer of KCS Red Deer.