

# **Koinonia Christian School - Red Deer Society**



## **Annual Education Results Report (AERR) 2023-2024 School Year**

9211 Koinonia Christian School Red Deer Society  
Submitted to Alberta Education  
Approved January 30 2025

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## Message from the Board Chair

Dear Parents,

The results presented in this report were gathered in our second year operating three separate and unique schools and reflect the dedication of students, parents, teachers, support staff and school leaders. Our school theme for 2023-2024 was *Identity*, based on a scripture verse from Ephesians 2:10, "For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things He planned for us long ago."

It is our responsibility, through the assurance process, to work with you to ensure the school authority is governed and operated in a manner that builds trust and confidence that the school authority is fulfilling its mission and mandate. We are grateful for the successes and challenges that occurred in this past year of tremendous change. Through numerous conversations with members of our school community, we believe that our service to families and discipleship of students in our schools has improved. Our daily devotional focus on gratitude helped remind us of the sustaining love of Christ as we faced some adversities and celebrated successes.

On behalf of the Board of Directors, I want to express my sincere appreciation to all who served Christian education through our schools this past year. As we move forward in 2024-2025 with a focus on *The King and His Kingdom*, we look forward to strengthening our assurance processes and relationships. We are excited about the emphasis on Christ-centered learning in all three schools and dedicated to the future successful completion of the goals in our Education Plan.

May God bless our efforts together, "The Lord is faithful in all His words and kind in all His works." (Psalm 145:13, ESV).

Sincerely,

A handwritten signature in black ink, appearing to read 'Juan Arias', with a long horizontal flourish extending to the right.

Juan Arias  
Board Chair

## Accountability Statement

This Annual Educational Results Report for Koinonia Christian School Red Deer Society for the 2023-2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and *Ministerial Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This [Annual Education Results Report for 2023-2024](#) was approved by the Board on January 30, 2025.



A stylized, handwritten signature in black ink.

**Juan Arias**  
Board Chair



A stylized, handwritten signature in black ink.

**Vern Rand**  
Founding Principal 1983-2020  
Acting Executive Principal 2024-25

## In Memory of Mary-Louise Stacey



*Figure 1: Mary-Louise Stacey April 27, 1963-July 28, 2024*

On July 28, 2024, Executive Principal Mary-Lou Stacey was suddenly taken from us to meet her Saviour Jesus Christ. Her abrupt departure was a somber reminder of the brevity of life. But thanks to her transparent and deep faith, her legacy lives on. The following is an excerpt from the tribute given at her Memorial Service held on August 10, 2024, delivered by our Founding Principal Vern Rand.

About 12 years ago Mary-Lou made an entrance into my life as a school administrator. It was clear after my first meeting with Mary-Lou that there was a kindred spirit that grew in the ensuing years. I had a vision for developing a home education program, but Mary-Lou had a God-directed vision, passion and drive that no one could surpass.

Quickly I realized that here was an individual who had so many giftings all wrapped up in one package. Because of her steadfast faith, she soon became an integral part of our organization serving multiple roles. While she was vice principal of campus, I watched her as she prayed and gave godly counsel to students sometimes giving them a much-needed verbal 'kick in the pants' to get them thinking, praying and having them walk out the office with a new appreciation for each other.

Mary-Lou was never one to expect more of someone else than she was prepared to give herself. For those teachers in our midst, mentoring and leading by example was a trademark. She would share with me her heart's desire to see teachers grow and be able to instill in the hearts of students not only subject matter but a Christian world view that would stand the test of time.

No task was too daunting for her to engage in. If it meant fairness and reasonableness, she was there to defend Christian values, the home, the parent, and the child or Christian Education, whether it was regarding governmental legislation or government officials. There was no doubt in my mind walking away from

meetings that there was a realization that here was a force to be reckoned with. Whatever the cost, even if it meant going to court to defend what she believed, she would do so gladly.

Mary-Lou loved learning and was a life-long learner and her excitement to pass this on to those she encountered was evident. Her passion was her deep conviction and belief that parents were the prime educators of their children which led her to home education and distance learning. With that immovable conviction she became a champion of home education, and we observed our program experience exponential growth. Those students who learned in a unique way had an advocate who fought fiercely for that right and to do all things fairly whether it was on parent's school's or government's part.

There were some interesting characteristics of Mary-Lou. She could be seen arriving at school with her phone in her ear deeply engaged in conversation and saying good morning while being engaged in conversation with those she met along the way. In meetings she would be involved in discussion taking notes and be texting and sending articles of relevance as she went into archives for some additional information needed. She gave new meaning to multi-tasking. Time was important to Mary-Lou, as it was to me, so I would set the clock in my office 10 minutes ahead so that we could start on time and if it were an hour meeting, I could say that we were running overtime.

As I came closer to the time to hand over the baton of Koinonia Christian School Red Deer Society there was no one that I could have endorsed more than Mary-Lou. Referring to character, there are not too many people who would insist that the individual that she was replacing stay on in the organization and work together for the betterment of the organization. That demonstrated humility of heart and a desire to build the kingdom, not kingdom build.

It was her steadfast faith as a leader that caused her to have devoted friends or vocal critics. It was not what others thought of Mary-Lou that was important but rather if it fit in with her Christian world view.

As we celebrate Mary-Lou's life, we celebrate a full and well-lived life of serving. We mourn, but not as those with no hope. We know that Mary-Lou made many decisions in life but the biggest was giving her heart and life to Jesus Christ, giving her purpose and fulfillment. So, for that reason, I choose not to say goodbye but good night, Mary-Lou. We will see you in the morning.

## Foundational Statements

# MISSION

The mission of the Koinonia Christian School Red Deer Society's school authority is to assist parents in Christian education by developing excellence in faith, moral character, and academics, promoting lifestyles related to Christian witness.

Focused on providing Christ-centered educational choices for families, the Koinonia Christian School Red Deer Society (KCS-RDS) operates a school authority in Alberta that governs three distinct schools. All schools exist to disciple students

in the Christian faith and are rooted in a God-centered view of man and the authority of Christ as saviour and king. As his image-bearers, we seek to glorify Christ in all we do.

Along with the accountability for public funds reported through the Annual Financial Statement, this report represents part of a cycle of continuous improvement outlined in Alberta's Assurance Framework. The report provides a summary of the results of the annual survey conducted by Alberta Education on assurance measures (AEAMs), results of local measures in our schools, input from stakeholders, and an analysis of the strategic actions KCS-RDS has taken to meet our responsibilities and the goals of our [Education Plan](#).

Every year, our schools participate in prayer and scripture study with the wider community of Koinonia schools as part of our membership in the Koinonia Christian Education Society. *Identity* was the theme for 2023-2024. As we reflect on the results of our work together this past year, we know we are blessed!

## Who We Are

With a long history of providing quality Christian educational choices to families, KCS-RDS also celebrates **finishing its second year (2023-2024) as a school authority operating three separate schools.**

*Koinonia*, in the original Greek, means community and fellowship. Two of the schools, Koinonia Christian

School Red Deer (KCSRD) and Emmaus Learning Community (ELC) share a school building in the Riverside Meadows community of Red Deer. Koinonia@Home families are served by the office and IT staff in Red Deer and often visit the

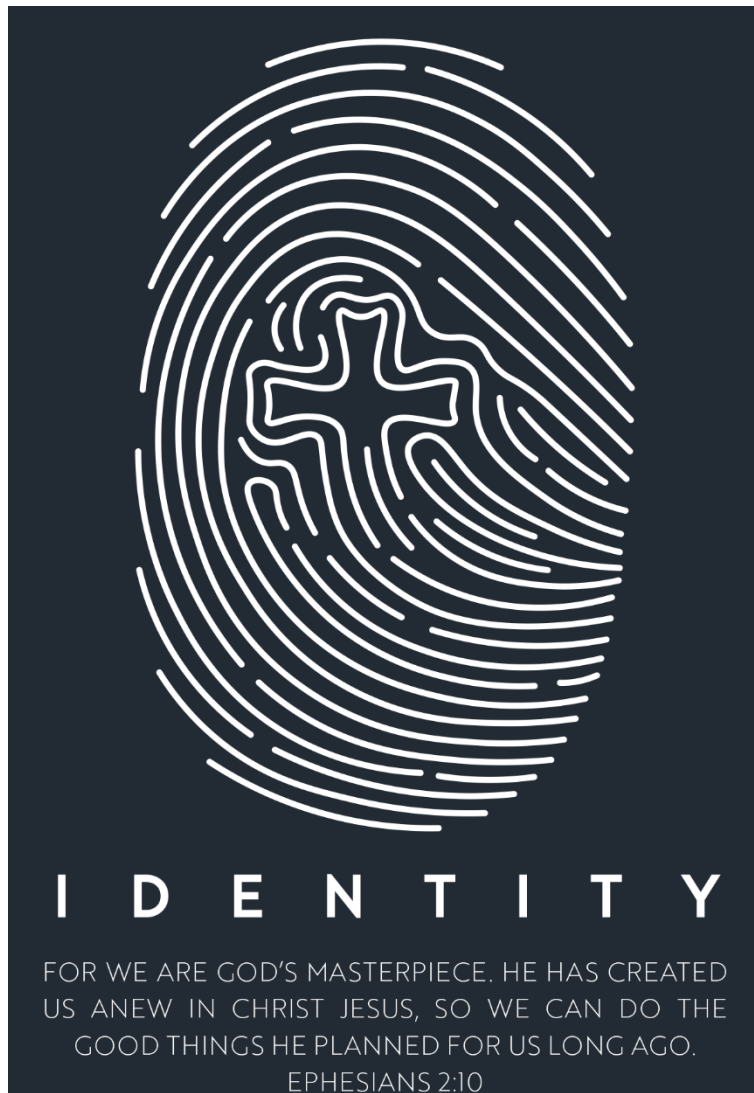


Figure 2: Theme poster for the 2023-2024 school year, titled "Identity"



Learning Commons. Students and families from all three schools enjoy fellowship at large events such as the annual picnic, Remembrance Day ceremonies, Track n' Field, and the annual high school convocation and banquet.

## Preserving Identity- Embracing Change

We are grateful for the many milestones reached over the history of the Koinonia Christian School Red Deer Society, especially for the years of faithful service represented by these achievements. This year, our theme for scripture memory and prayer is *Identity*. Looking back on these achievements reminds us that it is almighty God who sustains us: **“for we are God’s masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago.” (Ephesians 2:10)**

We thank all the parents, grandparents and members-at-large with a passion for Christian education who have served the Koinonia Christian School Red Deer Society Board of Directors for over 40 years. These faithful stewards generously volunteer their time to govern the systems of accountability and assurance required by independent (private) accredited schools. Not only did they give of their time, but they also gave sacrificially of the financial resources. Parents elected to the Board of Directors for a three-year term at an annual general meeting have direct, consistent input into the vision, mission, and policy development of the schools operated by the KCS-RDS school authority. The Board has representation from all schools it operates, and invites committed Christian leaders from our stakeholder groups who have a desire to support Christian education to apply to serve on the Board of Directors.

### ADDITIONAL ENGAGEMENT OPPORTUNITIES FOR PARENTS AND COMMUNITY MEMBERS



In addition, the Board annually appoints society members with specialized skills to volunteer on standing committees that advise the Board. For example, members with skills in financial management and planning serve on the Finance Committee. This committee is an essential part of KCS-RDS’s system of assurance as its members provide valuable input into the budgeting process supporting the Society’s [Education Plan](#) and oversight of financial operations, including the development of the [Annual Financial Statement](#). As mentioned previously in our 2022-2023 AERR, in the 2021-2022 school year, the Finance Committee recommended the Board of Directors conduct a financial review

of operational capacity to address changes in the programs offered to parents and the new funding model introduced by Alberta Education. After Deloitte completed their 3-month review, a new controller was added to the leadership team. This has been a refining process. Operational changes suggested by the review began in the summer of 2022 and were a major focus of the Board’s work in 2022-2023 as well as 2023-24.

In the spring of 2023, a new Human Resources Committee was established as a standing committee by the Board of Directors to strengthen a culture of accountability and transparency for all employees. To support future growth of the schools and resolve any tension related to changes in the new organizational structures and operational requirements, the committee’s mandate is to advise the Board Chair on matters related to concerns or complaints received by the Chair. Our Lord instructs us to “aim at what is honorable not only in the Lord’s sight but also in the sight of man” (2 Corinthians 8: 21, ESV). Establishing this committee facilitated the implementation of required operational changes in 2022-2023 and will help our society maintain standards of honesty, openness and accountability expected by a Christian school. We are grateful that there was limited need for that committee work this reporting period. This proved the valuable function that it had during the time that it was needed. The Development Committee which was established

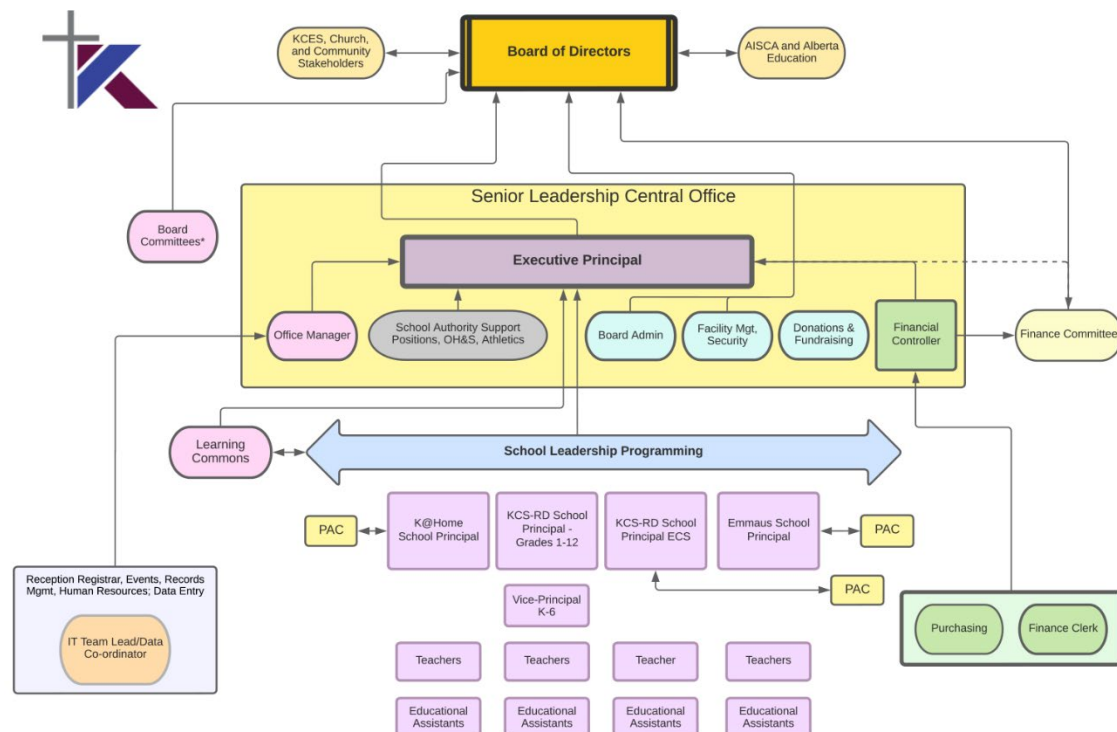
was not asked to begin its work until defined terms of reference were established. The question that remained was would that include our fundraising activities or would that come under separate jurisdiction.

Two additional standing committees were started in 2022-2023, and the Board is actively seeking additional committee members who could volunteer their expertise in policy development and the development of financial and property resources to sustain growth for KCS-RDS in future years. The Policy Committee has been up and running with review of old policies, developing new ones, and ensuring that basic core policies adopted by KCS-RDS from our umbrella organization, KCES (Koinonia Christian Education Society), have been implemented and that KCS-RDS does not contravene KCES policy. Another major undertaking this year was a complete update of our Society bylaws which will be presented to our society membership at our 2025 AGM. When the final revision is completed, it will be forwarded to our legal counsel for review.

As a Board, much time has been taken for planning and restructuring the organization. This ensures that as KCS-RDS grows, the chain of command is fully understood. A new organizational chart has been developed and is actively evolving as we grow and develop.

Operating three schools out of one building has its challenges in terms of scheduling and carrying out the mission of our school. The Central Office is the hub of the three schools, so delegation of work and workflow is crucial. Some changes in terms of location of offices after the death of Mrs. Stacey were necessary to ensure that groups worked together. The IT office was moved to the reception and office manager. The accounting and Executive Principal were moved and now occupy the area previously housing IT. That way the Executive Principal has access to the controller, and the two school principals. Staff have been informed of changes made to routine office matters, exchange of duty of care, supervision and security. Because of the importance of the security of our students, visitors to the office are carefully screened to ensure that individuals from the general public are not able to enter the building.

With changes that are made, it is necessary to keep the staff informed as to whom they need to report to or request information from. A copy of that chart is included below. The PAC, Board of Directors as well as Administration and Office staff have been briefed to ensure that the proper individuals are contacted if concerns arise.



\*Board Committees will be developed as needed.

## Parent Advisory Councils (PACs)



Figure 3: Photo - Sergeant Jeremy Anderson, RCMP, laying a wreath at our Remembrance Day ceremony on November 9, 2023. Sgt. Anderson has served the Koinonia Christian School Red Deer Parent Advisory Council as Chair for the last three years.

This has been the first full successful year for our parent advisory groups with parents being extremely enthusiastic and engaged as they now have a clear understanding of their mandate. In September of 2023, a large townhall meeting was held to update parents on the activities of the PACs and invite more parent participation. Parents attended in person as well as through an online streaming option.

A Parent Advisory Council now supports the system of assurance at the school level for each school in our authority. In September of 2024 our PAC from all three schools will look forward to their first AGM. What was lacking in numbers was made up for with enthusiasm.

### STAKEHOLDERS IN THE BROADER COMMUNITY

KCS-RDS is grateful for its relationship with community stakeholders. Many of our relationships have been strengthened, and we look forward to the fruit of this fellowship as we work together to support Christ-centered educational choices for families.

**Our Local Community Association:** Our community association has played an active role in the history of our school community. For example, fundraising for the playground equipment was a joint effort and the community association has used our facilities for hosting larger gatherings for the neighbourhood. Our students continue to enjoy the use of the ice rink and nearby field area, and we value the input and

fellowship of these community leaders. We have actively consulted with the leaders of our community association on strategies to maintain a safe school community balanced with our shared desire for a welcoming space. We regularly invite them to our celebration assemblies. As the association was helpful in establishing our new safety patrol last year, we look forward to their input on future recognition for student leaders in this program.



**Christian Community Leadership:** KCS-RDS had a booth exhibit and staff attended an apologetics convention with [Faith Beyond Belief](#) (now called *Be Ready!*) in April. Leaders from this organization also provided valuable professional development for our staff by introducing resources to support a Christian Worldview response to culture for students of all ages at winter professional development day.



KCS-RDS is a member of the [Koinonia Christian Education Society \(KCES\)](#) that exists to support Christian education in the province. As a member, KCS-RDS board and administration leaders enjoy professional development and opportunities for collaboration on projects of mutual concern, such as the development of health protocols and professional development opportunities for staff. Membership in KCES also provides access to professional support through the [Alberta Assessment Consortium](#), which publishes valuable material for learning supports and excellence in teaching and leading practices. We have appreciated that two of our staff members have joined the KCES Professional

Development committee and two other staff members joined a newly formed policy review committee established in the spring of 2023. During the year policies have been reviewed and recommendations made to the KCES Board for

changes to core policies. A member of the KCS-RDS Board was appointed to the KCES Board of Directors at its Annual General Meeting (AGM). Through that appointment, KCS-RDS can have a say in the formulation of core policies which have a direct impact on providing a solid foundation for our school to continue to operate and grow. This year, our board attended a Board Retreat hosted by KCES. We had as guest speakers John Jagersma from AISCA, and John Hilton O'Brien from Parents for Choice in Education. The KCS-RDS Board was able to mingle with and interact with Boards from other Koinonia Schools and share ideas, concerns, and issues relating to their schools and independent education in general.

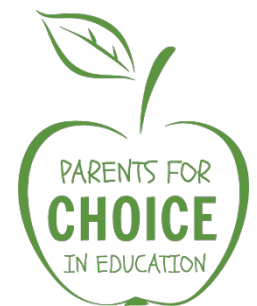
**KCS-RDS is also a member of the [Association of Independent Schools and Colleges in Alberta \(AISCA\)](#).** Membership in this organization provides valuable support for governance and professional development. In addition, opportunities for input into provincial educational trends, issues and initiatives are available through collaboration with other independent school leaders at conferences, workshops, and meetings. Koinonia@Home families participated in AISCA's learning supports program and we hosted a visit from AISCA's staff at our Red Deer facility to discuss our work together. Our administrative staff were able to attend in both fall and spring.



**KCS-RDS leadership has built strong relationships with [Careers the Next Generation](#) and Alberta Regional Coordinators** in the [Green Certificate program](#) to support its Off-Campus programming for students.

**KCS-RDS is grateful for the leadership provided by the [Alberta School Councils' Association \(ASCA\)](#)** to support the development of our school councils both past and present. A consultant from ASCA worked closely with our Board and our parent community to educate and guide the establishment of our Parent Advisory Councils in the 2022-2023 school year. Each school principal and PAC executive are continuing to work with the consultant to finalize operational procedures and receive guidance on strengthening the participation of parents in the improvement of student learning and school culture.

**KCS-RDS also collaborates with provincial organizations that support choice in education, including the Alberta Home Education Association (AHEA) and [Parents for Choice in Education](#).** Many KCS-RDS parents are actively involved in these associations as advocates for choice in the province. Our school leadership and Koinonia@Home staff invite representatives of these organizations to share at staff meetings to support competencies in their professional standards of practice. In the Spring of 2024, Koinonia@Home attended the AHEA convention where valuable collaboration with families in our own community and other home-schooling organizations occurred.





## OUR SCHOOL COMMUNITIES – AN OVERVIEW

### *The Impact of Change on School Culture and Operations*



As with many aspects of our school community, consideration must be given to the practicality and financial viability of projects. Dating back to 1990, KCS-RDS decided as part of its strategic growth plan to run a bus from Innisfail to Red Deer to allow students from that area to come into the city. At that time approximately 45 students were being bussed from Innisfail and surrounding areas to Red Deer. The bus ministry as it was called was the “brainchild” of a group of parents who banded together, purchased a bus and under the ministry of the Innisfail Baptist Church ran this service. It was in the early part of the 1990’s that this ministry was turned over to KCS-RDS for total control and operation. For over 3 decades, the

bus ministry flourished as more and more parents in Innisfail wanted to send their children to an interdenominational Christian School.

Fast forward to 2023-2024: not operating the bus could cause undue hardship to parents who already sacrificially give to the school through extra fees, donations, and volunteer hours. However, due to rising costs and an unpredictable market, scrutiny had to be given to the viability of running a bus program, and because of changes in demographics, tough decisions needed to be made. After much discussion, prayer, and parental input, the recommendation of the Finance Committee was to discontinue the bussing program for the 2023-24 school year.

We were so grateful to Alberta Education for providing transportation grants that allowed us to enter into agreements with parents who live 2 kilometers or further from school to receive grants equivalent to 70% of public-school grants or \$492 per student for those in grades 1-12. This provided financial relief to not only in-town but also out-of-town parents. The bus is currently owned by the Society and is now used for field trips and transportation to sports events.



*Figure 4: Koinonia Students riding the bus*

## KOINONIA CHRISTIAN SCHOOL RED DEER

Based on exit interviews with families in the spring of 2023 re-enrollment in KCS-RDS for 2023-2024 was severely impacted by tensions in school culture arising from change and stress discussed previously in this report. Public expressions of discontent eroded some of the trust families had in the leadership of KCS-RDS and Koinonia Christian School Red Deer (KCSRD), particularly in the ECS and grade 1 programs and the junior/senior high programs. Unfortunately, conversations staff shared with students in junior and senior high in the spring of 2023 affected many students' desires to continue their junior and senior high school years with Koinonia. The Finance Committee has been working diligently to mitigate the impact to future funding levels because of the effects of this unusual situation on the three-year weighted moving average calculations.



*Figure 5: Spiritual Emphasis Week 2023-2024*

Despite these difficulties, initial enrollment decreases of approximately 60 students in June 2023 were offset in the summer months by new families enrolling in KCSRD due to referrals and interest generated through stakeholder relationships. Unfortunately, by the time the September 30 count was received, the net result was a decrease in the school population of approximately 26%. As Christians, “we know that for those who love God all things work together for good, for those who are called according to His purpose,” (Romans 8:28, ESV). Many families who chose to re-enroll their children in KCSRD gathered to pray for the school and encourage school leaders and support staff during this challenging time.

Of course, with the decline in enrollment numbers, this has a direct effect on program offerings and teacher contracts for the year. However, with creative timetabling and resource allocation capacity was maintained.

The year started with a Back-to-School BBQ sponsored by the Board of Directors and admin serving and later mingling with parents and students. This was held after school, so the students had access to the playground where the older students played games and interacted with the younger students. There was an excellent turnout for

this event which allowed parents new to the school the opportunity to meet and interact with each other as well as an opportunity to meet the parent-elected board.



*Figure 6: Founding Principal Vern Rand holding the newborn baby of one of our new families at the Back to School BBQ in 2023.*



*Figure 7: Students playing 9-Square, a favorite at the Back to School BBQ.*



Much happens in the background and there are many unsung heroes. The board wanted to honour our staff and did so with a Christmas party held in the Learning Commons and a Year End Pancake Breakfast, which was cooked and served by the Board to say a well-deserved thank you and acknowledge all the behind-the-scenes work done by teachers, support staff, office staff, and administrators.



*Figure 8: Christmas party 2023 in the Learning Commons.*



*Figure 9: Staff enjoying "koinonia" at the year-end Pancake Breakfast.*

Yearbooks are cherished by so many, and we are thankful for the yearbook committee who provides us with reminders of the year in a nutshell. Many fond memories have been captured for our remembrance for years down the line. Students and staff have provided leadership in that area by providing pictures and technical support.

Christmas Productions have always been a highlight of our school and the involvement of Emmaus in making this happen, has been an inspiration to all. The incorporation of band and vocal as well as drama has allowed students of Koinonia to share their God-given talents. In 2023, students in Emmaus Learning Community who could not participate in the musical performances were given the chance to contribute in their own special way. Each class baked cookies, and other Christmas treats, ahead of time to share with family and friends during fellowship after the performances. This allowed students to learn important life skills in the kitchen, and on the night of the concert they were thrilled to share their creations. This opportunity made their learning relevant and provided a meaningful contribution to the school community.



*Figure 10: A good time was had by all as students showcased their God-given talents at the annual Grandparents' Tea in the Spring of 2024.*

Support of families and extended families is essential to training our children and highlighting the talents of our student body was facilitated by our Grandparents' Tea. This gave opportunity for intergenerational interaction as students served the grandparents and interacted with them when opportunity for classroom visitation was extended. Parent volunteers, students, and staff contributed to making this event a huge success; from creating the decorations and serving tea and dainties, to performing musical numbers and capturing special memories at the photobooth, preparing for the Grandparents' Tea culminates in a joy-filled event for everyone involved.

Graduation is always a highlight at Koinonia with five students graduating from KCSRSD, two students from Emmaus, and over thirteen from Koinonia@Home. The moving convocation was held at Deer Park Alliance Church with students speaking in person and others sharing through streaming. What an edifying opportunity this was for all who attended. A banquet followed at the Baymont Inn where students, administration, parents, board members, pastors, and support staff shared. What a culmination of voices, ideas, and congratulatory remarks to usher our students into their next chapter of life!

In 1994, we were blessed to have had the opportunity to rent a "declared surplus" school building in Lower Fairview and the move took place. After renting it for 20 years, the building went up for tender and we were again blessed to be able to purchase it thus securing us a place in the community and giving us more definite roots. With that desire to feel more affinity with the community we have over the years allowed church groups to rent the facility as they waited to gather enough finances to rent or purchase their own property. The summer months leaves the building underutilized, and we were approached by a Japanese Student Exchange Organization, GPI North America, who wished to rent our building and invite our teachers to work with them over the summer months. This year, two separate groups came for a total of one month and we were blessed to make new friends and new connections within the larger community for which we were very grateful. It is hoped that we can continue in this relationship expanding to billeting by our parents with the hopes that we will be able to attract foreign students to our school, as we have done in the past.



*Figure 11: The graduating classes of Koinonia Christian Schools 2024.*



Athletically, 2023-2024 was a good year for our Storm Junior Boys volleyball and basketball teams. The Koinonia 'Storm' compete in two organizations, Central West Alberta Junior High Schools Athletic Association (CWJHAA) and the Chinook's Edge North Athletic Association (CENAA). The boys' volleyball team placed fourth in the CENAA. Our basketball team placed third in the CWJHAA and second in the CENAA.

Talks were underway in our Principal's Meeting with other Koinonia Schools that, because of our smaller numbers, interschool activities such as floor hockey and badminton tournaments could be hosted by the various schools in the 2024-2025 school year. This was stated as a top priority and that the athletic directors of the schools would be in contact with each other to make that happen.



*Figure 12: Jr. High Boys Basketball Team 2023-2024*

# Red Deer's Sadie Fosty wins funding after Olympic talent search

Red Deer Advocate Staff Jan 9, 2024 5:40 PMT

Red Deer's Sadie Fosty has been awarded funding and an accelerated path to the Olympics after her performance at the 2023 RBC Training Ground.

She hopes to compete for Canada in Luge.

The 15-year-old at Koinonia Christian School was just one of 30 finalists who were selected for funding and RBC Future Olympian status after the finals in Toronto last December.

She was among 100 athletes who were selected to compete in the finals, which was narrowed down from 2,200 after the initial event.

The RBC Training Ground is an annual event in partnership with the Canadian Olympic Committee that seeks local talent to one day potentially represent Canada in the Olympics.

Fosty, who typically competes in volleyball and track, caught the eye of a scout from Luge Canada when she attended an RBC Training Ground event in Calgary.

He invited her to give the sport a try.

"Sadie had very good physical testing scores and then demonstrated an ability to pick up luge-specific skills very quickly," said Mike Lane, Junior National Head Coach with Luge Canada in a media release.

"She won a head-to-head paddling challenge and looked like a three-year veteran of the Junior National Team doing it.

"Then her national final performance really confirmed our hunch, so we are very excited to welcome her to our program and use this funding to help her reach her potential."



*Figure 13: Red Deer's Sadie Fosty will receive funding after being named as one of 30 athletes chosen from the RBC Training Ground finals.*

The entire Koinonia Christian organization is excited for Sadie and her family! She will have the opportunity to represent Canada, Koinonia Christian Schools and more importantly, the Lord in the winter Olympics!

## EMMAUS LEARNING COMMUNITY

Emmaus Learning Community (ELC) experienced increased success and recognition by the broader community during its second year as a Designated Special Education Private School. Many new families expressed interest in its unique programs and gratitude for the availability of a Christian discipleship option for students with complex learning needs. Every student in the school has an individualized learning plan that considers their strengths, interests and areas of growth.



Students who require specialized supports, such as those who self-identify as First Nations, Metis, or Inuit at registration and students with English as an Additional Language (EAL) learning needs receive a wide variety of personalized services, including music therapy, private counselling, and access to speech and occupational therapy in their learning plans. During collaborative planning and review sessions, parents and staff indicated they were happy with the achievement of students in the 2023-2024 school year.



*Figure 14: Primary ELC students enjoying preparing the greenhouse for planting.*

A slight drop in enrollment this year was partially affected by the challenges KCS-RDS experienced because of rapid organizational change leading to the discontent discussed earlier in this report. Some of the drop in enrollment, though, is part of a story of student successes. A few students who were enrolled in the ELC school last year transitioned to the workplace, and a few transitioned to a traditional classroom setting within KCSRSD with the new skills and learning strategies they acquired in the individualized program provided by Emmaus! New families have already expressed interest in the ELC for the 2025-2026 school year and we anticipate growth in this exciting new DSEPS.

Our school facility is limited operationally for some of the activities we want to pursue, so creativity needs to be employed! In previous years, a greenhouse was built by the Construction class and has been underutilized. Emmaus Learning Community took advantage of that, and the primary class planted a garden. This was a great experience for the students to prepare

the ground, plant the seeds, and look after it with weeding and watering. In the fall, they harvested tomatoes, potatoes, beans, dill, and a variety of other vegetables.

In the compound, there were several sea cans for storage of school items and necessity is the mother of invention. It was decided to reconfigure the sea cans and create a space to construct a gazebo which is used as an Outdoor Classroom for both schools. The sea cans provided 3 walls and the front is open. A roof was constructed and a wooden floor installed with wheelchair accessibility. There, construction of items can take place. In the fall of 2023, the building was wired with 110 and 240 volt outlets and work benches installed. Additional seating was made available for students as the junior and senior high students had a place out of the elements to eat and socialize as well as work when the weather was extremely hot.



*Figure 15: Mr. Lutz, Campus Principal, addressing the student population in the Outdoor Classroom.*



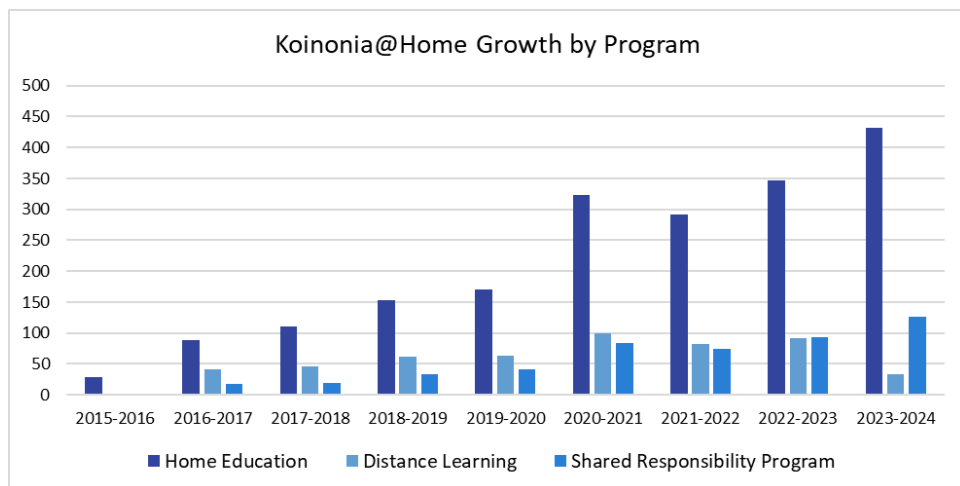
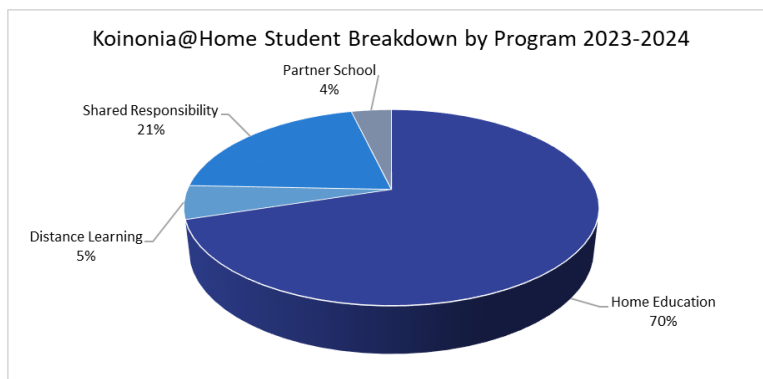


Figure 16: A core principle at Emmaus Learning Community is providing various hands-on learning opportunities. L-R: Learning Archery skills at Camp Little Red during a Junior High Retreat for Campus and Emmaus students; A student is monitoring his heart rate at the Telus Science Centre in Calgary as his friend looks on; Students in Senior High prepare pancakes during a Life Skills class; Students inspecting a small engine for a Special Project in the Outdoor Classroom; Making maple syrup taffy at the school-wide Winter Carnival 2024 hosted by Campus and Emmaus Student Councils; Primary teacher, Ms. Musfelt sharing accolades at the annual Emmaus Celebration O' Learning; Students enjoying fellowship during Big Little Lunches.

## KOINONIA@HOME: HOME EDUCATION, SHARED RESPONSIBILITY AND ONLINE PROGRAMS



The 2023-2024 school year was the second year Koinonia@Home has operated with its own school code. The organizational change facilitated continuous improvement by allowing for more targeted strategic planning and stakeholder input through its PAC. In the fall of 2023, Koinonia@Home's growth trend continued with enrollment of 598 students in its second year as a school. This enrollment represented a 3% increase over 2022-2023. Contraction in students from Southern Alberta was offset by new enrollments in the Northern Alberta region while enrollment from Central Alberta grew slightly.



Part of Koinonia@Home's mandate from the Board is to serve students in Christian campus schools, like KCSR and the ELC, by providing more course options and some flexibility for their timetables through the provision of online learning. In 2023-2024, Koinonia@Home served 23 students as part of this program of choice from 5 different school authorities. KCS-RDS appreciates the opportunity to partner with other Christian independent school authorities to help students

achieve academic success in a distinctly Christian learning environment.

Coordination of educational services with Koinonia@Home, KCSR and the ELC also supports high school completion and career plans for all KCS-RDS students when senior school leaders coordinate provision for a greater variety of options courses, off-campus learning opportunities and professional development. In addition, each school culture is improved by collaborative initiatives for fellowship, celebration of achievements, sports and fine arts productions, and community service opportunities.

Based on enrollment for 2023-2024, we anticipate continued growth in all areas of the province, especially in our traditional Home Education and Shared Responsibility programs as more parents consider the importance of a discipleship-based school choice informed by a strong Statement of Faith. Koinonia@Home budgets carefully to ensure we can enroll students who choose our Christian homeschooling community mid-year. We are blessed to serve them, and we welcome the new staff we have hired to assist with growth.

Unfortunately, providing choice to students presents budgeting challenges due to the Weighted Moving Average funding structure that spans three years for Alberta's Distance Education programs. For example, when students switch from Online to Shared Responsibility programs, the funding available for online programs is reduced over three years. If students wish to switch back to online in future years, the funding levels lag behind their choice. Fluctuating school choice for supplemental online programs in partner schools also affects the funding Koinonia@Home receives each year. **We are grateful for the strategic planning work of the Finance Committee as they address this ongoing challenge.**

In 2023-2024, enrollments continued a growth trend forming communities in all regions of the province. As a result, families are now expressing more desire for a larger variety of fellowship activities. Koinonia@Home recently explored options to formally involve parents in the organization of Koinonia Connections to help meet this need and ensure activities fit the schedules, learning plans, and interests of families in our communities. Hiring new staff and restructuring the roles of school leadership to attend to the needs of a growing program was a large focus for school leaders in the past summer. The new PAC executive members have also expressed a desire to assist with improvements in communication to support these community-building efforts.

**Funding for specialized supports is limited for Distance Education students.** For example, students who self-identify as First Nations, Metis, or Inuit at registration receive supports based on their individualized program only *if they are an online student*. There are no funding supports available for students who self-identify as FNMI if they choose Home Education or Shared Responsibility programming. There are also no supports in Alberta for students with English Learning (EAL) needs who choose a Distance Education program. Regardless of this challenge, Koinonia@Home is focused on meeting the needs of these students through individualized programming that may include collaboration with tutors and partner Christian schools. In 2022-2023, parents and staff indicated they were happy with the achievement of students who had these unique learning needs in the 2022-2023 school year.

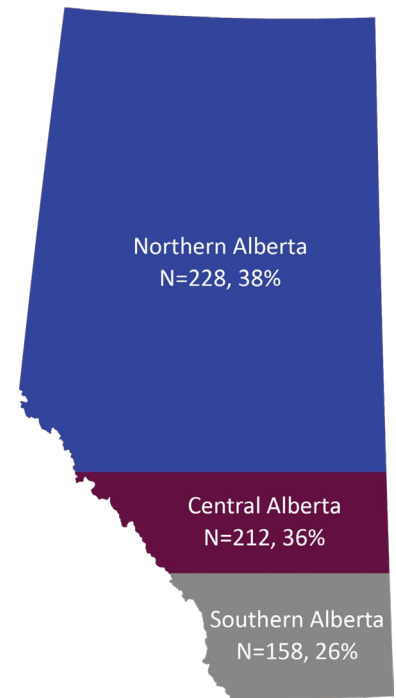


Figure 17: Koinonia@Home student distribution by region 2023-2024

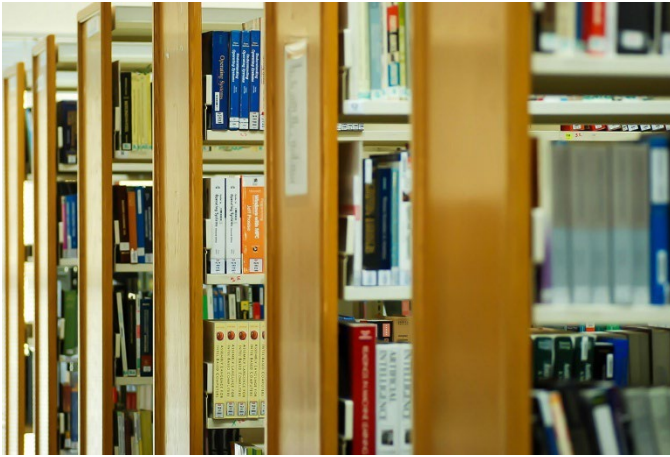
## Reviewing Results for Assurance

### SUMMARY OF KCS-RDS'S RESULTS ON ALBERTA EDUCATION ASSURANCE MEASURES

Continuing a long history of excellence, parents, students, and teachers in all three schools reported satisfaction rates in the Alberta Education Assurance Measures (AEAMs) **that met or exceeded the Alberta average in almost every category. We are pleased with these results.**

While KCS-RDS's achievement compared to the provincial average remains strong, **we recognized a decrease in most measures compared to our results from the previous year. We expected this to occur and anticipated a greater variance than the final data represents.** The table below summarizes KCS-RDS's results from Alberta Education's annual survey completed by parents, teachers, and students in the spring of 2024. Without further analysis and interpretation, readers may form a different impression than our stated conclusions.

## READING RESEARCH RESULTS AND EVALUATING CONCLUSIONS



In the rest of this report, factors contributing to our interpretation of the results in each assurance domain will be discussed in detail to provide further insights into our conclusions so that our parents, stakeholders, and the public are assured we are fulfilling our responsibilities as an accredited school and that our students are successful. **Every year, Alberta Education collects survey data and requires schools share the data in this report and interpret the findings** by analysing the survey data, comparing the survey data with other sources of data we have collected, and reviewing the data with our parents, students, and stakeholders. Focus group conversations with PACs, students, and teachers as well as formal documents and informal

observations are all sources of data used to form conclusions in this report.

### Research Methods and Interpretation of Results

The Annual Education Results Report (AERR) is based on a mixed methods research approach using multiple forms of data to inform continuous improvement in schools. This research strategy combines objective measurements, such as survey data, and information collected through other means, like focus groups, interviews, documents and local measures of accomplishments that capture the viewpoints of multiple people in a community and variables related to its unique culture.<sup>1</sup> **Although it is time-consuming**, allowing for diverse viewpoints, personal experiences, and important particulars, like the Christian character of our school community, to inform the interpretation of the annual survey results is an important part of the assurance process.<sup>2,3</sup>

### Reading Survey Data

Survey data is an excellent way to collect information that describes trends related to groups of people. Alberta Education applies an inferential statistical test to the data it collects, a Chi-square, which analyzes the variables collected in its annual survey. The figure on the following page highlights some key elements we considered when studying the results in the AEAMs. A more detailed description of definitions, key terms, and considerations for reading the survey results Alberta Education collects is available in [Appendix 4](#).

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<sup>1</sup> Plano-Clark, V., & Creswell, J. (2015). *Understanding research: A consumer's guide* (2nd ed.). Boston, MA: Pearson.

<sup>2</sup> Toledo, C., & Shannon-Baker, P. (2023). Choosing a qualitatively oriented mixed methods research approach: Recommendations for researchers. *Handbook of Mixed Methods Research in Business and Management*, 41-54.

<sup>3</sup> Chandrakumar, S., & Vivek, R. (2023). A critical review of the mixed method application and its criticism. *Social work and education*, 10(2), 242-253.



GUIDE TO DATA ANALYSIS FOR ALBERTA EDUCATION ANNUAL MEASURES

01

Authority: 9211 Koinonia Christian School - Red Deer Society

Assurance Domain	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 Growth and Achievement	Student Learning Engagement	87.1	90.5	90.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	88.9	93.5	93.1	80.3	814	82.3	Very High	Declined	Good
	3-year High School Completion	66.9	87.2	813	80.7	83.2	82.3	Low	Declined	Issue
	5-year High School Completion	89.3	86.1	83.3	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	34.3	68.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a

02

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school awarded marks.

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 9, 9 KAE), Français (de année), French Language Arts (de année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 6, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3 year average. Caution should be used when interpreting trends over time.

04

05

06

03

School Authority Reporting

Results from all three schools are combined in this table into one overall measure. Analysis of the data in each domain will address differences in results per school where the difference is significant.

Notes

Often cautions about the interpretation of results are available in the notes section.

Data Not Available

Survey data is not available for a variety of reasons which are outlined in the notes section of each table. For example, some of the survey data, such as the first measure, Student Learning Engagement, was implemented 2021/22 after piloting in a few schools the previous year. Consequently, there have only been two years of data collected provincially to contribute to this report. Three years of data are required to complete a full data set.

Achievement Measure

This column indicates the relative standing of our school authority based on a comparison of the school's data with a three-year average of all school authorities in the province. Many variables affect the comparison between schools that are outlined in the interpretation sections of this report.

Improvement Measure

This result is based on the inferential Chi-Square statistical test used to predict trends when comparing groups of people. For example, in the table above, KCSRDS' current year survey results for Citizenship show 88.9% of families are satisfied that students model the characteristics of active citizenship. In the previous year, 93.5% of parents expressed this same view. This represents a drop of 4.6% in KCSRDS for 2022-2023. However, when the Chi-Square test is applied, this drop is considered significant enough to note it as a "declining trend", even though the result is 8.6% higher than the Alberta average.

Overall Evaluation

This column provides further interpretation to the Improvement measure and Achievement measure by combining them statistically into an overall evaluation of the school authority's results. Looking again at the Citizenship results for KCSRDS, the overall achievement is "good" because the achievement is high compared to other schools in Alberta, but when the achievement is combined statistically with a declining trend, an overall lower standing is earned. The table below illustrates how the Achievement and Improvement evaluations are combined to get an overall evaluation score for each survey result reported in the summary.

Definitions from Alberta Education's reports are shared to assist in the interpretation of results.

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



# REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES- OVERALL SUMMARY 2023-2024

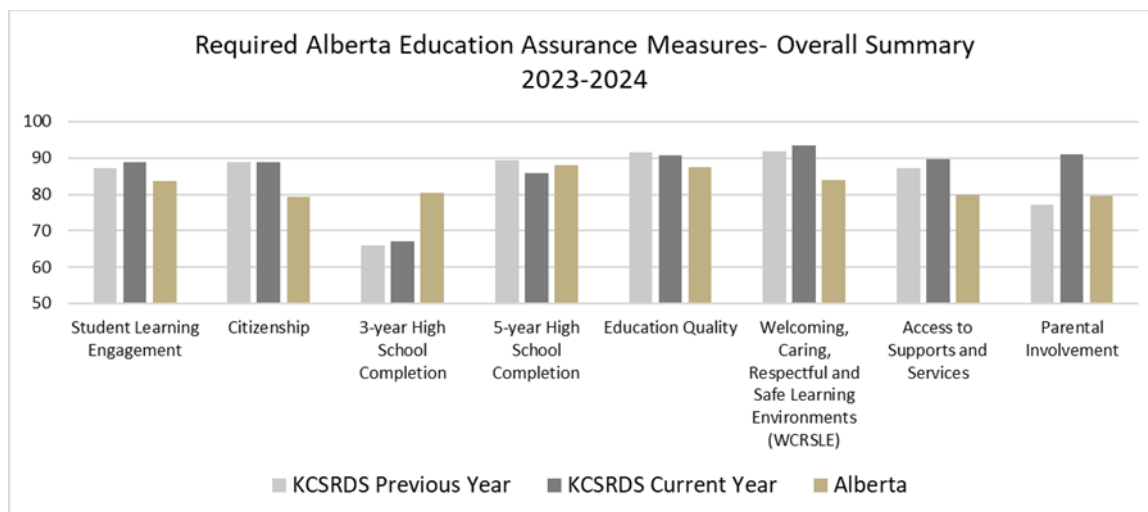
Fall 2024

Authority: 9211 Koinonia Christian School - Red Deer Society

Assurance Domain	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 Growth and Achievement	Student Learning Engagement	88.8	87.1	88.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.8	88.9	91.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	67.1	66.0	79.1	80.4	80.7	82.4	Low	Declined	Issue
	5-year High School Completion	85.9	89.3	85.5	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	53.3	33.3	33.3	68.5	66.2	66.2	Very Low	Improved	Issue
	PAT6: Excellence	13.3	11.1	11.1	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	34.0	34.4	34.4	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	1.9	4.5	4.5	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	82.2	81.8	81.8	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	17.8	15.5	15.5	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	90.8	91.6	93.5	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.5	91.8	93.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.6	83.4	87.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.1	77.1	85.9	79.5	79.1	78.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

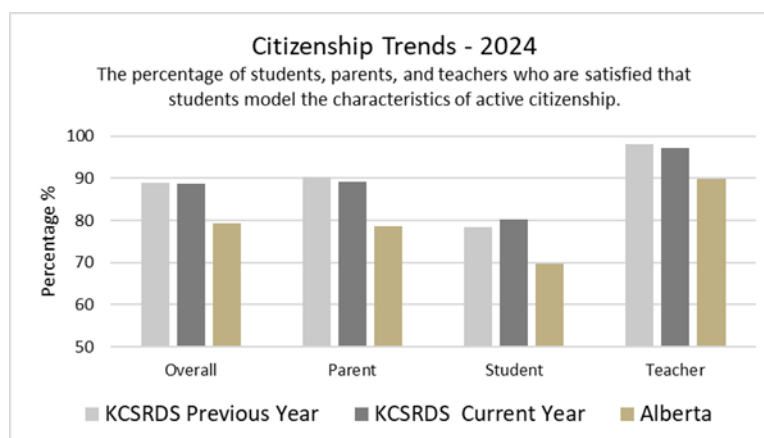


## Analysis, Insights, and Implications for Future Planning

Outlining how our performance in these four domains of Alberta’s Assurance Framework connects to the local goals described in our [Education Plan](#) is an integral part of quality assurance for our parents and stakeholders. Out of the 14 measures in the survey data, Koinonia Christian School Red Deer Society has two that are considered an “issue” and two considered a “concern.” **Results in *all* categories are very important to us, and we will address them in the remaining sections of this report.**

### ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

The mission of KCS-RDS schools is to assist parents in the education of their children through excellence in academics and the formation of Christian character through discipleship. The scriptural truth included in our AERR report for 2021-2022, 2022-2023 is still true for 2023-24: With a strong Christian faith, hope, and the joy faith provides through perseverance, “...God works all adversity for good for those who love him...” (Romans 8:28). **We believe the excellent results in the summaries of student growth and achievement; student learning engagement and student citizenship are a result of the overall effects of our faith and the grace of Christ who sustains us. We are grateful** for the opportunity to serve the families who place their trust in our leadership and the students who work diligently and joyfully every day.



## Provincial Results

### Student Learning Engagement - Data Summary

#### Authority: 9211 Koinonia Christian School - Red Deer Society

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Koinonia Christ Sch Red Deer										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	219	91.8	256	90.5	268	87.1	214	88.8	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	62	95.2	74	97.7	68	92.1	64	95.3	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	124	80.4	145	76.5	158	72.3	115	71.9	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	33	100.0	37	97.3	42	96.8	35	99.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### Citizenship - Data Summary

#### Authority: 9211 Koinonia Christian School - Red Deer Society

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Koinonia Christ Sch Red Deer										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	305	92.7	220	94.0	256	93.5	269	88.9	215	88.8	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	118	96.6	62	94.4	74	92.4	67	90.3	64	89.2	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	159	82.3	124	87.7	145	88.5	159	78.5	115	80.2	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	28	99.3	34	100.0	37	99.4	43	98.0	36	97.1	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Notes Jerry could you comment here

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1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

## High School Completion Rate - Data Summary

Authority: 9211 Koinonia Christian School - Red Deer Society

	Koinonia Christ Sch Red Deer													Alberta									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	32	72.8	23	84.1	39	87.2	31	66.0	38	67.1	Low	Declined	Issue	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	23	78.9	33	86.4	23	83.0	39	85.1	32	66.7	Very Low	Declined	Concern	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	29	82.6	23	81.1	33	86.1	23	89.3	39	85.9	Intermediate	Maintained	Acceptable	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

## Local Measures

Grade	Numeracy Results			Literacy Results		
	Students	At-Risk September/January	At Risk June	Students	At-Risk September/January	At Risk June
One	11	2	1	12	8	1
Two	13	0	0	13	0	0
Three	13	2	1	13	2	0

Assessments were conducted for all students in Grades 2 and 3 in September and Grade 1 in January. Alberta Education screens of (LeNS, CC3) were used. We saw improvement in at-risk students with particularly strong improvement in Grade 1 literacy. *The assessments used and recommended by the provincial government do not measure the number of months gained by at-risk students, therefore an accurate number cannot be reported.*

*Support strategies used for students identified as being at risk depending on the child and the grade includes small group pull out with teacher, one on one assistance with an EA or volunteer, buddy reading (older students mentoring younger students during literacy blocks, The scheduled timetabled literacy blocks ensured that there was directed assistance to the students.*

## Insights, Analysis and Plans

As we continue to move forward, we're joyful about the achievements we've made but we're not satisfied. We're able to build upon these successes. One such area is the PAT's. A new philosophy is being adopted that place greater emphasis on the PAT tests. Although there were very good results at the elementary level, the 9's were not where we would like them to be so this is an area that will be addressed. The results have been shared with the teachers with an emphasis that the reflection of the results is not just with the grade 6 and 9 but each grade builds on the previous grade. Students experiencing difficulty with material at grade level need to have additional instruction to ensure that there is an understanding of concepts. Review was done section by section to see where the deficiencies are and a plan to address those deficiencies

Regarding PAT results, the 6<sup>th</sup> grade did very well, and this was with a first year (to KCS) teacher. We're very pleased to have such high marks. The 9<sup>th</sup> grade did not fare as well and we believe that one of the major factors influencing the lower test scores is that the students found out (a mystery as to how) that the PAT marks do not count against their final mark and therefore, there was no reason to attempt to do well on the PAT's. This has been taking place for a few years so to remedy this, the students will be made aware of the fact that the PAT's will hold a significant part of their grade this year and moving forward.

The learning engagement of our teachers, parents and students is holding steady but it's an area that can be improved upon. Although KCS scored higher than the provincial averages across the spectrum and improved over the previous year, again we will seek for additional improvement.

Citizenship in the Christian School environment is fundamental to our basic purpose, mission and core values. It is important to see that these core values are supported by our parents, staff, and students. Compared to the provincial standard, we see a 10% variance in the overall score.

Regarding the High School Completion rate: Understanding the metric, we are disadvantaged by the measurement due to many of our students going to Bible college or, take a year off or, are homeschooled. These scenarios mean that we don't score and therefore well below the provincial average.

One of the focus areas outlined in the Three-Year Education Plan is Student Discipleship. A key insight indicated in the Ed Plan was that "Discipleship occurs through a combined focus on academics and our identity in Christ." The theme for the 2023-2024 school year, Identity, was a fitting start to this key focus.

In keeping with our Ed Plan, this area continues to evolve. We have had a few staff changes so some of those teachers who were designated as mentors are no longer with us. Dr. Annie Gallagher from Transformed PD spoke at our PD Day. This gave staff further insight into the importance of and necessity to keep the process moving with new staff. This year we have at least one coach in each school mentoring and assisting new teachers to ensure that the goals we had established are worked on.

In keeping with our emphasis on leadership both with students and staff, our umbrella organization KCES, will be providing Theological Thursdays for the 2024-25 school year. Every Wednesday in advance of the Thursday instruction, a description of the weekly memory verses would be given both in note form as well as about a 15–20-minute video with a pastor explaining the meaning of the verses. This would not only provide much needed background information but also ensure that the monthly theme verse, as well as the theme for the year, would be reinforced. This would also tie into our PD for our teachers at staff meeting in which discussion would take place and strengthen our Transformed PD. If the staff meeting would be cancelled for whatever reason the information would be available for teacher instruction and delivery.

Student Councils from both schools at the Red Deer school building worked together to put on several events throughout the 2023-2024 school year. A more intentional focus on leadership in discipleship is being developed as we continue to build capacity in our student government. Students encouraged Koinonia by leading a variety of activities such as Twin days, Spirit days, Big Little Lunches, and implementing a new House Family system, named after the four gospel writers, Matthew, Mark, Luke and John.

Christmas 2023 saw the students attempting to put into practice Biblical truths by holding a Christmas Market to raise money for a worthy cause, the Mustard Seed. This opportunity taught that it is more blessed to give than it is to receive, especially in a First World Country, where there is such an emphasis on materialism.

Another community building activity, the Winter Carnival, was especially designed to have the older students work with the younger students in peer mentoring. All types of winter games and activities occurred.



*Figure 18: Scenes from the Winter Carnival, 2024.*

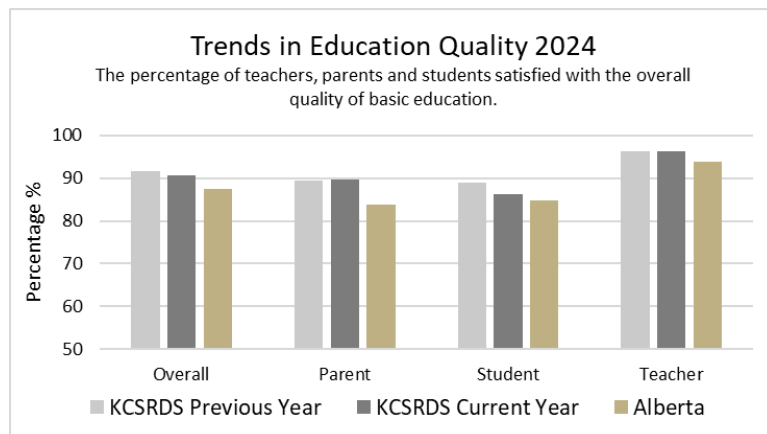


*Figure 19: Gala was held at Impact Life Centre*

The spirit of Koinonia was kept alive during the school year with the input of two Student Councils who work together well. They assisted in a long tradition of Gala where Alumni are asked back for a formal night of food, fellowship, and entertainment. This allows for multi-grade interactions and the inclusion of Emmaus students, who add so much to events such as this. Plans going forward include inviting local Koinonia@Home students into these fellowship opportunities, as we work towards unity as a school authority. Look at our beautiful students representing a variety of cultural and ethnic backgrounds!



## ASSURANCE DOMAIN: TEACHING AND LEADING



Since the introduction of the Teaching Quality Standard (TQS) and the Leadership Quality Standard (LQS), conversations in KCS-RDS have been focussed on quality education. While we have noted there is a decline in the overall satisfaction of parents that has affected the overall achievement measure, we are pleased with these results that demonstrate a consistently high level of satisfaction with the quality of education in our school community that rates well above the provincial average.

### Provincial Results

#### Education Quality - Data Summary

**Authority: 9211 Koinonia Christian School - Red Deer Society**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Koinonia Christ Sch Red Deer													Alberta											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	304	95.4	220	96.0	256	95.4	270	91.6	215	90.8	Very High	Declined	Good	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6		
Parent	118	96.6	62	96.2	74	95.3	68	89.5	64	89.8	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8		
Student	159	90.7	124	91.7	145	91.7	159	88.9	115	86.3	Intermediate	Declined	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9		
Teacher	27	98.8	34	100.0	37	99.1	43	96.4	36	96.2	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### Local Measures

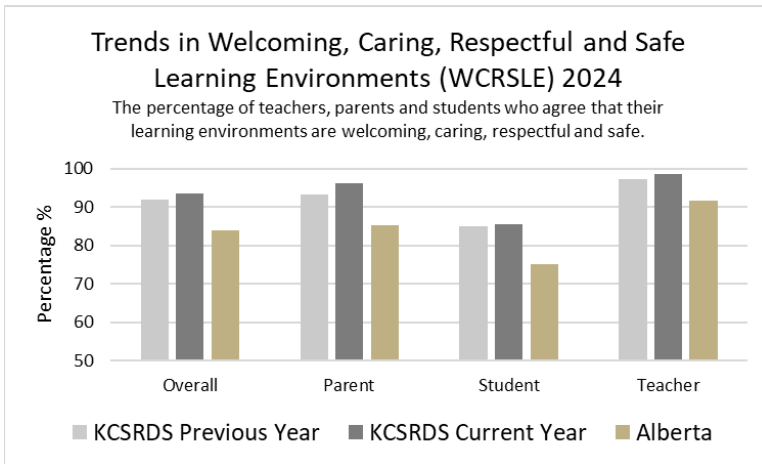
As administration, it is our job to provide our staff with programming that will assist them in becoming better educators. Part of that endeavor revolves around asking our staff what they would find beneficial to them, particularly through their Professional Growth Plans. We then attempt to locate/build/research methods that would satisfy the needs of the staff.

As part of supervising and evaluating the staff, one visits the staff in their classrooms (physical or virtual) while they are teaching their classes and observes them in action. Notes/suggestions/compliments follow on an evaluation form that breaks down the components of their lesson and then debriefed with the staff member later. This meeting permits an exchange of ideas that can help the staff member improve their skill. As well, an Excel document has been developed that assists administration in tracking the visits of the teachers and records (by the minute) the total hours/minutes of all observations that have taken place. Designated administrative time is dedicated to this supervision component.

## Insights, Analysis, and Plans

The quality of education that is implemented is indicative of the efforts of the teaching staff. The KCS staff believes that to glorify the Lord, one must work as for the Lord and not as to man (Colossians 3:23-24), so the staff's effort for educating is done out of their commitment to Jesus. Although the survey data shows that there has been a slight decline part of that can be due to the lower number of respondents.

### ASSURANCE DOMAIN: LEARNING SUPPORTS

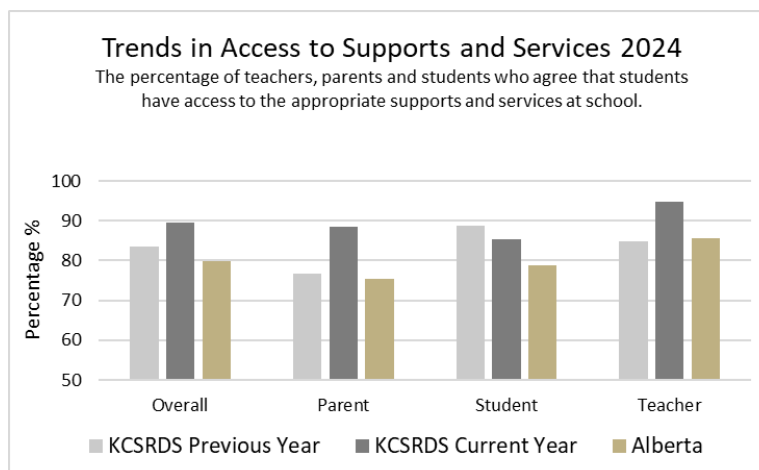


KCS-RDS leaders and staff strive to faithfully serve all community members without partiality. As Christians, we believe every learner is uniquely made in the image of God and deserves the best support possible. Prayerfully stewarding resources (money, gifts and talents, and time) are necessary to fulfill this call to action successfully.

**Two surveys are a measure of the effectiveness of our efforts:** results capturing parent, student and teacher perceptions about school culture, and results measuring the access students have to a continuum of supports and services, including specialized services.

**Based on the results summarized below, KCS-RDS's parents, students and teachers agree that our schools are welcoming, caring, respectful and safe learning environments at rates well above the provincial average.**

Historically, KCS-RDS's AEAM results regarding student access to supports and services have been very high. In our first successful year operating a Designated Special Education Private School (DSEPS), we did expect the overall results for 2022-2023 would be higher than the survey data indicates. Instead, we have noted a decline in this achievement measure. However, after analyzing and reflecting upon the survey results with each of our school communities, local data, and input from community members this fall, **we are pleased with the results. We are also grateful that our overall results show more than 80% of our teachers and students were pleased with the supports available to them at a rate that is comparable to the provincial average.**





## Provincial Results

### Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

**Authority: 9211 Koinonia Christian School - Red Deer Society**

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Koinonia Christ Sch Red Deer										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	220	95.3	256	95.1	270	91.8	215	93.5	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	62	97.3	74	96.8	68	93.2	64	96.2	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	124	88.7	145	89.6	159	84.9	115	85.6	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	34	100.0	37	98.8	43	97.2	36	98.7	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### Access to Supports and Services - Data Summary

**Authority: 9211 Koinonia Christian School - Red Deer Society**

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Koinonia Christ Sch Red Deer													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	220	94.9	256	91.3	270	83.4	215	89.6	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	62	97.3	74	93.0	68	76.7	64	88.4	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	124	91.5	145	89.6	159	88.8	115	85.4	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	34	95.8	37	91.2	43	84.7	36	94.9	n/a	Improved	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Local Measures

Increased interest in Emmaus Learning Community has been indicated by the number of inquiries we receive at Central Office throughout the school year and particularly during registration season. Referrals from Aspire, a local charitable organization that serves preschool children with special needs, as well as other professionals including Speech Language Pathologists, Psychologists, Occupational Therapists, and substitute teachers, have increased, indicating that Emmaus Learning Community is becoming known in Red Deer and surrounding areas as a place that meets the educational and spiritual needs of students with complex needs.

## Insights, Analysis and Plans

Overall, 93.5% of our stakeholders agree that their learning environments are welcoming, caring, respectful and safe. Fundamental to our Statement of Faith and our belief that our identity as a person is in Christ is that each student has value, meaning and purpose. This has been appreciated by parents, students, and staff. The overall rating is nearly 10% higher than the provincial norm. We thank our parents, students, and staff for ensuring that each student is valued, protected, appreciated, and feels cared for in our school environment.

Access to Supports and Services has been a strength of our school authority for several years. An improvement in the results noted by teachers recognizes the benefit of Emmaus Learning Community, a Designated Special Education Private School, and the enhanced services and supports this school brings to the authority and the community at large.

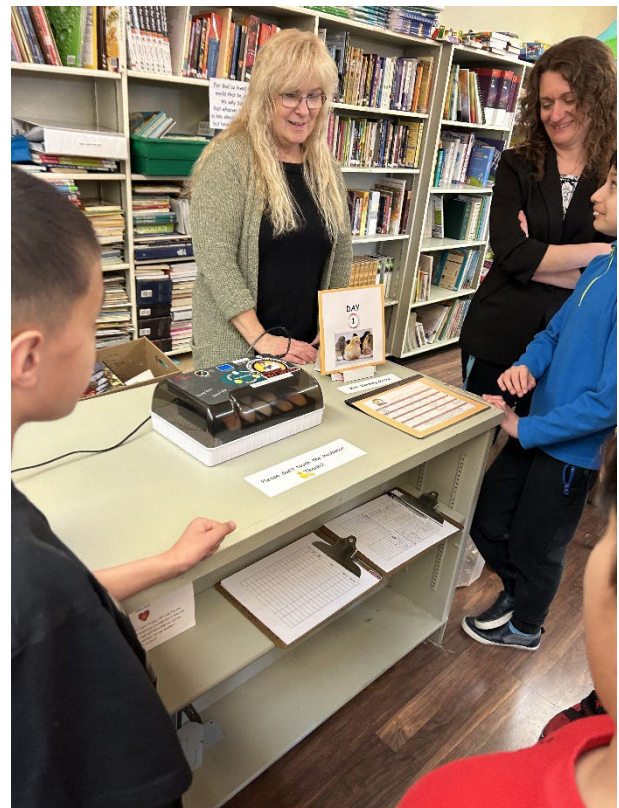
The results of stakeholder engagement indicate that Access to Supports and Services is important to our families and that overall, 89.6% of parents, students, and teachers believe that students have access to the appropriate supports and services at school. As Emmaus Learning Community becomes more and more well-known in the region, we can expect increased interest and potentially, increased enrolment of students with diagnosed learning differences whose parents are looking for Christian education that addresses their child's unique and complex needs.

### *Supporting First Nations, Métis, and Inuit Students at KCS-RDS*

Results for Indigenous students have been suppressed due to the number of students being fewer than six. See [Appendix 2](#) for details.

Although we do not have large numbers of Indigenous learners, as a school we recognize the importance of the contribution of the First Nations, Metis and Inuit peoples' unique identity and culture. Increasing the availability of books in the Learning Commons that speak to the history and contribution of FMNI to society is an ongoing endeavor.

Our Learning Commons Librarian pays special attention to promoting the common values we share with our FNMI neighbours such as a love of nature and praise to our Creator in an interactive manner. Live streaming from [Ellis Nature Centre's](#) nest cams provide endless opportunities to witness the miracle of God's creation and hatching chicks are just two examples of the initiatives in the Learning Commons.



As part of ongoing professional development, in servicing of teachers and staff on reconciliation as well as exploring our history in Alberta continues to keep our teachers well informed. Parents of Indigenous students, as well as the students themselves, need to be kept aware of the importance of education and of scholarships or funding available to them.

During the 2023-24 school year, Koinonia Christian Education Society principals discussed ways they could better “support the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.” (*LQS Competency 5*) In the fall of 2024, they began a book study on the national bestseller, ***Valley of the Birdtail: An Indian Reserve, A White Town and the Road to Reconciliation***, by Andrew Stobo Sniderman and Douglas Sanderson (Amo Binashii), with plans to understand more deeply the history of our country as a professional learning community.

It is essential that all teachers have a clear understanding of Truth and Reconciliation so in keeping with our theme of Identity, KCES our umbrella organization, conducted a PD Day in October where we had Victor Lethbridge from Tatanka Productions doing 2 general session and workshops as well. The response from the teachers surveyed showed that he got the teachers thinking and there was a great deal of discussion, sharing and engagement.

The goal was to attempt to incorporate this in every subject area. A video was shown last year that was the story of Jim Thorpe, arguably the greatest athlete of all time. Jim Thorpe was an American first nations person who was the first athlete to win the Decathlon in the Olympics. He also won the Pentathlon. He was a professional football, basketball and basketball player as well as a golfer. As a phys. ed written assignment students were asked to write an essay about his life story which were inspiration to many students as they realized the obstacles that this great athlete had to overcome.

In junior high literature, Haida poetry and Ben Mickelson’s novel, *Touching Sprit Bear*, a propound exploration of Indigenous Circle justice. Through these texts, students delve into the richness of Indigenous traditions, philosophies, especially those concerning healing and Justice. Students were encouraged to reflect on how these concepts resonate in their lives, forging connections between literature, culture, and real-world issues

High school students engage with indigenous poetry and the short story “The Dancer” which introduces them to the beauty and complexity of indigenous story telling. These texts and activities offer a broader context for understanding FMNI worldviews fostering empathy and reconciliation

In Social studies in the junior high program at both 7 and 9 there is a concentration on Canada history with FMNI peoples. The exploration and impact of colonialism, treaty lands and the treatment of Indigenous peoples were examined. This area is crucial for incorporating reconciliation int the discussions as students learn about past injustices and their long-lasting effects on FMNI communities. Likewise in high school whether it was discussion on the rights of Indigenous peoples, the ongoing process of reconciliation or the unique cultures and stories of First Nation, Metis and Inuit people an environment where all students can reflect on these issues with respect, understanding and willing to engage in conversation about healing and progress is encouraged and fostered. These are not just academic exercises but it is about nurturing a deeper understanding of Indigenous affairs.

A strategy that our Learning Commons Co-ordinator uses to build foundational knowledge in our schools is to focus on nature. Psalm 24:1-2 “The earth is the Lord’s and the fullness therefore, the world and those who dwell therein for He has founded it upon the seas and established it upon the rivers.”

Her love for nature, God’s creation, runs deep. She loves to share with student show enjoy the beauty of creation and encourage others to enjoy what God has gifted us with.

*“Spring opens hearts to new life as we watch the Osprey, Peregrine Falcons and Great Horned Owls and other birds by webcam and in our own backyards. As the students watch with anticipation, they excitedly tell of their experiences in their own backyards of watching baby birds hatch and learn to use their wings. I see children through eyes of wonder as well. God created everything, every organism for a purpose to serve another.*

*We the body of Christ, were so created with a purpose, to serve on another. The God connections is a new life he offers in Christ. Every species we talk about leads us back to how amazing our Creator is. Taking time to really look at them and marvel at how different each one is by identifying their physical characteristics and habitats leaves us in awe. Finding joy in God’s sense of humour is delightful as well. From hippopotamus to snail to giraffe to whale.... Wow Gotta think He had a chuckle or two creating all the animals.*

*A common thread between First Nations, Metis, and Inuit stories and our Christian worldview is that the Creator has purpose for each part of the natural world and that the Creator’s touch is everywhere.”*

*Walking Together: CREATION STORIES AS SPIRITUAL FOUNDATIONS cont. Excerpts from Aboriginal Perspectives*

A small number of students self-identified as First Nations, Metis, or Inuit (FNMI) on their registration documents and collaborative sessions between staff and their parents indicated they were well-pleased with the education they received and the learning achievements of their children.

### *Supporting English as an Additional Language Learners*



Results for English as an Additional Language (EAL) learners have been suppressed due to the number of students being fewer than six. See [Appendix 3](#) for details.

Students requiring EAL supports were well-served based on the results from their learning achievements and interviews with parents. Some teachers and parents noted it was difficult to separate the effects of COVID-19 on language development from the need for EAL supports. Literacy remains an important goal in the [KCS-RDS Education Plan](#).

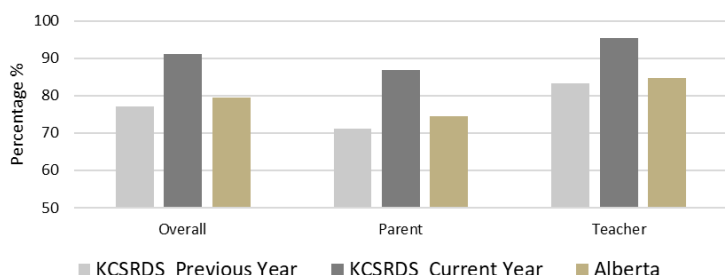
Literacy blocks were incorporated into the weekly timetable and gave opportunities for students to work together to build reading and writing skills in multi-graded settings across both schools in the Red Deer facility. Teachers assessed elementary student reading levels at the beginning of the year to determine a baseline and assessed them again at the end of the year to evaluate growth.





## ASSURANCE DOMAIN: GOVERNANCE

**Parental Involvement - Data Summary 2024**  
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



**What is a “parent-led” school?** In Alberta, we are grateful for a provincial culture of school choice that allows for accredited, independently governed schools to serve students. KCS-RDS’s three schools all operate under this governance structure with membership on the Board of Directors composed mainly of parents and grandparents of students enrolled in the schools.

A belief that parents are the primary educators in a child’s whole educational journey is deeply rooted in the culture of KCS-RDS and its schools. We all believe student growth and

achievement in a Christian school context is realized when parents, staff and community leaders work together to foster talents and support the individual needs of all students. Agreement on these beliefs is written into our Statement of Faith and Parent Commitment policy which are both included in our school registration documents and discussed with families prior to enrollment. Historically, our survey results have reflected a much higher level of satisfaction than the provincial average because of these shared beliefs and commitments.

### Provincial Results

## Parental Involvement - Data Summary

**Authority: 9211 Koinonia Christian School - Red Deer Society**

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

	Koinonia Christ Sch Red Deer													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	143	92.6	93	95.0	109	94.6	110	77.1	100	91.1	Very High	Improved	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	115	91.7	59	91.8	74	90.9	68	71.1	64	86.8	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	28	93.4	34	98.2	35	98.2	42	83.2	36	95.3	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

To have parents (86.8%) and teachers (95.3%) who indicate their satisfaction with parental involvement in their child's education is gratifying. The fact that our PACs are in full swing now that we've had a year of organization and planning is highly impactful to the mind-set of the parents and staff. They understand that the education of the child isn't limited to the classroom and other activities are also significant in their development.

### *Local Measures*

In the spring of 2024, parents of students in junior and senior high and their students were invited to a Taste and See International Potluck. This very successful endeavour saw over fifty parents, students, staff and alumni come together to enjoy Koinonia (fellowship), share culinary dishes from their heritage, and discuss Christian education at Koinonia Christian School Red Deer and Emmaus Learning Community. A survey was distributed asking what we could do to increase enrolment in the high school and how parents could help. Results indicated parents would like to see more opportunities for their students to explore their interests and possible careers as well as to bring back international mission trips, and parents indicated they were willing to share their talents to increase learning opportunities for all students.



*Figure 20: Scenes from the Taste and See International Potluck, 2024.*

### *Insights, Analysis and Plans*

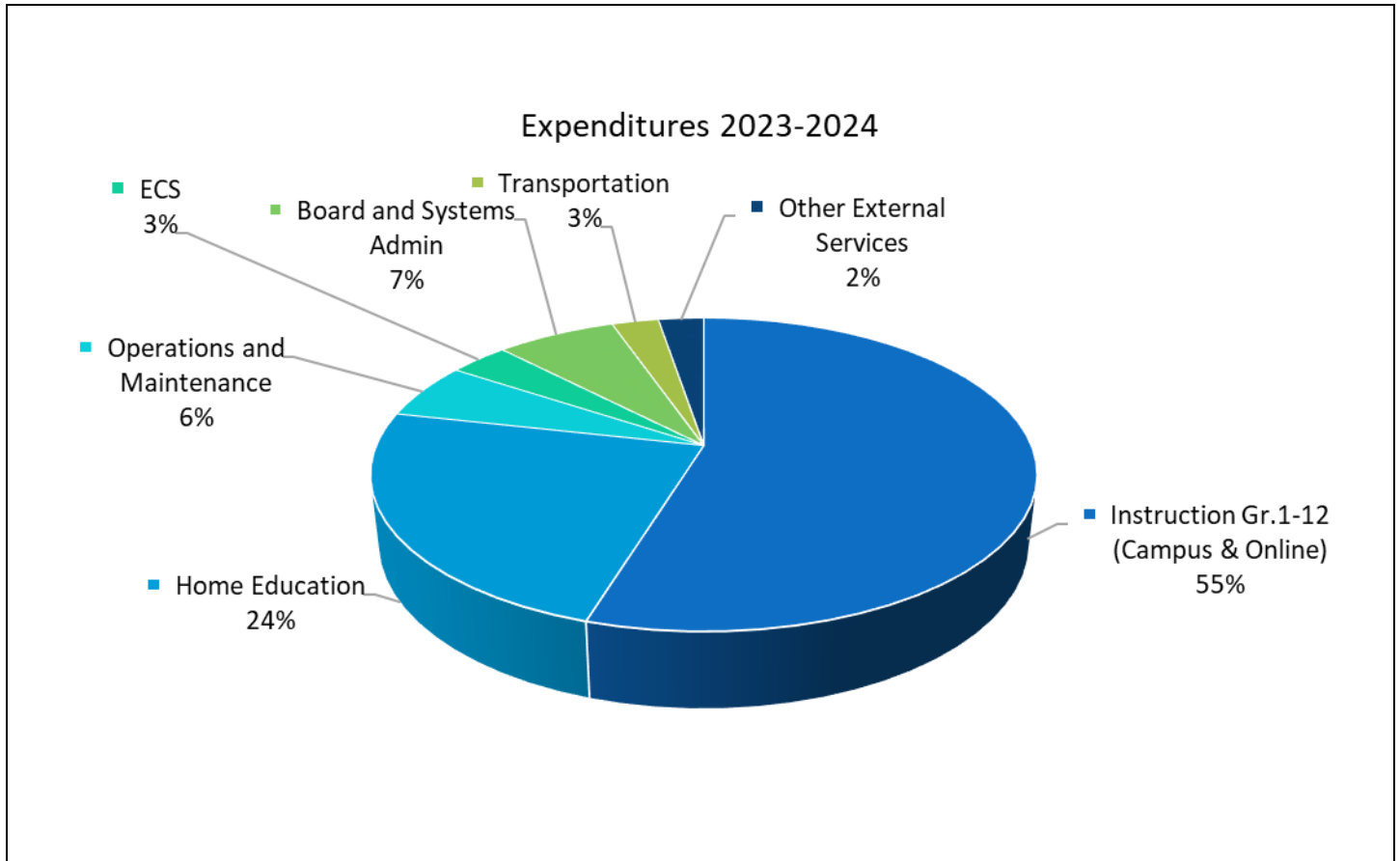
Parental involvement is crucial to Koinonia Christian Schools. In schools of choice such as ours, parents play an integral part in the education of their children, and therefore it is imperative that we involve parents in decisions regarding their children. We have found that an effective way to do this is by providing opportunities to build community and fellowship, as well as through surveys, focus groups and by working together with the PACs and Student Councils. We will continue to seek parental involvement in these ways and search out other ways to engage with these important stakeholders.

International Missions trips were put on hold during COVID and because of the significant organizational change in the years since. It is obvious that parents and students would like to resume offering this valuable learning option and planning is currently underway for a Missions trip to Mexico in 2026. There has been an expression of interest for

international cultural trips and Vancouver Trips which enhanced student learning as well as giving a broader educational experience to students.

# Financial Overview

## ANALYSIS OF EXPENDITURES



### Commentary

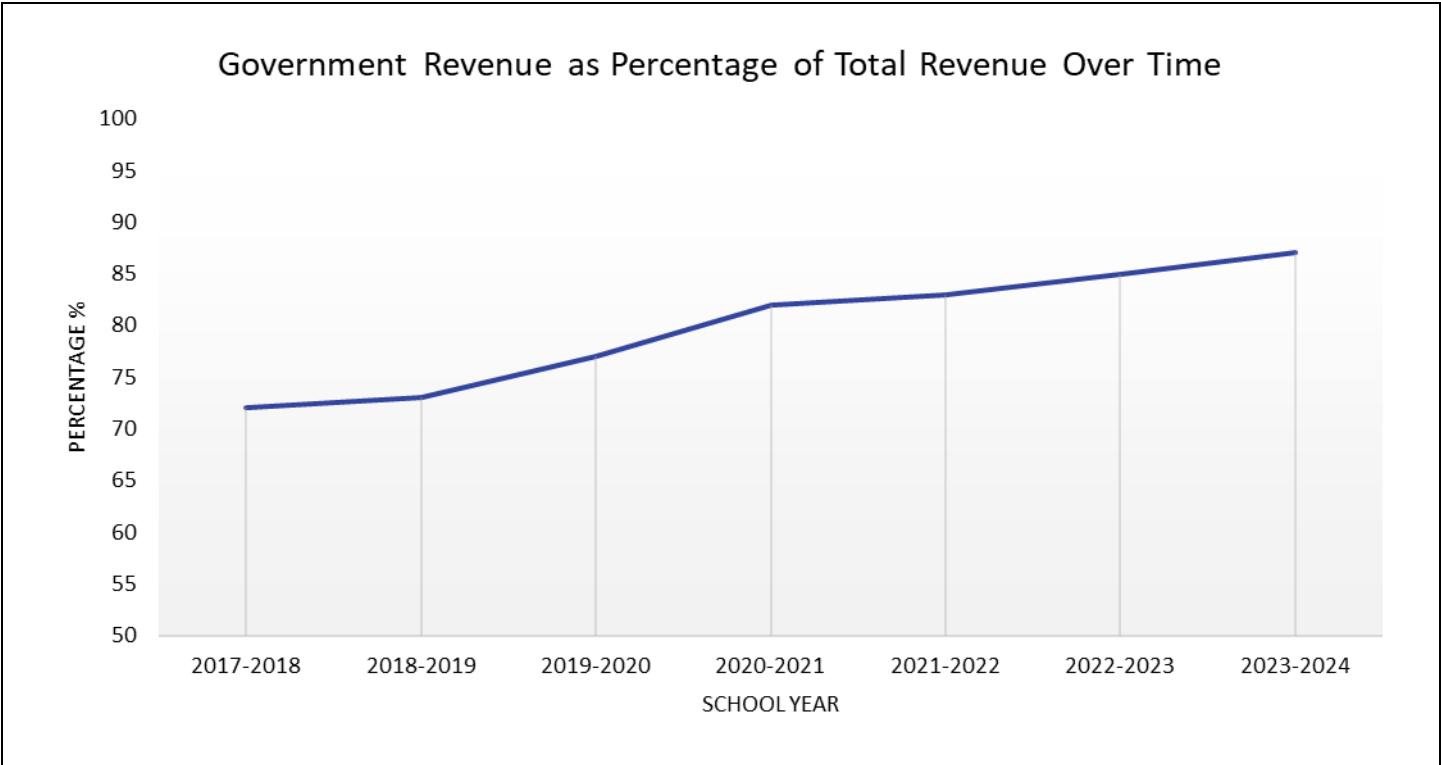
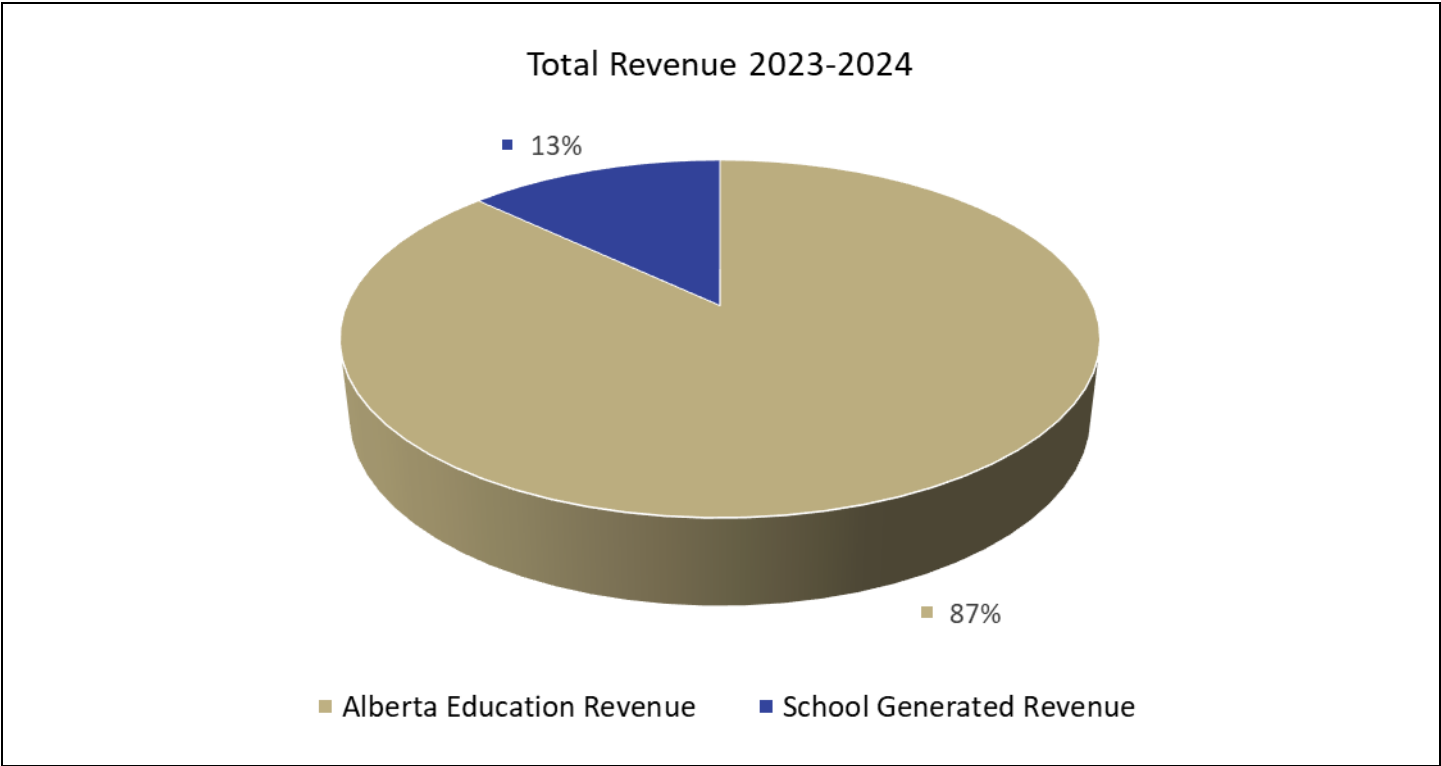
The school's expenditures related to government grants must strictly align with the legislated authority outlined in the Educational Grants Regulation, which was updated to the Ministerial Grants Regulation in October 2022.

The school authority is working across three different school codes or programs: Campus, Early Learning Centre (ELC), and K@H. This indicates that there are multiple areas where grants are being allocated and managing these could involve different priorities or rules. There's an emphasis on collaborating with consultants to improve financial forecasting and reporting processes. This could lead to better clarity and more precise tracking of grant expenditures, which is crucial for both compliance and operational efficiency.

The school is looking forward to reviewing the outcomes and possibly implementing recommendations from the report during the 2024-2025 period. This suggests a forward-thinking approach to refining processes, perhaps in response to previous challenges or opportunities for improvement identified in the financial oversight.



ANALYSIS OF GOVERNMENT REVENUE SOURCES



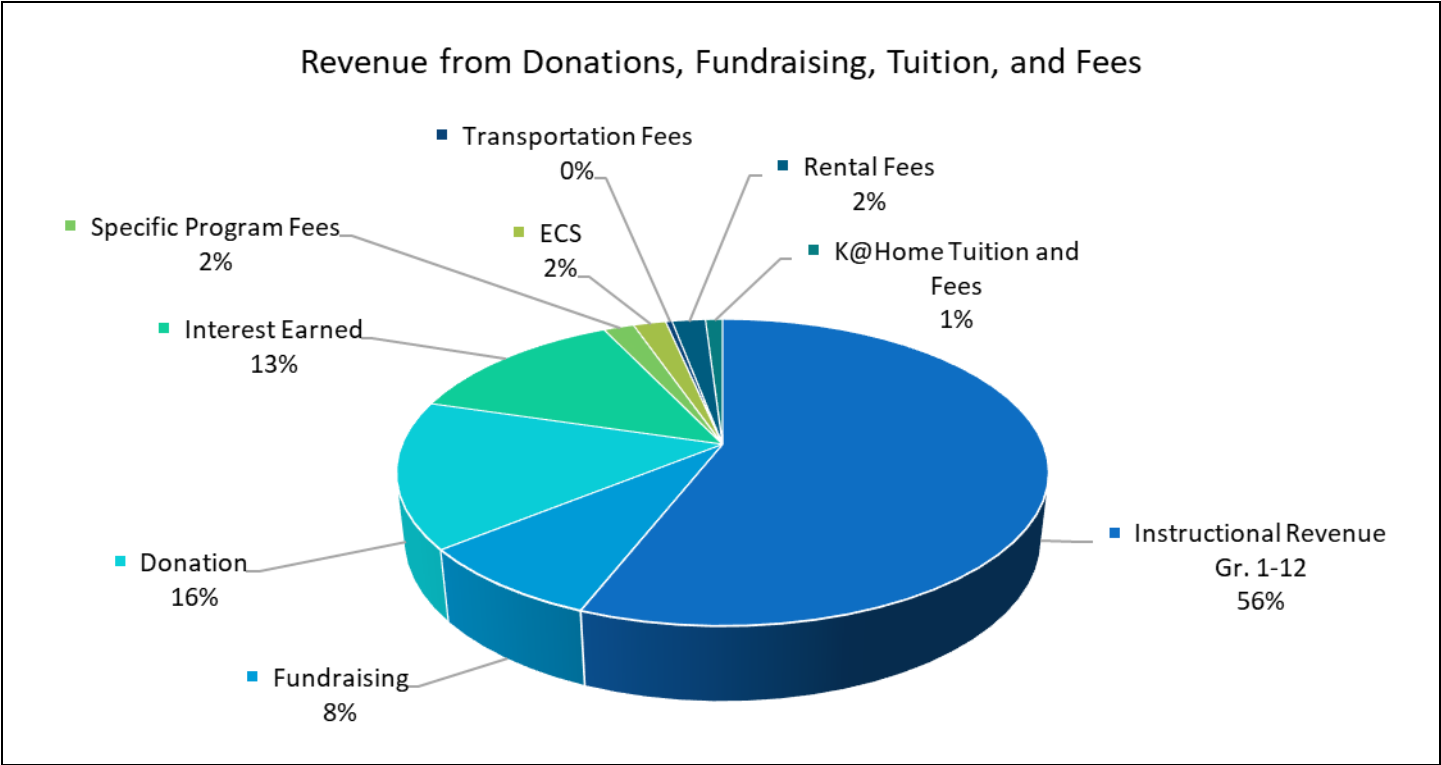
Commentary

It sounds like KCS-RDS has had a bit of a mixed year in terms of funding sources. The increase in instructional funding due to enrollment is a positive development, but the loss of Bridge Funding, which had been vital during the period of

decreasing enrollment, is a challenge. It's encouraging, however, that the school is working on projects to reach more families and students, which could potentially offset some of the funding loss in the future.

The addition of the "Classroom Complexity" funding is a solid step in addressing classroom needs by providing more educational assistants to support teachers, which can have a meaningful impact on the learning environment. Similarly, the Community Base grant helping with socio-economic challenges shows that the school is taking a holistic approach to supporting both students and the broader community.

**ANALYSIS OF REVENUE FROM DONATIONS, FUNDRAISING, TUITION AND FEES**



*Commentary*

The fundraising and donations contributed a significant amount, especially with a total revenue of \$79,600 from gifts and fundraising. That’s a testament to the strong support from the community, and it shows how much people value and believe in the school’s mission. Even with the challenges faced, it’s clear that the school has cultivated a solid network of donors and participants.

**We are very grateful for the additional transportation funding received to pass on to our parents. Being an independent school that has access to funding is important however it is a sacrifice tor parents to have to pay tuition so help with transportation costs was a tremendous boost to our school families. As an organization over thirty years ago the board made a commitment to ensure that no family would be turned away because of finances so scholarship funds were established for that express purpose.**

**As an organization we made the decision not to continue to provide bussing for our students but instead the bus will be used to provide transportation for school events, field trips and other designated outings.**

**STAKEHOLDER ENGAGEMENT FOR FINANCIAL SUSTAINABILITY**

As we worked to improve the engagement of our parent stakeholders through the establishment of our new parent advisory councils, we realized the need for a separate fundraising committee to address this vital work. Preliminary plans are underway to establish this committee in the coming year so our historic dedication to ensure every parent who wishes to have their child in Koinonia can have that dream fulfilled and not inhibited by a lack of funds. This has been the board position since the establishment of Financial Subsidy in 1990. It is our firm belief that God has honoured this commitment; that KCS-RDS is not exclusive and only available if families have means. Over the years, we have consistently run balanced budgets.

Approval of new Terms of Reference for the Finance Committee in the spring of 2023 provided a clearer direction for the financial oversight and strategic planning roles of the committee. Members of the Finance Committee also assist with presentation of financial reports annually at the Annual General Meeting (AGM).

SUMMARY OF FINANCIAL RESULTS

Revenue	Budget Report 2024-2025	Budget Report 2023-2024	Actual 2023-2024
Government Revenue	82%	82%	87%
Other Government Revenue	n/a	n/a	n/a
School Generated Funds	18%	18%	13%
Total	100%	100%	100%
Expenses			
Home Education	27%	20%	23%
Instructional	54%	59%	55%
Board and Systems Admin	8%	11%	7%
Transportation	2%	3%	3%
Operations and Maintenance	4%	5%	6%
ECS	4%	-	3%
External	<1%	2%	3%
Total	100%	100%	100%

To receive more detail on the information presented above or to review the [audited financial statement](#), please visit our documentation on the website. For more information on Koinonia Christian School Red Deer Authority's financial information please contact [finance@koinonia.ca](mailto:finance@koinonia.ca) or [treasurer@koinonia.ca](mailto:treasurer@koinonia.ca).

Whistleblower Protection

A policy was adopted in March of 2014 and revised in March 2019. To date there are no disclosures reported to the Chief Officer of KCS-RDS in the 2023-2024 school year.

# Appendix 1

## Overall Summaries of the Required Alberta Education Assurance Measures for Each School Operated by KCS-RDS

### Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 5195 Koinonia Christian School (Red Deer)

Assurance Domain	Measure	Koinonia Christian School (Red)			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 Growth and Achievement	Student Learning Engagement	88.2	89.3	89.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.5	89.2	91.3	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	64.2	66.0	79.1	80.4	80.7	82.4	Very Low	Declined	Concern
	5-year High School Completion	85.9	89.3	85.5	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	88.9	71.4	71.4	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	22.2	28.6	28.6	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	61.4	54.2	54.2	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	4.2	4.2	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	75.0	88.6	88.6	81.5	80.3	80.3	Low	Maintained	Issue
	Diploma: Excellence	16.7	22.9	22.9	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	87.4	91.5	93.4	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	91.7	93.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.6	80.2	85.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	87.0	65.3	79.9	79.5	79.1	78.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2447 Emmaus Learning Community - DSEPS

Assurance Domain	Measure	Emmaus Learning Community - DS			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 Growth and Achievement	Student Learning Engagement	77.5	81.2	81.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.8	89.7	89.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	*	0.0	0.0	68.5	66.2	66.2	*	*	*
	PAT6: Excellence	*	0.0	0.0	19.8	18.0	18.0	*	*	*
	PAT9: Acceptable	*	25.0	25.0	62.5	62.6	62.6	*	*	*
	PAT9: Excellence	*	0.0	0.0	15.4	15.5	15.5	*	*	*
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.0	89.4	89.4	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	91.9	91.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	95.0	88.9	88.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.4	87.8	87.8	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



## Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2446 Koinonia @ Home

Assurance Domain	Measure	Koinonia @ Home			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 Growth and Achievement	Student Learning Engagement	94.0	87.0	87.0	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	92.5	90.6	90.6	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	*	n/a	n/a	80.4	80.7	82.4	*	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	*	*	n/a	68.5	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	19.8	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	24.5	25.6	25.6	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	2.8	6.1	6.1	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	84.3	78.7	78.7	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.1	12.0	12.0	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	97.2	92.7	92.7	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.6	94.4	94.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.5	83.8	83.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	96.2	90.1	90.1	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Appendix 2

### First Nations, Métis, and Inuit Required Alberta Education Assurance Measures

#### Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 9211 Koinonia Christian School - Red Deer Society (FNMI)

Assurance Domain	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 Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	n/a	n/a	58.6	57.0	59.5	*	n/a	n/a
	5-year High School Completion	n/a	*	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	41.4	39.4	39.4	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	6.1	5.3	5.3	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	76.9	74.8	74.8	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	11.8	11.3	11.3	*	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# Appendix 3

## English as an Additional Language Required Alberta Education Assurance Measures

### Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 9211 Koinonia Christian School - Red Deer Society (EAL)

Assurance Domain	Measure	Koinonia Christ Sch Red Deer (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	72.0	72.8	76.7	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.1	88.7	87.2	*	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	64.6	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	16.5	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Appendix 4

### Definitions, Key Terms, and Considerations for Reading Alberta Education Assurance Measures

The First Nations, Métis and Inuit results reported for the Alberta Education Assurance Measures only include students that self-identified as First Nations, Métis, or Inuit on student registration forms. School authorities are required to report on Alberta Education Assurance Measure results for First Nations, Métis, and Inuit students in their 3-year education plans and annual education results reports for the purpose of monitoring and improving education outcomes. Please ensure context and appropriate analysis are provided whenever results for self-identified First Nations, Métis and Inuit students are shared publicly.

**High School Completion Rate** is the percentage of students in the Grade 10 Cohort<sup>4</sup> who have completed high school by the end of their third year, adjusted for attrition<sup>5</sup>.

- High school completion is defined as: receiving an Alberta high school diploma, certificate of high school achievement (completion of Knowledge and Employability courses and the certificate requirements) or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

#### Interpretation of High School Completion Results

- High School Completion Rate (3-year, 4-year or 5-year) results for the same Grade 10 Cohort can be read by moving **diagonally** from the reporting year, to the next in the table. For example:
  - The 3-year high school completion rate for the Grade 10 cohort that started in 2016 is reported in 2018 as 79.7%.
  - The 4-year high school completion rate for the same cohort is reported in 2019 as 84.0%.
  - The 5-year high school completion rate for the same cohort is reported in 2020 as 86.2%.

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<sup>4</sup> Grade 10 Cohort: Students are included in the Grade 10 Cohort in the first school year in which they have a grade 10 registration at a public, separate, Francophone, charter, or accredited private school. The following categories of students are excluded from the Grade 10 Cohort:

- a. students who register after September 30th of the school year;
- b. students who are registered in schools under provincial and federal authorities, Lloydminster school authorities or other out-of-province schools;
- c. students who have a concurrent grade 9 registration in the same school year;
- d. adult students (older than 18 when they start grade 10);
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

<sup>5</sup> Attrition: The loss of students due to out-migration and mortality, referred to as “attrition”, is estimated from department and Statistics Canada data.

	Alberta									
	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	--	--	--	--	44,978	79.7	--	--	--	--
4 Year Completion	--	--	--	--	--	--	44,980	84.0	--	--
5 Year Completion	--	--	--	--	--	--	--	--	44,972	86.2

**Post-Secondary Transition Rate (6-year)** is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

**Diploma Exam Participation Rate (4+Exams)** is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered a diploma examination participant if they do not have an examination mark.

**Drop Out Rate** is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 years is established for a given school year, excluding the following groups of students: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified as having a moderate/severe cognitive or severe multiple disability; visiting/exchange students; students attending Hutterite colony schools.
- A student who was in Alberta's education system is considered to have dropped out if:
  - There is no evidence of their participation in the Alberta education system the following school year (including in Alberta post-secondary and apprenticeship programs)
  - They did not complete high school (see high school completion measure for details).

**Rutherford Scholarship Eligibility Rate** is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; students identified in the grade 12 school year as visiting/exchange students; students 20 years of age or older on September 1 of the school year.

**Provincial Achievement Test (PAT) Results (Acceptable / Excellence)** are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.



- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

**Diploma Exam Results (Acceptable / Excellence)** are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

### Survey Measures

In public, separate and Francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools, students in grade 4 and above; their parents; and all teachers are included in the survey.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

### Table Headings

For each table displaying measure history or 3-year Rolling Averages, N represents the size of the underlying cohort. For example:

- **N** is the size of the Grade 10 Cohort for High School Completion Rate, Post-Secondary Transition Rate, and Diploma Exam Participation Rate.
- **N** is the size of the age-specific cohort for Drop Out Rate.
- For survey measures, **N** is the number of respondents.

Values under the % column headings represent the rate for that cohort. Some measures are calculated using several years of data. In these cases, the years displayed in the tables and charts reflect the latest years of data included in each calculation.

Source Data Reference <sup>6</sup>						
Fall 2024						
Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Citizenship	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
	3-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	5-year High School Completion	2022/2023	2021/2022	School Years 2019/2020, 2020/2021, 2021/2022	2015/2016 to 2017/2018	Mar 18, 2024
	PAT6: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT6: Excellence	2023/2024	2022/2023	School Years 2022/2023	2009/2010 to 2011/2012	Oct 04, 2024
	PAT9: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	PAT9: Excellence	2023/2024	2022/2023	School Years 2022/2023	2011/2012 to 2013/2014	Oct 04, 2024
	Diploma: Acceptable	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
	Diploma: Excellence	2023/2024	2022/2023	School Years 2022/2023	2013/2014 to 2015/2016	Sep 16, 2024
Teaching and Leading	Education Quality	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
	Access to Supports and Services	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	n/a	Mar 28, 2024
Governance	Parental Involvement	2023/2024	2022/2023	School Years 2021/2022, 2022/2023	2003/2004 to 2005/2006	Mar 28, 2024

<sup>6</sup> Alberta Education. (October 12, 2024). Alberta Education Assurance Measure Results: 9211 Koinonia Christian School-Red Deer Society. Available to view upon request at the KCS-RDS office.

# Appendix 5

## School Summaries of the Survey Data for the Supplemental Measure: Inservice Jurisdiction Needs

### In-Service Jurisdiction Needs - Data Summary

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

	Koinonia Christian School (Red)										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	29	87.1	32	88.4	32	91.4	15	72.7	12	82.4	Intermediate	Maintained	Acceptable	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	29	87.1	32	88.4	32	91.4	15	72.7	12	82.4	Intermediate	Maintained	Acceptable	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### In-Service Jurisdiction Needs - Data Summary

School: 2447 Emmaus Learning Community - DSEPS

Province: Alberta

	Emmaus Learning Community - DS													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	6	94.1	n/a	n/a	n/a	n/a	n/a	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	94.1	5	*	*	*	*	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### In-Service Jurisdiction Needs - Data Summary

School: 2446 Koinonia @ Home

Province: Alberta

	Koinonia @ Home													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	16	97.9	Very High	Maintained	Excellent	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	16	97.9	Very High	Maintained	Excellent	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Appendix 6

### Survey Data Summaries for Alberta Education Assurance Measures Used as References for Analysis of Learning Supports

#### Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

	Koinonia Christian School (Red)													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	220	95.3	256	95.1	150	91.7	133	92.5	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	62	97.3	74	96.8	40	92.1	43	95.0	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	124	88.7	145	89.6	90	85.8	75	84.4	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	34	100.0	37	98.8	20	97.1	15	98.1	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

#### Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

School: 2447 Emmaus Learning Community – DSEPS

Province: Alberta

	Emmaus Learning Community - DS													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	42	91.9	33	90.6	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	8	96.9	10	97.5	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	27	80.9	23	83.8	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	7	97.9	5	*	*	*	*	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

School: 2446 Koinonia @ Home

Province: Alberta

	Koinonia @ Home										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	75	94.4	43	97.6	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	20	94.3	11	100.0	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	39	91.9	16	94.0	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	97.0	16	98.9	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



# Appendix 7

## Detailed Results for Provincial Achievement Tests for KCS-RDS

### Student Growth and Achievement (Grades K-9)

#### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 9211 Koinonia Christian School - Red Deer Society

Course	Measure	Koinonia Christ Sch Red Deer							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Very Low	n/a	n/a	15	53.3	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	Very Low	n/a	n/a	15	6.7	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very Low	Improved	Issue	15	53.3	18	33.3	60,804	68.5	57,655	66.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	13.3	18	11.1	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Very Low	Improved	Issue	37	51.4	41	31.7	59,096	69.5	56,255	71.4
	Standard of Excellence	Very Low	Maintained	Concern	37	2.7	41	2.4	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	39	35.9	40	30.0	58,577	52.7	55,447	54.4
	Standard of Excellence	Very Low	Maintained	Concern	39	2.6	40	5.0	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Very Low	Maintained	Concern	39	38.5	37	37.8	59,072	67.6	56,311	66.3
	Standard of Excellence	Very Low	Maintained	Concern	39	2.6	37	5.4	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Very Low	Declined Significantly	Concern	39	15.4	36	38.9	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	Declined	Concern	39	0.0	36	5.6	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## Appendix 8

### Survey Data Summaries for Alberta Education Assurance Measures Used as References for Analysis of High School Achievement

#### Work Preparation - Data Summary

**Authority:** 9211 Koinonia Christian School - Red Deer Society

**Province:** Alberta

*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.*

	Koinonia Christ Sch Red Deer													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	140	99.1	94	96.7	109	99.3	111	91.5	96	96.9	Very High	Maintained	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	113	98.2	61	93.4	72	98.6	68	85.3	61	96.7	Very High	Improved	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	27	100.0	33	100.0	37	100.0	43	97.7	35	97.1	Very High	Maintained	Excellent	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

#### Rutherford Scholarship Eligibility Rate - Data Summary

**Authority:** 9211 Koinonia Christian School - Red Deer Society

**Province:** Alberta

	Koinonia Christ Sch Red Deer					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Total Gr 12 Students	32	30	43	33	45	n/a	n/a	n/a	58,970	59,357	58,631	57,307	58,930
Percent Eligible for Scholarship	78.1	73.3	72.1	75.8	73.3	High	Maintained	Good	66.6	68.0	70.2	71.9	70.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

# Appendix 9

## Detailed Results for Diploma Exams for KCS-RDS

### Student Growth and Achievement (Grades 10-12)

#### Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 9211 Koinonia Christian School - Red Deer Society

Course	Measure	Koinonia Christ Sch Red Deer								Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024	Prev 3 Year Average		2024	Prev 3 Year Average
					N	%	N	%		N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good	16	93.8	21	95.2	33,001	84.2	31,493	83.7	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	16	6.3	21	9.5	33,001	10.1	31,493	10.5	
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	12	91.7	10	100.0	19,219	85.7	17,112	86.2	
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	12	25.0	10	20.0	19,219	12.9	17,112	12.7	
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7	
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	6	66.7	13	76.9	21,035	75.4	19,763	70.8	
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	6	33.3	13	15.4	21,035	34.9	19,763	29.0	
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	12	66.7	6	66.7	15,676	70.9	14,418	71.1	
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	12	8.3	6	0.0	15,676	15.4	14,418	15.2	
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	7	71.4	18	77.8	25,167	85.2	24,023	83.5	
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	7	14.3	18	5.6	25,167	18.7	24,023	15.9	
Social Studies 30-2	Diploma Examination Acceptable Standard	High	Maintained	Good	19	89.5	17	82.4	23,985	77.6	21,045	78.1	
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	19	31.6	17	23.5	23,985	12.7	21,045	12.3	
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	17	82.4	19	68.4	24,414	83.1	23,270	82.7	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	17	17.6	19	26.3	24,414	33.7	23,270	32.8	
Chemistry 30	Diploma Examination Acceptable Standard	High	n/a	n/a	13	84.6	n/a	n/a	19,955	82.9	18,364	80.5	
	Diploma Examination Standard of Excellence	Low	n/a	n/a	13	15.4	n/a	n/a	19,955	38.0	18,364	37.0	
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	9,955	85.1	9,241	82.3	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	9,955	43.1	9,241	39.9	
Science 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	8,439	81.3	8,007	79.4	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	8,439	24.6	8,007	23.1	

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
  3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
  4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.