

Koinonia Christian School Red Deer



Annual Education Results Report (AERR) 2021-2022 School Year

9211 Koinonia Christian School Red Deer Society
Submitted to Alberta Education
Approved February 2, 2023

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Message from the Board Chair

Dear Parents,

The results gathered by Alberta Education surveys in the early months of 2022 reflect the success of our school programs last year. We are thankful for the opportunity to serve Christian families seeking discipleship education for their children.

This report represents our analysis of the results and is developed as part of a new assurance process that engages parents, community stakeholders, staff and students.

Our school theme for 2021-2022, “The Joy of the Lord is Our Strength”, was an important daily reminder to praise Christ in all things. We started the year enjoying fellowship at our annual picnic in September and a measure of joy was in the greetings and conversations as people anticipated the year ahead. When the announcement of a return to health restrictions occurred a few weeks later, we drew our strength from the truths of scripture embedded in our chosen theme and accompanying Bible Memory verses.

The past year was also a year of tremendous change. Rising to meet the challenge of serving more families while maintaining a standard of excellence serving a diverse population of students required some organizational restructuring to allow for more leadership in the KCS-RD programs. We were blessed to receive approval to operate with four school codes in the spring of 2022. Three of the schools opened in September 2022: our original campus school, Koinonia@Home, and the Emmaus Learning Community. One school code, designed to support a new classical Christian school in the province, remains open in the hope the parents who rallied to open the school may choose to re-apply in the spring of 2023.

We look forward to the year ahead and the establishment of three new parent advisory councils to assist us in meeting the goals of our Education Plan. On behalf of the Board of Directors, I want to express my sincere appreciation to all who served Christian education through Koinonia Christian School Red Deer this year. May God bless our efforts to glorify Him as we joyfully embrace the plans He has for us in the year ahead.

Sincerely,



Cameron Oke
Board Chair

Accountability Statement

The Annual Educational Results Report for Koinonia Christian School Red Deer for the 2021-2022 school year was prepared under the direction of the Board of Directors in accordance with its responsibilities under the *Private Schools Regulation* and *Education 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 2021-2022 was approved by the Board on January 31, 2023.



Cameron Oke
Board Chair



Mary-Lou Stacey
Senior Principal

Foundational Statements

MISSION

The mission of KCS-RD is to assist parents in Christian education by developing excellence in faith, moral character, and academics, promoting lifestyles related to Christian witness.



Rooted in the belief that the most distinctive feature of Christian education is Christ-centered instruction in all subjects, Koinonia Christian School Red Deer Society (KCS-RD) exists to disciple students in the Christian faith. Based on a God-centered view of man and the authority of Christ as saviour and king, our educational philosophy is to glorify Christ in all we do: academics, extra-curricular events, community fellowship, and in our relationships with each other as we work together to fulfill our mission. As image-bearers of Christ, man has a unique capacity to know God and respond to Him, in thought and deeds. Since God is our creator and

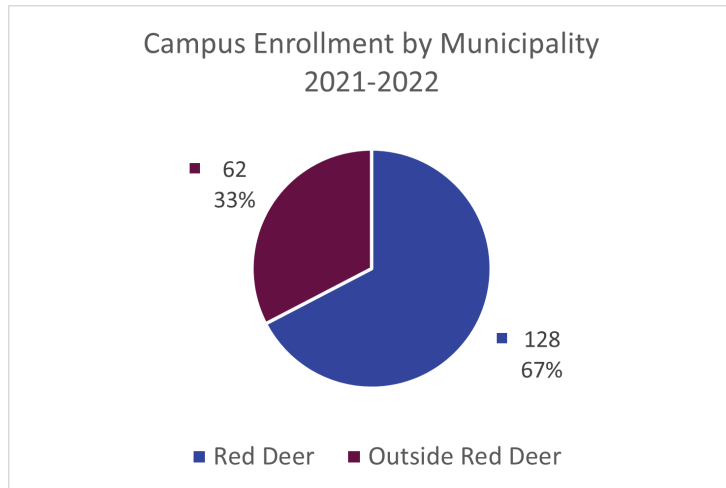
sustains us through His Son, Jesus Christ, our purpose is to glorify Him.

Currently in Alberta, parents can choose from a variety of options for the education of their children. Historically, KCS-RD has focused on supporting parental choice through all of its programs and seeks to glorify Christ as we work to serve our families in His name. This report is part of a cycle of continuous improvement required by Alberta's Assurance Framework. It provides a summary of the results of the annual survey conducted by Alberta Education on assurance measures (AEAMs), results of local measures and input from stakeholders, and an analysis of the actions KCS-RD has taken to meet their responsibilities and the goals of their [Education Plan for 2021-2022](#). This spring, this report will inform all stakeholders who participate in the development of the Education Plan for 2023-2024.

Who We Are

Founded 39 years ago, the KCS-RD school and its many programs have a long history of serving families devoted to a Christ-centered education for their children. KCS-RD is a diverse learning community: Families who chose KCS-RD and its programs for 2021-2022, including support for specialized learning needs and Koinonia@Home with its Home Education, Shared Responsibility and Online programs, represent a wide variety of cultural backgrounds and geographical locations. Koinonia, in the original Greek, means community fellowship. As part of fulfilling the mission reflected in its name, Koinonia@Home supported many other independent Christian schools through its online non-primary registration of students seeking courses that were not locally available to them.

CAMPUS K-12 AND PRESCHOOL PROGRAMS



In the 2021-22 school year, our ECS-12 campus school served students from the city of Red Deer and surrounding municipalities. It is interesting to note there has been a slight shift (3%) towards a more urban population attending the campus. In June, the retirement of our beloved bus driver, who had served our community for many years, led to a review of transportation plans for future students. Over the summer, a newer school bus was obtained that was in better mechanical condition than our previous bus. However, at the end of August, KCS-RD, like many other school boards, had difficulty finding trained staff to drive our bus. Eventually, a driver was found, and a bus service has been re-established as of January 2023.

Fifty students requiring specialized supports, including support for English Language Learning (EAL) were well-served in the campus school. In addition, KCS-RD served 14 students who self-identified as First Nations, Metis or Intuit (FNMI) on their registration documents. During collaborative planning sessions with staff, all the parents of these students stated they were well-pleased with the education they received through KCS-RD.

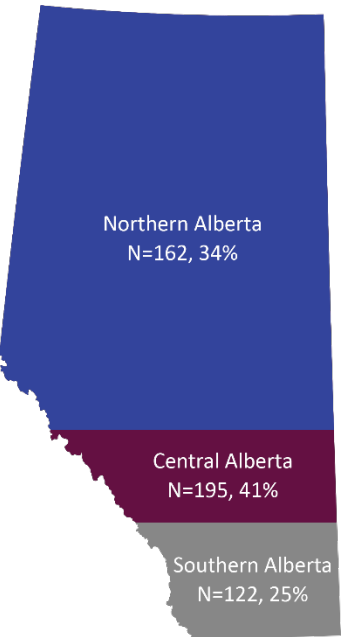
At the start of the year, KCS-RD allocated resources to hire a vice-principal dedicated solely to specialized supports for students in all programs. Applying her unique training in cultural diversity and inclusive supports, including FNMI perspectives as part of her university leadership studies, greatly improved the quality of the inclusive education programs we were able to provide for all our students. Due to the continued imposition of health restrictions, we were not successful in re-establishing connections as planned in our 2021-2022 Education Plan. In the late spring, some reconnections occurred, and we looked forward to having representatives from the local Indigenous community attend our Remembrance Day ceremony in November. Efforts will continue, as part of our current Education Plan, to re-establish these relationships.



We were successful, however, in gaining approval for a Designated Special Education Private School in the spring of 2022. Initially started as a pilot program named Emmaus in the campus school, this school was established in September 2022 through the interest of parents currently in KCS-RD and parents in the broader community who attended several open house sessions. Today, the [Emmaus Learning Community](#), allows KCS-RD to serve more students with complex learning needs, and we are excited by the privilege to serve many new families in KCS-RD through this new school.

KOINONIA@HOME: HOME EDUCATION AND ONLINE PROGRAMS

Koinonia@Home experienced growth again in the 2021-2022 school. Overall, the areas experiencing the most growth were central and northern Alberta. Unfortunately, the health restrictions prevented many planned in-person fellowship events from occurring until the spring. However, based on enrollment for 2022-2023, we look forward to continued growth in these areas of the province.



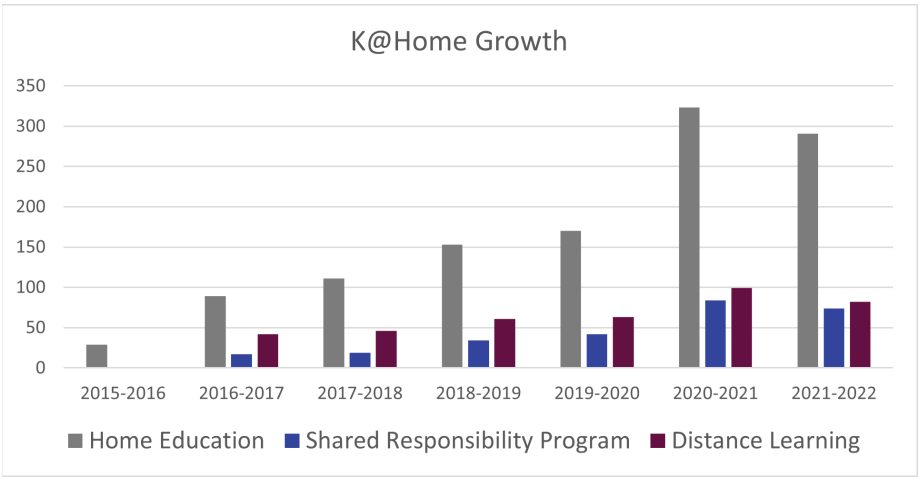
One of the articles in our Statement of Faith addresses the importance of Christian fellowship. In the past year, when these gatherings were restricted, virtual conversations and fellowship opportunities were designed and encouraged by Koinonia@Home staff. Early literacy reading-aloud sessions for young children and opportunities for parents to join together for mutual encouragement and prayer blessed many families. In the 2021-2022 year, the program grew into a regular offering under the title Koinonia Konnections.

In addition to families who select KCS-RD as their primary school authority, as a Distance Education provider, Koinonia@Home also serves students who may need support for courses not offered by their primary school authority. In 2021-2022, Koinonia@Home served 29 students as part of this program of choice. KCS-RD appreciates the opportunity to partner with other Christian independent school authorities to help students achieve academic success in a distinctly Christian learning environment. Koinonia@Home staff also provided support for the campus student by providing course options and courses unavailable in the timetable. This flexible programming supports high school completion and



career plans for all KCS-RD students.

In the spring of 2022, Alberta Education approved a new school code for Koinonia@Home. This new organizational change will allow for further growth and innovation in this school choice option for Christian families.



In 2020-2021, Koinonia@Home welcomed many families seeking refuge from the COVID-19 realities in their campus schools. After a year of isolation due to provincial lockdowns, some of them returned to campus school programs in 2021-2022. **This fall (2022) Koinonia@Home enrolled 581 students in its first year as a school. This enrollment represents a 30% growth since 2021-2022.** We have continued to enroll students as they 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.

STAKEHOLDERS IN THE BROADER COMMUNITY

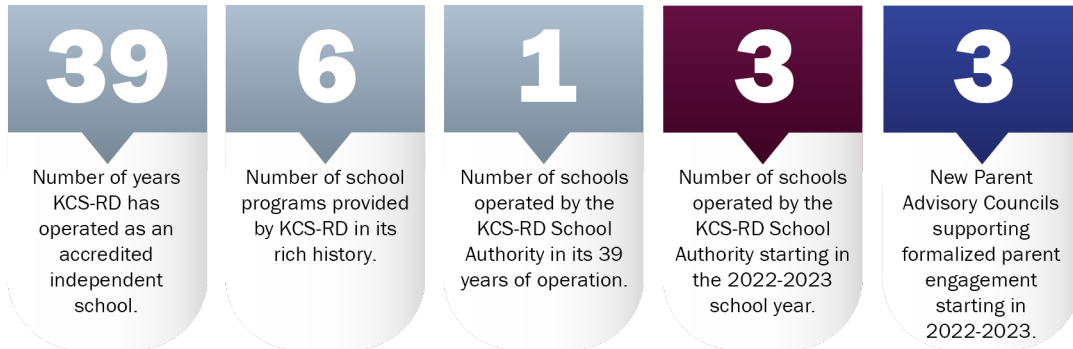
KCS-RD plans to strengthen these relationships now that health restrictions are lifted fully allowing face to face fellowship opportunities.

- **Our Local Community Association:** We have worked with our community association to assist with the placement of fencing and joint use of our playground equipment and the community ice-rink. We are thankful for their support of our new crosswalk and the student safety patrollers that are now enjoying a leadership role.
- **Christian Community Leadership:** KCS-RD had a booth exhibit and staff attended apologetics conventions in the Spring of 2022 with two organizations: Faith Beyond Belief and the Ezra Institute. We are continuously working on opportunities to improve the engagement of pastors in our school programs.
- **KCS-RD is a member of the [Koinonia Christian Education Society \(KCES\)](#)** that exists to support Christian education in the province. As a member, KCS-RD 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 Consortia](#), which publishes valuable material for learning supports and excellence in teaching and leading practices. Two of our staff members have recently joined the KCES Professional Development committee.
- **KCS-RD 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 is available through collaboration with other independent school leaders at conferences, workshops, and meetings. KCS-RD participated in an AISCA focus group to support improved learning supports for Home Education families. We look forward to seeing this initiative develop in the 2022-2023 school year.
- **KCS-RD leadership has built strong relationships with [Careers the Next Generation](#) to support its RAP and Green Certificate programming for students.** In 2022-2023, plans are in place to have representatives from these organizations present their programs to our staff and students.
- **KCS-RD also collaborates with provincial organizations that support choice in education, including the [Alberta Home Education Association \(AHEA\)](#) and [Parents for Choice in Education](#).** KCS-RD 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 2022, Koinonia@Home attended the AHEA convention as an exhibitor for the first time in its history.



A Year of Change

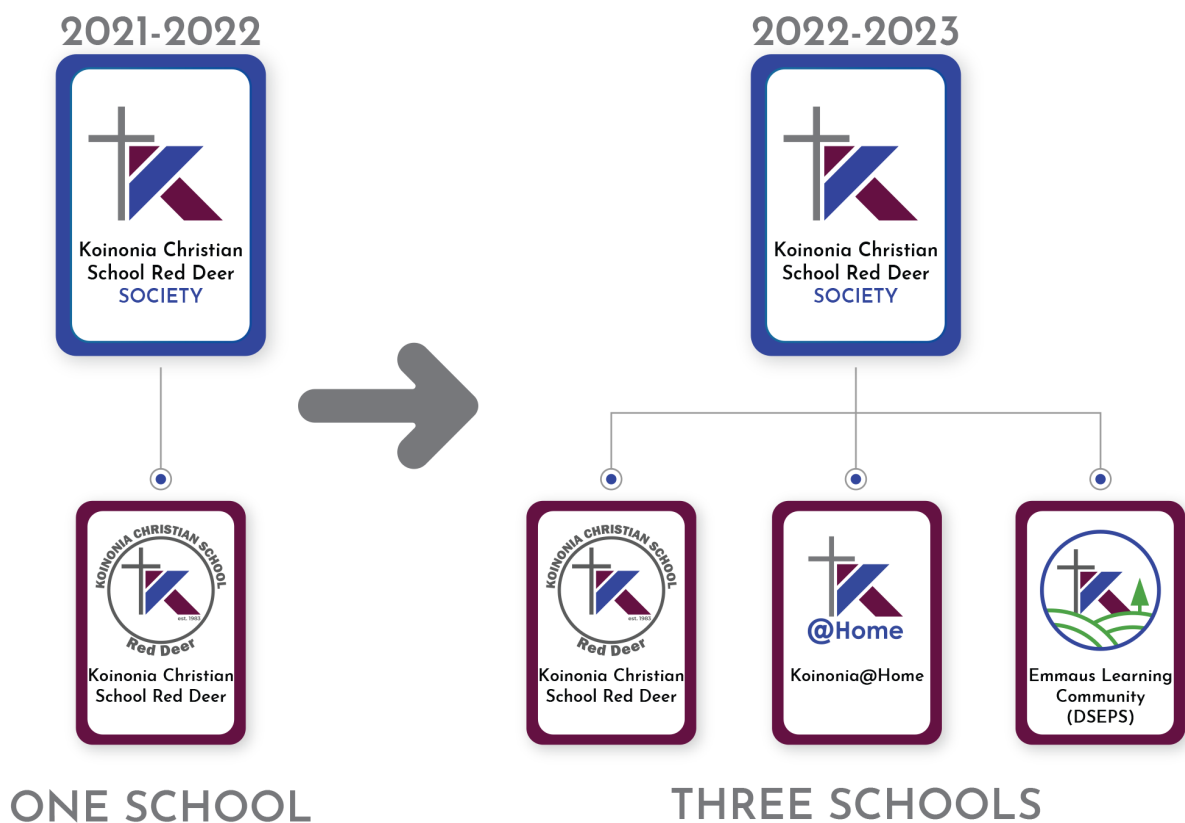
TRENDS OVER TIME



A NEW AUTHORITY STRUCTURE

Parents, grandparents, and community members with a passion for Christian education have served the KCS-RD school society for 39 years. This Board of Directors volunteer their time as part of KCS-RD's system of accountability and assurance. In the fall of 2021, in response to a professional analysis of operational capacity conducted by Deloitte, input from parents, staff, administration, and consultation with stakeholders, a decision was made to apply to Alberta Education to reorganize school programs. An application was presented to the Ministry of Education officials in January 2022 which outlined the plans and budget projections to restructure the programs historically offered by KCS-RD in one school into four separate schools to accommodate future growth projections and the needs of our learning community.

After a few months of ongoing consultation, final approval for the organizational change was granted by the Minister in April 2022. Two parent meetings and one staff meeting in March 2022 were organized for additional input into the proposed changes. Individual interviews with several parents also occurred prior to the Board's final approval of the organizational changes. To enhance representation from all schools on the Board of Directors, a parent from the new Emmaus Learning Community school was interviewed for a position on the KCS-RD board in the spring of 2022 and appointed in the fall. Based on the events during community meetings with stakeholders and interviews with parents in the Cochrane area, a decision to delay the possible opening of the proposed Cochrane Classical Christian School was made in August 2022. This decision will be revisited in the spring of 2023. Lastly, in response to the results of the Deloitte organizational review, a decision to hire a financial controller was made in April 2022. The Controller now works closely with the Senior Principal of the School Authority, the Finance Committee, and the Board Treasurer to build and sustain operational capacity and support successful implementation of the goals in KCS-RD's [Education Plan](#).

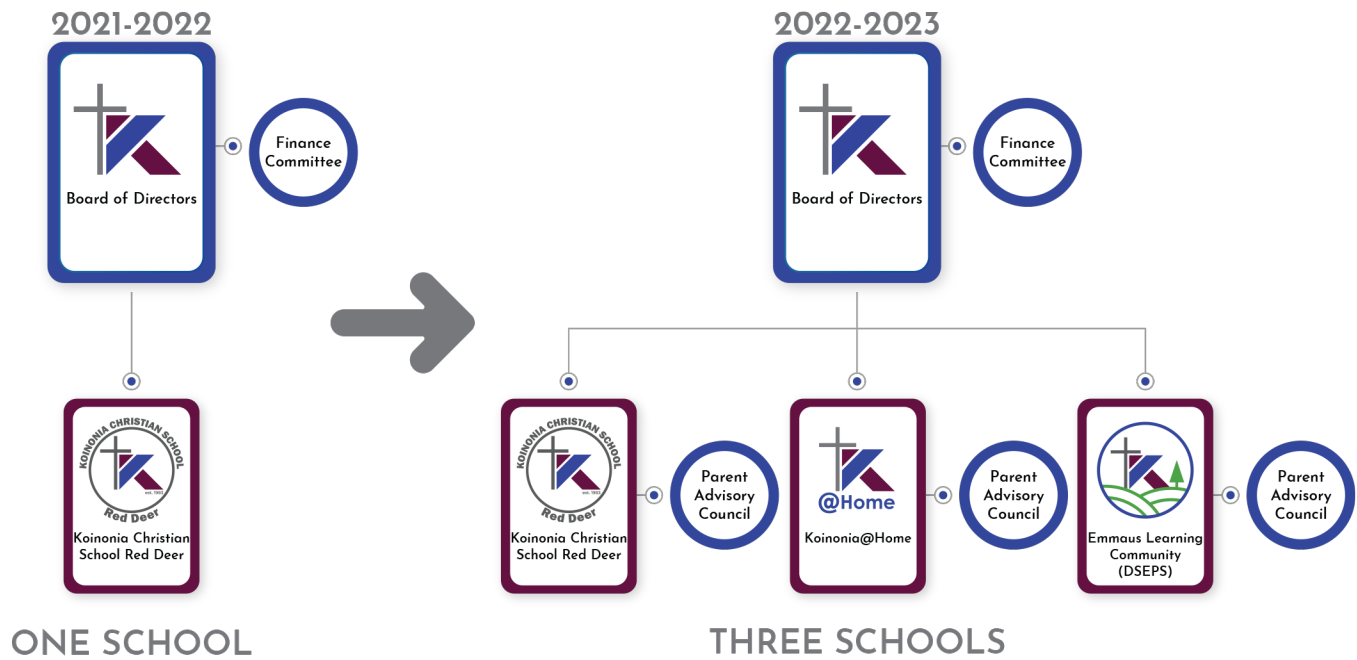


A [new organizational chart](http://www.koinonia.ca) is available for viewing on the school website at www.koinonia.ca.

The Board of Directors

In past years, parents elected to the Board of Directors for a three-year term at an annual general meeting, had direct, consistent input into the vision, mission and policy development of the school operated by the KCS-RD Society. In addition, the Board annually appointed parents and grandparents with specialized skills in the area of finance to serve on the Finance Committee. This committee is an essential part of KCS-RD's system of assurance as they 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](#). Moving forward, the participation of parents and family members in the structure and function of the Board of Directors and the Finance Committee will remain an integral part of the KCS-RD system of assurance.

Parent Advisory Councils (PACs)



Beginning in 2022-2023, these two cornerstones in KCS-RD's system of assurance will be augmented by the establishment of three Parent Advisory Councils (PAC). Each PAC will work closely with the Associate Principal of their respective school to review performance measures, provide input on the development of educational goals, and share insights into the ongoing effectiveness of strategies selected to improve student learning.

Additional Engagement Opportunities for Parents



On occasion, the Board may establish other committees for special projects or areas of concern such as policy development or improving facilities. Parents are encouraged to serve on these committees, sharing their gifts and talents in the service of Christian education. Specific input from parents is invited through focus groups and/or surveys to collect perspectives and data on actions taken to improve KCS-RD as part of the system of assurance. With the development of three distinct schools in 2022-2023, administrators will have the ability to design these opportunities so that the data more precisely reflects the quality of each unique school. Volunteers are also welcome to serve on program committees established by school

administrators to improve the opportunities for student growth and achievement. Musical productions, student leadership, convocation, school athletics, student community service projects, literacy programs, mentorship, and other initiatives designed to support the goals of the [Education Plan](#) provide additional opportunities for parents to engage in the continuous improvement of student learning and development.



Annual Education Assurance Measures (AEAMs)

The table below summarizes KCS-RD's results from the annual education survey completed by parents, teachers, and students in the spring of 2022. We are pleased with these results during a year of transition in administration after the retirement of our beloved founder and principal, Mr. Vern Rand in the summer of 2021. We were blessed to have Mr. Rand continue serving our community in his retirement in 2021-2022 as an important part of our finance and operations department.

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	90.5	91.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	93.5	94.0	94.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	87.2	84.1	75.6	83.2	83.4	81.1	High	Improved	Good
	5-year High School Completion	86.1	81.1	86.2	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	70.5	n/a	77.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	18.0	n/a	28.8	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	69.2	n/a	85.1	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	9.2	n/a	20.2	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.4	96.0	95.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.1	95.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	91.3	94.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	94.6	95.0	93.6	78.8	79.5	81.5	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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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
7. 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.

PROVINCIAL RESULTS (EXAMS & HIGH SCHOOL COMPLETION)

Detailed results for provincial achievement tests (PATs) in all academic courses for grades 6 and 9 are available in [Appendix 1](#).

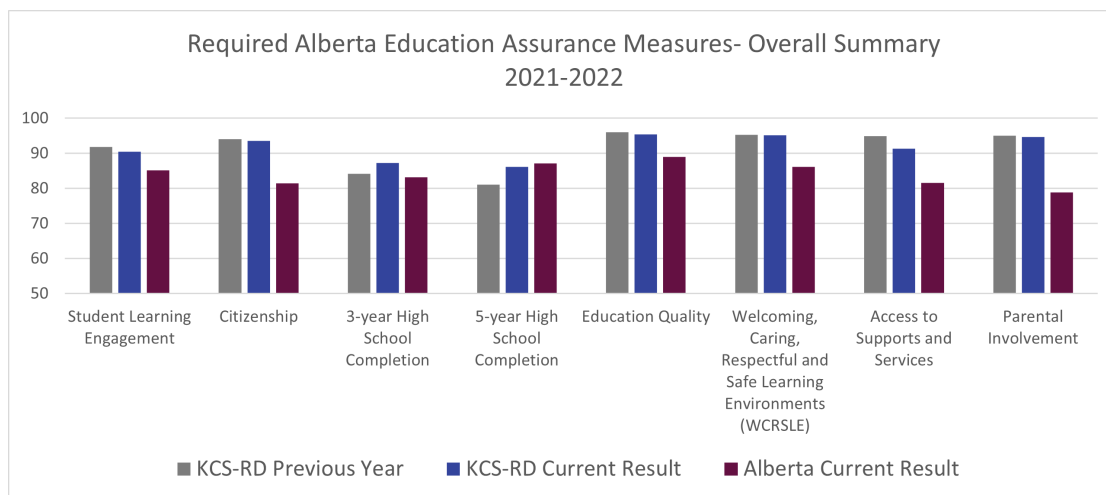
Detailed results for Diploma examinations in all academic courses are available in [Appendix 2](#).

*Note: Provincial examination results for students who self-identify as First Nations, Metis, and Inuit, and students with English Second Language learning needs, including PATs, Diploma Exams as well as High School Completion Rates are unavailable due to the low number of students registered in our programs.

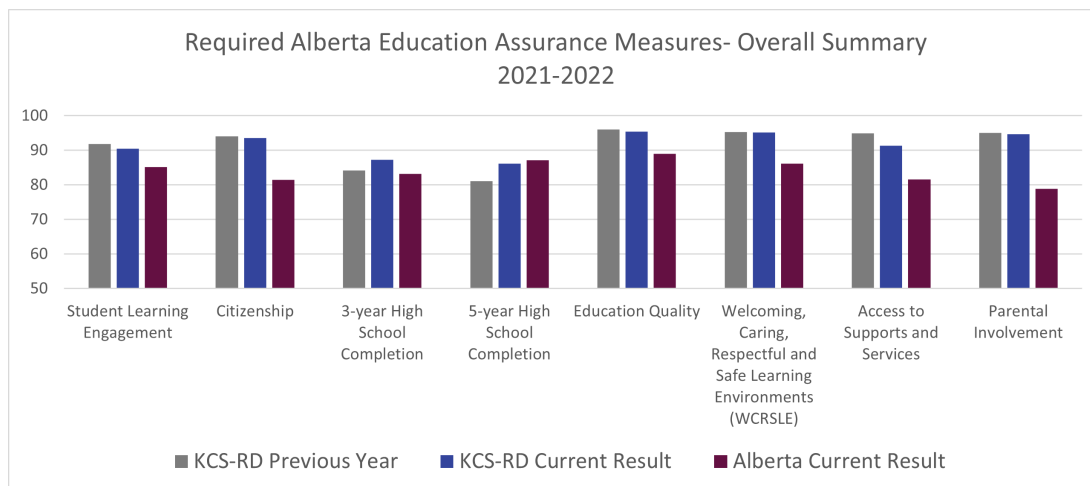
Analysis, Insights, and Implications for Future Planning

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

Despite the impact of a second year of health restrictions that lasted for several months and impacted instruction, learning environments, and mental health, KCS-RD's parents, students, and teachers reported satisfaction rates in the Alberta Education Assurance Measures **that met or exceeded the Alberta average in almost every category.**



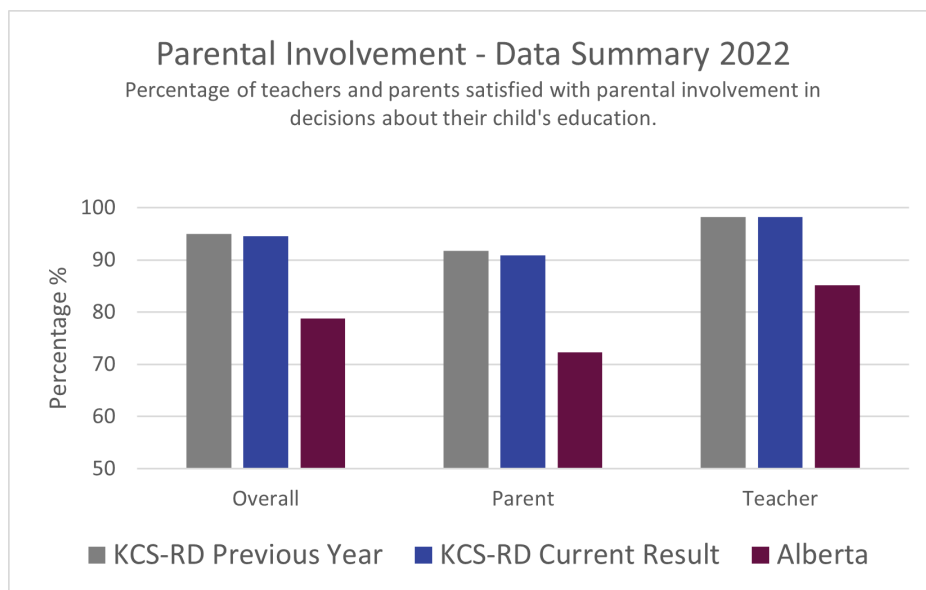
In addition to reporting results on the required Alberta Education Assurance Measures (AEAMs), the graph below summarizes the information on supplemental measures from the provincial survey. In these measures, KCS-RD's results **also met or exceeded the Alberta average in almost every category.**



Further analysis of the required AEAM results, some of the supplemental AEAM results, along with insights and plans for continuous improvement for KCS-RD in the future, are presented in separate commentary sections of this report. Outlining how our performance in these four domains of Alberta's Assurance Framework¹ connects to the local goals described in our [Education Plan](#) is an integral part of quality assurance for our parents and stakeholders.

¹ (Alberta Education Funding Manual, September 2021, pp. 20-25)

ASSURANCE DOMAIN: GOVERNANCE



KCS-RD is dedicated to serving parents who desire to raise their children in a discipleship-based learning environment. **The Koinonia Statement of Faith, a core policy, is the foundation for all governance, educational practices, and relationships between parents, staff, students, and stakeholders that support student growth and achievement.** For Christ is “before all things, and in Him all things hold together” (Colossians 1:17, ESV). Every year, all staff, parents, and high school students review and recommit to the Statement of Faith when they choose a KCS-RD program. We believe that every child is made in the image of God who gifts them with unique

talents. 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.

Provincial Results

Provincial results from 2021-2022 reveal a consistent history of high levels of satisfaction from parents and teachers, as noted in the graphs and data available in this report. The annual measure of parent and teacher satisfaction with the involvement they have into school decisions is important because it is a reflection on our unity and purpose as a Christian organization.

C.1 Parental Involvement – Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	92	94.7	132	94.6	143	92.6	93	95.0	109	94.6	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8		
Parent	73	92.6	110	91.9	115	91.7	59	91.8	74	90.9	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3		
Teacher	19	96.8	22	97.2	28	93.4	34	98.2	35	98.2	Very High	Maintained	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2		

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.

Provincial results from 2021-2022 measuring the how parents, students and teachers view the quality of education in KCS-RD are also consistently higher than the provincial average. Small dips in the opinions of students and parents reflect the growing fatigue with health restrictions and limitations on the fellowship activities once enjoyed frequently in the school. The slight increase in the teacher's result can be attributed to the effects of intentional, creative problem-solving to design cohorting and traffic flow options in the building that safely eased restrictions on movement and activities. Attendance due to illness was carefully tracked without any significant increases in absences noted.

Local Measures

Disruptions to our school culture related to the imposition of health restrictions and diverse views related to health practices in our community led to serious discussions about our Christian worldview in relation to our responsibilities as citizens and our various roles in a Christian organization that serves parents and children. **In times of crisis, we believe it is wise to turn to scripture for guidance.** Individual interviews were conducted with most of the teaching staff, several support staff, and many parents to gather perspectives. A committee of leaders was formed and tasked to create additions to our Statement of Faith related to these themes. The committee included members from our school and one of our stakeholder organizations, the Koinonia Christian Education Society (KCES). **In February 2022, three new articles were adopted into our Statement of Faith** at an annual general meeting. These revisions have been well received when reviewed in our admissions interviews by new families choosing our school.

Insights, Analysis and Plans



“Public assurance exists when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners” (Alberta Education, 2022, Funding Manual, p. 19). Koinonia Christian School Red Deer has an historically rich history of a school culture that embraces frequent fellowship opportunities. Despite the difficulties the health restrictions imposed on gatherings and fellowship between classes and at larger school events, our interviews with staff and parents led to creative solutions that helped decrease the

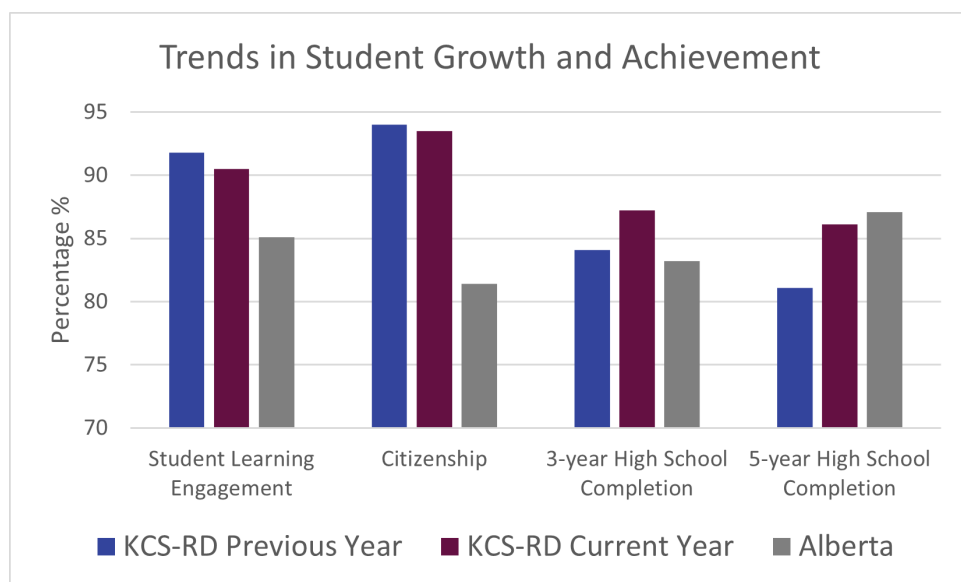
impact of the restrictions while maintaining unity. We enjoyed, with the guidance of health officials, a wonderful Christmas concert and, later, when restrictions were fully lifted, a busy calendar full of events: homeschool gatherings and activities, a badminton tournament, a track and field event, and a graduation ceremony and banquet. Our senior high students travelled to Calgary for a special session with an apologist and a day at the Science Center.



Stakeholder input continues as we manage changes in our organizational structure through parent town hall meetings, the establishment of Parent Advisory Councils, and new handbooks for each school in KCS-RD. Our Education Plan also includes strategies to streamline our communication methods by allocating resources to enhanced webpage development and improved communication tools for effective stakeholder engagement. We are confident the governance structures we are carefully designing together with parents will result in consistently high levels of satisfaction in the future.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

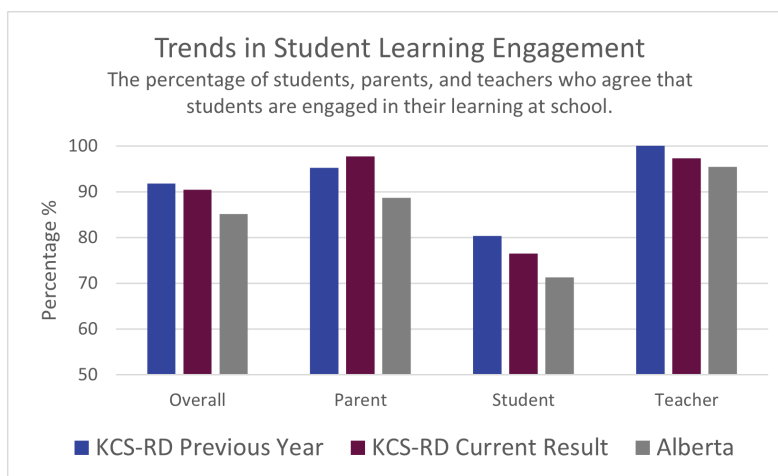
Along with discipleship, the mission of KCS-RD focuses on academic excellence and the formation of Christian character which is partially reflected through community service and engagement in learning. After enjoying a brief few weeks of freedom from health restrictions, the excitement of a school picnic and conversations about exciting learning and service opportunities, the Minister of Health re-introduced limitations that required severely revising or cancelling these many plans for the 2021-2022 school year. A year later, the negative effect of these changes on student learning, especially literacy and mental health cannot be disputed.



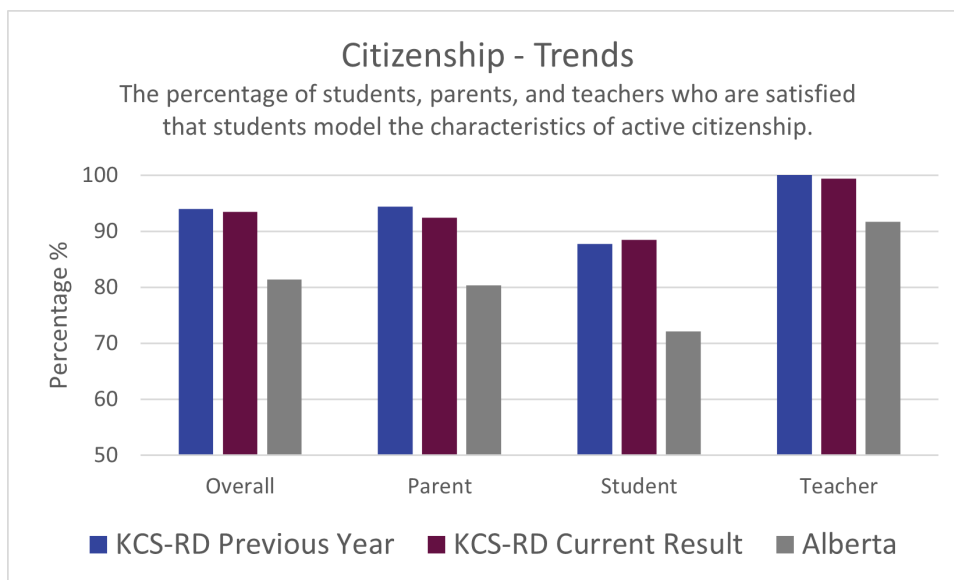
At KCS-RD, we believe academic excellence and student growth flourishes when it is grounded in Christ. With a strong Christian faith, hope, and the joy faith provides through perseverance, God works all adversity to good for those who love Him (Romans 8:28). **The summary of student growth and achievement above, we believe, demonstrates the overall effect of our faith and fellowship practices during times of adversity: Compared to the previous year, our AEAM measures for this assurance domain were consistently higher than the provincial average**

and our high school completion rates increased. In the following sections, a deeper analysis of the data does reveal some areas of concern that are important to explore.

Provincial Results – Student Learning Engagement and Citizenship



Alberta Education's report on student engagement only provided data for the 2020-2021 and 2021-2022 school years. This data is captured in the bar graph. **We are pleased with these results.** Alberta Education has cautioned against using the results for standardized tests (PATs and Diplomas) for the 2020-2021 and 2021-2022 school years due to the effects of the health restrictions on learning and a lack of results from 2020-2021 when PATs and Diploma exams were cancelled.



A.6 Citizenship – Measure History

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	259	94.7	302	95.2	305	92.7	220	94.0	256	93.5	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	73	98.1	110	96.5	118	96.6	62	94.4	74	92.4	Very High	Declined	Good	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	167	86.1	170	90.0	159	82.3	124	87.7	145	88.5	Very High	Maintained	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	19	100.0	22	99.1	28	99.3	34	100.0	37	99.4	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

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.
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.

We have noted a slight decline in the percentage of parents who are satisfied that students model the characteristics of active citizenship. An analysis of this data is in the commentary section later in this report.

Local Measures - A Focus on Citizenship and Engagement



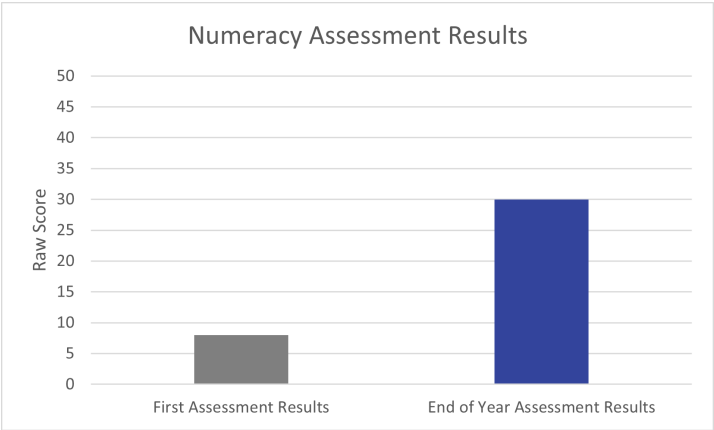
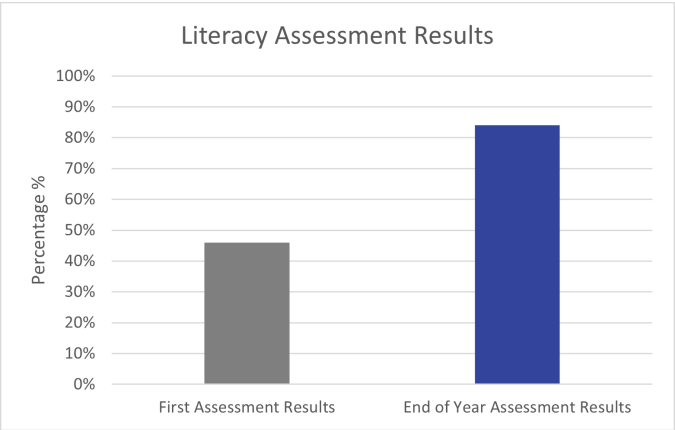
Many outreach, service and fellowship activities that are usually a part of our school culture were cancelled due to the health restrictions. For example, the His Light Ensemble's community outreach to churches and pro-life organizations, which are normally a part of this wonderful program, was severely restricted by inability to gather socially until near the end of the school year. Staff, parents, and students noted, in

individual interviews and through our daily work, the divisive nature of the cultural conversations in churches and society about personal responses to topics such as vaccination and masking were causing mental and emotional strain on relationships. Despite these adversities, various people in our community worked together to find creative solutions to alleviate the effects of social isolation. For example, our annual high school gala was redesigned around a theme of air travel. Students were seated at a distance from each other facing forward and the program was designed to fit this seating arrangement. Staff dressed as flight attendants and pilots and served pre-packaged “in-flight meals” to the students during the evening.



Local Measures - A Focus on Literacy and Numeracy

Understanding the need for improvements in literacy and numeracy focused the efforts of administration and staff to address these results. At the start of the second semester, our vice-principal of Learning Supports took the lead by applying for an **Alberta Education grant initiative: The Grade 1-3 Learning Loss Program grant**. An assessment of students at risk in grade 1 was completed. Students selected for participation in the program participated in the LENS literacy assessment and a numeracy assessment. Following the initial assessments, various instructional strategies were implemented with the students to address these learning needs. Results from this initiative are noted in the data below.



Local Measures - A Focus on Discipleship

- 38 Students in grade 10 who completed the Strong Interest Inventory for career planning.
- 1 Christian counsellor added to our staff.
- 2 Peer Mentoring courses from Career and Technology Studies were developed into the start of a peer mentoring program at the high school level.
- 2 Book studies completed by staff to support Christian discipleship.

AEAM OVERALL SUMMARY FOR KCS-RD STUDENT HIGH SCHOOL COMPLETION RATES

High School Completion Rates

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

	Koinonia Christian School (Red Deer)													Alberta									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	28	73.4	23	70.0	32	72.8	23	84.1	39	87.2	High	Improved	Good	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	19	95.0	29	78.5	23	78.9	33	86.4	23	83.0	Intermediate	Maintained	Acceptable	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	13	78.7	19	95.0	29	82.6	23	81.1	33	86.1	Intermediate	Maintained	Acceptable	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

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 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.

A.7 Lifelong Learning

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Koinonia Christ Sch Red Deer										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	92	93.4	130	94.0	142	93.1	94	96.2	109	97.8	Very High	Improved	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	73	89.5	108	90.3	115	91.9	61	95.6	72	97.1	Very High	Improved	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	19	97.3	22	97.7	27	94.4	33	96.8	37	98.6	Very High	Maintained	Excellent	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

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.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

High School to Post-Secondary Transition Rate

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

	Koinonia Christian School (Red)											Alberta											
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Transition	19	33.5	29	38.2	23	22.8	33	33.6	23	18.3	Very Low	Declined	Concern	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Transition	11	61.9	13	69.2	20	64.1	29	65.0	23	37.2	Low	Declined	Issue	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

Notes:

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

Please Note: We plan to address the decline in the percentage of students who have transitioned to post-secondary studies. An analysis of this data is in the commentary section later in this report. This result is an outlier in the data collected which measures high school preparation for life-long learning and career engagement after high school.

A.8 Work Preparation

School: 5195 Koinonia Christian School (Red Deer)

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	90	98.6	130	93.6	140	99.1	94	96.7	109	99.3	Very High	Improved	Excellent	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	72	97.2	108	91.7	113	98.2	61	93.4	72	98.6	Very High	Improved	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	18	100.0	22	95.5	27	100.0	33	100.0	37	100.0	Very High	Maintained	Excellent	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

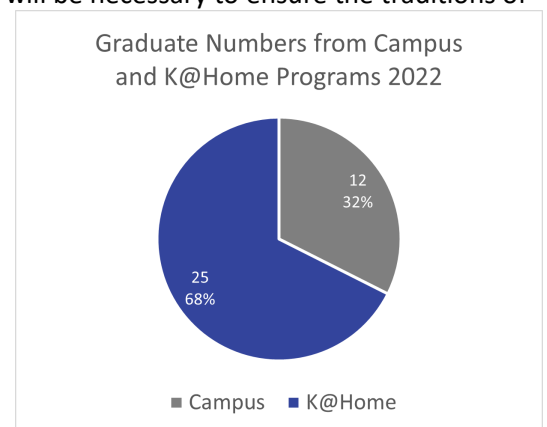
Notes:

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 – A Focus on High School



In early June 2022, families from KCS-RD gathered to celebrate the convocation of students from all. Representation from the Koinonia@Home program at the event grew considerably from the previous years' attendance and included both online and home education students. As the growth of Koinonia@Home continues, discussions with the new Parent Advisory Councils in 2022-2023 about future graduation events will be necessary to ensure the traditions of our school culture and needs of all three new schools are honored.



Insights, Analysis and Plans

Literacy: The development of literacy (and numeracy) is a key area of focus in our Education Plans. As part of our focus on writing skills, two teachers were assigned extra preparation time in 2021-2022 to lead a professional learning community (PLC) in our school focused on the development of a consistent approach to this area of skill development. Frequent sessions were held during staff meetings, collaborative time on Fridays, and at sessions during staff professional development days. Work on standardized rubric development for our school community started with a focus on a rubric for storytelling and then progressed to an examination of other areas for future PLC work. A literacy fair and plans for sharing student work as exemplars was initiated. In addition, the PLC recommended a combined literacy block for student writing conferences

and buddy-reading programs be implemented into the timetable for 2022-2023. We look forward to reporting the results of this creative timetable initiative in our 2022-2023 annual report. In August 2022, the administrative staff attended a professional development session through AISCA on the Science of Reading. Plans to offer a new online certification course on this topic in 2022-2023 are underway. We believe this work with students will eventually result in improved PAT and Diploma exams scores in those subjects where clear written expression is a focus.

Standardized Test Results: As stated previously, Alberta Education has noted caution when interpreting these results since the COVID-19 interruptions. In addition, analysis of the data from 2021-2022 is also affected by the aggregation of results from both the campus and Koinonia@Home programs. In 2021-2022, all PAT and Diploma results will be separately reported for each of the new schools.

Discipleship, Citizenship and Engagement: Our Bible Memory verses and worship in 2021-2022 focused on the theme: The Joy of the Lord is My Strength (Nehemiah 8:10). Through conversations with staff, students, and parents, we believe the differences between last year's results and this year's, as well as the difference in responses between students, parents and teachers is largely related to the disappointment and limitations on activities imposed by health restrictions. Our daily devotional focus on joy helped to remind us of the love of Christ and sustain us through this difficult time in our school history.

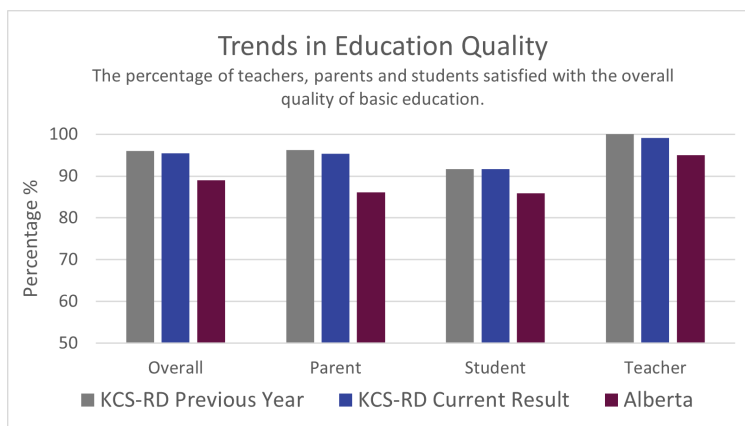
Initiation of a peer mentoring program in 2021-2022 broadened the understanding of staff and students about the possibilities of these courses of study emphasizing service to others. Finally, students in the His Light Ensemble have re-engaged in community-based performances and leading worship in churches and community non-profit Christian organizations since the lifting of health restrictions in March 2022. Their engagement has been appreciated by these stakeholders.

High School Completion and Post-Secondary Transitions

We are pleased with our provincial achievement results related to high school completion and preparation for life-long learning, work roles, and transition to further studies in post-secondary institutions. Our high school completion rates increased as did belief our school community has that our programs prepare students for life-long learning and working in society. Parents and students who completed the Strong Interest Inventory as part of CALM classes were pleased with the experience it provided in their prayerful consideration of future planning. We intend to expand the use of this assessment in the 2022-2023 school year to grade 8 students.

As noted above, the decline in the percentage of students who have transitioned to post-secondary studies is an area of concern. We do believe this drop is, in large part, due to the disruption to post-secondary institutions and admissions policies related to COVID-19. We also look forward to working with our stakeholders and our alumni and parents to determine how we can capture data about our alumni after graduation, such as planned gap years in volunteer service, missions, and/or attendance at Bible colleges or post-secondary programs in other countries. We know of several students who have chosen these options and we look forward to seeing them, as we have in past years, attend our chapels and volunteer with our school when they return to Red Deer to visit family or settle into their adult lives.

ASSURANCE DOMAIN: TEACHING AND LEADING



In the past few years since the introduction of the [Teaching Quality Standard](#) (TQS) and the [Leadership Quality Standard](#) (LQS), conversations in KCS-RD have been focussed on quality education. **We are pleased with these results that demonstrate a consistently high level of satisfaction with the quality of education in our school community.** It is encouraging to see these results are shared by parents, students and teachers.

Provincial Results

A.4 Education Quality

School: 5195 Koinonia Christian School (Red Deer)

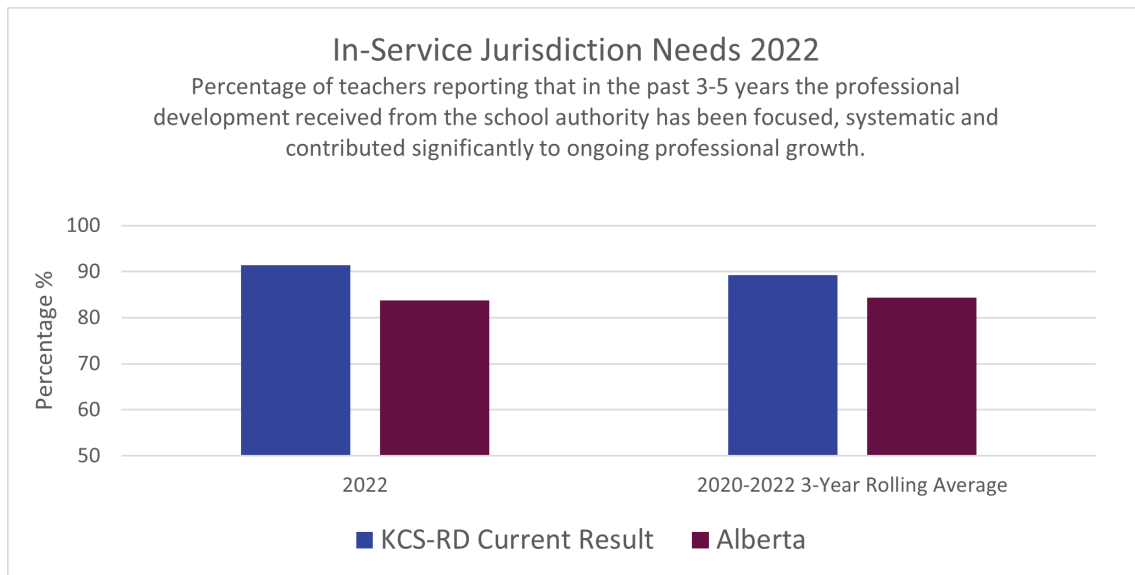
Province: Alberta

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

	Koinonia Christ Sch Red Deer													Alberta									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	259	96.2	302	95.5	304	95.4	220	96.0	256	95.4	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	73	96.3	110	93.5	118	96.6	62	96.2	74	95.3	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	167	93.1	170	93.0	159	90.7	124	91.7	145	91.7	Very High	Maintained	Excellent	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	19	99.1	22	100.0	27	98.8	34	100.0	37	99.1	Very High	Maintained	Excellent	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

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.



We are pleased with these specific results indicating teachers at KCS-RD are supported through excellent professional development that links their learning to the goals of the Education Plan and their own professional goals.

Local Measures

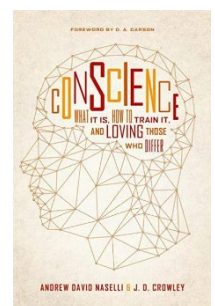
Three teachers in mentorship for future leadership roles in KCS-RD completed their Leadership Quality Standard certification in the spring of 2022. Their efforts were supported partially through a professional development fund established through membership in the Koinonia Christian Education Society (KCES). In August 2021, four teacher-leaders attended the new principal training and orientation sessions provided by AISCA to prepare for their role.

Professional Development days were also spent in collaboration KCES at its annual convention in October 2022 and with AISCA at its annual convention in February 2022. Both conventions, due to health restrictions, were attended through a virtual platform. In the spring of 2022, two young teachers were appointed to the KCES convention planning committee which met monthly to plan for the KCES convention in September 2023.



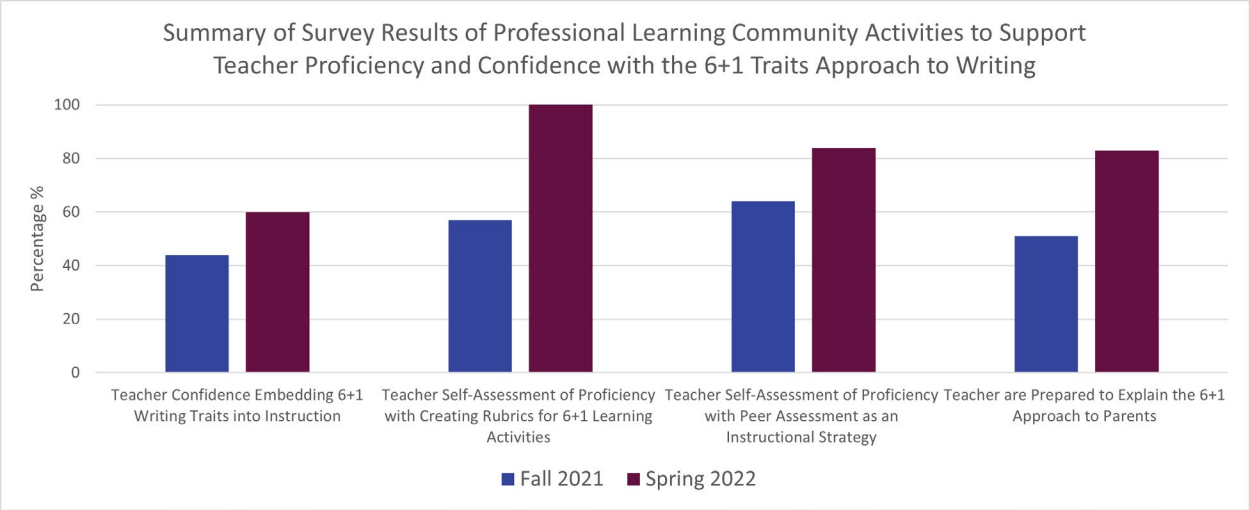
In the first semester, teachers completed a book study addressing the history of Christian education and the forms of Biblical integration that have occurred over the years. Through this study, an emphasis was placed on personal faith formation and forming excellent relationships with students and parents. This theme is consistent with a key competency in the TQS and LQS.

In the second semester, the staff chose a different direction for their book study. Based on their own experiences with the divisiveness that arose in many relationships as a result of a second year of COVID-19 health restrictions and mandates, the staff focused their study on improving conversations when matters of conscience and disagreement occur between believers.



In addition, in the second semester, a series of talks presented by a representative pastor from the KCES society addressed important concepts unit plans in every subject area should address through Biblical integration. Following these presentations, the staff participated in a self-assessment of their proficiency and confidence with Biblical integration which is a core value embedded in our policies. After sharing their results with colleagues in a reflective collaboration session, staff indicated they were ready to engage more deeply in professional development on this topic and goals were included in the Education Plan for 2022-2023.

Finally, a survey was conducted in the fall and the spring to capture the results of targeted professional development sessions led by two teachers throughout the year on the use of the [6+1 Writing Traits approach](#). The results of the surveys are presented below.



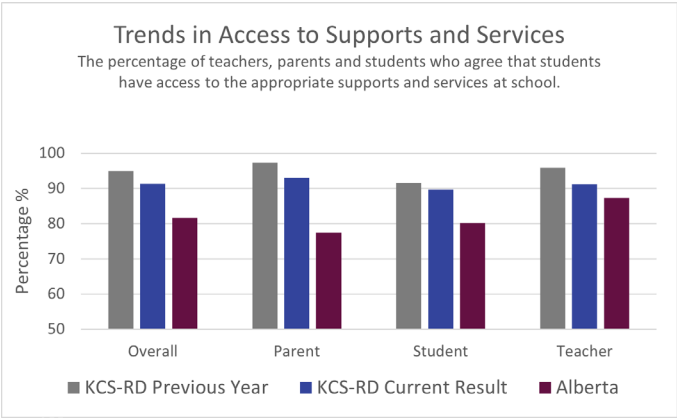
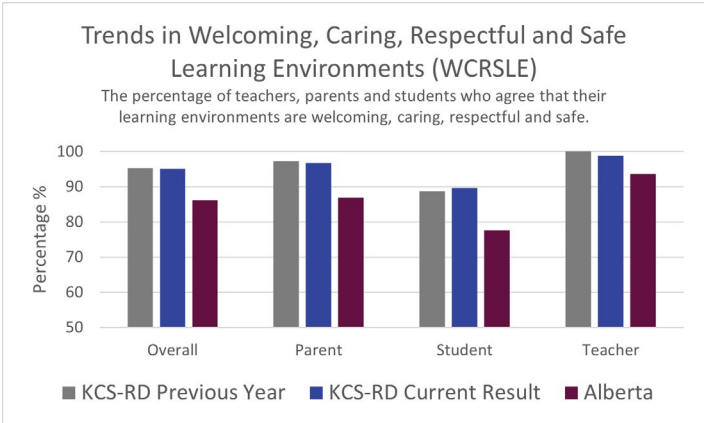
Insights, Analysis and Plans

In the spring of 2021, a leadership transition occurred in our school. The summer was spent in consultation between the previous leader, Mr. Vern Rand and the new principal, Mrs. Mary-Lou Stacey, to strategically plan professional development opportunities into the timetable for 2021-2022 that addressed the specific strategies in the Education Plan and the personal professional goals of staff. **Effective professional development requires strategic planning and budgeting to ensure a culture of continuous improvement is focused on the local needs of the students and staff.**

Engagement of pastoral support during professional development sessions to deepen staff understanding of Christian worldview perspectives on themes in book studies as well as re-engagement with apologetics leaders this spring has led to a renewed interest in honing conversational skills to lovingly discuss differences related to culture and conscience. We expect this important focus on scriptural principles for developing relationships will magnify the 2021-2022 Bible Memory emphasis on joy in the lives of our staff and students.

In the wake of the health restrictions of 2021-2022 that limited fellowship opportunities, we look forward to re-establishing a thriving student council to more fully explore and support the needs of students that are reflected in our provincial survey results.

ASSURANCE DOMAIN: LEARNING SUPPORTS



We are also pleased with these results that we believe are deeply rooted in the love we have for others as a result of our identity in Christ. Based on a desire to serve all people without partiality, KCS-RD strives to ensure, to the best of its ability, that individual learning needs are well-supported and developed through our programs.

Provincial Results

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	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	220	95.3	256	95.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	62	97.3	74	96.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	124	88.7	145	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	34	100.0	37	98.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

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.

H.1 Access to Supports and Services

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	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	220	94.9	256	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	62	97.3	74	93.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	124	91.5	145	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	34	95.8	37	91.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

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.

*Note: Provincial examination results for students who self-identify as First Nations, Metis, and Inuit, and students with English Second Language learning needs, including PATs, Diploma Exams as well as High School Completion Rates are unavailable due to the low number of students registered in our programs.

Local Measures

With the addition of a new staff member with a recognized credential in the field of Occupational Health and Safety, a new focus on wellness occurred in our community. Prior to hiring this teacher, KCS-RD hired a consultant to conduct a gap analysis of our OH&S practices and the possible physical hazards in our facility. Acting on that report, our new teacher established routine safety checks and a tool for risk analysis to assist staff with evaluating their own workspace.

Through collaborations with municipal officials and neighbors in the community, plans were implemented to put a temporary crosswalk in front of the school to increase the level of safety for children entering and exiting the building during the start and end of the school day. Similar plans to implement a crosswalk at the back of the school and possibly install a bus bay did not receive the support of the municipality.

After health restrictions were re-established in the fall, KCS-RD collaborated with another school authority who had successfully implemented a plan to reduce the effects of isolation and masking on their student body. Working closely with health officials, a new plan was put into place with creative solutions to lessen the impacts of provincial requirements. Our school absentee level was consistent with previous years for most of the school year and many staff and students expressed relief from the mental and physical strain experienced in 2020-2021.

After receiving approval for a designated special education school, our administration met individually with every student receiving inclusive supports to carefully consider programming for the 2022-2023 school year. Often, families requested (and received) several consultations. Many expressed gratitude for the time given for them to understand the new program and determine how to proceed with their re-enrollment at KCS-RD.

Insights, Analysis and Plans

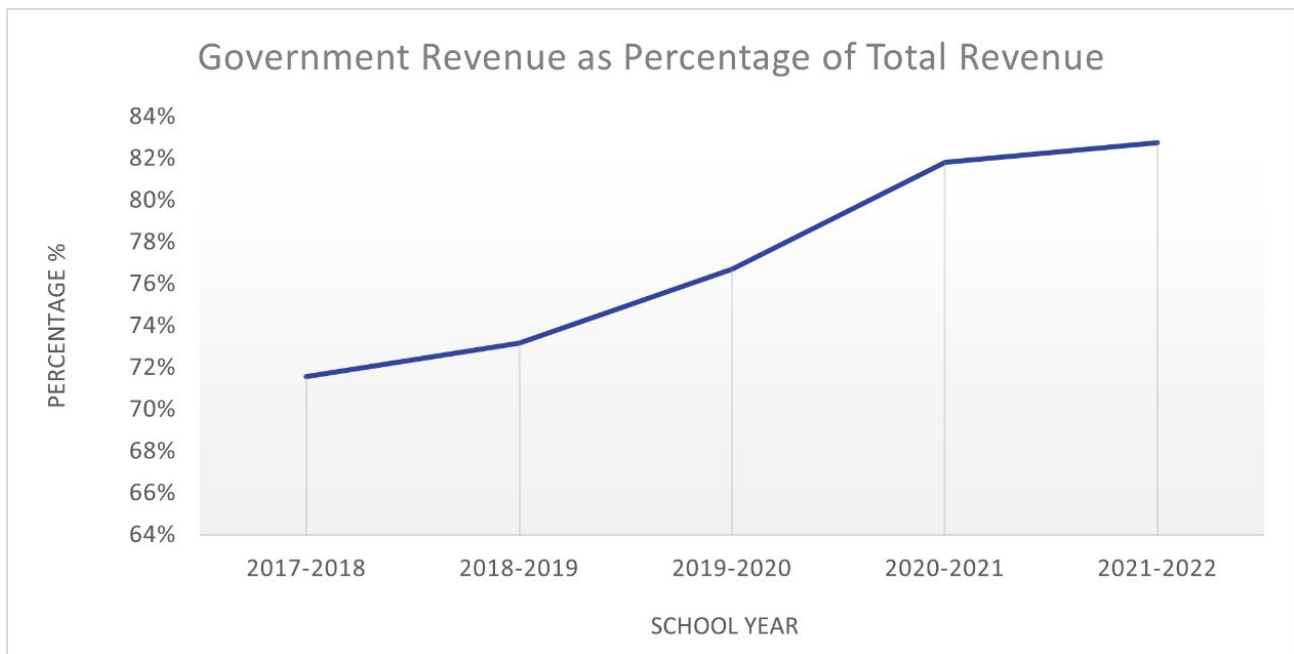
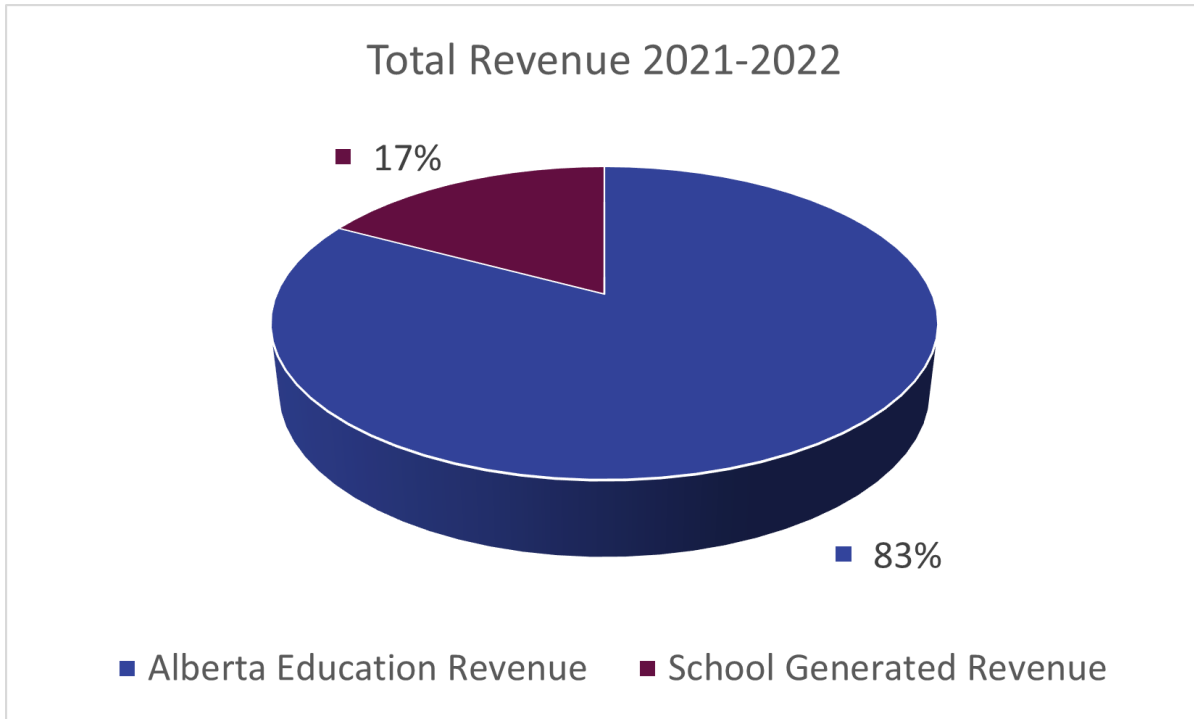
We believe the high levels of satisfaction in this assurance area are due to our focus on each student as a unique image-bearer of God and the effective working relationships we have established with professionals who support our programs. We also believe the following actions will foster continuous improvement.

Occupational Health and Safety: We believe the improvements made to the facility, including the installation of new fencing in the summer of 2022, have greatly improved the health and safety of students and staff. The new crosswalk was finally finished after the completion of municipal work on the street's sewer and the installation of a new paved road. We look forward to starting an official Safety Patrol student leadership group in the 2022-2023 school year. Work will also continue in 2022-2023 on refinements to the risk analysis tools developed by our OH&S leader.

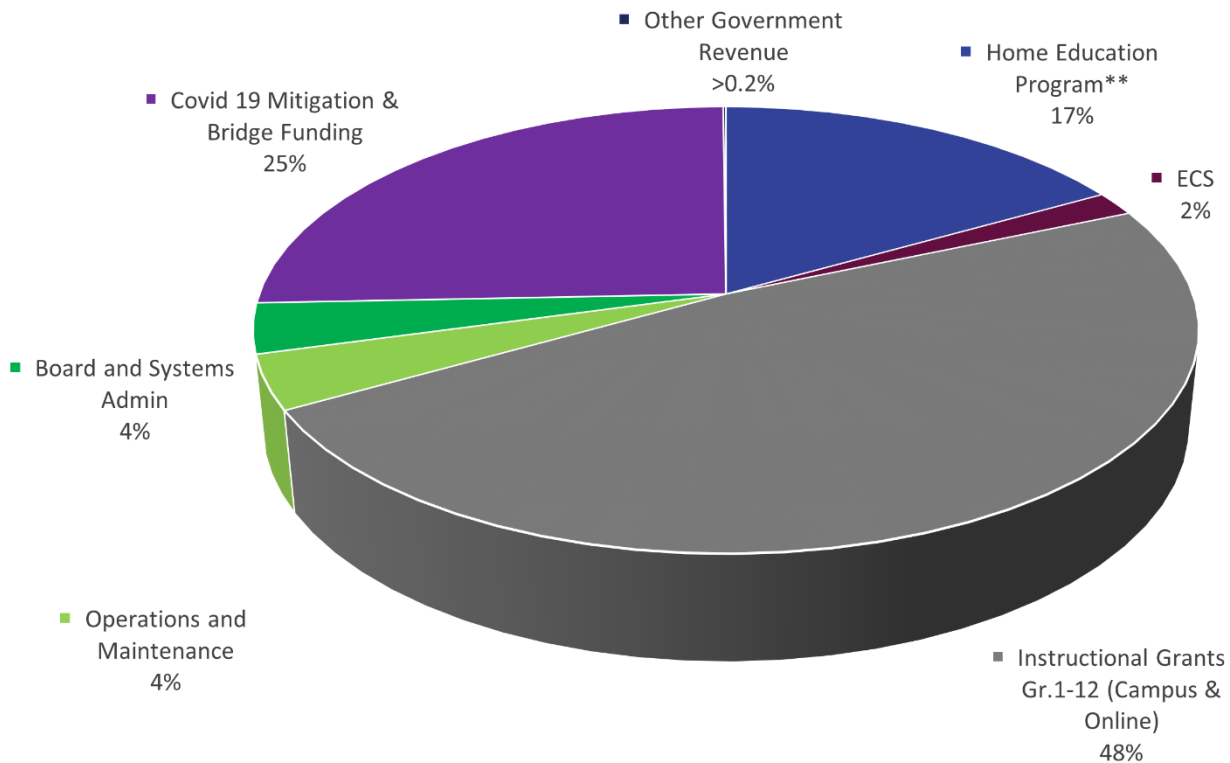
Inclusive Learning Supports: The high level of professional wrap-around services and in-school supports received in previous years by students requiring specialized supports was noted in our AEAM results from 2021-2022. While we are happy with these results, we are excited by the new opportunities the DSEPS school will provide to students already in our community and students we have previously been unable to enroll due to the complexity of their needs. The hiring of specialized staff to provide music therapy, extra educational support in the classroom, and professional assessments and coaching began in the summer of 2022. We welcome these professionals into the Koinonia fellowship and look forward to working with them. We also look forward to re-establishing our relationships with Indigenous leaders. Plans were established in the summer of 2022 for professional development sessions in the fall that are focused on selecting literature which accurately reflects the strength and diversity of First Nations, Metis and Inuit people in Canadian history and society. Following these sessions, we look forward to adding literature to our Learning Commons and into our classroom instructional experiences. We also plan to continue our work with AISCA to raise the awareness of Home Education staff and parents about the new learning supports available to them in 2022-2023.

Financial Overview

ANALYSIS OF GOVERNMENT REVENUE SOURCES



Alberta Education Revenue 2021-2022



****Please note: Alberta Education does not provide grant funding for transportation or other programs such as nutrition support for independent schools.***

*****Please note: 50% of this grant includes funds restricted for reimbursement to Home Education parents for resources to support their Learning Plans.***

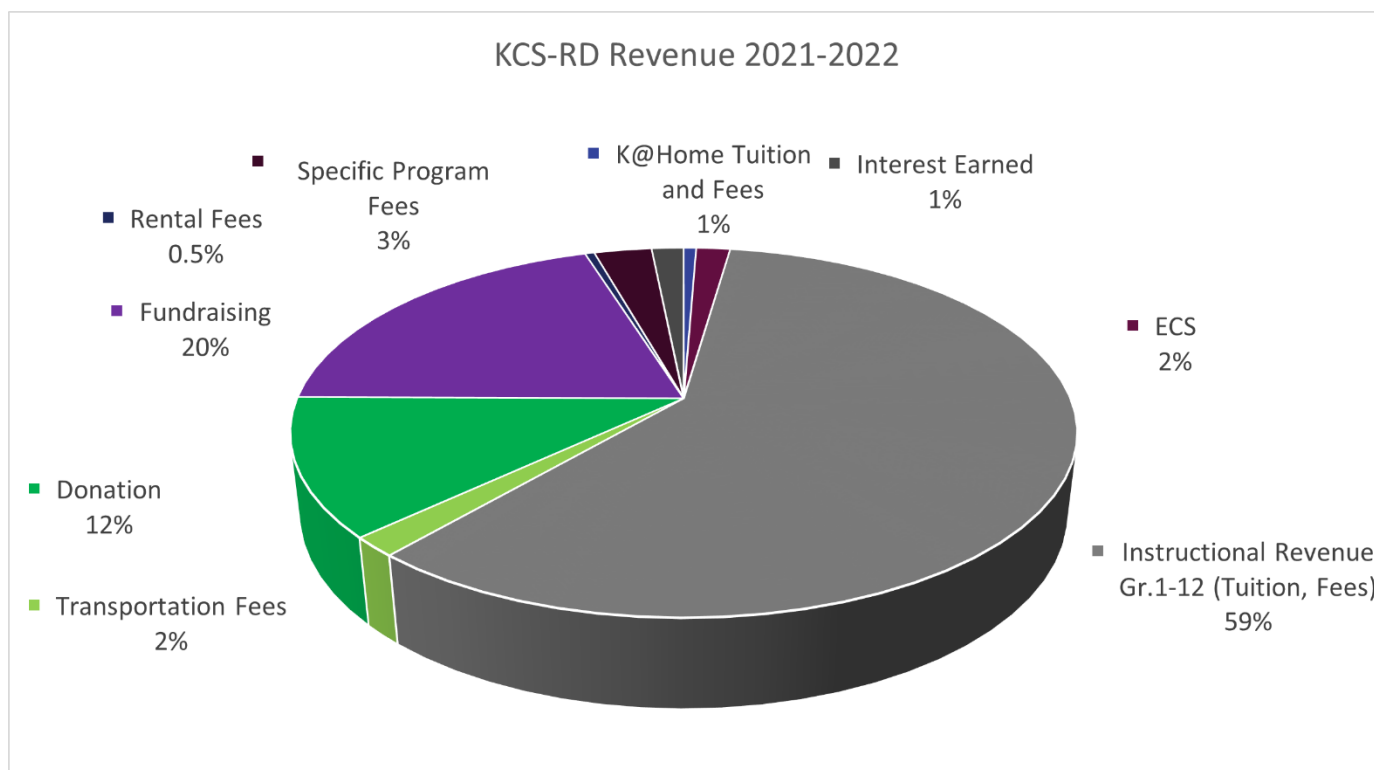
Commentary

When historical trends related to revenue sources are examined, the results show a recent slight increase in reliance on government funding compared to other sources of revenue. Funding from government grants is allocated by legislation for specific uses. It is important to note that in 2021-2022 KCS-RD experienced a decrease in the total instructional funding grant received from government as it is based on enrollment. The increase noted above is related to funds allocated for other purposes, such as expenditures necessary to achieve the standards required by health protocols (COVID-19).

For example, \$363,119 was received from government as Bridge Funding to manage the impact of **the new funding formula introduced in March 2020 that is based on enrollment from a weighted moving average (WMA) over three years**. The WMA funding model is designed to cushion the impacts of decreases in enrollment. Bridge funding is provided to school authorities to compensate for enrollment growth from year to year which otherwise would take three years for student enrollment increases to be compensated fully through the formula. Recent changes in funding growth above 5% separately from the WMA are helpful to the future of our school development.

Additional funding in the amount of \$451, 073 was also received from government as a COVID-19 mitigation grant to support improving the school’s physical environment and to cover costs related to requirements of the health crisis. **This is a targeted grant for a specific purpose that we cannot assume will be available in future years.** Some examples of how KCS-RD used these funds include the purchase of three clean air treatment systems, cleaning supplies and to support the expense for extra janitorial costs for sanitization of classrooms and common spaces during the school day. Creating classroom cohorts and physical spacing in common areas also required extra staff for additional supervision. Many parents expressed appreciation for the efforts made to allay concerns they held about the possible health risks their children faced by attending school.

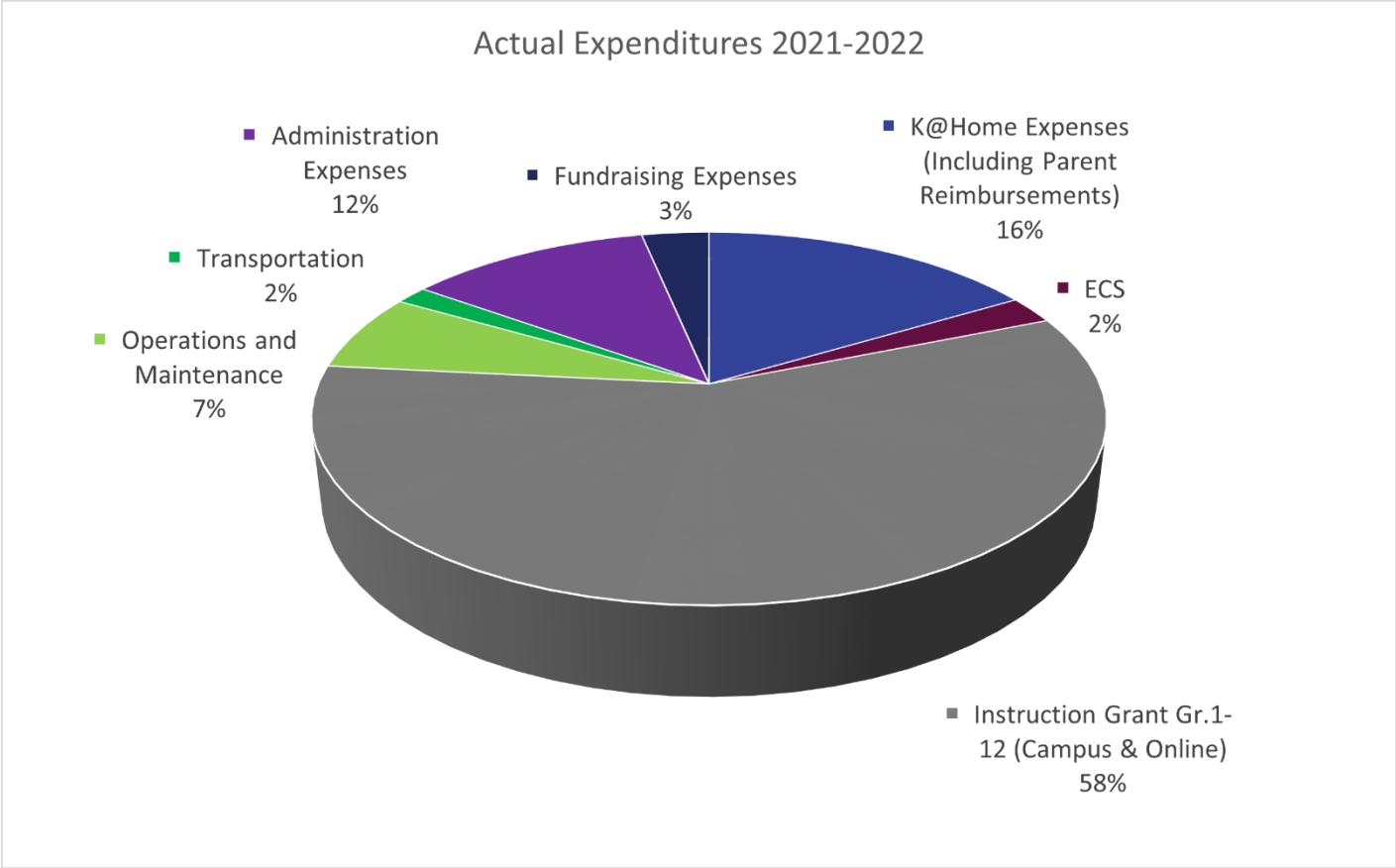
ANALYSIS OF REVENUE FROM DONATIONS, FUNDRAISING, TUITION AND FEES



Commentary

In 2021-2022, our total net fundraising was \$26,613. When combined with donations, our total revenue from gifts and fundraising amounted to \$105,704. We appreciate the generosity of our donors and those who participated in our fundraising efforts.

ANALYSIS OF EXPENDITURES



Commentary

School expenditures of government grants are targeted and must comply with the legislated authority of the specific grant based on the Educational Grants Regulation. (This regulation was revised in October 2022 and is now called the Ministerial Grants Regulation). In collaboration with our auditor, we are developing more specific reporting processes and may be working with consultants to refine our financial forecasting. In 2021-2022, our board engaged the services of Deloitte to review our operational processes. We look forward to further review and possible implementation of the recommendations of the report in 2022-2023.

SUMMARY OF FINANCIAL RESULTS

Revenue	Budget Report 2022-2023	Budget Report 2021-2022	Actual 2021-2022
Government Revenue	80%	83%	62%
other Government revenue	n/a	n/a	21%
School Generated Funds	20%	17%	17%
Total	100%	100%	100%
Expenses			
Home Education	25%	21%	16%
Instructional	60%	54%	60%
Administration	5%	11%	12%
Transportation	1%	1%	2%
Operations and Maintenance	8%	7%	7%
External	1%	6%	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.

STAKEHOLDER ENGAGEMENT FOR FINANCIAL SUSTAINABILITY

Engaging our parent stakeholders has often been challenging and requires creativity as we serve a wide demographic of families. As stated above in this document, the board has an appointed finance committee structured to advise the Board of Directors on budgeting and financial oversight. This committee assists with sharing information at the AGM and provides support to the board for financial decision-making. In 2022-2023, we are exploring ways to increase our donor base and examining our fundraising efforts. As part of the philosophy of KCS-RD we hold strongly to the belief that every parent who wishes to have their child in Koinonia should be allowed to have that dream fulfilled and enrollment should not be inhibited by lack of finance.

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-RD in the 2021-2022 school year.

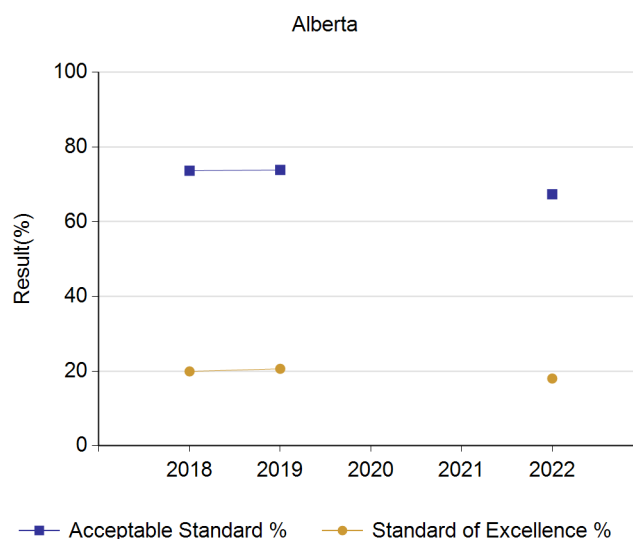
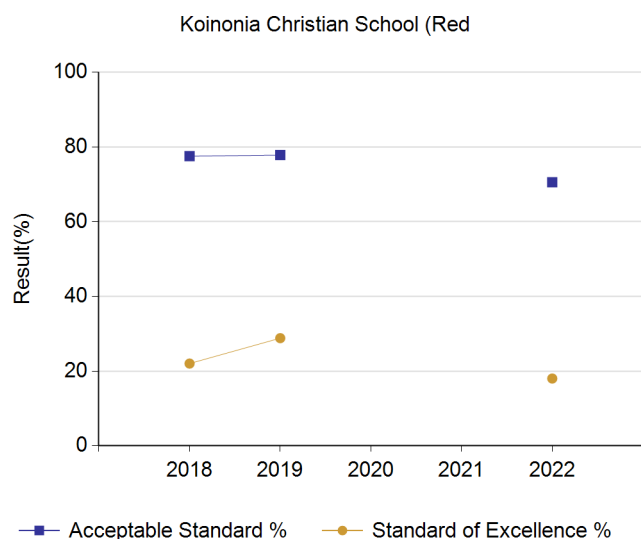
Appendix 1

PAT RESULTS

PAT Results By Number Enrolled Measure History

School: 5195 Koinonia Christian School (Red Deer) Province: Alberta

	Koinonia Christian School (Red)					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	50	53	n/a	n/a	67	100,210	104,264	n/a	n/a	109,833
Acceptable Standard %	77.5	77.8	n/a	n/a	70.5	73.6	73.8	n/a	n/a	67.3
Standard of Excellence %	22.0	28.8	n/a	n/a	18.0	19.9	20.6	n/a	n/a	18.0



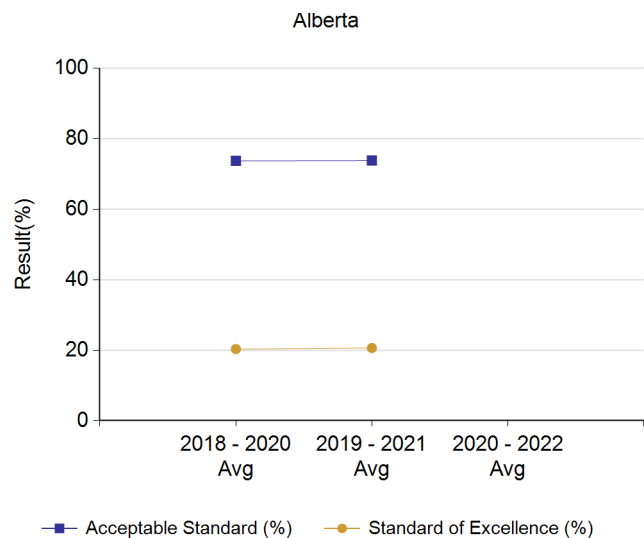
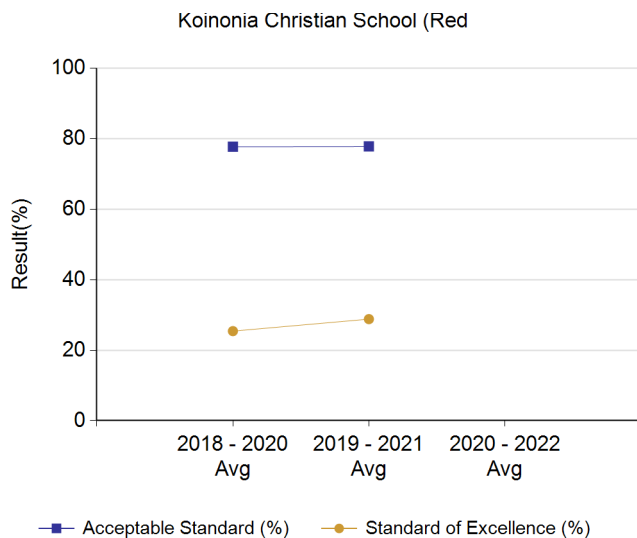
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
4. 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.

PAT Results By Students Enrolled - 3 Year Rolling Average

School: 5195 Koinonia Christian School (Red Deer) Province: Alberta

	Koinonia Christian School (Red)			Alberta		
	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg
N	52	53	n/a	102,237	104,264	n/a
Acceptable Standard (%)	77.7	77.8	n/a	73.7	73.8	n/a
Standard of Excellence (%)	25.4	28.8	n/a	20.3	20.6	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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 in 2020/21. 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. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation
School: 5195 Koinonia Christian School (Red Deer)

		Koinonia Christian School (Red)							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	6	*	29	86.2	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	6	*	29	44.8	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	18	77.8	29	82.8	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	18	11.1	29	27.6	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	16	87.5	29	89.7	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	16	18.8	29	58.6	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	1	*	29	86.2	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	1	*	29	44.8	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	45	71.1	24	70.8	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	45	15.6	24	16.7	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	42	57.1	21	61.9	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	42	16.7	21	9.5	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	38	73.7	23	78.3	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	38	21.1	23	8.7	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	34	73.5	24	54.2	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	34	23.5	24	4.2	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. 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.

PAT Results Course Summary - By Number Writing Province: Alberta
School: 5195 Koinonia Christian School (Red Deer)

		Koinonia Christian School (Red)		Alberta	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
English Language Arts 6	Number Writing	3	27	47,534	49,639
	Acceptable Standard %	*	92.6	89.8	91.9
	Standard of Excellence %	*	48.1	22.3	19.6
French Language Arts 6 année	Number Writing	n/a	n/a	3,312	3,479
	Acceptable Standard %	n/a	n/a	81.1	89.7
	Standard of Excellence %	n/a	n/a	11.1	16.1
Français 6 année	Number Writing	n/a	n/a	698	642
	Acceptable Standard %	n/a	n/a	88.1	93.3
	Standard of Excellence %	n/a	n/a	21.5	25.4
Mathematics 6	Number Writing	17	27	47,909	49,753
	Acceptable Standard %	82.4	88.9	75.0	79.8
	Standard of Excellence %	11.8	29.6	14.8	16.6
Science 6	Number Writing	15	27	48,395	49,793
	Acceptable Standard %	93.3	96.3	83.4	85.5
	Standard of Excellence %	20.0	63.0	27.7	31.6
Social Studies 6	Number Writing	1	27	48,283	49,670
	Acceptable Standard %	*	92.6	79.3	84.1
	Standard of Excellence %	*	48.1	23.6	27.0
English Language Arts 9	Number Writing	36	20	28,956	42,002
	Acceptable Standard %	88.9	85.0	85.4	84.9
	Standard of Excellence %	19.4	20.0	15.8	16.7
K&E English Language Arts 9	Number Writing	n/a	n/a	987	1,263
	Acceptable Standard %	n/a	n/a	67.0	71.3
	Standard of Excellence %	n/a	n/a	6.6	6.7
French Language Arts 9 année	Number Writing	n/a	n/a	2,990	2,720
	Acceptable Standard %	n/a	n/a	79.4	85.6
	Standard of Excellence %	n/a	n/a	10.7	12.8
Français 9 année	Number Writing	n/a	n/a	411	385
	Acceptable Standard %	n/a	n/a	86.4	91.2
	Standard of Excellence %	n/a	n/a	27.0	26.8
Mathematics 9	Number Writing	33	16	27,331	41,612
	Acceptable Standard %	72.7	81.3	63.7	67.4
	Standard of Excellence %	21.2	12.5	20.1	21.4

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 Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

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.

PAT Results Course Summary - By Number Writing Province: Alberta
School: 5195 Koinonia Christian School (Red Deer)

		Koinonia Christian School (Red)		Alberta	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
K&E Mathematics 9	Number Writing	n/a	n/a	1,425	1,912
	Acceptable Standard %	n/a	n/a	67.8	68.3
	Standard of Excellence %	n/a	n/a	13.6	15.1
Science 9	Number Writing	34	19	25,840	42,280
	Acceptable Standard %	82.4	94.7	82.1	84.5
	Standard of Excellence %	23.5	10.5	27.3	29.6
K&E Science 9	Number Writing	n/a	n/a	944	1,318
	Acceptable Standard %	n/a	n/a	72.6	71.9
	Standard of Excellence %	n/a	n/a	13.8	12.4
Social Studies 9	Number Writing	30	19	25,130	42,336
	Acceptable Standard %	83.3	68.4	72.8	77.0
	Standard of Excellence %	26.7	5.3	20.6	23.1
K&E Social Studies 9	Number Writing	n/a	n/a	942	1,268
	Acceptable Standard %	n/a	n/a	65.9	64.7
	Standard of Excellence %	n/a	n/a	17.5	17.4

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 Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

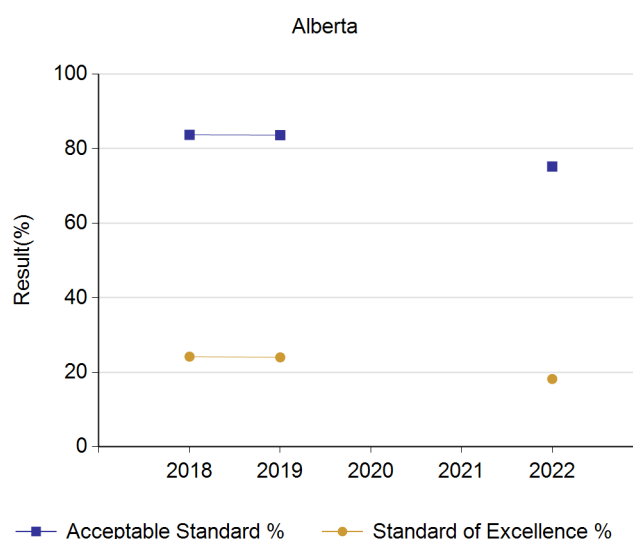
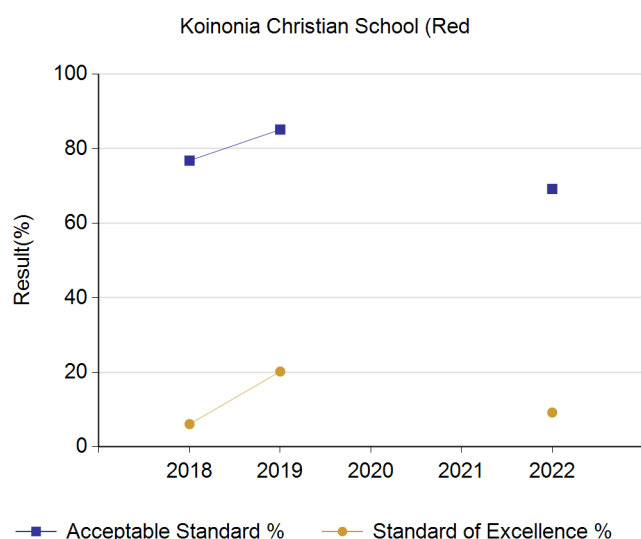
Appendix 2

DIPLOMA RESULTS

Diploma Exam Results By Students Writing Measure History

School: 5195 Koinonia Christian School (Red Deer) Province: Alberta

	Koinonia Christian School (Red)					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	40	49	n/a	n/a	39	65,736	65,117	n/a	n/a	58,444
Acceptable Standard %	76.8	85.1	n/a	n/a	69.2	83.7	83.6	n/a	n/a	75.2
Standard of Excellence %	6.1	20.2	n/a	n/a	9.2	24.2	24.0	n/a	n/a	18.2

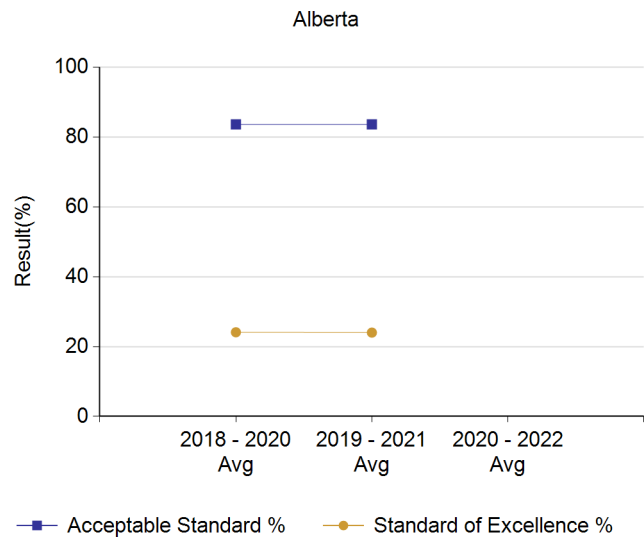
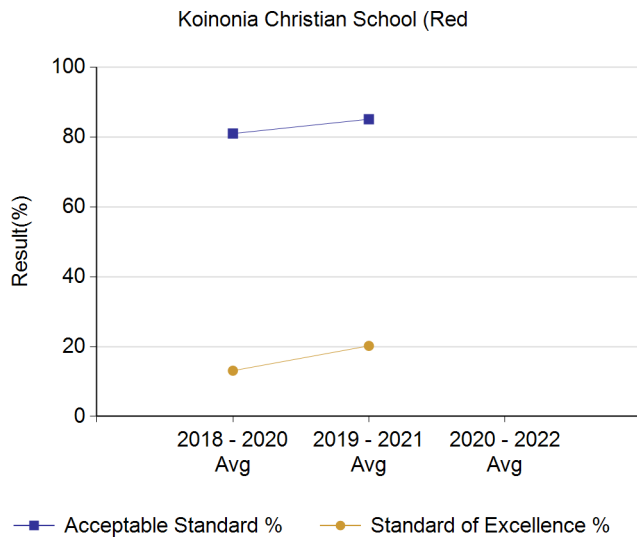


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Diploma Exam Results By Students Writing - 3 Year Rolling Average
School: 5195 Koinonia Christian School (Red Deer) Province: Alberta

	Koinonia Christian School (Red)			Alberta		
	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg
N	45	49	n/a	65,427	65,117	n/a
Acceptable Standard %	81.0	85.1	n/a	83.6	83.6	n/a
Standard of Excellence %	13.1	20.2	n/a	24.1	24.0	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. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.

Diploma Exam Results Course By Course Summary With Measure Evaluation
School: 5195 Koinonia Christian School (Red Deer)

Course	Measure	Koinonia Christian School (Red)							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	16	100.0	23	100.0	17,372	78.8	29,832	86.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	16	0.0	23	13.0	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	8,903	80.8	16,640	87.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	8,903	12.3	16,640	12.1
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	91.9	1,215	91.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	6.8	1,215	10.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	6	33.3	11	81.8	9,102	63.6	19,389	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	6	0.0	11	27.3	9,102	23.0	19,389	35.1
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	57.1	7,872	61.5	14,465	76.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	14.3	7,872	11.8	14,465	16.8
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	21	85.7	13,811	81.5	21,610	86.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	21	4.8	13,811	15.8	21,610	17.0
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	7	85.7	8	87.5	11,131	72.5	20,758	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	7	28.6	8	37.5	11,131	13.2	20,758	12.2
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	11	45.5	29	82.8	13,449	74.3	22,442	83.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	11	9.1	29	24.1	13,449	25.2	22,442	35.5
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	15	60.0	6	83.3	10,196	77.1	18,525	85.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	15	6.7	6	33.3	10,196	31.1	18,525	42.5
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	5,560	78.5	9,247	87.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	5,560	34.6	9,247	43.5
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	4,887	75.7	9,676	85.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	4,887	17.2	9,676	31.2

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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.