



Combined

**Three Year Education Plan
(2015 to 2018)**

And

**Annual Education Results Report
(2014/2015)**

For The

Airdrie Koinonia Christian School Society

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“. . . provide children with an education which will enable them to know, love and effectively serve Jesus Christ in the world.”

Accountability Statement

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

The Board approved this combined Annual Education Results Report for the 2014/2015 school year and the three-year Education Plan for 2015/ 2018 on November 30, 2015.

Foundation Statements

Mission:

Airdrie Koinonia Christian School exists to provide children with an education which will enable them to know, love and effectively serve Jesus Christ in the world.

Vision:

AKCS seeks to equip students with the knowledge, skills and attitudes that will enable them to successfully fulfill God's calling on their lives and directly influence our culture with a godly value system. In order to do this the school will develop, over time, a program that will provide for all ability levels and enable graduates to enter directly into university, Bible college, trade school or a vocation.

The following beliefs and goals drive this vision:

Koinonia – Accountability and Fellowship

AKCS is committed to maintaining genuine fellowship and vital partnerships of mutual encouragement and accountability with each home and other Christian schools.

Christian – Christ-centered

AKCS is committed to living in loving, faithful obedience to Jesus Christ as the Lord of all things and working to build godly character in all of its students. Our school Bible verse is found in I Corinthians 10:31, and states, “Whatever you do, do it all for the glory of God”.

*Founded in
1987*

Education – Academic Excellence

AKCS is committed to providing the highest standard of education that enables children to be challenged at their academic level and achieve their fullest potential. This commitment is built upon the foundation of bringing honour to God through all we do, and our teaching also reflects our continuing commitment to training children to serve God, regardless of which life goals they pursue.

Profile of the School Authority

Airdrie Koinonia Christian School was founded in September of 1987 with three full time teachers, one part-time teacher, and approximately fifty students from kindergarten through grade seven.

By integrating a Christian worldview into the curriculum mandated by Alberta Education, we have been impacting the lives of children in Airdrie and surrounding area for many years. We offer a safe, friendly, yet competitive environment for children from Kindergarten to Grade 12 and provide them with a solid foundation for their future both academically and spiritually.

Our Mission is simple..."to provide children with an education which will enable them to know, love, and effectively serve Jesus Christ in the world". Through the effective use of facilities, technology and qualified staff, we move these children through the various stages of their educational journey and prepare them for post-secondary studies in whatever field they choose to pursue.

For the 2015-2016 school year, there are ten full-time teachers, five part-time teachers and 211 students from kindergarten through grade twelve. These students attend over twenty different churches and travel from a number of different communities, including the Airdrie region and north Calgary. The 2015-2016 school year is a year of growth, strengthening and improvement. Our new facility is providing us with many long-awaited opportunities for improving our educational platform and the overall atmosphere within our school. We are also very pleased that we can partner with several other organizations as they lease our space for their various activities.

Airdrie KCS is one of eight independent Christian schools operated in association with the Koinonia Christian Education Society (KCES). The Koinonia system is the largest independent school organization in Alberta, and Airdrie KCS is the largest school in this group.

Airdrie KCS is accredited by Alberta Education as a partially funded private school, and also maintains official memberships with the Association of Christian Schools International (ACSI) and the Association of Independent Schools and Colleges of Alberta (AISCA).

As we near the 30th year of our operation, we continue to impact the community by equipping the leaders of tomorrow with confidence, capability and a heart for servitude. As God allows, we will maintain this direction for many years to come.

“...enthusiasm is growing and we anticipate growing with even more families and students . . .”

Trends and Issues

The City of Airdrie is growing steadily and is nearing 60,000 residents. We know we are an excellent choice for education in our region and we are perfectly positioned to provide many years of excellent education for children in this region through our top notch staff and facility. We have an established community (family) as staff, parents and students are motivated and dedicated to follow our common goals and priorities. We strive for continued growth and have a strong vision to expose and engage our diverse student population in preparatory learning.

For many years we experienced steady overall growth. However, as we stayed in our portable classrooms, our enrolment had plateaued in the 280 to 295 range. The year and a half of waiting for our new building while in temporary locations were very difficult. Yes, our community really stood behind us, but the separation was very trying on our staff, our parents and even our most resilient students. Our enrolment dropped to 272 for the fall of 2013, and now to 190 students in the fall of 2014. This led us to reduce our staffing for both our teaching and support staff. However, we have begun to grow again and welcomed over 50 new students for the fall of 2015.

We have really focused on strengthening our academic program while also bringing continued effort and excellence in the areas of special needs assistance and in Outdoor Education programming for secondary students. Amazingly, our staff continues to look forward to an exciting future for AKCS. We have had some very productive days of curriculum research and training for Language Arts, Math and Health studies this year.

With the coming of a new facility in the winter of 2015, enthusiasm is growing and we anticipate growing with even more families and students which will quickly fill our classrooms to capacity. I anticipate an increase in enrolment of approximately 40 students for the 2015/2016 school year, pushing up back over the 200 mark. This would greatly strengthen the viability of our high school program and provide the needed mass and funds to move forward. A new building and the greater opportunities it will provide will only enhance this. We are already planning a completely new set of options for the fall of 2015.

Summary of Accomplishments

Our most successful area of accomplishment this last year is that we have turned around our enrolment numbers and have grown back up over 200, with students from K-12.. This group of teachers, support staff, parents and students is so very committed and engaged in our community life. Our move-in days have demonstrated a high percentage of volunteers, even on winter days. Without this sort of commitment, we could not have continued.

Another area for which we are thankful is our emphasis on service and outreach. Throughout all the grades, each class takes on a project each year which involves investments of time, volunteer service or financial contributions. Some have helped pack shoeboxes for the Samaritan's Purse Operation Christmas Child Shoebox program, some have gone to Mexico to

partner with village people, while others have contributed to the local food bank program. As a school wide project, we have participated in citywide garbage clean-up initiatives along with other schools in the community. It is our desire to develop a servant heart within each member of our school community. Our students sing Christmas carols in several senior's lodge each year, and the students on our worship teams and often part of ministry in their local churches as well.

Academically, AKCS is noted as always being in or near the top 15 to 20% of the province's schools. While this is not the only marker we use to track the results of our educational efforts, it is one which has been an excellent marketing tool. We have noted and addressed a decline in some areas lately, mostly through ensuring that our special needs students are being well supported and by making changes to staffing roles and curricular choices.

Our new school gym has added so much to the life and education in our school. Now, for the first time in our history, we are hosting home games and other major events within the walls of our school home. The nature of our school continues to be seen through our people, those who behave like pioneers who strive and sacrifice to bring Christian education to their children and those of our future.

We are also very thankful for the connections we have with our local politicians. Our mayor comes to our school often and is a support and encouragement to our staff and students. We also have good relationships with our new MLA and our long-standing MP. All three of these members gave addresses at our graduation ceremonies in June of 2015 and were part of our Grand Opening celebrations.

Combined 2015 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Airdrie Koinonia Christian			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	94.3	92.3	92.9	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	61.0	66.0	73.4	81.3	81.3	81.2	Very Low	Declined Significantly	Concern
		Education Quality	94.8	87.7	91.7	89.5	89.2	89.5	Very High	Improved	Excellent
		Drop Out Rate	0.0	0.0	0.0	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	90.9	95.2	95.8	76.4	74.9	74.6	Very High	Maintained	Excellent
		PAT: Acceptable	92.0	83.8	88.1	73.0	73.1	73.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Excellence	20.5	16.3	24.7	18.8	18.4	18.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	92.3	88.2	82.9	85.2	85.5	84.6	Very High	Maintained	Excellent
		Diploma: Excellence	35.9	23.5	13.8	21.0	21.1	20.0	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	78.8	89.2	82.1	54.9	50.5	54.4	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate	83.3	100.0	94.2	61.2	60.9	61.3	Very High	Maintained	Excellent
		Transition Rate (6 yr)	67.4	57.3	64.8	59.8	59.2	59.0	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Work Preparation	100.0	90.9	94.3	82.0	81.2	80.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	94.9	76.9	86.8	80.7	80.6	80.2	Very High	Improved	Excellent
Continuous Improvement	Good	School Improvement	78.7	61.8	72.9	79.6	79.8	80.1	High	Improved	Good

Notes:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference:

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.3	80.0	80.3	88.2	92.3	90	Very High	Maintained	Excellent	80	85	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	7.1	8.0	9.8	23.5	35.9	18	Very High	Improved	Excellent	20	20	20

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		2015	Achievement	Improvement	Overall	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	92.9	100.0	92.3	95.2	90.9	95	Very High	Maintained	Excellent	90	95	95
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.3	0.0	0.0	0.0	0.0	0.0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	55.0	84.4	52.7	57.3	67.4	65	High	Maintained	Good	70	75	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	100.0	90.9	91.7	100.0	83.3	95	Very High	Maintained	Excellent	90	90	90
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	78.6	80.0	76.9	89.2	78.8	80	Very High	Maintained	Excellent	80	80	80

Comment on Results

The Rutherford Scholarship continues to be a strongly motivating program, and our students really strive to be recipients each year. We have also begun using a Canadian developed program called My Blueprint to assist students in planning their high school and post-secondary trajectory. This has given students a clear understanding of where they need to go and how to get there.

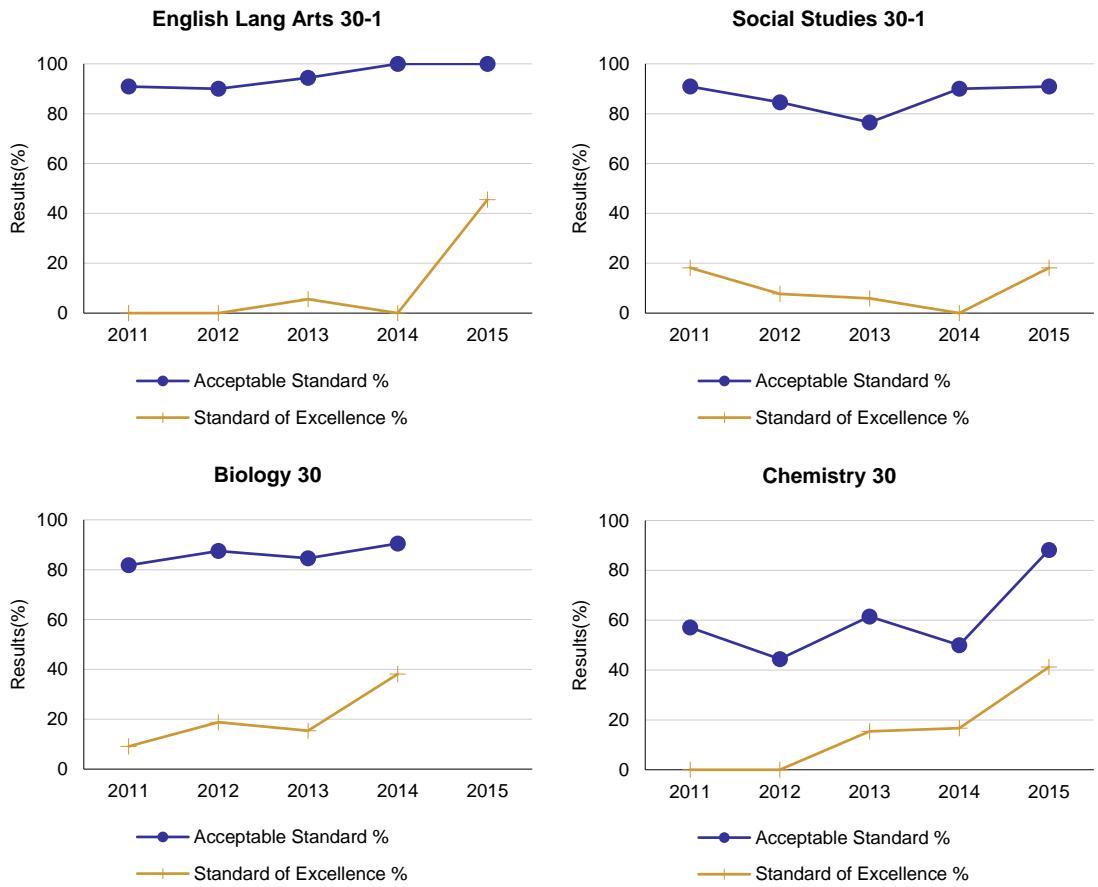
Another factor in the strength of our diploma scores is the on-going continuity in our teaching staff, and the fact that key diploma teachers are growing more skilled in meeting curriculum objectives for each course.

General Strategies

- Continued instruction and guidance for post-secondary options.
- Using the My Blueprint program for students in grade 9-12 so help them plan their high school career in accordance with their aspirations for the future. This is a fantastic program and data base that I would recommend for all high schools.

Strategies for Improving Diploma Achievement Levels

- Have a minimum of 2 practice exams over the course of the year.
- Include more diploma type questions in the chapter/unit exams.
- Encourage students and teachers to attend diploma prep sessions that are locally offered.
- Teachers to continue to give extra tutorials outside of class hours
- Usage of common rubrics to ensure more clear instruction and more defined expectations
- Monitor student achievement and ability more closely to ensure proper placement in dash one and dash two courses.
- Continued Teacher Professional Development including sending teachers to assist in marking of diploma exams.
- On-going evaluation of grade nine PAT and Diploma exam results by all secondary teachers
- Continue to use Exam Bank and Success Maker



Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.0	91.3	87.4	87.0	92.1	92	Very High	Improved	Excellent	90	95	95
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.	89.2	95.4	96.5	90.9	100.0	94	Very High	Improved	Excellent	95	95	95

Comment on Results

The philosophy of the school is that students who attend or graduate from our school will be taking responsible and leadership roles within the school, church/para-church organizations, and other important clubs and associations within our community.

As a Christian school we are teaching values which we trust will be engaged when students and graduates are employed in future jobs or occupations.

Strategies

- Students are being given greater opportunity this year to take leadership in Student Council activities and also in the leadership of assemblies and chapels.
- For many years now we have taken grade nine through twelve students to a student leadership conference organized through the Association of Christian Schools International. It is a two day conference with several training and teaching session, and also times for service and team building. We also had a large group participate in our mission trip to Mexico. I was particularly pleased, as one of the leaders, to see most of the students step up into strong leadership roles throughout the project.
- Students will be informed of any appropriate opportunities for community involvement and leadership, and will be assisted in applying for such programs. – SP, Food bank, Drama – open to community, Market Place
- The extracurricular activities and involvements of our students and teachers will be promoted and celebrated with the rest of the school body. This is important to build pride in the community and momentum through which others can participate.
- Our school is involved in two opportunities for world travel which will assist them in broadening their world view and open their thinking towards other cultures. Currently, our students can travel to both Mexico and to Europe, and we are also planning a sports trip to Central America.

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

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

Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	89.5	93.5	84.5	78.5	89.8	90	n/a	n/a	n/a	90	90	90

Comment on Results

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

The demonstration of success in this outcome is key. It is said that nothing has been taught if nothing has been learned, and the learning in this area can only be truly seen as students demonstrate this through their senior and post-secondary years.

Strategies

- Continued opportunity for leadership within the school, and celebration for achievements inside and outside the school will create an atmosphere of challenge and pursuit among the staff and students of our school. We are also reworking out awards structures through this year to properly acknowledge all realms of school achievement, not only the academic. However, we also narrowed the list of courses by which students can achieve the Honour Roll and the Principal’s List, thereby pushing a higher level of achievement for these highly sought after awards. We have low key awards moments within the school year, and then the year-end Awards Ceremony for the entire school.
- We will carefully study all student and parent feedback that we receive through Pillar Surveys and other data. These people are our “customers” and we need to ensure that their suggestions and concerns are being addressed in real and tangible ways.
- We are also developing an alumni survey to hear back from those who have been part of the AKCS family, hoping to hear areas for improvement as well as points to celebrate from their experiences.
- A graduation exit interview will also be implemented this year to ascertain the effectiveness of our school system by the perception of our graduates. This will be a very valuable survey as many of our students stay with us for all 13 years of their schooling.

I have copied in this related graph to show how equitably our parents and teacher responded to this Outcome. The survey results also show how well AKCS is performing in comparison to the provincial average, which is approximately 20% higher.

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.5	93.5	84.5	78.5	89.8	67.9	68.0	68.5	69.5	70.0
Teacher	93.3	92.9	82.1	n/a	95.2	75.3	75.8	75.7	76.0	76.0
Parent	85.7	94.1	86.8	78.5	84.4	60.6	60.2	61.2	63.0	64.0

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	93.6	90.6	90.0	83.8	92.0	85	Very High	Maintained	Excellent	80	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	24.3	32.2	25.6	16.3	20.5	20	High	Maintained	Good	20	20	20

Comment on Results

The increase of nearly 10% in Acceptable standard was caused primarily by having strong teachers in each class who have had long-term relationships with these students.

Strategies

- Teachers will continue using SuccessMaker to accurately assess a student's strengths and areas for improvement, therefore more successfully filling the gaps that students may have in their learning.
- Teachers are strengthening their curriculum and teaching methods by being in close connection with each other and many other teachers through the use of Google Docs.
- Teachers within divisional groups will carefully analyze the results from PATs and Diplomas to establish goals and strategies for growth and/or continued strength in various areas.
- The administration team will also analyze the on-going results of cohorts as they move through the grades to track the comparative strength of a particular class. We are in a rebuilding phase and see our population remaining quite static, so this information should be quite clear and useful for determining continued learning within a particular group in the years ahead.
- With our smaller class sizes, particularly in the secondary grades, we are able to provide far more one on one or small group instruction.
- The use of data from Canadian Achievement Testing with our grades one through eight students will show us areas for strengthening our instruction and our curriculum.
- Teachers are also beginning to the A+ Program for review and exam preparation.

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français

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

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

Desired Outcome Two: Alberta has quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.1	78.7	75.5	66.0	61.0	75	Very Low	Declined Significantly	Concern	65	70	75

Comment on Results

These results were very concerning to us in our review, but they are not very surprising. Considering the upheaval we experienced in the nearly two years of being spread over Airdrie in far less than normal or appropriate settings forced us to offer education in ways that were less than optimal. Now, as we are back together under one roof, and with far greater resources, we see this improving greatly in successive years. Some of the negative factors we experienced were:

- Staffing cuts led to a decrease in direct instruction.
- Being separated over several locations led to poor communication and low morale for staff, students and parents.
- Exhaustion was common in those two years as staff was forced to set up and pack up almost every day.
- The level of uncertainty for our future was also very wearying.

Strategies

- We have greatly increased our use of direct instruction and decreased the use of ADLC courses.
- Student/teach/parent communication is essential and is being increased through the use of Google Docs, Remind and other technology based programs.
- Being under one roof has brought our family back together, and when conversations can be easily had in the hallways, issues are addressed more easily and quickly.
- We have greatly increased our extra-curricular activities, including PE and intramurals and homegames in our own gym, choir, drama and guitar.

- We have established a Bring Your Own Device (BYOD) environment for our secondary students. While we are still working to strengthen our wireless connectivity, this use of technology has been helpful in many ways, both for staff and students.
- Our chapel worship teams are back together, and they are learning new ways to give leadership and also learning new technology for these assemblies.
- Students have had access to career and job fairs. (SAIT, Ambrose, U of C, Bible colleges, etc.)
- At our November staff PD day, we charted our plans for the next years of PD. This includes both individual and group learning, and it will be formed into a three year plan. These, of course, will focus on PD which will bring the biggest improvements for student learning.
- Finishing all components of the gymnasium to best augment the learning in PE classes.
- Installing our playground will do so much for the atmosphere of our outside recesses and breaks. Right now we have just one playing field, but plans include a full playground plus outside basketball courts and a skating rink.
- Along with the playground, we will continue to bring in more trees, shrubs and flowerbeds. These will obviously improve the appearance of our grounds, but also provide outdoor labs for science classes.

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

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.0	92.5	91.0	76.9	94.9	92	Very High	Improved	Excellent	85	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.0	95.9	91.4	87.7	94.8	95	Very High	Improved	Excellent	90	90	90

Comment on Results

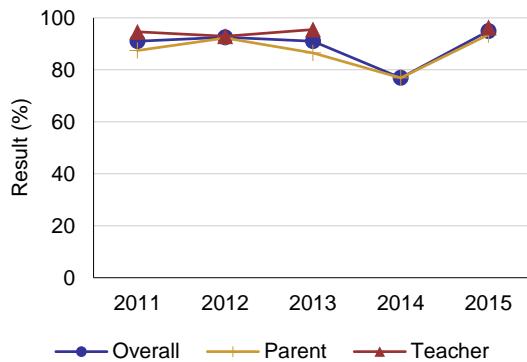
Perhaps the greatest factor for the improvement of this outcome is that, while we did lose some families due to the uncertainty we experienced in the last two years, we kept the best and most committed families. In addition, our board and administration teams worked very hard to engage parents in decisions and focused on frequent and transparent communication. Parents now feel like they have better understanding regarding the day to day operations of the school as well as its projected future. The board and administration also strive to address matters of concern quickly. This has done so much to strengthen trust within our school family.

Strategies

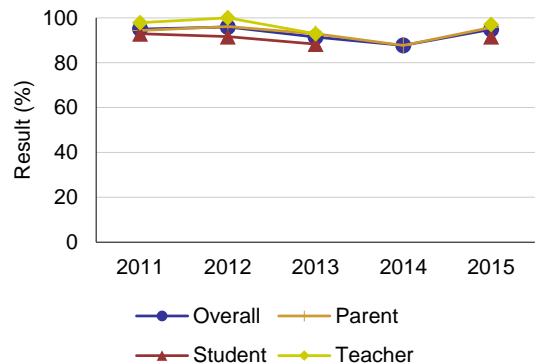
- Greater transparency
- Spelling out options for future decisions

The following graphs shows strength in both of these areas in the past, as well as improvement in 2015 over the 2014 school year.

Parental involvement in decisions of their child's education.



Satisfaction with overall quality of basic education.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2015	Achievement	Improvement	Overall	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.7	94.2	92.0	92.3	94.3	92	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.1	81.9	75.0	61.8	78.7	82	High	Improved	Good	75	80	80

Comment on Results

While we are very pleased with the results improvement in this outcome, we know we are still in a state of flux and growth. While increased enrolment has been helpful, and many new positive programs are operating within our school, our future is still uncertain and this decreases confidence in our parents, students and staff.

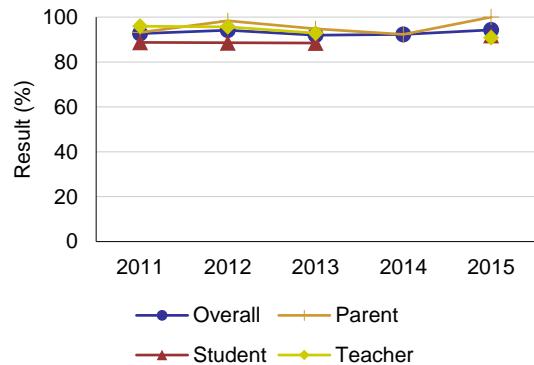
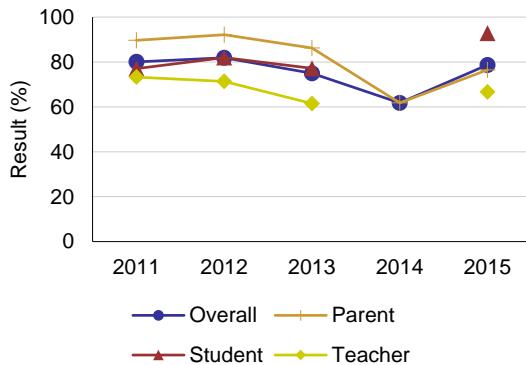
Strategies

- Establish activities for all ages and types of students that will affirm their well-being in our school.
- Plan specific events for awareness and instruction regarding bullying and mistreatment of minorities
- Survey parents and staff regarding their suggestions and feedback regarding the health of our school.
- P.D. days through KCES and ACSI
- Joint P.D. Days with nearby schools
- CAT/PAT/Diploma evaluation and planning with all staff
- AERR and 3 Year Plan development with staff and parent committees
- PAT/Diploma results made available to parents
- ACSI Teachers Convention
- P.D. opportunities through the consortium
- New, applicable and desirable option courses

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

School improvement the last three years.

Learning respect for others and treated fairly in school.



Desired Outcome Four: First Nations, Métis and Inuit students are successful

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

Comment on Results

As our FNMI population is very small, the data for this area is suppressed. However, as our school population continues to become more diverse through representation from around the world, including several from the FNMI community, our teachers incorporate curricular materials to address issues of understanding and tolerance for peoples of all origins. God created all people, from all continents, and as everyone is precious to Him, so they should be treated as precious by our staff and students.

Strategies

Regardless of cultural or ethnic backgrounds, our teachers strive to maximize the learning potential of each student. This is best supported through an excellent group of educational assistants who are trained to help students with remedial reading and writing, and in social skills development.

- Ensure full guidance and academic support for all students, with special attention given to our self-identified FNMI students.
- Seek out post-secondary institutions and scholarships which exist primarily to support the culture and learning of FNMI students.
- Emphasize cultural diversity through delivery of the Social Studies curriculum. This will focus on infusing Aboriginal perspectives within the curriculum with appropriate subject matter.
- Our population is becoming far more diverse in recent years with students from Africa, Asia, South America and even from Hawaii. This has significantly raised the profile of non-Anglo cultures which we have really enjoyed.
- Continue with Student Council led International Days and other cultural events.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Future Challenges

There are two significant challenges that face us here at AKCS.

The first is to build on the 2014-2015 improvements to our PAT and Diploma scores. The teachers and administration are acutely aware of this need and have made decisions and changes to continue in this positive trend. Teachers are using Alberta Education rubrics and closer adherence to the Program of Studies to increase student understanding of the requirements in particular subject areas, and are already seeing positive changes. Senior High English is already showing strong results, and we are aiming for this strengthening in all areas. We desire to be excellent, and will execute plans which will solidify AKCS as the school of choice for strong Christian values and academic excellence in the Airdrie and north Calgary region.

The second very significant challenge we are facing is the continuing construction of our new school building. Our goal is to have our gymnasium fully functional for the fall of 2015. The east wing, which houses additional classrooms and a library, and the chapel and shop area in the lower level, will be completed as students and dollars (or dollars and students) make that possible.

Summary of Financial Results

REVENUE	BUDGET REPORT 2015-2016	BUDGET REPORT 2014-2015	ACTUAL 2014-2015
Gov't Revenue	37%	41%	44%
School Funds	63%	59%	56%
Total	100%	100%	100%
EXPENSES			
Instruction	46%	55%	51%
Administration	34%	38%	18%
Transportation			1%
Other	0%		
Operation and Maintenance	19%	6%	31%
Total	100%	100%	100%
Actual AB ED Grants received in 2014-2015	\$ 1,067,073.34	Projected AB ED Grants for 2015-2016	\$ 1,161,800.00

Budget Summary

Largest Variances compared to the budget were

- Tuition and grants were approximately \$100,000 lower than budgeted due to lower than planned enrollment.
- Non-certified wages were up by \$130,000 primarily due to more EA hours, as well as the addition of advancement staff that were not included in the budget

- Amortization was up \$325,000 over budget as we had completed the building and therefore began amortizing the asset. When the budget was created, we had not planned to be using the school building at all during the school year.

Capital and Facilities Projects

- Gained occupancy over Christmas break of 2014.
- Moved our entire school family into our new facility in January 2015.
- Completed the gymnasium for September 2015.
- Completed the playing field, including irrigation and football posts.
- Leveled out remaining areas of donated soil.

Summary of Facility and Capital Plans

- Priority 1 – Move towards completion of the NE wing for the chapel, shop, middle school classrooms and library.
- Priority 2 – Finish Construction on Gym
- Priority 3 – Finish outside Landscaping for sports fields and playing areas
- Priority 4 – Install sound dampening panels in the gym.
- Priority 5 – Complete gym storage units to maximize the small storage room.

Parental Involvement

For many years, the components of this combined document have been completed by the principal. For this document both administration staff members and teaching staff have been involved in a collaborative effort and the process and product has been greatly improved. In future years we will be including members of the AKCSS Board, various teaching and support staff, members of the parent body. This will ensure a broad scope of input and, more importantly, great support for the fulfillment of the goals and their targets for growth.

Timelines and Communication

The following documents are available through the AKCS website through the link www.akcs.com:

Select the “About Us” tab, followed by selecting “Why AKCS” and then the ‘Accountability Pillar’.

- Audited Financial Statements
- 2014-2015 Budget
- Fall 2015 AERR and 3-Year Plan (2015-2018)

Whistleblower Protection

There are no incidents to report for the 2014/2015 school year. However, we will be creating a Whistle Blower policy this year, instructing our staff in its function and adding it to our staff manual.