



Combined

Annual Education Results Report

(2015/2016)

And

Three Year Education Plan

(2016 / 2017 to 2018 / 2019)

For the Airdrie Koinonia Christian School Society
Authority: 9270 Airdrie Koinonia Christian School Society

Contents

Message from the Board Chair _____	1
Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan _____	3
Foundation Statements _____	4
Profile of the School Authority _____	5
Summary of Accomplishments _____	6
Outcome One: Alberta's students are successful _____	10
Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated _____	14
Outcome Three: Alberta's education system inclusive _____	15
Outcome Four: Alberta has excellent teachers, school and school authority leaders _____	16
Outcome Five: The education system is well governed and managed _____	18
Future Challenges _____	19
Summary of Financial Results _____	19
Budget Summary _____	20
Capital and Facilities Projects _____	20
Summary of Facility and Capital Plans _____	20
Parental Involvement _____	20
Timelines and Communication _____	20
Whistleblower Protection _____	21

Message from the Board Chair

*...this is a miracle
and gift from our
Lord and Savior!*



Dear Society Members,

We are now in our third month of the 2016 / 2017 school year and I am happy to report that so far, it's been a fairly smooth ride! For the first time in a number of years, we began this year with a very humble but balanced budget...this is a miracle and gift from our Lord and Savior! This year marks my family's 11th year with AKCS. We have three children in the school, and another eight years to go until all are graduated. My wife, Jill, and I are thankful to have a school that is full of teachers and staff who love and care for our children, who provide an education while teaching the word of God, and we know it is a place that is safe.

As most are aware, last year began with many challenges, beginning with a shortfall in our budget which resulted in staff reductions and a rollback on all AKCS wages. In response to that incredibly difficult time, our Society stepped up, along with a few outside supporters, and we raised just over one million dollars throughout the year. This allowed us to finally catch up and move our budget into the black! In addition to our financial challenges and blessings, we seriously investigated moving from being a private Christian school to being a Christian school under a public board. There was considerable research and prayer involved with this decision and at one point we, as the Board, felt making the move was the right choice. However, we continued to pray for God's will to be done and at the last minute the proposed move fell apart. Our Board and Society felt it was God's will for our school to stay separate and there was a definite sense of peace in finally putting this long-standing debate to rest.

One other challenge we've faced over the last few years has been the departure of many of our families for a variety of reasons. Over the last two years, there has been a significant increase in new families joining our school, but those additions have been zeroed out by those families departing. We are currently sitting at 207 full-time students, very close to the enrollment number this time last year. I believe moving forward we will begin to see a steady rise in enrollment from year to year. I am confident in this growth for a few reasons:

- We have balanced our budget (without including fundraising and donations), providing a more stable environment for all.
- We have been in our new building for almost two years and many of the initial hiccups and bugs have been worked out.
- The Board has just approved additional funding for additional Education and Operations resources.

As we see our enrollment climb, the additional numbers will have some definite benefits for our students. A few of the benefits will be:

- Wage increases for all AKCS employees (staff and teachers).
- Additional teaching resources.
- Additional courses / options for our junior and senior high students.

AKCS secondary students serving our community by raking up leaves.



- Additional resources for operations.
- Additional opportunities for missions and other outreach programs.

This list can easily go on, but I just wanted to highlight some key benefits I see as we look forward to future increases in enrollment.

In an effort to make our school the best it can possibly be, the Board has undertaken the following initiatives:

- Parent and Teacher Surveys (mid-year, last year).
- Hired IGC (Influencing Generations for Christ) in September to review all aspects of AKCS, which will result in a report and an action plan to improve our school.
- Moving the Board back to a role of governance opposed to being involved in many of the aspects of running the school.

One of the most important items on Board members' hearts and minds is the repayment of loans to our private lenders. Due to our balanced budget, we are hopeful that our major lender will now allow not only new private loans to repay outstanding debts, but also any funds raised to be directed to the repayment of outstanding loans. Up to now, there have been some definite restrictions in AKCS's ability to repay any loans unless a new loan was provided to repay the previous one. Due to the challenges with our building, private loan repayment has been extremely difficult and has weighed heavily on the Board; but, we are now hopeful we will be able to direct all raised funds to these outstanding debts. I would ask each of you to keep this challenge and its resolution in your thoughts and prayers. AKCS needs to fulfill our commitments and repay our debts.

In closing, I want to thank all our dedicated supporters of AKCS... our Teachers, Staff, Students, Parents, Alumni and all the outside individuals / groups who have felt led to support our school. We are all part of this school because we choose to be and we feel this is where God has led us. The children attending our school are being educated in the word of God and being equipped to go out into the world to do His work! I am very proud to be part of this school and I hope everyone feels the same.

Take care and may God bless each of you,

Scott Calderwood
AKCS, Board Chair

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

*Board
Approved
Document*

The Annual Education Results Report for the 2015 / 2016 school year and the Education Plan for the three years commencing September 1, 2016, for Airdrie Koinonia Christian School Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015 / 2016 school year and the three-year Education Plan for 2016 / 2019 on November 30, 2016.



Foundation Statements

Koinonia (pronounced Coin-o-nee-ah) is the Greek word from the New Testament that means fellowship and sharing.



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 continually refines our program to provide for all levels of ability and to enable graduates to enter directly into Bible college, university, 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 our 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". Placing the desire to honour God at the centre of our purpose takes the focus off of ourselves and onto a target that is truly worthwhile.

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.

... we have been impacting the lives of children in Airdrie and surrounding area for many years.



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 provided by Alberta Education, we have been impacting the lives of children in Airdrie and surrounding area for many years. We offer a rigorous, yet safe and friendly, environment for children from Kindergarten to Grade 12 and provide them with a solid foundation for their futures, 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 2016 / 2017 school year, there are 13 full-time teachers, 2 part-time teachers and 210 students from kindergarten through grade 12. These students attend over 20 different churches and travel from a number of different communities, including the Airdrie region and north Calgary. The 2016 / 2017 school year is a year of growth, as we are continually striving to strengthen and improve all aspects of our school. Our new facility (we moved here in January 2015) 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.

AKCS is one of seven 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 AKCS is one of the largest schools in this group.

AKCS 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 move forward into 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 service. As God allows, we will maintain this direction for many years to come.

This group of teachers, support staff, parents and students is very committed and engaged . . .



Summary of Accomplishments

Our most successful area of accomplishment these last two years is that we have turned around our enrollment numbers and have grown back up over 200, with students from K-12. We are also pleased to offer courses to homeschool students through a blended program. This group of teachers, support staff, parents and students is very committed and engaged in our community life.

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 investment of time, volunteer service or financial contributions. Our students have helped pack shoeboxes for the Samaritan's Purse Operation Christmas Child Shoebox program, traveled to Mexico to serve with a local church and the village people, contributed to the local food bank program and the veterans' food bank, collected clothing for the Mustard Seed and worked with an organization supporting less advantaged people in Lethbridge. As a school-wide project, we have participated in anti-bullying initiatives along with other schools in the community. It is our desire to develop compassionate and serving hearts within each member of our school community. Our students sing Christmas carols in several seniors lodges each year and the students on our worship teams are often part of ministry in their local churches as well.

Academically, AKCS is noted as always being in or near the top 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. Adding to the availability of secondary electives will continue to be a priority as we grow, both to provide a broader and more inspiring learning environment and also to better prepare our students for their future pursuits.

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 community leadership. 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. We also have developed good relationships with local service groups such as the Lions and Lioness Clubs, the Chamber of Commerce and the Rotary Club. These are all valuable connections for our school as they provide a greater understanding of our school and also provide a better understanding of our community for our students.

Combined 2016 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	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	94.4	94.3	92.9	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	70.0	61.0	67.5	81.9	81.3	81.4	Low	Maintained	Issue
		Education Quality	93.5	94.8	91.3	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	1.1	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	91.9	82.5	88.5	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	90.6	92.2	88.7	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	30.5	20.7	20.9	19.4	18.8	18.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	78.4	92.3	87.0	85.0	85.2	85.1	Low	Maintained	Issue
		Diploma: Excellence	17.6	35.9	23.1	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	87.1	70.7	79.9	54.6	54.4	53.5	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate	90.9	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	90.8	61.0	55.4	59.4	59.7	59.3	Very High	Improved Significantly	Excellent
		Work Preparation	83.3	100.0	95.8	82.6	82.0	81.1	High	Declined Significantly	Issue
		Citizenship	90.3	92.1	88.8	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	92.2	94.9	87.6	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	78.0	78.7	71.8	81.2	79.6	80.0	High	Improved	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	90.6	90.0	83.8	92.2	90.6	80	Very High	Maintained	Excellent	75	85	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	32.2	25.6	16.3	20.7	30.5	20	Very High	Maintained	Excellent	16	25	25

Comment on Results

Multi grade classes, due to our population size, have decreased our ability to have as much one-on-one teacher time.

Strategies

- 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 use the A+ Program for review and exam preparation.
- Elementary 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.

Notes:

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

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.0	80.3	88.2	92.3	78.4	80	Low	Maintained	Issue	70	70	70
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.0	9.8	23.5	35.9	17.6	20	Intermediate	Maintained	Acceptable	15	15	15

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	100.0	91.7	91.4	82.5	91.9	90	Very High	Maintained	Excellent	90	90	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	3.2	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.	84.7	52.7	52.5	61.0	90.8	70	Very High	Improved Significantly	Excellent	80	80	80
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	90.9	90	n/a	n/a	n/a	90	90	90

My Blueprint assists students in planning their high school and post-secondary trajectory.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	78.6	83.3	85.7	70.7	87.1	80	Very High	Maintained	Excellent	85	85	85

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.

Strategies

- Continued instruction and guidance for post-secondary options.
- Program for students in Grades 9 to 12 to 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.
- Have a minimum of two 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.



Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.3	87.4	87.0	92.1	90.3	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	95.4	96.5	90.9	100.0	83.3	95	High	Declined Significantly	Issue	85	85	90

Students are being given greater opportunity this year to take leadership . . .

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.

From results analysis, it was the students who dropped in their agreement of the second measure thereby dropping our result from 100% in the previous year to 83% in the 2016 surveys.

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.
- Grade seven through twelve students participate in a student leadership conference organized through the Association of Christian Schools International. It is a two-day conference with several training and teaching sessions 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.
- Alberta Mission trip this spring for the Grade eleven and twelve students.
- 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 worldview and open their thinking towards other cultures. Currently, our students can travel to both Mexico and to Europe and we are also considering a trip to Central America.



Outcome Two: The achievement gap between First Nations, Métis, and Inuit 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 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 Europe. 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.



Outcome Three: Alberta's education system inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.2	92.0	92.3	94.3	94.4	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

We have a very positive atmosphere here at AKCS. Positive and uplifting behaviour is acknowledged and rewarded, while negative behaviour is dealt with through a redemptive process. While disciplinary actions do need to be exercised, very rarely does this need to progress to more severe stages. We have strong relationships with almost all our families, and parents trust our staff and are therefore in support of our interactions with their children.

Strategies

- As we are in an urban setting, we do all we can to provide a secure environment for our students and staff. We have a high ratio of supervision for all recess times (inside and outside) and fencing around the entire campus. We recently installed security cameras which allow us to view the street side of our property, the front and side entrance as well as our playground area. We also keep the doors locked during all school hours, only allowing entrance to the school through the main front door, and then only as admitted by the secretary by remote access.
- We will continue to have our students complete twice annual bully surveys. These have proven very effective in the past for identifying problem behaviours / students as well as to teach students what is acceptable behaviour and when it crosses the line into the area of bullying.

... we do all we can to provide a secure environment for our students and staff.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.7	75.5	66.0	61.0	70.0	65	Low	Maintained	Issue	70	70	75

Comment on Results

These results were very concerning to us in our review but they are not very surprising. 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 even from 2015.

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.
- We are also pursuing the use of dual credit courses thereby giving our students more options and a leg up as they begin their post-secondary studies.
- 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 home games 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. 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.



Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.9	75.0	61.8	78.7	78.0	75	High	Improved	Good	75	80	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.5	91.0	76.9	94.9	92.2	85	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.9	91.4	87.7	94.8	93.5	90	Very High	Maintained	Excellent	90	90	90

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 enrollment 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.
- PD days through KCES and ACSI.
- Joint PD 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.
- PD opportunities through the consortium.
- New applicable and desirable option courses.



Future Challenges

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

The first is to build on the 2015-2016 improvements to our PAT and Diploma scores. The teachers and administration are acutely aware of this need and we 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 – we are already seeing positive changes. Senior High English is already showing strong results; 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. We met our goal to have our gymnasium fully functional for the fall of 2015, and that has been a fantastic morale booster and revenue stream. 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. For now, even with increases in our enrollment, we can thrive with the space we have up to an enrolment of about 250.

Summary of Financial Results

	BUDGET REPORT 2016-2017	BUDGET REPORT 2015-2016	ACTUAL 2015-2016
REVENUE			
Gov't Revenue	54%	57%	36%
School Funds	46%	43%	64%
Total	100%	100%	100%
EXPENSES			
Instruction	49%	53%	50%
Administration	32%	32%	32%
Transportation			0%
Other	0%		
Operation and Maintenance	19%	15%	18%
Total	100%	100%	100%
Actual AB ED Grants received in 2015 / 16	\$ 1,259,334	\$ 1,228,618	\$ 1,225,272

Budget Summary

The largest variances compared to the budget were:

- Both Instruction and Administration expenses went down as a result of a reduction in staff for the 2015-2016 school year.
- Operations and Maintenance expenses went up as a result of moving into a new facility in January 2015.

Capital and Facilities Projects

- Began classes in our new facility in January 2015.
- Commissioned our Gymnasium in September 2015.
- Completed our playground and several landscaping projects from May - September 2016.
- Installed Access Control (doors) and Video Surveillance system in August 2016 in order to create more control over who enters our building.
- Upgraded many automation devices for greater operating efficiency with our Lighting and HVAC systems controls.
- Ongoing improvements made since occupancy to better accommodate all facility users.

Summary of Facility and Capital Plans

Priority 1 – Finish any outstanding Landscaping projects.

Priority 2 – Install sound dampening panels in the gym.

Priority 3 – Complete soffit and fascia on the exterior of the building.

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:

- Audited Financial Statements
- 2016 / 2017 Budget
- Fall 2016 AERR and 3-Year Plan (2016 / 2017 through 2018 / 2019)

Whistleblower Protection

There are no incidents to report for the 2015 / 2016 school year. However, we will continue to adhere to our policy on this matter, instructing our staff in its function and making it available on our server and in our staff lounge.

