



Combined

## **Annual Education Results Report**

(2016/2017)

And

## **Three Year Education Plan**

(2017 / 2018 to 2019 / 2020)

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

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## Message from the Board Chair

Dear Society Members,

We are just approaching December and our 3rd Anniversary (Christmas Eve) of gaining occupancy of our school building. After a few years of minimal or no growth, we began the school year with 225 students, up from 212 last year. We are so thankful for the blessing of these additional children in our school. For those of you who are new to AKCS, this is my family's 12th year in the school, and we currently have three children attending. My wife, Jill, and I are very blessed to have our kids spend their school days surrounded by teachers and staff who love, care, educate and pray for them.

Our Board made a very difficult decision this summer when faced with balancing our budget. In a series of discussions with Ron Smith (Director of Operations/Advancement), we came to an agreement for Ron to depart, after just over five years with our school. I have no doubt that God placed Ron at our school just in time to help us through the challenging times with our building, and I can say with all confidence, Ron is one of the reasons our school is here today. Ron was a calm presence and great advocate for our school throughout that time. We could not, however, begin the year in a deficit and felt the AKCS staff would be able to absorb and share pieces of Ron's responsibilities, understanding a gap would be left that would need to be filled somehow. The gap left by Ron's departure is certainly present and the Board is working on solutions to ensure our school runs smoothly and continues to grow.

Over the last year, our Board has worked with IGC (Influencing Generations for Christ) to develop a new Operations Plan and to define new Vision and Mission Statements. As part of our 30th Anniversary Gala and Celebration (yes 30 years!), a high-level summary of the plan was shared along with the new Vision and Mission Statements:

### **AKCS Vision Statement**

Equipping and Discipling Generations for Christ

### **AKCS Mission Statement**

We are called by Jesus Christ to advance God's Kingdom by educating and training His children to personally know, love and serve Him

One of the most important items on Board members' hearts and minds is the repayment of loans to our private lenders. Due to the challenges with our building, private loan repayment has been extremely difficult and continues to weigh heavily on the Board; but, we are now hopeful we will be able to direct raised funds, over and above operational expenditures, 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.

We believe the best way for our school to remain viable, repay debts and to continue for decades to come is through increased enrollment. The Board is exploring innovative ways to

*30th Anniversary  
Gala and  
Celebration (yes  
30 years!)*



attract new students to our school and is working on ideas and programs to reach a broader base of families.

In closing, I want to thank all our dedicated supporters of AKCS... our Teachers, Staff, Students, Parents, Alumni and all the outside individuals and 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**

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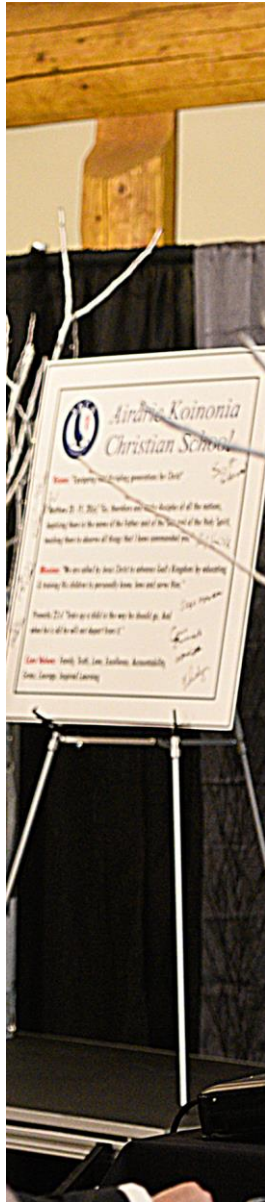
The Annual Education Results Report for the **2016/2017** school year and the Education Plan for the three years commencing September 1, 2017, for Airdrie Koinonia Christian School Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools 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 2016/2017 school year and the three-year Education Plan for 2017/ 2020 on November 29, 2017.



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



## Foundation Statements

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 continues to develop a program that will provide for students of all capacities and enable graduates to successfully enter directly into university, Bible college, trade school or a vocation field.

### Our Vision:

"Equipping and discipling generations for Christ" Matthew 28:19-20

### Our Mission:

"We are called by Jesus Christ to advance God's Kingdom by educating and training His children to personally know, love and serve Him." Proverbs 22:6

### Our Core Values:

Family, Truth, Love, Excellence, Accountability, Grace, Inspired Learning, Courage.

### Our Strategic Objectives:

1. **Discipleship Culture** – shaping and empowering students for God's kingdom purposes
2. **AKCS as "The Place" to be** – a trusted partner with families and churches within our community
3. **Financial Stability** – to steward our resources for continued growth and viability
4. **Technology Advancement** – equipping our students with future-focused job skills

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 1 Corinthians 10:31, and states, "Whatever you do, do it all for the glory of God".

#### *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 provided by Alberta Education, we have been impacting the lives of children in Airdrie and surrounding area for over 30 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 advance God's Kingdom by educating and training His children to personally know, love and serve Him". 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 2017/2018 school year, there are 12 full-time teachers, 4 part-time teachers and 223 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 2017/2018 school year is a year of continued growth, as we continually strive 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. These rentals are a long-term fulfillment of a dream to provide for other groups within our community, and it also assists our revenue stream.

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).

This October, we celebrated 30 years of operation with a large gala celebration. The truly satisfying part of the event was that half of the people in attendance were alumni parents and students. As we move forward into our future here at AKCS, 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.



## 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 to over 225, with students from Kindergarten through Grade 12. We are also pleased to offer courses to partially enrolled homeschool students and have also begun a preschool program for ages three and four. Both of these are proving to be good feeder programs for our grade school program. This group of teachers, support staff, parents and students are so 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 people of the community, contributed to the local food bank program and the veteran's 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 senior's lodges each year, and we have student-led worship teams who 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 our 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. We are thrilled to be competing strongly in our sports leagues, bringing home two banners in our opening volleyball season this year!

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, Peter Brown, comes to our school often and is a support and encouragement to our staff and students. We also have good relationships with our MLA and our Member of Parliament. All three grace us with attendance and words at our graduation, and our MP also spoke at our Remembrance Day service this November. We also have developed good



relationships with local service groups such as the Lions and Lioness Clubs, the Chamber of Commerce, the Airdrie Food Bank 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 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

| Measure Category  | 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                                       | Safe and Caring                            | 88.7                       | 94.4             | 93.7                | 89.5           | 89.5             | 89.3                | Very High          | Declined               | Good       |
| Student Learning Opportunities                                | Program of Studies                         | 74.4                       | 70.0             | 65.7                | 81.9           | 81.9             | 81.5                | Intermediate       | Improved               | Good       |
|   | Education Quality                          | 91.5                       | 93.5             | 92.0                | 90.1           | 90.1             | 89.6                | Very High          | Maintained             | Excellent  |
|   | Drop Out Rate                              | 0.0                        | 0.0              | 0.0                 | 3.0            | 3.2              | 3.3                 | Very High          | Maintained             | Excellent  |
|   | High School Completion Rate (3 yr)         | 95.3                       | 91.9             | 88.6                | 77.9           | 76.5             | 76.1                | Very High          | Maintained             | Excellent  |
| Student Learning Achievement (Grades K-9)                     | PAT: Acceptable                            | 90.9                       | 90.6             | 88.9                | 73.4           | 73.6             | 73.2                | Very High          | Maintained             | Excellent  |
|   | PAT: Excellence                            | 37.5                       | 30.5             | 22.5                | 19.5           | 19.4             | 18.8                | Very High          | Improved               | Excellent  |
| Student Learning Achievement (Grades 10-12)                   | Diploma: Acceptable                        | 74.5                       | 81.7             | 84.0                | 83.0           | 82.7             | 83.1                | Low                | Maintained             | Issue      |
|   | Diploma: Excellence                        | 14.5                       | 21.7             | 26.3                | 22.2           | 21.2             | 21.5                | Intermediate       | Maintained             | Acceptable |
|   | Diploma Exam Participation Rate (4+ Exams) | 73.3                       | 87.1             | 81.2                | 54.9           | 54.6             | 53.1                | Very High          | Maintained             | Excellent  |
|   | Rutherford Scholarship Eligibility Rate    | 100.0                      | 90.9             | 90.9                | 62.3           | 60.8             | 60.8                | n/a                | Improved               | n/a        |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr)                     | 54.6                       | 90.8             | 68.1                | 57.9           | 59.4             | 59.3                | Intermediate       | Maintained             | Acceptable |
|   | Work Preparation                           | 94.6                       | 83.3             | 91.4                | 82.7           | 82.6             | 81.9                | Very High          | Maintained             | Excellent  |
|   | Citizenship                                | 88.7                       | 90.3             | 89.8                | 83.7           | 83.9             | 83.6                | Very High          | Maintained             | Excellent  |
| Parental Involvement  | Parental Involvement                       | 94.2                       | 92.2             | 88.0                | 81.2           | 80.9             | 80.7                | Very High          | Improved               | Excellent  |
| Continuous Improvement  | School Improvement                         | 90.1                       | 78.0             | 72.8                | 81.4           | 81.2             | 80.2                | Very High          | Improved Significantly | Excellent  |

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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/TFM (Tell Them From Me) survey in 2014.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

## 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 - 71.45  | 71.45 - 78.34 | 78.34 - 84.76 | 84.76 - 87.95 | 87.95 - 100.00 |
| Diploma: Excellence                        | 0.00 - 9.55   | 9.55 - 12.59  | 12.59 - 19.38 | 19.38 - 23.20 | 23.20 - 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:

- 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%.
- 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.

|                        | Achievement |            |              |            |            |
|------------------------|-------------|------------|--------------|------------|------------|
| Improvement            | 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 |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2013                     | 2014 | 2015 | 2016 | 2017 | 2017   | Achievement | Improvement | Overall   | 2018    | 2019 | 2020 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 90.0                     | 83.8 | 92.2 | 90.6 | 90.9 | 75     | Very High   | Maintained  | Excellent | 80      | 80   | 85   |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 25.6                     | 16.3 | 20.7 | 30.5 | 37.5 | 16     | Very High   | Improved    | Excellent | 25      | 30   | 30   |

### Comment on Results

We've been very intentional in meeting the learning needs of our middle school students, particularly in grade six and nine as they approach two very important transitional points in their school career.

### 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.
- 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.
- 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.

- The use of data from Canadian Achievement Testing with our grades one through six students will provide a small window to show us areas for strengthening our instruction and our curriculum.
- Use of classroom blogs and Google Classroom does a great job of allowing students and parents to know and understand the extent of various assignments and to access extra resources posted by their teachers.

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

| Performance Measure   | Results (in percentages) |      |      |      |      | Target 2018 | Evaluation   |             |            | Targets |      |      |
|---|--------------------------|------|------|------|------|-------------|--------------|-------------|------------|---------|------|------|
|   | 2013                     | 2014 | 2015 | 2016 | 2017 |             | Achievement  | Improvement | Overall    | 2018    | 2019 | 2020 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).    | 81.4                     | 80.6 | 89.9 | 81.7 | 74.5 | 80          | Low          | Maintained  | Issue      | 75      | 75   | 75   |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 15.7                     | 22.6 | 34.7 | 21.7 | 14.5 | 20          | Intermediate | Maintained  | Acceptable | 15      | 15   | 15   |

| Performance Measure   | Results (in percentages) |      |      |      |       | Target 2017 | Evaluation   |             |            | Targets |      |      |
|---|--------------------------|------|------|------|-------|-------------|--------------|-------------|------------|---------|------|------|
|   | 2012                     | 2013 | 2014 | 2015 | 2016  |             | Achievement  | Improvement | Overall    | 2018    | 2019 | 2020 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 91.7                     | 91.4 | 82.5 | 91.9 | 95.3  | 90          | Very High    | Maintained  | Excellent  | 90      | 90   | 90   |
| Drop Out Rate - annual dropout rate of students aged 14 to 18   | 3.2                      | 0.0  | 0.0  | 0.0  | 0.0   | 0.0         | Very High    | Maintained  | Excellent  | 0.0     | 0.0  | 0.0  |
| High school to post-secondary transition rate of students within six years of entering Grade 10.                        | 52.7                     | 52.5 | 61.0 | 90.8 | 54.6  | 80          | Intermediate | Maintained  | Acceptable | 80      | 80   | 80   |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.  | n/a                      | n/a  | n/a  | 90.9 | 100.0 | 90          | n/a          | Improved    | n/a        | 90      | 90   | 90   |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10.                      | 83.3                     | 85.7 | 70.7 | 87.1 | 73.3  | 85          | 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. Our guidance counselor is invaluable in assisting students with academic choices, as well as providing a listening ear for other personal matters.

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.

Our lowered diploma score results were the direct result of the Social 30 program, which suffered greatly as a seasoned teacher left mid-semester due to health issues. Although we were able to hire well for the remainder of the semester, valuable learning time in a semestered course was lost, and exam scores were lower as a result. We have shifted a seasoned and skilled instructor into this role and know we will see considerable improvements in our next diploma score results.

### *Strategies*

- Continued instruction and guidance for post-secondary options.
- 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.
- 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.

#### Notes:

1. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
2. 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.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
5. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
6. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.



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

| Performance Measure  | Results (in percentages) |      |       |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|-------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2013                     | 2014 | 2015  | 2016 | 2017 | 2017   | Achievement | Improvement | Overall   | 2018    | 2019 | 2020 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 87.4                     | 87.0 | 92.1  | 90.3 | 88.7 | 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. | 96.5                     | 90.9 | 100.0 | 83.3 | 94.6 | 85     | Very High   | Maintained  | Excellent | 90      | 90   | 90   |

**Comment on Results**

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

We are pleased to see a significant increase in our results, particularly for the second measure above.

**Strategies**

- 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.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.



## Outcome Two: The systemic education 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 (and not self-identifying), the data for this area is suppressed. However, as our school population continues to become more diverse through representation from our FNMI community and from around the world, our teachers incorporate curricular materials to address issues of understanding, tolerance and celebration for peoples of all origins. God created all people, from all continents, and as everyone is precious to Him, 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 further 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 FNMI students whether they self-identify or not.
- 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, and elsewhere as applicable. 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 from Europe, some of whom are now strengthening ESL students. This has significantly raised the profile of non-Anglo cultures which we have really enjoyed.
- Continue with Student Council led Cultural Celebration Days.



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

## Outcome Three: Alberta's education system is inclusive

| Performance Measure  | Results (in percentages) |      |      |      |      | Target 2017 | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|-------------|-------------|-------------|---------|---------|------|------|
|  | 2013                     | 2014 | 2015 | 2016 | 2017 |             | Achievement | Improvement | Overall | 2018    | 2019 | 2020 |
| 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. | 92.0                     | 92.3 | 94.3 | 94.4 | 88.7 | 90          | Very High   | Declined    | Good    | 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.

We strive to bring each student, not just those with special needs, to a place of belonging, both through their academic and relational experiences here at AKCS. Every student has been created uniquely, and brings a diversity to our classrooms. This provides opportunities for our staff to discern these differences and to strategically design plans to best challenge and assist the students to greater success.

We had a strange drop in our surveyed score for this measure this year, and from digging deeper into the results, I see that while the perspective of parents and students ranks our safe and caring environment as very high (mid-90s and higher), our staff responses drew down the average significantly. Without singling out particular members of our small staff, review of this survey question with our staff will occur to see if this is an accurate response or if some clarity needs to be brought to the intent of the question.

### 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.



- Teachers suggested multiple avenues for increasing cross-grade collaboration to address issues when particular students require intervention, correction or discipline.
- Here is an excellent link from the AB Ed website that best outlines a successful approach to inclusion in our school.

<https://education.alberta.ca/inclusive-education/what-is-inclusion/>



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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target 2017 | Evaluation   |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|-------------|--------------|-------------|---------|---------|------|------|
|  | 2013                     | 2014 | 2015 | 2016 | 2017 |             | Achievement  | Improvement | Overall | 2018    | 2019 | 2020 |
| 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. | 75.5                     | 66.0 | 61.0 | 70.0 | 74.4 | 70          | Intermediate | Improved    | Good    | 75      | 75   | 75   |

### Comment on Results

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, as our score did even from 2016.

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 and RAP, 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, plus 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 has done so much for the atmosphere of our outside recesses and breaks, and there is more to come as funds allow. 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.

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.



## Outcome Five: Alberta's education system is well governed and managed

| Performance Measure  | Results (in percentages) |      |      |      |      | Target 2017 | Evaluation  |                        |           | Targets |      |      |
|--|--------------------------|------|------|------|------|-------------|-------------|------------------------|-----------|---------|------|------|
|  | 2013                     | 2014 | 2015 | 2016 | 2017 |             | Achievement | Improvement            | Overall   | 2018    | 2019 | 2020 |
| 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. | 75.0                     | 61.8 | 78.7 | 78.0 | 90.1 | 75          | Very High   | Improved Significantly | Excellent | 80      | 85   | 85   |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.   | 91.0                     | 76.9 | 94.9 | 92.2 | 94.2 | 90          | Very High   | Improved               | Excellent | 90      | 90   | 90   |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.  | 91.4                     | 87.7 | 94.8 | 93.5 | 91.5 | 90          | Very High   | Maintained             | Excellent | 90      | 90   | 90   |

### Comment on Results (OPTIONAL)

While we are very pleased with the results improvement in this outcome, we know we are still in a state of flux and growth, and so we have set our targets higher. 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.
- 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

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.



## Future Challenges

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

The first is to build on the 2016-2017 improvements to our PAT and Diploma scores. We want to ensure that while offering a great Christian environment our students are receiving a top-level education as well. 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, 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. 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 enrollment of about 250.



## Summary of Financial Results

|                              | BUDGET REPORT<br>2017-2018 | BUDGET REPORT<br>2016-2017 | ACTUAL<br>2016-2017 |
|------------------------------|----------------------------|----------------------------|---------------------|
| <b>REVENUE</b>               |                            |                            |                     |
| Gov't Revenue                | 43%                        | 35%                        | 45%                 |
| School Funds                 | 57%                        | 65%                        | 55%                 |
| Total                        | 100%                       | 100%                       | 100%                |
| <b>EXPENSES</b>              |                            |                            |                     |
| Instruction                  | 45%                        | 46%                        | 48%                 |
| Administration               | 22%                        | 31%                        | 32%                 |
| Transportation               |                            |                            |                     |
| Other                        |                            |                            |                     |
| Operation and Maintenance    | 34%                        | 23%                        | 20%                 |
| Total                        | 100%                       | 100%                       | 100%                |
| Actual AB ED Grants received | \$ 1,243,725               | \$1,230,100                | \$ 1,262,216        |

## Budget Summary

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A large portion of spending is on instructional salaries and supports to education. Our facility has greatly affected our operational budget. Operating a \$16 million dollar facility has costs associated with maintenance, operations, compliance etc.

We did end the year in a deficit due to a few reasons: Our board approved a new, unbudgeted staff position for a Facility Coordinator to take care of our building to allow our Director of Operations to focus on fundraising and donations well as some additional support hours for the classrooms. Secondly, we had expenditures come up that were unexpected and were spread across our budget.

Our plan to eliminate the deficit is through budgeting, donations, fundraising and increased enrollment, which we have seen grow this school year. Also, in July 2017 we eliminated one of our higher paid positions to help save on our salary budget.

## Capital and Facilities Projects

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- Began classes in our new facility in January 2015.
- Commissioned our Gymnasium in September 2015.
- Completed phase one of our playground and several landscaping projects from May - September 2017.
- Installed Access Control (doors) and Video Surveillance system in August 2016 in order to create more control over who enters our building. Additional surveillance cameras have been added in 2017 to enhance the safety of our facility.
- Upgraded many automation devices for greater operating efficiency with our Lighting and HVAC systems controls. A recent facility assessment confirmed that our building is highly efficient and "green" in many ways. This is obviously a cost saving, but also shows a responsibility for our natural resources.
- Ongoing improvements made since occupancy to better accommodate all facility users.

## Summary of Facility and Capital Plans

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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

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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**

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The following documents are available through the AKCS website through the link [www.akcs.com](http://www.akcs.com): (About us / Why AKCS / Financials)

- Audited Financial Statements
- 2017 / 2018 Budget
- Fall 2017 AERR and 3-Year Plan (2017 / 2018 through 2019 / 2020)

## **Whistleblower Protection**

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There are no incidents to report for the 2016/2017 AKCS school year. However, we will be continuing 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.

