

Combined
Annual Education Results Report
(2017/2018)
And
Three Year Education Plan
(2018/2019 to 2020/2021)
For The
Airdrie Koinonia Christian School Society

Message from the AKCS School President

Dear Society Members,

We are entering the fourth month of the 2018/19 school year and it's been a great start, with many positive events to mention. Last year we began the school year with 225 students, a growth of 13 new students from the prior year, and this year we began with 245 students. We are thankful for the growth and are pleased to report the interest in enrollment for next year has been constant, since the beginning of September; this is unusual activity and we are grateful! We currently have 17 students on a waiting list for the September 2019 Kindergarten class.

Late 2017 we began the process of reviewing the business, educational, and social aspects of our organization. We continue to go through this process and I am happy to report on several of the successes to date.

- **New Bus Program**
 - The Board approved a new bus program (North Calgary to Airdrie) for this current year, along with a small advertising budget to promote this new service.
 - We now have 26 students taking the bus, with 16 student who are new to AKCS.
 - We are considering adding a 2nd bus for North Calgary (farther east) for the 2019/20 school year.

- **International Student Program**
 - Significant work has been done in creating our International Student Program. We continue the preparation work with the intent of attracting 10-15 new students for the 2019/20 school year.
 - This program will provide many benefits to our school, two key benefits are:
 - Our students will establish new relationships and experience other nationalities and cultures.
 - The international students will fill in many of the open spots in our high school classes (Grades 10-12), allowing for greater class options.

- **Facility Lease Agreements**
 - Although no advertising has occurred to promote the renting of our facility, the building has been in demand. The gym and many rooms are already rented during most evenings and weekends. We have parties anxiously waiting for the day the construction is completed in our current structure, providing additional space and options.
 - All agreements have been revisited to ensure we are competitive with the Airdrie market and we have resigned many of our cornerstone tenants on multi-year agreements.

- **Fundraising and Social Events**
 - We reviewed our annual events and made the decision to step away from several of the events that were no longer receiving the same interest or providing an appropriate return (attendance and/or raised funds).
 - On Friday, November 30th, we will host our first Dessert Night Fund Raiser and plan to lead a new community fundraiser, "Feed the Need", in the spring. Feed the Need will raise funds to provide meals for those in the community who are struggling and will also raise funds for our school.

In June 2018 our Board made the decision to comply with AB Educations requirement to "check the box" and comply with the Annual Declaration as part of our Annual Operating Plan submission. The decision to comply has been a difficult one for many private Christian schools and this was no different for AKCS. After considerable discussion and prayer, we believed AKCS could comply without jeopardizing our Vision, Mission, or Statement of Faith. Many other schools did not arrive at the same conclusion, including the rest of the KCES schools. Due to the differing directions of AKCS and KCES, along with AKCS moving away from KCES core policy, KCES decided to dissolve our standing as a KCES school. AKCS is no longer affiliated with KCES and is currently working on determining a new name for our school. We believe God is leading us in a different direction and has great plans for our school.

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
President (On behalf of the Board)

Accountability Statement

The Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan commencing September 1, 2018 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three Year Education Plan for 2018 to 2021 on November 30, 2018.

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 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 Vision:

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

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 I 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.

A 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 Pre-school through 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 2018/2019 school year, there are 12 full-time teachers, 4 part-time teachers and 260 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 2018/2019 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 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 continue years 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 provides, 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 enrolment numbers and have grown back up over 260, with students from pre-school through grade 12. We are also pleased to offer courses to partially enrolled homeschool students and are seeing the great benefits (15 new students) of a busing service to north Calgary. Both of these are proving to be good feeder programs for our grade school program. Our team of teachers, support staff, parents and students is so very committed and engaged in our community life.

Another area for which we are thankful is our emphasis on service and outreach. Classes takes on projects each year which involves investments of time, volunteer service and 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. School wide projects include participation in anti-bullying initiatives along with other schools in the community and community trash pickups. Our students sing Christmas carols in several senior's lodge each year, and the students on our worship teams and often part of ministry in their local churches as well. It is our desire to develop compassionate and serving hearts within each member of our school community.

Academically, AKCS is noted as being in or near the top 20% of our province's schools. Last year we were pleased to see that our grade six and nine PAT results placed us eleventh in the province! 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. Lately, we addressed a slight decline in some areas, 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. We are thrilled to be competing strongly in our sports leagues, bringing home banners for our gym walls which help us celebrate these accomplishments!

The nature of our school continues to be seen through our people, sacrificial contributors who strive 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 MLA also spoke at our Remembrance Day service this November. We also have developed positive 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 2018 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	92.4	88.7	92.5	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.2	74.4	68.5	81.8	81.9	81.7	High	Improved Significantly	Good
	Education Quality	96.9	91.5	93.3	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	100.0	95.3	89.9	78.0	78.0	77.0	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	86.1	90.9	91.3	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	23.6	37.5	29.6	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.6	74.5	82.0	83.7	83.0	83.0	Low	Maintained	Issue
	Diploma: Excellence	19.0	14.5	23.6	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	100.0	73.3	77.0	55.7	54.9	54.7	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	100.0	100.0	95.5	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	38.3	54.6	68.8	58.7	57.9	59.0	Very Low	Declined	Concern
	Work Preparation	100.0	94.6	92.6	82.4	82.7	82.4	Very High	Improved Significantly	Excellent
	Citizenship	91.7	88.7	90.4	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	97.9	94.2	93.8	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	88.6	90.1	82.3	80.3	81.4	80.7	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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:

- 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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.8	92.2	90.6	90.9	86.1	80	Very High	Maintained	Excellent	85	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.3	20.7	30.5	37.5	23.6	25	High	Maintained	Good	25	28	28

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 steps in their school careers.

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 excellent 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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.6	89.8	81.7	74.5	77.6	75	Low	Maintained	Issue	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.6	34.7	21.7	14.5	19.0	15	Intermediate	Maintained	Acceptable	20	20	20

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	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	91.4	82.5	91.9	95.3	100.0	90	Very High	Improved	Excellent	95	95	95
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	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.	52.5	61.0	90.8	54.6	38.3	80	Very Low	Declined	Concern	50	50	50
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	90.9	100.0	100.0	90	n/a	Maintained	n/a	90	90	90
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	85.7	70.7	87.1	73.3	100.0	85	Very High	Improved	Excellent	90	90	90

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 post-secondary transition rates are low due to a number of our smaller classes moving to schooling outside of the province, and these choices are not considered by Alberta Education in this calculation. The statistical variance over the last few years is caused by small class sizes.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.0	92.1	90.3	88.7	91.7	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.	90.9	100.0	83.3	94.6	100.0	90	Very High	Improved Significantly	Excellent	95	95	95

Comment on Results

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

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

Strategies

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

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Comment on Results

As our FNMI population is very small (with only one 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 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 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.
- Another strong resource to be accessed is the OECD (Organization for Economic Cooperation and Development) Promising Practice for Indigenous Students <http://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf>

Some teachers and schools are successfully supporting Indigenous students. Indigenous students report feeling supported when the people at their schools:

- Care about them and who they are as Indigenous people;
- Expect them to succeed in education; and,
- Help them to learn about their cultures, histories and languages.

OECD research indicates several ways that teachers can make a big difference in supporting success for Indigenous students:

- Extra support for students: Finding ways to change the experiences of individual students goes a long way.
- Engaging families: Mutually respectful relationships between schools and parents can have significant benefits for students.
- Monitoring and reporting: Tracking progress with data helps educators and families understand where progress is being made.

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	92.3	94.3	94.4	88.7	92.4	90	Very High	Maintained	Excellent	92	92	92

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.

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 character check/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.
- Junior High students began Project Positivity, a movement which celebrates positive aspects of student life
- Many secondary student attend a weekly group which they named Hot Topics, a place where they can openly ask and discuss issues of importance in their lives
- 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 and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	66.0	61.0	70.0	74.4	81.2	70	High	Improved Significantly	Good	80	80	80

Comment on Results

We continue to increase the variety of core and optional courses offered here at AKCS. All three sciences are offered, multi-level courses are available (30-1, 30-2, etc) and we've also added pottery, computer technology, art, drama, fitness and outdoor education to the optional course list.

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 homegames in our own gym, choir, drama and guitar.
- We have established a Bring Your Own Device (BYOD) environment for our secondary students. While we are still working to strengthen our wireless connectivity, this use of technology has been helpful in many ways, both for staff and students.
- Our chapel worship teams are back together, and they are learning new ways to give leadership and also learning new technology for these assemblies.
- Students have had access to career and job fairs. (SAIT, Ambrose, U of C, Bible colleges, etc.)
- At our November staff PD day, we charted our plans for the next years of PD. This includes both individual and group learning, and it will be formed into a three year plan. These, of course, will focus on PD which will bring the biggest improvements for student learning.
- Finishing all components of the gymnasium to best augment the learning in PE classes.
- Installing our playground has done 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: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	61.8	78.7	78.0	90.1	88.6	80	Very High	Improved	Excellent	90	90	92
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.9	94.9	92.2	94.2	97.9	90	Very High	Improved	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.7	94.8	93.5	91.5	96.9	90	Very High	Improved	Excellent	95	95	95

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. Continually increasing enrolment has been helpful, and many new positive programs are operating within our school.

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 the Calgary Regional Consortium, AISCA and ACSI
- Joint P.D. Days with nearby schools
- CAT/PAT/Diploma evaluation and planning with all staff
- AERR and 3 Year Plan development with staff and parent committees
- PAT/Diploma results made available to parents
- ACSI Teachers Convention
- P.D. opportunities through the consortium
- New, applicable and desirable option courses

Note:

Future Challenges

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

The first is to build on the 2017-2018 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, and are already seeing positive changes. Senior High English is already showing strong results, and we are aiming for this strengthening in Social Studies and other areas as well. 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.

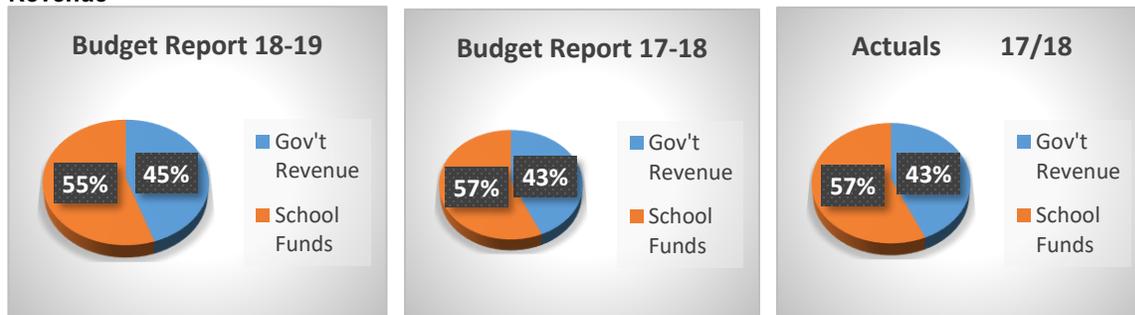
The second very significant challenge we are facing is the continuing construction of our new school building. We met our goal to have our gymnasium fully functional for the fall of 2015, and that has been a fantastic morale booster and revenue stream. The east wing, which houses additional classrooms 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 enrolment, we can thrive with the space we have, up to an enrolment of about 305. We are at approximately 80% capacity, so opening up the remaining eight classrooms and learning commons spaces is essential to growth and effective facility usage.

Summary of Financial Results

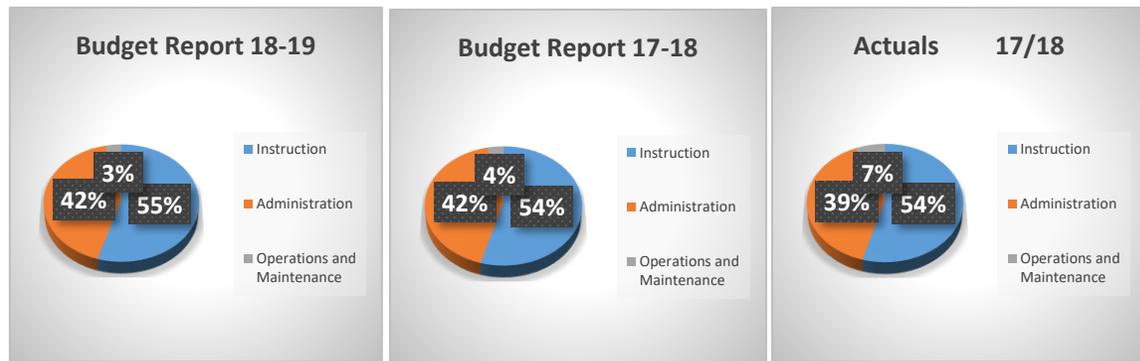
Revenue	Budget Report 18-19	%	Budget Report 17-18	%	Actuals 17/18	%
Gov't Revenue	\$ 1,353,250.00	45%	\$ 1,243,725.30	43%	\$ 1,295,253.00	43%
School Funds	\$ 1,667,810.00	55%	\$ 1,623,262.00	57%	\$ 1,689,931.00	57%
Total	\$ 3,021,060.00	100%	\$ 2,866,987.30	100%	\$ 2,985,184.00	100%

Expenses	Budget Report 18-19	%	Budget Report 17-18	%	Actuals 17/18	%
Instruction	\$ 1,779,499.00	55%	\$ 1,694,300.00	54%	\$ 1,817,614.00	54%
Administration	\$ 1,360,017.00	42%	\$ 1,307,285.00	42%	\$ 1,307,510.00	39%
Operations and Maintenance	\$ 113,889.00	3%	\$ 110,000.00	4%	\$ 214,857.00	7.00%
Total	\$ 3,253,405.00	100%	\$ 3,111,585.00	100%	\$ 3,339,981.00	100%

Revenue



Expenses



- **Budget Comments:**
- Overall, the realized deficit of \$372,075 was \$116,729 higher than budgeted due to lower revenues and higher expenses than budgeted.
- Revenue was \$35,000 below budget, primarily as a result of lower government funding than budgets as there were less special needs students than expected. Also, rental income was lower than expected.
- Expenses were \$80,000 higher than budget primarily as a result of higher salaries and building repairs than budgeted.
- **Growth Strategies:**
- Student growth has continued from our low point in 2014/2015 due to facility challenges.
- Through increased focus on enrolment marketing, and population growth in Airdrie, we expect this trend to continue.
- We have also partnered with an outside consulting group, IGC (Influencing Generations for Christ) to aid us in determining reasons for our attrition, which should aid in our retention rates.
- Our board has been working on developing our Strategic Operating plan, to stay on course and develop AKCS for the future (building on education, finances and relational areas).
- Discussing new fundraising opportunities with IGC.
- We are looking to further develop our international student base, to bring more students to our school and increase our revenue.
- We introduced a busing program from North Calgary to increase enrollment, currently we have 25 students using this program, including 17 new enrollments as a result of this program.
- Other sources of revenue are: Preschool, Summer Camps, Facility Rentals, Afterschool Care Program.
- **Sustainment Strategies:**
- Fundraising is on trend with prior years.
- We are watching our expenses very closely, implemented a PO system to ensure all staff are adhering to their budgets.
- Continual monitoring of administration staffing to ensure value for money.

Capital and Facilities Projects

- Ongoing improvements made since occupancy to better accommodate all facility users.
- Waiting on approval for refinancing to complete the construction of our current facility. The completed construction will provide 8 new classrooms, 2 new student common areas, change rooms for the gymnasium, a small kitchen attached to the gymnasium and one of the common areas, a chapel (open area) that will seat 240 students, new boys' and girls' washrooms, and an industrial arts classroom.

Summary of Facility and Capital Plans

- Began classes in our new facility in January 2015.
- Commissioned our Gymnasium in September 2015.
- Added to our playground and several landscaping projects during summer 2018.
- Installed additional Video Surveillance cameras in 2018, providing additional security for our students and visitors.
- Facility improvements are ongoing due to deficiencies present when we took possession of the facility.
- Pursuing the completion of our building, including additional classrooms, learning commons areas and changing rooms for the gym.

Parental Involvement

Our parents continue to be pivotal to the success of our school operation. We are led by a board which is made up entirely of parents (mostly current, but also an alumni parent) who are elected by our school society.

Organized Parent Teacher Connection evenings, designed to bring opportunities for relationship building and instruction, are attended by approximately 30% of our parent body. While we'd love to have many more of our parents in attendance, I'm told this is exemplary.

Parents volunteer through committee work such as in our Policy Committee, the Playground Committee, Classroom Support Workers, event planning, field trip supervision, coaching and work bees around our facility.

Our school's strength is due to a strong partnering connection between parents and our school staff. This not only builds relationships of trust, but also increases productive student interactions and learning.

Timelines and Communication

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

Select the "Financials" link at the bottom of the webpage, followed by selecting the Accountability Pillar folder.

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

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

There are no incidents to report for the 2017/2018 AKCS school year. However, we will be 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.

For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca