



ANNUAL EDUCATION RESULTS REPORT and THREE-YEAR EDUCATION PLAN
Cornerstone Christian Academy Authority
November 2018

Cornerstone Christian Academy

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Message from the Board Chair

God is good! We have a strong community and are blessed by each and every person involved with Cornerstone Christian Academy - the teaching staff who accepted a significant reduction in pay to be here, the parents who have taken on significantly more financial and volunteer commitments to send their children, and the students who make the whole project worthwhile. Without their support and faithfulness we would not be here today. Last year at this time we faced uncertainty and fear. This year it's a steep learning curve and there are things that we are learning to do without - but the atmosphere is one of hope and joy. God will provide. I would like to say an extra special thanks to:

- Alberta Education for granting our application to return to operation as an accredited funded private school, and provided funding for the 2018/19 school year.
- Our school principal, Alan Welde, who delayed his retirement to continue being administrator at CCA.
- Michelle Stewart who, on top of her regular teaching duties, has taken on many of the vice-principal responsibilities.
- Rob Bowick, Ivan Nesdoly, Usha Manaloor, Karrie Lee and Julie Pouliot, for their dedication and commitment to teaching Cornerstone students.
- All the CCA Parents who supported the school through prayer, time and the fortitude and faith to "stick with us" even when the future was uncertain.
- All the CCA Students who are part of our Cornerstone Family

May God bless each and every one of you.

Deanna Margel
Chair
The Cornerstone Christian Academy of Camrose

Accountability Statement

The Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan commencing September 1, 2018 for **The Cornerstone Christian Academy of Camrose** 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/ 2021 on NOVEMBER 29, 2018.

Deanna Margel
Chair
The Cornerstone Christian Academy of Camrose
(original document signed)

Foundation Statements

Cornerstone Christian Academy's Mission Statement

Our school's mission statement is "Believing. Learning. Acting. Growing. Created by God to be an influence in the world." Cornerstone Christian Academy exists to equip students spiritually, academically, socially, and physically to be a positive Christian influence serving society.

Cornerstone Christian Academy offers a program that integrates faith, life, and learning. It is our goal to fulfill the Greatest Commandments found in Matthew 22:37-39,

"Love the Lord your God with all your heart, with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself."
(New International Version)

CCA offers educational programming that utilizes the Alberta Education Curriculum, taught from a Christian perspective. We recognize the importance of including faith in learning, and we respect, value, and honor the role and responsibility of students, parents, and community in this journey.

Cornerstone Christian Academy Principles and Beliefs

We believe that God desires that we confess Christ as Savior and Lord and that we live out our faith in a relationship with Jesus Christ in all we say and do.

At CCA, we believe

- Our fundamental purpose is to promote each student's learning, growth and understanding within a specifically Christ-centered context;
- Each student is precious and loved in the eyes of God, and each person's true identity and worth is found in his/her relationship with God;
- Each student can learn and be successful. We value mistakes as steps in learning and developing our intellect;
- We will provide the greatest support to the student in greatest need; and
- Each person deserves to be loved as Christ commanded, and will be treated with dignity and respect in a safe, caring, and orderly learning environment.

A Profile of the School Authority

Cornerstone Christian Academy was incorporated in 1986 by a group of parents who recognized the need for quality education offered within an evangelical Christian perspective in the Camrose community. From its humble beginnings in a church basement to a rented bay in an industrial building to construction of its own facility in Kingman in 1993, Cornerstone Christian Academy continues to offer a program that integrates faith, life, and learning. Cornerstone Christian Academy serves an area of approximately 3 000 square kilometers. The 29 000 square foot school building includes 13 classrooms, a library, a student commons area, and a gymnasium. CCA is affiliated with ACSI, the Association of Christian Schools International, and AISCA, the Association of Independent Schools and Colleges in Alberta.

In 2009 Cornerstone Christian Academy entered into a partnership with Battle River School Division No. 31. Cornerstone provided education to up to 181 students from Kindergarten through Grade Twelve [2016/2017]. Cornerstone operated as a program of choice within BRSD No. 31 until June, 2018, when Cornerstone was closed as an alternative faith program. In July, 2018 Alberta Education approved Cornerstone Christian Academy's application to operate as an accredited private school. On September 4, 2018 Cornerstone opened its doors to 96 students.

Trends and Issues

While we are operating as an accredited private school in the 2018/2019 school year, our schedule and academic program relies heavily on the foundation established in previous years as an alternative program within Battle River School Division. 88% of our students in Grades One through Twelve attended CCA in the 2017/2018 school year, as did five of our current seven teaching staff.

While we do not have data as an independent school from the previous year, we use last year's PAT, Diploma, and Accountability Pillar results to guide our instruction and practice.

Our present school goals of "Welcoming and Caring School Environment", "Literacy", "Numeracy", "21st Century Teaching and Learning", and "Faith" provide continuity and stability to our school community as we have been working towards mastery of these goals in previous years. These local goals are in addition to Alberta Education's outcomes of "Alberta's students are successful", "Alberta's education system supports First Nations, Metis, and Inuit students' success", "Alberta's education system respects diversity and promotes inclusion", "Alberta has excellent teachers, and school and authority leaders", and "Alberta's education system is well governed and managed."

We own that our past two year's Achievement Test have declined markedly from their previous levels. The changing relationship between BRSD and CCA generated significant discord in the CCA community among parents and staff members. This tension manifested itself in the school's learning environment, for example, with levels of student engagement, parental support, and staff/student interactions. We are confident that this year's education results will surpass those of the 2017/2018 school year. The teaching staff on site desire to be part of this program, and the families whose students are enrolled in the school have made considerable financial commitment for their students to attend. This year's school climate has been described as "positive", "kind", and "gentle" as opposed to last year's "tense" and "uncertain" atmosphere, especially as 2017/2018 drew to a close. We are actively taking steps to build a positive, rewarding learning environment as we continue the transition from being a member of a public school authority to being an independent school authority.

A significant challenge in this school year has been the replacement of the communication [telephone and internet] system, technology [Chromebook and desktop computers, and Smartboard projectors], student information and reporting system [Maplewood], and textbooks removed by Battle River School Division at the end of the 2017/2018 school year. We have purchased Chromebooks and through "Computers for Schools" have gained desktop computers. Cornerstone has purchased textbooks or has borrowed resources from other school authorities.

Another challenge has been adjusting to the lack of professional supports for students and staff previously provided through BRSD. Networking with other ASCI and AISCA schools and Alberta Education resources is giving us the assistance we need.

Our day-to-day operation involves the active participation of the dedicated parent volunteers, students, families, and staff that comprise our school community.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Cornerstone Christian Academy			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	86.8	89.1	91.1	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	76.0	83.6	84.3	81.8	81.9	81.7	Intermediate	Declined	Issue
	Education Quality	83.0	87.3	88.7	90.0	90.1	89.9	Low	Maintained	Issue
	Drop Out Rate	2.2	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	66.7	80.0	81.0	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	57.4	73.7	75.4	73.6	73.4	73.3	Very Low	Declined	Concern
	PAT: Excellence	4.4	15.8	18.4	19.9	19.5	19.2	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.4	80.0	78.3	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	6.3	16.0	13.8	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	44.4	50.0	59.9	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	71.4	75.0	79.8	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	70.9	74.2	60.0	58.7	57.9	59.0	Very High	Maintained	Excellent
	Work Preparation	75.0	78.1	85.1	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	82.4	79.9	84.4	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.4	88.3	86.8	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	77.8	77.5	83.9	80.3	81.4	80.7	High	Maintained	Good

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.
13. The data in these tables come from student results and student/parent/staff surveys when Cornerstone Christian was part of Battle River School Division.
14. 2017/2018 Results reflect a smaller sample size (6 parents and 25 students) than previous years (33 parents and 107 students in 2016/2017).

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	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).	78.7	79.2	73.5	73.7	57.4		Very Low	Declined	Concern	75	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.8	26.7	12.9	15.8	4.4		Very Low	Declined	Concern	15	15	15

Strategies

- Analyze PAT results from previous years and focus on areas of lower performance.
- Monitor student progress through formative and summative means, and provide necessary intervention.
- Use Leveled Literacy Intervention Program as needed with Division One students.
- Hire and retain the best teachers.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.8	74.5	80.6	80.0	84.4		Intermediate	Maintained	Acceptable	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.8	17.0	8.3	16.0	6.3		Very Low	Maintained	Concern			

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.	100.0	87.9	75.0	80.0	66.7		Intermediate	Maintained	Acceptable	85	90	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.1	0.0	0.0	2.2		Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.0	71.1	34.8	74.2	70.9		Very High	Maintained	Excellent	75	75	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	84.6	75.0	71.4		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	80.0	60.8	68.8	50.0	44.4		Intermediate	Maintained	Acceptable	75	80	80

Strategies

- Analyze PAT and Diploma Exam results from previous years and focus on areas of lower performance.
- Monitor student progress and provide necessary intervention.
- Professional development with focus on differentiated instruction and formative assessment strategies.
- Hire and retain the best 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.	89.5	88.1	85.4	79.9	82.4		Very High	Maintained	Excellent	85	85	85
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.	81.8	89.5	87.6	78.1	75.0		Intermediate	Maintained	Acceptable	85	85	85

Strategies

- Bimonthly "Parent Conversation Meetings" provide a venue for parental input regarding student behaviour and attitudes.
- Teachers will collaborate to provide students with consistent behaviour and attitude expectations, and will actively model those behaviours and expectations.

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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Comment

- No data is reported due to the fact there were fewer than six self-identified FNMI students enrolled at CCA.

Strategies

- Staff will increase their knowledge of best practices for FNMI students through independent study and professional development.
- Ensure that Social Studies, Language Arts, and Religion curricula include respect and appreciation for all individuals and cultures and faiths.
- Opportunities for field trips are encouraged to take advantage of FNMI cultural sites.
- Seek out opportunities for grade appropriate FNMI presentations for students.

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.	93.3	92.5	91.8	89.1	86.8		High	Maintained	Good	95	95	95

Strategies

- Staff will model Cornerstone's belief that all students are treated with dignity and respect in a safe, caring, and orderly learning environment.

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.	79.9	86.8	82.6	83.6	76.0		Intermediate	Declined	Issue	80	80	80

Comment

- 83% of parents and 100% of teachers who responded to the survey were pleased with course selection. Only 13 out of 76 Secondary Students enrolled responded to this survey in 2017/2018, compared to the 66 student responses the previous year (2016/2017).

Strategies

- Offer a variety of courses through ADLC, Green Certificate, RAP and Work Experience to provide courses in addition to courses delivered by teachers.
- Secondary students have access to a variety of electives presented at the school.

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.	79.9	89.4	84.9	77.5	77.8		High	Maintained	Good	85	85	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.4	92.5	79.6	88.3	85.4		Very High	Maintained	Excellent	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.1	91.5	87.3	87.3	83.0		Low	Maintained	Issue	90	90	90

Strategies

- To continue to encourage parent involvement in varied areas.
- Proactive communication from teachers and administrator to parents.
- Bimonthly conversation sessions for parents.
- Continue to provide teachers with opportunities to attend local professional and curriculum development sessions.
- Parents, students and teaching staff participate in the annual Alberta Education surveys. Results from surveys will be reviewed and analyzed and action plans are developed for those areas that need improvement.
- Continued diligence to be paid to high academic standards and measures.
- Ensure that all Alberta Education Curriculum changes are thoroughly reviewed with staff.

Cornerstone Christian Academy Three Year Plan 2018/2019 - 2020/2021

“Believing, Learning, Acting, Growing. Created by God to be an influence in the world.”

Focus	Goals:	Strategies:	Evidence:
<p>Welcoming and Caring Learning Environment</p>	<p>Stakeholders will see CCA as a safe and caring school community.</p> <p>Parents will see CCA as a learning environment in which parent involvement is appreciated and valued.</p> <p>Parents will know that that all CCA staff reflect the deep conviction that their children are precious and loved in the eyes of God.</p>	<ul style="list-style-type: none"> • Develop Behaviour Matrices • Student Success Boards will recognize positive behavior choices • Utilize the Collaborative Response Model to Assess, Identify, and Intervene with students in need • Weekly “Notes to Staff” informs staff of events and activities • Bi-weekly school newsletters distributed to school stakeholders communicate school activities and student successes • “Meet the Staff” night welcomes new families into our school community • Bi-monthly Parent Meetings allow discussions of concerns between parents and administration 	<ul style="list-style-type: none"> • Transition meetings between Teachers and Grades to support student success will focus on helping students and addressing needs in a welcoming, caring manner • Students can identify an adult at school who advocates for them and an older student who “looks out for them” • Parents will know how their student(s) is/are doing and what can be improved to move to the next level • Parents will see our beliefs and service in action • Students taking on and initiating leadership roles within the school and school events • Students can articulate and describe the Behaviour Matrices

Success Stories:

1. Student leadership in Chapel activities, Student Council activities, and community participation [such as service projects with Kingman area seniors, service projects in support of local families, and volunteering at Martha’s Table in Camrose]
2. Staff host a “Thank you Breakfast” for school volunteers [including coaches, supervisors, classroom assistants, Chapel leaders, and library volunteers] to express our appreciation and to build community.

<h2>Literacy</h2>	<p>Enhance depth and academic rigour in the area of literacy.</p>	<ul style="list-style-type: none"> • Utilize the Collaborative Response Model to Assess, Identify, and Intervene with students in need • Develop a Literacy Intervention Program for Grades One through Four students who perform below Grade Level according to BAS scores • All students will improve their reading skills by demonstrating one year's growth in the 2018/2019 school year • Model "Growth Mindset" 	<ul style="list-style-type: none"> • Collaborative planning to identify effective teaching strategies and feedback, especially in the areas of vocabulary and reading comprehension • Adjust IPP's based on formative and summative information gathered by teachers • All students will achieve a year's growth in reading level as identified by BAS assessments • Staff receive training in Read and Write for Google • Students will receive training to use Read and Write for Google
<p>Success Stories:</p> <ol style="list-style-type: none"> 1. Teachers are improving literacy instruction in their classrooms. Literacy instruction is incorporated across all subject areas, for example, with development of academic vocabulary in secondary classes. 2. Teachers are becoming more skilled in their literacy data to support their students. 			
<h2>Numeracy</h2>	<p>Enhance depth and academic rigour in the area of numeracy</p>	<ul style="list-style-type: none"> • Utilize the Collaborative Response Model to Assess, Identify, and Intervene with students in need • Instruction will include a focus on building on skills from previous units to help retention of topics • Model "Growth Mindset" and instructional strategies 	<ul style="list-style-type: none"> • Adjust IPP's based on formative and summative information gathered by teachers • Staff will receive training in using EquatIO • Students will be trained in using EquatIO
<p>Success Stories:</p> <ol style="list-style-type: none"> 1. Teachers are improving numeracy instruction in their classrooms in line with Numeracy framework. Numeracy instruction is incorporated across all subject areas. 2. Teachers are becoming more skilled in their numeracy data to support their students. 			

<p>Teaching and Learning (21st Century)</p>	<p>Incorporate 21st Century Learning into our Cornerstone “model lesson”</p>	<ul style="list-style-type: none"> • Continue Google Apps training for all staff • IPP’s will implement assistive technology when needed • All students will receive training in “Read and Write” program 	<ul style="list-style-type: none"> • Teachers will utilize Ed Tech, Numeracy, and Literacy support to improve teaching and learning • Instruction will show some 21st Century Learning practices through classroom visits and walkthroughs as part of model lesson criteria • Students will receive training to use Read and Write for Google and EquatIO effectively
<p>Success Stories:</p> <ol style="list-style-type: none"> 1. Instructors are establishing digital contact with parents by using communication tools such as emails, Remind, and Google Classrooms. 2. Cornerstone has purchased 32 Chromebooks to support digital learning. 			
<p>Faith</p>	<p>Make Faith and service a part of regular instruction and school culture</p>	<ul style="list-style-type: none"> • Students, staff, and community leaders participate in Chapel activities • Secondary students participate in service activities to encourage leadership and faith building/sharing • A regular schedule of Elementary, Secondary, and All-School Chapels 	<ul style="list-style-type: none"> • Each grade’s day begins with Bible class • Weekly Secondary Chapels and biweekly Elementary Chapels • Students support the school community by assisting in school recycling program, and assisting elementary teachers in service opportunities • Instruction is given from multiple perspectives with a Christian perspective emphasized
<p>Success Stories:</p> <ol style="list-style-type: none"> 1. Pastors and Youth leaders of local faith communities participate in Chapel worship. 2. Students provide music for Chapel, volunteer in community activities, and participate in school community-building activities. 			

Budget Summary

Budget Summary	2018-2019 Budget	Percentage of Budget
Revenues		
Alberta Education (excluding Home Education)	\$502,761.00	57.99%
Alberta Education(Home Education)	\$0.00	0.00%
Tuition	\$67,400.00	7.77%
Non-Instructional Fees	\$156,600.00	18.06%
Gifts, Donations & Fundraising	\$138,000.00	15.92%
Other Sales & Service	\$2,288.00	0.26%
Gross School Generated Funds	\$0.00	0.00%
Total Revenue	\$867,049.00	100.00%
Expenditures		
Salaries	\$495,903.00	57.19%
Services, contracts and Supplies	\$192,300.00	22.18%
Specific Program (S.D, E.L, ESL)	\$4,948.00	0.57%
Home Education (includes Salaries)	\$0.00	0.00%
Gross School Generated Funds	\$0.00	0.00%
Capital and Debt Services	\$173,875.00	20.05%
Total Expenditure	\$867,026.00	100.00%

Surplus (Deficit) \$23.00

- The 2018-2019 budget is based on best estimates using actual operational information for transportation and maintenance from the 2017-2018 school year, and estimated projections for the current school year. No actual data for operational costs for 2017-2018 was made available from the Battle River School Division. Actual data may end up being different from the estimates.
- Financial planning has been based on cautious projections. A contractor, Mike Simms, was hired to assist in the creation of the initial budget.
- 2017-2018 financial statements were prepared by Align Accounting, and follow Canadian generally accepted accounting principles (GAAP). Next year's financial statements will require a full audit, which will be conducted by Grant Thorton, to ensure that they are consistent with the accounting policies prescribed by Alberta Education for Alberta private schools.
- The complete adopted Budget Report for 2018-2019 is available at the school office. For further information on the budget please contact Deanna Margel via email at dmargel@syban.net or via phone at (780) 679-0003.

Capital and Facilities Projects

The cracked sidewalk in front of the school was replaced in the fall, and new boot racks were installed in the school at the west elementary door. Some minor painting was completed over the summer by parent volunteers. Used computers were acquired through the Alberta Computers for School program. Network equipment and a used PA System were donated by the Town of Devon, and a telephone system was donated by Nutec Electro Tel. Donations were received to purchase 32 Chromebooks for student use.

Summary of Facility and Capital Plans

No major capital or facilities projects are required for the current year.

Items under consideration for the future are:

- replacement of the elementary classroom carpets
- upgrading of the washroom facilities in the elementary wing
- improved drainage on the north side of the school to reduce ice build up

Timelines and Communication

- This 2018 – 2021 Three Year Plan will be posted on the school website under the "School Plans & Reports" link under the "Parents" menu item: <http://cornerstonekingman.ca/parents/school-plans-reports/>
- This Three Year plan and its location on the web will be communicated to parents and the public through our school newsletters and electronic mail out.
- As a single school jurisdiction, we do not have a school council as such. Stakeholders were invited to submit their opinions, thoughts, ideas and concerns regarding school operations via questionnaire and open discussion during the year.
- The School Board had input in updating the three-year education plans at a regular board meeting.

Whistleblower Protection

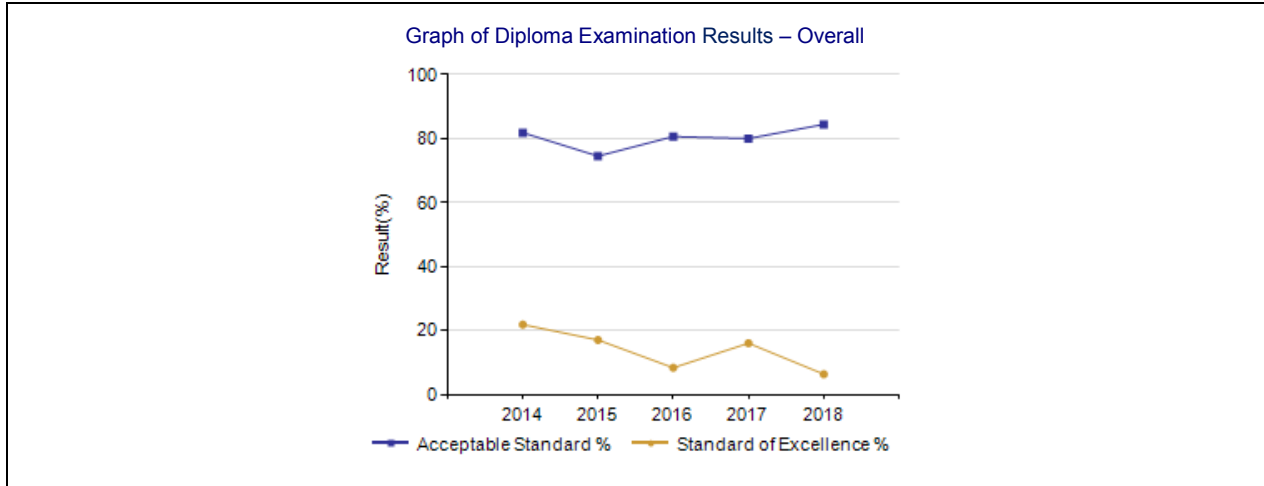
- To this point (November 26, 2018) school administration has not received any complaints. When received, all complaints will be dealt with as per the Whistleblower Policy adopted by the CCA Board in July 2018.

APPENDIX – Measure Details

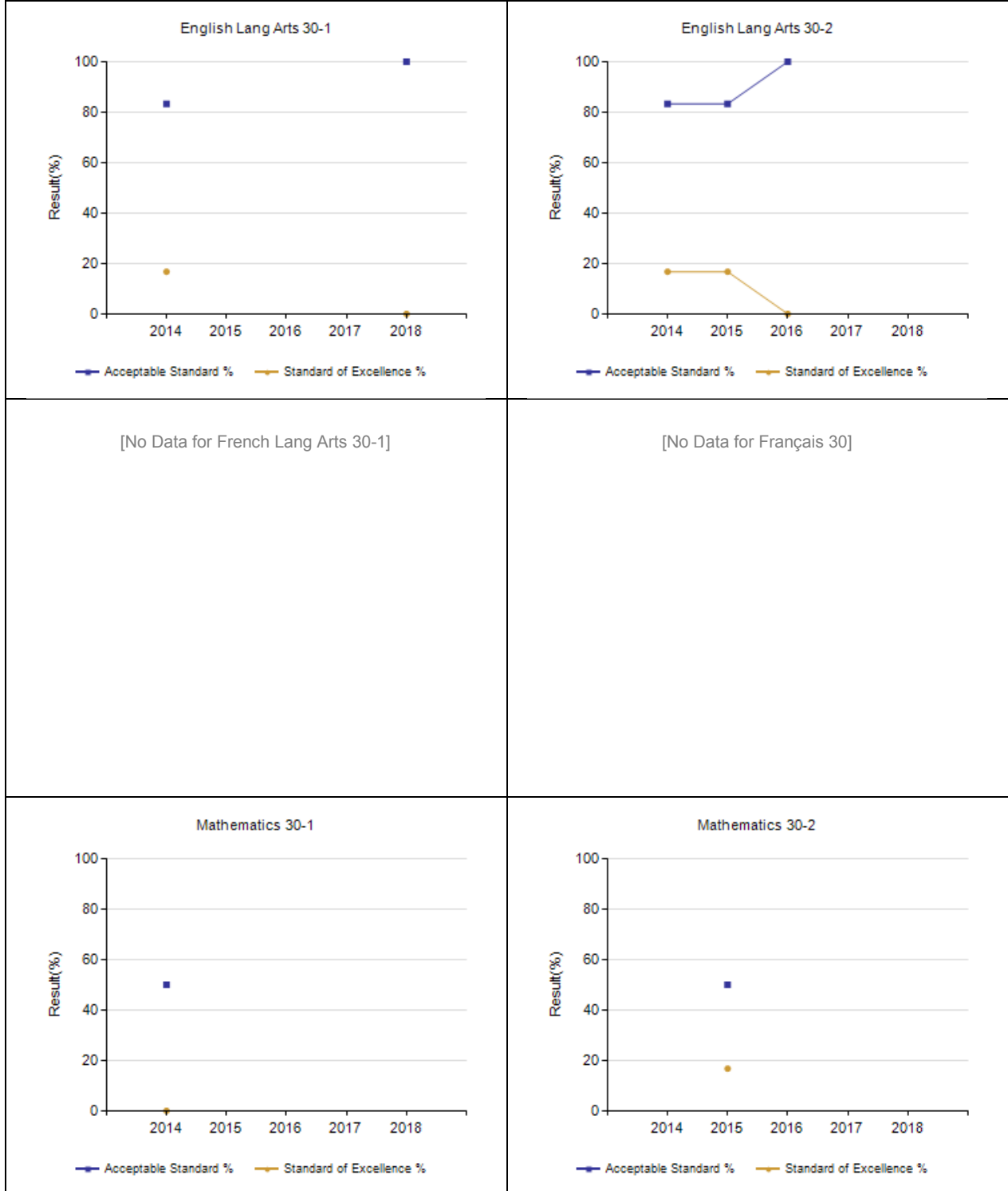
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

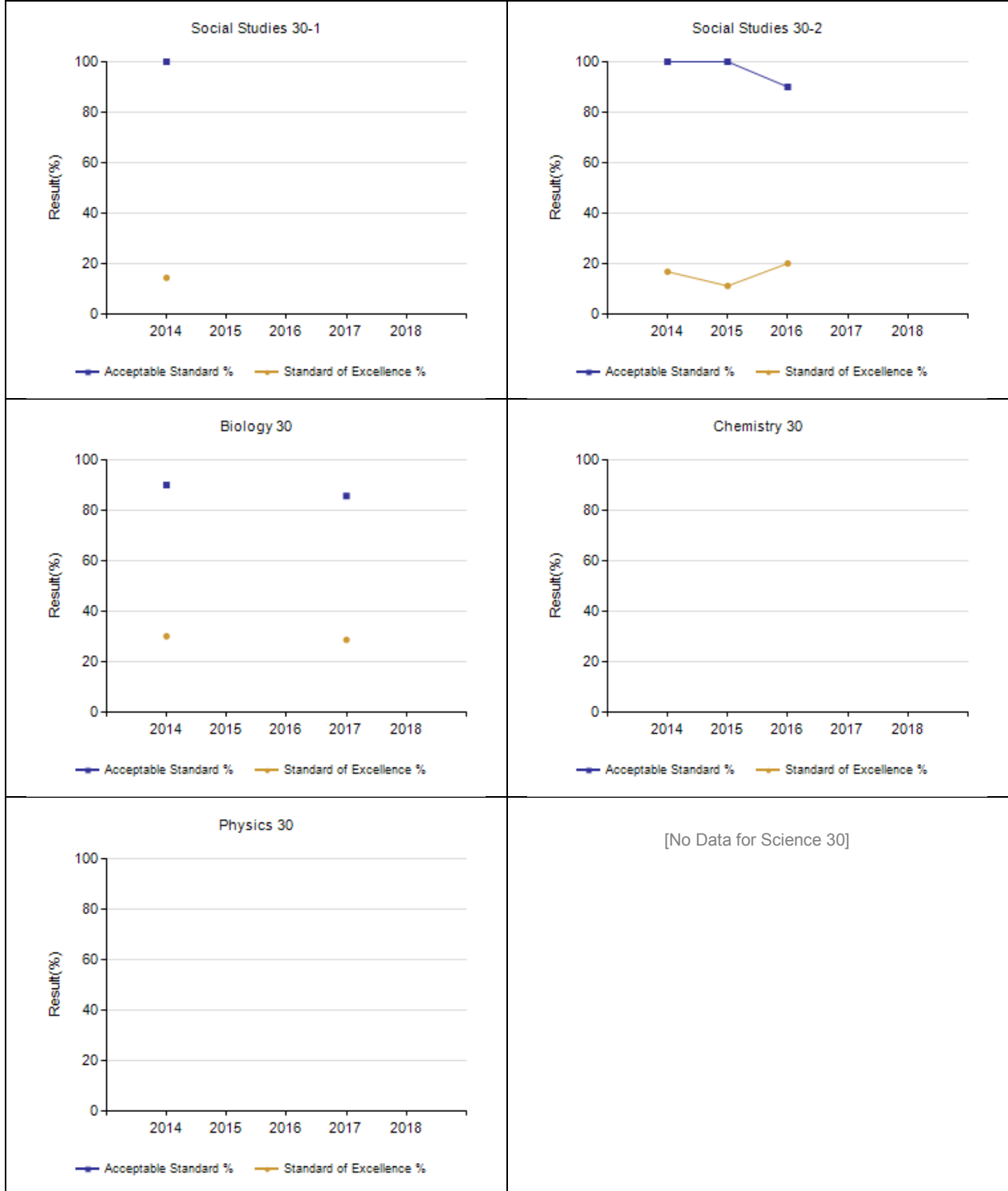
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	83.3	16.7	*	*	*	*	*	*	100.0	0.0		
	Authority	93.8	9.3	88.7	8.9	83.7	11.1	85.9	7.3	83.4	6.7		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	83.3	16.7	83.3	16.7	100.0	0.0	*	*	*	*		
	Authority	97.1	15.0	92.9	14.3	89.7	9.8	89.8	8.4	91.0	13.2		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	87.5	25.0	*	*	*	*		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	50.0	0.0	*	*	n/a	n/a	*	*	*	*		
	Authority	72.7	19.5	65.4	17.3	55.4	11.5	56.8	19.7	60.7	21.3		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	*	*	50.0	16.7	*	*	*	*	*	*		
	Authority	64.3	11.9	66.2	6.6	61.5	7.5	58.8	9.1	57.3	6.4		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	100.0	14.3	*	*	n/a	n/a	*	*	*	*		
	Authority	82.5	8.8	83.2	10.0	78.0	9.6	80.3	4.8	75.3	4.9		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	100.0	16.7	100.0	11.1	90.0	20.0	*	*	*	*		
	Authority	84.3	9.2	80.6	9.7	76.0	4.1	71.3	7.5	73.2	5.2		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	90.0	30.0	n/a	n/a	*	*	85.7	28.6	n/a	n/a		
	Authority	84.7	25.8	83.3	24.2	81.4	25.5	86.1	25.1	83.8	24.9		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	n/a	n/a	*	*	*	*	n/a	n/a	*	*		
	Authority	76.8	24.4	74.0	21.4	80.8	25.4	79.1	29.4	67.5	23.6		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Authority	77.0	24.0	71.6	18.6	72.0	22.0	74.4	28.0	67.3	20.8		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	*	*	42.9	0.0	*	*	n/a	n/a	n/a	n/a		
	Authority	83.3	25.0	74.2	24.2	83.1	21.8	81.9	23.6	78.7	12.1		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		



Diploma Examination Results by Course



Diploma Examination Results by Course



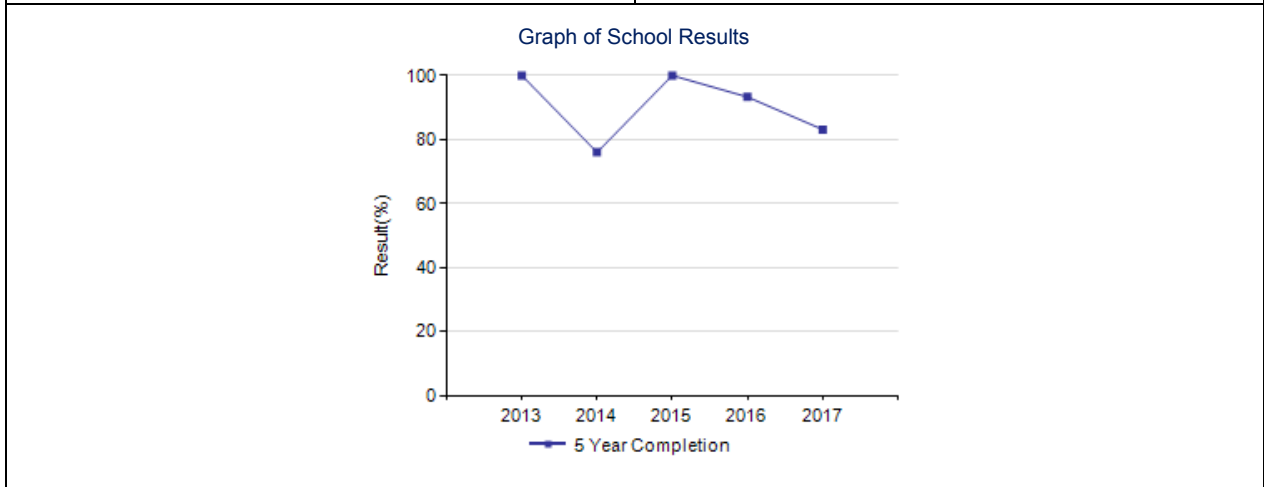
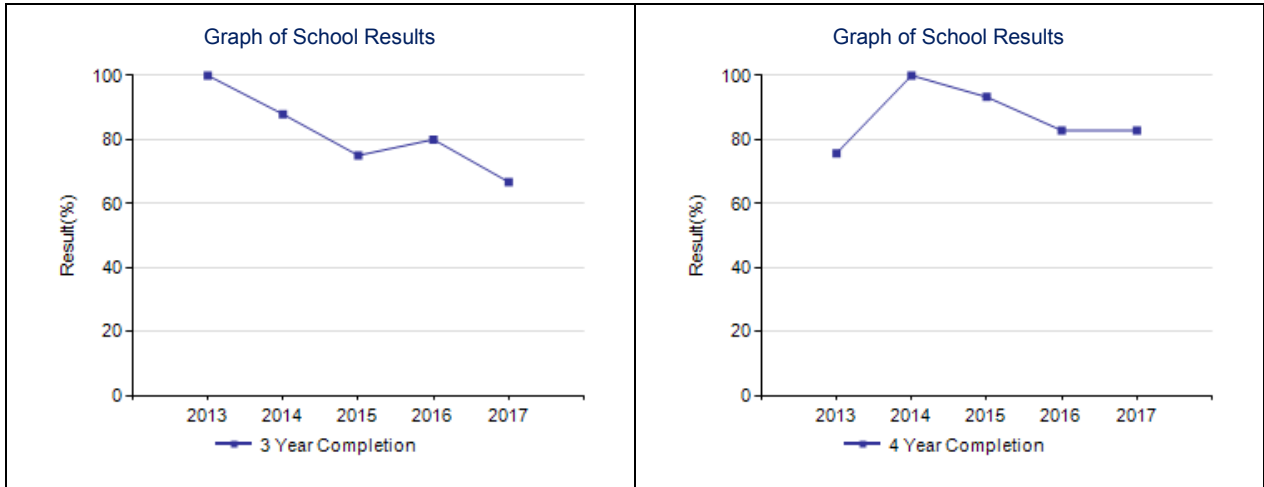
Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Measure		Cornerstone Christian Academy						Alberta				
				Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	n/a	n/a	7	100.0	n/a	n/a	30,393	87.5	29,349	86.6		
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	30,393	13.2	29,349	11.3		
English Lang Arts 30-2	Acceptable Standard	*	*	*	4	*	7	91.7	16,184	88.0	16,632	89.1		
	Standard of Excellence	*	*	*	4	*	7	8.3	16,184	13.1	16,632	11.7		
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6		
Mathematics 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	20,148	77.8	20,605	73.3		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	20,148	35.3	20,605	29.4		
Mathematics 30-2	Acceptable Standard	*	*	*	5	*	6	50.0	14,362	74.2	13,516	74.7		
	Standard of Excellence	*	*	*	5	*	6	16.7	14,362	16.4	13,516	16.1		
Social Studies 30-1	Acceptable Standard	*	*	*	5	*	n/a	n/a	21,793	86.2	21,941	86.0		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	21,793	17.7	21,941	15.1		
Social Studies 30-2	Acceptable Standard	*	*	*	5	*	10	95.0	20,391	78.8	19,847	81.0		
	Standard of Excellence	*	*	*	5	*	10	15.6	20,391	12.2	19,847	12.7		
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	23,026	86.6	22,263	85.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	28.6	23,026	36.6	22,263	32.6		
Chemistry 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	18,770	83.6	19,031	82.3		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	18,770	38.3	19,031	35.8		
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	86.2	10,276	85.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	43.6	10,276	39.1		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	42.9	9,426	85.4	8,651	84.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	9,426	31.5	8,651	27.6		

High School Completion Rate – Measure Details

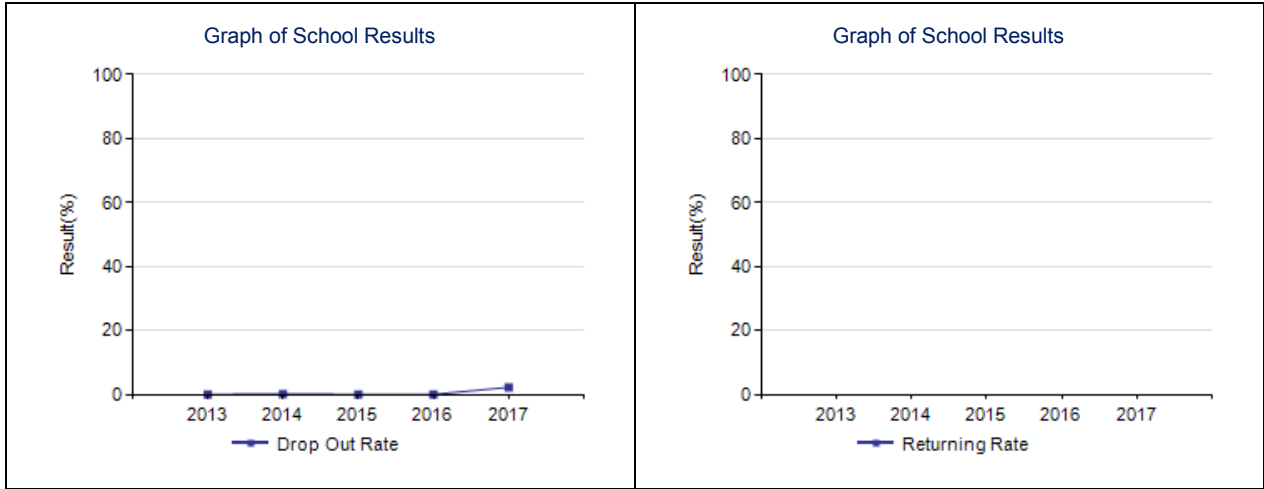
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	100.0	87.9	75.0	80.0	66.7	75.6	76.9	76.1	78.4	79.5	75.3	76.5	76.5	78.0	78.0
4 Year Completion	75.7	100.0	93.3	82.8	82.8	82.6	78.5	82.0	81.3	82.9	79.6	79.9	81.0	81.2	82.6
5 Year Completion	100.0	76.0	100.0	93.3	83.1	86.5	83.6	82.1	85.0	84.7	81.5	82.0	82.1	83.2	83.4



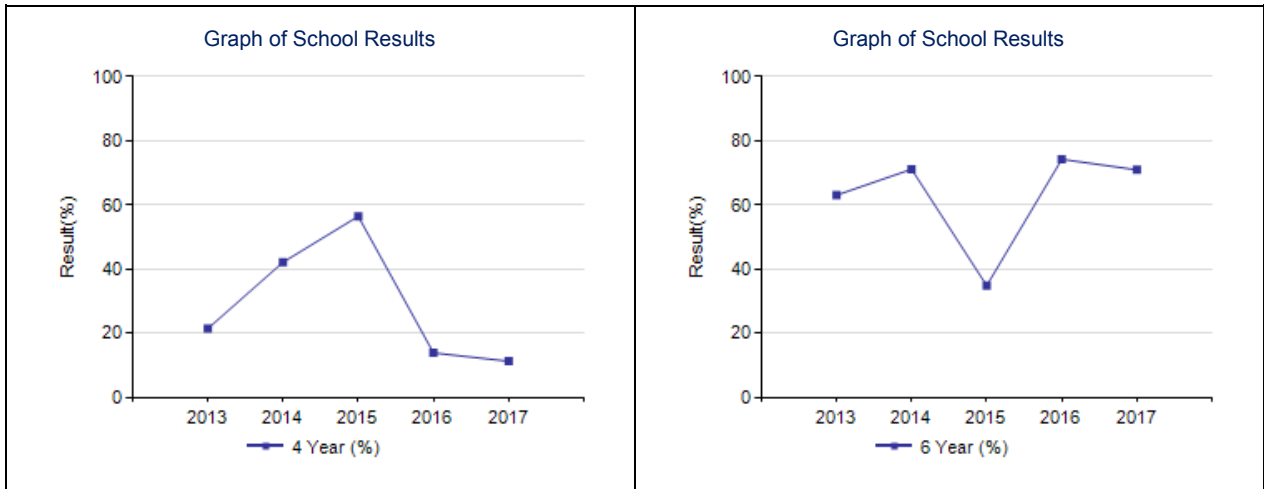
Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	0.0	0.1	0.0	0.0	2.2	2.8	2.8	2.2	2.1	1.7	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	*	*	n/a	n/a	26.9	14.3	27.9	17.1	13.4	20.7	20.9	18.2	18.9	19.9



High School to Post-secondary Transition Rate – Measure Details

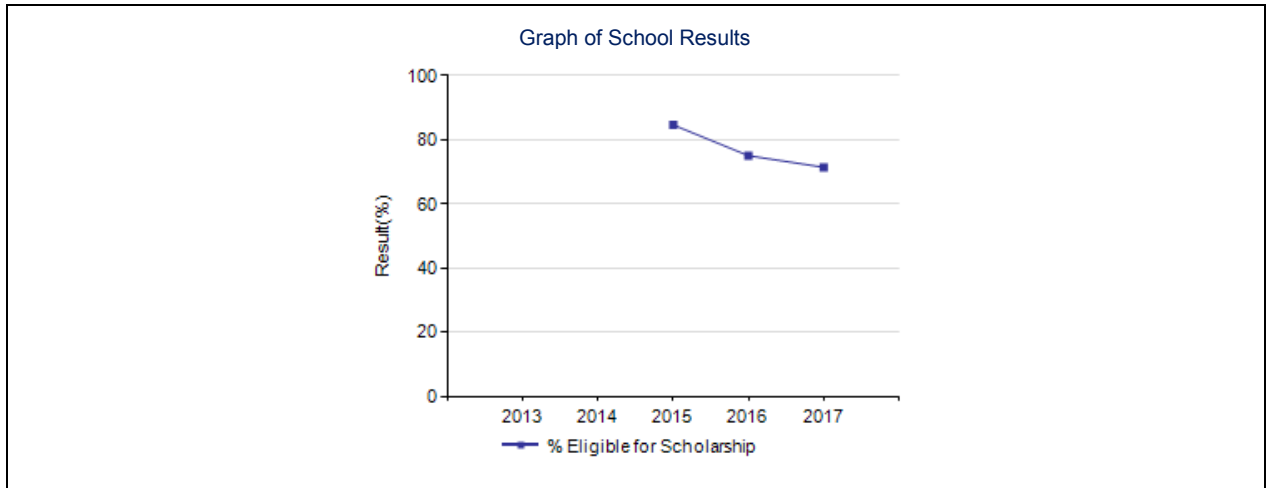
High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	21.4	42.1	56.4	13.8	11.2	37.3	35.2	41.9	33.6	36.6	39.7	38.3	37.0	37.0	39.3
6 Year Rate	63.0	71.1	34.8	74.2	70.9	59.5	63.1	56.8	55.6	59.3	59.0	59.7	59.4	57.9	58.7



Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	84.6	75.0	71.4	n/a	n/a	58.3	59.9	59.9	n/a	n/a	60.8	62.3	63.4

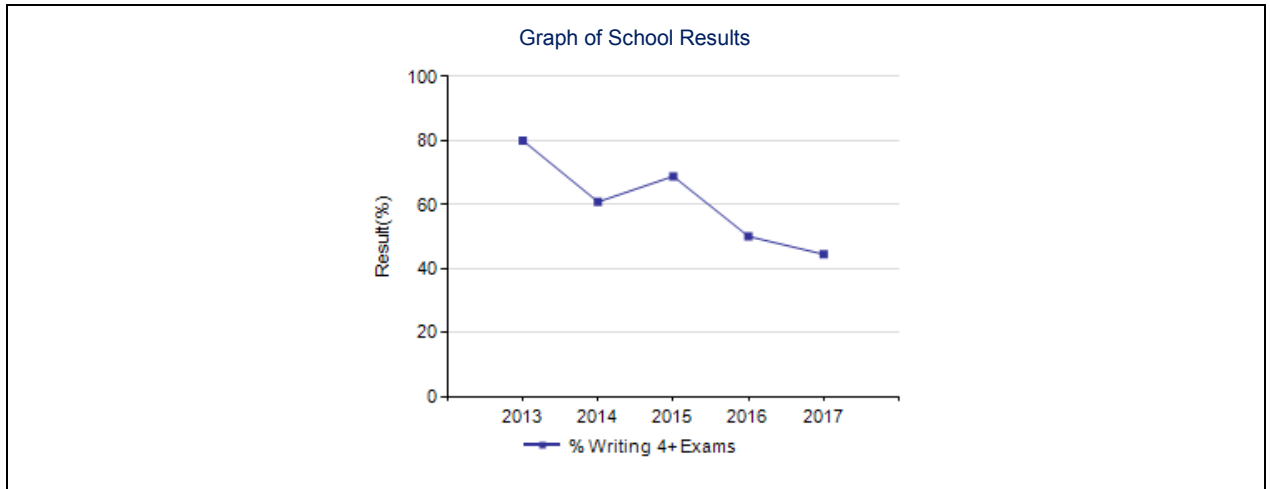
Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	13	10	76.9	10	76.9	7	53.8	11	84.6
2016	12	8	66.7	9	75.0	3	25.0	9	75.0
2017	7	4	57.1	5	71.4	4	57.1	5	71.4



Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	0.0	12.1	12.5	20.0	44.4	17.0	15.9	15.3	13.4	14.8	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	100.0	87.9	87.5	80.0	55.6	83.0	84.1	84.7	86.6	85.2	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	100.0	87.9	75.0	80.0	55.6	80.3	82.2	79.7	83.9	82.2	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	100.0	67.6	75.0	70.0	44.4	61.5	64.7	65.0	64.8	64.9	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	80.0	60.8	68.8	50.0	44.4	52.9	52.1	52.0	53.1	55.7	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	30.0	40.5	43.8	20.0	11.1	39.1	37.8	35.9	37.4	37.9	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	0.0	27.0	0.0	0.0	11.1	18.2	18.5	14.8	17.8	19.4	11.4	13.1	13.8	13.6	13.9



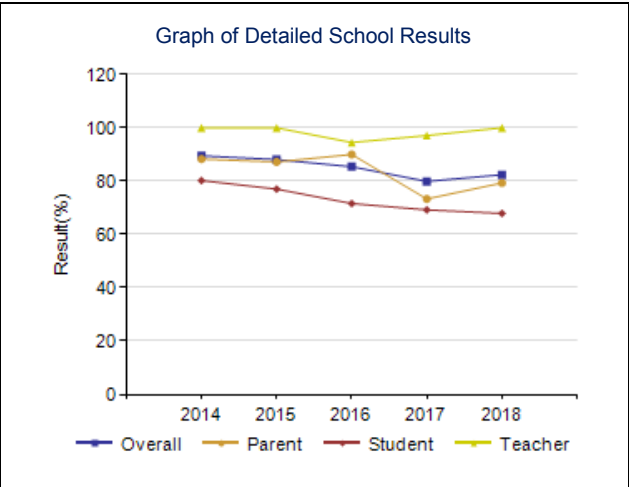
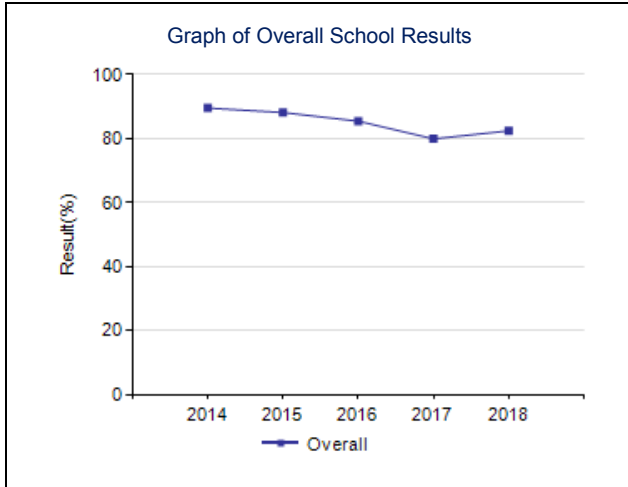
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	30.0	33.3	31.3	30.0	44.4	45.9	46.1	44.2	47.2	48.2	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	70.0	53.3	56.3	50.0	11.1	34.7	34.1	37.2	36.0	33.9	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	100.0	86.7	87.5	80.0	55.6	78.9	79.6	80.3	82.3	80.9	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	60.0	40.0	12.5	0.0	44.4	42.9	41.1	38.5	43.2	45.3	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	40.0	46.7	62.5	80.0	11.1	35.9	39.0	41.2	39.9	36.1	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	100.0	86.7	75.0	80.0	55.6	78.7	79.6	78.8	82.1	81.2	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Applied Mathematics 30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-1	20.0	40.0	25.0	0.0	11.1	31.9	27.6	26.1	29.1	26.5	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	70.0	20.0	43.8	30.0	33.3	23.7	29.3	28.1	29.3	33.0	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	90.0	60.0	68.8	30.0	44.4	55.2	56.4	53.5	57.4	58.1	52.1	57.0	57.6	58.3	58.6
Biology 30	80.0	33.3	43.8	30.0	44.4	39.5	40.4	38.3	36.8	41.0	42.2	41.4	40.6	40.7	41.7
Chemistry 30	20.0	46.7	37.5	10.0	11.1	34.5	32.8	29.4	29.5	29.4	31.5	34.7	35.7	35.6	35.1
Physics 30	10.0	33.3	25.0	0.0	11.1	22.8	20.0	19.0	22.2	19.5	17.3	20.0	19.9	19.3	18.6
Science 30	10.0	26.7	12.5	70.0	0.0	17.1	21.9	24.6	25.8	29.6	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	90.0	66.7	75.0	70.0	44.4	55.6	57.0	59.5	58.2	60.1	57.3	59.4	59.8	60.5	61.2
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.7	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.7	3.0	2.9	3.0	3.1	3.3

Citizenship – Measure Details

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

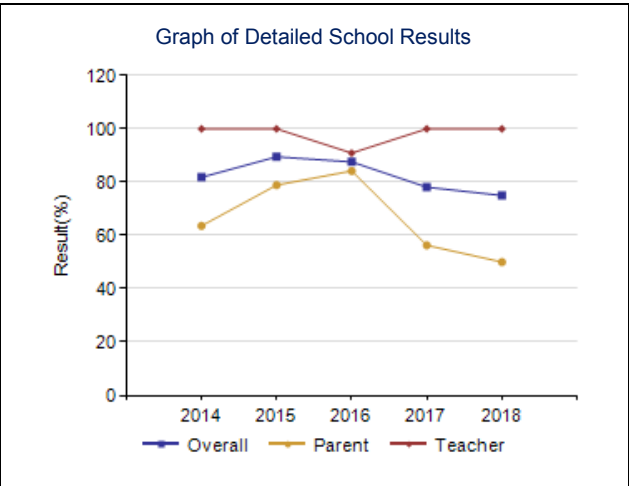
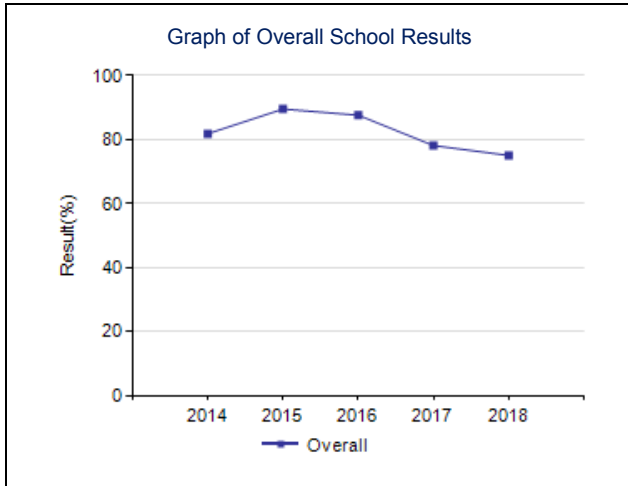
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.5	88.1	85.4	79.9	82.4	81.7	80.2	79.9	79.6	78.2	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	100.0	94.5	97.1	100.0	93.2	92.3	92.6	91.7	89.0	93.8	94.2	94.5	94.0	93.4
Parent	88.3	87.2	90.0	73.3	79.3	77.6	75.9	76.2	75.7	75.8	81.9	82.1	82.9	82.7	81.7
Student	80.2	77.0	71.6	69.2	67.9	74.5	72.4	70.9	71.3	69.8	74.5	74.2	74.5	74.4	73.9



Work Preparation – Measure Details

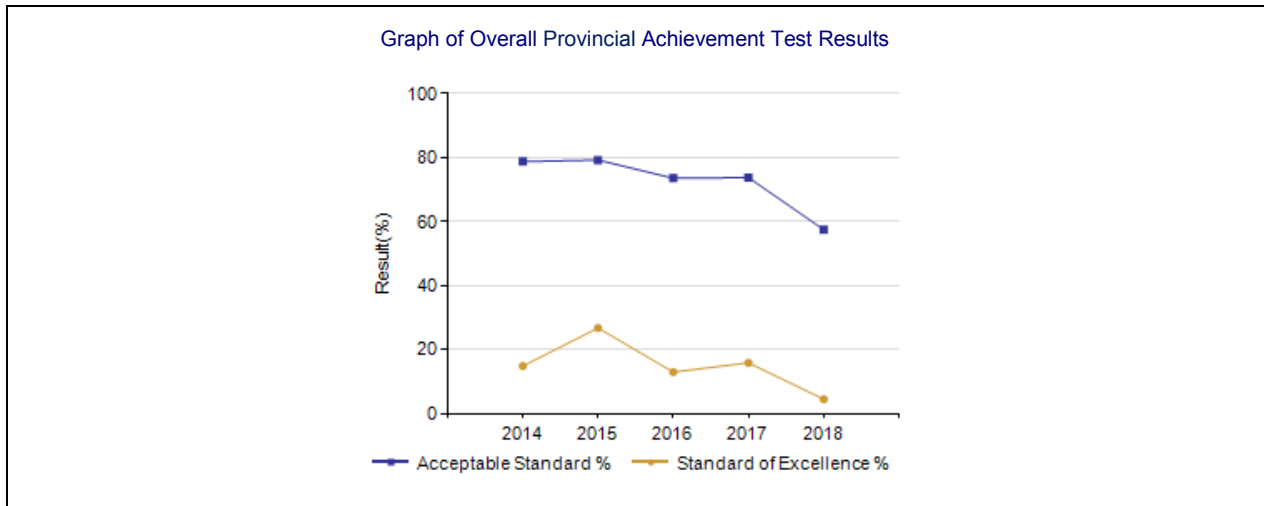
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.8	89.5	87.6	78.1	75.0	75.1	79.0	78.4	80.1	78.5	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	100.0	90.9	100.0	100.0	86.3	88.1	88.9	90.2	85.8	89.3	89.7	90.5	90.4	90.3
Parent	63.6	78.9	84.2	56.3	50.0	63.9	69.9	67.9	70.1	71.1	73.1	74.2	74.8	75.1	74.6

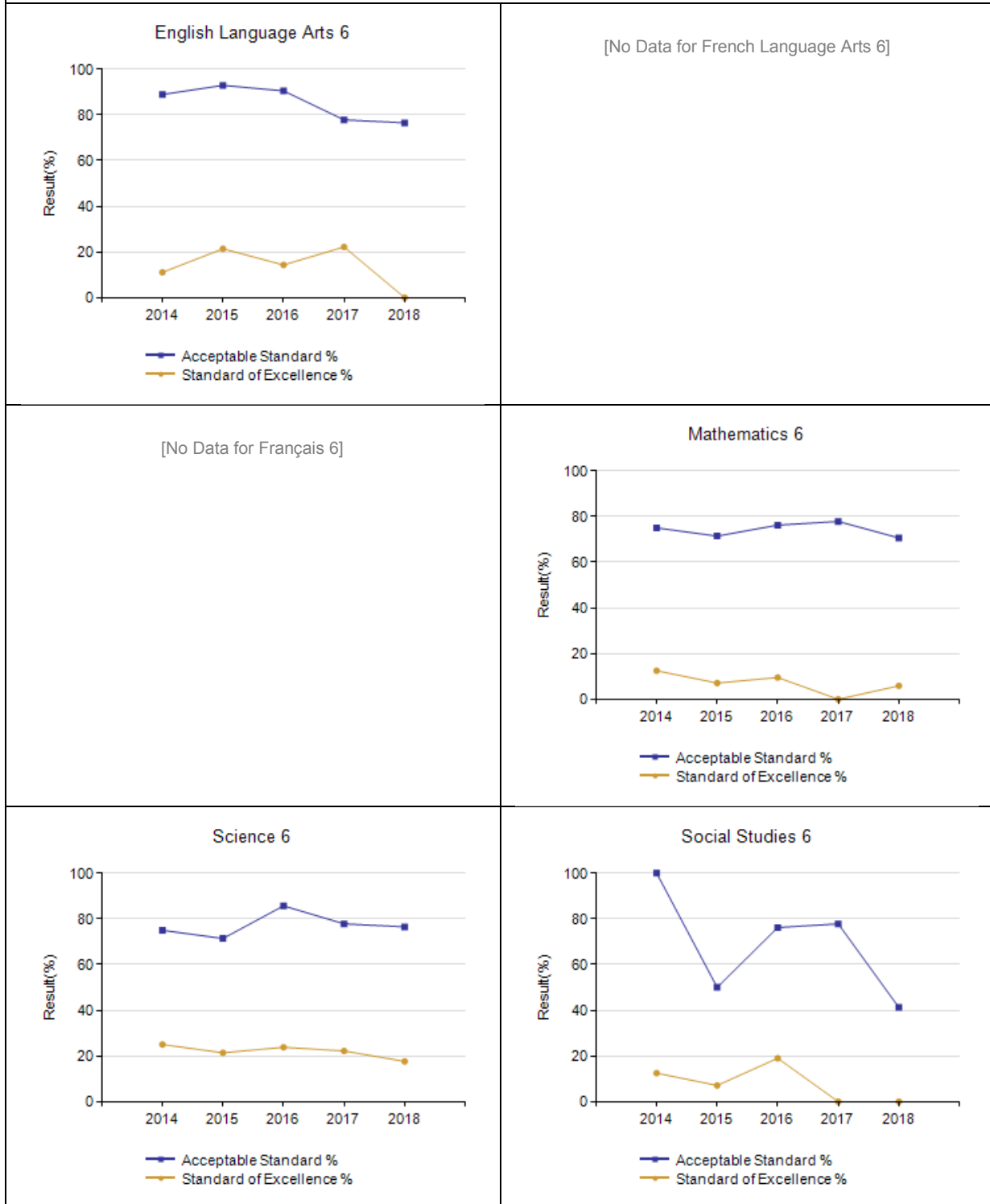


Provincial Achievement Test Results – Measure Details

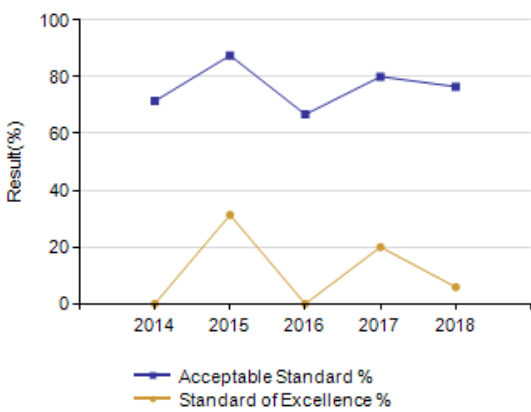
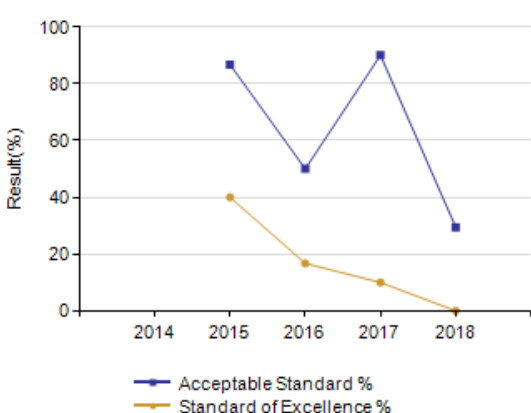
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	88.9	11.1	92.9	21.4	90.5	14.3	77.8	22.2	76.5	0.0		
	Authority	87.8	19.5	83.4	17.5	87.1	18.2	89.6	19.3	84.9	10.7		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.8	5.6	70.6	35.3	84.6	7.7	75.9	3.4	100.0	5.6		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	75.0	12.5	71.4	7.1	76.2	9.5	77.8	0.0	70.6	5.9		
	Authority	82.3	15.6	73.2	11.2	75.4	10.8	75.4	11.1	68.4	7.7		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	75.0	25.0	71.4	21.4	85.7	23.8	77.8	22.2	76.5	17.6		
	Authority	81.9	29.3	76.9	25.5	84.7	29.0	82.8	35.9	80.4	28.1		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	100.0	12.5	50.0	7.1	76.2	19.0	77.8	0.0	41.2	0.0		
	Authority	76.7	18.1	69.8	16.0	77.3	25.6	77.1	22.7	72.9	18.6		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	71.4	0.0	87.5	31.3	66.7	0.0	80.0	20.0	76.5	5.9		
	Authority	76.0	10.8	72.2	9.1	74.3	13.1	82.4	12.8	71.4	7.5		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	54.5	4.5	42.9	0.0	66.7	9.5	73.7	5.3	42.9	0.0		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.5	12.5	85.7	0.0	88.9	11.1	85.7	14.3	76.9	0.0		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	*	*	86.7	40.0	50.0	16.7	90.0	10.0	29.4	0.0		
	Authority	69.4	13.5	58.0	11.7	60.5	9.2	67.5	13.2	53.5	8.2		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.0	10.0	52.6	5.3	64.3	3.6	57.7	11.5	48.0	16.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	71.4	28.6	81.3	50.0	58.3	0.0	50.0	20.0	64.7	5.9		
	Authority	77.3	20.0	70.3	14.0	73.4	16.3	77.2	20.3	73.8	16.5		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.2	26.3	40.0	0.0	75.0	30.0	66.7	23.8	54.5	18.2		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	71.4	14.3	87.5	31.3	58.3	8.3	60.0	30.0	23.5	0.0		
	Authority	66.2	19.8	56.9	14.0	58.4	12.8	68.0	17.6	56.6	12.4		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.9	4.3	28.6	7.1	78.9	21.1	57.9	36.8	35.0	10.0		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		



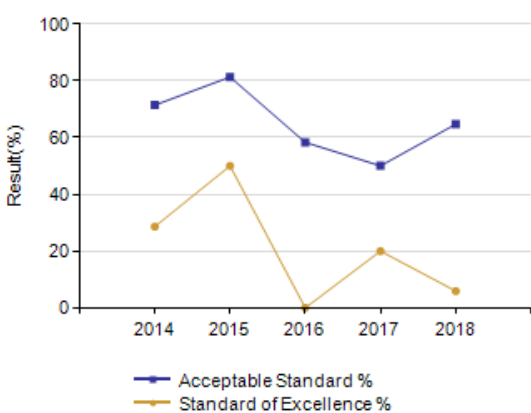
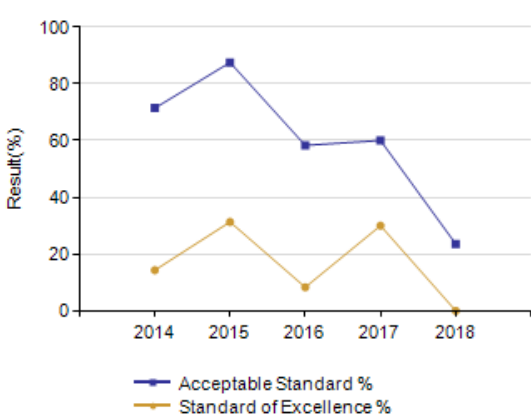
Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">English Language Arts 9</p>  <table border="1" data-bbox="227 294 755 703"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>72</td> <td>0</td> </tr> <tr> <td>2015</td> <td>88</td> <td>32</td> </tr> <tr> <td>2016</td> <td>68</td> <td>0</td> </tr> <tr> <td>2017</td> <td>80</td> <td>20</td> </tr> <tr> <td>2018</td> <td>76</td> <td>6</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	72	0	2015	88	32	2016	68	0	2017	80	20	2018	76	6	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	72	0																	
2015	88	32																	
2016	68	0																	
2017	80	20																	
2018	76	6																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p>  <table border="1" data-bbox="227 1281 755 1690"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>88</td> <td>40</td> </tr> <tr> <td>2016</td> <td>50</td> <td>18</td> </tr> <tr> <td>2017</td> <td>92</td> <td>10</td> </tr> <tr> <td>2018</td> <td>30</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	0	0	2015	88	40	2016	50	18	2017	92	10	2018	30	0	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	0	0																	
2015	88	40																	
2016	50	18																	
2017	92	10																	
2018	30	0																	

Graph of Provincial Achievement Test Results by Course

<p style="text-align: center;">Science 9</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>72</td> <td>28</td> </tr> <tr> <td>2015</td> <td>82</td> <td>50</td> </tr> <tr> <td>2016</td> <td>58</td> <td>0</td> </tr> <tr> <td>2017</td> <td>50</td> <td>20</td> </tr> <tr> <td>2018</td> <td>65</td> <td>5</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	72	28	2015	82	50	2016	58	0	2017	50	20	2018	65	5	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	72	28																	
2015	82	50																	
2016	58	0																	
2017	50	20																	
2018	65	5																	
<p style="text-align: center;">Social Studies 9</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>72</td> <td>15</td> </tr> <tr> <td>2015</td> <td>88</td> <td>32</td> </tr> <tr> <td>2016</td> <td>58</td> <td>8</td> </tr> <tr> <td>2017</td> <td>60</td> <td>30</td> </tr> <tr> <td>2018</td> <td>22</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2014	72	15	2015	88	32	2016	58	8	2017	60	30	2018	22	0	<p>[No Data for Social Studies 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2014	72	15																	
2015	88	32																	
2016	58	8																	
2017	60	30																	
2018	22	0																	

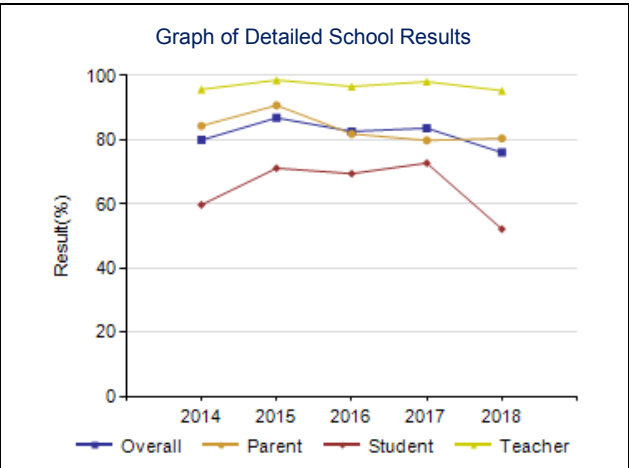
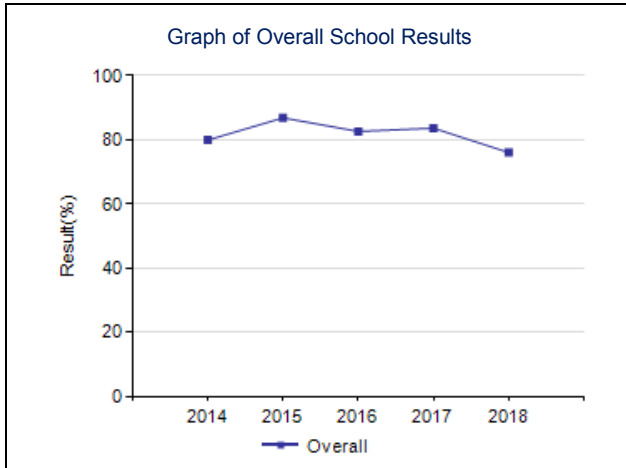
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Cornerstone Christian Academy							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Maintained	Issue	17	76.5	15	87.0	51,540	83.5	48,248	82.7
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	15	19.3	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	17	70.6	15	75.1	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Maintained	Concern	17	5.9	15	5.6	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Low	Maintained	Issue	17	76.5	15	78.3	51,517	78.8	48,180	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	17.6	15	22.5	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	17	41.2	15	68.0	51,525	75.1	48,170	71.4
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	15	8.7	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	17	76.5	13	78.1	46,822	76.1	44,296	76.5
	Standard of Excellence	Very Low	Maintained	Concern	17	5.9	13	17.1	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	17	29.4	12	75.6	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Declined Significantly	Concern	17	0.0	12	22.2	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	17	64.7	13	63.2	46,810	75.7	44,341	74.1
	Standard of Excellence	Low	Declined	Issue	17	5.9	13	23.3	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very Low	Declined Significantly	Concern	17	23.5	13	68.6	46,840	66.7	44,267	65.6
	Standard of Excellence	Very Low	Declined Significantly	Concern	17	0.0	13	23.2	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

Program of Studies – Measure Details

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.9	86.8	82.6	83.6	76.0	77.0	78.1	77.4	78.8	76.5	81.3	81.3	81.9	81.9	81.8
Teacher	95.7	98.6	96.6	98.1	95.3	85.5	86.2	84.6	86.5	82.3	87.5	87.2	88.1	88.0	88.4
Parent	84.3	90.7	81.8	79.8	80.4	74.4	77.1	76.1	76.8	76.6	79.9	79.9	80.1	80.1	79.9
Student	59.7	71.1	69.4	72.7	52.1	71.1	71.0	71.6	73.0	70.7	76.6	76.9	77.5	77.7	77.2



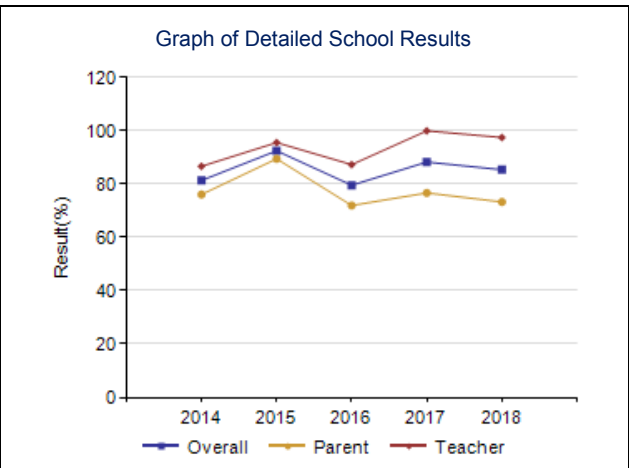
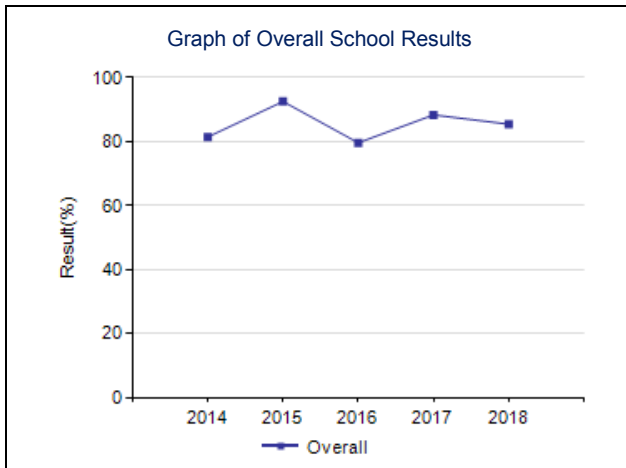
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

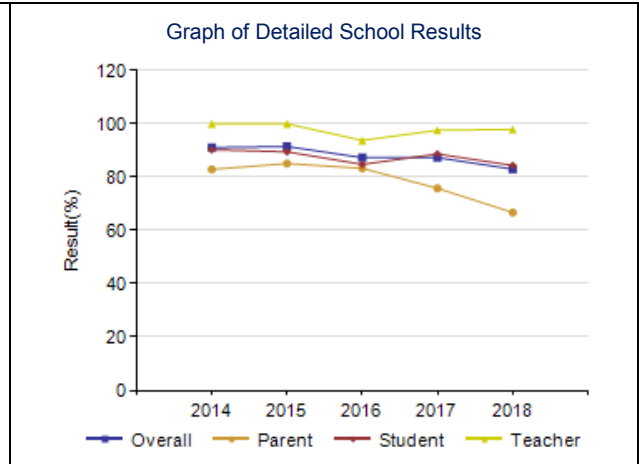
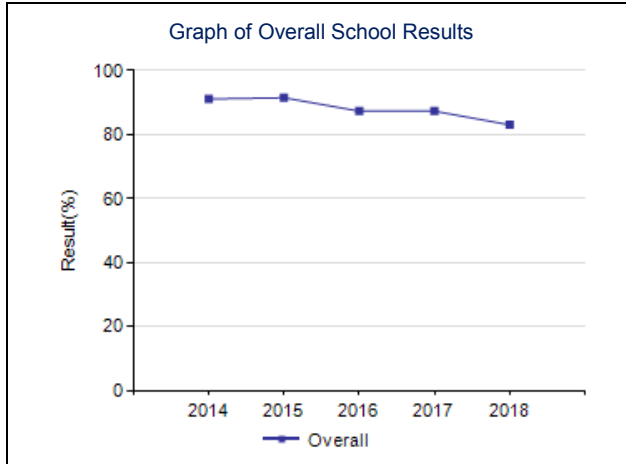
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.4	92.5	79.6	88.3	85.4	74.9	75.2	77.8	77.2	75.6	80.6	80.7	80.9	81.2	81.2
Teacher	86.7	95.6	87.3	100.0	97.5	83.1	83.8	84.9	84.3	83.0	88.0	88.1	88.4	88.5	88.9
Parent	76.1	89.5	72.0	76.7	73.3	66.6	66.5	70.6	70.1	68.2	73.1	73.4	73.5	73.9	73.4



Education Quality – Measure Details

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

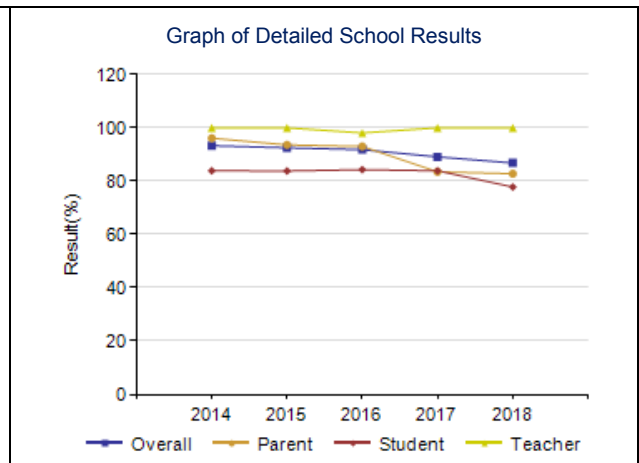
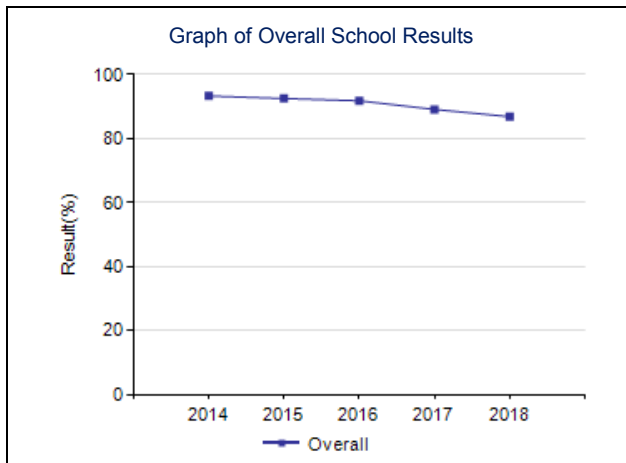
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.1	91.5	87.3	87.3	83.0	87.6	88.5	88.0	88.7	87.6	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	100.0	93.8	97.6	97.9	95.5	96.5	94.9	96.2	95.1	95.5	95.9	96.0	95.9	95.8
Parent	82.9	85.1	83.3	75.8	66.7	79.9	82.8	83.2	83.3	82.1	84.7	85.4	86.1	86.4	86.0
Student	90.3	89.5	84.8	88.7	84.4	87.2	86.1	85.8	86.5	85.5	87.3	87.4	88.0	88.1	88.2



Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.3	92.5	91.8	89.1	86.8	87.7	88.0	87.2	87.5	86.6	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	100.0	98.1	100.0	100.0	95.9	95.1	95.4	94.9	94.4	95.3	95.4	95.4	95.3	95.0
Parent	96.1	93.6	93.0	83.5	82.8	84.9	87.4	85.9	87.0	86.0	88.9	89.3	89.8	89.9	89.4
Student	83.9	83.8	84.3	83.9	77.8	82.4	81.5	80.3	80.7	79.4	83.1	83.0	83.4	83.3	82.5



School Improvement – Measure Details

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.9	89.4	84.9	77.5	77.8	70.3	75.0	77.1	78.5	75.7	79.8	79.6	81.2	81.4	80.3
Teacher	*	88.9	90.9	*	100.0	71.5	73.0	77.2	81.4	76.7	81.3	79.8	82.3	82.2	81.5
Parent	80.6	94.7	80.0	75.0	50.0	61.9	74.9	77.8	76.3	75.6	77.0	78.5	79.7	80.8	79.3
Student	79.2	84.6	83.9	79.9	83.3	77.4	77.0	76.3	77.6	74.7	81.2	80.7	81.5	81.1	80.2

