



**ANNUAL EDUCATION RESULTS REPORT and THREE-YEAR EDUCATION PLAN**  
**Cornerstone Christian Academy Authority**  
**November 2019**

## Cornerstone Christian Academy

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### Message from the Board Chair

Cornerstone Christian Academy has completed its first full year of operation once more as an accredited private school. Praise God for His faithfulness! After almost ten years as an alternative program under the public system, learning how to operate independently once again has been, and continues to be, an adventure. It was a good year - exciting, challenging, sometimes exhausting and yet always full of blessings. It was marvelous to see staff, students, parents and the larger community pull together to make things work. Once again we are indebted to everyone who pitched in to help - and especially to our administration team (Alan Welde and Michelle Stewart) for their countless extra and unpaid hours of hard work.

Unfortunately, last year did end with the school in a deficit position. It costs nearly \$1 million annually to operate a school the size of Cornerstone. Approximately 50% of our funding comes from Alberta Education, another 25% from tuition and the remaining through fundraising and donations. Last year we raised nearly \$150,000 through fundraising and donations, but that was not quite enough. For 2019/20 we are projecting a donation/fundraising need of ~\$250,000. Please pray and tell others of our need so that God may put people and resources in place to keep the school financially on track. We are confident that as our Lord has provided for us over the past 30+ years, He will continue to do.

As the apostle Paul wrote to the Ephesians many long years ago: "I pray that you would be able to comprehend, along with all the saints, how wide and long and high and deep [God's] love is, and that you would be able to know the love of Christ that surpasses knowledge, so that you may be filled to all the fullness of God. Now to him, who is able, according to the power that is at work within us, to do infinitely more than we can ask or imagine, to him be the glory in the church and in Christ Jesus throughout all generations, forever and ever! Amen." - Eph 3:18-21 (EHV)

Cornerstone was built to share this amazing message! The Christian worldview is a way of thinking that gives infinite hope, fulfillment, purpose, meaning and provides a tremendously high view of humanity. Through Jesus Christ, every person is a unique and precious Child of God. It is a blessing to have a school in which we can freely proclaim the message of God's grace, His forgiveness and His love. May God continue to bless and strengthen our school so that we may continue to bring this message of hope to the broader communities in which we live.

Deanna Margel

Chair

The Cornerstone Christian Academy of Camrose

### Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 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 2018/2019 school year and the Three Year Education Plan for 2019/ 2022 on January 9, 2020.

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. At the present time, 104 students are enrolled at Cornerstone.

## Trends and Issues

While we are operating as an accredited private school in the 2019/2020 school year, our schedule and academic program rely heavily on the foundation established in previous years as an alternative program within Battle River School Division. We continue to improve our 2018/2019 performance by building on last year's successes and experiences. The majority of our students in Grades One through Twelve attended CCA in the 2018/2019 school year, as did all of our current seven teaching staff.

While we do not have data as an independent school from the 2017/2018 school year, we use the 2017/2018 and 2018/2019 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."

Last year's "Trends and Issues" expressed the concern "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 were confident that the 2018/2019 education results would surpass those of the 2017/2018 school year, and they did. We see increased student engagement through consistent behavior expectations, approaches to student management, and an emphasis on meeting course outcomes. The teaching staff desire to be part of this program, and the families whose students are enrolled in the school have made a considerable financial commitment for their students to attend.

Our foremost accomplishment is that we are open, and we are providing our students with a supportive, safe learning environment. An indicator of this is that our school climate has been described as "positive", "kind", and "gentle." We have sufficient staff to instruct all classes and provide supervision.

An additional accomplishment is our dedicated parent support. Parent involvement includes parent volunteers in the classroom, parents assisting with maintenance duties, parents providing coaching expertise for our after-school sports program, and parent assistance with hot lunches and library activities.

Our most significant challenge is the provision of quality programming for secondary students. In many cases, we have small groups of students enrolled in different courses receiving instruction from the same teacher in the same room at the same time. Our elementary and junior high students are double-graded, but each junior high grade receives instruction at its grade level. The challenge of quality programming includes the difficulty of finding adequate resources. Battle River School Division removed their print resources at the school when Cornerstone was closed as an alternative program within the public school system. In this last year, Cornerstone purchased most of the required textbooks, and continues to borrow some resources from other school divisions.

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 accessing Alberta Education resources is giving us the assistance we need to maintain academic rigour.

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

### Summary of Accomplishments

- Purchased textbooks to replace ones that had been removed during the transition from public to private school
- Purchased library materials and additional instructional technology
- A Junior Boys Basketball team, a Junior Girls Basketball Team, and a MiniDunkers Basketball team competed with local school teams
- Developed our own CCA student reporting system
- Grade 11 and 12 students assisted local seniors in lefse preparation for the annual "Kingman Lutefisk Supper"
- Wood chips were harrowed on the playground and more wood chips were added to make it safer
- Grades K – 7 went on a Field Trip to "Jurassic Forest" where they learned about related Science Curricula
- Students were able to participate in presentations at the school on Farm Safety
- Students were able to participate in Cross Country Meet and Track and Field Events
- We held two large fundraising events, one in the fall and one in the spring, with a supper and auction
- We were able to visit local churches with a promotional video and information about our school
- Students were able to participate in an extra-curricular Shakespeare Production of Love's Labour's Lost in May, putting on 3 shows for the community in Camrose at the Bailey Theater
- A team of local clergy participated in weekly Secondary Chapels
- Formalized a "Volunteer Policy" in which parents can reduce their children's tuition through monitored volunteer service at the school

**Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

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	95.6	86.8	89.3	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.4	76.0	80.7	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	95.2	83.0	85.9	90.2	90.0	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.0	2.2	0.7	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	79.4	66.7	73.9	79.1	78.0	77.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.8	57.4	68.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	10.7	4.4	11.0	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	84.4	81.6	83.6	83.7	83.1	*	*	*
	Diploma: Excellence	*	6.3	10.2	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	47.6	44.4	54.4	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	90.0	71.4	77.0	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	40.6	70.9	59.9	59.0	58.7	58.7	Low	Declined	Issue
	Work Preparation	90.9	75.0	80.2	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	93.7	82.4	82.6	82.9	83.0	83.5	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	98.6	85.4	84.5	81.3	81.2	81.1	Very High	Improved Significantly	Excellent
Continuous Improvement	School Improvement	82.6	77.8	80.1	81.0	80.3	81.0	Very High	Maintained	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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.
12. The data in these tables come from student results and student/parent/staff surveys when Cornerstone Christian was part of Battle River School Division.
13. 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 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.2	73.5	73.7	57.4	76.8	75	Intermediate	Maintained	Acceptable	80	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	26.7	12.9	15.8	4.4	10.7	15	Low	Maintained	Issue	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, support, and retain experienced teachers.
- Incorporate suggestions from Dr. Christian Klaue in meeting the social and academic needs of students.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.5	80.6	80.0	84.4	*	80	*	*	*	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.0	8.3	16.0	6.3	*	15	*	*	*	15	15	15

### 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, support, and retain experienced teachers.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	87.9	75.0	80.0	66.7	79.4	85	High	Maintained	Good	90	90	90
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	60.8	68.8	50.0	44.4	47.6	75	Intermediate	Maintained	Acceptable	80	80	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.1	0.0	0.0	2.2	0.0	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	71.1	34.8	74.2	70.9	40.6	75	Low	Declined	Issue	75	75	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	84.6	75.0	71.4	90.0		Very High	Maintained	Excellent			

**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, support, and retain experienced teachers.

Performance Measure	Results (in percentages)					Target				Evaluation			Targets			
	2015	2016	2017	2018	2019	2019				Achievement	Improvement	Overall	2020	2021	2022	
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					88.1	85.4	79.9	82.4	93.7	85	Very High	Improved Significantly	Excellent	85	85	85

**Strategies**

- "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.
- Encourage parent participation as classroom volunteers and in extracurricular sports activities to increase opportunities available for students to demonstrate success.

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful**

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

<b>Comment on Results</b>
<ul style="list-style-type: none"> <li>No data is reported due to the fact there were fewer than six self-identified FNMI students enrolled at CCA.</li> </ul>
<b>Strategies</b>
<ul style="list-style-type: none"> <li>Staff will increase their knowledge of best practices for FNMI students through independent study and professional development.</li> <li>Ensure that Social Studies, Language Arts, and Religion curricula include respect and appreciation for all individuals and cultures and faiths.</li> <li>Opportunities for field trips are encouraged to take advantage of FNMI cultural sites.</li> <li>Seek out opportunities for grade appropriate FNMI presentations for students</li> </ul>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	86.8	82.6	83.6	76.0	87.4	80	Very High	Improved	Excellent	80	80	80

#### 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 Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	92.5	91.8	89.1	86.8	95.6	95	Very High	Improved	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.5	87.3	87.3	83.0	95.2	90	Very High	Improved Significantly	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.	89.5	87.6	78.1	75.0	90.9		Very High	Improved	Excellent	85	85	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	87.8	82.6	67.1	76.0	89.5		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.5	79.6	88.3	85.4	98.6	85	Very High	Improved Significantly	Excellent	85	85	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	89.4	84.9	77.5	77.8	82.6	85	Very High	Maintained	Excellent	85	85	90

### Strategies

- Staff will model Cornerstone's belief that all students are treated with dignity and respect in a safe, caring, and orderly learning environment.
  - Encourage parent involvement in classroom activities and extracurricular events.
  - Proactive communication from teachers and administrator to parents.
  - Schedule 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.
  - Maintain proactive communication from teachers and administrator to parents regarding behaviour expectations, engagement and academic success.
  - Continued diligence to be paid to high academic standards and measures.
  - Ensure that all Alberta Education Curriculum changes are thoroughly reviewed with staff
  - "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.

# Cornerstone Christian Academy Three Year Plan 2019/2020 - 2021/2022

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

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

**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 for the services provided and to build community.

<b>Literacy</b>	Enhance depth and academic rigour in the area of literacy.	<ul style="list-style-type: none"> <li>• Utilize the Collaborative Response Model to Assess, Identify, and Intervene with students in need</li> <li>• Develop a Literacy Intervention Program for Grades One through Four students who perform below Grade Level according to BAS scores</li> <li>• All students will improve their reading skills by demonstrating one year's growth in the 2019/2020 school year</li> <li>• Model "Growth Mindset"</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning to identify effective teaching strategies and feedback, especially in the areas of vocabulary and reading comprehension</li> <li>• Adjust IPP's based on formative and summative information gathered by teachers</li> <li>• All students will achieve a year's growth in reading level as identified by BAS assessments</li> <li>• Staff receive training in Read and Write for Google</li> <li>• Students will receive training to use Read and Write for Google</li> </ul>
<p>Success Stories:</p> <ol style="list-style-type: none"> <li>1. Teachers are deliberately including literacy instruction in their classrooms. Literacy instruction is incorporated across all subject areas, for example, with development of academic vocabulary in secondary classes.</li> </ol>			
<b>Numeracy</b>	Enhance depth and academic rigour in the area of numeracy	<ul style="list-style-type: none"> <li>• Utilize the Collaborative Response Model to Assess, Identify, and Intervene with students in need</li> <li>• Instruction will include a focus on building on skills from previous units to help retention of topics</li> <li>• Model "Growth Mindset" and instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust IPP's based on formative and summative information gathered by teachers</li> </ul>
<p>Success Stories:</p> <ol style="list-style-type: none"> <li>1. Teachers are deliberately including numeracy instruction in their classrooms in line with Numeracy framework. Numeracy instruction is incorporated across all subject areas.</li> </ol>			

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

### Future Challenges

The primary challenge of our school community is to increase our student population. The level of services we have established to be successful and allow for growth requires more students than we currently have. The Three year Plan/AERR Report clearly shows that we have a healthy school that is meeting the needs of our students and the expectations of our parents. Our challenge is to maintain and build upon these accomplishments while increasing our involvement in our community. As the community gains confidence in our school and our students, we will see the growth needed for our school to thrive long term.

### Summary of Financial Results

Budget Highlights	2018-2019 Budget	2018-2019 Actual	Percentage of Budget	Percentage of Actuals
<b>Revenues</b>				
Alberta Education (excluding Home Education)	\$502,761	\$499,502	57.99%	59.65%
Alberta Education (Home Education)	\$0	\$0	0.00%	0.00%
Other Gov't of Alberta	\$0	\$5,320	0.00%	0.64%
Tuition	\$67,400	\$155,180	7.77%	18.53%
Non-Instructional Fees	\$156,600	\$0	18.06%	0.00%
Gifts & Donations	\$138,000	\$65,178	15.92%	7.78%
Other Sales & Service	\$2,288	\$0	0.26%	0.00%
Gross School Generated Funds	\$0	\$93,923	0.00%	11.22%
Amortization of Capital Allocations	\$0	\$18,239	0.00%	2.18%
<b>Total Revenue</b>	<b>\$867,049.00</b>	<b>\$837,342.00</b>	<b>100%</b>	<b>100%</b>
<b>Expenditures</b>				
Salaries	\$495,903	\$549,065	57.20%	53.01%
Services, contracts and Supplies	\$192,300	\$261,374	22.18%	25.23%
Specific Program (S.D.,E.L.,ESL)	\$4,948	\$0	0.57%	0.00%
Home Education (includes salaries)	\$0	\$0	0.00%	0.00%
Gross School Generated Funds	\$0	\$93,923	0.00%	9.07%
Capital and Debt Services	\$173,875	\$131,402	20.05%	12.69%
<b>Total Expenditure</b>	<b>\$867,026</b>	<b>\$1,035,764</b>	<b>100%</b>	<b>100%</b>
<b>Surplus (Deficit)</b>	<b>\$ 23</b>	<b>(\$198,422)</b>		

Total revenue for 2018/2019 was \$867,049 of which \$504,822 (58%) was received from Alberta Education in 2018/2019. Tuition/fundraising was not adequate to cover expenses in 2018/19. However, the school's actual cash flow deficit was significantly less than the \$198,422 shown in the accounting statements. Accounting practices demand the inclusion of capital amortization which we believe leads to a misrepresentation of the school's actual financial position. \$113,163 of the deficit is due to amortization calculations on the building.

The Audited Financial Statement is available for perusal at the school office. For further information on the budget please contact Jolene Wigington in the school office during regular business hours. (780-672-7197).

**Budget Summary**

<b>Budget Summary</b>	<b>2019-2020 Budget</b>	<b>Percentage of Budget</b>
<b>Revenues</b>		
Alberta Education (excluding Home Education)	\$554,550	57.58%
Alberta Education (Home Education)	\$0	0.00%
Tuition	\$5,300	0.55%
Non-Instructional Fees	\$231,450	24.03%
Gifts, Donations & Fundraising	\$169,500	17.60%
Other Sales & Service	\$2,288	0.24%
Gross School Generated Funds	\$0	0.00%
<b>Total Revenue</b>	<b>\$963,088.00</b>	<b>100%</b>
<b>Expenditures</b>		
Salaries	\$589,628	61.22%
Services, contracts and Supplies	\$197,867	20.55%
Specific Program (S.D, E.L, ESL)	\$6,597	0.68%
Home Education (includes Salaries)	\$0	0.00%
Gross School Generated Funds	\$0	0.00%
Capital and Debt Services	\$168,995	17.55%
<b>Total Expenditure</b>	<b>\$963,087.00</b>	<b>100%</b>

Surplus (Deficit) \$ 1.00

- The 2019-2020 budget is based on best estimates using actual operational information from the 2018-2019 school year. Actual data may end up being different from the estimates.
- Financial planning has been based on cautious projections. The CCA Board will continue to evaluate the volunteer policy and tuition rates on a regular basis, with the intent to adjust rates for the following school year if necessary.
- 2018-2019 financial statements were prepared by Meghan DeRoo McConnan of Grant Thornton to ensure compliance with the accounting policies prescribed by Alberta Education for Alberta private schools.
- The complete adopted Budget Report for 2019-2020 is available at the school office. For further information on the budget please contact Jolene Wigington in the school office during regular business hours. (780-672-7197)

#### **Parental Involvement**

As previously mentioned, the majority of our parents have been with the school for a long time and parental involvement and satisfaction is at a great place on a parent – teacher level and on a volunteer level. We know the small number of parents in our school community limits this; however, we would like to develop other ways for our parents to be active in our school community. This year we will be looking at forming small committees and groups to help give parents more input at the governing level. We have already established committees including: Fundraising, and Promotions/Development. As we anticipate growth in our school over the next few years, a priority will be to involve and integrate new families into our school community.

#### **Timelines and Communication**

- This 2019 – 2022 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. Stakeholders were invited to submit their opinions, thoughts, ideas, and concerns regarding school operations via questionnaire, open discussion at parent meetings, and dialogue with school administration 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 (January 2, 2020) 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.

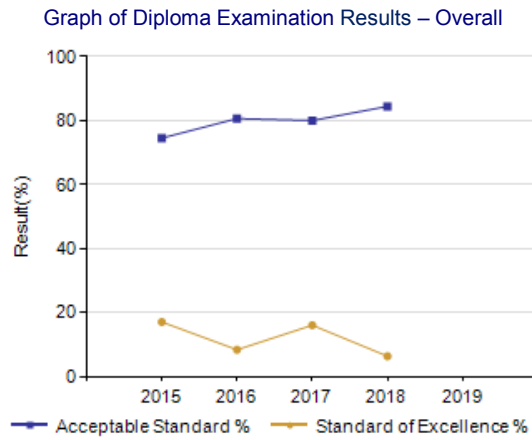
## **APPENDIX – Measure Details**

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

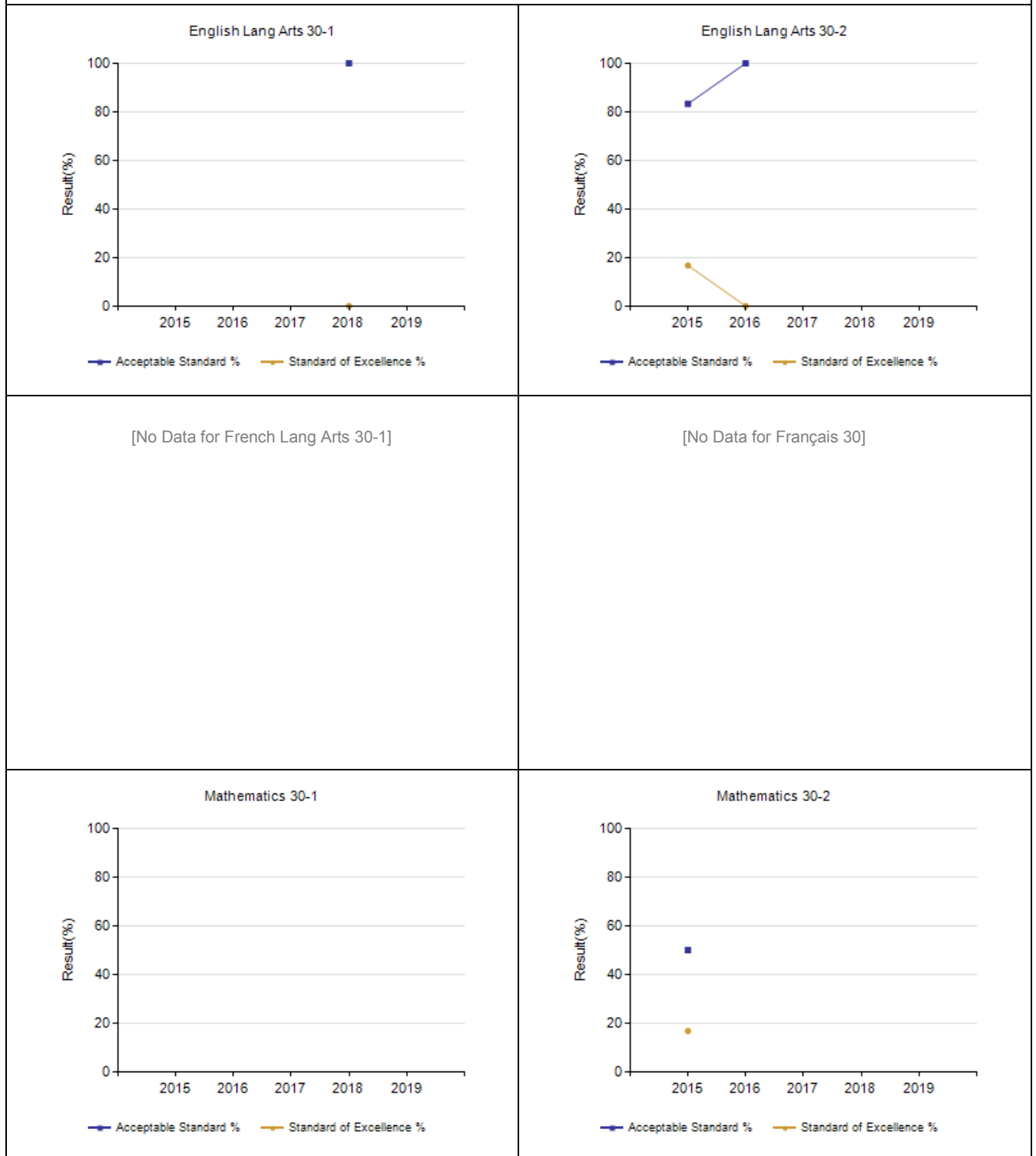


# Diploma Examination Results – Measure Details

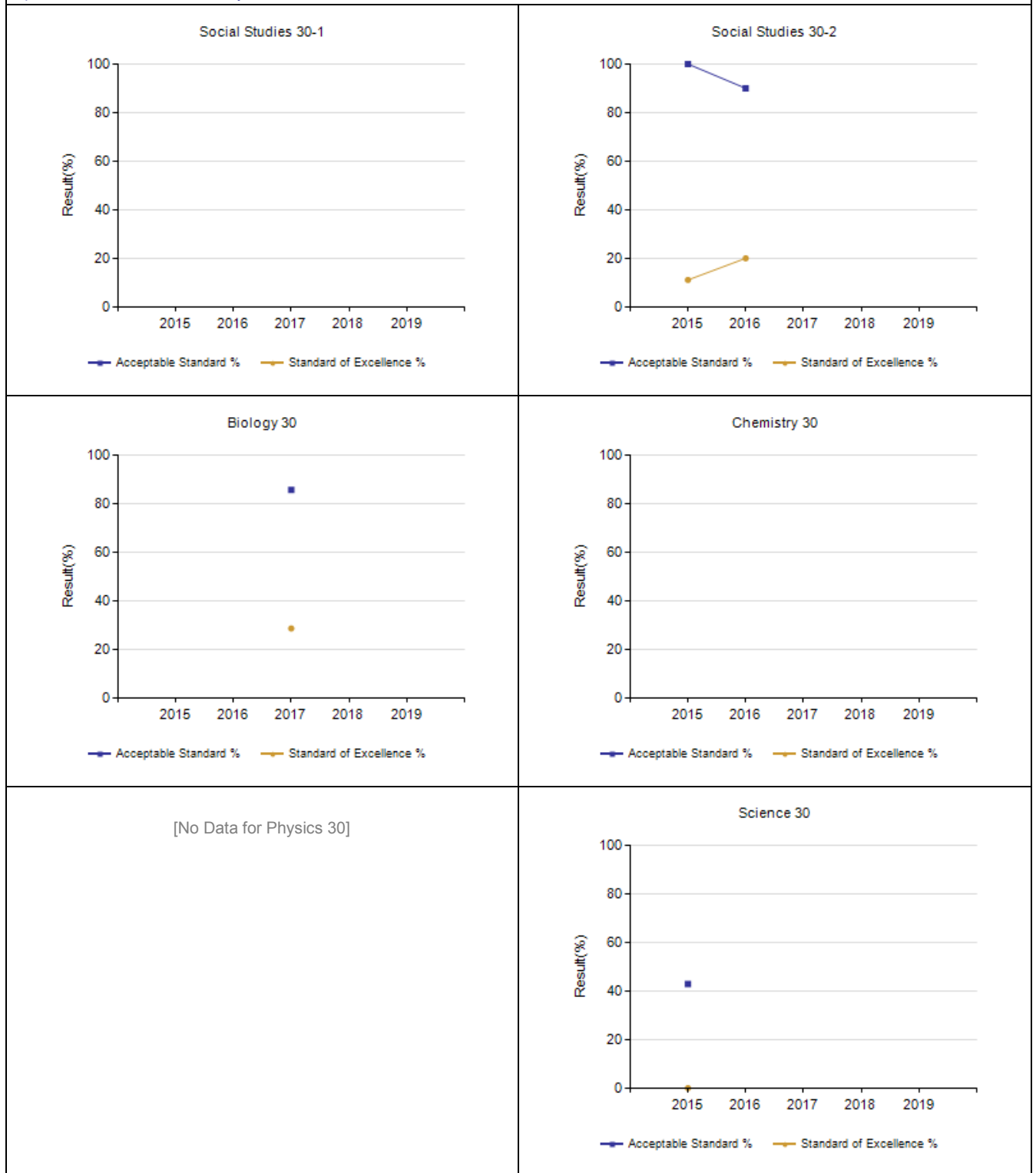
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	*	*	*	*	100.0	0.0	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	School	83.3	16.7	100.0	0.0	*	*	*	*	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
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	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	School	*	*	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	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	School	50.0	16.7	*	*	*	*	*	*	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	School	*	*	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	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	School	100.0	11.1	90.0	20.0	*	*	*	*	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	School	n/a	n/a	*	*	85.7	28.6	n/a	n/a	*	*		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	School	*	*	*	*	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	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	School	*	*	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	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	School	42.9	0.0	*	*	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	*	*		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		



Diploma Examination Results by Course



Diploma Examination Results by Course

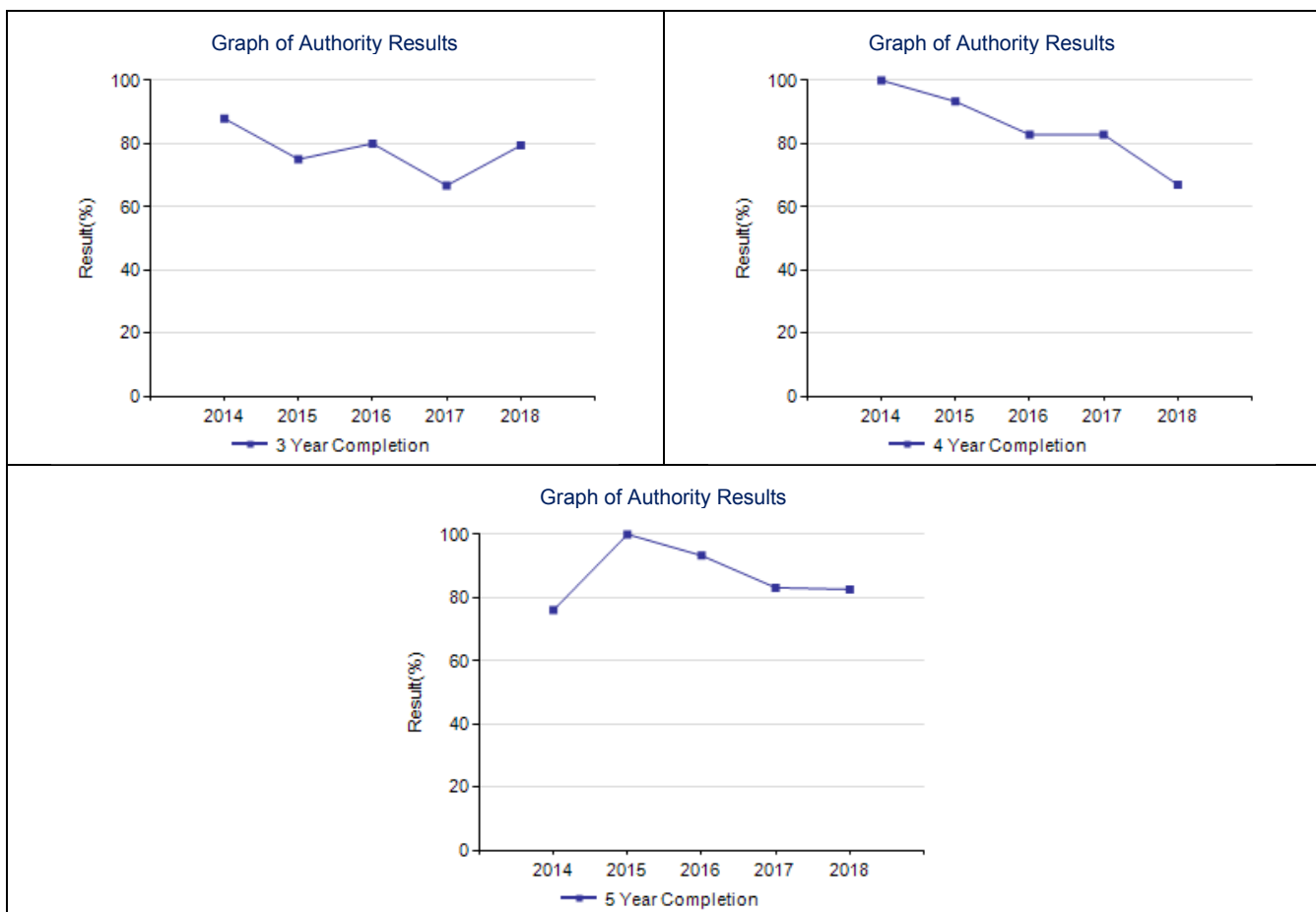


Diploma Examination Results Course By Course Summary With Measure Evaluation

		Cornerstone Christian Academy							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	100.0	29,832	86.8	30,091	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	*	*	*	2	*	8	100.0	16,640	87.1	16,563	88.9
	Standard of Excellence	*	*	*	2	*	8	0.0	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	14,465	76.5	14,107	74.8
	Standard of Excellence	*	*	*	1	*	n/a	n/a	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,610	86.6	22,179	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	10	90.0	20,758	77.8	20,078	80.2
	Standard of Excellence	*	*	*	2	*	10	20.0	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	*	*	*	1	*	7	85.7	22,442	83.9	22,853	85.3
	Standard of Excellence	*	*	*	1	*	7	28.6	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	85.7	18,929	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	87.5	9,974	85.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,676	85.7	9,180	84.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,676	31.2	9,180	29.2

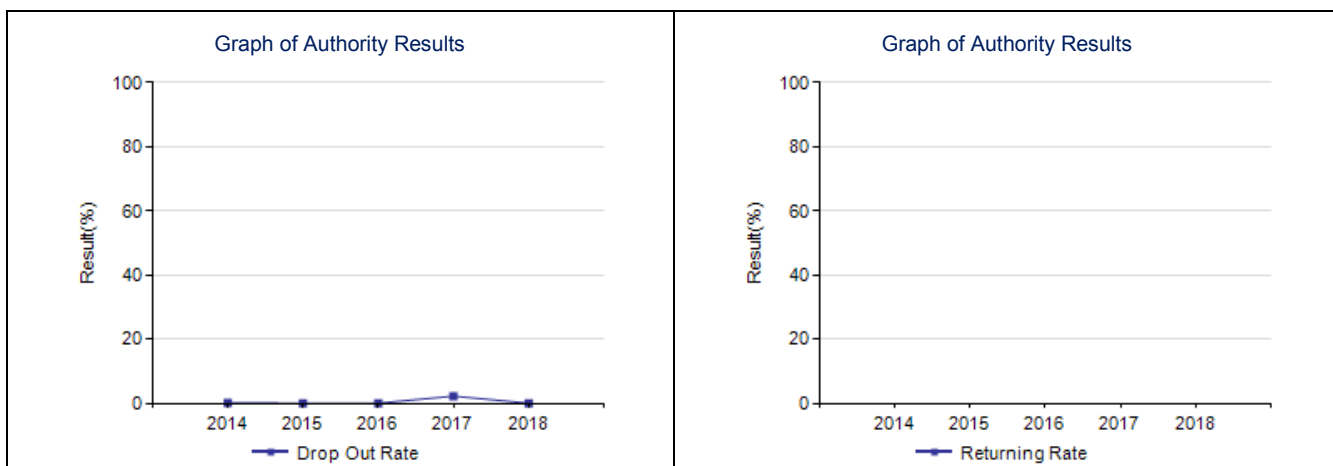
# High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	87.9	75.0	80.0	66.7	79.4	n/a	n/a	n/a	n/a	n/a	76.5	76.5	78.0	78.0	79.1
4 Year Completion	100.0	93.3	82.8	82.8	66.9	n/a	n/a	n/a	n/a	n/a	79.9	81.0	81.2	82.6	82.7
5 Year Completion	76.0	100.0	93.3	83.1	82.6	n/a	n/a	n/a	n/a	n/a	82.0	82.1	83.2	83.4	84.8



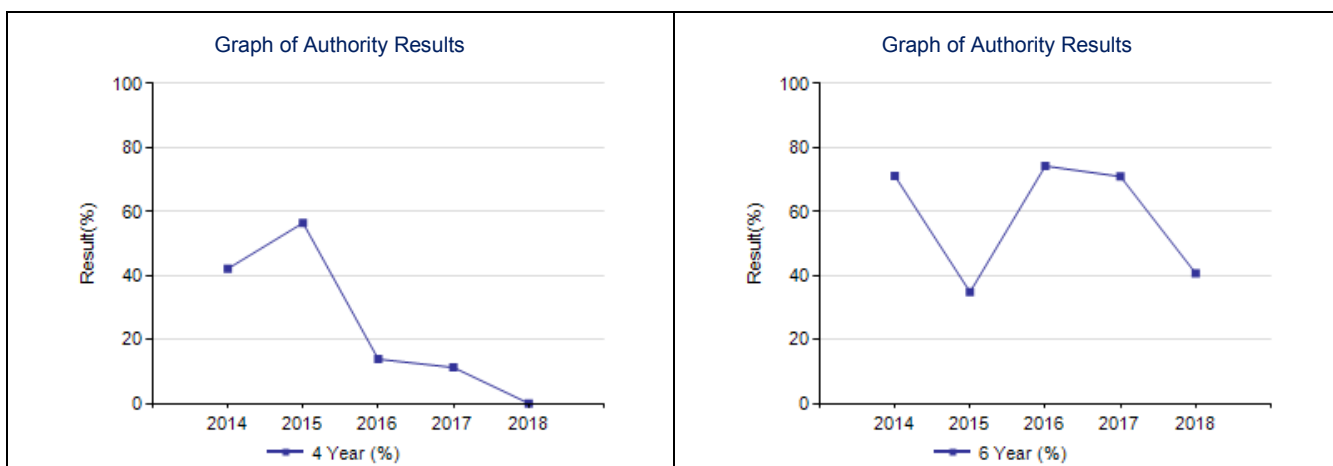
## Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.1	0.0	0.0	2.2	0.0	n/a	n/a	n/a	n/a	n/a	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	*	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	20.9	18.2	18.9	19.9	22.7



## High School to Post-secondary Transition Rate – Measure Details

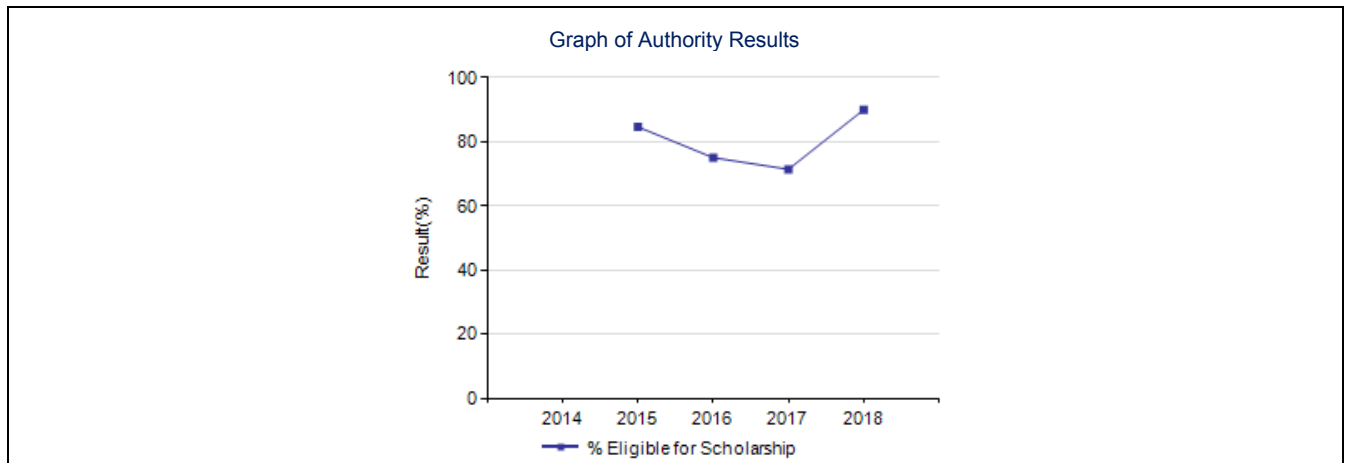
High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	42.1	56.4	13.8	11.2	0.0	n/a	n/a	n/a	n/a	n/a	38.3	37.0	37.0	39.3	40.1
6 Year Rate	71.1	34.8	74.2	70.9	40.6	n/a	n/a	n/a	n/a	n/a	59.7	59.4	57.9	58.7	59.0



### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	84.6	75.0	71.4	90.0	n/a	n/a	n/a	n/a	n/a	n/a	60.8	62.3	63.4	64.8

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
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
2018	10	8	80.0	9	90.0	7	70.0	9	90.0

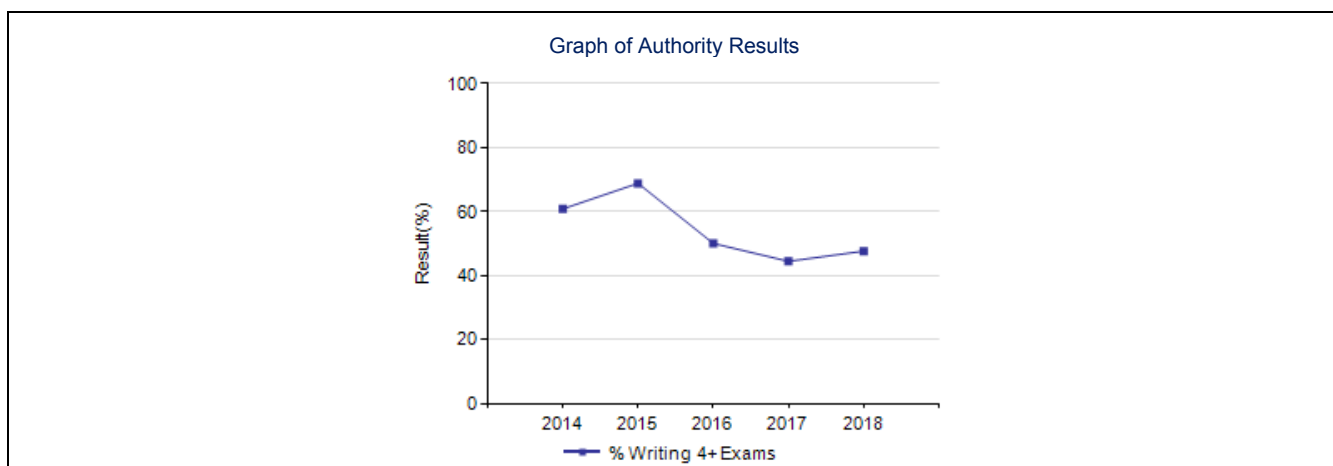




# Diploma Examination Participation Rate – Measure Details

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	12.1	12.5	20.0	44.4	12.7	n/a	n/a	n/a	n/a	n/a	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	87.9	87.5	80.0	55.6	87.3	n/a	n/a	n/a	n/a	n/a	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	87.9	75.0	80.0	55.6	87.3	n/a	n/a	n/a	n/a	n/a	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	67.6	75.0	70.0	44.4	79.4	n/a	n/a	n/a	n/a	n/a	65.0	64.7	65.2	66.1	66.8
<b>% Writing 4+ Exams</b>	<b>60.8</b>	<b>68.8</b>	<b>50.0</b>	<b>44.4</b>	<b>47.6</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>
% Writing 5+ Exams	40.5	43.8	20.0	11.1	23.8	n/a	n/a	n/a	n/a	n/a	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	27.0	0.0	0.0	11.1	15.9	n/a	n/a	n/a	n/a	n/a	13.1	13.8	13.6	13.9	14.2

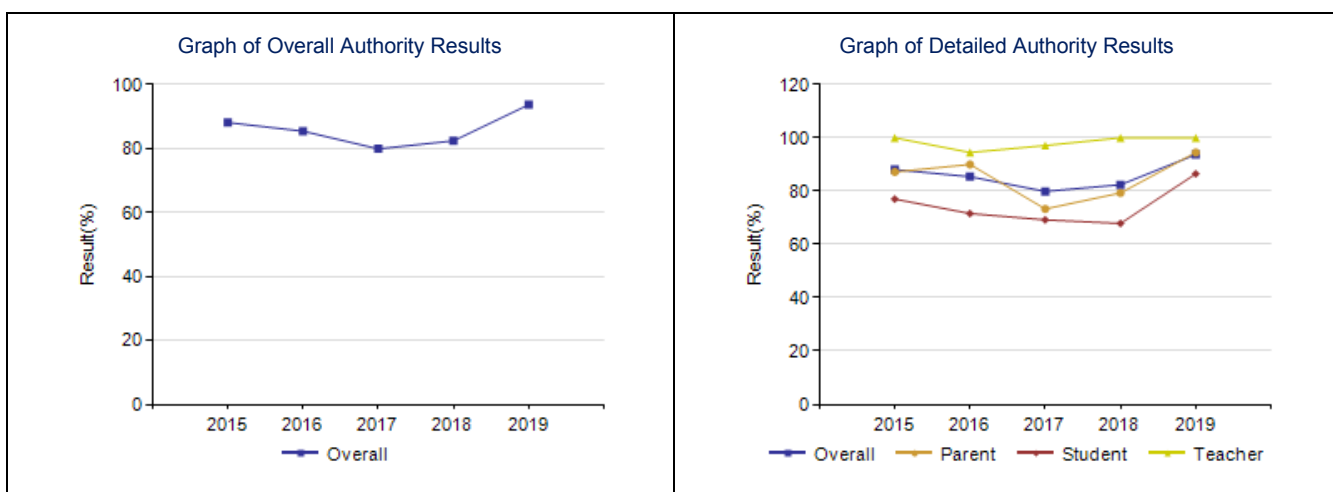


Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	33.3	31.3	30.0	44.4	50.0	n/a	n/a	n/a	n/a	n/a	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	53.3	56.3	50.0	11.1	28.6	n/a	n/a	n/a	n/a	n/a	28.0	28.7	28.7	28.8	27.8
<b>Total of 1 or more English Diploma Exams</b>	<b>86.7</b>	<b>87.5</b>	<b>80.0</b>	<b>55.6</b>	<b>78.6</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>
Social Studies 30-1	40.0	12.5	0.0	44.4	42.9	n/a	n/a	n/a	n/a	n/a	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	46.7	62.5	80.0	11.1	35.7	n/a	n/a	n/a	n/a	n/a	35.2	36.7	35.8	36.4	37.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>86.7</b>	<b>75.0</b>	<b>80.0</b>	<b>55.6</b>	<b>78.6</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	n/a	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	n/a	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	40.0	25.0	0.0	11.1	14.3	n/a	n/a	n/a	n/a	n/a	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	20.0	43.8	30.0	33.3	35.7	n/a	n/a	n/a	n/a	n/a	21.4	22.4	23.7	25.1	24.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>60.0</b>	<b>68.8</b>	<b>30.0</b>	<b>44.4</b>	<b>50.0</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>
Biology 30	33.3	43.8	30.0	44.4	35.7	n/a	n/a	n/a	n/a	n/a	41.4	40.6	40.7	41.7	42.7
Chemistry 30	46.7	37.5	10.0	11.1	28.6	n/a	n/a	n/a	n/a	n/a	34.7	35.7	35.6	35.1	35.8
Physics 30	33.3	25.0	0.0	11.1	21.4	n/a	n/a	n/a	n/a	n/a	20.0	19.9	19.3	18.6	18.7
Science 30	26.7	12.5	70.0	0.0	14.3	n/a	n/a	n/a	n/a	n/a	12.8	14.1	15.7	16.9	17.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>66.7</b>	<b>75.0</b>	<b>70.0</b>	<b>44.4</b>	<b>57.1</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	n/a	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	n/a	2.7	2.8	2.8	3.0	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>

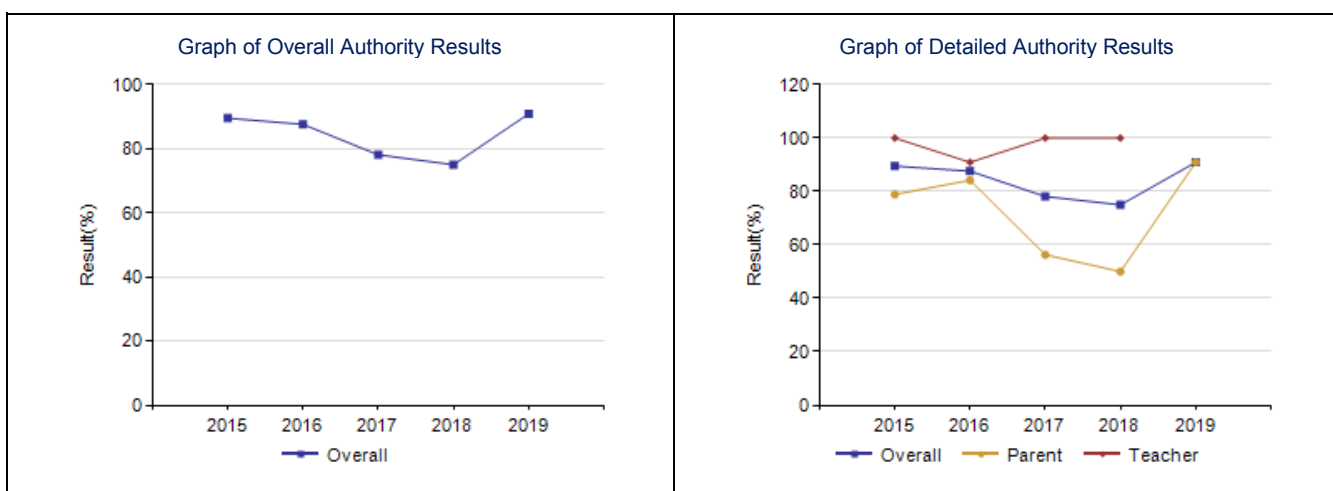
# Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.1	85.4	79.9	82.4	93.7	n/a	n/a	n/a	n/a	93.7	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	94.5	97.1	100.0	100.0	n/a	n/a	n/a	n/a	100.0	94.2	94.5	94.0	93.4	93.2
Parent	87.2	90.0	73.3	79.3	94.5	n/a	n/a	n/a	n/a	94.5	82.1	82.9	82.7	81.7	81.9
Student	77.0	71.6	69.2	67.9	86.5	n/a	n/a	n/a	n/a	86.5	74.2	74.5	74.4	73.9	73.5



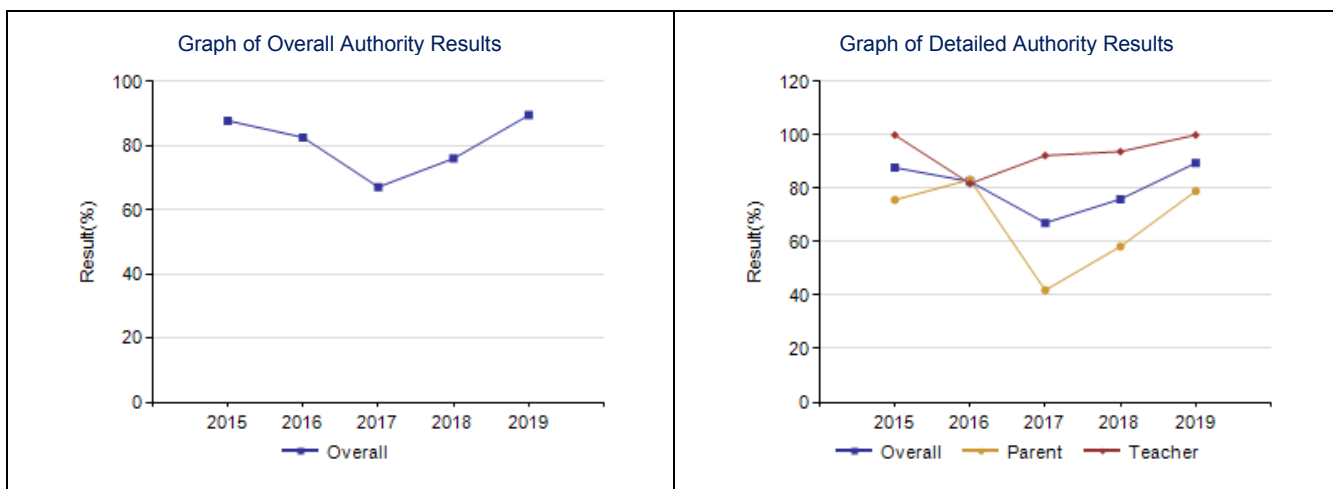
# Work Preparation – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.5	87.6	78.1	75.0	90.9	n/a	n/a	n/a	n/a	90.9	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	90.9	100.0	100.0	*	n/a	n/a	n/a	n/a	*	89.7	90.5	90.4	90.3	90.8
Parent	78.9	84.2	56.3	50.0	90.9	n/a	n/a	n/a	n/a	90.9	74.2	74.8	75.1	74.6	75.2



## Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.8	82.6	67.1	76.0	89.5	n/a	n/a	n/a	n/a	89.5	70.0	70.7	71.0	70.9	71.4
Teacher	100.0	81.8	92.3	93.8	100.0	n/a	n/a	n/a	n/a	100.0	76.0	77.3	77.3	77.8	78.8
Parent	75.7	83.3	41.9	58.3	79.0	n/a	n/a	n/a	n/a	79.0	64.0	64.2	64.8	64.0	64.0

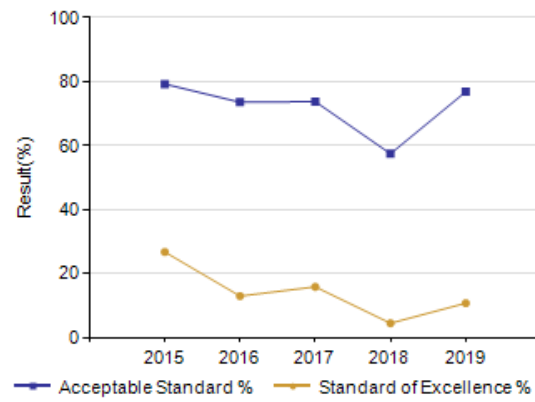


# Provincial Achievement Test Results – Measure Details

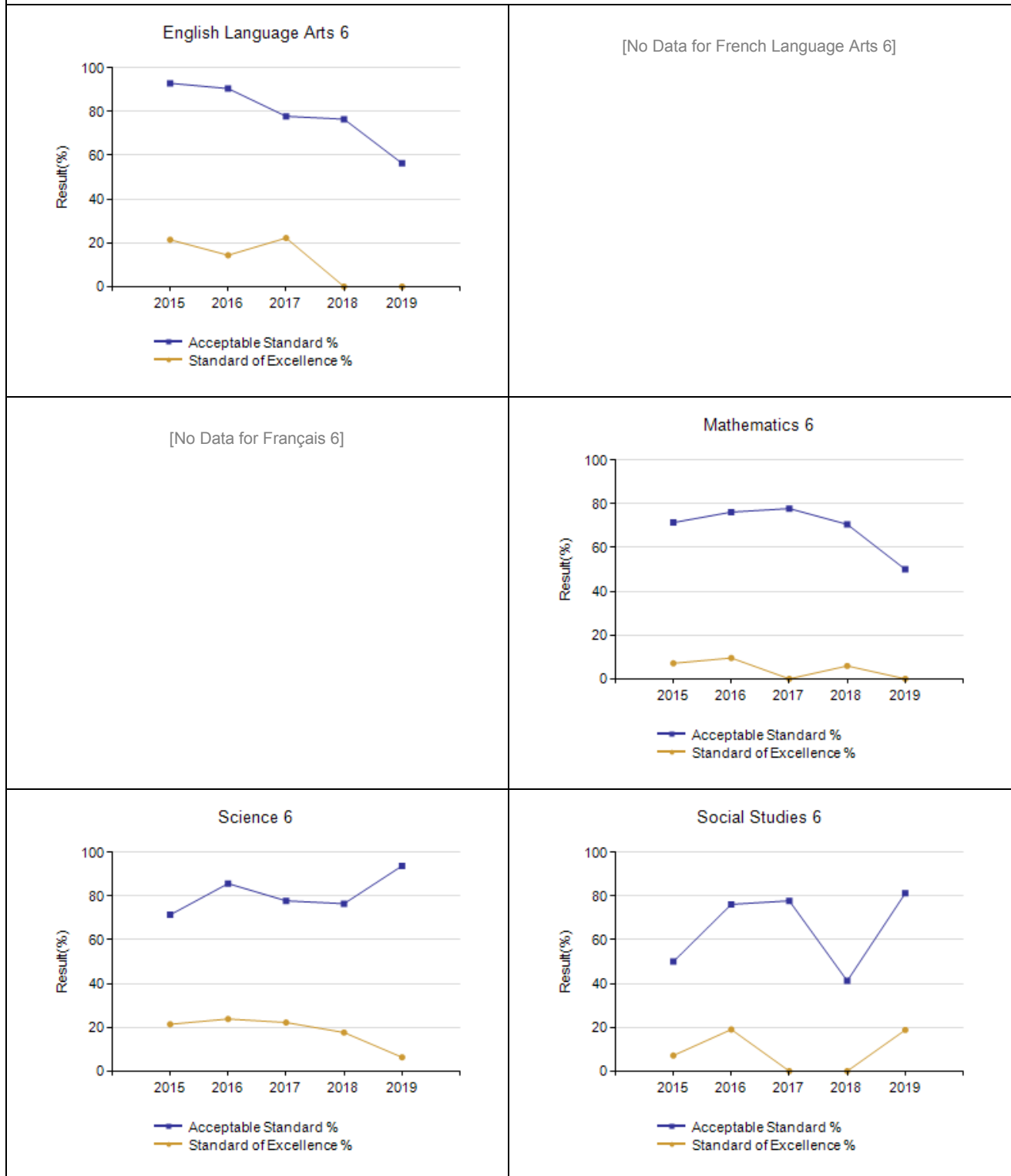
PAT Course by Course Results by Number Enrolled.

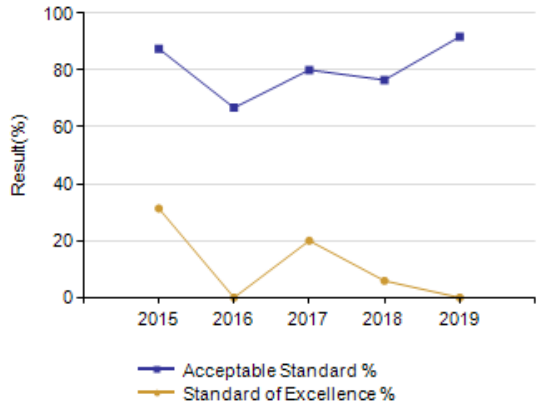
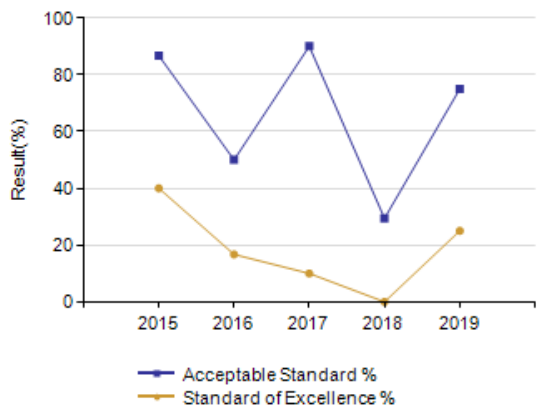
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	92.9	21.4	90.5	14.3	77.8	22.2	76.5	0.0	56.3	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.3	0.0		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	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	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	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	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	71.4	7.1	76.2	9.5	77.8	0.0	70.6	5.9	50.0	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.0	0.0		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	71.4	21.4	85.7	23.8	77.8	22.2	76.5	17.6	93.8	6.3		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93.8	6.3		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	50.0	7.1	76.2	19.0	77.8	0.0	41.2	0.0	81.3	18.8		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.3	18.8		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	87.5	31.3	66.7	0.0	80.0	20.0	76.5	5.9	91.7	0.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.7	0.0		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English 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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	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	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	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	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	86.7	40.0	50.0	16.7	90.0	10.0	29.4	0.0	75.0	25.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.0	25.0		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	*	*	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	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	81.3	50.0	58.3	0.0	50.0	20.0	64.7	5.9	83.3	25.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	25.0		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 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	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	87.5	31.3	58.3	8.3	60.0	30.0	23.5	0.0	91.7	16.7		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.7	16.7		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 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	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Graph of Overall Provincial Achievement Test Results

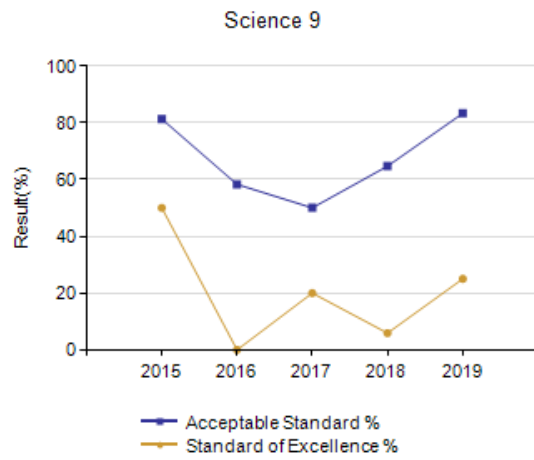


Graph of Provincial Achievement Test Results by Course

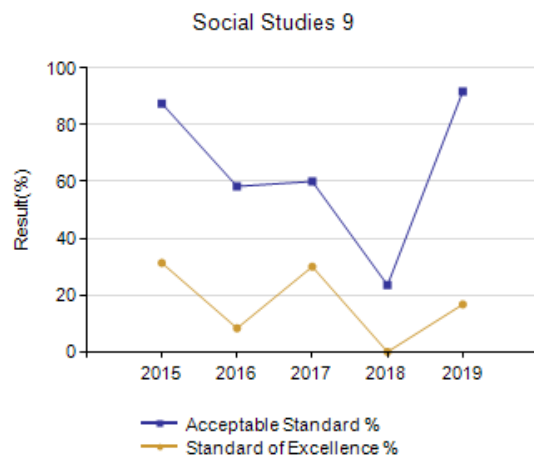


<p>English Language Arts 9</p>  <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2015</td><td>88</td><td>32</td></tr><tr><td>2016</td><td>68</td><td>0</td></tr><tr><td>2017</td><td>80</td><td>20</td></tr><tr><td>2018</td><td>78</td><td>8</td></tr><tr><td>2019</td><td>92</td><td>0</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2015	88	32	2016	68	0	2017	80	20	2018	78	8	2019	92	0	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	88	32																	
2016	68	0																	
2017	80	20																	
2018	78	8																	
2019	92	0																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p>Mathematics 9</p>  <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></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>90</td><td>10</td></tr><tr><td>2018</td><td>30</td><td>0</td></tr><tr><td>2019</td><td>75</td><td>25</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2015	88	40	2016	50	18	2017	90	10	2018	30	0	2019	75	25	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	88	40																	
2016	50	18																	
2017	90	10																	
2018	30	0																	
2019	75	25																	

Graph of Provincial Achievement Test Results by Course



[No Data for Science 9 KAE]



[No Data for Social Studies 9 KAE]



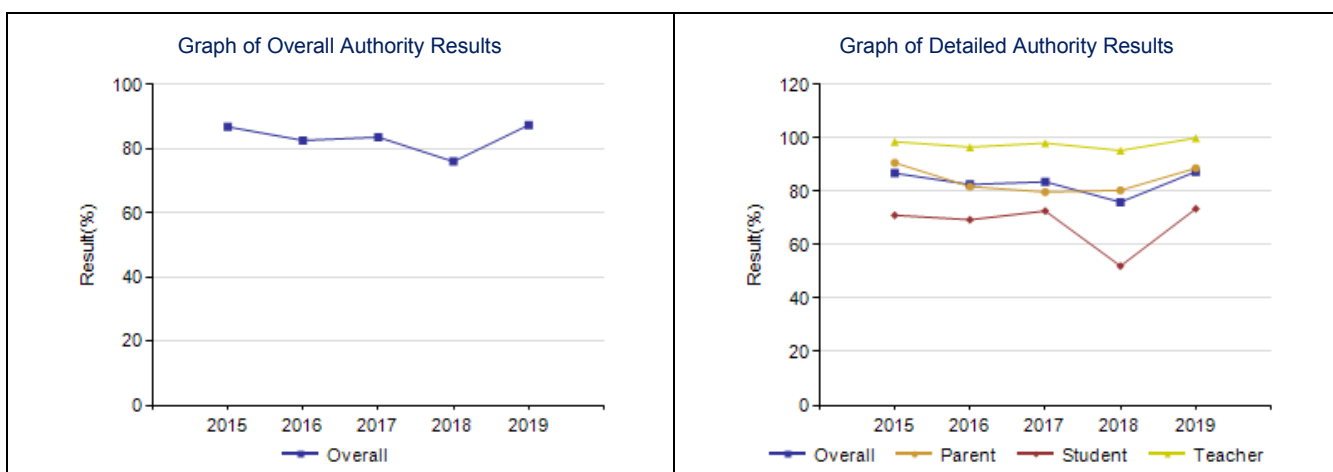
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Cornerstone Christian Academy							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Declined	Concern	16	56.3	16	81.6	54,820	83.2	49,573	82.9
	Standard of Excellence	Very Low	Declined	Concern	16	0.0	16	12.2	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Very Low	Declined	Concern	16	50.0	16	74.9	54,778	72.5	49,502	71.5
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	16	5.1	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Very High	Improved	Excellent	16	93.8	16	80.0	54,879	77.6	49,520	77.9
	Standard of Excellence	Very Low	Declined	Concern	16	6.3	16	21.2	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	Improved	Good	16	81.3	16	65.0	54,802	76.2	49,511	73.1
	Standard of Excellence	Intermediate	Improved	Good	16	18.8	16	6.3	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	12	91.7	13	74.4	47,465	75.1	45,363	76.6
	Standard of Excellence	Very Low	Declined	Concern	12	0.0	13	8.6	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	High	Maintained	Good	12	75.0	13	56.5	46,764	60.0	44,959	64.7
	Standard of Excellence	Very High	Improved	Excellent	12	25.0	13	8.9	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	Improved	Excellent	12	83.3	13	57.7	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Improved	Excellent	12	25.0	13	8.6	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very High	Improved Significantly	Excellent	12	91.7	13	47.3	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	12	16.7	13	12.8	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

## 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.

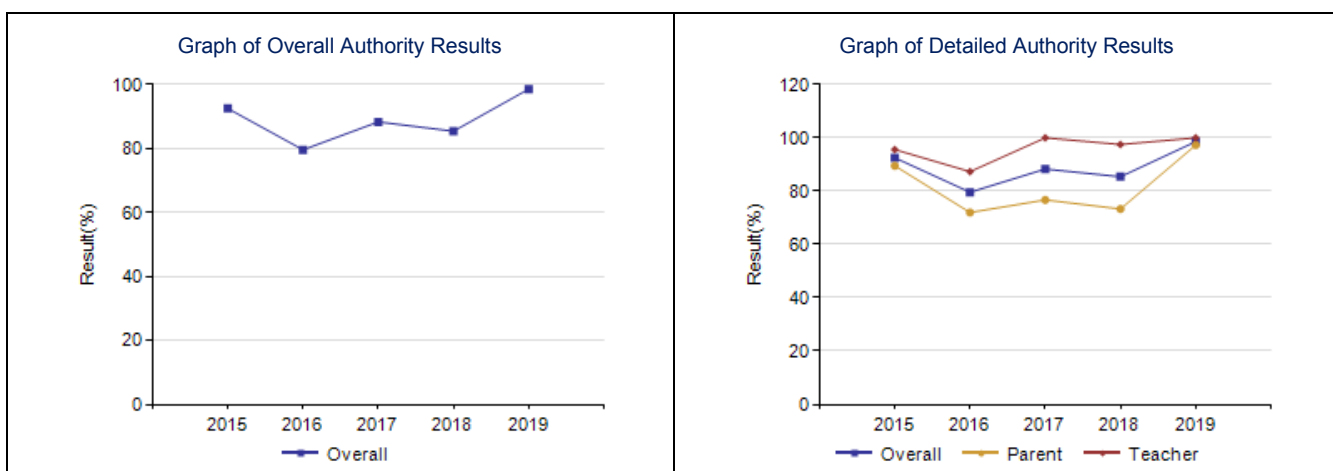
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.8	82.6	83.6	76.0	87.4	n/a	n/a	n/a	n/a	87.4	81.3	81.9	81.9	81.8	82.2
Teacher	98.6	96.6	98.1	95.3	100.0	n/a	n/a	n/a	n/a	100.0	87.2	88.1	88.0	88.4	89.1
Parent	90.7	81.8	79.8	80.4	88.7	n/a	n/a	n/a	n/a	88.7	79.9	80.1	80.1	79.9	80.1
Student	71.1	69.4	72.7	52.1	73.5	n/a	n/a	n/a	n/a	73.5	76.9	77.5	77.7	77.2	77.4



## Parental Involvement – Measure Details

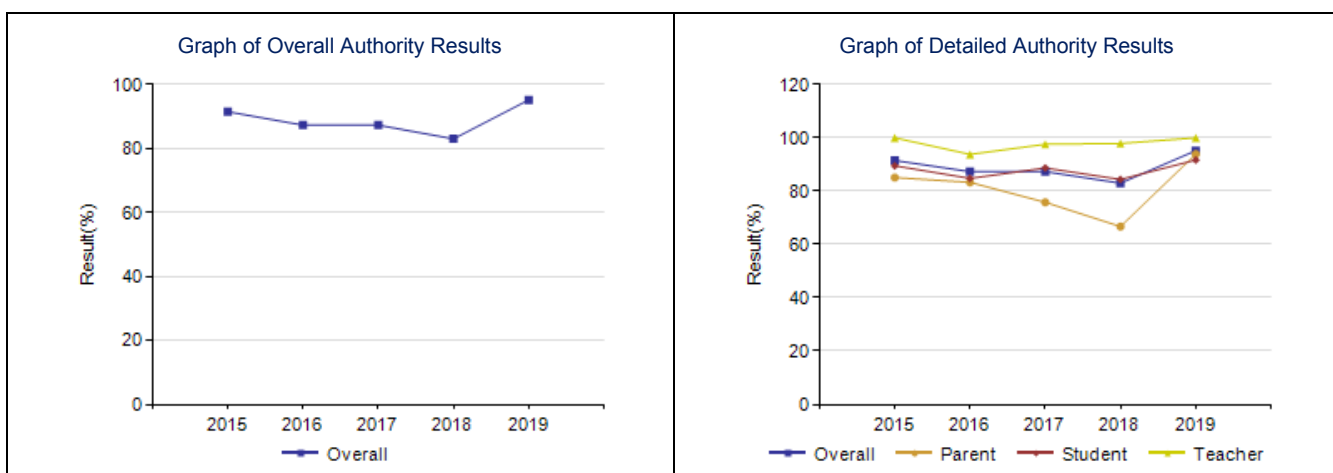
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.5	79.6	88.3	85.4	98.6	n/a	n/a	n/a	n/a	98.6	80.7	80.9	81.2	81.2	81.3
Teacher	95.6	87.3	100.0	97.5	100.0	n/a	n/a	n/a	n/a	100.0	88.1	88.4	88.5	88.9	89.0
Parent	89.5	72.0	76.7	73.3	97.3	n/a	n/a	n/a	n/a	97.3	73.4	73.5	73.9	73.4	73.6



## Education Quality – Measure Details

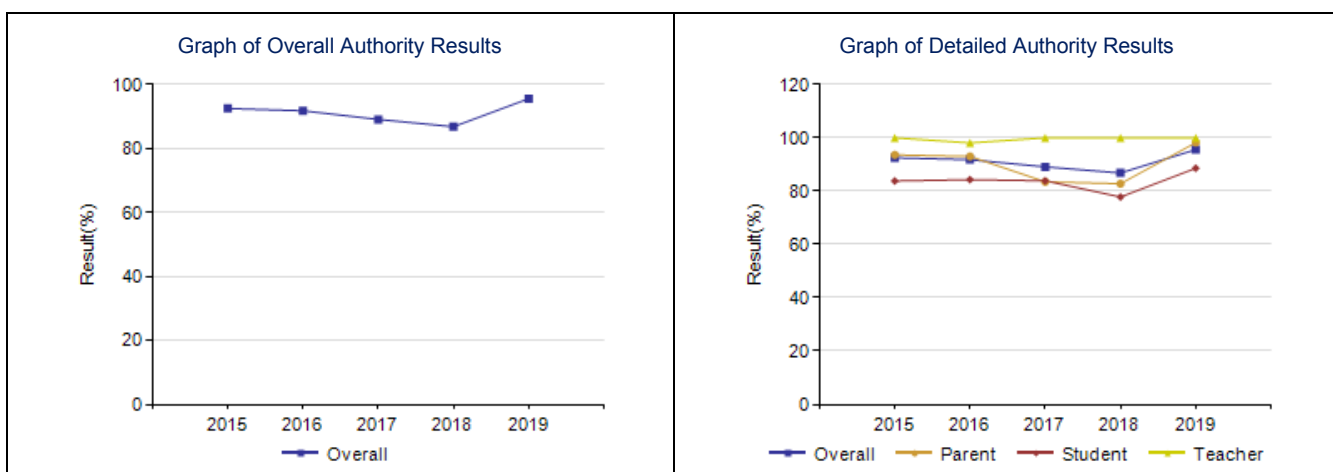
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.5	87.3	87.3	83.0	95.2	n/a	n/a	n/a	n/a	95.2	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	93.8	97.6	97.9	100.0	n/a	n/a	n/a	n/a	100.0	95.9	96.0	95.9	95.8	96.1
Parent	85.1	83.3	75.8	66.7	93.9	n/a	n/a	n/a	n/a	93.9	85.4	86.1	86.4	86.0	86.4
Student	89.5	84.8	88.7	84.4	91.7	n/a	n/a	n/a	n/a	91.7	87.4	88.0	88.1	88.2	88.1



## 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.5	91.8	89.1	86.8	95.6	n/a	n/a	n/a	n/a	95.6	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	98.1	100.0	100.0	100.0	n/a	n/a	n/a	n/a	100.0	95.4	95.4	95.3	95.0	95.1
Parent	93.6	93.0	83.5	82.8	98.2	n/a	n/a	n/a	n/a	98.2	89.3	89.8	89.9	89.4	89.7
Student	83.8	84.3	83.9	77.8	88.6	n/a	n/a	n/a	n/a	88.6	83.0	83.4	83.3	82.5	82.3



### 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.4	84.9	77.5	77.8	82.6	n/a	n/a	n/a	n/a	82.6	79.6	81.2	81.4	80.3	81.0
Teacher	88.9	90.9	*	100.0	*	n/a	n/a	n/a	n/a	*	79.8	82.3	82.2	81.5	83.4
Parent	94.7	80.0	75.0	50.0	77.3	n/a	n/a	n/a	n/a	77.3	78.5	79.7	80.8	79.3	80.3
Student	84.6	83.9	79.9	83.3	88.0	n/a	n/a	n/a	n/a	88.0	80.7	81.5	81.1	80.2	79.4

