



ANNUAL EDUCATION RESULTS REPORT and THREE-YEAR EDUCATION PLAN
Cornerstone Christian Academy Authority
November 2020

Cornerstone Christian Academy

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Message from the Board Chair

Cornerstone Christian Academy is now in its 34th year of operation. The second year of returning to accredited private school status has continued to be a learning curve but felt much smoother than year one. We continue to be blessed with committed leadership and a supportive community. The administrative team and board have worked hard to ensure that students are receiving the very best possible education we can provide. Staff were up to the challenge of the COVID-19 pandemic as they learned how to deliver lessons online for the last quarter of the 2019-20 school year. Again, we are indebted to Alan Welde and Michelle Stewart (administration team) for their extra time and commitment to the community and students at Cornerstone.

Financially, the school more or less broke even this year - what a blessing. We give thanks to the Lord for His provision and we give thanks for the many generous hands and hearts that donate to CCA. Fundraising continues to be a crucial part of CCA Operations. Please continue to pray and tell others of our need so that God may put people and resources in place to keep the school financially on track.

Our Lord declares: "Fear not, for I am with you; Be not dismayed, for I am your God. I will strengthen you, Yes, I will help you, I will uphold you with My righteous right hand." - Isaiah 41:10 (NKJV)

In these uncertain and tumultuous times, and as COVID 19 continues to wreak havoc in our country, God's promise remains. We do not need to be afraid, we are not alone. Nothing can separate us from the love of God that is in Christ Jesus (Romans 8:39). It is a blessing and honor to be part of Cornerstone Christian Academy as it continues to share this message of hope.

Deanna Margel
Chair

The Cornerstone Christian Academy of Camrose

Accountability Statement

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing August 31, 2020 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 2019/2020 school year and the Three Year Education Plan for 2020/ 2023 on November 24, 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, 113 students are enrolled at Cornerstone.

Trends and Issues

While we are operating as an accredited private school in the 2020/2021 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 2019/2020 performance by building on last year's successes and experiences. The majority of our students in Grades One through Twelve attended CCA in the 2019/2020 school year, as did all of our current seven teaching staff.

School data included in this document under Year 2015, 2016, 2017 and 2018 are from when the school was under BRSD's Authority. School data included in this document under Year 2019 and 2020 are from our years as an Independent Private School. There are no PAT and Diploma measures information for 2020 due to COVID-19. We use the results of all these given years to guide our instruction and practice.

An issue in compiling our survey results is that not enough teachers from our staff of seven completed the survey, resulting in a suppression of teacher "voice". Six teachers completed the survey in 2019 survey; five teachers completed the 2020 survey. The limited number of parent responses also skews the parent voice in our measure statements. In 2019, 44 parents responded to the survey; in 2020, only 24 parents responded.

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."

Our foremost accomplishment is 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. For example, parents volunteer in the classroom, library, and assist with maintenance duties.

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. Cornerstone continues to purchase textbooks as required for growing class sizes.

Networking with other ASCI and AISCA schools and accessing Alberta Education resources gives us the assistance we need to maintain academic rigour and professional development.

The culminating "concern" of the 2019/2020 school year was the impact that COVID had on our students' engagement and performance, and in the engagement of our school community. Some families chose alternate learning environments (Koinonia Christian Online homeschool) for this current year due to health concerns.

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 as needed for increased class sizes
- Purchased library materials and projectors for senior high classrooms
- A Junior Boys Volleyball team, a Senior Boys Volleyball team, a Junior Boys Basketball team, a Junior Girls Basketball Team, a Senior Boys Basketball Team, and a MiniDunkers Basketball team competed with local school teams
- Grade 11 and 12 students assisted local seniors in lefse preparation for the annual "Kingman Lutfisk Supper"
- Students were able to participate in presentations at the school on Farm Safety
- Students were able to participate in Cross Country Meet and Track
- We held one large fundraising event in the fall, with a supper and auction
- A team of local clergy participated in weekly Secondary Chapels
- Made a successful transition from in-class instruction and learning to online instruction and learning in March
- We had a "CCA Remote Learning Survey" in May which collected data on student workload, learning experience, communication with teachers, and challenges/successes with Remote Learning. The results were analyzed to improve the delivery of our on-line program during the remainder of the school year, as well as for what to do this coming year if we'll be required to go online again.

Combined 2020 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	The Cornerstone Christn Acdmty			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	95.7	95.6	95.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.5	87.4	87.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	90.7	95.2	95.2	90.3	90.2	90.1	Very High	Declined	Good
	Drop Out Rate	2.2	n/a	n/a	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	88.8	n/a	n/a	79.7	79.1	78.4	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	76.8	76.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	10.7	10.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	38.1	n/a	n/a	56.4	56.3	55.6	Low	n/a	n/a
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	33.4	n/a	n/a	60.1	59.0	58.5	Very Low	n/a	n/a
	Work Preparation	79.2	90.9	90.9	84.1	83.0	82.7	High	Declined	Acceptable
	Citizenship	94.8	93.7	93.7	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	99.2	98.6	98.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.4	82.6	82.6	81.5	81.0	80.9	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 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.5	73.7	57.4	76.8	NA	75	*	*	*	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).	12.9	15.8	4.4	10.7	NA	15	*	*	*	15	15	15
Comment <ul style="list-style-type: none"> Due to COVID, no PAT Exams were written 												

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 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.6	80.0	84.4	*	NA	80	*	*	*	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.3	16.0	6.3	*	NA	15	*	*	*	15	15	15
Comment <ul style="list-style-type: none"> Due to COVID, no Diploma Exams were written 												

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		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	75.0	80.0	66.7	79.4	88.8	85	Very High			90	90	90
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	68.8	50.0	44.4	47.6	38.1	75	Low			75	75	75
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	2.2	0.0	2.2	0	Very High			0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	34.8	74.2	70.9	40.6	33.4	70	Very Low			70	70	70
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	84.6	75.0	71.4	90.0	*							

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		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.4	79.9	82.4	93.7	94.8	85	Very High			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)

Comment on Results
<ul style="list-style-type: none"> No data is reported due to the fact there were fewer than six self-identified FNMI students enrolled at CCA.
Strategies
<ul style="list-style-type: none"> 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. Seek out opportunities for grade appropriate FNMI presentations for students

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	82.6	83.6	76.0	87.4	83.5	80	Very High			80	80	80
Strategies	<ul style="list-style-type: none"> 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 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
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.	91.8	89.1	86.8	95.6	95.7	95	Very High			95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.3	87.3	83.0	95.2	90.7	90	Very High			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.	87.6	78.1	75.0	90.9	79.2	85	High			85	90	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>	82.6	67.1	76.0	89.5	63.0		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.6	88.3	85.4	98.6	99.2	85	Very High			85	90	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.	84.9	77.5	77.8	82.6	85.4	85	Very High			85	90	90
Comment <ul style="list-style-type: none"> Due to less than six teachers completing all survey questions, teacher voice has been suppressed in some responses for 2019 and for all responses in 2020. We found, while looking at the specific data on the Measure about lifelong learning, that 67% of our Gr 4-6 parents and 33% of our Gr 7-9 parents answered Do Not Know. If we remove those parents from the statistic the Percentage of Parents satisfied rises from 63% to 76%. 												

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, such as annual ACSI Teachers' Conference.
- 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.
- Communicate with parents the negative impact of selecting Do Not Know; rather leave question blank.

Cornerstone Christian Academy Three Year Plan 2020/2021 - 2022/2023

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

Focus	Goals:	Strategies:	Evidence:
Welcoming and Caring Learning Environment	<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 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 • Use Chapel and School activities to emphasize the Core Values of “Empathy,” “Self-Control,” “Integrity,” “Family”, and “Determination” we wish to foster in our school community • 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 events • Parent Meetings to allow discussions of concerns between parents and administration are arranged as needed 	<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 involvement in Chapel activities, and community participation [such as service projects with Kingman area seniors]
2. Staff acknowledged their appreciation for services provided by our school volunteers. Due to COVID, we were not able to host our annual “Appreciation Breakfast.”

Literacy	Enhance depth and academic rigour in the area of literacy.	<ul style="list-style-type: none"> • Utilize the Collaborative Response Model to Assess, Identify, and Intervene with students in need • Use our 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 2020/2021 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 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. 			
Numeracy	Enhance depth and academic rigour in the area of numeracy	<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
<p>Success Stories:</p> <ol style="list-style-type: none"> 1. Teachers are deliberately including numeracy instruction in their classrooms in line with Numeracy framework. Numeracy instruction is incorporated across all subject areas. 			

Teaching and Learning (21st Century)	Incorporate 21st Century Learning into our Cornerstone “model lesson”	<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 effectively
Success Stories: <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 uses 32 Chromebooks to support digital learning. 			
Faith	Make Faith and service a part of regular instruction and school culture	<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 • Adhere to a regular schedule of Elementary and Secondary Chapels. All-School Chapels will resume when Health guidelines permit. 	<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
Success Stories: <ol style="list-style-type: none"> 1. Pastors and Youth leaders of local faith communities participate in Chapel worship. 2. Students volunteer in community activities, and participate in school community-building activities. 			

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	2019-2020 Budget	2019-2020 Actual	Percentage of Budget	Percentage of Actuals
Revenues				
Alberta Education (excluding Home Education)	\$554,550	\$538,118	57.58%	61.66%
Alberta Education (Home Education)	\$0	\$0	0.00%	0.00%
Other Gov't of Alberta	\$0	\$0	0.00%	0.00%
Tuition	\$5,300	\$167,417	0.55%	19.15%
Non-Instructional Fees	\$231,450	\$0	24.03%	0.00%
Gifts & Donations	\$80,000	\$80,698	8.31%	9.23%
Other Sales & Service	\$2,288	\$69,617	0.24%	7.96%
Gross School Generated Funds	\$0	\$0	0.00%	0.00%
Amortization of Capital Allocations	\$0	\$17,509	0.00%	2.00%
Operational Fundraising	\$89,500	\$0	9.29%	0.00%
Total Revenue	\$963,088.00	\$874,359.00	100%	100%
Expenditures				
Salaries	\$589,628	\$516,374	61.22%	59.23%
Services, contracts and Supplies	\$197,867	\$211,257	20.55%	24.23%
Specific Program (S.D.,E.L.,ESL)	\$6,597	\$0	0.68%	0.00%
Home Education (includes salaries)	\$0	\$0	0.00%	0.00%
Gross School Generated Funds	\$0	\$0	0.00%	0.00%
Capital and Debt Services	\$168,995	\$142,389	17.55%	16.33%
Other	\$0	\$1,825	0.00%	0.21%
Total Expenditure	\$963,087	\$871,845	100%	100%
Surplus (Deficit)	\$ 1	\$2,514		

Total revenue for 2019/2020 was \$874,359 of which \$539,118 (62%) was received from Alberta Education in 2019/2020. Due to significant cuts in expenses, such as fewer utilities, no bussing, Janitorial and Bussing temporary layoffs and mortgage deferred payments, we were able to meet our expenses though we did not receive the Gifts/Donations and Fundraising amounts budgeted. However, the school's actual cash flow surplus was significantly more than the \$2,514 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. - \$93,062 of the Surplus(deficit) is due to amortization calculations on the building.

2019-2020 financial statements were prepared by John H.C. Pinsent Professional Corp. to ensure compliance with the accounting policies prescribed by Alberta Education for Alberta private schools.

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

Budget Summary	2020-2021 Budget	Percentage of Budget
Revenues		
Alberta Education (excluding Home Education)	\$532,905	53.81%
Alberta Education(Home Education)	\$0	0.00%
Tuition	\$2,466	0.25%
Non-Instructional Fees	\$237,835	24.01%
Gifts, Donations	\$80,736	8.15%
Other Sales & Service	\$0	0.00%
Gross School Generated Funds	\$36,200	3.66%
Amortization of Capital Allocations	\$18,000	1.82%
Operational Fundraising	\$82,250	8.30%
Total Revenue	\$990,392.00	100%
Expenditures		
Salaries	\$583,186	58.88%
Services, contracts and Supplies	\$204,071	20.61%
Specific Program (S.D, E.L, ESL)	\$2,436	0.25%
Home Education (includes Salaries)	\$0	0.00%
Gross School Generated Funds	\$36,200	3.66%
Capital and Debt Services	\$164,500	16.61%
Total Expenditure	\$990,393.00	100%

Surplus (Deficit) (\$ 1.00)

- The 2020-2021 budget is based on best estimates using actual operational information from the 2019-2020 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.
- The complete adopted Budget Report for 2020-2021 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. We have established a Fundraising committee. 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 2020 – 2023 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 (November 24, 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.

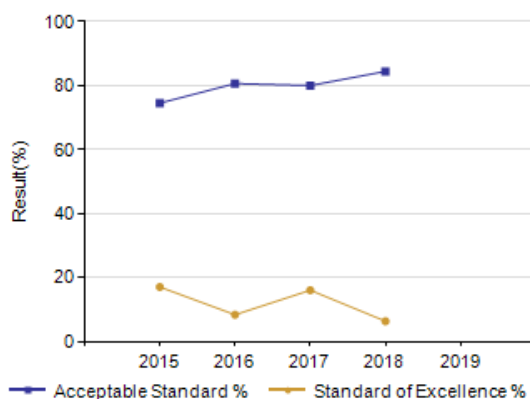
APPENDIX – Measure Details

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.

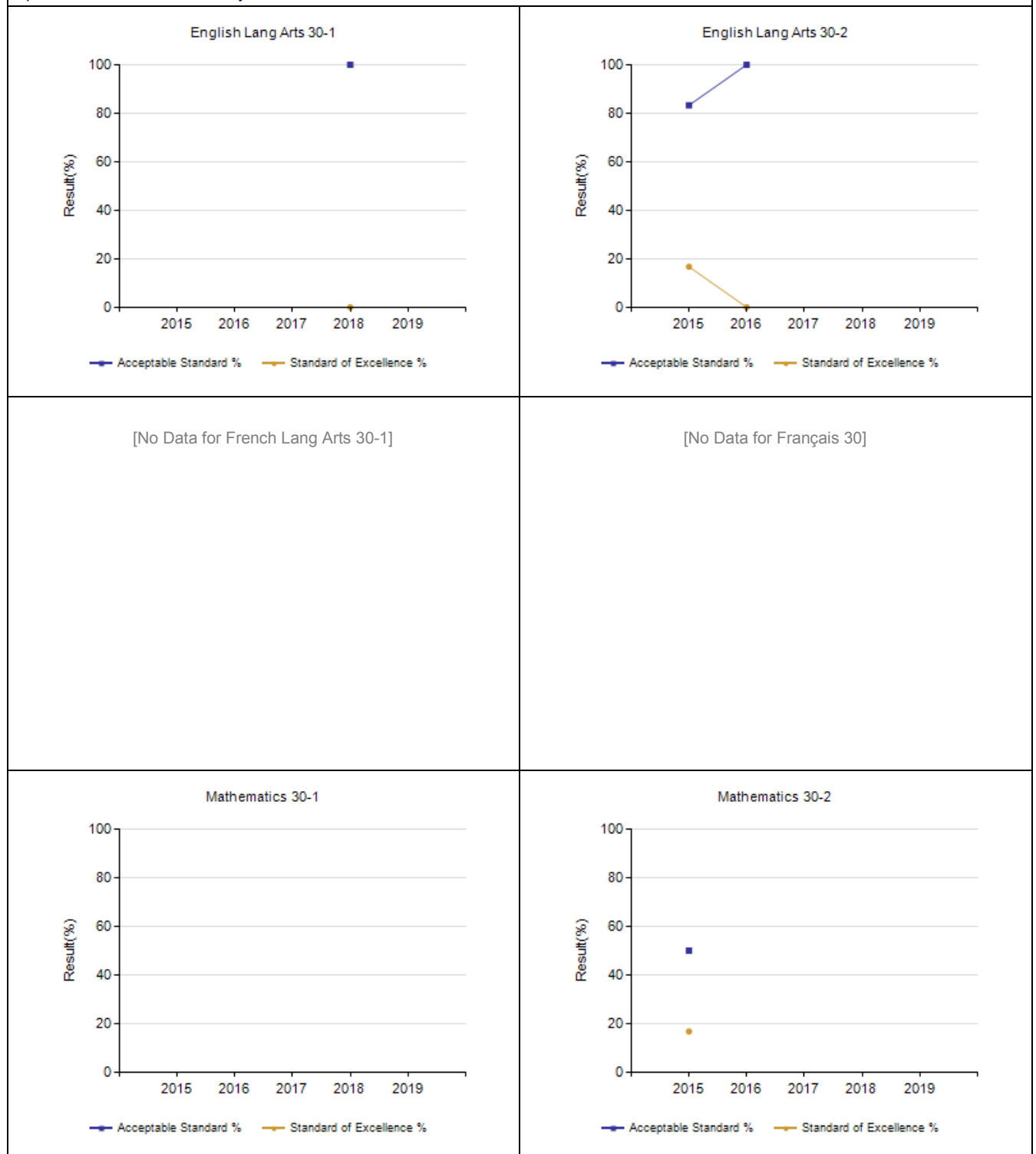
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

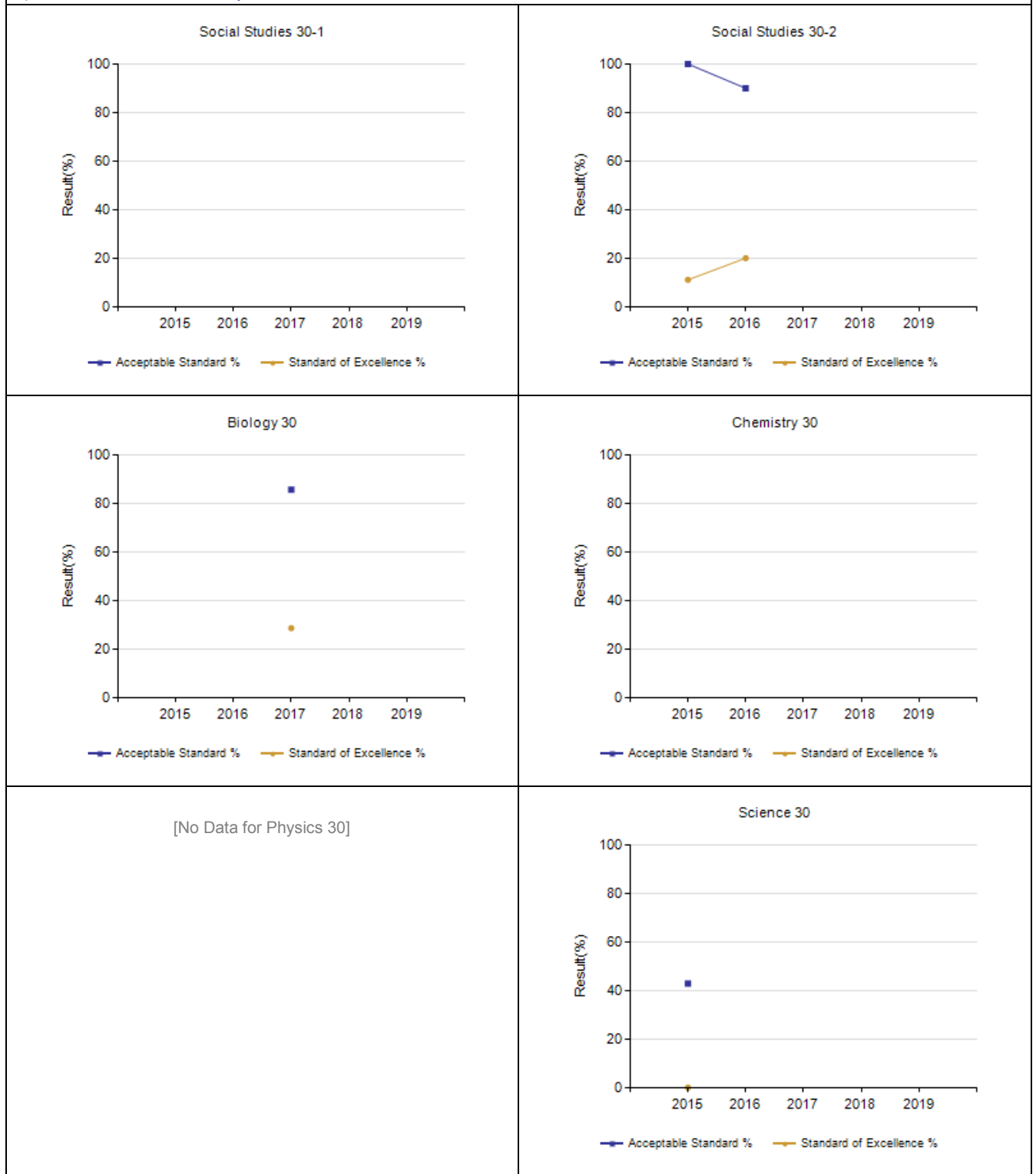
Graph of Diploma Examination Results – Overall



Diploma Examination Results by Course



Diploma Examination Results by Course



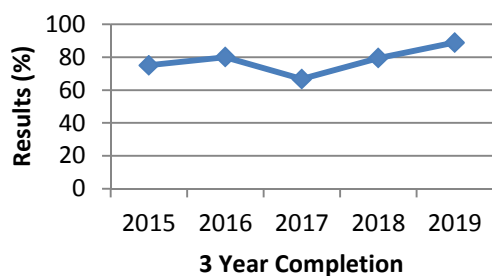
Diploma Examination Results Course By Course Summary With Measure Evaluation

		The Cornerstone Christn Acadmy								Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		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	n/a	n/a	n/a	n/a	30,125	86.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,125	12.4	
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,540	88.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,540	12.2	
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,969	76.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,969	33.7	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,385	75.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,385	16.3	
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,884	86.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,884	16.5	
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,401	79.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,401	12.3	
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,820	84.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22,820	34.8	
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,682	84.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,682	39.8	
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,626	86.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,626	43.0	
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4	

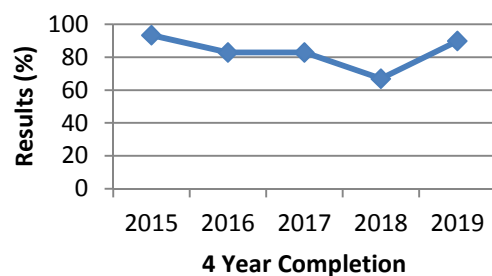
High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	75.0	80.0	66.7	79.4	88.8	n/a	n/a	n/a	n/a	88.8	76.5	78.0	78.0	79.1	79.7
4 Year Completion	93.3	82.8	82.8	66.9	89.7	n/a	n/a	n/a	n/a	89.7	81.0	81.2	82.6	82.7	83.5
5 Year Completion	100.0	93.3	83.1	82.6	67.2	n/a	n/a	n/a	n/a	67.2	82.1	83.2	83.4	84.8	84.9

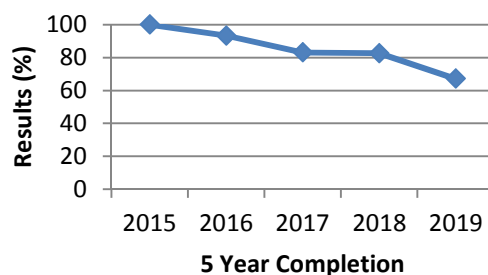
Graph of School Results



Graph of School Results



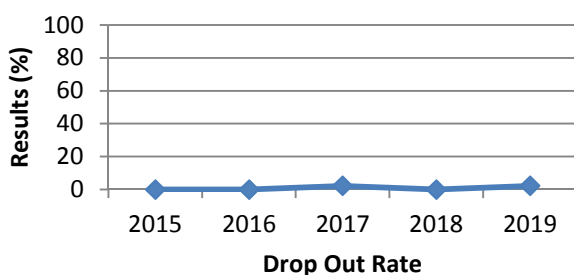
Graph of School Results



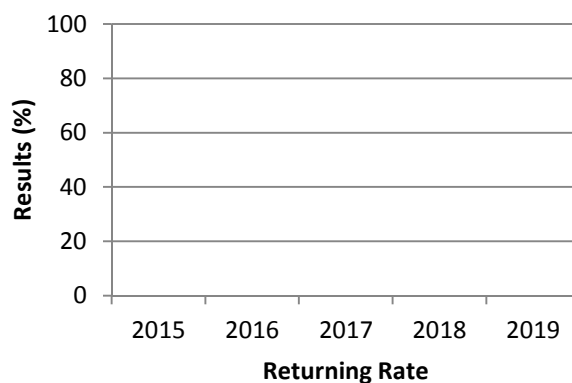
Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.0	0.0	2.2	0.0	2.2	n/a	n/a	n/a	n/a	2.2	3.2	3.0	2.3	2.6	2.7
Returning Rate	*	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	18.2	18.9	19.9	22.7	18.2

Graph of School Results



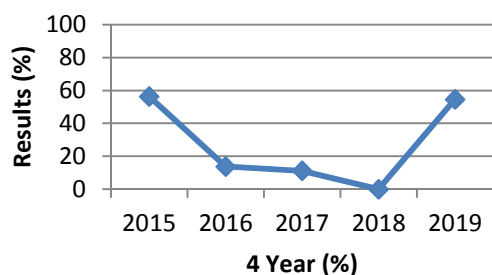
Graph of School Results



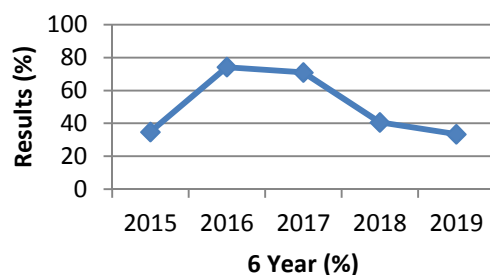
High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	56.4	13.8	11.2	0.0	54.6	n/a	n/a	n/a	n/a	n/a	37.0	37.0	39.3	40.1	40.8
6 Year Rate	34.8	74.2	70.9	40.6	33.4	n/a	n/a	n/a	n/a	n/a	59.4	57.9	58.7	59.0	60.1

Graph of School Results



Graph of School Results

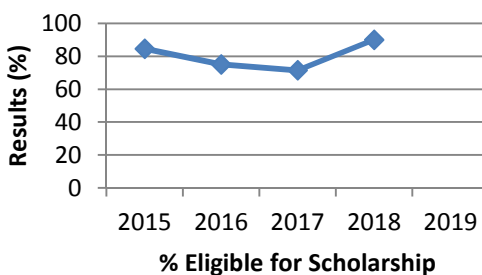


Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	84.6	75.0	71.4	90.0	*	n/a	n/a	n/a	n/a	*	60.8	62.3	63.4	64.8	66.6

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
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
2019	2	*	*	*	*	*	*	*	*

Graph of School Results

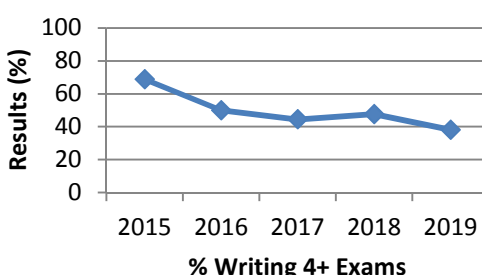


Diploma Examination Participation Rate – Measure Details

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	12.5	20.0	44.4	12.7	11.2	n/a	n/a	n/a	n/a	11.2	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	87.5	80.0	55.6	87.3	88.8	n/a	n/a	n/a	n/a	88.8	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	75.0	80.0	55.6	87.3	88.8	n/a	n/a	n/a	n/a	88.8	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	75.0	70.0	44.4	79.4	50.7	n/a	n/a	n/a	n/a	50.7	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	68.8	50.0	44.4	47.6	38.1	n/a	n/a	n/a	n/a	38.1	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	43.8	20.0	11.1	23.8	0.0	n/a	n/a	n/a	n/a	0.0	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	0.0	0.0	11.1	15.9	0.0	n/a	n/a	n/a	n/a	0.0	13.8	13.6	13.9	14.2	13.6

Graph of School Results



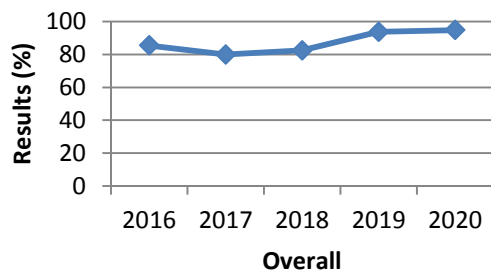
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	31.3	30.0	44.4	50.0	37.5	n/a	n/a	n/a	n/a	37.5	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	56.3	50.0	11.1	28.6	50.5	n/a	n/a	n/a	n/a	50.5	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	87.5	80.0	55.6	78.6	87.5	n/a	n/a	n/a	n/a	87.5	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	12.5	0.0	44.4	42.9	12.5	n/a	n/a	n/a	n/a	12.5	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	62.5	80.0	11.1	35.7	75.0	n/a	n/a	n/a	n/a	75.0	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	75.0	80.0	55.6	78.6	87.5	n/a	n/a	n/a	n/a	87.5	79.5	80.3	80.7	81.4	81.3
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	0.0	0.0	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	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	25.0	0.0	11.1	14.3	0.0	n/a	n/a	n/a	n/a	0.0	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	43.8	30.0	33.3	35.7	37.5	n/a	n/a	n/a	n/a	37.5	22.4	23.7	25.1	24.9	5.9
Total of 1 or more Math Diploma Exams	68.8	30.0	44.4	50.0	37.5	n/a	n/a	n/a	n/a	37.5	57.6	58.3	58.6	59.3	59.1
Biology 30	43.8	30.0	44.4	35.7	25.0	n/a	n/a	n/a	n/a	25.0	40.6	40.7	41.7	42.7	42.3
Chemistry 30	37.5	10.0	11.1	28.6	0.0	n/a	n/a	n/a	n/a	0.0	35.7	35.6	35.1	35.8	35.1
Physics 30	25.0	0.0	11.1	21.4	0.0	n/a	n/a	n/a	n/a	0.0	19.9	19.3	18.6	18.7	17.6
Science 30	12.5	70.0	0.0	14.3	25.0	n/a	n/a	n/a	n/a	25.0	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	75.0	70.0	44.4	57.1	50.0	n/a	n/a	n/a	n/a	50.0	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	0.0	0.2	0.3	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	0.0	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	0.0	3.0	3.1	3.3	3.0	2.9

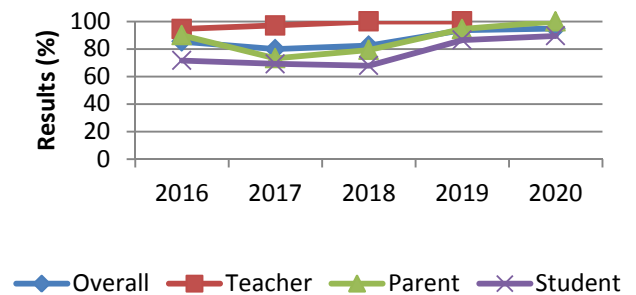
Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.4	79.9	82.4	93.7	94.8	n/a	n/a	n/a	93.7	94.8	83.9	83.7	83.0	82.9	83.3
Teacher	94.5	97.1	100.0	100.0	*	n/a	n/a	n/a	100.0	*	94.5	94.0	93.4	93.2	93.6
Parent	90.0	73.3	79.3	94.5	100.0	n/a	n/a	n/a	94.5	100.0	82.9	82.7	81.7	81.9	82.4
Student	71.6	69.2	67.9	86.5	89.5	n/a	n/a	n/a	86.5	89.5	74.5	74.4	73.9	73.5	73.8

Graph of Overall School Results



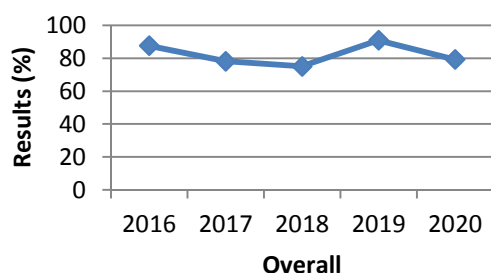
Graph of Detailed School Results



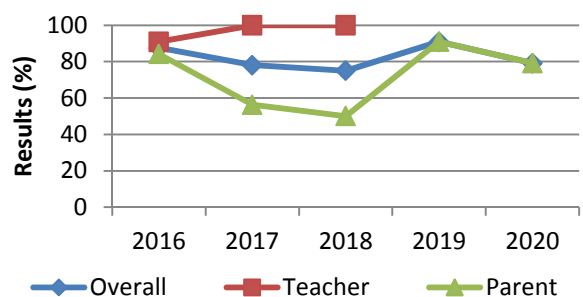
Work Preparation – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.6	78.1	75.0	90.9	79.2	n/a	n/a	n/a	90.9	79.2	82.6	82.7	82.4	83.0	84.1
Teacher	90.9	100.0	100.0	*	*	n/a	n/a	n/a	*	*	90.5	90.4	90.3	90.8	92.2
Parent	84.2	56.3	50.0	90.9	79.2	n/a	n/a	n/a	90.9	79.2	74.8	75.1	74.6	75.2	76.0

Graph of Overall School Results



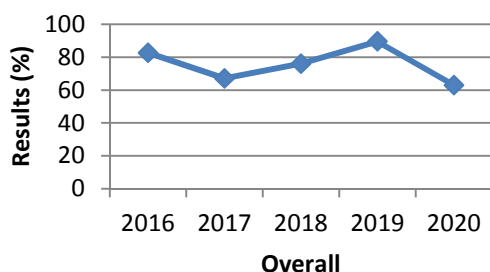
Graph of Detailed School Results



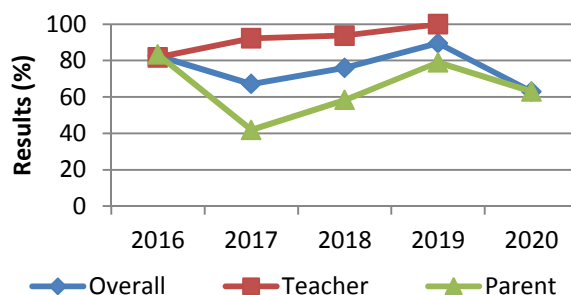
Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.6	67.1	76.0	89.5	63.0	n/a	n/a	n/a	89.5	63.0	70.7	71.0	70.9	71.4	72.6
Teacher	81.8	92.3	93.8	100.0	*	n/a	n/a	n/a	100.0	*	77.3	77.3	77.8	78.8	80.6
Parent	83.3	41.9	58.3	79.0	63.0	n/a	n/a	n/a	79.0	63.0	64.2	64.8	64.0	64.0	64.6

Graph of Overall School Results



Graph of Detailed School Results

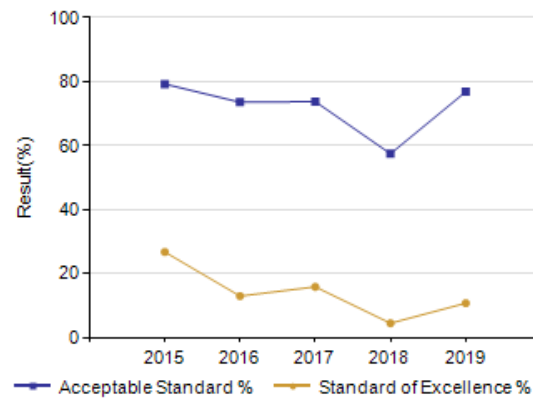


Provincial Achievement Test Results – Measure Details

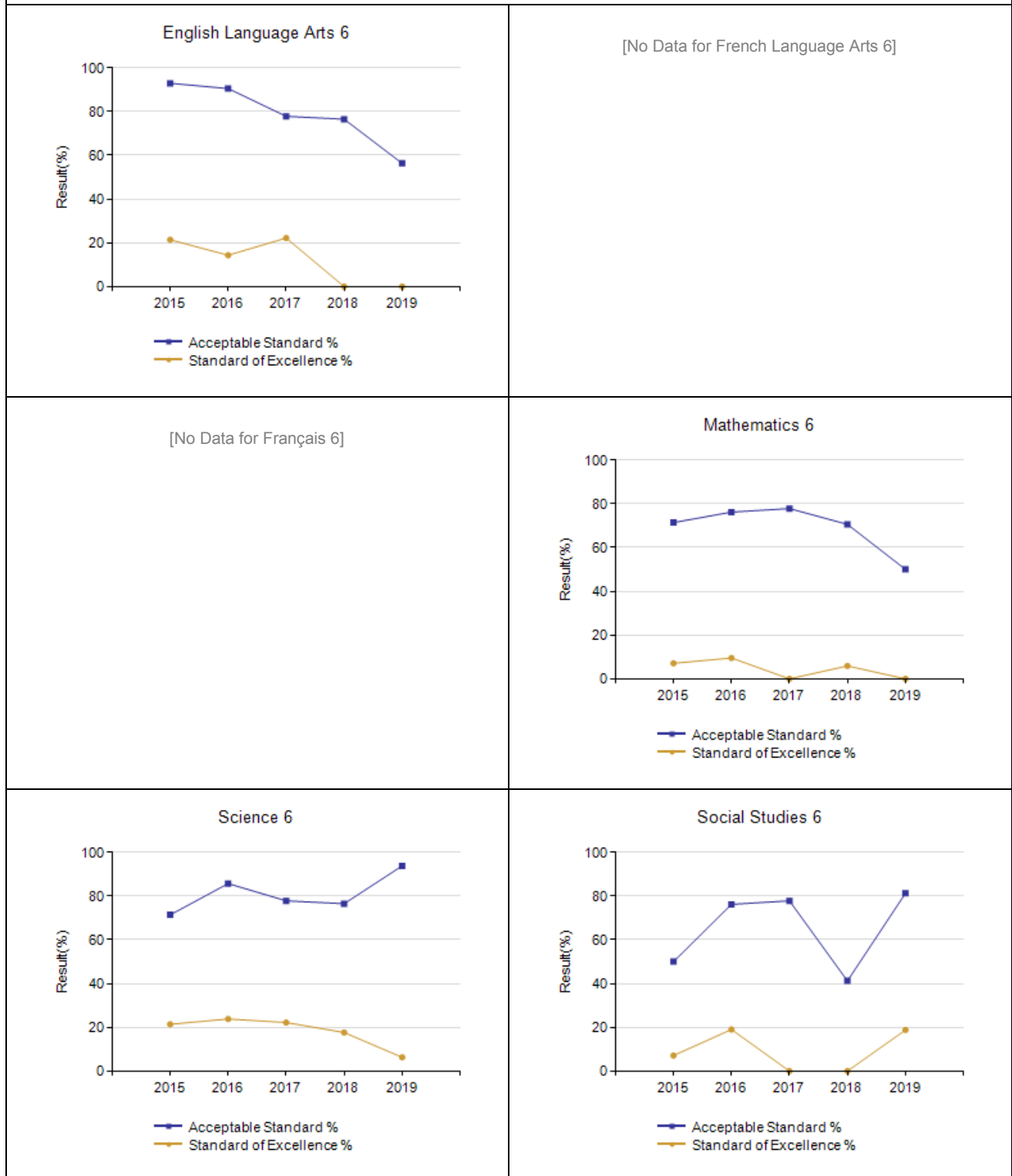
PAT Course by Course Results by Number Enrolled.

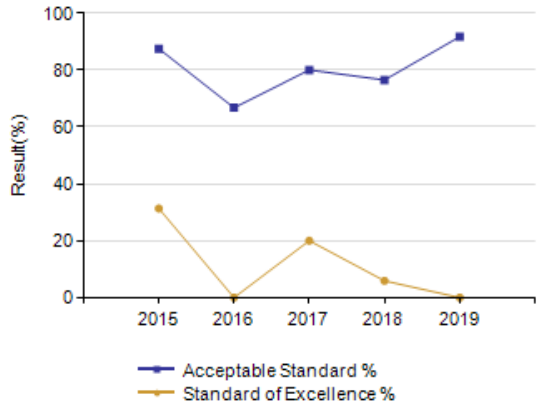
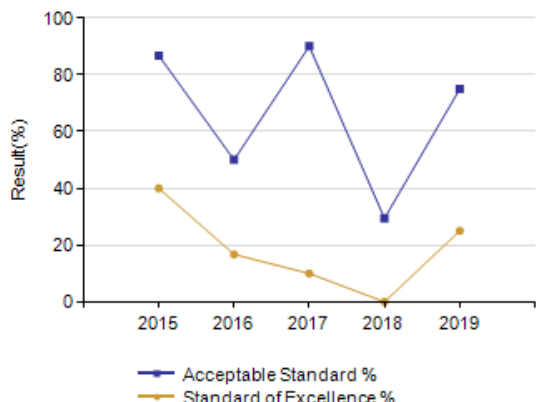
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	56.3	0.0	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	50.0	0.0	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	93.8	6.3	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	81.3	18.8	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.7	0.0	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	75.0	25.0	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.3	25.0	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.7	16.7	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Graph of Overall Provincial Achievement Test Results

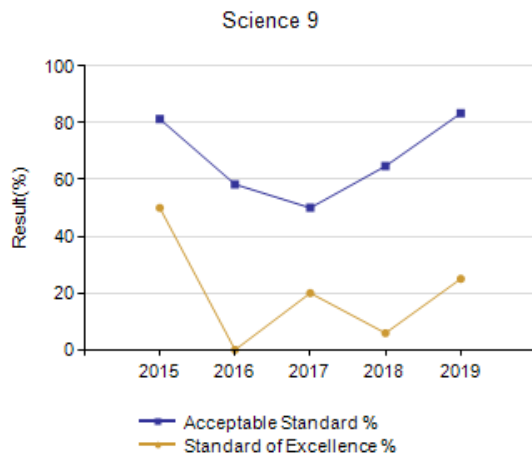


Graph of Provincial Achievement Test Results by Course

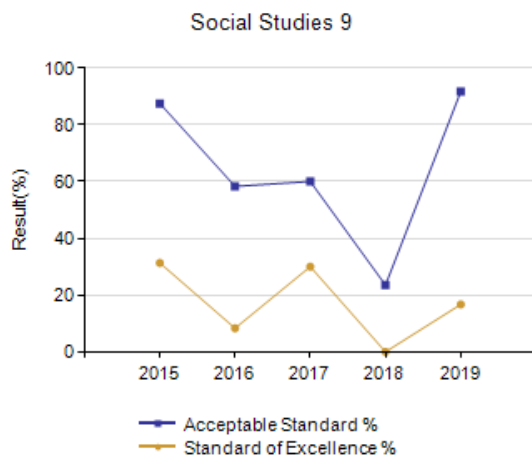


<p>English Language Arts 9</p>  <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2015</td><td>88</td><td>32</td></tr><tr><td>2016</td><td>68</td><td>0</td></tr><tr><td>2017</td><td>80</td><td>20</td></tr><tr><td>2018</td><td>78</td><td>8</td></tr><tr><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

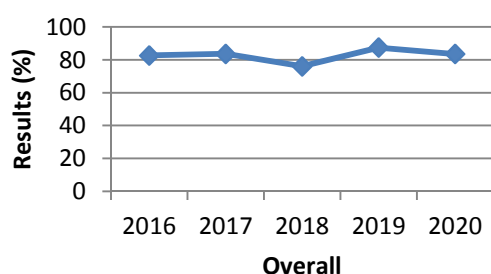
		The Cornerstone Christn Acadmy							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	56.3	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	0.0	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	50.0	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	0.0	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	93.8	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	6.3	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	18.8	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	91.7	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	0.0	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	75.0	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	25.0	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	83.3	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	25.0	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	91.7	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	16.7	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

Program of Studies – Measure Details

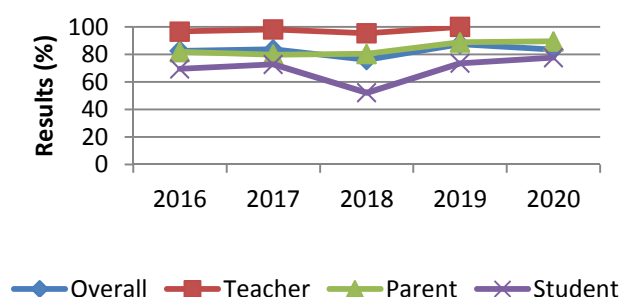
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.6	83.6	76.0	87.4	83.5	n/a	n/a	n/a	87.4	83.5	81.9	81.9	81.8	82.2	82.4
Teacher	96.6	98.1	95.3	100.0	*	n/a	n/a	n/a	100.0	*	88.1	88.0	88.4	89.1	89.3
Parent	81.8	79.8	80.4	88.7	89.4	n/a	n/a	n/a	88.7	89.4	80.1	80.1	79.9	80.1	80.1
Student	69.4	72.7	52.1	73.5	77.6	n/a	n/a	n/a	73.5	77.6	77.5	77.7	77.2	77.4	77.8

Graph of Overall School Results



Graph of Detailed School Results

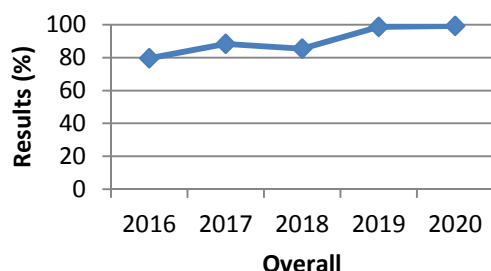


Parental Involvement – Measure Details

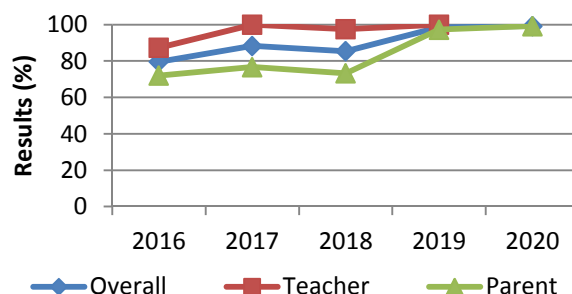
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.6	88.3	85.4	98.6	99.2	n/a	n/a	n/a	98.6	99.2	80.9	81.2	81.2	81.3	81.8
Teacher	87.3	100.0	97.5	100.0	*	n/a	n/a	n/a	100.0	*	88.4	88.5	88.9	89.0	89.6
Parent	72.0	76.7	73.3	97.3	99.2	n/a	n/a	n/a	97.3	99.2	73.5	73.9	73.4	73.6	73.9

Graph of Overall School Results



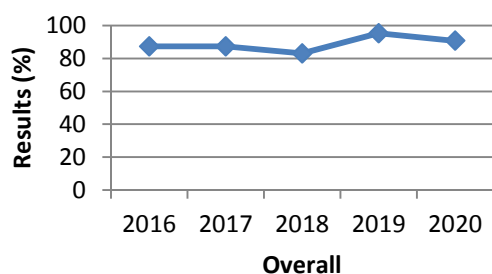
Graph of Detailed School Results



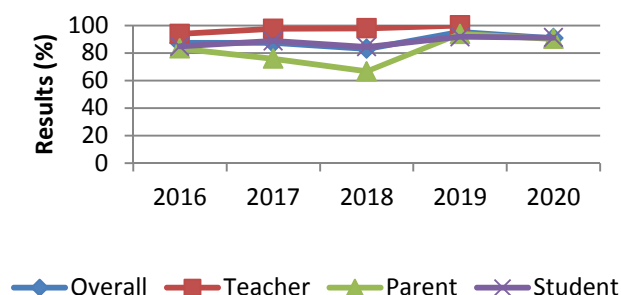
Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.3	87.3	83.0	95.2	90.7	n/a	n/a	n/a	95.2	90.7	90.1	90.1	90.0	90.2	90.3
Teacher	93.8	97.6	97.9	100.0	*	n/a	n/a	n/a	100.0	*	96.0	95.9	95.8	96.1	96.4
Parent	83.3	75.8	66.7	93.9	90.2	n/a	n/a	n/a	93.9	90.2	86.1	86.4	86.0	86.4	86.7
Student	84.8	88.7	84.4	91.7	91.2	n/a	n/a	n/a	91.7	91.2	88.0	88.1	88.2	88.1	87.8

Graph of Overall School Results



Graph of Detailed School Results

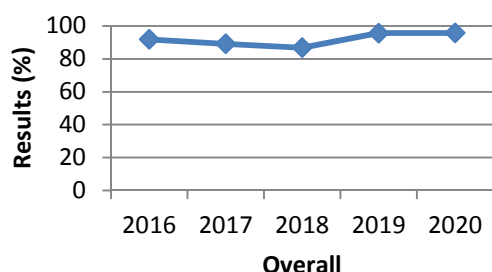


Safe and Caring – Measure Details

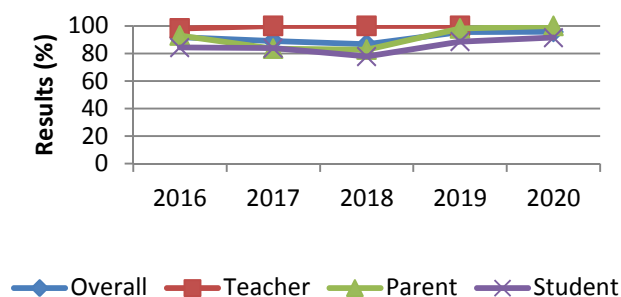
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.8	89.1	86.8	95.6	95.7	n/a	n/a	n/a	95.6	95.7	89.5	89.5	89.0	89.0	89.4
Teacher	98.1	100.0	100.0	100.0	*	n/a	n/a	n/a	100.0	*	95.4	95.3	95.0	95.1	95.3
Parent	93.0	83.5	82.8	98.2	100.0	n/a	n/a	n/a	98.2	100.0	89.8	89.9	89.4	89.7	90.2
Student	84.3	83.9	77.8	88.6	91.5	n/a	n/a	n/a	88.6	91.5	83.4	83.3	82.5	82.3	82.6

Graph of Overall School Results



Graph of Detailed School Results

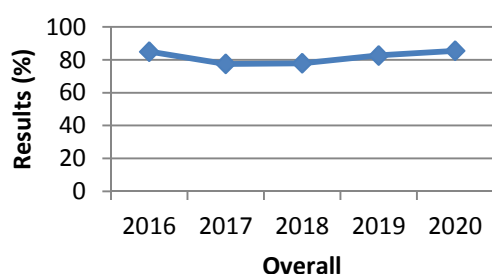


School Improvement – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.9	77.5	77.8	82.6	85.4	n/a	n/a	n/a	82.6	85.4	81.2	81.4	80.3	81.0	81.5
Teacher	90.9	*	100.0	*	*	n/a	n/a	n/a	*	*	82.3	82.2	81.5	83.4	85.0
Parent	80.0	75.0	50.0	77.3	78.3	n/a	n/a	n/a	77.3	78.3	79.7	80.8	79.3	80.3	80.0
Student	83.9	79.9	83.3	88.0	92.5	n/a	n/a	n/a	88.0	92.5	81.5	81.1	80.2	79.4	79.6

Graph of Overall School Results



Graph of Detailed School Results

