

**ANNUAL EDUCATION RESULTS REPORT  
Cornerstone Christian Academy Authority  
November 2022**

# Cornerstone Christian Academy

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## Message from the Board Chair

Cornerstone Christian Academy is now in its 36th year of operation. It was good to return to "normal" after two years of learning disruptions due to Covid 19. There have been some challenges in "catching up" as many students have fallen behind - especially in earlier grade literacy and numeracy. The administrative team and board are grateful to Alberta Education for providing additional learning grants to assist in this process. Alan Welde and Michelle Stewart continue to be invaluable in their administrative roles and we are indebted to them for the extra time and commitment they give to the community and students at Cornerstone.

The school was once again blessed in 2021-2022 to end the year with a financial surplus. We give thanks to the Lord for providing many generous donors who support the school financially. Fundraising and donations remain 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.

God is faithful and God's word encourages us to hold onto the hope we have in Christ (Hebrews 10:23). It goes on to say "And let us consider how to spur one another on to love and good deeds." (Hebrews 10:24 - BSB). At CCA we strive to give our children a solid academic education grounded in the principles of love and service. God loved us so much he sent his son Jesus into our world so that we would be set free to share this good news by loving and serving others in turn. We rejoice that we are able to teach our children that they are precious in the sight of God.

Deanna Margel  
School Board Chair  
The Cornerstone Christian Academy of Camrose

## Accountability Statement

The Annual Education Results Report for **The Cornerstone Christian Academy of Camrose** for the 2021/2022 school year was prepared under the direction of the Board of directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021/2022 was approved by the Board on January 17, 2023.

Deanna Margel  
School Board 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, 114 students are enrolled at Cornerstone.

### Trends and Issues

We continued to improve our 2021/2022 performance by building on 2020/2021 successes and experiences. The majority of our students in Grades One through Twelve in 2021/2022 attended CCA in the 2020/2021 school year, as did seven of our teaching staff. We added a part time PE position this year, filled by one person, for half the year, and then substitutes until we were able to find another one for the last four months of school.

School data included in this document under Year 2017, and 2018 are from when the school was under BRSD's Authority. School data included in this document under Year 2019, 2020, 2021, and 2022 are from our years as an Independent Private School. There are no PAT and Diploma measures information for 2020 or 2021 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 in 2020, resulting in a suppression of teacher "voice" for that year. Six teachers completed the survey in 2019 survey; five teachers completed the 2020 survey; and all seven teachers completed the survey in 2021. 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; and in 2021, only 29 parents responded.

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 chapels and school activities support the "Core Values" of empathy, self control, integrity, family, and perseverance that we seek to encourage in our students.

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 ACSI and AISCA schools and accessing Alberta Education resources gives us the assistance we need to maintain academic rigour, professional development, and supports available for our students.

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
- We were able to have a return of some Sports Teams in the 2021/2022 school year, with a limit on audience attendance.
- Due to COVID Regulations our Grade 11 and 12 students were not able to assist local seniors in lefse preparation for the annual "Kingman Lutefisk Supper".
- Students were able to participate in virtual presentations on Farm Safety
- Due to COVID Regulations we were unable to hold our annual large fundraising event in the fall, with a supper and auction. Instead we held an online Auction to generate some of the needed funds for the school.
- With COVID Regulation changes we were able to host a Spring Concert and Dessert Evening Fundraiser in April 2022 to generate some of the needed funds for the school.
- With COVID Regulation changes we were able to host both a graduation and catered banquet in our gymnasium for our 7 graduates.
- A team of local clergy participated in weekly Secondary Chapels
- Purchased library materials to supplement our school library and classroom libraries

**Spring 2022 Required Alberta Education Assurance Measures - Overall Summary**

Assurance Domain	Measure	The 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
Student Growth and Achievement	Student Learning Engagement	91.1	90.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	91.8	93.5	94.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	*	63.7	76.3	83.2	83.4	81.1	*	*	*
	5-year High School Completion	88.1	84.9	76.1	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	66.1	n/a	76.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	16.1	n/a	10.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	88.2	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	17.6	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	95.0	94.1	92.9	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	95.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.6	88.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	100.0	98.3	98.9	78.8	79.5	81.5	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Exam 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, Social Studies 30-1, Social Studies 30-2.

**Assurance Domain: Student Growth and Achievement**  
**2<sup>nd</sup> School Priority: Improvement in Achievement**

Performance Measure		Results (in percentages)					Evaluation		
	Description	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Student Learning Engagement	The overall percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	90.1	91.1	n/a	n/a	n/a
Citizenship	The overall percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.4	93.7	94.8	93.5	91.8	Very High	Maintained	Excellent
3-Year High School Completion	Percentages of students who completed high school within three years of entering Grade 10.	66.7	75.1	88.9	63.7	*	*	*	*
5-Year High School Completion	Percentages of students who completed high school within five years of entering Grade 10.	n/a	n/a	67.2	84.9	88.1	Intermediate	Maintained	Acceptable
PAT: Acceptable	Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.4	76.8	n/a	n/a	66.1	n/a	n/a	n/a
PAT: Excellence	Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.4	10.7	n/a	n/a	16.1	n/a	n/a	n/a
Diploma: Acceptable	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.4	*	n/a	n/a	88.2	n/a	n/a	n/a
Diploma: Excellence	Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	6.3	*	n/a	n/a	17.6	n/a	n/a	n/a
Literacy	Percentage of students in Grades 1 to 4 who achieved the "Achieving, Proficient or Excelling" standard in literacy on CCA Final Report Card.	n/a	84	88	93	85	n/a	n/a	n/a
Literacy	Percentage of students in Grades 1 to 4 who achieved the "Proficient or Excelling" standard in literacy on CCA Final Report Card.	n/a	65	66	56	39	n/a	n/a	n/a
Reading Level	Percentage of students in the regular academic program in Grades 1 to 4 who improved their reading level by one grade level by the end of the school year.	n/a	n/a	n/a	n/a	59	n/a	n/a	n/a
Reading Level Challenging	Percentage of students who find their reading level is challenging and meaningful.	n/a	n/a	n/a	n/a		n/a	n/a	n/a
Reading Level Challenging	Percentage of parents who find their children's reading level is challenging and meaningful.	n/a	n/a	n/a	n/a		n/a	n/a	n/a
Writing Level Challenging	Percentage of students who find their writing level is challenging and meaningful.	n/a	n/a	n/a	n/a		n/a	n/a	n/a
Writing Level Challenging	Percentage of parents who find their children's writing level is challenging and meaningful.	n/a	n/a	n/a	n/a		n/a	n/a	n/a
<b>Comment on Results</b>									
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.</li> <li>• Chapels and morning devotions remind students of The Core Values of "Empathy", "Self-Control", "Integrity", "Family", and "Perseverance", which contribute to active citizenship.</li> <li>• For the High School Completion Rate, for June 2020 result of 63.7, we have learned that this measure comes from a Grade 10 Cohort three years before this, 2017/2018. There is a discrepancy between the</li> </ul>									

number of students AB Ed lists in the high school cohort used for this metric and the number of students actually enrolled at CCA by September 30, 2017 (6 vs 8). In addition, because of the transition back to private operation, several of those students moved to different schools further skewing our numbers.

- We had 8 students in Grade 10 at the end of September 2017. 5 of those left CCA after Grade 10 and we no longer had any input or oversight of their education or graduation. The 2 that were removed from this statistic graduated elsewhere, completing the majority of their credits somewhere else. The 3 that were not removed from the statistic did not graduate. The remaining 3 students did attend CCA for the entirety of high school and graduated at CCA in June 2020.
- Due to COVID, only ELA 6, ELA 9, Math 6, and Math 9 PAT Exams were optional in the province in 2021. All other PAT Exams were not written in 2021. We opted to write them but are not including our results as the Province doesn't have results either. No PATs in the province were written in 2020.
- Due to COVID, Diploma Exams were optional in the province in 2021. None of our students opted to write them.
- CC3 Literacy Testing in June 2021 showed about 37% of our Gr 1-3 students are At-Risk and about 32 % are Below Average.
- Lens Literacy Testing in June 2021 showed about 46% of our Gr 1-2 students are At-Risk and about 30 % are Below Average
- Due to changing formats of Education Plans and AERR, as well as Administration's needing to deal with many day to day issues, we were unable to survey the students and parents regarding reading and writing levels as we stated we would in the Education Plan in May 2021. We will develop survey questions and compile data for the following year's AERR.

**Assurance Domain: Teaching & Leading**

Performance Measure		Results (in percentages)					Evaluation		
	Description	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Education Quality	The overall percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.0	95.2	90.7	94.1	95.0	Very High	Maintained	Excellent

**Comment on Results**

- 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.
- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- Teacher, Growth, Supervision:
  - In March 2022, the School Board in consultation with the Administration updated its Teacher Growth, Supervision, and Evaluation Policy.
  - The Administration gave each teacher a copy of the new policy.
  - Administration spends time at the beginning of the school year reviewing policy, TQS, local expectations, and professional growth plans.
  - The School Board has committed to budgeting 2 weeks of release time for the Principal to be able to evaluate and meet with each teacher to support their teaching, teaching practices, evaluation practices, and growth.
  - The School Board has committed to budgeting Professional Learning and Teachers Convention costs to ensure continued professional learning. Staff attended ACSI's Teachers Convention online in October 2021. Our Elementary "Literacy Lead Teacher" participated in literacy training in the summer of 2022.

**Assurance Domain: Learning Supports**

Performance Measure		Results (in percentages)					Evaluation		
	Description	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Welcome, Caring, Respectful and Safe Learning Environments (WCRSLE)	The overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	95.3	95.3	n/a	n/a	n/a
Access to Supports and Services	The overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	n/a	n/a	88.5	93.6	n/a	n/a	n/a

**Comment on Results**

- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- Continuum of supports:
  - We moved from having Parent Volunteers helping in the classroom, to having a full-time EA in the Grade ½ classroom, as well as having 2 part time Early Literacy Aides, to help particularly with literacy but as needed in numeracy classes for support as well.
  - Staff work together to find ways of best supporting students that need extra supports.
  - Where needed, we provide families with contacts for outside supports that we cannot provide.
- FNMI:
  - No data is reported due to the fact there were fewer than six self-identified FNMI students enrolled at CCA.
  - We held a Celebration of Canada event in May, where students and staff participated in a variety of games and activities that reflect Canada's First Peoples.
  - Some staff attended an online session on FNMI topic at the ACSI Teacher's Convention in Oct 2021, improving their personal understanding, and getting ideas for implementation in the classroom.

**Assurance Domain: Governance**

Performance Measure		Results (in percentages)					Evaluation		
	Description	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Parental Involvement	The overall percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.4	98.6	99.2	98.3	100.0	Very High	Maintained	Excellent

**Comment on Results**

- 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.
- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- Managing Resources:
  - Administration will collaborate with AISCA, ACSI, and personal contacts with other Independent School Authorities, as well as personal contacts with local public and charter schools, when looking at best practice and solutions for issues that arise.
  - School Board worked with local Kingman Recreation Association to combine resources for Emergency Water Tanks, which can be utilized if there is a fire, due to not having fire hydrants in the community. The project once completed will also be an outdoor basketball court, which can be used by community members.



**Assurance Domain: Local & Societal Context**

1<sup>st</sup> School Priority: CCA's mission statement is "to equip students spiritually, academically, socially, and physically in order to be a positive Christian influence serving society."

Performance Measure		Results (in percentages)					Evaluation		
	Description	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Student engagement	The overall percentage of teachers and parents that are satisfied with student engagement in community activities.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Chapel Events	The overall percentage of student and board members that are satisfied with Chapel Events.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Involvement	The overall percentage of parents that are satisfied with the involvement of the students in community events.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students Follow Rules	The overall percentage of students who agree that most students follow the rules.	50	74	84	84	62	Very Low	Declined Significantly	Concern
Students Respect	The overall percentage of students who agree that most students respect each other.	75	90	91	92	85	Very High	Maintained	Excellent
Involvement in Community Activities	The overall percentage of students who agree that students are encouraged to get involved in activities that help people in the community.	51	79	82	84	87	Very High	Maintained	Excellent

**Comment on Results**

- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- The Gr 7 – 9 students had the highest disagreement with the statement “students follow the rules” in 2022.
- Gr 7-10 Students participated in leading chapel music at both Secondary and Elementary Chapels.
- Many students are involved in their local churches helping with children’s ministry, music, and VBS.
- A team of 3 local Pastors meet with Administration to plan Chapel Events. Each of those Pastors spoke in Chapel once a month. The other weeks were filled by other local pastors from the churches our students attend.
- Elementary staff planned a biweekly chapel, often involving the students in presenting to one another.
- We have been infusing the school’s “core values” of empathy, self-control, integrity, family and perseverance in our activities.
- In their “Spiritual Direction Review,” the Board has expressed satisfaction with the chapel events.
- Students in Gr 7/8 wrote letters to Seniors at the Tofield Lodge twice.
- Due to changing formats of Education Plans and AERR, as well as Administration’s needing to deal with many day to day issues, we were unable to survey the students and parents regarding reading and writing levels as we stated we would in the Education Plan in May 2021. We will develop survey questions and compile data for the following year’s AERR.

**Spring 2022 Supplemental Alberta Education Assurance Measures - Overall Summary**

Measure	The 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	38.1	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.7	4.1	3.2	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	100.0	100.0	100.0	83.7	84.9	85.1	Very High	Maintained	Excellent
Lifelong Learning	100.0	92.6	76.3	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	92.6	87.6	85.5	82.9	81.9	82.3	Very High	Improved	Excellent
Program of Studies - At Risk Students	94.9	89.8	92.0	81.9	82.7	84.8	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	*	*	n/a	70.2	68.0	66.4	*	n/a	n/a
Safe and Caring	95.7	94.9	95.7	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	91.6	83.4	82.9	72.6	71.8	74.1	Very High	Improved	Excellent
School Improvement	94.4	95.1	84.0	74.2	81.4	81.3	Very High	Improved	Excellent
Transition Rate (6 yr)	51.1	24.9	29.2	60.3	60.0	59.8	Intermediate	Improved	Good
Work Preparation	100.0	94.8	85.0	84.9	85.7	83.5	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

Supplemental Alberta Education Assurance Measures

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	44.4	47.6	38.1	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2	0.0	2.2	4.1	1.7	Very High	Maintained	Excellent
In-Service Jurisdiction Needs – percentage of teachers reporting the past 3-5 years of PD and In-Service has been focused, systematic, and contributed to professional growth.	n/a	100.0	n/a	100.0	100.0	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	76.0	89.5	63.0	92.6	100.0	Very High	Improved Significantly	Excellent
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.	76.0	87.4	83.5	87.6	92.6	Very High	Improved	Excellent
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	n/a	88.7	95.3	89.8	94.9	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	71.4	90.0	*	*	*	*	*	*
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.	86.8	95.6	95.7	94.9	95.7	Very High	Maintained	Excellent
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	n/a	84.8	81.1	83.4	91.6	Very High	Improved	Excellent
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.	77.8	82.6	85.4	95.1	94.4	Very High	Improved	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	70.9	40.6	33.4	24.9	51.1	Intermediate	Improved	Good
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.	75.0	90.9	79.2	94.8	100.0	Very High	Improved	Excellent
<b>Comment on Results</b>								
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.</li> <li>• 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%.</li> <li>• We explained to our parent body about how “Do Not Know” impacts negatively, and so they should leave a question blank if they aren’t sure. No parents responded “Do Not Know” in 2021 about lifelong learning.</li> <li>• Offer a variety of courses through Green Certificate, RAP, SafeGen, and Work Experience to provide courses in addition to courses delivered by teachers.</li> <li>• It has been challenging to provide as many options as previously with ADLC being discontinued.</li> <li>• Secondary students have access to a variety of electives presented at the school.</li> <li>• Some of our students attend Bible School after graduation. These programs are not included in this transition rate.</li> </ul>								

**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 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**

<b>Budget Highlights</b>	<b>2021-2022 Budget</b>	<b>2021-2022 Actual</b>	<b>Percentage of Budget</b>	<b>Percentage of Actuals</b>
<b>Revenues</b>				
Alberta Education (excluding Home Education)	\$607,897	\$640,148	56.00%	56.95%
Alberta Education (Home Education)	\$0	\$0	0.00%	0.00%
Other Gov't of Alberta	\$0	\$0	0.00%	0.00%
Federal Government	\$0	\$0	0.00%	0.00%
Tuition	\$362	\$5,175	0.03%	0.46%
Non-Instructional Fees	\$263,151	\$209,129	24.24%	18.60%
Gifts & Donations	\$80,736	\$127,256	7.44%	11.32%
Other Sales & Service	\$0	\$0	0.00%	0.00%
Interest on Investments	\$0	\$918	0.00%	0.08%
Gross School Generated Funds	\$42,700	\$54,610	3.93%	4.86%
Amortization of Capital Allocations	\$18,000	\$16,136	1.66%	1.44%
Operational Fundraising	\$72,750	\$70,749	6.70%	6.29%
<b>Total Revenue</b>	<b>\$1,085,596.00</b>	<b>\$1,124,121.00</b>	<b>100%</b>	<b>100%</b>
<b>Expenditures</b>				
Salaries	\$622,689	\$609,114	57.36%	59.23%
Services, contracts and Supplies	\$255,605	\$216,554	23.55%	21.06%
Specific Program (S.D.,E.L.,ESL)	\$1,092	\$0	0.10%	0.00%
Home Education (includes salaries)	\$0	\$0	0.00%	0.00%
Gross School Generated Funds	\$42,700	\$54,610	3.93%	5.31%
Capital and Debt Services	\$163,510	\$104,154	15.06%	10.13%
Other	\$0	\$43,910	0.00%	4.27%
<b>Total Expenditure</b>	<b>\$1,085,596</b>	<b>\$1,028,342</b>	<b>100%</b>	<b>100%</b>
<b>Surplus (Deficit)</b>	<b>\$ 0</b>	<b>\$95,779</b>		

Total revenue for 2021/2022 was \$1,124,121 of which \$640,148 (57%) was received from Alberta Education in 2021/2022. The school reported a significant net income in 2021/2022. This is in part due to a single large donation made in the summer of 2022. The donor requested that at least a portion of this donation be used in the following school year to put a lump sum payment toward the mortgage upon its renewal date. Another significant portion of these funds will be needed for a capital project to repair the fire suppression water tanks that had collapsed in the summer of 2020.

2021/2022 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 Amy Lauber or Roxanne Nesdoly in the school office during regular business hours. (780-672-7197).

### Stakeholder Engagement

- Through conversations with our School Board members throughout the year, and with staff, we identified our school's Mission Statement as being a priority, particularly the aspect "Created by God to be an Influence in the World".
- Staff members were asked for input in developing the Education Plan. They were given a draft, and asked to read through it and give suggestions for what could be included as strategies and reporting.
- Staff members gave reports about what they learned from Dr. Christian Klaue's sessions and what they had tried from his ideas.
  - "In my elementary and secondary classes, boys are seated closer to the front so that they focus more on learning and less acting out. I have thus used instructional strategy to engage students in meaningful learning activities."
  - "By removing the students from the classroom to speak with them, I am giving them the privacy of dealing with their behaviours, which shows I respect them and their need to save face in front of their peers. I'm also better able to speak gently and lovingly to them, challenging them to honor the student conduct form they signed."
- Staff members were also asked to provide feedback regarding our literacy focus.
  - "In Bible, teacher points to the Bible verse as the student reads, to make letters stand out, and to make them read with confidence and better readers."
  - "In Math, I have students re-read a question to me before I help them at times."
- Administration attends all School Board Meetings, where the board is able to give feedback on what is going on at the school through conversation with the Administration. Through these 10 to 12 meetings a year, the Board is kept up-to-date on what is going on at the school, as well as able to give feedback on how to focus and move forward.
- Parents are encouraged in newsletters and emails regularly to be in touch with the teachers and administration with regards to any concerns or ideas.

### Parental Involvement

The majority of our 2021/2022 students [84 out of 106] attended CCA in the 2020/2021 school year; thus, most parents are familiar with our program, and are presumably satisfied with the school's work with their children. Parents participate as classroom volunteers, Chapel presenters, assist with maintenance duties, and serve as community coaches and committee members [for example, Fundraising Committee]. Our very successful "CCA Show and Shine" Car Show was organized by students and parents. Our parents serve as ambassadors for our program, and offer encouragement and support to families who have joined CCA.

### Accountability/Assurance System

- Education Plan and Annual Education Results Review are posted on our website and stakeholders are made aware whenever a new one is uploaded.
- Administration prepares the AERR based on the Authority and School Reports each year. The School Board and teaching staff both review the draft before approval for their input.
- Administration works with the teaching staff to ensure we are making informed decisions on our goals and how to support improvement.

### Timelines and Communication

- As a single school jurisdiction, we do not have a School Council. Four of our six current board members have children attending the school. 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.

### Whistleblower Protection

- To this point (January 31, 2023) 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.

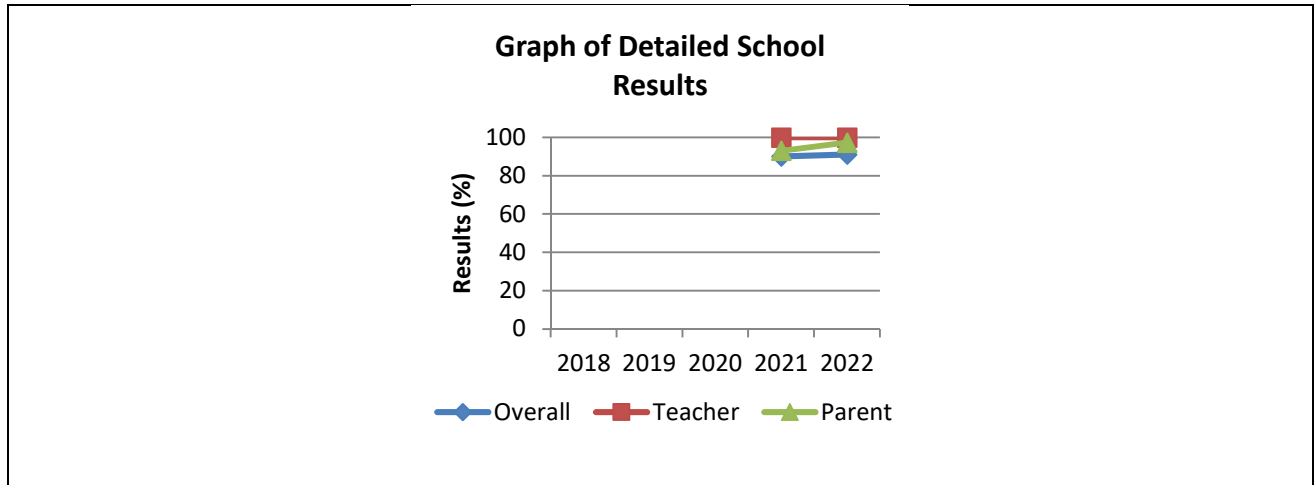
### **APPENDIX – Measure Details**

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.

**Student Learning Engagement – Measure Details**

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

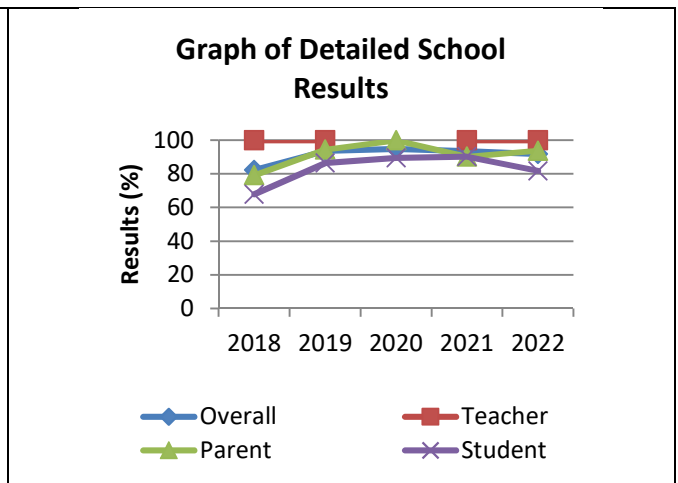
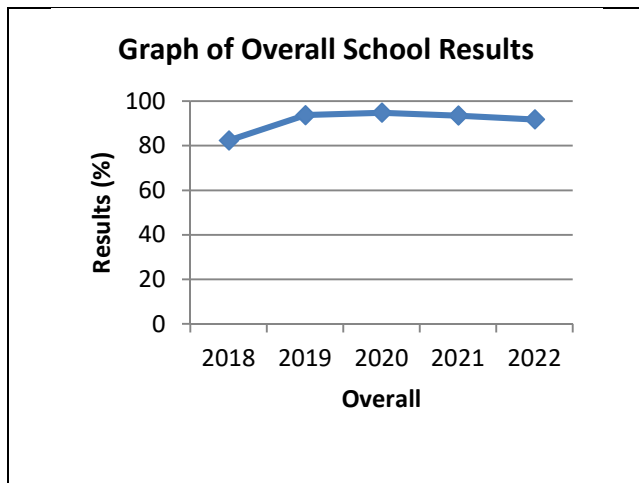
	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	n/a	n/a	n/a	90.1	91.1	n/a	n/a	n/a	90.1	91.1	n/a	n/a	n/a	85.6	85.1
Teacher	n/a	n/a	n/a	100.0	100.0	n/a	n/a	n/a	100.0	100.0	n/a	n/a	n/a	96.0	95.5
Parent	n/a	n/a	n/a	93.1	97.4	n/a	n/a	n/a	93.1	97.4	n/a	n/a	n/a	89.0	88.7
Student	n/a	n/a	n/a	77.1	75.8	n/a	n/a	n/a	77.1	75.8	n/a	n/a	n/a	71.8	71.3



**Citizenship – Measure Details**

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

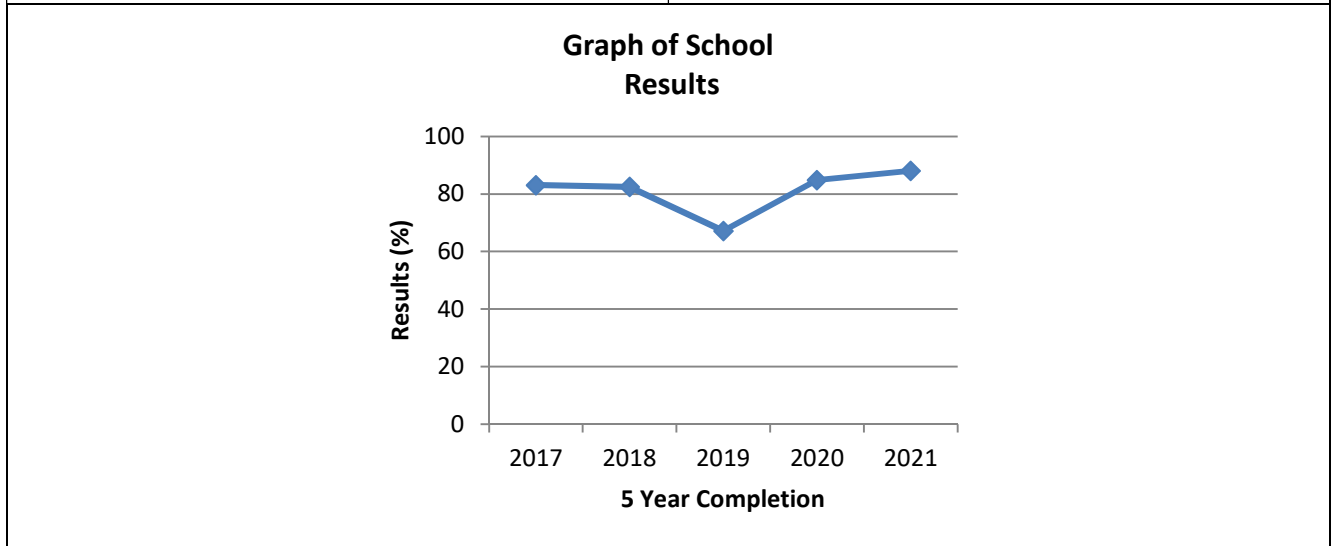
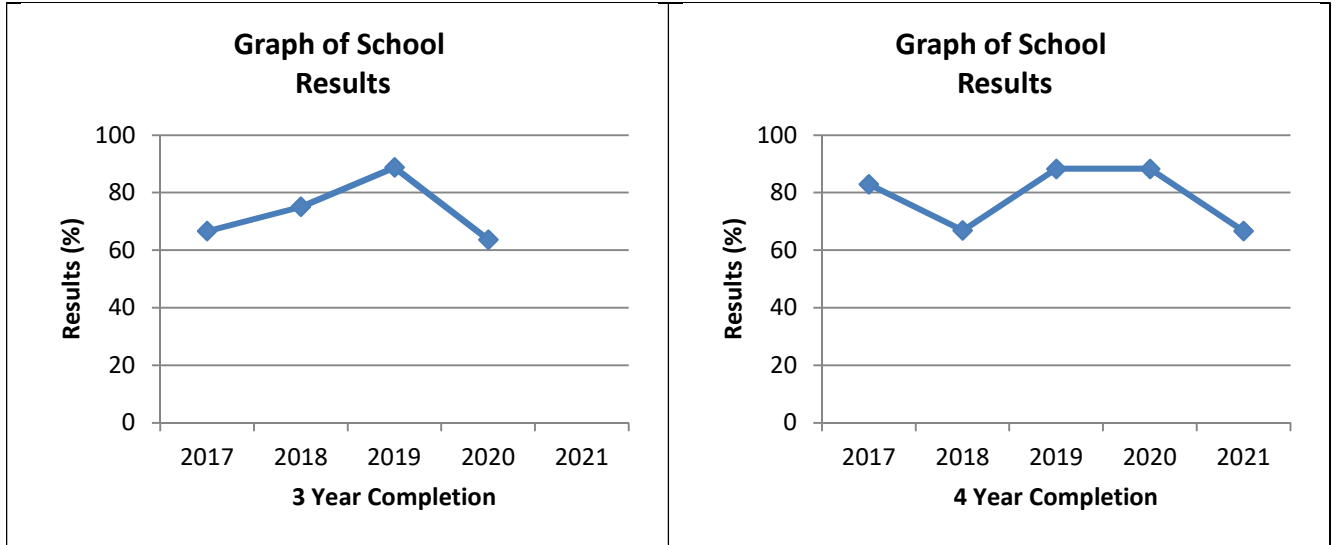
	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	82.4	93.7	94.8	93.5	91.8	n/a	93.7	94.8	93.5	91.8	83.0	82.9	83.3	83.2	81.4
Teacher	100.0	100.0	*	100.0	100.0	n/a	100.0	*	100.0	100.0	93.4	93.2	93.6	94.1	91.7
Parent	79.3	94.5	100.0	90.3	93.8	n/a	94.5	100.0	90.3	93.8	81.7	81.9	82.4	81.4	80.4
Student	67.9	86.5	89.5	90.3	81.8	n/a	86.5	89.5	90.3	81.8	73.9	73.5	73.8	74.1	72.1



**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				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
3 Year Completion	66.7	75.1	88.8	63.7	*	n/a	n/a	88.8	63.7	*	78.7	79.7	80.3	83.4	83.2
4 Year Completion	82.9	66.9	88.3	88.3	66.7	n/a	n/a	89.7	88.3	66.7	83.0	83.3	84.0	85.0	87.1
5 Year Completion	83.1	82.5	67.2	84.9	88.1	n/a	n/a	67.2	84.9	88.1	83.8	85.2	85.3	86.2	87.1





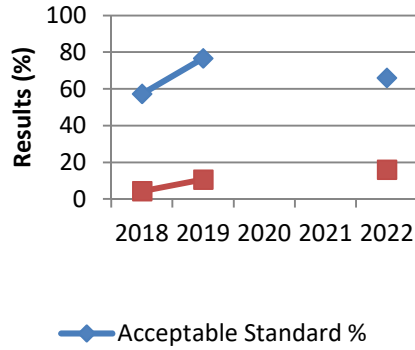
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2018		2019		2020		2021		2022	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	76.5	0.0	56.3	0.0	n/a	n/a	n/a	n/a	*	*
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9
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	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6
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	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2
Mathematics 6	Authority	70.6	5.9	50.0	0.0	n/a	n/a	n/a	n/a	*	*
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6
Science 6	Authority	76.5	17.6	93.8	6.3	n/a	n/a	n/a	n/a	n/a	n/a
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7
Social Studies 6	Authority	41.2	0.0	81.3	18.8	n/a	n/a	n/a	n/a	n/a	n/a
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1
English Language Arts 9	Authority	76.5	5.9	91.7	0.0	n/a	n/a	n/a	n/a	84.6	23.1
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9
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	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0
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	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9
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	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0
Mathematics 9	Authority	29.4	0.0	75.0	25.0	n/a	n/a	n/a	n/a	53.8	7.7
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7
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	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1
Science 9	Authority	64.7	5.9	83.3	25.0	n/a	n/a	n/a	n/a	76.9	30.8
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6
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	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0
Social Studies 9	Authority	23.5	0.0	91.7	16.7	n/a	n/a	n/a	n/a	84.6	15.4
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2
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	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1

Notes:

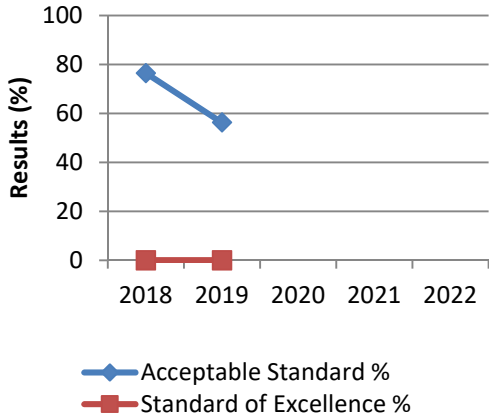
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

### Graph of Overall Provincial Achievement Test Results

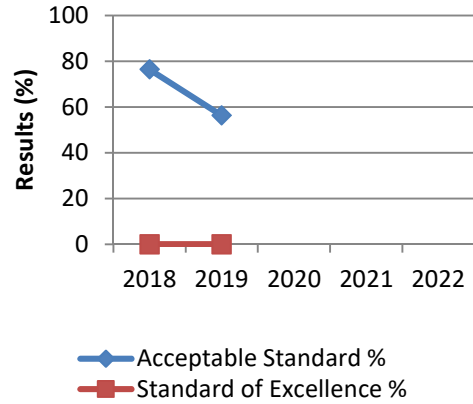


#### Graph of Provincial Achievement Test Results by Course

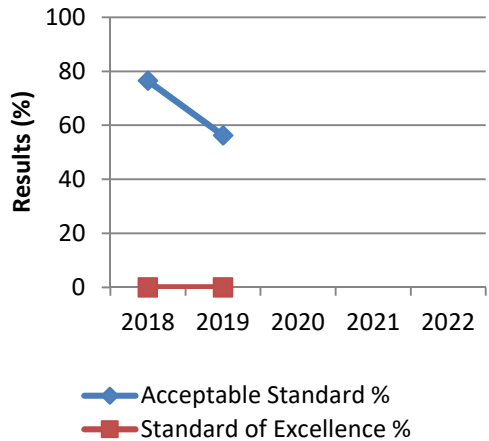
##### English Language Arts 6



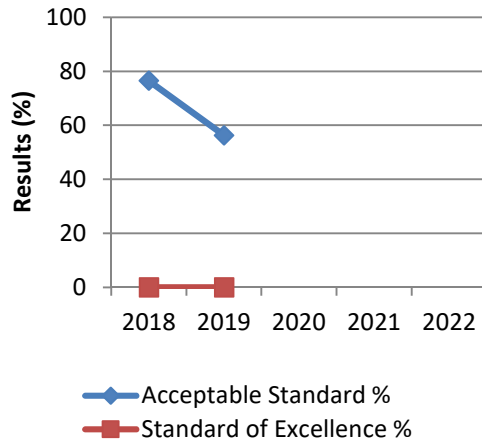
##### Mathematics 6

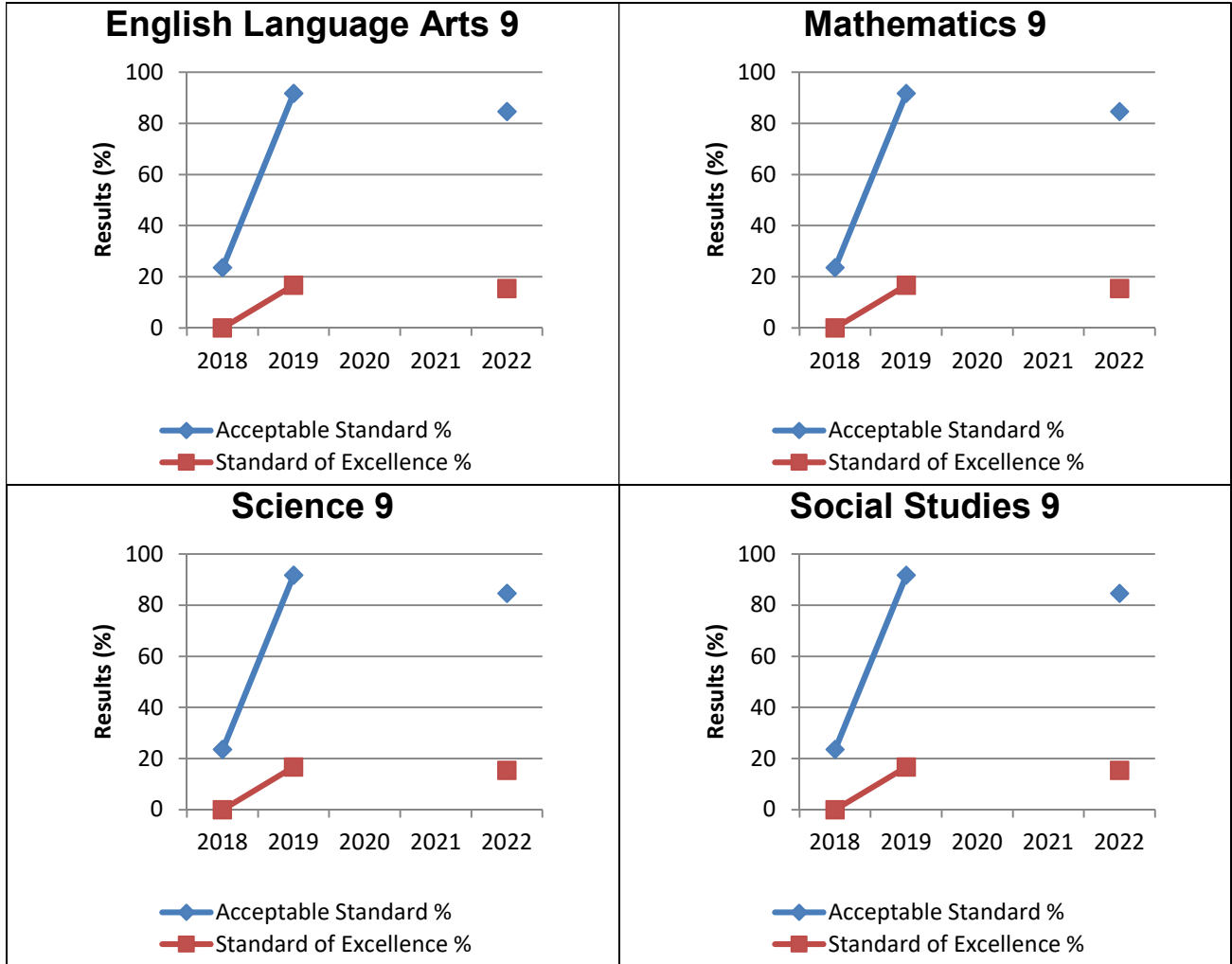


##### Science 6



##### Social Studies 6





Provincial Achievement Test Results Course By Course Summary By Enrolled With Measures Evaluation

Course	Measure	The Cornerstone Christian Academy							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	5	*	16	56.3	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	5	*	16	0.0	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	5	*	16	50.0	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	5	*	16	0.0	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	93.8	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	6.3	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	81.3	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	18.8	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	13	84.6	12	91.7	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	13	23.1	12	0.0	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	13	53.8	12	75.0	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	13	7.7	12	25.0	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	13	76.9	12	83.3	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	13	30.8	12	25.0	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	13	84.6	12	91.7	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	13	15.4	12	16.7	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Notes:

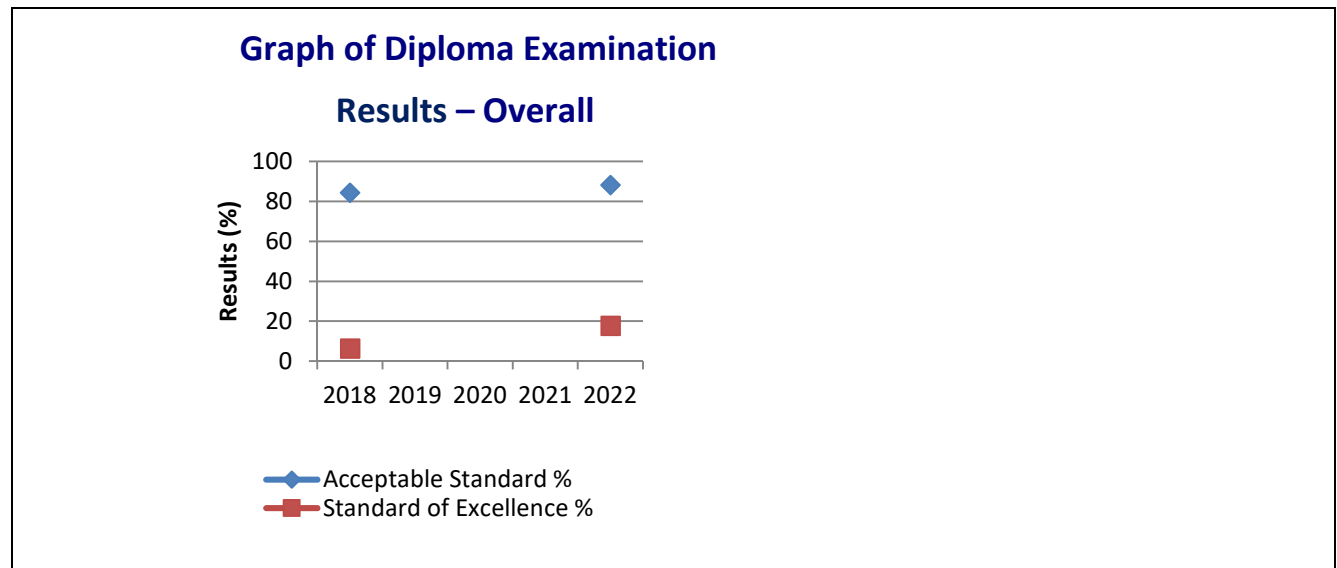
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

**Diploma Examination Results – Measure Details**

		Results (in percentages)									
		2018		2019		2020		2021		2022	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	100.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4
English Lang Arts 30-2	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3
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	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8
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	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2
Mathematics 30-1	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0
Mathematics 30-2	Authority	*	*	*	*	n/a	n/a	n/a	n/a	*	*
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8
Social Studies 30-1	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8
Social Studies 30-2	Authority	*	*	*	*	n/a	n/a	n/a	n/a	*	*
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2
Biology 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2
Chemistry 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6
Science 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Diploma Examination Results Course By Course Summary with Measure Evaluation

		The Cornerstone Christian Academy							Alberta			
		Achievement	Improvement	Overall	2022		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	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,903	12.3	16,640	12.1
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	91.9	1,215	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	6.8	1,215	10.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	5	*	n/a	n/a	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	5	*	n/a	n/a	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	4,887	17.2	9,676	31.2

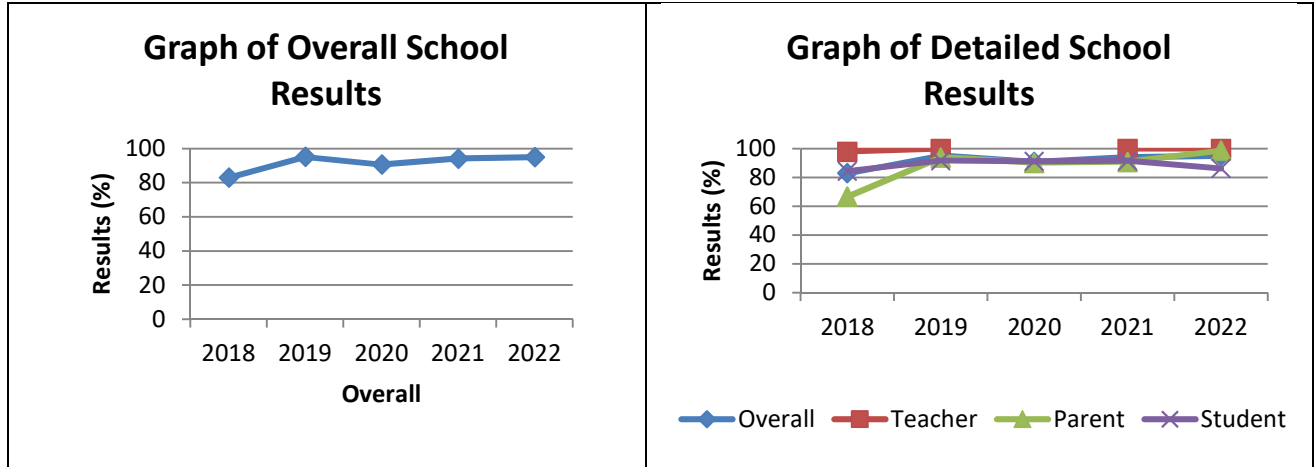
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

**Education Quality – Measure Details**

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

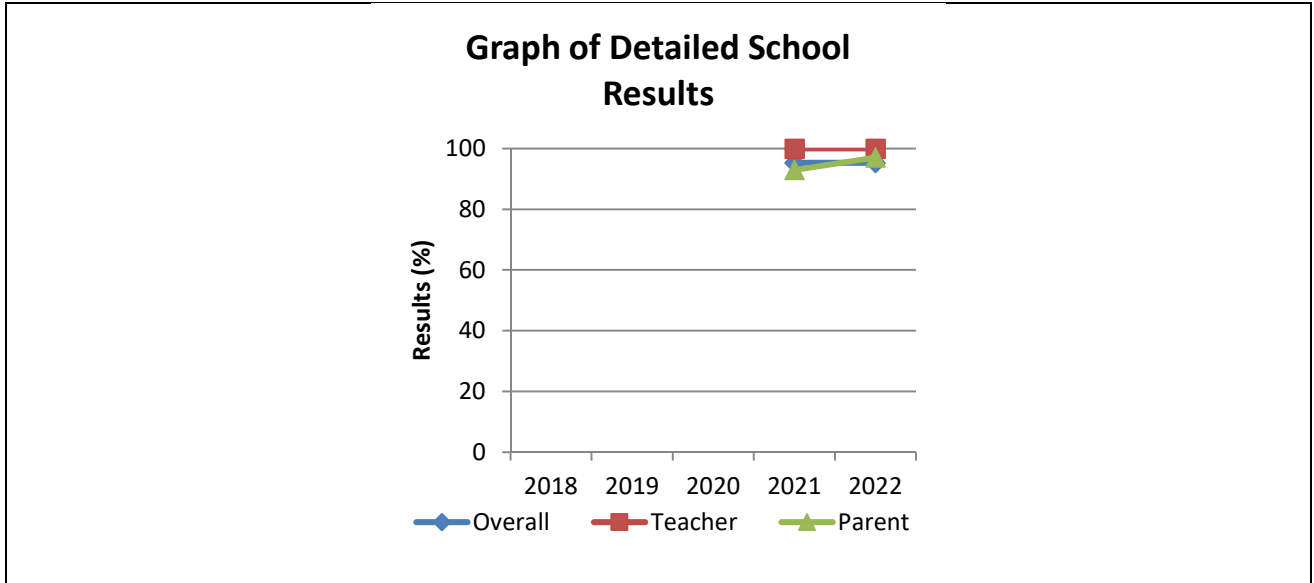
	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	83.0	95.2	90.7	94.1	95.0	n/a	95.2	90.7	94.1	95.0	90.0	90.2	90.3	89.6	89.0
Teacher	97.9	100.0	*	100.0	100.0	n/a	100.0	*	100.0	100.0	95.8	96.1	96.4	95.7	95.0
Parent	66.7	93.9	90.2	90.8	98.7	n/a	93.9	90.2	90.8	98.7	86.0	86.4	86.7	86.7	86.1
Student	84.4	91.7	91.2	91.5	86.3	n/a	91.7	91.2	91.5	86.3	88.2	88.1	87.8	86.3	85.9



**Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) – Measure Details**

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

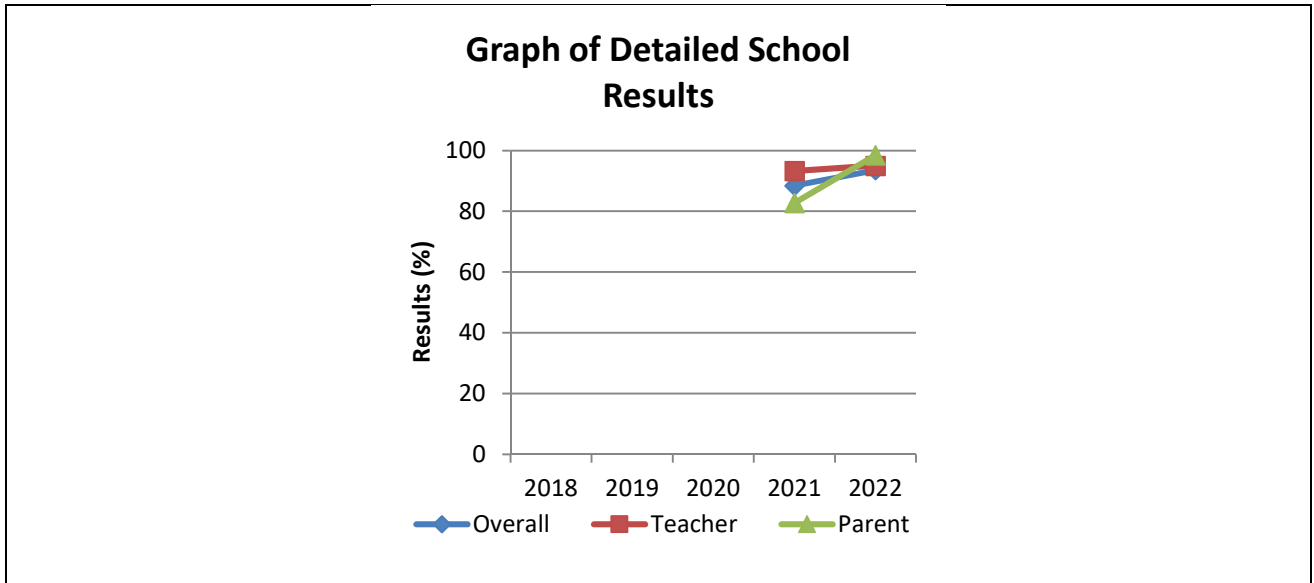
	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	n/a	n/a	n/a	95.3	95.3	n/a	n/a	n/a	95.3	95.3	n/a	n/a	n/a	87.8	86.1
Teacher	n/a	n/a	n/a	100.0	100.0	n/a	n/a	n/a	100.0	100.0	n/a	n/a	n/a	95.3	93.6
Parent	n/a	n/a	n/a	93.0	97.1	n/a	n/a	n/a	93.0	97.1	n/a	n/a	n/a	88.2	86.9
Student	n/a	n/a	n/a	92.9	88.7	n/a	n/a	n/a	92.9	88.7	n/a	n/a	n/a	79.8	77.7



**Access to Supports and Services – Measure Details**

Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	n/a	n/a	n/a	88.5	93.6	n/a	n/a	n/a	88.5	93.6	n/a	n/a	n/a	82.6	81.6
Teacher	n/a	n/a	n/a	93.3	95.0	n/a	n/a	n/a	93.3	95.0	n/a	n/a	n/a	88.7	87.3
Parent	n/a	n/a	n/a	82.8	98.5	n/a	n/a	n/a	82.8	98.5	n/a	n/a	n/a	78.9	77.4
Student	n/a	n/a	n/a	89.5	87.3	n/a	n/a	n/a	89.5	87.3	n/a	n/a	n/a	80.2	80.1



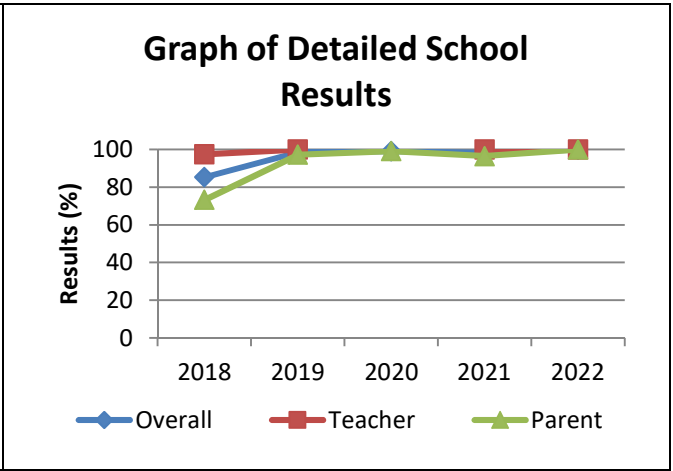
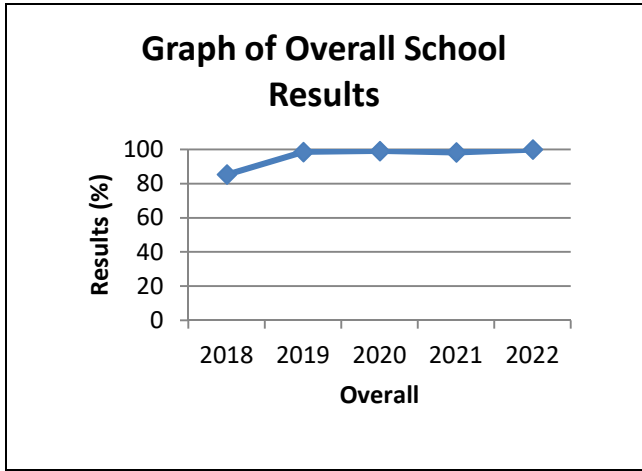
**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	85.4	98.6	99.2	98.3	100.0	n/a	98.6	99.2	98.3	100.0	81.2	81.3	81.8	79.5	78.8
Teacher	97.5	100.0	*	100.0	100.0	n/a	100.0	*	100.0	100.0	88.9	89.0	89.6	86.8	85.2



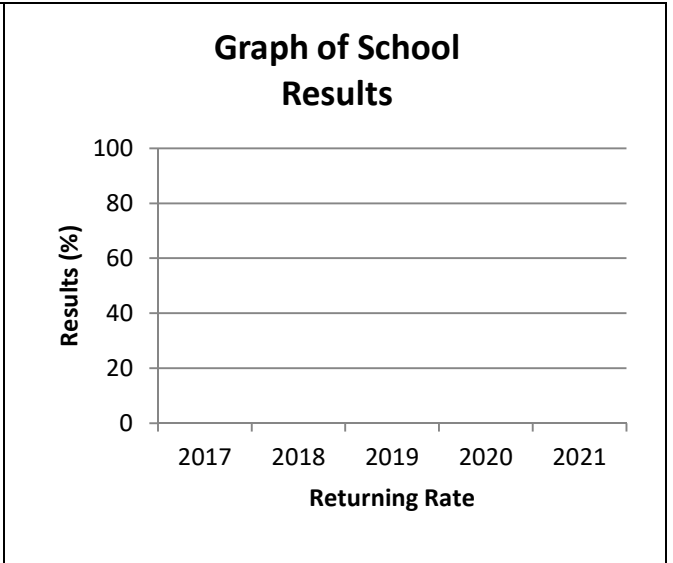
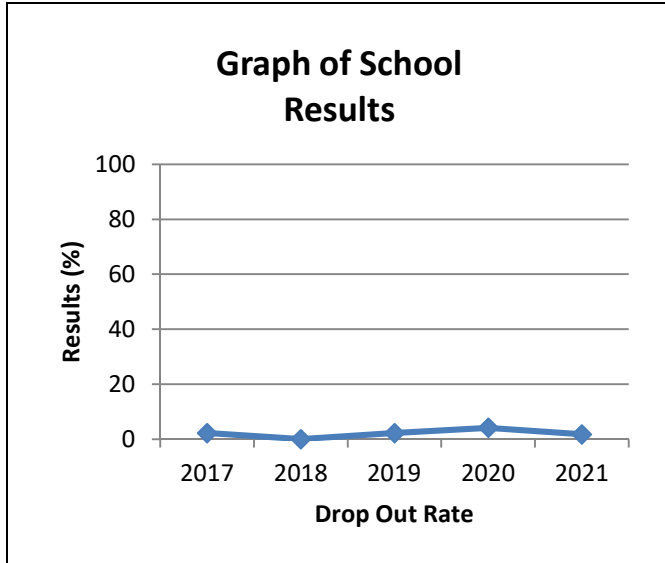
Parent	73.3	97.3	99.2	96.5	100.0	n/a	97.3	99.2	96.5	100.0	73.4	73.6	73.9	72.2	72.3
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**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18

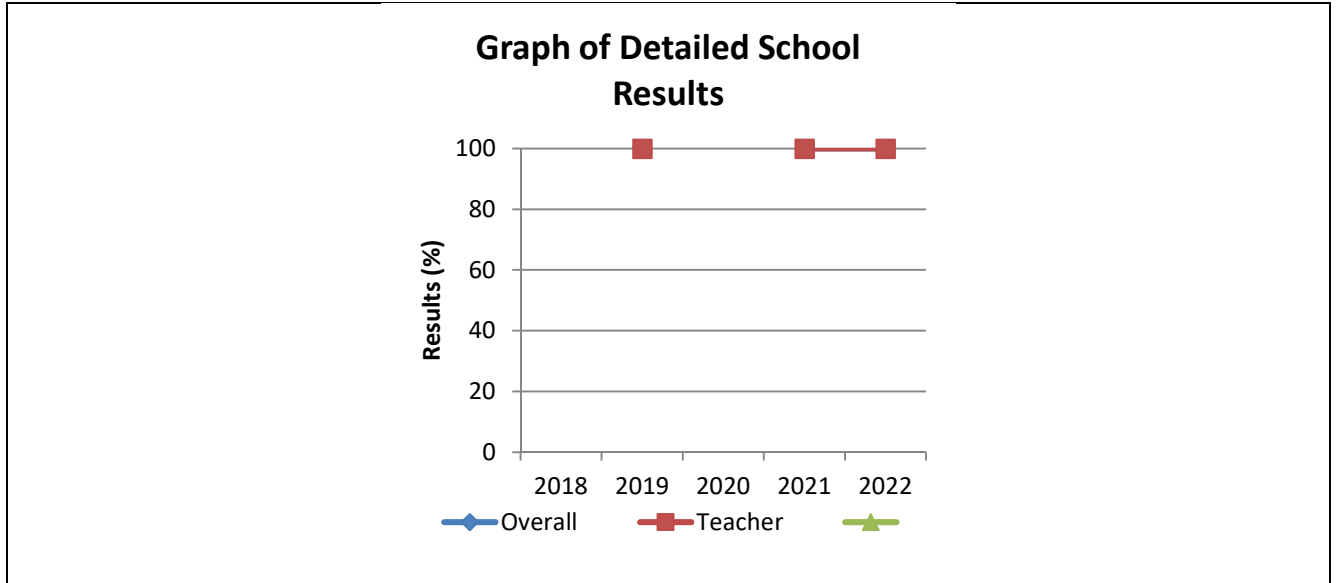
	School					Authority					Province				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Drop Out Rate	2.2	0.0	2.2	4.1	1.7	n/a	n/a	2.2	4.1	1.7	2.3	2.6	2.7	2.6	2.3
Returning Rate	n/a	*	n/a	*	*	n/a	n/a	n/a	n/a	*	19.9	22.7	18.2	18.1	17.3



**In-Service Jurisdiction Needs – Measure Details**

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

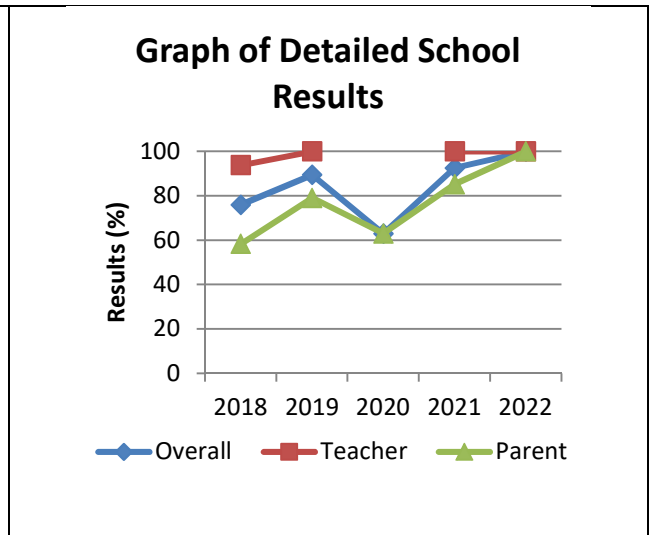
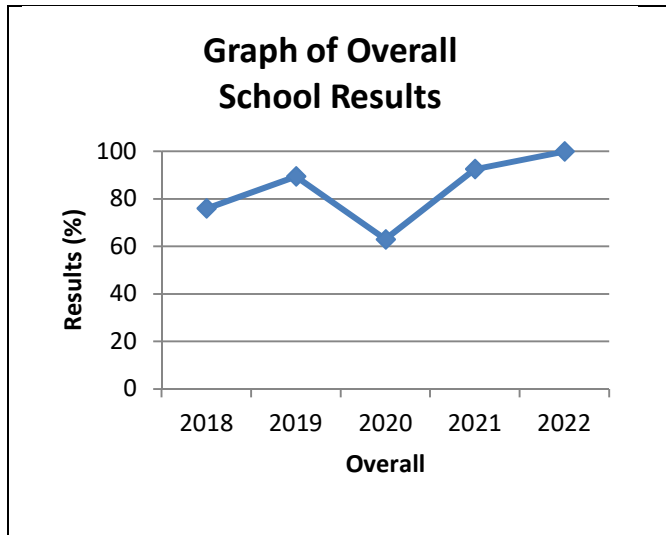
	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	n/a	100.0	*	100.0	100.0	n/a	100.0	*	100.0	100.0	84.3	85.2	85.0	84.9	83.7
Teacher	n/a	100.0	*	100.0	100.0	n/a	100.0	*	100.0	100.0	84.3	85.2	85.0	84.9	83.7



#### 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				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	76.0	89.5	63.0	92.6	100.0	n/a	89.5	63.0	92.6	100.0	70.9	71.4	72.6	82.1	81.0
Teacher	93.8	100.0	*	100.0	100.0	n/a	100.0	*	100.0	100.0	77.8	78.8	80.6	88.9	87.4
Parent	58.3	79.0	63.0	85.2	100.0	n/a	79.0	63.0	85.2	100.0	64.0	64.0	64.6	75.3	74.6

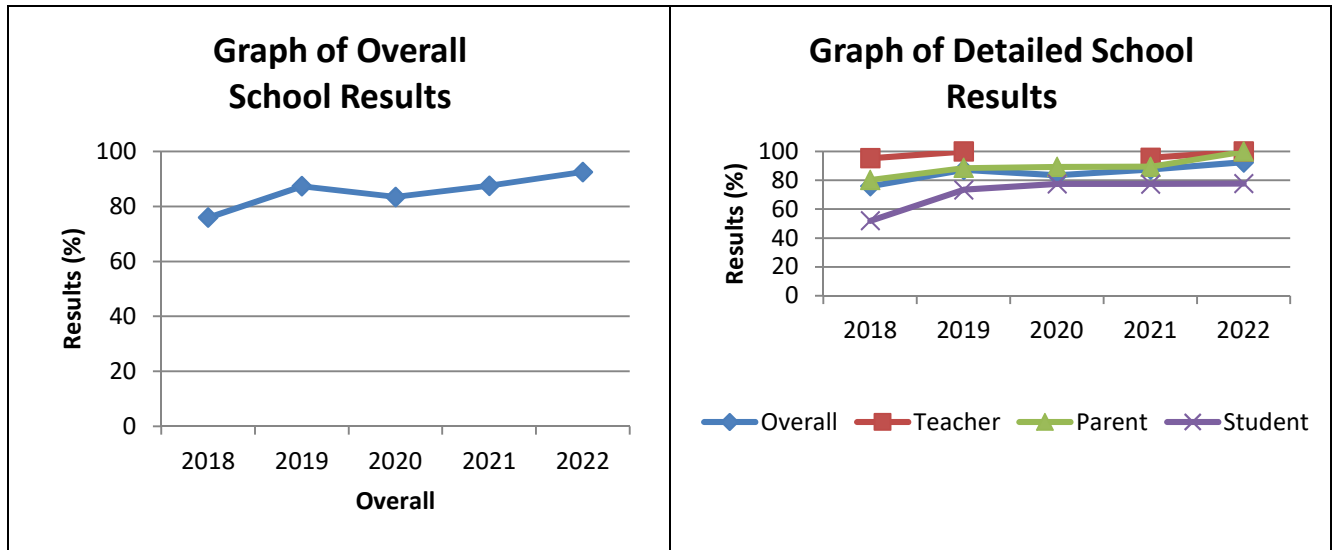


#### Program of Studies – Measure Details

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				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	76.0	87.4	83.5	87.6	92.6	n/a	87.4	83.5	87.6	92.6	81.8	82.2	82.4	81.9	82.9
Teacher	95.3	100.0	*	95.7	100.0	n/a	100.0	*	95.7	100.0	88.4	89.1	89.3	89.2	89.3
Parent	80.4	88.7	89.4	89.5	100.0	n/a	88.7	89.4	89.5	100.0	79.9	80.1	80.1	81.7	82.4

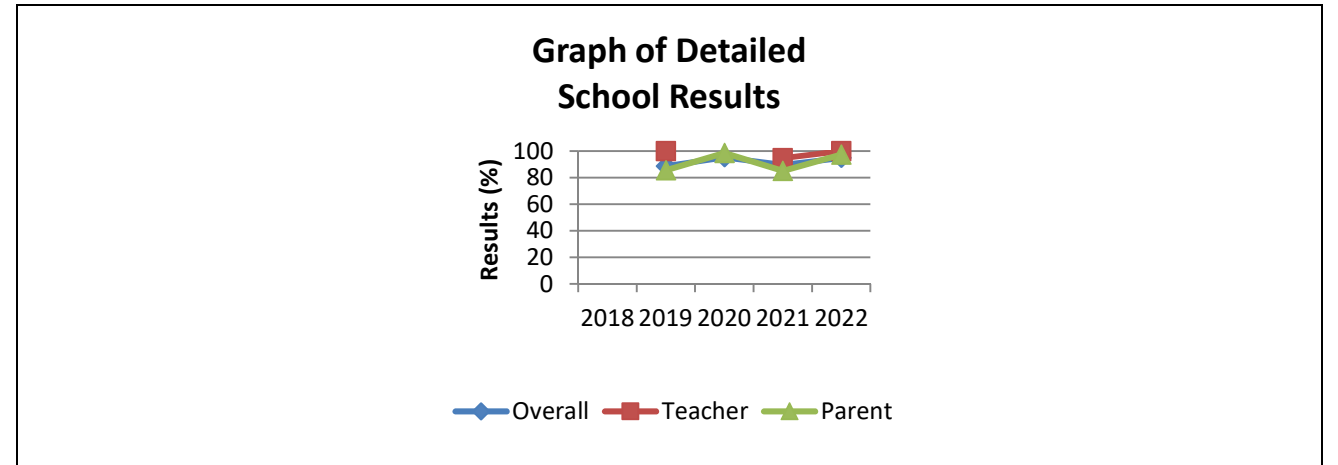
Student	52.1	73.5	77.6	77.5	77.8	n/a	73.5	77.6	77.5	77.8	77.2	77.4	77.8	74.9	76.9
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**Program of Studies – At Risk Students – Measure Details**

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	n/a	88.7	93.5	89.8	94.9	n/a	88.7	93.5	89.8	94.9	84.2	84.7	84.9	82.7	81.9
Teacher	n/a	100.0	*	94.7	100.0	n/a	100.0	*	94.7	100.0	94.0	94.5	94.4	91.2	90.3
Parent	n/a	85.6	98.6	85.1	97.4	n/a	85.6	98.6	85.1	97.4	77.0	77.8	78.1	76.7	75.3
Student	n/a	80.4	92.1	89.5	87.3	n/a	80.4	92.1	89.5	87.3	81.7	81.9	82.2	80.2	80.1



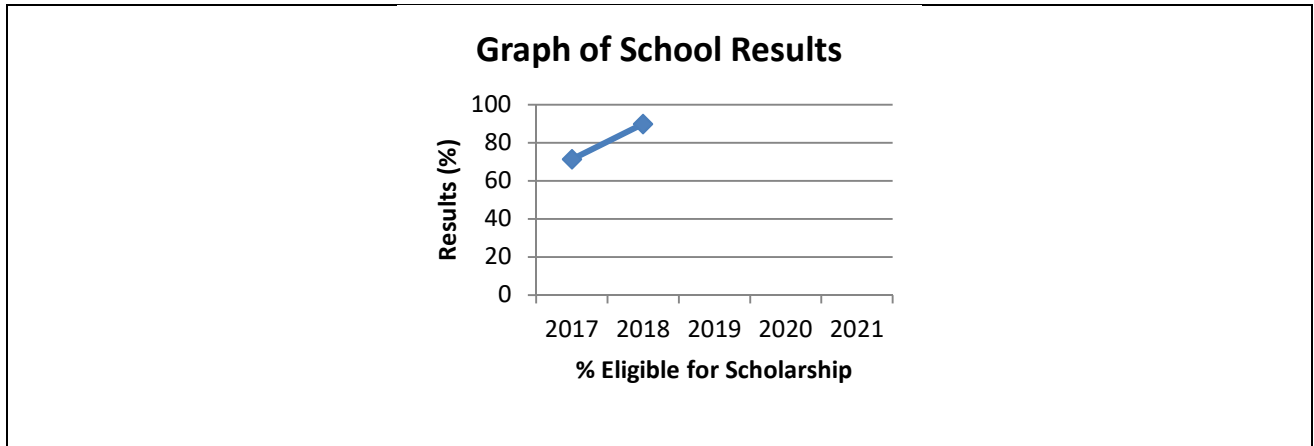
**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Rutherford Scholarship Eligibility Rate	71.4	90.0	*	*	*	n/a	n/a	*	*	*	63.4	64.8	66.6	68.0	70.2

Rutherford eligibility rate details.

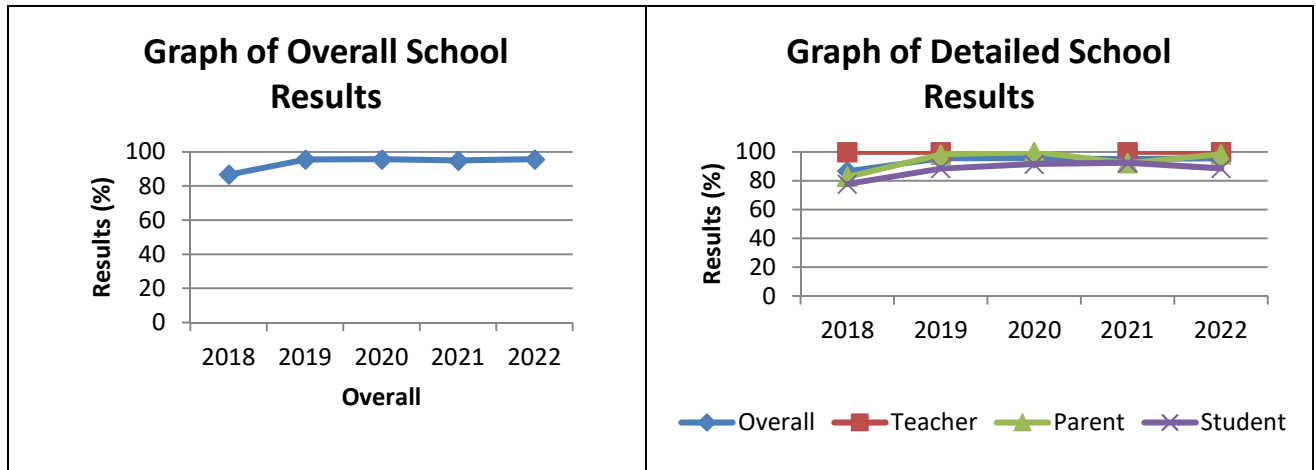
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
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	*	*	*	*	*	*	*	*
2020	3	*	*	*	*	*	*	*	*
2021	5	*	*	*	*	*	*	*	*



**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.

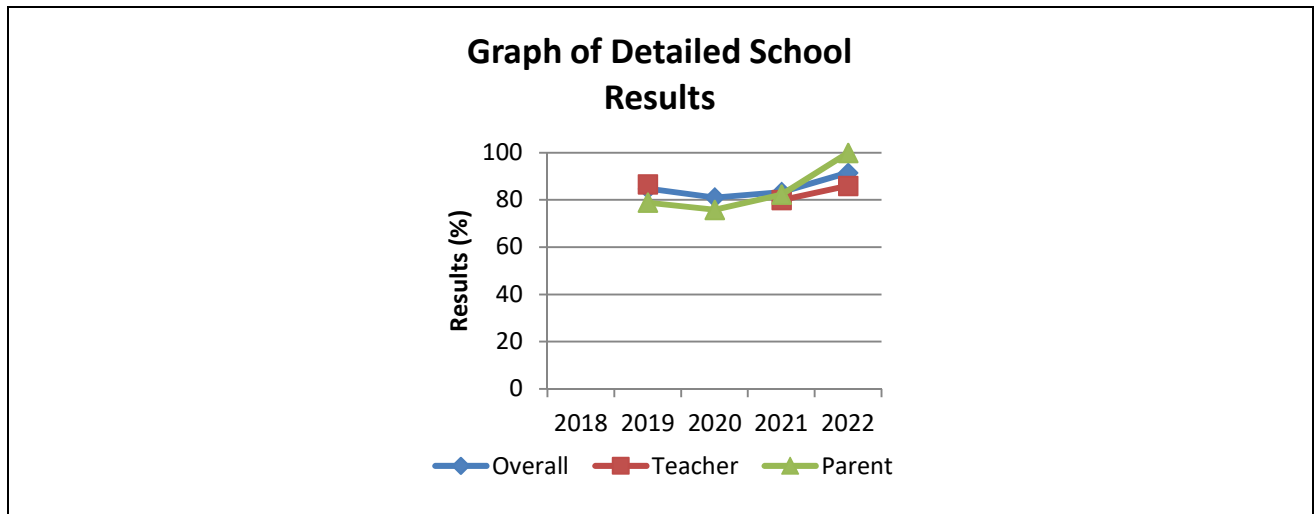
	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	86.8	95.6	95.7	94.9	95.7	n/a	95.6	95.7	94.9	95.7	89.0	89.0	89.4	90.0	88.8
Teacher	100.0	100.0	*	100.0	100.0	n/a	100.0	*	100.0	100.0	95.0	95.1	95.3	95.4	94.3
Parent	82.8	98.2	100.0	92.3	98.4	n/a	98.2	100.0	92.3	98.4	89.4	89.7	90.2	90.5	89.5
Student	77.8	88.6	91.5	92.4	88.5	n/a	88.6	91.5	92.4	88.5	82.5	82.3	82.6	84.0	82.5



**Satisfaction with Program Access – Measure Details**

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

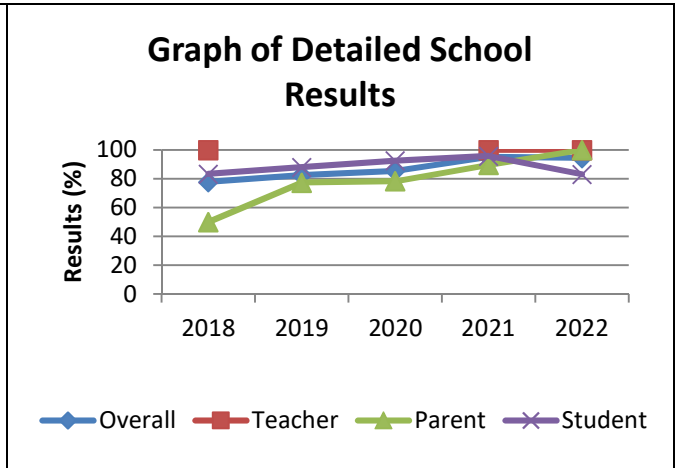
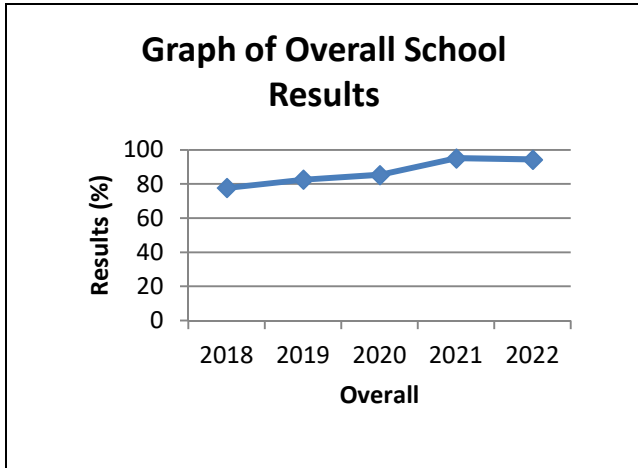
	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	n/a	84.8	81.1	83.4	91.6	n/a	84.8	81.1	83.4	91.6	72.8	73.1	75.2	71.8	72.6
Teacher	n/a	86.7	*	80.0	86.0	n/a	86.7	*	80.0	86.0	78.3	79.3	78.1	77.8	77.0
Parent	n/a	78.9	75.9	82.3	100.0	n/a	78.9	75.9	82.3	100.0	61.2	61.1	68.4	65.7	67.4
Student	n/a	88.6	86.2	88.0	88.8	n/a	88.6	86.2	88.0	88.8	78.9	78.8	79.0	71.9	73.5



**School Improvement – Measure Details**

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

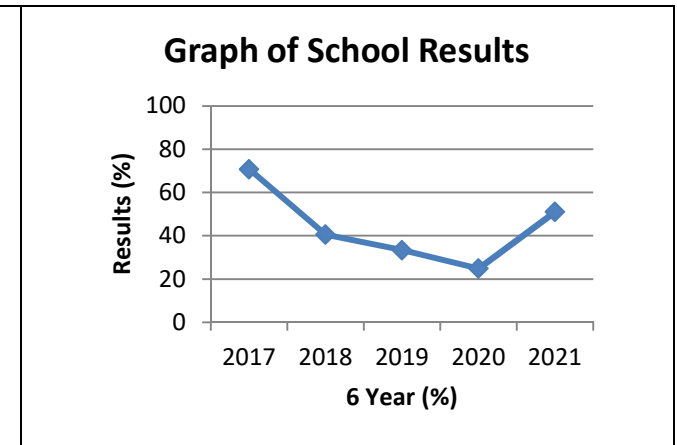
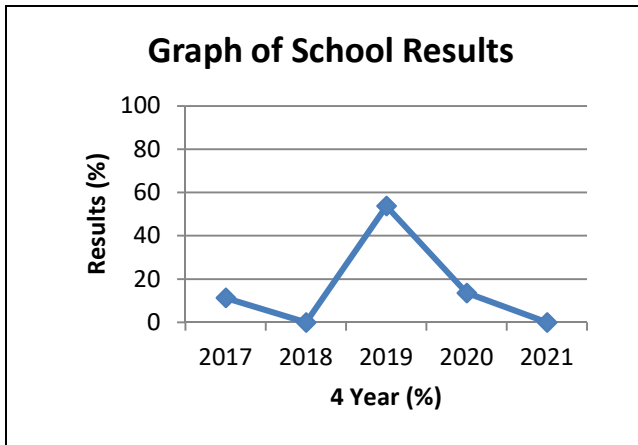
	School					Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	77.8	82.6	85.4	95.1	94.4	n/a	82.6	85.4	95.1	94.4	80.3	81.0	81.5	81.4	74.2
Teacher	100.0	*	*	100.0	100.0	n/a	*	*	100.0	100.0	81.5	83.4	85.0	83.4	76.3
Parent	50.0	77.3	78.3	89.7	100.0	n/a	77.3	78.3	89.7	100.0	79.3	80.3	80.0	81.7	70.0
Student	83.3	88.0	92.5	95.8	83.1	n/a	88.0	92.5	95.8	83.1	80.2	79.4	79.6	79.1	76.3



**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				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
4 Year Rate	11.3	0.0	53.8	13.6	0.0	n/a	n/a	53.8	13.6	0.0	39.4	40.2	40.9	40.5	41.2
6 Year Rate	70.9	40.6	33.4	24.9	51.1	n/a	n/a	33.4	24.9	51.1	59.0	59.1	60.3	60.0	60.3



**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				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Overall	75.0	90.9	79.2	94.8	100.0	n/a	90.9	79.2	94.8	100.0	82.4	83.0	84.1	85.7	84.9
Teacher	100.0	*	*	100.0	100.0	n/a	*	*	100.0	100.0	90.3	90.8	92.2	93.7	92.5
Parent	50.0	90.9	79.2	89.7	100.0	n/a	90.9	79.2	89.7	100.0	74.6	75.2	76.0	77.8	77.3

