

ANNUAL EDUCATION RESULTS REPORT
Cornerstone Christian Academy Authority
November 2023

Cornerstone Christian Academy

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Message from the Board Chair

Cornerstone Christian Academy continues to be blessed in its ministry of preparing students spiritually, academically, socially and physically in order to be a positive Christian influence serving society. We are thankful for Alberta Education's support of diversity in our education system which provides funding for private schools. CCA is supported by many volunteers and a committed team of educators. Our administrative team, Alan Welde and Michelle Stewart, are invaluable, putting in hours upon hours of extra time each year to ensure the school's success. We are truly blessed.

We celebrate the generous donors God blessed us with in 2022-23, along with the responsible management of funds, which resulted in a financial surplus. Fundraising and donations remain a critical part of CCA Operations. As always, we ask people to continue praying for and telling others about the school so that God may put people and resources in place to keep the school spiritually and financially on track.

The graduating class of 2023 chose Philippians 2:3-4 as their bible theme verse: "Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others". This is the attitude we wish to instill in our students - an attitude of service and humility which seeks to share the good news that there is a God whose love for us is able to transform lives and make the world a kinder, gentler place.

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 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial 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 2022/2023 was approved by the Board on November 23, 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, 113 students are enrolled at Cornerstone.

Trends and Issues

We have built our 2022/2023 program by reviewing the practices and accomplishments of the previous years' programs.

Two significant accomplishments are the development of meaningful relationships with students, and the establishment and maintenance of a supportive, safe learning environment. An indicator of this is that our school climate has been described as "positive", "kind", and "gentle."

An important part of our school community is parent support. Parents volunteer in the classroom, create the Yearbook, help organize an annual Book Fair, and assist with social and athletic functions.

A Chapel Team of local pastors works with school administration to provide weekly Secondary Chapels. As well as enhancing the religious instruction offered by the school, Chapels are a means of building community and deepening our understanding of what it means to live as a Christian influence in the world. Elementary and Secondary Chapels emphasize the school's "Core Values" of empathy, self-control, integrity, family, and perseverance.

We strive to serve our larger social community. In this past year, a wedding reception was held in our Student Commons Area. Different family groups use our facility for gatherings such as Christmas meals and reunions. A local choir and church group hold their annual "Spring Concert" in the CCA gymnasium. The Kingman Youth Group, comprised of children from four local congregations, regularly uses the school to host evening activities.

A challenge we face as a small school is the provision of quality programming that meets both the criteria of Alberta Education and the needs of our student community. Social Studies and Science courses in Elementary double-grade classrooms are cycled, but each grade receives instruction in literacy and numeracy at its grade level. Junior High classrooms have each grade taught the subject at its grade level, but Senior High classrooms contain multiple levels of the same subject being presented to students in split grades configuration. The Senior High Mathematics program in particular has developed video presentations of lessons so students enrolled in different courses can continue with their program while the instructor focuses on specific groups of students. Finding and developing adequate resources is an on-going challenge.

We realize we cannot offer every course our Secondary students wish to take due to enrollment and staffing. We access online and off-site education providers such as NorthStar Academy and Lakeland College's Green Certificate programs to provide classes for our students.

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

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

Summary of Accomplishments

- Purchased textbooks as needed for increased class sizes
- In 2022/2023 school year, we had 2 Volleyball and 2 Basketball teams.
- In 2022/2023 some students in Gr 7-12 participated in Badminton Tournaments
- In 2022/2023 some students in Gr 7-12 participated in Track and Field Events, some advanced to Regionals and Zones.
- Students were able to participate in virtual presentations on Farm Safety
- In November 2022 we were able to once again hold our fall supper and auction in person.
- We held a "Free Sundae, Concert and Bake Sale" in the spring to generate much-needed funds for the school. A variety of local talent participated in the Concert.
- We had a graduation and catered banquet in our gymnasium for our 8 graduates.
- A team of local clergy participated in weekly Secondary Chapels
- Purchased library materials to supplement our school library and classroom libraries
- Completed the Capital Project replacing the water suppression tanks
- Students in Grades 7-12 helped with leading music in Secondary Chapels
- All Teaching Staff and Bus Drivers that needed renewal participated in First Aid Training in Oct 2022
- We participated in the Alberta Education joint effort with Fire Fighter Aid Ukraine to raise money through Hot Chocolate Sales on February 27 for the Misto Dobra Orphanage. We raised \$300.
- Students from Grades 7 – 12 participated in the Extra-Curricular Adaptation of Shakespeare's The Taming of the Shrew. They did three performances at the Bailey Theatre in Camrose in May.
- In September we hosted our third Show & Shine, a fun community event on a beautiful Sunday afternoon.
- With regulation changes in December 2022, we were able to have an in-person Christmas Concert for the first time since December 2019.

Fall 2023 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	90.1	91.1	91.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	91.4	91.8	93.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	77.9	*	76.3	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	65.6	88.1	80.1	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	72.2	75.0	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	11.1	19.2	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	94.7	88.2	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	15.8	17.6	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	95.0	95.0	92.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.2	95.3	95.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.1	93.6	93.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	93.3	100.0	99.6	79.1	78.8	80.3	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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, Science 30, Social Studies 30-1, Social Studies 30-2.

Assurance Domain: Student Growth and Achievement

2nd School Priority: Improvement in Achievement

Performance Measure		Results (in percentages)					Evaluation		
	Description	2019	2020	2021	2022	2023	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	90.1	91.1	90.1	n/a	Maintained	n/a
Citizenship	The overall percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.7	94.8	93.5	91.8	91.4	Very High	Maintained	Excellent
3-Year High School Completion	Percentages of students who completed high school within three years of entering Grade 10.	75.1	88.9	63.7	*	77.9	Intermediate	Maintained	Acceptable
5-Year High School Completion	Percentages of students who completed high school within five years of entering Grade 10.	82.5	67.2	84.9	88.1	65.6	Very Low	Maintained	Concern
PAT: Acceptable	Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (By Number Enrolled).	84.4	n/a	n/a	75.0	72.2	Intermediate	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 (By Number Enrolled).	17.2	n/a	n/a	19.2	11.1	Low	n/a	n/a
Diploma: Acceptable	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	n/a	88.2	94.7	Very High	n/a	n/a
Diploma: Excellence	Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	n/a	17.6	15.8	Intermediate	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.	84	88	93	85	79	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.	65	66	56	39	43	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	59	83	n/a	n/a	n/a

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.
- Chapels and morning devotions remind students of The Core Values of "Empathy", "Self-Control", "Integrity", "Family", and "Perseverance", which contribute to active citizenship.
- For the High School Completion Rate, for 2021 result of 63.7, and 2023 result of 65.6, we have learned that this measure comes from a Grade 10 Cohort three years and five years before this, 2017/2018. There is a discrepancy between the 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.

- Staff are working to address the decline in the number of students who achieve “Standard of Excellence” in Grade 6 and Grade 9 Provincial Achievement Tests.
- Staff are working to address the decline in the number of students who achieve “Acceptable Standard” in Grade 6 and Grade 9 Provincial Achievement Tests.
- 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 2023 showed about 20% of our Gr 1-4 students are At-Risk. AB Education did not provide a Below Average Measure for June 2023. June 2022 showed about 37% of our Gr 1-3 students are At-Risk and about 32 % are Below Average.
- Lens Literacy Testing in June 2023 showed about 20% of our Gr 1-2 students are At-Risk. AB Education did not provide a Below Average Measure for June 2023. June 2022 showed about 46% of our Gr 1-2 students are At-Risk and about 30 % are Below Average
- Numeracy Testing in June 2023 showed about 22% of our Gr 1-4 students are At-Risk. AB Education did not provide a Below Average Measure for June 2023. June 2022 showed about 32% of our Gr 1-3 students are At-Risk and about 5% are Below Average.

Literacy & Numeracy	Name of AB Ed Approved Screening Assessment Used	Total Number of Students Assessed Beginning of Year	Total Number of Students Identified as Being At Risk on Initial Assessment	Total Number of Students Identified as Being At Risk on Final Assessment	Average Number of Months Behind Grade Level of At-Risk Students at time of Initial Assessment	Average Number of Months Gained at Grade Level by At-Risk Students at time of Final Assessment
Grade 1	CC3	11	0	0	0	0
Grade 1	LeNS	11	3	2		
Grade 2	CC3	9	1	2	8	-5.7
Grade 2	LeNS	9	3	2		
Grade 3	CC3	11	4	4	10.2	0.6
Grade 4	CC3	5	1	1	23.0	-9.7
Grade 1	Numeracy	11	1	1	4.2	3.1
Grade 2	Numeracy	9	1	2	10.6	2.6
Grade 3	Numeracy	11	3	4	9.6	-0.4+
Grade 4	Numeracy	5	2	1	10+	0

Summary of Strategies Used

- Literacy Aide works one on one with at-risk students twice a week.
- Regular, one-on-one reading opportunities and discussion of selections read were most effective in addressing learning gaps. Literacy staff kept a detailed “log” of selections read and discussed.
- Regular, one-on-one opportunities for the numeracy staff to work with students were most effective in reducing learning gaps. Students were encouraged to explain their processes in completing tasks to demonstrate an understanding of what they were doing.
- We are extremely appreciative of the support given to our students. The funds we received augmented our resources to provide additional “one-on-one” interactions with at-risk students, and the professional development undertaken by staff increased their abilities to deal with at-risk students and other students in the classroom.
- More funds were allocated to hire Literacy staff
- Funds were allocated to the Grade One/Two teacher to facilitate her participation in the online Professional Development series “Learning for Every Reader.” The program consisted of modules that examined research around the skills necessary for reading and various reading strategies to teach and build these skills. The skills included oral language, phonological and phonemic awareness, phonics, comprehension, fluency, and vocabulary.
- Support staff working with students in Grades One through Four were trained in “Learning for Every Reader” to assist them in their work with students

Assurance Domain: Teaching & Leading

Performance Measure		Results (in percentages)					Evaluation		
	Description	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Education Quality	The overall percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.2	90.7	94.1	95.0	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 Koinonia Christian Schools Professional Development in September 2022. Our Elementary "Literacy Lead Teacher" participated in literacy training in the summer of 2022.

Professional Learning, Supervision and Evaluation

- Division One and Two teachers and Division One and Division Two support staff participated in on-line "Teaching Every Reader" in-services to support classroom instruction.
- Three Division One and Two teachers attended three days of "Jump Math" Professional Development training this past summer.
- Teachers attended the Professional Development sessions at the September 2022 Koinonia Christian Schools Professional Development hosted at Red Deer Koinonia.

Assurance Domain: Learning Supports

Performance Measure		Results (in percentages)					Evaluation		
	Description	2019	2020	2021	2022	2023	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	95.3	95.3	94.2	n/a	Maintained	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	88.5	93.6	89.1	n/a	Declined	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 a part time Early Literacy Aide, 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.
 - We found, while looking at the specific data on the Measure about Access to Supports, that 10-20% of our Gr 4-6 parents answered "Do Not Know." If we remove those parents from the statistic, the Percentage of Parents satisfied rises from 87% to 91%. The Gr 7-9 Parent Group was suppressed for this measure.
 - 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.
- 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 a session on FNMI topic at the Koinonia PD event in Sept 2022, improving their personal understanding, and getting ideas for implementation in the classroom.

Assurance Domain: Governance

Performance Measure		Results (in percentages)					Evaluation		
	Description	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Parental Involvement	The overall percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	98.6	99.2	98.3	100.0	93.6	Very High	Declined	Good

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.
- We found, while looking at the specific data on the Parental Involvement Measure that the decline occurred in the Parent Gr 4-6 group, but 8-18% put "Do Not Know" on two of the 5 questions.
- Administration is considering additional meetings with parents to discuss their involvement in their children's education. Ideas include an additional "High School Orientation" evening in the fall [in conjunction with the "High School Orientation" evening held in May] and an evening where academic and behavioural expectations of students entering CCA, or transitioning from CCA's Elementary Program into the Secondary Program, in addition to what is presented at the September "Meet the Staff" event.
- 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 also includes an outdoor basketball court, which can be used by community members.

Assurance Domain: Local & Societal Context

1st 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	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Students Follow Rules	The overall percentage of students who agree that most students follow the rules.	74	84	84	62	67	Low	Declined	Issue
Students Respect	The overall percentage of students who agree that most students respect each other.	90	91	92	85	87	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.	79	82	84	87	83	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.
- 40% of Gr 4-6 students, 47% of Gr 7-9 students, and 4% of Gr 10-12 students disagree with the statement "students follow the rules" in 2023. Gr 7-9 students also had the highest disagreement with the statement "student follow the rules" in 2022.
- The Gr 4-6 Parent group had 8% "Do Not Know" for the statement "students follow the rules. 8% of Gr 4-6 Parents, 33% of Gr 7-9 Parents, and 20% of the Gr 10-12 Parents Disagree with the statement "students follow the rules" in 2023.
- Division Two and Division Three teachers collaborate to establish common expectations of student behaviour.
- Administration tracks records of student behaviours via "Misconduct Forms" and anecdotal records from teachers and, as needed, notifies parents of their child's behaviour trends and enacts interventions as per our Discipline Policy to maintain classrooms as safe learning environments.
- Administration has addressed some behavioural concerns through in-school suspensions, referrals for counselling before a student returns to classes, and declining registrations for the following school year.
- Chapel messages support expectations and consequences of responsible behaviour.
- 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.

Fall 2023 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)	0.0	n/a	38.1	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	6.9	1.7	2.7	2.5	2.3	2.5	Intermediate	Maintained	Acceptable
In-Service Jurisdiction Needs	100.0	100.0	100.0	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	97.0	100.0	81.5	80.4	81.0	76.8	Very High	Improved Significantly	Excellent
Program of Studies	86.5	92.6	88.1	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	90.8	94.9	95.1	81.2	81.9	83.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	71.4	*	n/a	71.9	70.2	68.3	High	n/a	n/a
Safe and Caring	94.9	95.7	95.7	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	85.6	91.6	86.3	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	94.4	94.4	89.9	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	13.5	51.1	36.5	59.7	60.3	60.2	Very Low	Declined	Concern
Work Preparation	98.1	100.0	89.6	83.1	84.9	84.5	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 Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Supplemental Alberta Education Assurance Measures

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.1	38.1	n/a	n/a	0.0	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	2.2	4.1	1.7	6.9	Intermediate	Maintained	Acceptable
Performance Measure	Results (in percentages)					Evaluation		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	89.5	63.0	92.6	100.0	97.0	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.	87.4	83.5	87.6	92.6	86.5	Very High	Maintained	Excellent
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	88.7	95.3	89.8	94.9	90.5	Very High	Declined	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	90.0	*	*	*	71.4	High	n/a	n/a
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.	95.6	95.7	94.9	95.7	94.9	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.	84.8	81.1	83.4	91.6	85.6	Very High	Maintained	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.	82.6	85.4	95.1	94.4	94.4	Very High	Improved	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	40.6	33.4	24.9	51.1	13.5	Very Low	Declined	Concern
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	90.9	79.2	94.8	100.0	98.1	Very High	Improved	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.
- 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%.
- 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.
- We found, while looking at the specific data on the Measure about Programs for Children at risk, that 20% of our Gr 4-6 parents answered "Do Not Know."
- Offer a variety of courses through Green Certificate, RAP, SafeGen, and Work Experience to provide courses in addition to courses delivered by teachers.
- It has been challenging to provide as many options as previously with ADLC being discontinued.
- Secondary students have access to a variety of electives presented at the school.
- Some of our students attend Bible School after graduation. These programs are not included in this transition rate.

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

Budget Highlights	2022-2023 Budget	2022-2023 Actual	Percentage of Budget	Percentage of Actuals
Revenues				
Alberta Education (excluding Home Education)	\$607,898	\$684,436	56.80%	58.03%
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	\$430	\$2,300	0.04%	0.20%
Non-Instructional Fees	\$228,558	\$225,803	21.35%	19.15%
Gifts & Donations	\$92,982	\$174,083	8.69%	14.76%
Other Sales & Service	\$0	\$18,036	0.00%	1.53%
Interest on Investments	\$0	\$4,998	0.00%	0.42%
Gross School Generated Funds	\$48,400	\$0	4.52%	0.00%
Amortization of Capital Allocations	\$16,000	\$15,491	1.49%	1.31%
Operational Fundraising	\$76,050	\$54,214	7.11%	4.60%
Total Revenue	\$1,070,318.00	\$1,179,361.00	100%	100%
Expenditures				
Salaries	\$629,589	\$641,963	58.82%	62.89%
Services, contracts and Supplies	\$266,593	\$249,071	24.91%	24.40%
Specific Program (S.D.,E.L.,ESL)	\$0	\$0	0.00%	0.00%
Home Education (includes salaries)	\$0	\$0	0.00%	0.00%
Gross School Generated Funds	\$48,400	\$0	4.52%	0.00%
Capital and Debt Services	\$125,736	\$113,876	11.75%	11.16%
Other Fundraising	\$0	\$15,868	0.00%	1.55%
Total Expenditure	\$1,070,318	\$1,020,778	100%	100%
Surplus (Deficit)	\$ 0	\$158,583		

Total revenue for 2022/2023 was \$1,179,361 of which \$684,436 (58%) was received from Alberta Education in 2022/2023. The school reported a significant net income in 2022/2023. 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 were needed for a capital project to repair the fire suppression water tanks that had collapsed in the summer of 2020.

2022/2023 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 AFS or 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.
- 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.
- Staff members provided the following input in response to our Education Plan.
 - **What is our purpose in what we do at school?**
 - "Our purpose is to glorify God and serve Him. We do this by training up the children in our care, both academically and spiritually."
 - "We know that each child is unique in God's sight. Through our Christ centered teaching, we address our students intellectual, physical, spiritual, emotional, and social well being and celebrate the uniqueness of each student.... We love and care for each student."
 - "Our purpose is to honor God by providing a learning environment that reflects God's love. Our teaching should prepare students academically and spiritually for the world we live in today."
 - "I believe the ultimate purpose of our school is ... to encourage and model what it means to have a relationship with God. Does that mean us as staff need to be perfect at this? No, but nobody is, and that's important for kids to see too."
 - "With a strong biblical foundation, our priorities should be teaching students strong work ethic, helping students reach their full potential, helping students how to handle failures or challenging situations, discovering students' potential, establishing relationships, including and accommodating students, treating students with respect, and encouraging each other through prayer, charitable and mission work."
 - **As a staff member, what do I feel are the priorities for this school?**
 - "Some of our future priorities should continue to focus on those facing a variety of learning challenges."
 - "Our priorities are to love our students, to let them know that we are willing to love, guide, and accept them, and that the Lord is willing to do that also."
 - "Biblical Integration and spiritual development need to be a priority. Are we pointing students back to God in how they learn and how they behave? Eternity is what matters most: are we working and pointing our students towards that? Do they see that our discipline and intervention in their behaviors is because we love them and want them to grow spiritually?"
 - "We need a more unified focus on literacy and numeracy. There is a significant discrepancy between diploma and PATS and class marks. What accounts for this gap, and how can we narrow this gap?"
 - "The change between Division Two and Division Three in terms of academics, in particular Numeracy and Literacy, and social expectation, causes stress for many students. A priority we must address is ensuring a smoother transition for the students and their families."

Parental Involvement

Parents participate as classroom volunteers. Display board artists, Chapel presenters, assist with maintenance duties, and participate as community coaches for our sports teams. Parents serve on ad hoc committees as needed. The Fundraising Committee, for example, plans our Supper and Auction event, organizes food preparation, and recruits volunteers to serve food and clean the facility after the event.

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

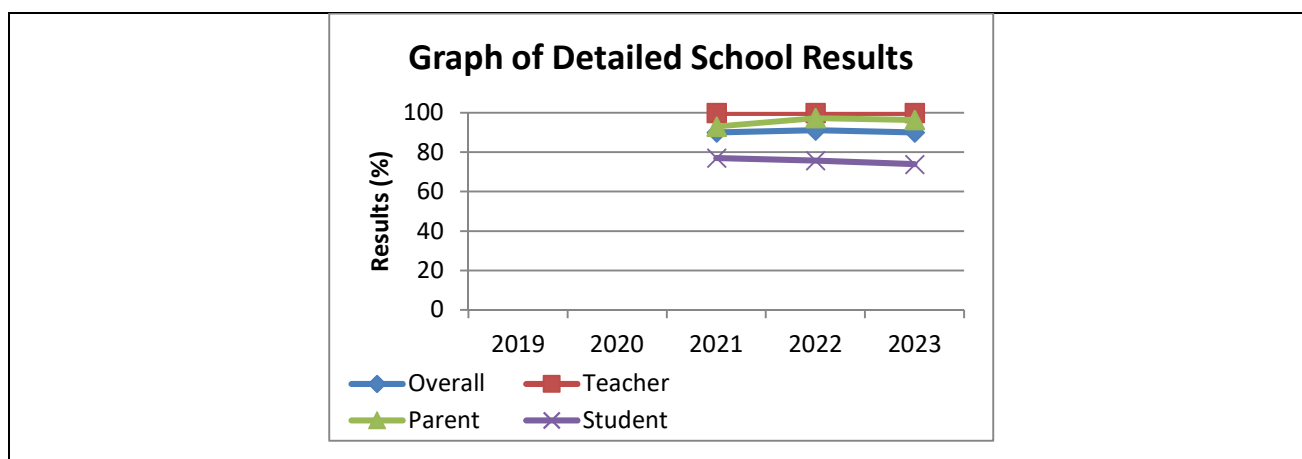
- To this point (November 23, 2023) school administration has not received any complaints. When received, all complaints will be dealt with as per the Whistleblower Policy adopted by the CCA Board in July 2018.

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.

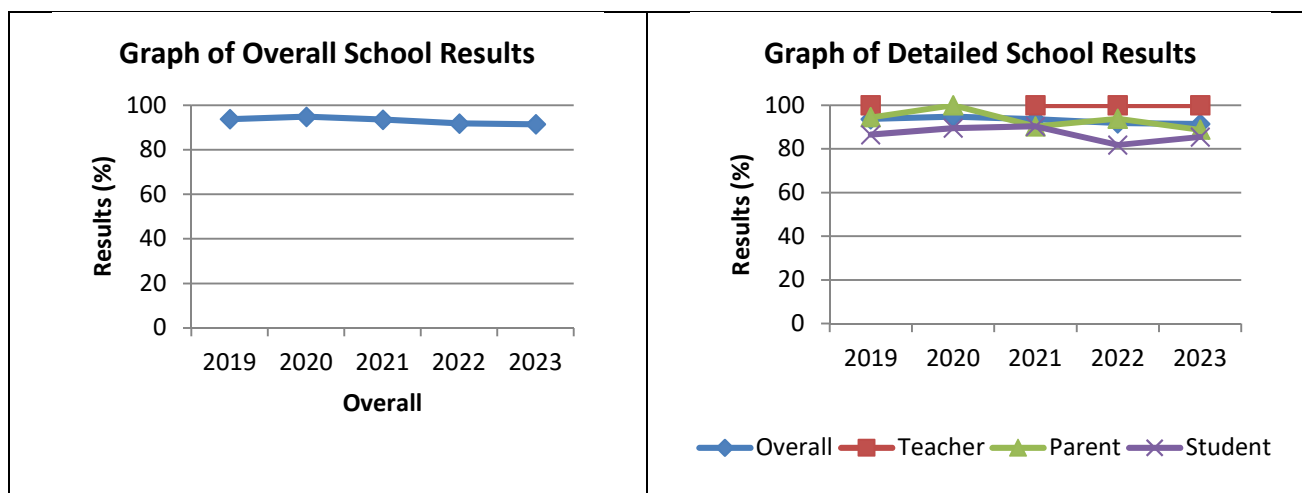
Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.													
	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	n/a	n/a	90.1	91.1	90.1	n/a	Maintained	n/a	n/a	n/a	85.6	85.1	84.4
Parent	n/a	n/a	93.1	97.4	96.4	n/a	Maintained	n/a	n/a	n/a	89.0	88.7	87.3
Student	n/a	n/a	77.1	75.8	73.9	n/a	Maintained	n/a	n/a	n/a	71.8	71.3	70.9
Teacher	n/a	n/a	100.0	100.0	100.0	n/a	Maintained	n/a	n/a	n/a	96.0	95.5	95.1



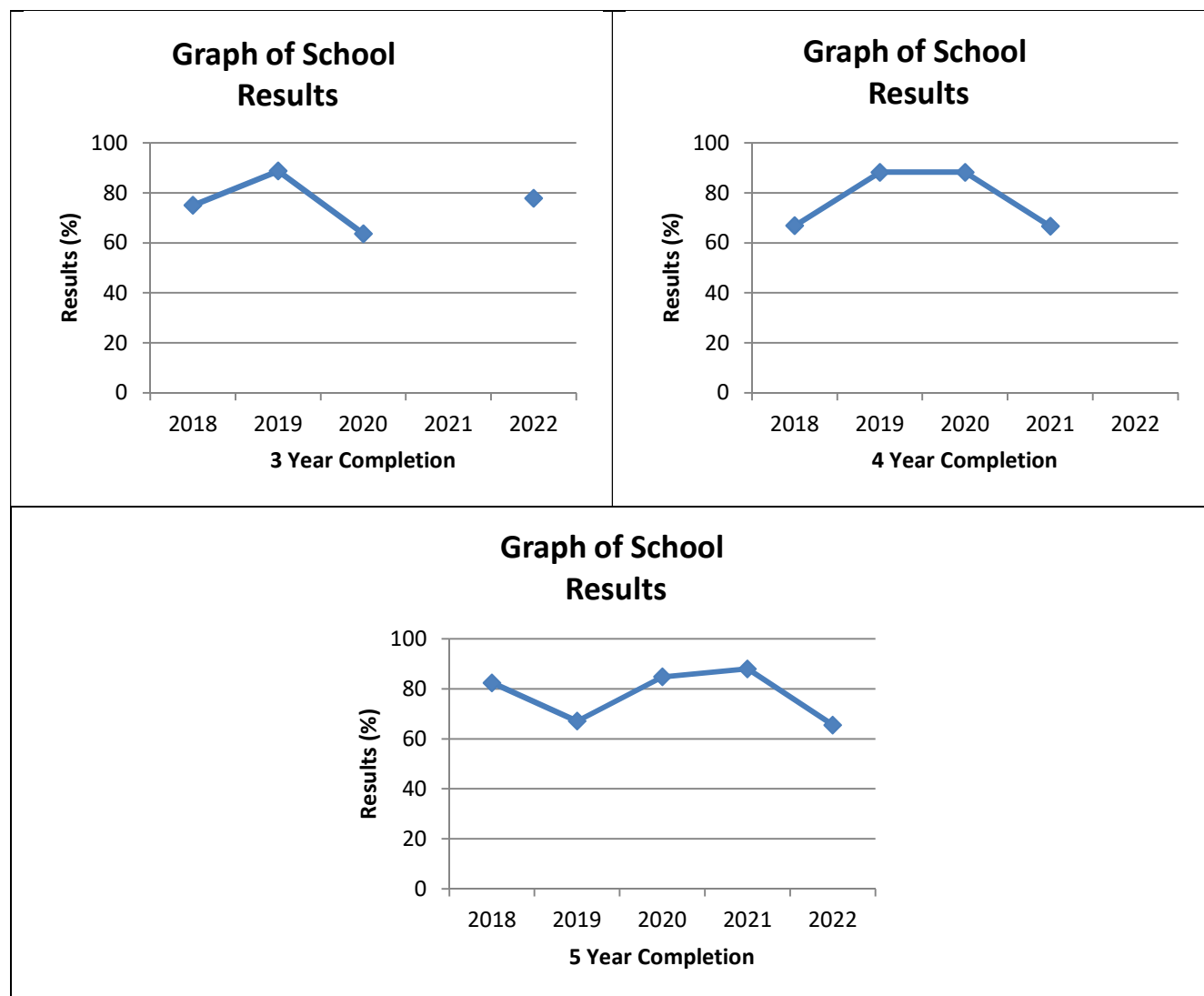
Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.													
	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	93.7	94.8	93.5	91.8	91.4	Very High	Maintained	Excellent	82.9	83.3	83.2	81.4	80.3
Parent	94.5	100.0	90.3	93.8	88.8	Very High	Maintained	Excellent	81.9	82.4	81.4	80.4	79.4
Student	86.5	89.5	90.3	81.8	85.5	Very High	Maintained	Excellent	73.5	73.8	74.1	72.1	71.3
Teacher	100.0	*	100.0	100.0	100.0	Very High	Maintained	Excellent	93.2	93.6	94.1	91.7	90.3



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					Measure Evaluation			Province					
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022	
3 Year Completion	75.1	88.9	63.7	*	77.9	Intermediate	Maintained	Acceptable	79.7	80.3	83.4	83.2	80.7	
4 Year Completion	66.9	88.3	88.3	66.7	*	*	*	*	83.3	84.0	85.0	87.1	86.5	
5 Year Completion	82.5	67.2	84.9	88.1	65.6	Very Low	Maintained	Concern	85.2	85.3	86.2	87.1	88.6	



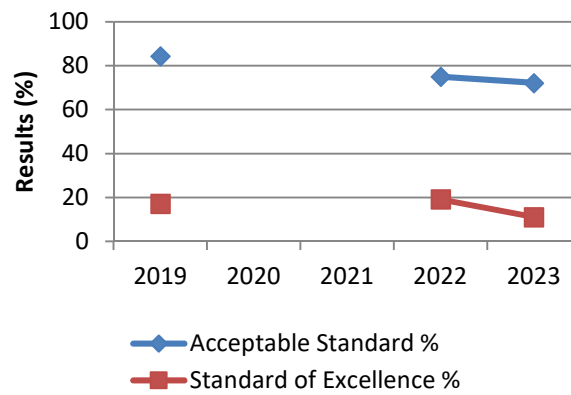
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Writing.											
		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	90.0	0.0	n/a	n/a	n/a	n/a	*	*	87.5	0.0
	Province	91.9	19.6	n/a	n/a	n/a	n/a	89.8	22.3	90.4	21.9
Mathematics 6	Authority	88.9	0.0	n/a	n/a	n/a	n/a	*	*	75.0	0.0
	Province	79.8	16.6	n/a	n/a	n/a	n/a	75.0	14.8	77.4	18.8
Science 6	Authority	93.8	6.3	n/a	n/a	n/a	n/a	n/a	n/a	68.8	31.3
	Province	85.5	31.6	n/a	n/a	n/a	n/a	83.4	27.7	79.3	25.9
Social Studies 6	Authority	81.3	18.8	n/a	n/a	n/a	n/a	n/a	n/a	56.3	25.0
	Province	84.1	27.0	n/a	n/a	n/a	n/a	79.3	23.6	78.3	21.3
English Language Arts 9	Authority	91.7	0.0	n/a	n/a	n/a	n/a	84.6	23.1	*	*
	Province	84.9	16.7	n/a	n/a	n/a	n/a	85.4	15.8	85.1	15.9
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	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	71.2	8.0
Mathematics 9	Authority	75.0	25.0	n/a	n/a	n/a	n/a	53.8	7.7	*	*
	Province	67.1	21.4	n/a	n/a	n/a	n/a	63.7	20.1	64.7	16.0
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	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	64.7	13.9
Science 9	Authority	83.3	25.0	n/a	n/a	n/a	n/a	76.9	30.8	*	*
	Province	84.5	29.6	n/a	n/a	n/a	n/a	82.1	27.3	78.8	23.9
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	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	67.6	13.9
Social Studies 9	Authority	91.7	16.7	n/a	n/a	n/a	n/a	84.6	15.4	*	*
	Province	77.0	23.1	n/a	n/a	n/a	n/a	72.8	20.6	69.3	18.9
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	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	61.9	13.2

Notes:

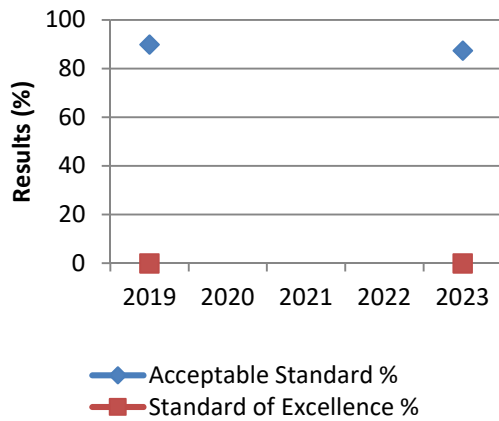
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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 PAT Examinations Results By
Number Enrolled - Overall**

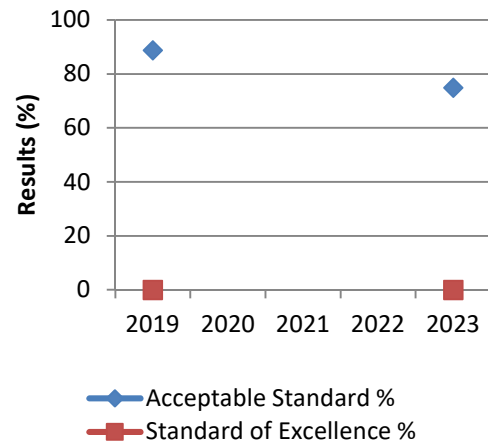


Graph of Provincial Achievement Test Results by Course

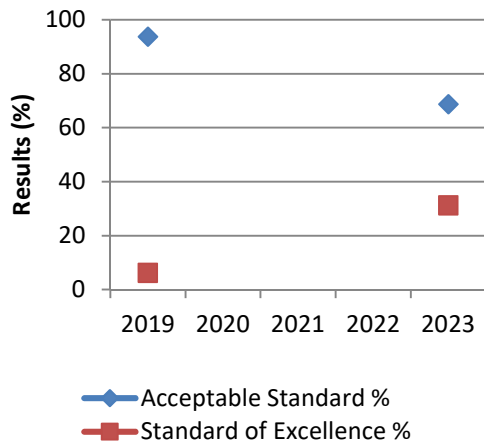
English Language Arts 6



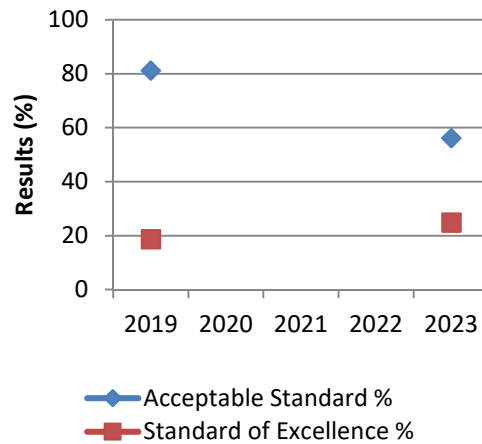
Mathematics 6

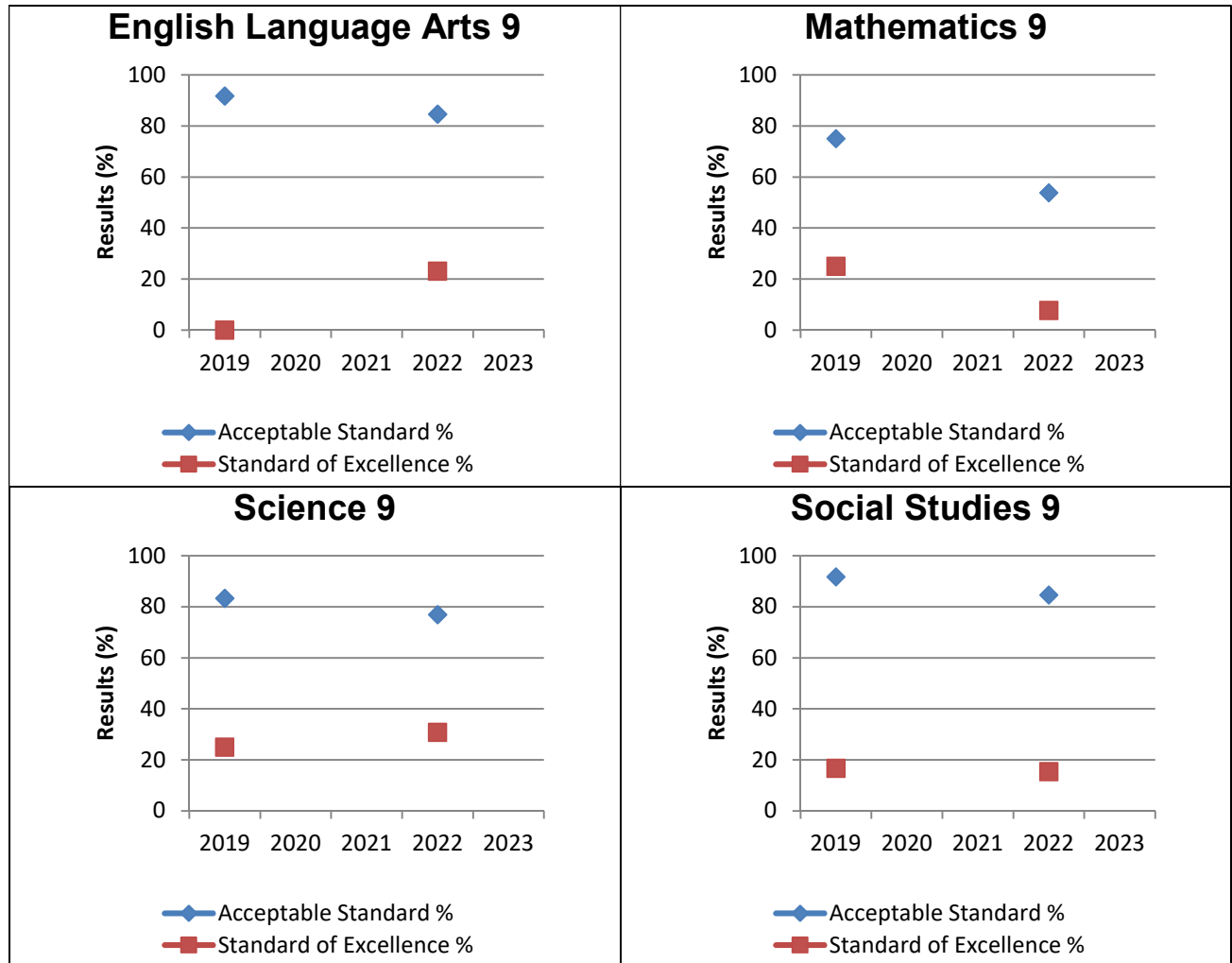


Science 6



Social Studies 6





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

		The Cornerstone Christian Academy							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	n/a	n/a	8	87.5	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	52,106	18.4	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	n/a	n/a	8	75.0	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	16	68.8	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	High	n/a	n/a	16	31.3	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	16	56.3	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	High	n/a	n/a	16	25.0	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	*	*	*	5	*	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
Mathematics 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	*	*	*	5	*	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	*	*	*	5	*	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	*	*	*	5	*	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

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 COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
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6. 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

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)									
		2019		2020		2021		2022		2023	
		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	*	*
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5
English Lang Arts 30-2	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0
Mathematics 30-2	Authority	*	*	n/a	n/a	n/a	n/a	*	*	*	*
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9
Social Studies 30-2	Authority	*	*	n/a	n/a	n/a	n/a	*	*	*	*
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3
Biology 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	85.7	14.3
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0
Science 30	Authority	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1

Notes:

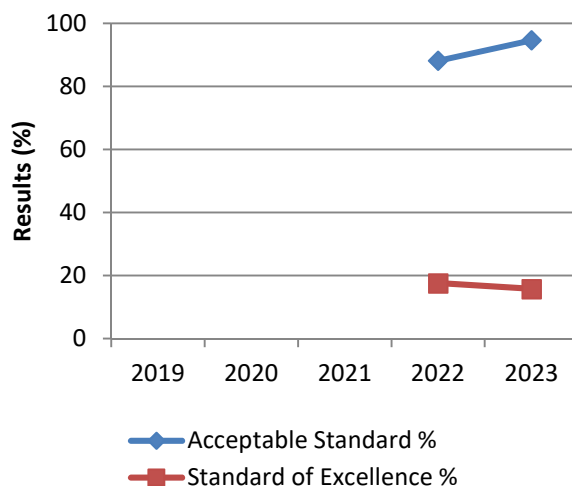
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Diploma Examination

Results – Overall



Diploma Examination Results Course By Course Summary with Measure Evaluation

		The Cornerstone Christian Academy							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	31,493	83.8	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	17,112	12.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	High	n/a	n/a	7	85.7	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	23.1	n/a	n/a

Notes:

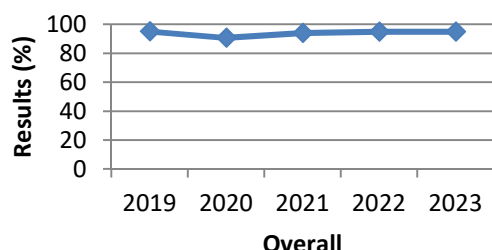
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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

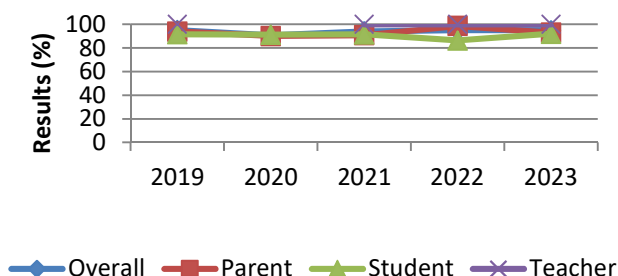
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	95.2	90.7	94.1	95.0	95.0	Very High	Maintained	Excellent	90.2	90.3	89.6	89.0	88.1
Parent	93.9	90.2	90.8	98.7	93.0	Very High	Maintained	Excellent	86.4	86.7	86.7	86.1	84.4
Student	91.7	91.2	91.5	86.3	92.1	Very High	Maintained	Excellent	88.1	87.8	86.3	85.9	85.7
Teacher	100.0	*	100.0	100.0	100.0	Very High	Maintained	Excellent	96.1	96.4	95.7	95.0	94.4

Graph of Overall School Results



Graph of Detailed School Results

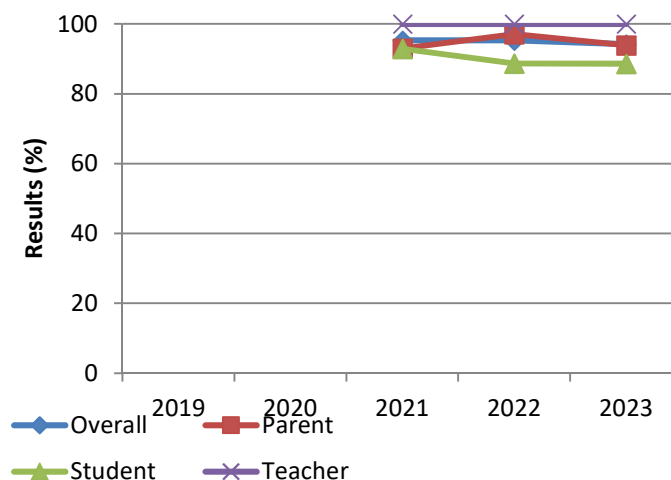


Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) – Measure Details

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

	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	n/a	n/a	95.3	95.3	94.2	n/a	Maintained	n/a	n/a	n/a	87.8	86.1	84.7
Parent	n/a	n/a	93.0	97.1	93.9	n/a	Maintained	n/a	n/a	n/a	88.2	86.9	85.6
Student	n/a	n/a	92.9	88.7	88.6	n/a	Maintained	n/a	n/a	n/a	79.8	77.7	76.6
Teacher	n/a	n/a	100.0	100.0	100.0	n/a	Maintained	n/a	n/a	n/a	95.3	93.6	92.0

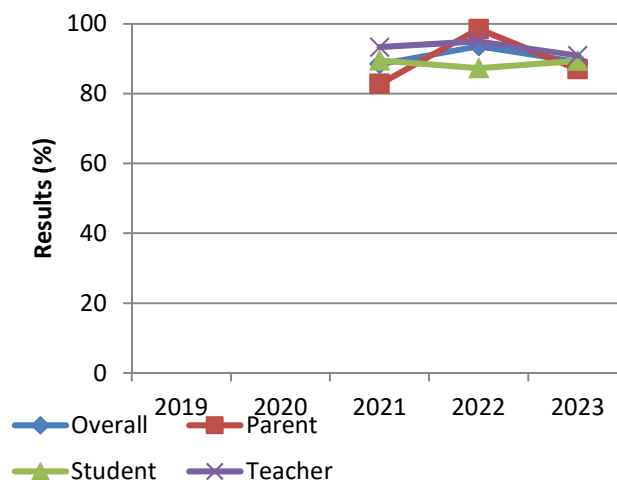
Graph of Detailed School Results



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					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	n/a	n/a	88.5	93.6	89.1	n/a	Maintained	n/a	n/a	n/a	82.6	81.6	80.6
Parent	n/a	n/a	82.8	98.5	87.0	n/a	Declined	n/a	n/a	n/a	78.9	77.4	75.7
Student	n/a	n/a	89.5	87.3	89.4	n/a	Maintained	n/a	n/a	n/a	80.2	80.1	79.9
Teacher	n/a	n/a	93.3	95.0	90.9	n/a	Maintained	n/a	n/a	n/a	88.7	87.3	86.2

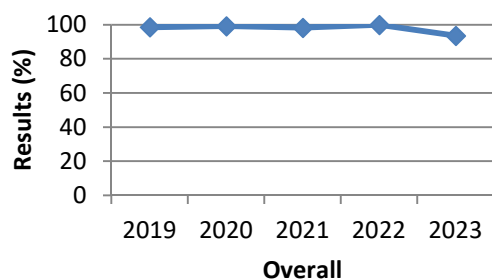
Graph of Detailed School Results



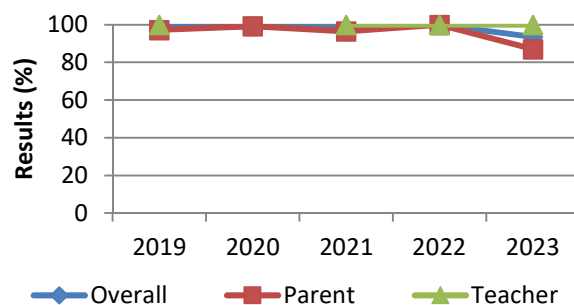
Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.													
	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	98.6	99.2	98.3	100.0	93.6	Very High	Declined	Good	81.3	81.8	79.5	78.8	79.1
Parent	97.3	99.2	96.5	100.0	87.1	Very High	Declined	Good	73.6	73.9	72.2	72.3	72.5
Teacher	100.0	*	100.0	100.0	100.0	Very High	Maintained	Excellent	89.0	89.6	86.8	85.2	85.7

Graph of Overall School Results



Graph of Detailed School Results

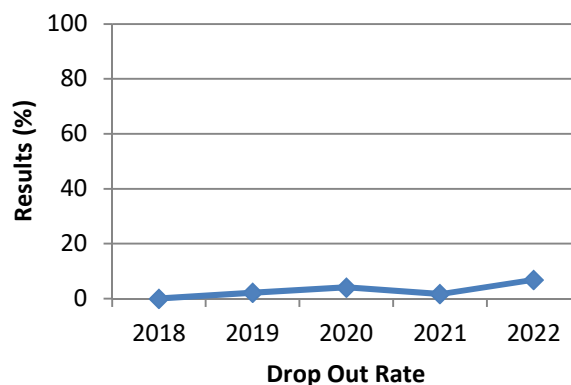


Drop Out Rate – Measure Details

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

	School					Measure Evaluation			Province				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Drop Out Rate	0.0	2.2	4.1	1.7	6.9	Intermediate	Maintained	Acceptable	2.6	2.7	2.6	2.3	2.5
Returning Rate	*	n/a	*	*	*	n/a	n/a	n/a	22.7	18.2	18.1	17.3	17.2

Graph of School Results

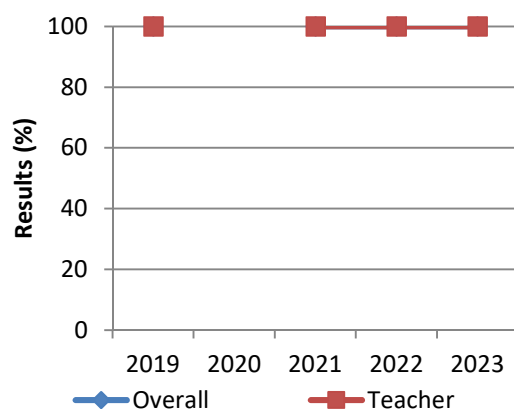


In-Service Jurisdiction Needs – Measure Details

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					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	100.0	*	100.0	100.0	100.0	Very High	Maintained	Excellent	85.2	85.0	84.9	83.7	82.2
Teacher	100.0	*	100.0	100.0	100.0	Very High	Maintained	Excellent	85.2	85.0	84.9	83.7	82.2

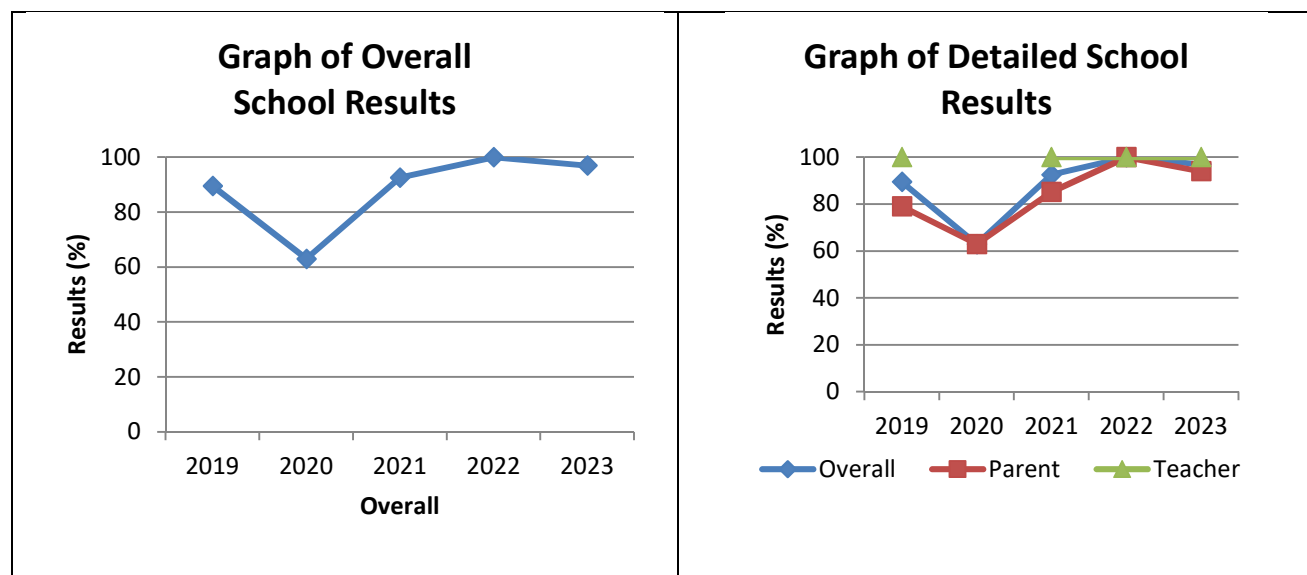
Graph of Detailed School Results



Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

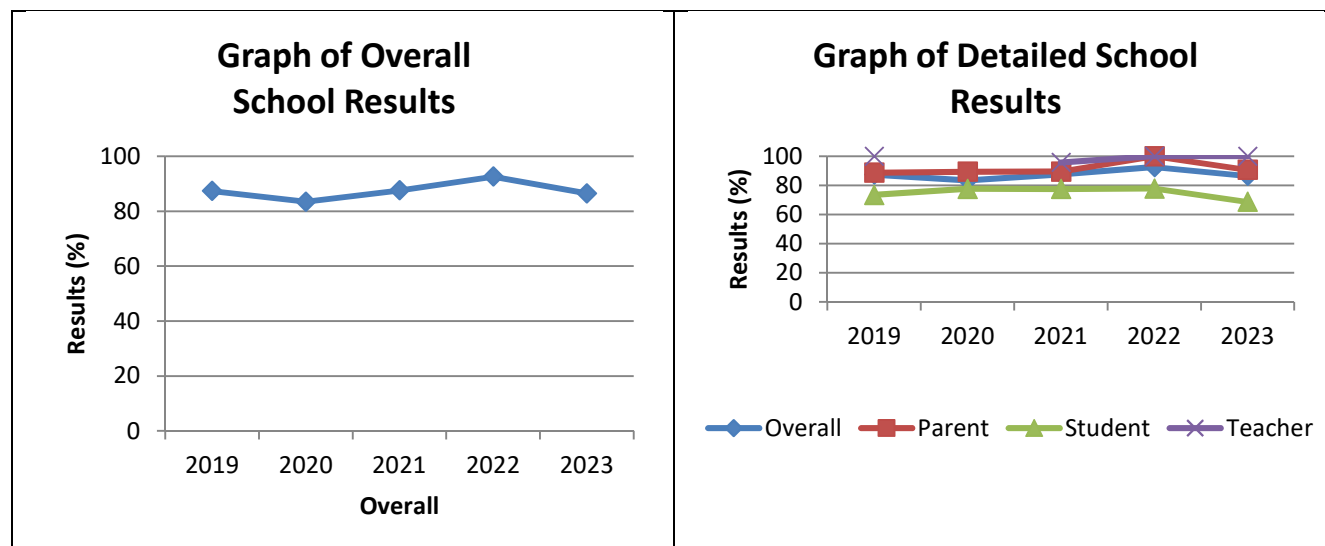
	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	89.5	63.0	92.6	100.0	97.0	Very High	Improved Significantly	Excellent	71.4	72.6	82.1	81.0	80.4
Parent	79.0	63.0	85.2	100.0	94.0	Very High	Improved	Excellent	64.0	64.6	75.3	74.6	73.4
Teacher	100.0	*	100.0	100.0	100.0	Very High	Maintained	Excellent	78.8	80.6	88.9	87.4	87.3



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.

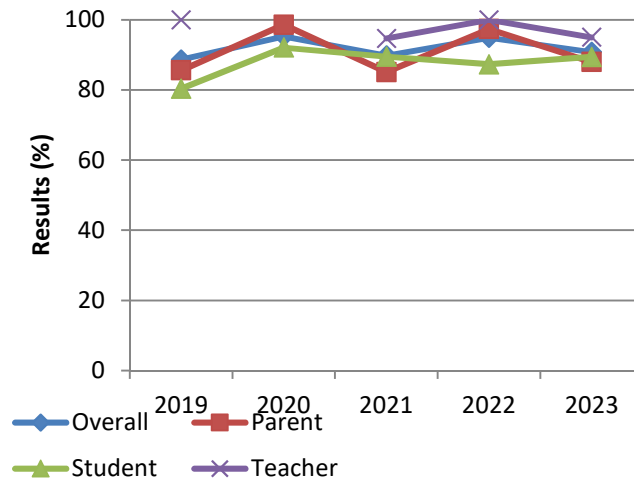
	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	87.4	83.5	87.6	92.6	86.5	Very High	Maintained	Excellent	82.2	82.4	81.9	82.9	82.9
Parent	88.7	89.4	89.5	100.0	90.7	Very High	Maintained	Excellent	80.1	80.1	81.7	82.4	82.2
Student	73.5	77.6	77.5	77.8	68.7	Intermediate	Maintained	Acceptable	77.4	77.8	74.9	76.9	77.4
Teacher	100.0	*	95.7	100.0	100.0	Very High	Maintained	Excellent	89.1	89.3	89.2	89.3	89.3



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					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	88.7	95.3	89.8	94.9	90.8	Very High	Declined	Good	84.7	84.9	82.7	81.9	81.2
Parent	85.6	98.6	85.1	97.4	88.0	Very High	Declined	Good	77.8	78.1	76.7	75.3	73.7
Student	80.4	92.1	89.5	87.3	89.4	High	Maintained	Good	81.9	82.2	80.2	80.1	79.9
Teacher	100.0	*	94.7	100.0	95.0	Intermediate	Maintained	Acceptable	94.5	94.4	91.2	90.3	89.9

Graph of Detailed School Results

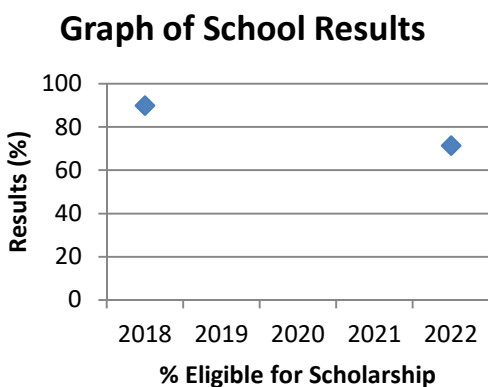


Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.													
	School					Measure Evaluation			Province				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Rutherford Scholarship Eligibility Rate	90.0	*	*	*	71.4	High	n/a	n/a	64.8	66.6	68.0	70.2	71.9

Rutherford eligibility rate details.

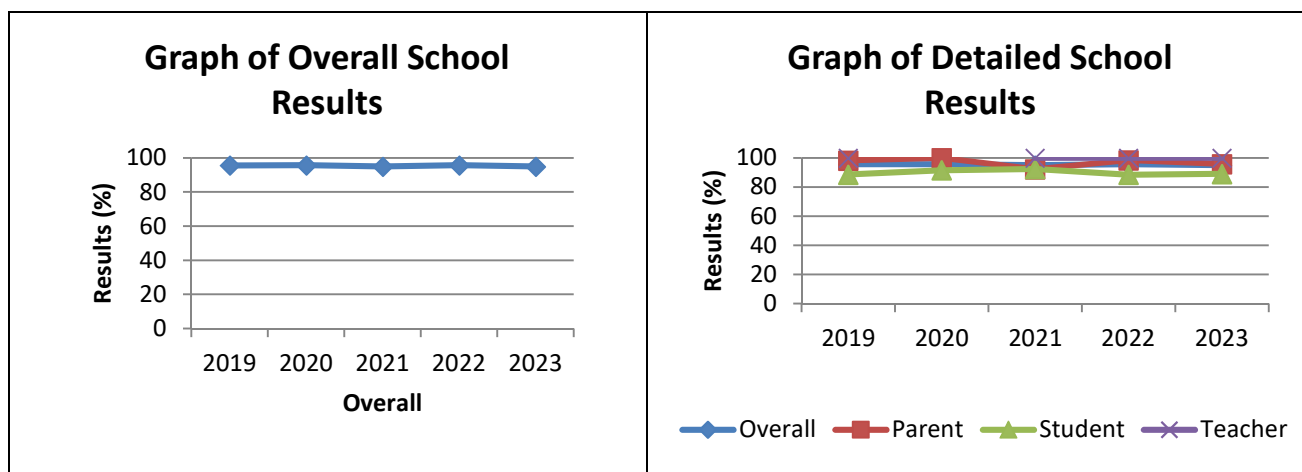
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2018	10	8	80.0	9	90.0	7	70.0	9	90.0
2019	2	*	*	*	*	*	*	*	*
2020	3	*	*	*	*	*	*	*	*
2021	5	*	*	*	*	*	*	*	*
2022	7	5	71.4	5	71.4	4	57.1	5	71.4



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.

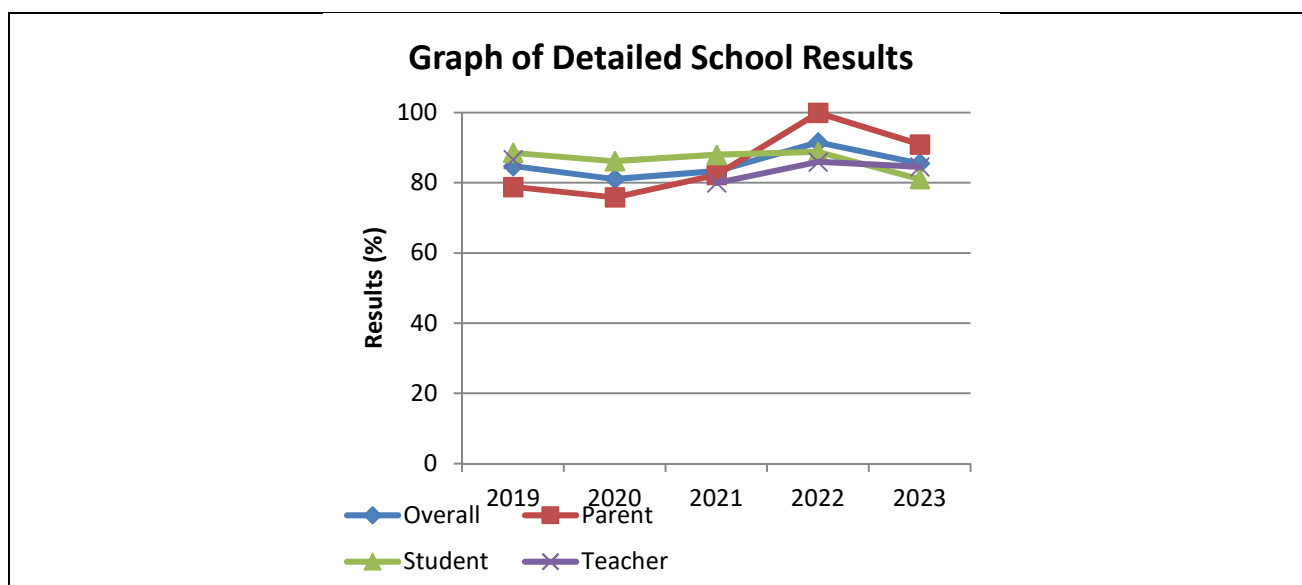
	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	95.6	95.7	94.9	95.7	94.9	Very High	Maintained	Excellent	89.0	89.4	90.0	88.8	87.5
Parent	98.2	100.0	92.3	98.4	95.8	Very High	Maintained	Excellent	89.7	90.2	90.5	89.5	88.1
Student	88.6	91.5	92.4	88.5	89.0	Very High	Maintained	Excellent	82.3	82.6	84.0	82.5	81.5
Teacher	100.0	*	100.0	100.0	100.0	Very High	Maintained	Excellent	95.1	95.3	95.4	94.3	93.0



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.

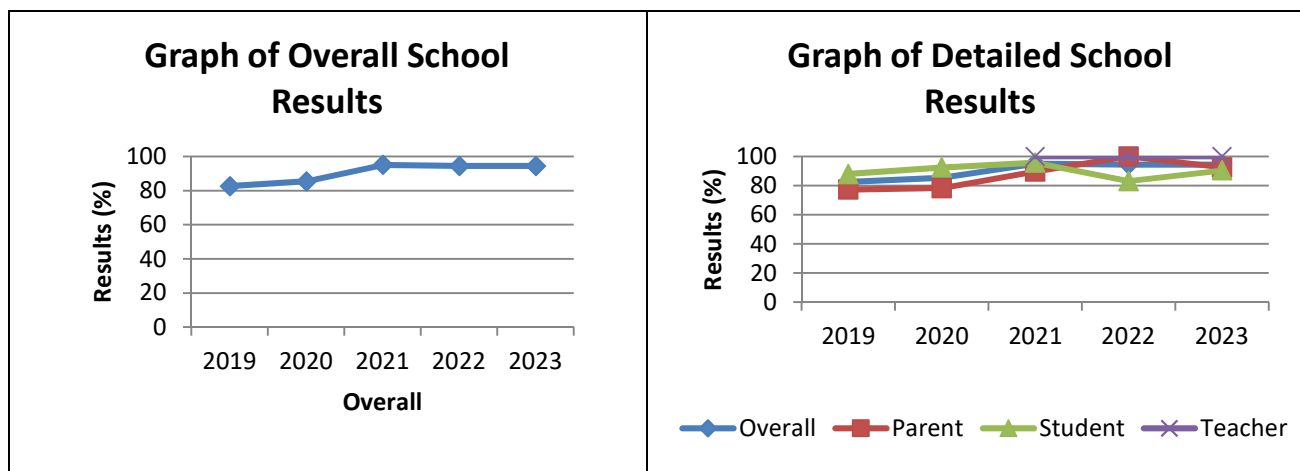
	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	84.8	81.1	83.4	91.6	85.6	Very High	Maintained	Excellent	73.1	75.2	71.8	72.6	72.9
Parent	78.9	75.9	82.3	100.0	91.0	Very High	Maintained	Excellent	61.1	68.4	65.7	67.4	68.4
Student	88.6	86.2	88.0	88.8	81.1	Intermediate	Maintained	Acceptable	78.8	79.0	71.9	73.5	74.3
Teacher	86.7	*	80.0	86.0	84.6	Intermediate	Maintained	Acceptable	79.3	78.1	77.8	77.0	76.0



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.

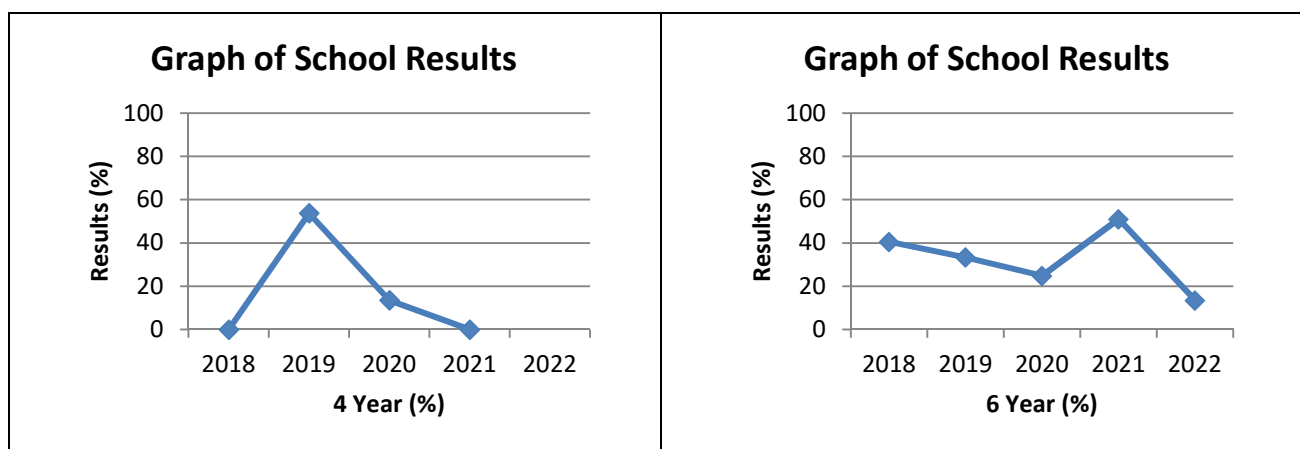
	School					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	82.6	85.4	95.1	94.4	94.4	Very High	Improved	Excellent	81.0	81.5	81.4	74.2	75.2
Parent	77.3	78.3	89.7	100.0	92.6	Very High	Maintained	Excellent	80.3	80.0	81.7	70.0	72.5
Student	88.0	92.5	95.8	83.1	90.5	Very High	Maintained	Excellent	79.4	79.6	79.1	76.3	75.0
Teacher	*	*	100.0	100.0	100.0	Very High	Maintained	Excellent	83.4	85.0	83.4	76.3	78.0



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					Measure Evaluation			Province				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
4 Year Rate	0.0	53.8	13.6	0.0	*	*	*	*	40.2	40.9	40.5	41.2	40.2
6 Year Rate	40.6	33.4	24.9	51.1	13.5	Very Low	Declined	Concern	59.1	60.3	60.0	60.3	59.7



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					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Overall	90.9	79.2	94.8	100.0	98.1	Very High	Improved	Excellent	83.0	84.1	85.7	84.9	83.1
Parent	90.9	79.2	89.7	100.0	96.3	Very High	Maintained	Excellent	75.2	76.0	77.8	77.3	75.0
Teacher	*	*	100.0	100.0	100.0	Very High	Maintained	Excellent	90.8	92.2	93.7	92.5	91.3

