

**Combined Annual Education Results Report (2009-10)
and
Three Year Education Plan (2010-2013)**

October 27, 2010



Fulfilling potential in God's children

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Trinity Christian School

Message from Board Chair

Why Choose Trinity Christian School?

Have you ever witnessed children arriving at Trinity Christian School in the morning? It's quite a sight. Some are nearly giddy with excitement while others are, less than enthused. And then there's everything in between. It amazes me how different children can be, even within the same family, and yet I know that each one, along with his or her personality, is a gift from God; Himself.

God has given us His children "on loan" for us to train and teach about His ways. We are stewards and someday we'll give them back, but for now each child has been handpicked for each family. Knowing that God picked our children for us can be difficult to accept, especially when our children challenge us and we're at our wits end. But it can be encouraging-too, knowing that the children we've been entrusted with are not an accident.

Understanding that children are a gift from God is not a difficult concept to grasp, but applying this understanding to our child's education is not as easy. This is because, in a human sense, when someone gives you a gift it is then left up to you to do with it as you please. You can use it, return it, or discard it. It's up to you. But in a spiritual sense, especially when regarding children, gifts from God come with strings attached. As we are instructed in the parable of the talents (Matthew 25:14-30) God expects us to do certain things with the gifts He's given.

Our children ultimately belong to Him (see Psalm 127:3) which implies that we aren't free to raise them how we see fit. God has given them to us to teach and train, not in the way that seems best to us, but in the way that seems best to Him.

The implications of this understanding are profound, because many of us simply raise our children how we were raised and really don't put much thought into what God wants. When we Christian parents are faced with the choice of selecting a Christian school for our children, criteria which may contribute to our decision include such things as providing:

- A "faith-friendly" environment, where mention of Christianity, God, Jesus, the Holy Spirit, the Bible, church, prayer, and so on is encouraged rather than prohibited;
- A learning environment with teachers who are interested in the spiritual formation and well-being of the students;
- The possibility of a peer environment in which students mutually encourage one another to follow Christ;
- A curriculum including lessons from the Bible.

My wife and I want to see these qualities realized in the education of our children. That is why my wife and I have selected Trinity Christian School for educating our children. Each day is a step of faith as we trust that God knows what's best. Raising children by Biblical standards isn't an easy task. Sometimes it gets complicated, but thankfully He's given us His word as a guide, and has allowed us to be able to have our children attend a school like Trinity Christian School.

So what do you want from a Christian school?

Proverbs 22:6, "Train up a child in the way he should go, and even when he is old he will not depart from it."



Merle A. Rayner
Board Member
On behalf of the ACSCS
2009/2010

Accountability Statement

The Annual Education Results Report for the **2009-10** school year and the Education Plan for the three years commencing September 1, **2010** for **the Association for Christian Schooling in Calgary South** was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2010 – 2013 on October 27, 2010.

Mission Statement

Our mission is to prepare God's children for a life of learning and service in His world. By the grace of God, in partnership with the Christian home and church, we will lead children to be the best they can be for His glory.

Vision Statement

In meeting our mission statement Trinity Christian School will be an accredited Pre-Kindergarten to grade 12 school providing quality Christian Education in Calgary South.

- We will be a community of believers that is deliberate in building up the body of Christ
- We will offer an environment that encourages each student's spiritual growth and personal commitment to Christ
- We will provide academically excellent education from a Christian worldview for all learners.
- We will seek out opportunities to serve in our school, in our community, in our city and in God's world.
- We will work in partnership with the Christian home and church
- We will respond to the growing demand for Christian Education in Calgary South
- We will have school facilities to serve Pre-Kindergarten through high school
 - Functional, friendly classrooms with current technology
 - Specialty classrooms
 - Gymnasium, storage, playground, athletic fields and parking
- We will maintain affordable tuition rates to ensure that all families have access to Christian Education

Purpose

The basic purposes and objectives of the Association for Christian Schooling in Calgary South are:

- To create an interdenominational educational community that seeks to educate the child from a Christian perspective.
- To educate the whole child; challenging each student to reach their full potential in every area of personal development -- emotional, physical, social, intellectual and spiritual -- while nurturing their relationship to God in each of these areas.
- To develop intellectual discipline, a keenness for knowledge and sharpness for critical thinking.
- To integrate in a meaningful way what students learn at school with the home, the church, and the greater school community.
- To foster Christian community and active participation among parents, staff, students, and the members of the Society.
- To promote excellence in teaching through ongoing support and professional development.

For more information, copies of the following documents are available on the Trinity Christian School website (www.tcskids.com) or by contacting the Office at (403) 254-6682 :

- 2008-09 Annual Education Results Report
- Combined 3-Year Education Plan (2010-11 to 2012-13) and AERR
- 2008-09 Audited Financial Statement
- 2009 AISI Report

Administration, with input from the Education Committee, has compiled the Combined 3-year Educational Plan and AERR.

Jurisdiction Profile

Trinity Christian School is operated by the Association for Christian Schooling in Calgary South. The Society was incorporated under the Societies Act on August 17, 1993. We are an accredited private school as defined by the Alberta School Act, Section 22.

We are a member of Christian Schools International ([CSI](#)) and The Prairie Association of Christian Schools ([PACS](#)).

Trinity Christian School teaches the Alberta Education curriculum, using it as a vehicle to accomplish our primary goal of equipping students to be responsive and responsible disciples of Christ in this world.

Students in Grades K through 9 study:

- Language Arts
- Mathematics
- Unit Studies (Science and Social Studies)
- Fine Arts (Music, Art, Drama)
- Health & Physical Education
- Bible
- Second Language instruction is now mandatory for Grades 4 through 9. TCS currently offers French.
- The Junior High curriculum also includes elective classes in Career Studies, Technology,

Athletics, Fine and Performing Arts and Religious Studies.

Expansion or relocation is a primary focus of our Long Range Planning Committee in order to continue to provide Christian Education in South Calgary. Trinity Christian School continues to experience growth and has added an additional class at the grade 1 to 5 levels. In September 2011 an additional grade 6 class will also be added.

Projected Enrollment for 2010-11:	
Kindergarten	42
Grade 1	38
Grade 2	42
Grade 3	33
Grade 4	30
Grade 5	34
Grade 6	27
Grade 7	26
Grade 8	26
Grade 9	27
Total Projected Enrolment	325
ROOTS Home Education	205



Notes – Trinity Christian School:

The areas of decline, as indicated by the orange on the chart below are addressed in more detail in the strategies section of this document. Although these are identified as areas in decline, Trinity Christian School is proud of the results, which continue to be above the Alberta provincial averages.

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Assn for Christian Schooling			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	95.9	96.5	96.5	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	93.0	91.5	91.5	80.5	80.3	79.4	Very High	Maintained	Excellent
			Education Quality	96.1	98.4	98.4	89.2	89.3	88.4	Very High	Declined	Good
			Drop Out Rate	0.0	6.1	4.6	4.3	4.8	4.8	Very High	Improved	Excellent
			High School Completion Rate (3 yr)	*	*	n/a	71.5	70.8	70.9	*	*	*
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	94.1	94.2	92.6	79.1	78.3	77.2	Very High	Maintained	Excellent
			PAT: Excellence	26.7	30.9	35.9	19.4	18.3	18.2	Very High	Declined	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	53.5	53.3	53.6	*	*	*
			Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	56.9	57.3	56.7	*	n/a	n/a
			Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	59.8	59.2	58.7	*
	Work Preparation	88.6	92.3		92.3	79.9	79.6	78.9	Very High	Maintained	Excellent	
				Citizenship	93.3	91.1	91.1	81.4	80.3	78.3	Very High	Maintained
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	94.3	98.5	98.5	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	88.1	88.9	88.9	79.9	79.4	77.6	Very High	Maintained	Excellent

Notes – Alberta Education:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Notes – Trinity Christian School:
 FNMI (first Nations, Metis and Inuit) data is required to be included by Alberta Education. The current TCS student population does provide any data for the summary.

October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Goal	Measure	Assn for Christian Schooling			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Drop Out Rate	n/a	n/a	n/a	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	PAT: Acceptable	*	n/a	n/a	*	*	*
	PAT: Excellence	*	n/a	n/a	*	*	*
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



GOALS, OUTCOMES, STRATEGIES, PERFORMANCE MEASURES AND TARGETS

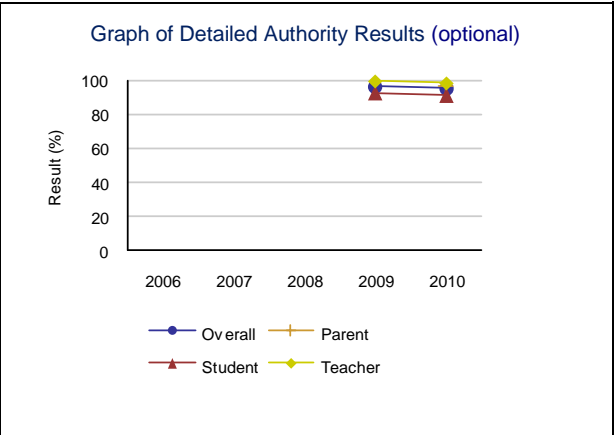
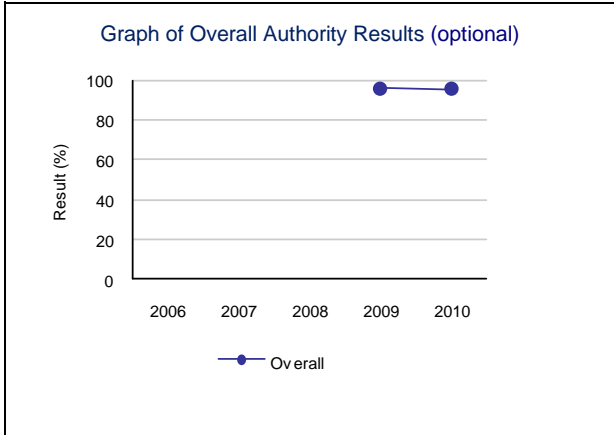
Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	n/a	n/a	n/a	96.5	95.9		Very High	Maintained	Excellent	95%	95%	95%

- Strategies**
- Establish a school theme every year that equips and encourages students to care for each other and their school. The theme for the 2009-10 school year was “Building the Body for God’s Glory.”
 - The theme for 2009-10 is “The Armour of God.”
 - Implement a consistent discipline policy for junior high that creates a safe and accountable environment.
 - Implement a newly created policy complete with procedures that ensures a safe and caring learning environment for the students of TCS.
 - Annual all school presentation on the effects of bullying and on the steps to prevent bullying.
 - Seek out new presentations for students in the areas of on-line safety and appropriate touch.

Measure Details (OPTIONAL)										
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.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	96.5	95.9	84.4	84.2	85.1	86.9	87.6
Teacher	n/a	n/a	n/a	100.0	98.8	92.8	92.6	93.1	93.8	94.4
Parent	n/a	n/a	n/a	n/a	97.3	82.1	81.7	83.2	85.3	86.1
Student	n/a	n/a	n/a	92.9	91.5	78.4	78.5	79.1	81.7	82.2



Outcome: The education system meets the needs of all K-12 students, society and the economy.

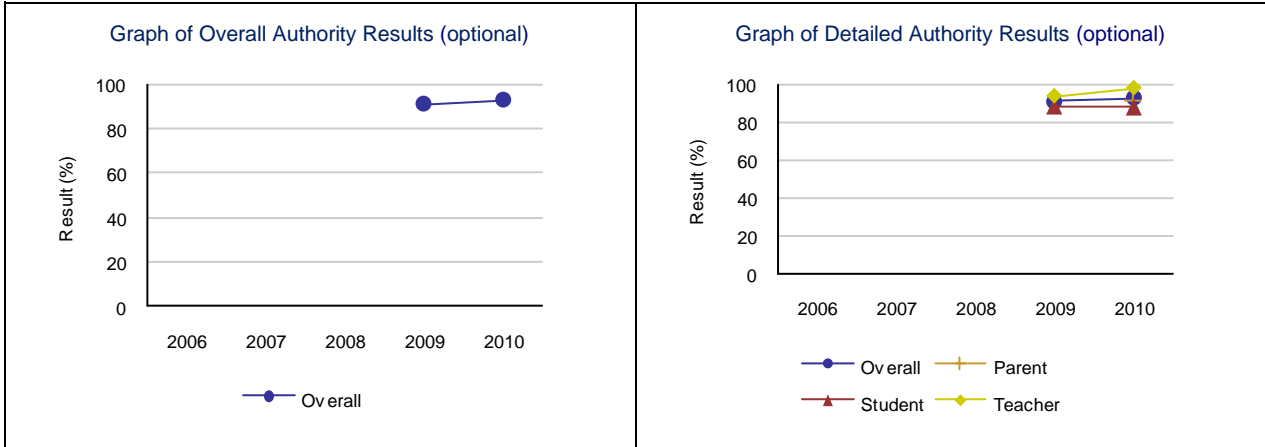
Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	91.5	93.0		Very High	Maintained	Excellent	95%	95%	95%
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	98.4	96.1		Very High	Declined	Good	95%	95%	95%

Strategies

- Continue to offer and develop options programs in the areas of Arts, Second Languages, Environmental Studies, Career and Technology Studies and Religious Studies.
- As TCS expands, we have lost some of our dedicated classroom space for our fine arts programs. This is consistent with a lower overall satisfaction rating for our music and drama programs.
- Increase student access to computers by providing an additional computer lab, updated software and teacher development opportunities to use new technology effectively, including a new wireless, portable computer lab.
- Continue to seek opportunities for expansion that will allow for the re-establishment of specialty classrooms.

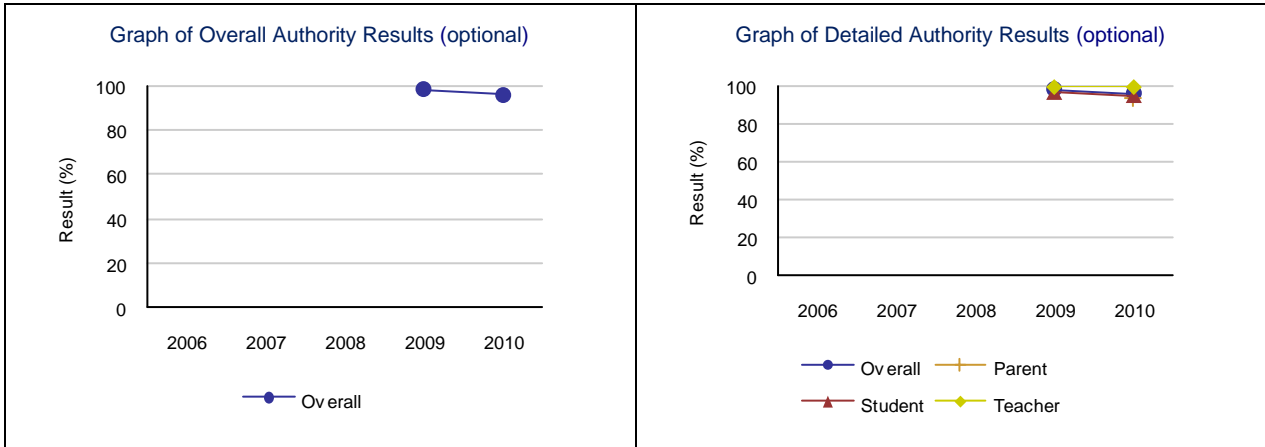


Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	91.5	93.0	78.1	78.5	79.4	80.3	80.5
Teacher	n/a	n/a	n/a	94.2	98.5	85.2	85.7	86.4	86.8	87.7
Parent	n/a	n/a	n/a	n/a	92.2	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	88.8	88.3	72.6	72.9	74.1	75.3	75.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	98.4	96.1	87.7	87.6	88.2	89.3	89.2
Teacher	n/a	n/a	n/a	100.0	100.0	94.8	94.7	94.9	95.3	95.6
Parent	n/a	n/a	n/a	n/a	93.4	81.6	81.8	83.0	84.4	83.9
Student	n/a	n/a	n/a	96.7	94.9	86.6	86.4	86.6	88.3	88.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth at risk have their needs addressed through timely and effective programs and supports.

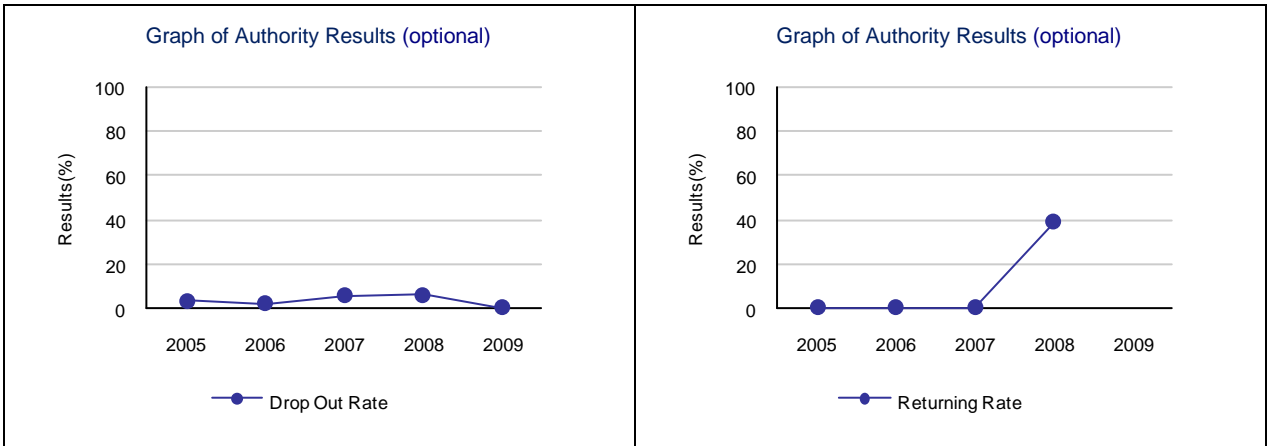
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.3	2.2	5.4	6.1	0.0		Very High	Improved	Excellent			

Strategies

- TCS will continue to offer high quality education that meets the unique needs of all children. We feel that doing this well will maintain and improve parent and student satisfaction, leading to an increase in retention.

Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	3.3	2.2	5.4	6.1	0.0	5.0	4.7	5.0	4.8	4.3
Returning Rate	0.0	0.0	0.0	39.0	*	21.3	21.2	21.3	19.8	23.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: High school completion rates are showing continual improvement

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	*	*	*	*	*		*	*	*			

Strategies

- TCS will continue to prepare students for high school through our academic programs and assisting in the transition of students to their respective high school programs.



Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	89.0	92.1	91.4	94.2	94.1		Very High	Maintained	Excellent	95%	95%	95%
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	26.3	37.0	39.8	30.9	26.7		Very High	Declined	Good	30%	30%	30%
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	n/a	*	*		*	n/a	n/a			

Comment on Results (OPTIONAL)

- TCS is proud of the results of all the students who have participated in the PAT's.
- We feel it is important to note that a 4.2% decrease in the number of students who achieved excellence is only a difference of 3 students based on our student numbers. As a smaller school, the percentage variances will be greater.

Strategies

- Ongoing professional development and mentoring of all teachers.
- Currently completing a scope and sequence for division language arts that will assist in refining the effectiveness of our Language Arts Program.
- Provide numerous development opportunities specifically for our two new grade 3 teachers and for teacher of the new math curriculum.
- Continue to review student results on PAT's to look for trends or areas that require more attention in instruction.

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

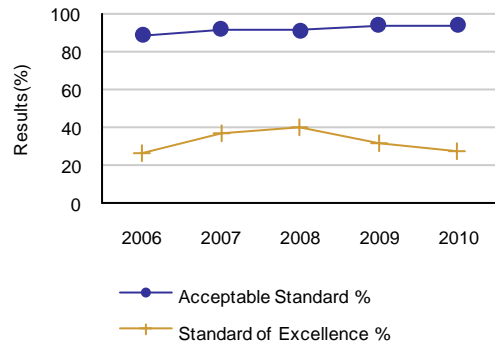
Authority: 9916 Association for Christian Schooling in Calgary South

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	100.0	37.5	100.0	52.0	80.8	61.5	97.0	39.4	96.8	29.0	95	30
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Francais 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	Authority	100.0	66.7	100.0	92.0	69.2	69.2	93.9	60.6	n/a	n/a	95	30
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	Authority	95.8	20.8	100.0	46.2	96.3	29.6	100.0	23.1	96.2	38.5	95	30
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	Authority	75.0	16.7	96.2	26.9	92.6	37.0	92.3	15.4	n/a	n/a	95	30
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	Authority	87.5	41.7	92.3	38.5	85.2	48.1	88.5	30.8	100.0	42.3	95	30
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	50.0	95	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	Authority	91.3	26.1	84.0	36.0	100.0	29.2	92.6	40.7	88.5	11.5	95	30
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
French 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	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	Authority	87.0	13.0	84.0	20.0	95.8	45.8	92.6	33.3	n/a	n/a	95	30
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	Authority	69.6	4.3	84.0	12.0	95.8	29.2	92.6	18.5	88.5	11.5	95	30
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.6	50.0	95	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Provincial Achievement Test Results (optional)

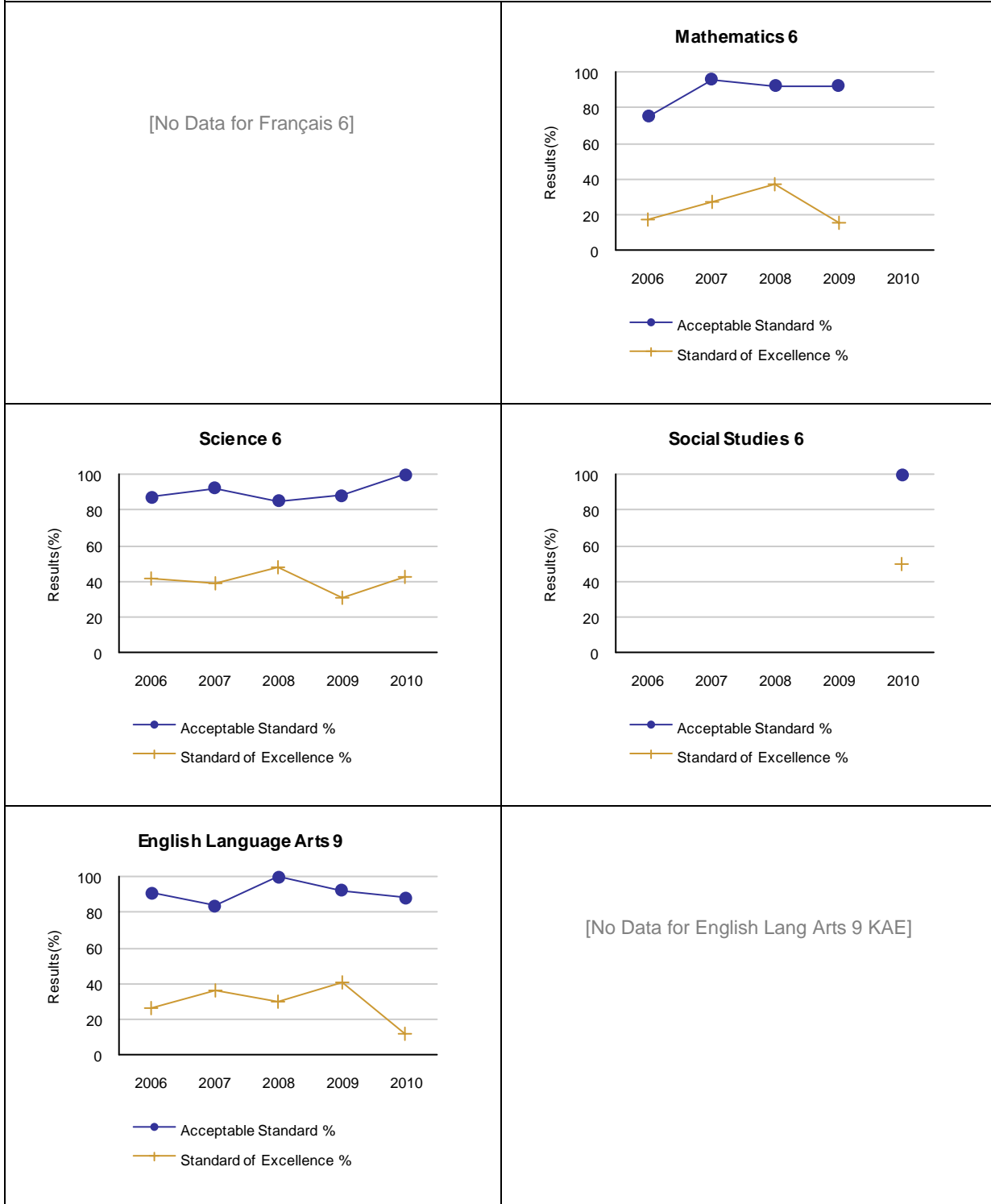


Graph of Provincial Achievement Test Results by Course (optional)

<p>English Language Arts 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>40</td> </tr> <tr> <td>2007</td> <td>100</td> <td>55</td> </tr> <tr> <td>2008</td> <td>82</td> <td>65</td> </tr> <tr> <td>2009</td> <td>98</td> <td>40</td> </tr> <tr> <td>2010</td> <td>98</td> <td>30</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	40	2007	100	55	2008	82	65	2009	98	40	2010	98	30	<p>[No Data for French Language Arts 3]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	100	40																	
2007	100	55																	
2008	82	65																	
2009	98	40																	
2010	98	30																	
<p>[No Data for Français 3]</p>	<p>Mathematics 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>*</td> </tr> <tr> <td>2007</td> <td>100</td> <td>70</td> </tr> <tr> <td>2008</td> <td>70</td> <td>*</td> </tr> <tr> <td>2009</td> <td>95</td> <td>60</td> </tr> <tr> <td>2010</td> <td>*</td> <td>*</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	*	2007	100	70	2008	70	*	2009	95	60	2010	*	*
Year	Acceptable Standard %	Standard of Excellence %																	
2006	100	*																	
2007	100	70																	
2008	70	*																	
2009	95	60																	
2010	*	*																	
<p>English Language Arts 6</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>95</td> <td>20</td> </tr> <tr> <td>2007</td> <td>100</td> <td>45</td> </tr> <tr> <td>2008</td> <td>95</td> <td>30</td> </tr> <tr> <td>2009</td> <td>100</td> <td>25</td> </tr> <tr> <td>2010</td> <td>95</td> <td>40</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	95	20	2007	100	45	2008	95	30	2009	100	25	2010	95	40	<p>[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	95	20																	
2007	100	45																	
2008	95	30																	
2009	100	25																	
2010	95	40																	

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



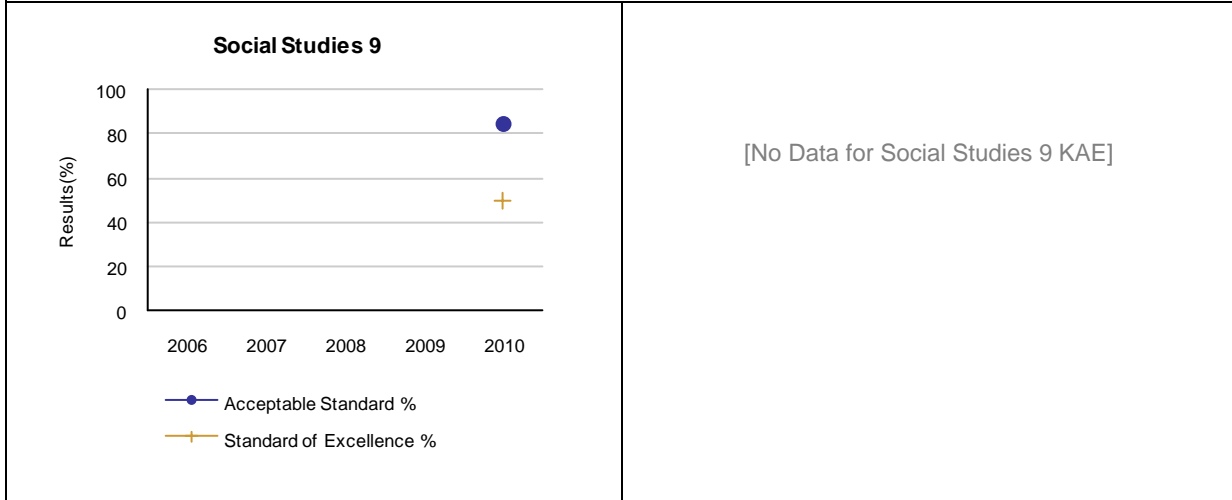
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Graph of Provincial Achievement Test Results by Course (optional)

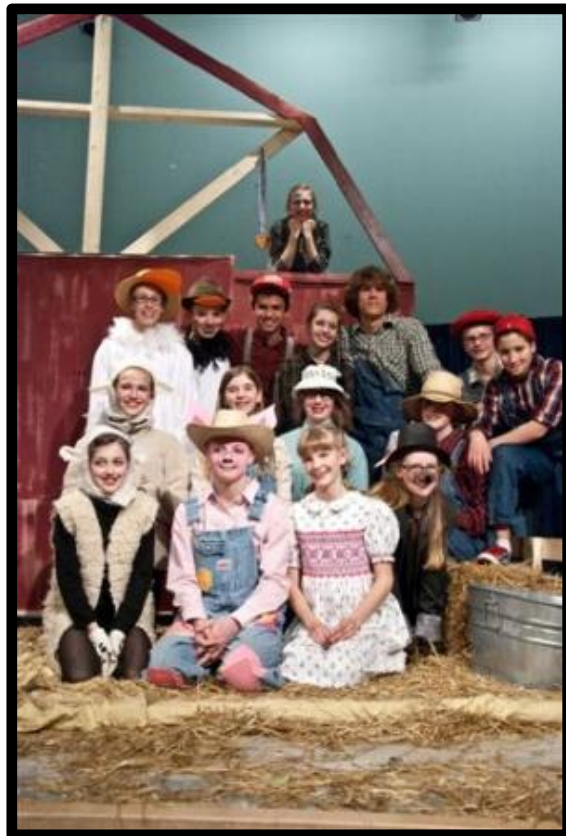
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>88</td> <td>15</td> </tr> <tr> <td>2007</td> <td>84</td> <td>22</td> </tr> <tr> <td>2008</td> <td>96</td> <td>48</td> </tr> <tr> <td>2009</td> <td>94</td> <td>35</td> </tr> <tr> <td>2010</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	88	15	2007	84	22	2008	96	48	2009	94	35	2010	-	-	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	88	15																	
2007	84	22																	
2008	96	48																	
2009	94	35																	
2010	-	-																	
<p style="text-align: center;">Science 9</p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>71</td> <td>7</td> </tr> <tr> <td>2007</td> <td>84</td> <td>15</td> </tr> <tr> <td>2008</td> <td>96</td> <td>32</td> </tr> <tr> <td>2009</td> <td>93</td> <td>20</td> </tr> <tr> <td>2010</td> <td>89</td> <td>13</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	71	7	2007	84	15	2008	96	32	2009	93	20	2010	89	13	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	71	7																	
2007	84	15																	
2008	96	32																	
2009	93	20																	
2010	89	13																	

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation

Course	Measure	Assn for Christian Schooling							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	31	96.8	28	92.6	42,061	81.6	42,181	80.6
	Standard of Excellence	Very High	Declined	Good	31	29.0	28	51.0	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	26	96.2	26	98.8	43,599	83.3	44,064	81.1
	Standard of Excellence	Very High	Maintained	Excellent	26	38.5	26	33.0	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Very High	Improved	Excellent	26	100.0	26	88.7	43,509	76.8	43,945	75.5
	Standard of Excellence	Very High	Maintained	Excellent	26	42.3	26	39.1	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	High	Maintained	Good	26	88.5	25	92.2	43,651	79.3	44,250	77.6
	Standard of Excellence	Intermediate	Declined Significantly	Issue	26	11.5	25	35.3	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Very High	Maintained	Excellent	26	88.5	25	90.8	43,372	73.6	44,075	70.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	26	11.5	25	19.9	43,372	17.7	44,075	14.5

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.



Outcome: Students are well prepared for lifelong learning.

Performance Measure	Results (in percentages)					Target	Targets		
	2006	2007	2008	2009	2010	2010	2011	2012	2013
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	53.8	65.1				

Strategies

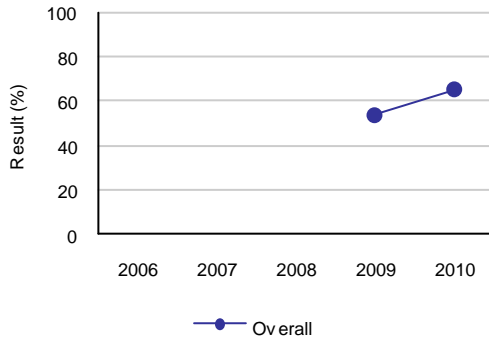
- Seek to develop a high school program, as part of our vision, so that results are reflective of our recent parent community.

Measure Details (OPTIONAL)

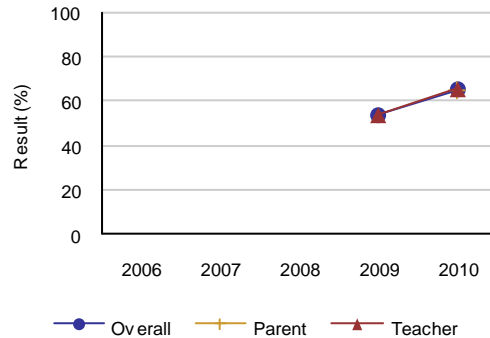
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	53.8	65.1	66.1	65.6	66.7	67.4	67.6
Teacher	n/a	n/a	n/a	53.8	65.6	74.2	74.1	73.8	74.0	75.4
Parent	n/a	n/a	n/a	n/a	64.6	57.9	57.1	59.5	60.8	59.8

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	92.3	88.6		Very High	Maintained	Excellent	95%	95%	95%

Strategies

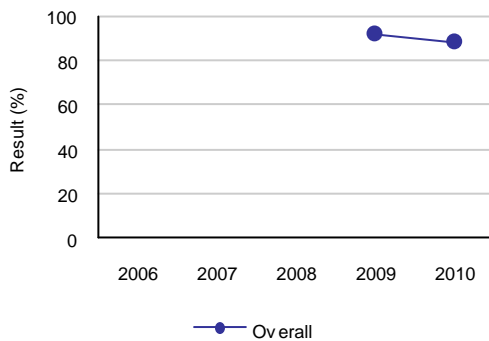
- Examine methods of integrating the Knowledge and Employability standards into existing curriculum or into new opportunities for students who are transitioning to various high school programs that will prepare them for employment.
- Implement “Get Set” Health curriculum to assist students in personal goal setting, organization, time management and other behaviours that are important that support successful employment.
- Continue to encourage and promote school wide service opportunities.

Measure Details (OPTIONAL)

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

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	92.3	88.6	77.0	77.1	80.1	79.6	79.9
Teacher	n/a	n/a	n/a	92.3	88.2	89.4	89.2	89.3	88.9	90.0
Parent	n/a	n/a	n/a	n/a	88.9	64.6	65.1	70.9	70.2	69.8

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: Students model the characteristics of active citizenship.

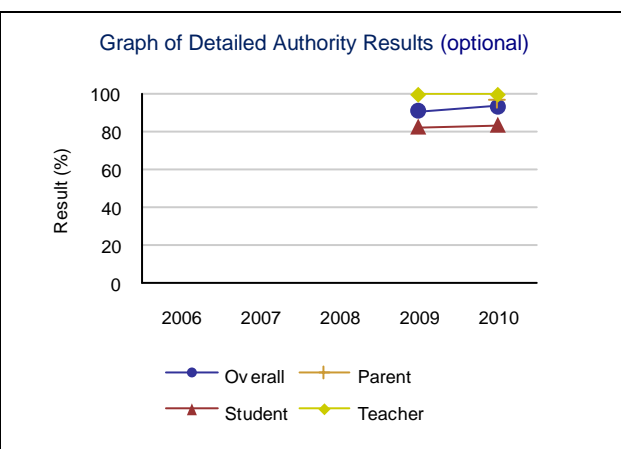
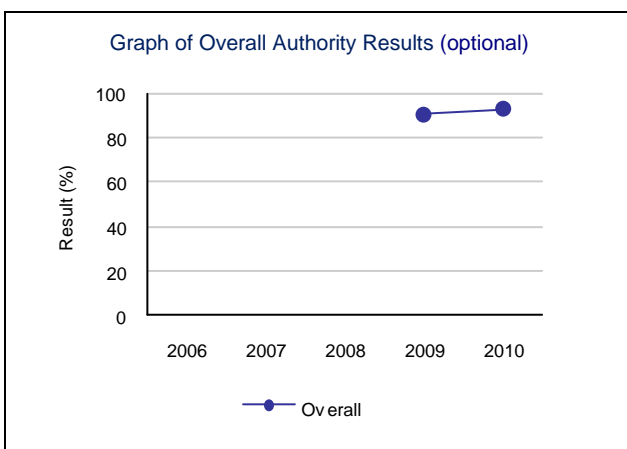
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	91.1	93.3		Very High	Maintained	Excellent	95%	95%	95%

Strategies

- Our mission is to prepare God’s children for a life of learning and SERVICE in His world. Teachers are committed to providing students with opportunities to be active citizens within our school, within our community, within our city and globally. Some examples are:
 - School recycling program
 - School buddy program
 - Visiting the Beverly Seniors Centre
 - Volunteering at the InterFaith Food Bank, Mustard Seed, Drop-in Centre and Samaritan’s Purse
 - Voluntary donations to support Samaritan’s Purse
 - World Vision 30 Hour Famine
 - Bake Sales for charitable organizations
 - Sponsorship of a rebuilding school in Haiti through resources and by allowing a staff member to work in Haiti for one week to assist in teacher and curriculum development.
- Provide service opportunities for students within the school, as well as in the greater community.

Measure Details (OPTIONAL)

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	91.1	93.3	76.8	76.6	77.9	80.3	81.4
Teacher	n/a	n/a	n/a	100.0	100.0	90.3	89.9	90.6	91.8	93.0
Parent	n/a	n/a	n/a	n/a	96.6	72.4	72.6	74.7	77.4	78.5
Student	n/a	n/a	n/a	82.3	83.3	67.5	67.1	68.5	71.8	72.7



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Also report targets and results for all local authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Strategies:

- Trinity Christian strives to be an inclusive environment for all students regardless of abilities or ethnicities.
- Weekly Bible lessons at all grade levels focus on various themes that promote acceptance of all God's children.
- Curriculum in the classroom, particularly in Social Studies, is infused with cultural awareness and understanding of all groups, including First Nations.

Goal Four: Highly Responsive and Responsible Jurisdiction

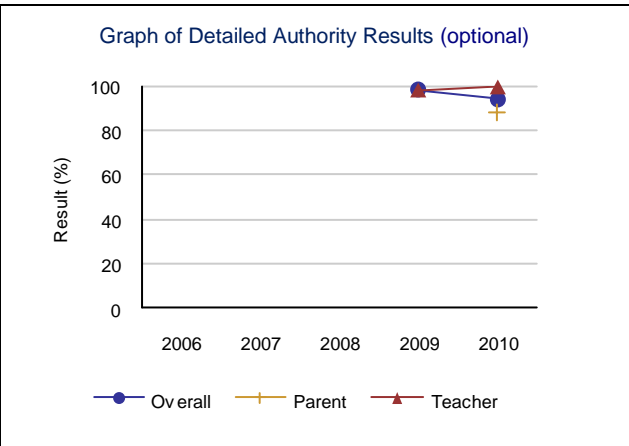
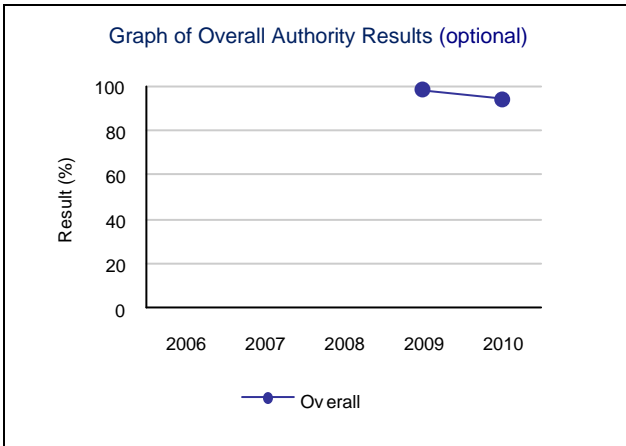
Outcome: The education system at all levels demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	98.5	94.3		Very High	Maintained	Excellent	95%	95%	95%

Strategies

- TCS continues to operate as a parent operated and Board directed society. Our Board is elected from the society within our school and all standing committees are compiled of society members with staff input.
- TCS will continue to be deliberate in providing opportunities for parents to be involved in the school and the classrooms and will continue to seek input from staff on issues that pertain to them.

Measure Details (OPTIONAL)										
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	98.5	94.3	77.9	77.5	78.2	80.1	80.0
Teacher	n/a	n/a	n/a	98.5	100.0	87.6	87.1	87.5	88.0	88.6
Parent	n/a	n/a	n/a	n/a	88.5	68.1	67.9	69.0	72.2	71.3



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system at all levels demonstrates leadership and continuous improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	88.9	88.1		Very High	Maintained	Excellent	95%	95%	95%

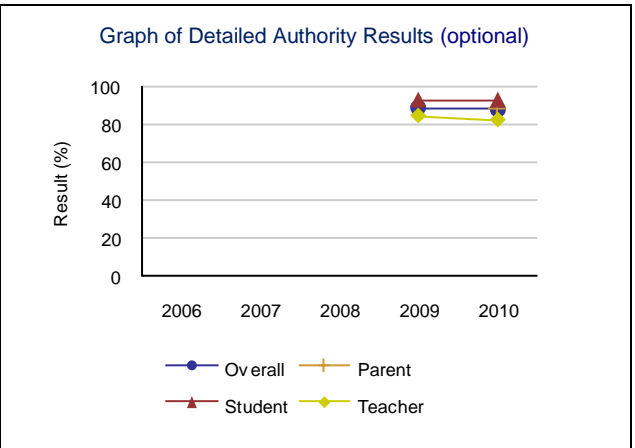
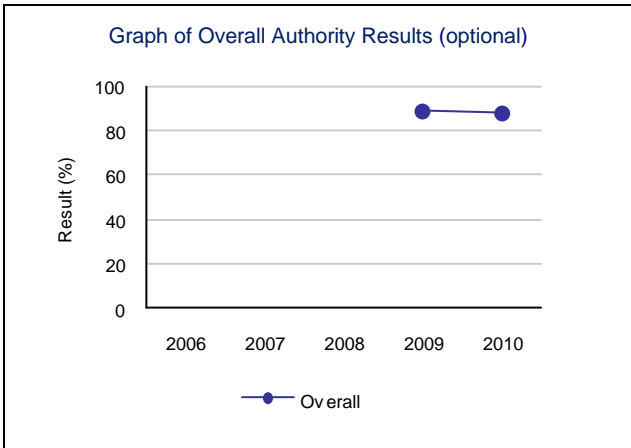
Strategies

- Provide leadership in curricular areas to provide awareness of resources and professional development opportunities.
- Continue to attend the Christian Principal’s Conference and the Christian Educator’s Association Teacher Convention.
- Provide regular workshops through the Prairie Association of Christian Schools for Board and Sub-Committee Member development.
- Implement year 2, cycle 4 AISI project focusing on actively integrating current research in the areas of student assessment in the classroom.

Measure Details (OPTIONAL)

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

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	88.9	88.1	76.8	76.3	77.0	79.4	79.9
Teacher	n/a	n/a	n/a	84.6	82.4	75.5	74.5	75.6	78.2	80.8
Parent	n/a	n/a	n/a	n/a	88.7	75.4	75.1	75.9	78.1	77.0
Student	n/a	n/a	n/a	93.1	93.1	79.4	79.3	79.5	81.8	81.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Also report targets and results for all local authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Summary of Financial Results (2009-10)

Revenue

Grants - Province of Alberta	1650288
Tuition Fees	1167355
Memberships	19000
Donations	86840
Fundraising	0
Amortization of Capital Allocations	66872
Other	31558

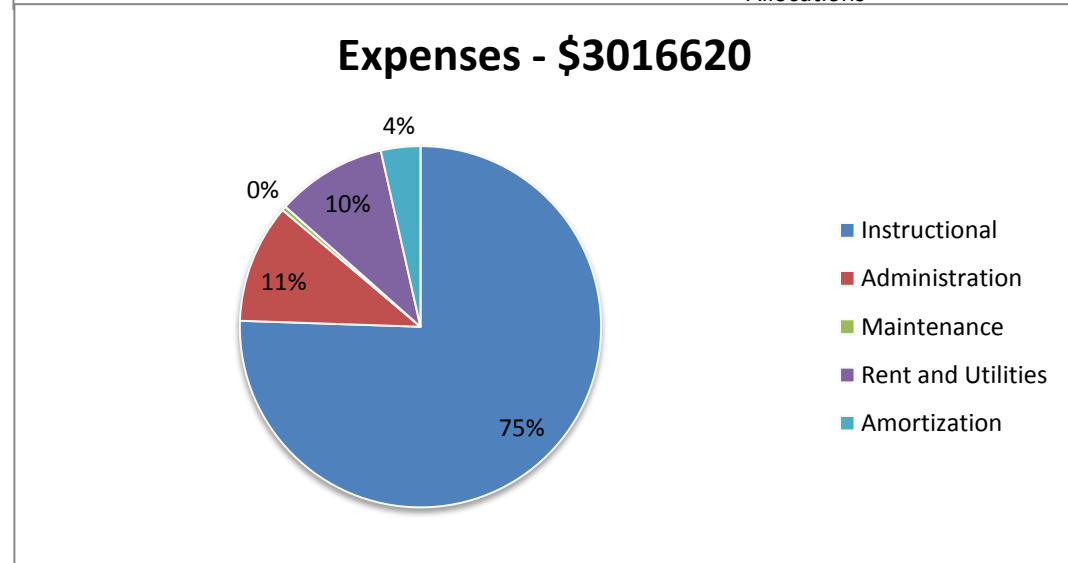
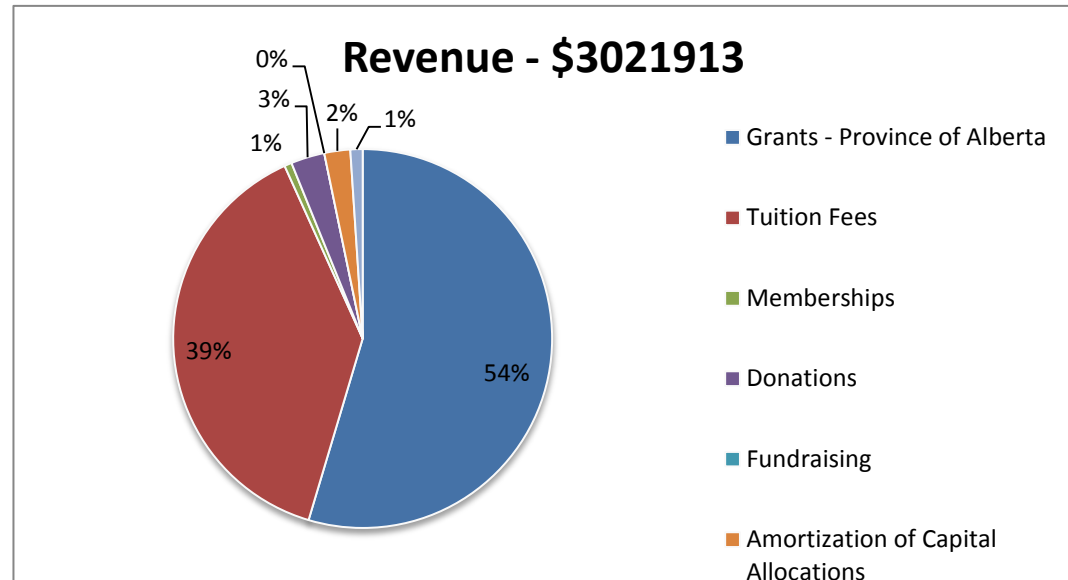
Expenses

Instructional	2278406
Administration	321038
Maintenance	11950
Rent and Utilities	298724
Amortization	106503

Total Revenue \$3021913

Total Expenses \$3016620

Excess of Expenses Over Revenue \$5292



Budget Summary (2010-11)

Revenue

Grants - Province of Alberta	1666524
Tuition Fees	1063065
Memberships	17000
Donations	99120
Amortization of Capital Allocations	65886
Other	156486

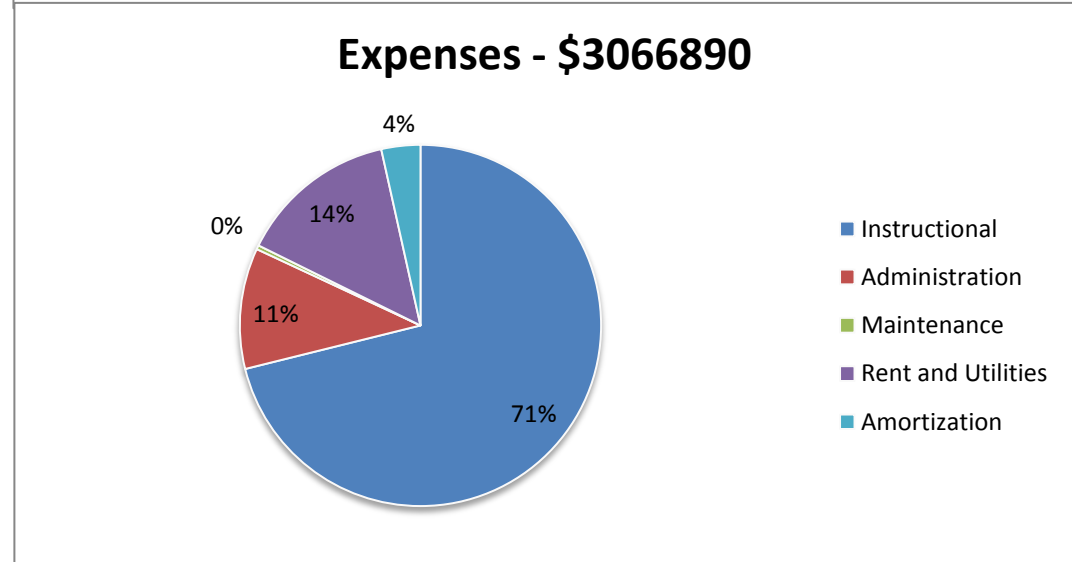
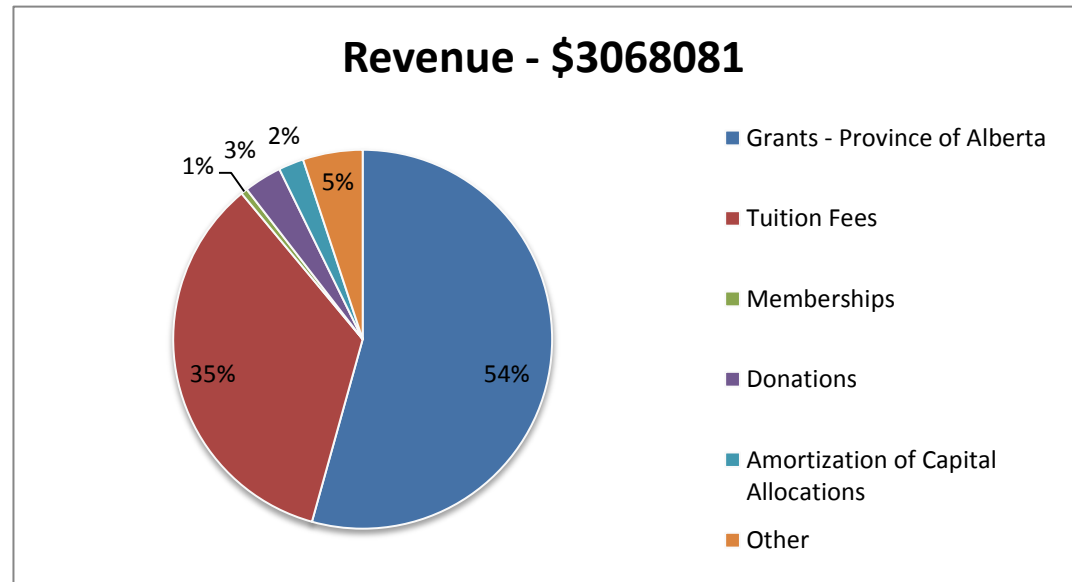
Expenses

Instructional	2290879
Administration	348423
Maintenance	11650
Rent and Utilities	457622
Amortization	112315

Total Revenue \$3068081

Total Expenses \$3066890

Excess of Expenses Over Revenue \$1191



Budget Priorities

The Board set several priorities for the development of the 2010-11 budget that also include program implications:

- Small Tuition increase of 3%.
- Class size initiative is to be maintained.
- Resource Program continues to be developed.
- Program enhancements (fine arts, CTS, etc.) are to be implemented.
- Safe and Caring School programs are to be implemented.
- Continue to implement new curricula
- Allocate a greater portion of finances to capital needs that include future expansion.

Future Challenges

In its current location, TCS will be able to continue meet the expected growth through expansion for one more year. A new solution will need to be in place for September 2012. Possible scenarios to meet this challenge include;

- Purchasing or leasing more space in the building that is attached to our current facility
- Developing a junior high campus on our current site
- Purchase new land and build a new facility
- Partner with another organization to build on lands not owned by TCS

