

**Leading children to
be the best they can
be for His glory.**



Message from Board Chair

What does a child need? As parents we spend much of our lives answering that question. We work hard to provide love, nourishment, safety, guidance, learning, and joy for our kids.

As Christians we must add one other essential thing to the list. Children need spiritual nurturing, because mature Christian faith does not “Just happen”, Maturity is the result of years of teaching through words, example, prayer, spiritual formation, questioning and struggling with the realities of life. That's what Christian education is all about.

At Trinity Christian School, we wish to provide a broad and balanced curriculum to challenge all the students. We take pride in creating an atmosphere of learning, meeting the needs of all students, including those with unique learning needs. Our most recent provincial achievement results encouraged us as the results showed the high quality of teaching that each of our children receive. We were however, disappointed that due to inconsistencies not all our student test results were included. This challenge was dealt with head on, and we can proceed forward knowing that we dealt with the situation with integrity. Emphasizing high marks above all other aspects of a child's development would compromise our responsibility to honor all of God's children. We strive for excellence in all areas.

“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.”

Trinity Christian School is not only committed to quality education, and spiritual growth, but also to the personal development of each student. Our partnership with parents is of paramount importance and is one of the key areas which, I believe, supports and enhances children's learning. Each child is seen as an individual and is encouraged to take his or her place as a Christian in society. The Christ centered and academic programs offered at Trinity help each child grow healthy attitudes and values, and achieve his or her fullest potential. Overall we have a high level of satisfaction with students, parents and staff at TCS.

Yours in Christ,



Merle A. Rayner
Board Chairman
2008/2009

Accountability Statement

The **Association for Christian Schooling in Calgary South** education plan for the three years commencing September 1, **2009** was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

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.

Faith Statement

We believe...

- There is only one true God who exists eternally in three persons: Father, Son and Holy Spirit, and who is the Sovereign Creator of the entire universe.
- The Bible, consisting of the Old and New Testaments, is the inspired and infallible Word of God, authoritative in all matters of faith and life.
- All people are sinners and totally unable to save themselves. Only by faith in Jesus Christ can anyone receive eternal life.
- Jesus Christ is the eternal Son of God, who became man, lived, died, and rose again to atone for the sins of all those who trust in Him alone for their salvation.
- God the Holy Spirit gives Christians the daily strength and wisdom to live according to His will and to grow in holiness.

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 :

- 2007-08 Annual Education Results Report
- 3-Year Education Plan (2009-10 to 2011-12)
- 2006-07 Audited Financial Statement

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

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 1 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, 2 and 3 levels. In September 2009 an additional grade 4 class will also be added.

Projected Enrollment for 2009-10:	
Kindergarten	36
Grade 1	42
Grade 2	33
Grade 3	30
Grade 4	34
Grade 5	27
Grade 6	26
Grade 7	26
Grade 8	27
Grade 9	25
Total Projected Enrolment	306
ROOTS Home Education	205

Accountability Pillar Overall Summary

The Accountability Pillar Overall Summary, provided by Alberta Education, follows on the next page.

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Goal	Measure Category	Measure Category Evaluation	Measure	Trinity Christian School			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 for All	Safe and Caring Schools	n/a	Safe and Caring	96.5	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	91.5	n/a	n/a	80.3	79.4	78.7	Very High	n/a	n/a
			Education Quality	98.4	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	6.1	5.4	3.6	4.8	5.0	4.9	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	*	*	n/a	70.7	71.0	70.6	*	*	*
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	90.1	93.9	93.0	75.8	75.9	76.7	Very High	Maintained	Excellent
			PAT: Excellence	45.3	41.0	32.0	19.6	19.4	19.3	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.4	85.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	22.3	23.3	23.1	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	53.0	53.6	53.6	*	*	*
			Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	n/a	57.3	56.8	55.8	*	n/a	n/a
			Transition Rate (6 yr)	*	*	n/a	60.7	60.3	59.1	*	*	*
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	92.3	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
			Citizenship	91.1	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	98.5	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	88.9	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 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	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	96.5	92.5**	Very High	n/a	n/a	95		

Strategies

- Establish a school theme every year that equips and encourages students to care for each other and their school
- Refine 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

**Note: Previous 3-year average is calculated from previous school based surveys, independent from the Accountability Pillar Surveys

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

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	91.5	92.5**	Very High	n/a	n/a	95		
Overall teacher, parent and student satisfaction with the overall quality of basic education.	98.4	94.5**	Very High	n/a	n/a	95		

Strategies

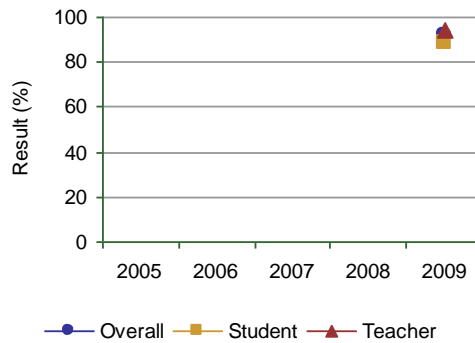
- Continue to offer and develop options programs in the areas of Arts, Second Languages, Environmental Studies, Career and Technology Studies and Religious Studies
- As TCS expands, we have lost some of our dedicated classroom space for our fine arts programs. This is consistent with a lower overall satisfaction rating for our music and drama programs.
- TCS continues to demonstrate a high level of achievement on PAT's.
- Increase student access to computers by providing an additional computer lab, updated software and teacher development opportunities to use new technology effectively (This strategy is supported by our AISI project)

**Note: Previous 3-year average is calculated from previous school based surveys, independent from the Accountability Pillar Surveys

Measure History

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

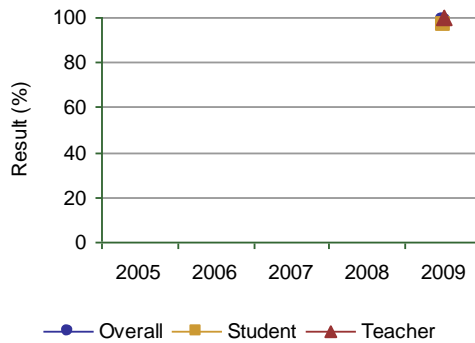
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	91.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92	88.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	94.2



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

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	98.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	140	96.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	100.0



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 effective programs and supports.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	6.1	3.6	Intermediate	Maintained	Acceptable			
Strategies								
Note: The current result reflects students who have transferred.								

Measure History										
Annual dropout rate of students aged 14 to 18.										
	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	30	4.9	52	3.3	45	2.2	48	5.4	50	6.1
Returning Rate	5	0.0	2	0.0	4	0.0	2	0.0	3	39.0

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

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	*	n/a	*	*	*			
Strategies								

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	90.1	93.0	Very High	Maintained	Excellent	95		
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	45.3	32.0	Very High	Improved	Excellent	35		
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	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			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	n/a	*	n/a	n/a			
Strategies (see note)								

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.

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

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Declined Significantly	Issue	26	80.8	25	98.8
	Standard of Excellence	Very High	Improved	Excellent	26	61.5	25	38.5
Mathematics 3	Acceptable Standard	Very Low	Declined Significantly	Concern	26	69.2	25	98.8
	Standard of Excellence	Very High	Maintained	Excellent	26	69.2	25	75.1
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	27	96.3	25	97.3
	Standard of Excellence	Very High	Maintained	Excellent	27	29.6	25	29.0
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	27	92.6	25	89.1
	Standard of Excellence	Very High	Improved	Excellent	27	37.0	25	19.9
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	27	85.2	25	91.9
	Standard of Excellence	Very High	Maintained	Excellent	27	48.1	25	36.0
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	27	96.3	25	93.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	27	59.3	25	24.0
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	24	100.0	25	91.8
	Standard of Excellence	Very High	Maintained	Excellent	24	29.2	25	26.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	24	95.8	25	84.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	24	45.8	25	18.2
Science 9	Acceptable Standard	Very High	Improved	Excellent	24	95.8	25	78.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	24	29.2	25	6.6
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	24	95.8	25	92.2
	Standard of Excellence	Very High	Maintained	Excellent	24	25.0	25	19.6

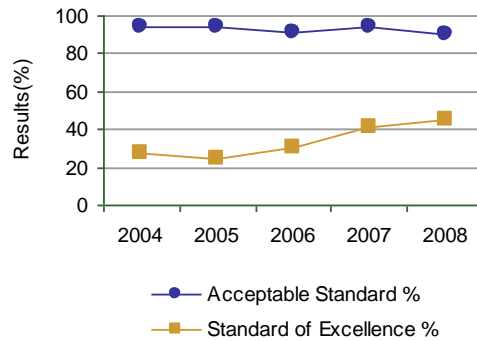
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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.

Measure History

Provincial Achievement Tests Results based on Students Enrolled.

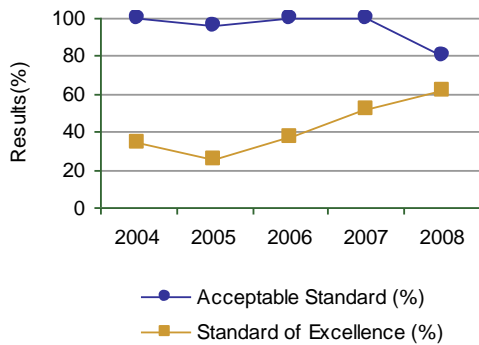
	2004	2005	2006	2007	2008
N	70	80	71	76	77
Acceptable Standard %	94.6	93.7	91.5	93.9	90.1
Standard of Excellence %	27.2	24.8	30.0	41.0	45.3



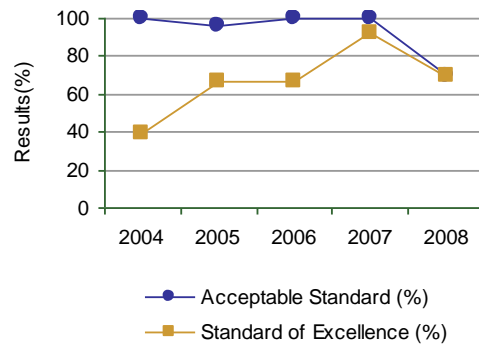
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
 Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.
 Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

Provincial Achievement Tests Course Results Based on Students Enrolled

English Language Arts 3



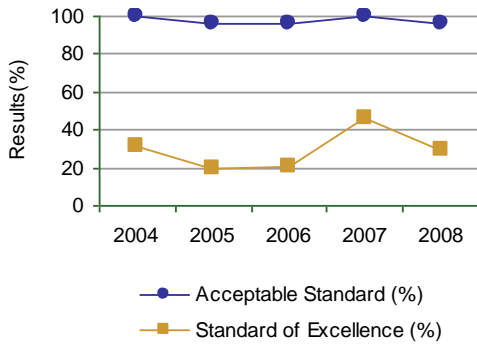
Mathematics 3



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
 Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

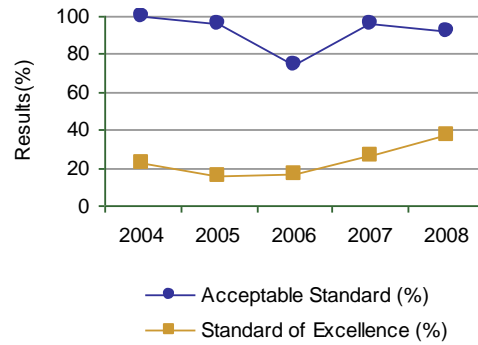
Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd)

English Language Arts 6



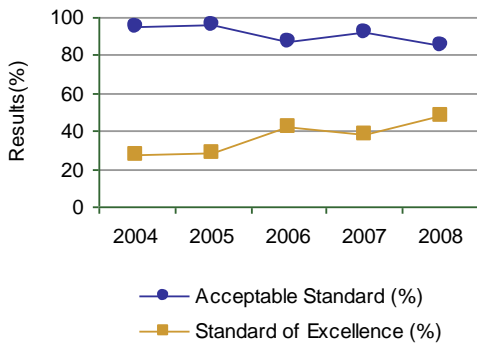
[No Data for French Language Arts 6]

Mathematics 6

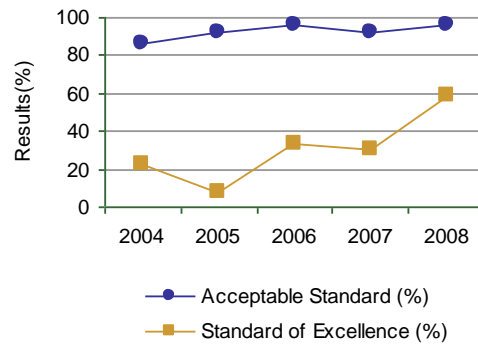


[No Data for Français 6]

Science 6



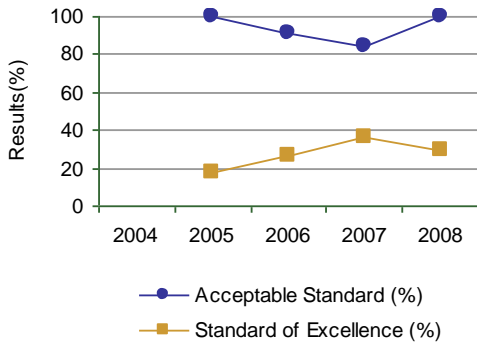
Social Studies 6



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

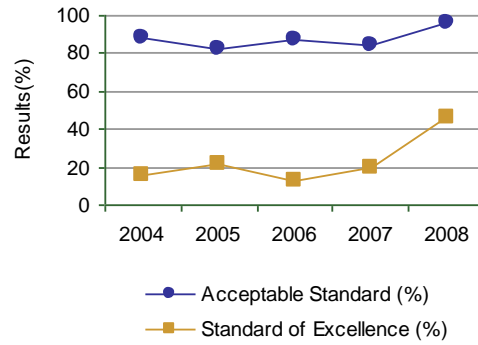
Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd)

English Language Arts 9



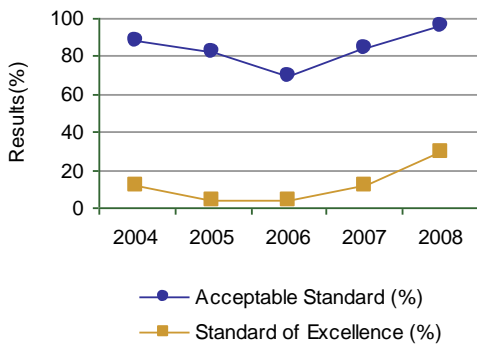
[No Data for French Language Arts 9]

Mathematics 9

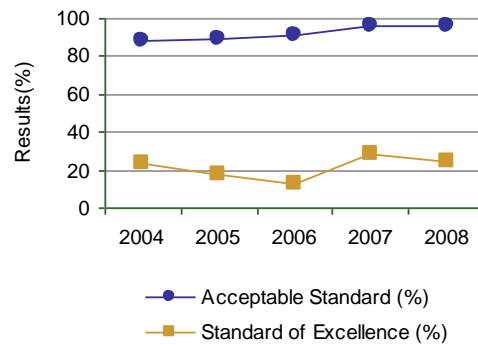


[No Data for Français 9]

Science 9



Social Studies 9



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled

			2004	2005	2006	2007	2008	
Grade 3	English Language Arts 3	Students Enrolled	23	27	24	25	26	
		Acceptable Standard (%)	100.0	96.3	100.0	100.0	80.8	
		Standard of Excellence (%)	34.8	25.9	37.5	52.0	61.5	
	Mathematics 3	Students Enrolled	23	27	24	25	26	
		Acceptable Standard (%)	100.0	96.3	100.0	100.0	69.2	
		Standard of Excellence (%)	39.1	66.7	66.7	92.0	69.2	
Grade 6	English Language Arts 6	Students Enrolled	22	25	24	26	27	
		Acceptable Standard (%)	100.0	96.0	95.8	100.0	96.3	
		Standard of Excellence (%)	31.8	20.0	20.8	46.2	29.6	
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	Mathematics 6	Students Enrolled	22	25	24	26	27	
		Acceptable Standard (%)	100.0	96.0	75.0	96.2	92.6	
		Standard of Excellence (%)	22.7	16.0	16.7	26.9	37.0	
	Science 6	Students Enrolled	22	25	24	26	27	
		Acceptable Standard (%)	95.5	96.0	87.5	92.3	85.2	
		Standard of Excellence (%)	27.3	28.0	41.7	38.5	48.1	
	Social Studies 6	Students Enrolled	22	25	24	26	27	
		Acceptable Standard (%)	86.4	92.0	95.8	92.3	96.3	
		Standard of Excellence (%)	22.7	8.0	33.3	30.8	59.3	
	Grade 9	English Language Arts 9	Students Enrolled	25	28	23	25	24
			Acceptable Standard (%)	*	100.0	91.3	84.0	100.0
			Standard of Excellence (%)	*	17.9	26.1	36.0	29.2
		French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
			Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
			Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
Français 9		Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
Mathematics 9		Students Enrolled	25	28	23	25	24	
		Acceptable Standard (%)	88.0	82.1	87.0	84.0	95.8	
		Standard of Excellence (%)	16.0	21.4	13.0	20.0	45.8	
Science 9		Students Enrolled	25	28	23	25	24	
		Acceptable Standard (%)	88.0	82.1	69.6	84.0	95.8	
		Standard of Excellence (%)	12.0	3.6	4.3	12.0	29.2	
Social Studies 9		Students Enrolled	25	28	23	25	24	
		Acceptable Standard (%)	88.0	89.3	91.3	96.0	95.8	
		Standard of Excellence (%)	24.0	17.9	13.0	28.0	25.0	

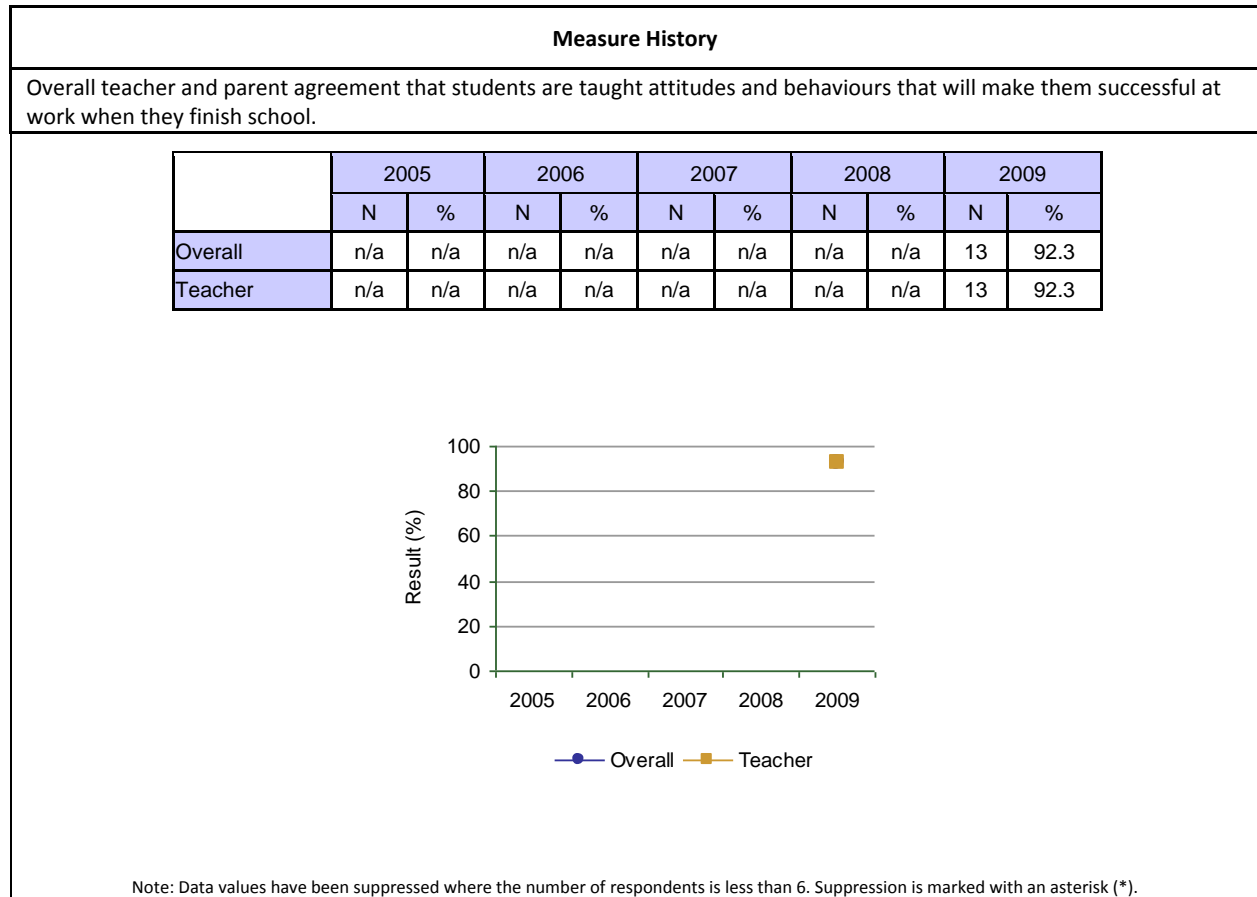
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	n/a	*	*	*			
Strategies (see note)								

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	92.3	n/a	Very High	n/a	n/a			
Strategies								
<ul style="list-style-type: none"> 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. 								



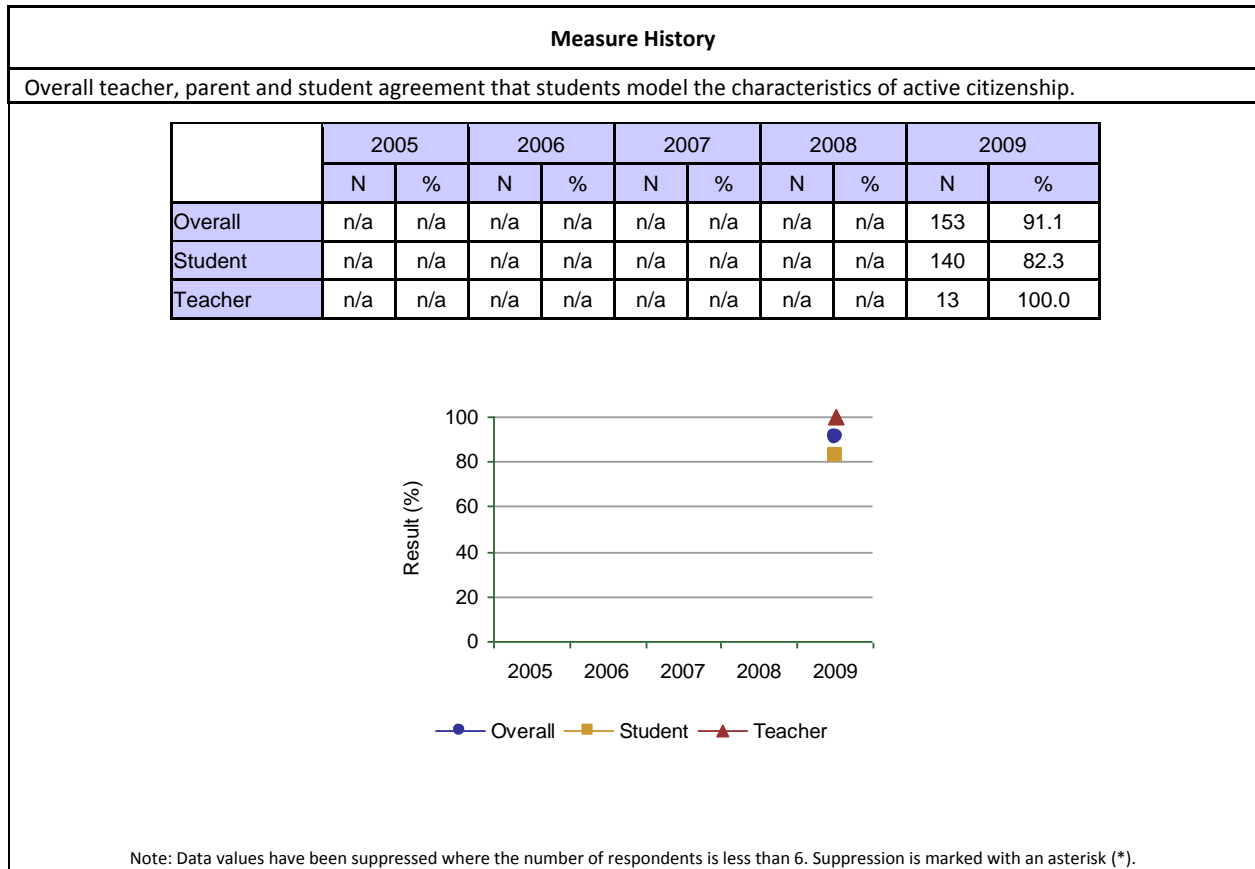
Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	91.1	91.5**	Very High	n/a	n/a	92		

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 assist the homeless via the LadyBug Foundation
 - World Vision 30 Hour Famine
- Provide service opportunities for students within the school, as well as in the greater community.

**Note: Previous 3-year average is calculated from previous school based surveys, independent from the Accountability Pillar Surveys



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.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
Strategies

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests. Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations. Annual dropout rate of self-identified FNMI students aged 14-18. High school completion rate of self-identified FNMI students (three-year rate). Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.

Strategies

Goal Four: Highly Responsive and Responsible Jurisdiction

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	98.5	94.5**	Very High	n/a	n/a			

Strategies

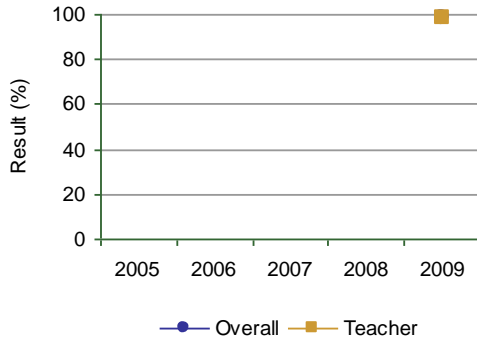
- TCS continues to operate as a parent directed society. Our Board is elected from the society within our school and all standing committees are compiled of society members with staff input.
- TCS will continue to be deliberate in providing opportunities for parents to be involved in the school and the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

**Note: Previous 3-year average is calculated from previous school based surveys, independent from the Accountability Pillar Surveys

Measure History

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	98.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	98.5



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	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	88.9	94%**	Very High	n/a	n/a			
Strategies <ul style="list-style-type: none"> • 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 cycle 4 AISI project focusing on current research in the areas of student assessment. <p>**Note: Previous 3-year average is calculated from previous school based surveys, independent from the Accountability Pillar Surveys</p>								

Measure History										
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	88.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	140	93.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	84.6

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

Budget Highlights

Revenue

Grants - Province of Alberta	1934545
Tuition Fees	996880
Memberships	17460
Donations	66200
Fundraising	0
Amortization of Capital Allocations	73005
Other	29741

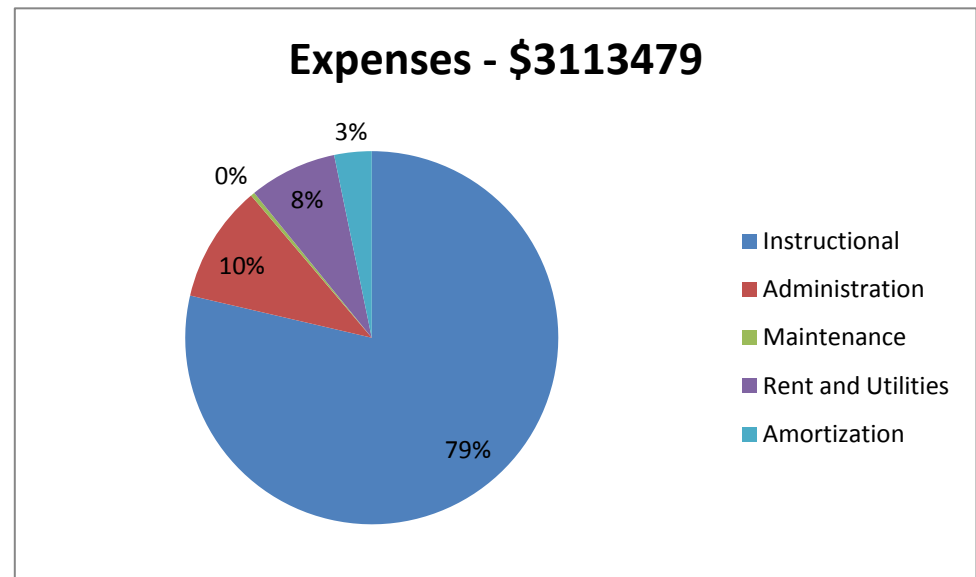
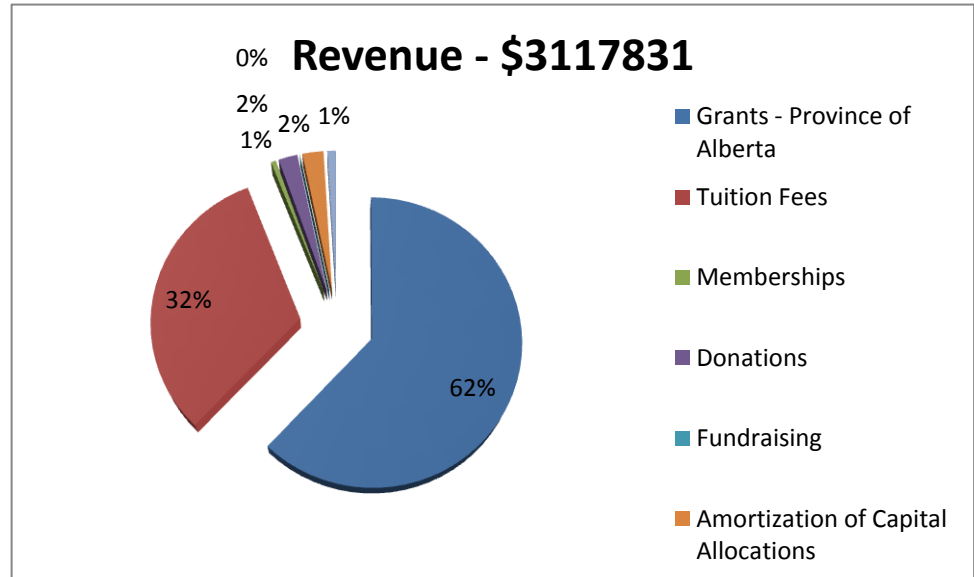
Expenses

Instructional	2448199
Administration	316553
Maintenance	10900
Rent and Utilities	237033
Amortization	100794

Total Revenue **\$3117831**

Total Expenses **\$3113479**

Excess of Expenses Over Revenue **\$4352**



Budget Priorities

The Board set several priorities for the development of the 2009-10 budget that also include program implications:

- Maintain existing tuition rates (no increase)
- Increase staff salaries to 90% of Calgary Board of Education
- Increase staff pensions
- 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.

Highlights of Facility and Capital Plans

- *Brief description of major school renewal or construction projects and benefits for students.*
- *A web-link to more detailed information.*