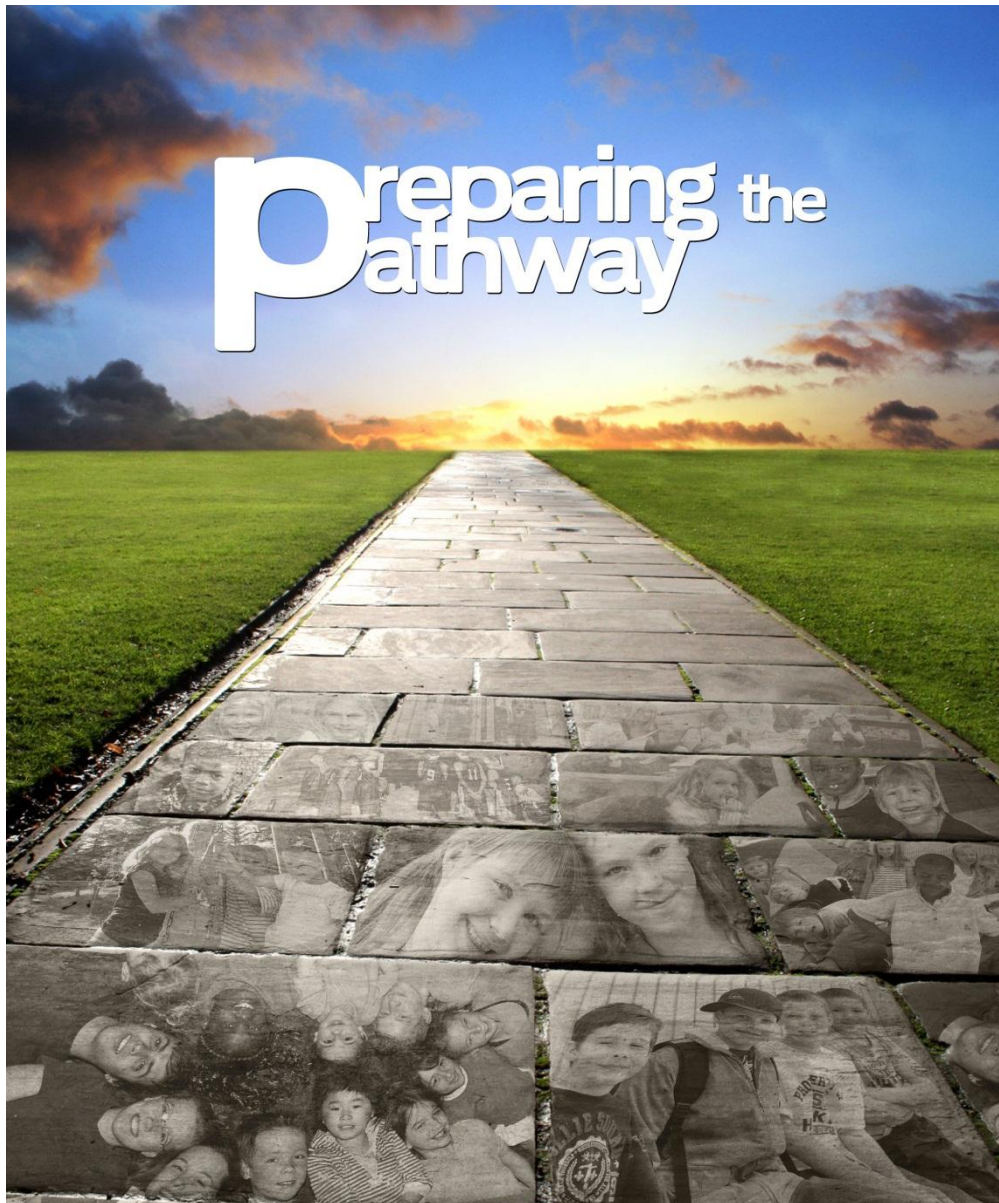


Combined Annual Education Results Report (2010-11)

and

Three Year Education Plan (2011-2014)

November 28, 2011



Message from Board Chair

November 2011

A new school year is similar to the start of a new journey. We don't know what the year has in store, but we can rest in the assurance that God has a plan for every moment of every day in our school year. Our school theme this year is Preparing the Pathway and we look forward to what lies ahead for our students, teachers and parents.

The pathway we are journeying on is part of a much larger TCS story. Since our humble beginnings 19 years ago, our vision has been to offer Christian education to families in South Calgary. As the neighborhoods around our school have grown, so has the demand for Christian schooling. While Trinity has experienced growth, we have also become limited by a physical lack of space. We are excited that we are blessed with the opportunity to reach out to more families by expanding our facility and adding on 4 new classrooms, plus additional office and learning support spaces.

We are proud of the results that have been achieved by our students, and the high level of satisfaction shown by students, parent and teachers across all measures. TCS is committed to seeking new and better ways of working towards continuous improvement and many of the strategies are highlighted in this document. What is difficult to reflect in this document, is what we believe to be the greatest strength of TCS; the incredible community that God has built. It is an integral part of the story of TCS, and as we plan for this year and the years to come, we will also seek opportunities to build and strengthen our community and honour God's vision for our 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."

Klaas Deemter
Chairman of the Board
On behalf of the ACSCS
2011/12

Accountability Statement

The Annual Education Results Report for the **2010-11** school year and the Education Plan for the three years commencing September 1, **2011** 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 2010/2011 school year and the three-year Education Plan for 2011 – 2014 on November 28, 2011.

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

Our vision at TCS is to fulfill the unique potential of each child by providing pre-K to grade 12 education in Christ-centered community

Pillar 1	We will be a community of believers that is deliberate in building up the body of Christ by offering an environment that encourages each student's spiritual growth and personal commitment to Christ
Pillar 2	We will provide excellent education from a Biblical Worldview for all learners
Pillar 3	We seek to partner closely with the Christian home and church
Pillar 4	We will seek out opportunities to serve in God's school, community, city and world
Pillar 5	We submit to the LORD's direction in addressing the growing demand for Christian education in Calgary South
Pillar 6	In Christian community with God's provision we will strive to provide affordable tuition

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 :

- Combined 3-Year Education Plan (2010-11 to 2012-13) and 2010 AERR
- Combined 3-Year Education Plan (2011-12 to 2013-14) and 2010 AERR
- 2009-10 Audited Financial Statement
- 2010 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 Centre for Christian Education ([PCCE](#)).

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 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.

Trinity Christian School continues to experience growth and has added an additional class at the grade 1 to 6 levels. In September 2012 an additional grade 7 class will also be added.

Projected Enrollment for 2011-12:	
Kindergarten	32
Grade 1	41
Grade 2	32
Grade 3	43
Grade 4	32
Grade 5	40
Grade 6	36
Grade 7	27
Grade 8	25
Grade 9	27
Total Projected Enrolment	335
ROOTS Home Education	240

Expansion continues to be a primary focus of our school in order to continue to provide Christian Education in South Calgary. We are currently occupying more space on the second floor of the Atrium VI building, in which we occupy the entire first floor. Four new classrooms, additional offices, and learning support rooms are being developed and will be ready for occupancy early in 2012.



October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

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
Safe and Caring Schools	Excellent	Safe and Caring	97.6	95.9	96.2	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	91.0	93.0	92.3	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	97.4	96.1	97.2	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	7.5	0.0	3.8	4.2	4.3	4.7	Low	Maintained	Issue
		High School Completion Rate (3 yr)	*	*	n/a	72.6	71.5	71.1	*	*	*
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	97.2	94.1	93.2	79.3	79.1	78.0	Very High	Improved	Excellent
		PAT: Excellence	40.4	26.7	32.5	19.6	19.4	18.5	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.9	53.5	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	59.6	56.9	57.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	59.3	59.8	59.3	*	*	*
		Work Preparation	92.6	88.6	90.4	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	96.7	93.3	92.2	81.9	81.4	79.9	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	96.0	94.3	96.4	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.3	88.1	88.5	80.1	79.9	78.8	Very High	Maintained	Excellent

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 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 not provide any data for the summary.

October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

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
Student Learning Opportunities	n/a	Drop Out Rate	n/a	n/a	n/a	10.4	11.2	11.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	38.2	34.1	34.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	*	n/a	58.1	59.1	56.5	n/a	n/a	n/a
		PAT: Excellence	n/a	*	n/a	6.0	6.4	5.7	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	77.7	76.3	76.8	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	7.4	8.7	9.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	19.1	16.7	16.6	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	32.1	27.5	27.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	31.2	33.9	31.8	n/a	n/a	n/a

Notes:

- 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).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- 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: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	92.1	91.4	94.2	94.1	97.2	95	Very High	Improved	Excellent	90	90	90
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	37.0	39.8	30.9	26.7	40.4	30	Very High	Improved	Excellent	30	30	30

Strategies

- Ongoing professional development and mentoring of all teachers.
- Completion of 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 all staff
- Transition to Assessment for learning strategies as part of our current AISI cycle.
- Continue to review student results on PAT's to look for trends or areas that require more attention in instruction.

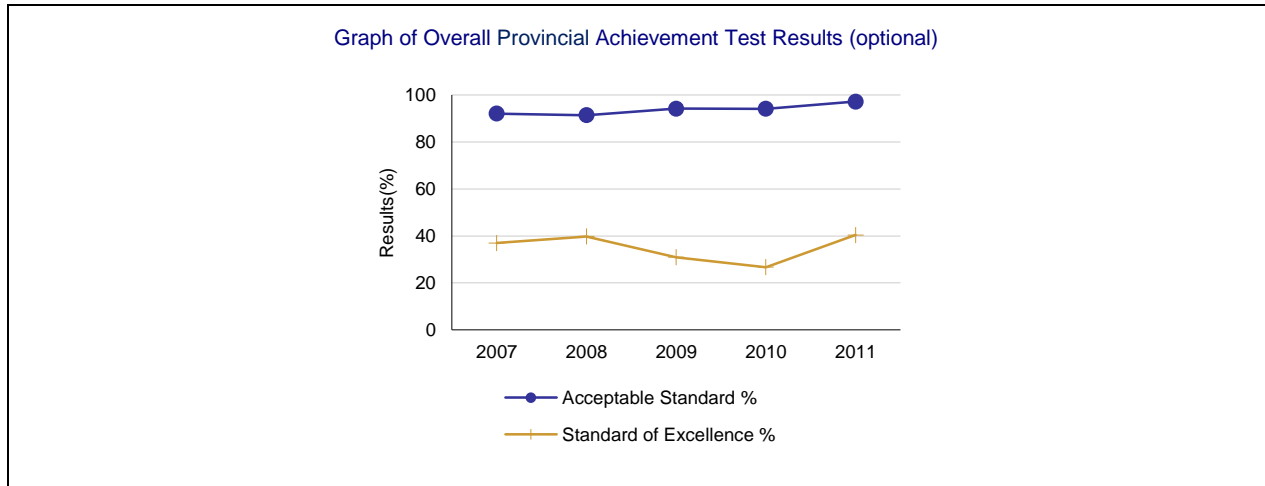
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	100.0	52.0	80.8	61.5	97.0	39.4	96.8	29.0	96.8	29.0	90	30
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
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	90	30
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 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	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96.8	54.8	90	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	Authority	100.0	46.2	96.3	29.6	100.0	23.1	96.2	38.5	100.0	44.4	90	30
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
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	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96.3	29.6	90	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	92.3	38.5	85.2	48.1	88.5	30.8	100.0	42.3	100.0	63.0	90	30
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		

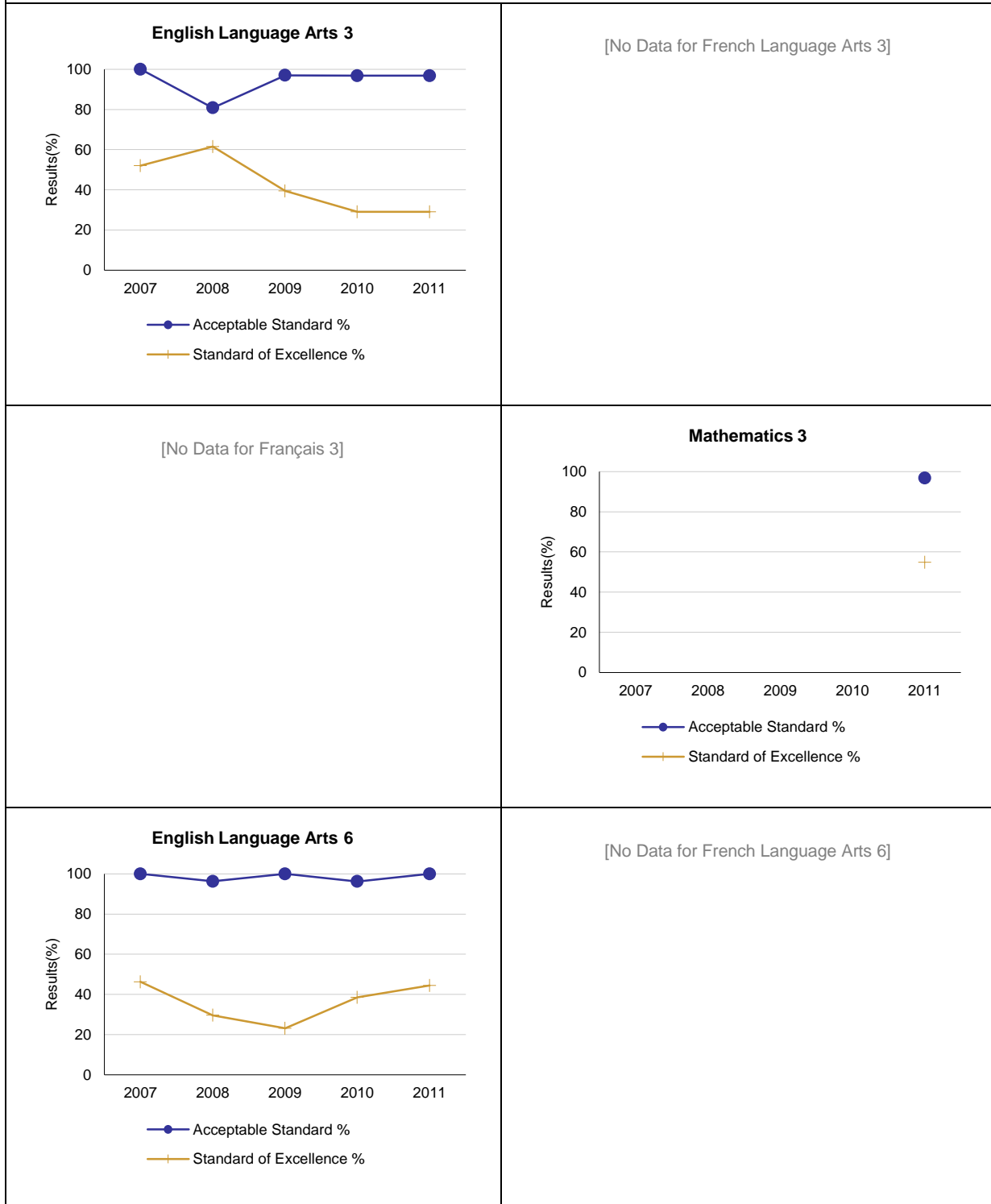
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	50.0	100.0	55.6	90	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	Authority	84.0	36.0	100.0	29.2	92.6	40.7	88.5	11.5	96.4	25.0	90	30
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang 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	66.8	7.8	67.2	7.9		
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	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92.9	42.9	90	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
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	65.6	15.3	64.9	14.9		
Science 9	Authority	84.0	12.0	95.8	29.2	92.6	18.5	88.5	11.5	92.9	42.9	90	30
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
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	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	84.6	50.0	89.3	42.9	90	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
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	64.6	15.7	61.9	13.6		

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.

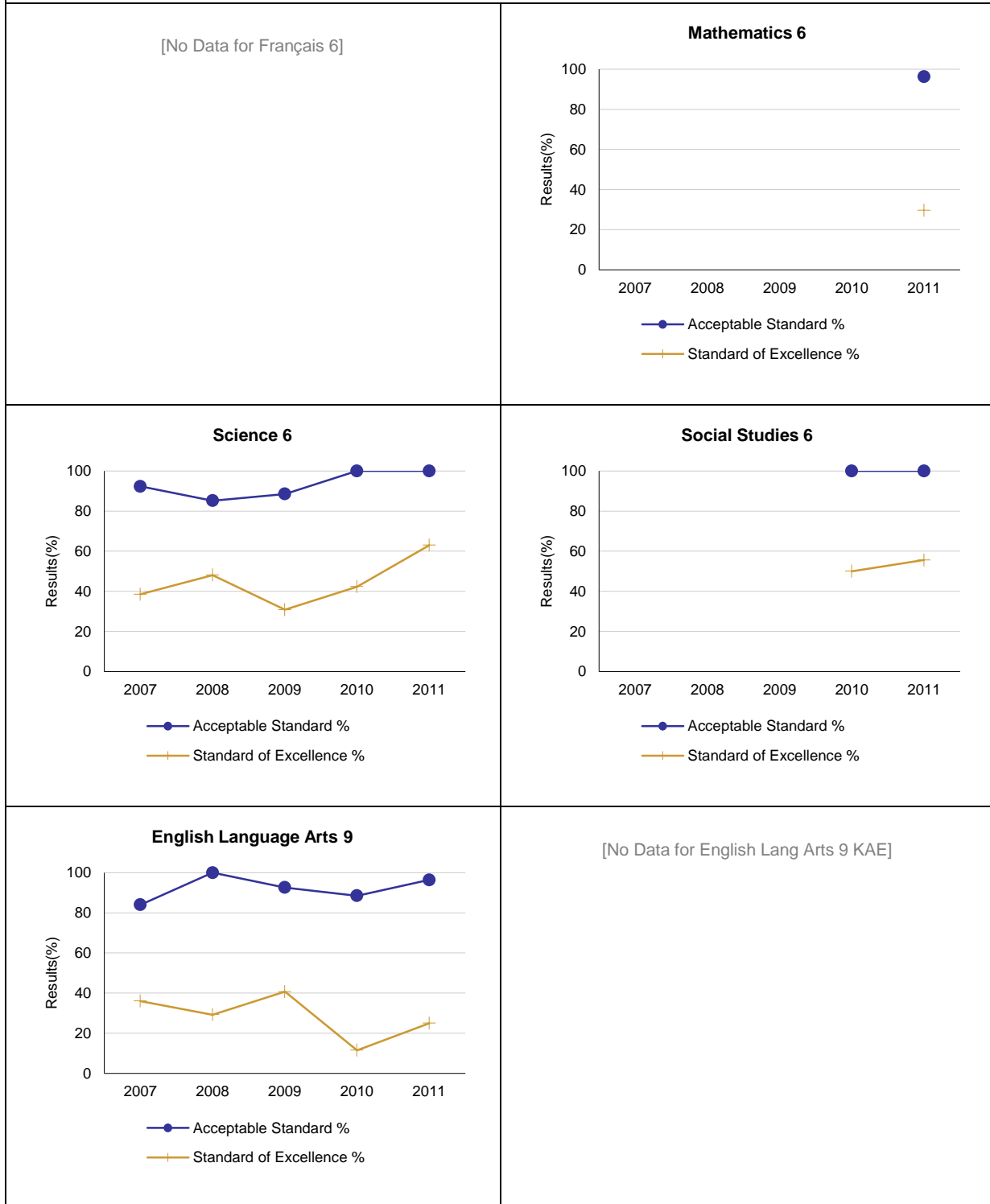


Graph of Provincial Achievement Test Results by Course (optional)



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

Graph of Provincial Achievement Test Results by Course (optional)



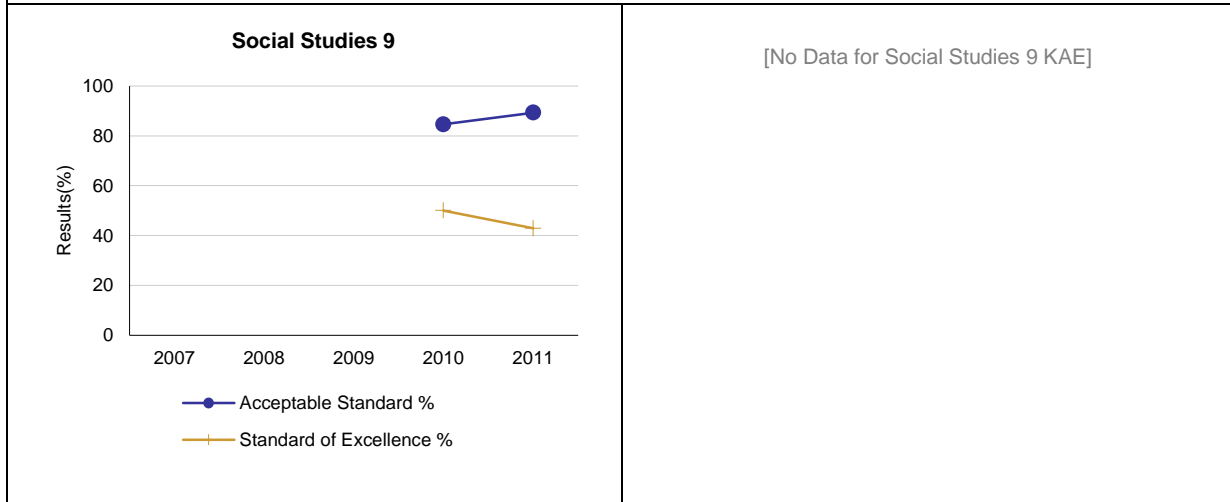
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>95</td> <td>45</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2007			2008			2009			2010			2011	95	45	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2007																			
2008																			
2009																			
2010																			
2011	95	45																	
<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>2007</td> <td>85</td> <td>15</td> </tr> <tr> <td>2008</td> <td>95</td> <td>30</td> </tr> <tr> <td>2009</td> <td>92</td> <td>20</td> </tr> <tr> <td>2010</td> <td>88</td> <td>15</td> </tr> <tr> <td>2011</td> <td>95</td> <td>45</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2007	85	15	2008	95	30	2009	92	20	2010	88	15	2011	95	45	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2007	85	15																	
2008	95	30																	
2009	92	20																	
2010	88	15																	
2011	95	45																	

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 (*).



PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Assn for Christian Schooling							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	31	96.8	30	91.5	42,944	81.8	42,052	81.0
	Standard of Excellence	Very High	Declined	Good	31	29.0	30	43.3	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	27	100.0	26	97.5	43,433	83.0	43,646	82.1
	Standard of Excellence	Very High	Improved	Excellent	27	44.4	26	30.4	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	Very High	Improved	Excellent	27	100.0	26	91.2	43,441	76.2	43,534	76.0
	Standard of Excellence	Very High	Improved	Excellent	27	63.0	26	40.4	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	27	100.0	26	100.0	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Maintained	n/a	27	55.6	26	50.0	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	28	96.4	26	93.7	43,024	79.1	43,763	78.2
	Standard of Excellence	Very High	Maintained	Excellent	28	25.0	26	27.1	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	28	92.9	26	92.3	42,932	74.9	43,553	71.7
	Standard of Excellence	Very High	Improved	Excellent	28	42.9	26	19.7	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	28	89.3	26	84.6	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Maintained	n/a	28	42.9	26	50.0	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

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

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.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.



Outcome: Students achieve educational outcomes.

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2	5.4	6.1	0.0	7.5	0	Low	Maintained	Issue	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	n/a	*	*	*		*	*	*			
Percentage of students writing four or more diploma exams 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.



Outcome: Students are prepared for the 21st century

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	91.1	93.3	96.7	95	Very High	Improved Significantly	Excellent	95	95	95
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	92.3	88.6	92.6	95	Very High	Maintained	Excellent	95	95	95

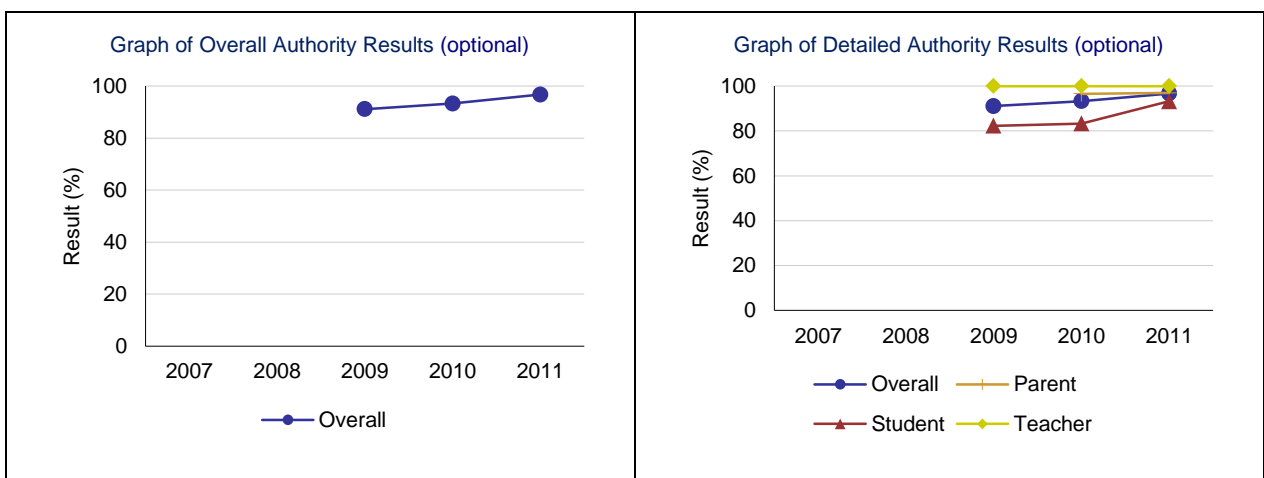
Strategies

- 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.
- Integrate learner profile inventories into junior high curriculum to assist in high school course selection and career direction and planning.
- Continue to encourage and promote school wide service opportunities
- 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.
- Continue to research and plan for a September 2012 one-to-one tablet PC program for grades 4 through 9.

Citizenship – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	91.1	93.3	96.7	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	100.0	100.0	100.0	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	n/a	96.6	96.9	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	82.3	83.3	93.2	67.1	68.5	71.8	72.7	74.5

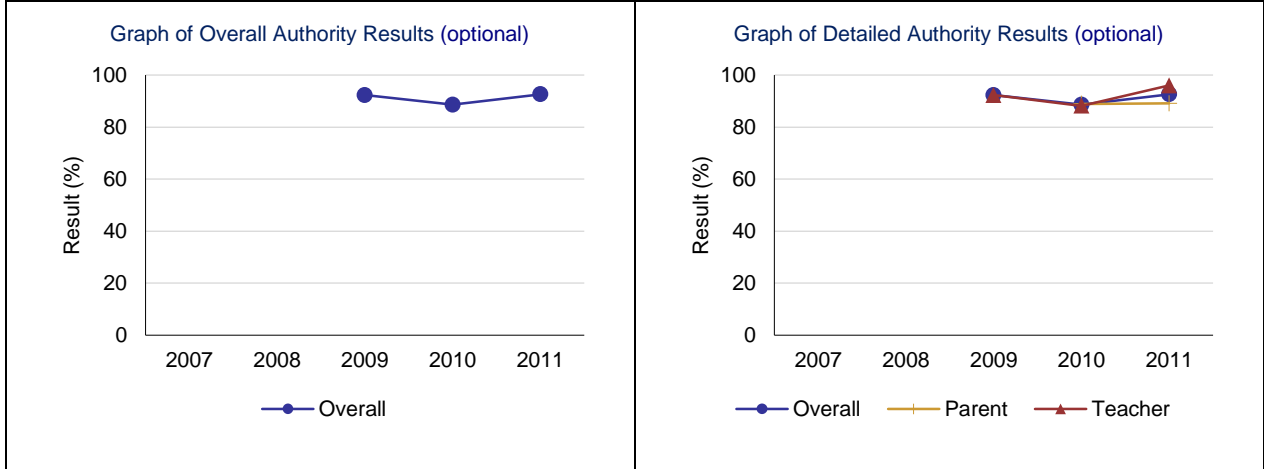


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	92.3	88.6	92.6	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	92.3	88.2	96.0	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	n/a	88.9	89.1	65.1	70.9	70.2	69.8	70.6



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

Outcome: Students are prepared for the 21st century (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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	53.8	65.1	58.6		n/a	n/a	n/a			

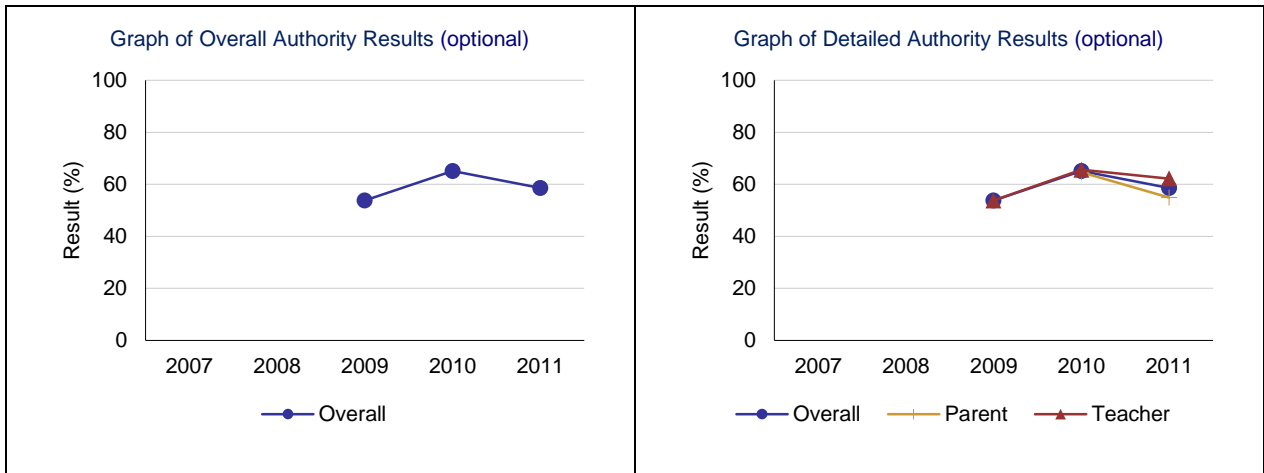
Strategies

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

Lifelong Learning – 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	53.8	65.1	58.6	65.6	66.7	67.4	67.6	67.9
Teacher	n/a	n/a	53.8	65.6	62.2	74.1	73.8	74.0	75.4	75.3
Parent	n/a	n/a	n/a	64.6	54.9	57.1	59.5	60.8	59.8	60.6



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



Goal Two: Transformed Education Through Collaboration

Outcome: Students have access to programming and supports to enable their learning.

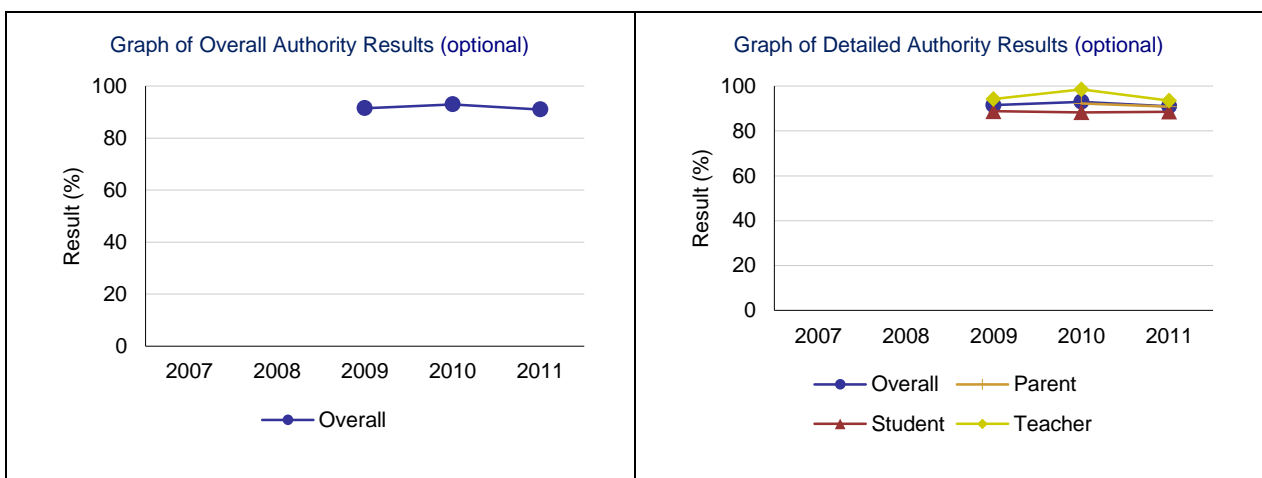
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	91.5	93.0	91.0	95	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	98.4	96.1	97.4	95	Very High	Maintained	Excellent	95	95	95
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	96.5	95.9	97.6	95	Very High	Maintained	Excellent	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.
- Establish a school theme every year that equips and encourages students to care for each other and their school. The theme for the 2010-11 school year was "The Armour of God."
- The theme for 2011-12 is "Preparing the Pathway."
- 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.

Program of Studies – 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	91.5	93.0	91.0	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	94.2	98.5	93.5	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	n/a	92.2	90.8	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	88.8	88.3	88.6	72.9	74.1	75.3	75.9	76.9

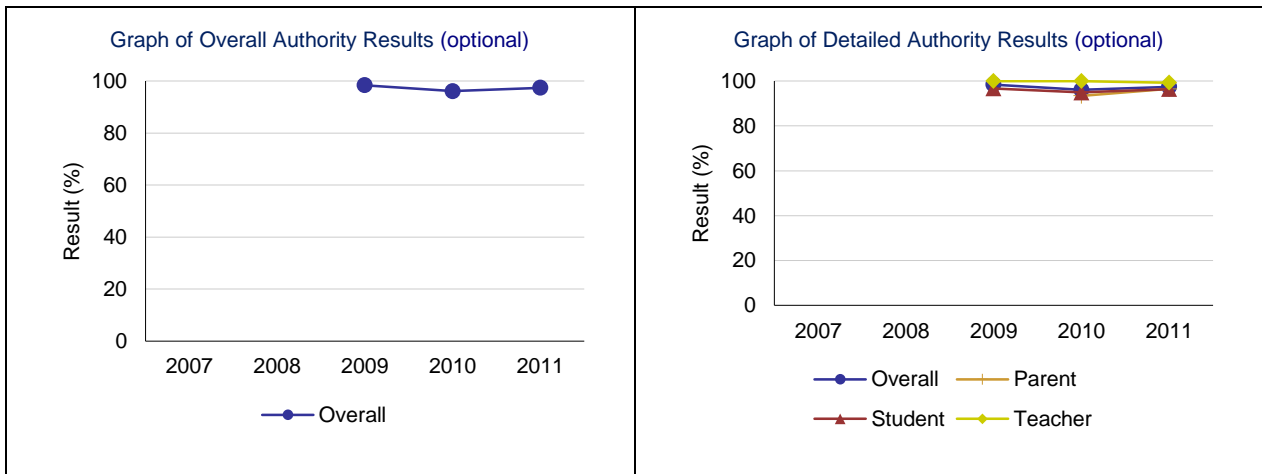


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	98.4	96.1	97.4	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	100.0	100.0	99.3	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	n/a	93.4	96.5	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	96.7	94.9	96.4	86.4	86.6	88.3	88.2	88.5



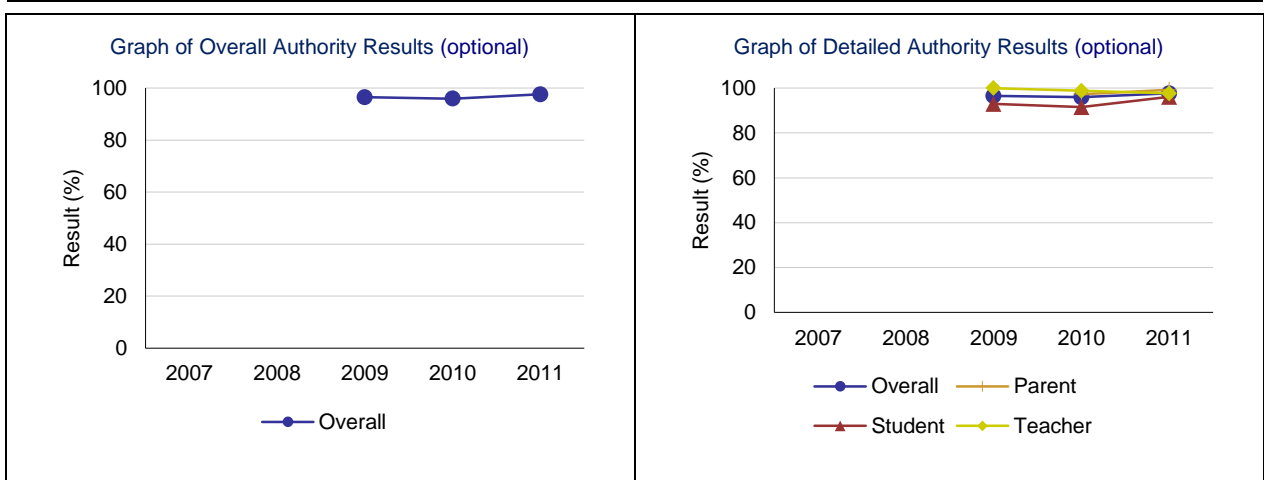
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	96.5	95.9	97.6	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	100.0	98.8	97.6	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	n/a	97.3	99.2	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	92.9	91.5	96.1	78.5	79.1	81.7	82.2	83.3





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 demonstrates openness to new and innovative ideas, leadership and collaboration.

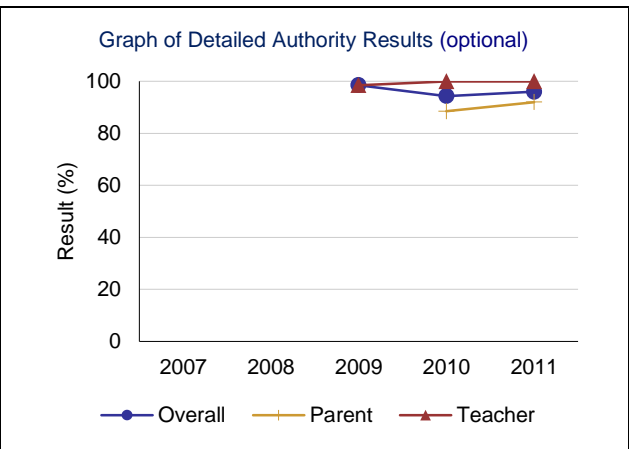
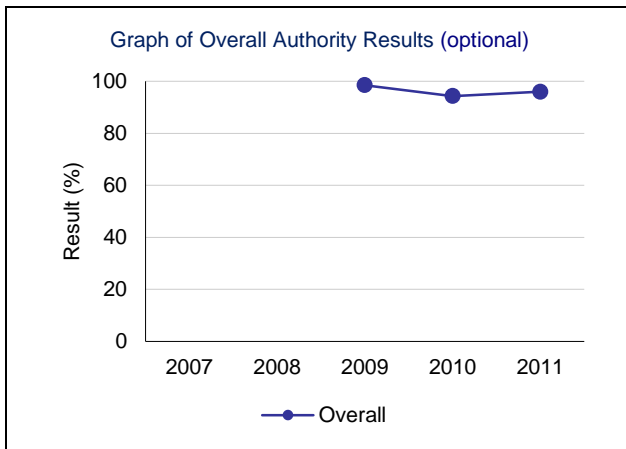
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	98.5	94.3	96.0	95	Very High	Maintained	Excellent	95	95	95
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	88.9	88.1	91.3	95	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.
- 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 Centre for Christian Education for Board and Sub-Committee Member development.
- Implement year 3, cycle 4 AISI project focusing on actively integrating current research in the areas of student assessment in the classroom.
- Continue to research and plan for a September 2012 one-to-one tablet PC program for grades 4 through 9.

Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	98.5	94.3	96.0	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	98.5	100.0	100.0	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	n/a	88.5	92.0	67.9	69.0	72.2	71.3	71.7



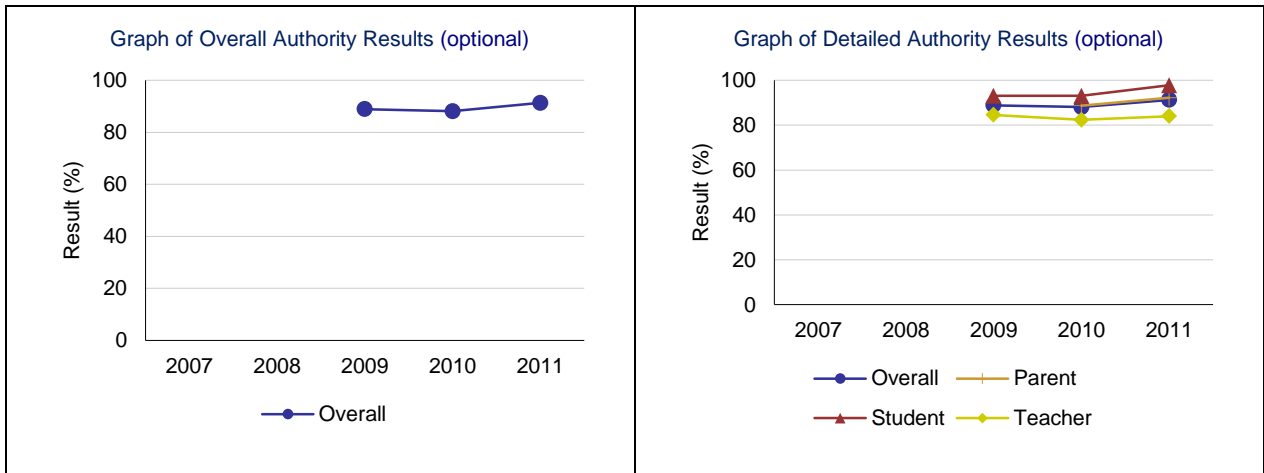
--	--

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

School Improvement – 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	88.9	88.1	91.3	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	84.6	82.4	84.0	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	n/a	88.7	92.2	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	93.1	93.1	97.8	79.3	79.5	81.8	81.8	82.9



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

Goal Three: Success for First Nations, Metis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			



Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	*	*		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	*		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*		n/a	n/a	n/a			

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.



Summary of Financial Results (2010-11)

Revenue

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

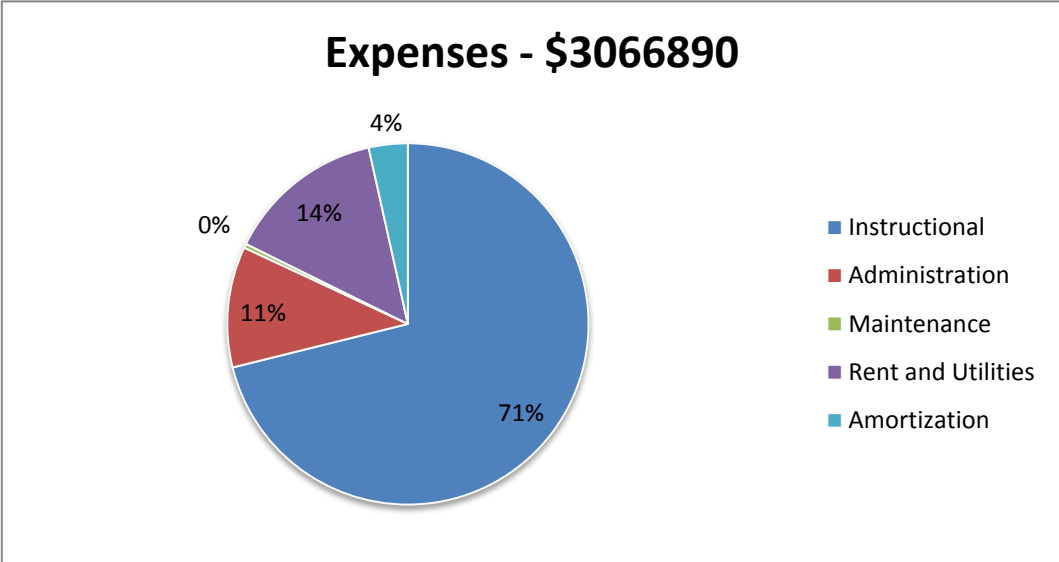
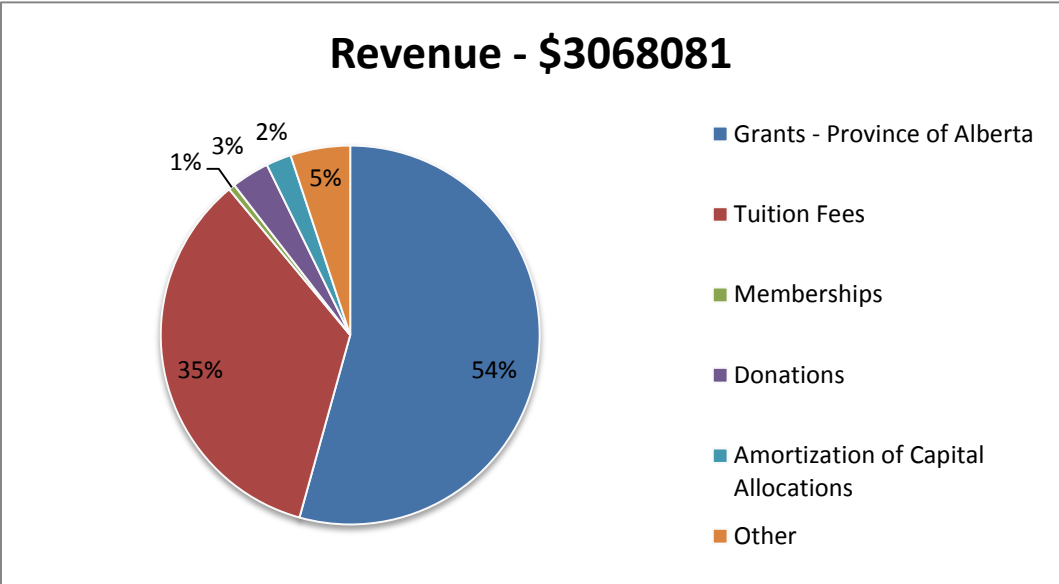
Expenses

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

Total Revenue \$3068081

Total Expenses \$3066890

Excess of Revenue Over Expenses \$1191



Budget Summary (2011-12)

Revenue

Grants - Province of Alberta	1,998,723
Tuition Fees	1,157,982
Memberships	19,985
Donations	103,2240
Fundraising (School Generated)	217,474
Amortization of Capital Allocations	76,102
Other	74712

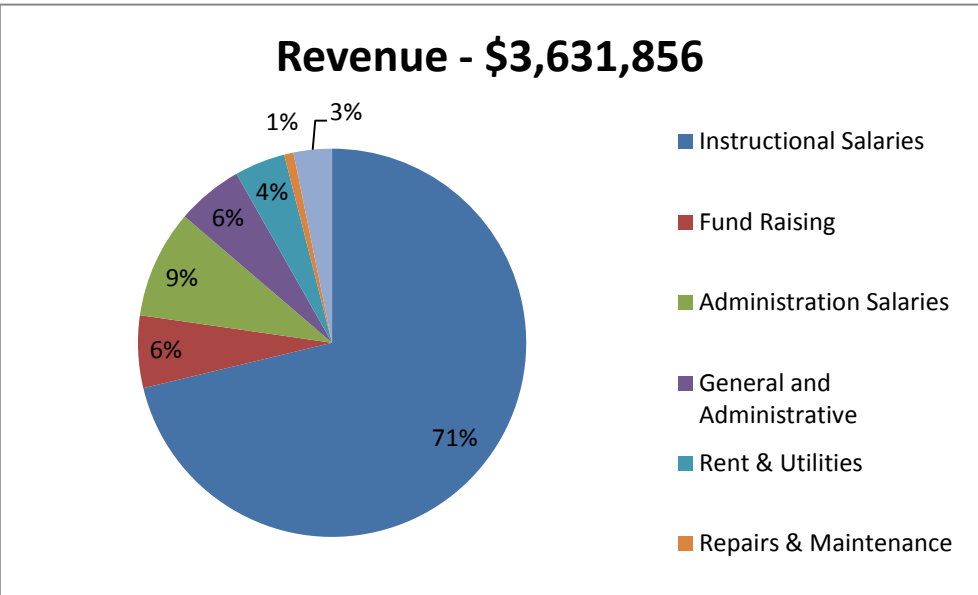
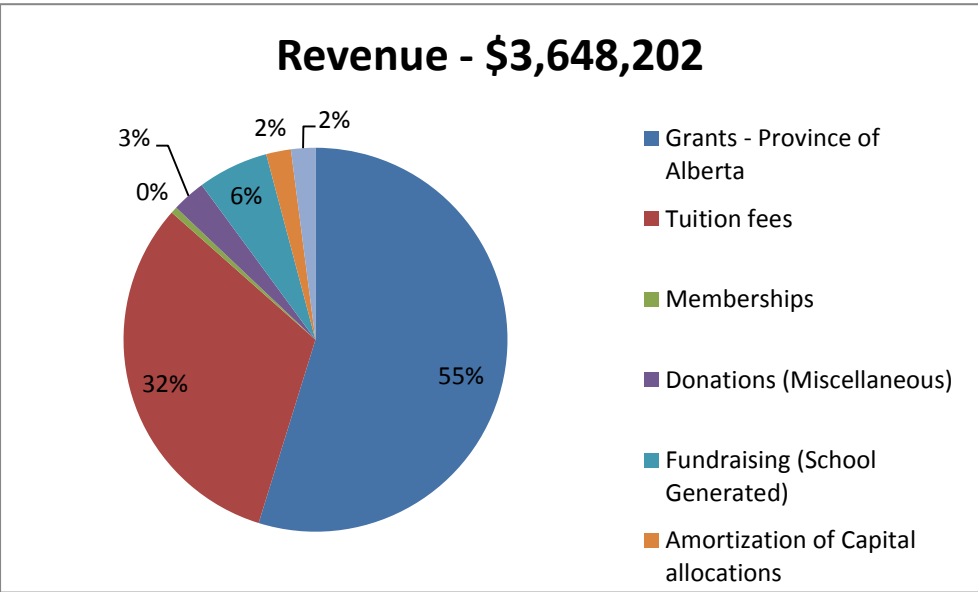
Expenses

Instructional Salaries	2,587,392
Administration Salaries	326,855
General and Administrative	200,982
Fundraising	218,947
Repairs and Maintenance	28,150
Rent and Utilities	153,460
Amortization	116,070

Total Revenue \$3,648,202

Total Expenses \$3,631,856

Excess of Revenue Over Expenses \$16,346



Budget Priorities

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

- Small Tuition increase of 4%.
- 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 current expansion program
- Initiation of a Capital Campaign to support the current expansion program.

Future Challenges

In its current location, TCS will be able to continue meet the expected growth through expansion for one more year. An agreement has been made to lease space on the second floor of our current location with the option to purchase

- 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

