

Annual Education Results Report (AERR) 2015/2016 and 3-Year Education Plan 2016 – 2019



Lakeland Christian Academy

PROVIDING AN INCLUSIVE, CARING AND RESPECTFUL ENVIRONMENT THAT ENGAGES EVERY STUDENT IN THEIR LEARNING.

We appreciate that not all children learn in the same way throughout their educational experience. Consequently, we provide a quality education experience from a biblical worldview that is individualized for every student as they work at their unique learning abilities and styles. This complies fully with Alberta Education's Accountability pillar thus enabling our students to obtain an Alberta High School Diploma.

Upon completing high school with L.C.A., the students will have developed a strong ethical character and will have achieved a high academic standing that empowers them to be lifelong learners. They are also equipped to become active members of their community.

It is important that a child grows up to become successful and fulfilled in each of these areas. Our staff members encourage each student to reach for the highest level in academic, physical, and spiritual development.

Accountability Statement

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 for Lakeland Christian School Society were 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 2015/2016 school year and the three-year Education Plan for 2016/ 2019 on December 12, 2016.

Signature of Board Chair _____



Vision

To inspire our students to impact the world by achieving their maximum potential academically as well as in the godly character that provides guidance and Christian Biblical standards of excellence. Jesus, our Lord and Saviour, clearly modeled this in His life and ministry and students demonstrate world impact by leading change toward Christ likeness through a life lived in submission to Jesus Christ as Lord and by following our mandate to make disciples. (I Cor. 11:1; Eph. 5:1-2; I Pet. 2:20-22; I John 2:6) (Mark 16:15, Matt. 28:19)

Mission

The mission of Lakeland Christian Academy is to provide a safe and caring environment with a Christian Biblical worldview for students to obtain an academic education that is Christ centered and academically sound.

Christ Centered

- Jesus is the Son of God. (Romans 1:3-4)
- Through His incarnation, He came to earth to pay the price for our sinful nature. (Rom. 4:23-25, Mark 10:45)
- By His example, He showed us how to live a prosperous life in dominion of the earth; and
- Identifiable character traits demonstrated by Christ are entwined in our curriculum serve to clearly guide our students into Christ likeness.

Academically Sound

- The curriculum:
 - Is Individualized
 - Each child learns in different ways at different speeds. Therefore, after diagnostic testing, (a process of ascertaining the student's actual academic performance level) an Individualized Program Plan is developed that best meets the needs of the child.
 - Is based on the theory of creation, supported by scientific fact and the inspired Word of God. (Gen. 1:1-27)
 - Encompasses the outcomes required by the Alberta Program of Studies to provide our students with a diploma from Alberta Education upon graduation.

STATEMENT OF FAITH

We Believe:

The educational philosophy of Lakeland Christian Academy depends upon the Bible to provide the viewpoint for interpreting any subject or any school activity. The mandate for Christian education comes from God's command that children are to be taught to love God and give Him pre-eminence in their lives, and that parents are responsible for the total education of their children (Deuteronomy 6). The teacher represents the parents during the school day, but does not relieve parents of their educational responsibilities to their children.

The following beliefs are foundational in our Biblical philosophy of education.

- God, eternally existing Father, Son and Holy Spirit, is the creator and sustainer of all things and is the source of all truth. (John 1:1-14)
- God is sovereign, maintaining control over His entire universe and man. (Psalm 103:19)
- The Bible is the highest authority and inerrant. (Psalm 33:4)
- God created man in His own image and consequently man is responsible to God for his action. (Genesis 1:27-28)
- God created mankind as male and female, equal in dignity and worth, yet with distinct and complementary roles. Consequently men and women are responsible to God for their action and behaviour in accordance with their biological sex. (Gen. 1:27; Gen. 2:20-24; Matt. 19:4; Mark 10:6; Eph. 5:20-33)
- God's institution of marriage, a covenant relationship between one man and one woman, is the sole environment within which sexual activity is permitted, and is the context in which children are to be raised. This is God's blueprint for the family. (Gen. 2:24; Matt. 5:27; Rom. 1:24-27; 1 Cor. 6:9-10; 1 Thess. 4:3; Heb. 13:4; Jude 7).
- In order for God's Plan to continue generationally, God commands parents to train their children in righteousness. (Deut. 6:1-8, Prov. 22:6)
- Man is a tripartite being composed of spirit, soul, and body created by God to serve Him. (1 Thess. 5:23)
- As the result of the sin of disobedience, man suffered spiritual separation from God (Gen. 3:6-7). In order to bridge this gap and restore the relationship between man and God, a payment for this disobedience had to be offered and accepted. This payment had to be free from all contamination. Therefore God offered His own Son to pay the price of sin by shedding His life's blood on the cross. (2 Cor. 5:21)
- As individuals, on the basis of grace alone, by confessing Jesus as Lord and believing in our hearts that God has raised Him from the dead, we can now avail ourselves of the benefits of this restored relationship because our sin debt is paid in full. (Rom. 10:9-10)
- Knowledge of Jesus Christ and the Bible is essential to proper spiritual, mental, social, and physical growth. (Col. 1:10; 2 Pet. 1:5-8)

Ethical standards and a value system consistent with the Bible best prepare a student for fulfilling their responsibilities as a member of our democratic society.

About Us

Lakeland Christian Academy is located in Cold Lake, Alberta. We offer a small student/teacher ratio with programming from Kindergarten to Grade 12 that uses a multi-media rich individualized learning program that is well suited to meet the needs of our students. We provide individual programs for students that have a wide range of abilities, from the gifted to those with learning challenges. Our program emphasizes discipline, individual responsibility, parental involvement, and Biblical truth.

We maintain an ongoing process of continuous improvement which ensures our curriculum meets the Department of Alberta Education requirements and outcomes for each course. Parents and others volunteers from the community enhance our students' learning experience.

LCA offers a home education program and a blended education program in joint partnership with parents who choose to home educate their children. We support parents in their use of the curriculum materials of their choice that best suit their children's learning needs.



Trends and Issues



There are always issues when interpreting data especially when there are small reporting numbers. Surveys statistics are derived from surveys from about 25 parents and 15 students which is a very small number to be used to obtain significant statistics. Therefore, a difference of opinion by one parent or one student can have a major impact on the results.



Another issue for us is the number of students writing the Student Learning Assessments in grade 3, Provincial Achievement Tests in grades 6, and 9 and the Provincial Departmental Exams in grade 11 or 12. Even though all of our students write these exams, we have so few students at these grade levels that the statistics of our student's achievement is suppressed. Additionally, this year and the last two years all of our survey information was suppressed.



Summary of Accomplishments

As continuous improvement is our objective, our high school social studies and English courses are being updated and re-hosted to better meet the learning needs of our students while ensuring that it continued to meet the standards of Alberta Education program of studies.



With student success in mind, we continued to provide an environment to accommodate student's diverse learning needs to help them advance and thrive in all academic and social pursuits. We work together with community specialists, such as a speech pathologist to accomplish this.

Our students in grades 3 to 11 competed at student regional conventions. The high school students went to Portage la Prairie, Manitoba to compete with students from four provinces. All of the students represented LCA very well by bringing home several first, second, and third place awards in a variety of areas including academics, visual arts, stage performance, music, and athletics.



Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Lakeland Christian School Soc			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	100.0	89.5	89.2	89.1	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	82.1	81.9	81.3	81.4	n/a	n/a	n/a
		Education Quality	n/a	n/a	90.2	90.1	89.5	89.5	n/a	n/a	n/a
		Drop Out Rate	0.0	13.6	13.6	3.2	3.5	3.5	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	*	n/a	n/a	76.5	76.5	75.5	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	n/a	73.6	72.9	73.4	*	*	*
		PAT: Excellence	*	*	n/a	19.4	18.8	18.6	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	n/a	85.0	85.2	85.1	*	*	*
		Diploma: Excellence	*	*	n/a	21.0	21.0	20.5	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	54.6	54.4	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate	*	n/a	n/a	60.8	n/a	n/a	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	59.4	59.7	59.3	*	*	*
		Work Preparation	n/a	n/a	n/a	82.6	82.0	81.1	n/a	n/a	n/a
		Citizenship	n/a	n/a	91.4	83.9	83.5	83.4	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.9	80.7	80.5	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	n/a	92.9	81.2	79.6	80.0	n/a	n/a	n/a

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
 - Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
 - Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Combined 2016 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Lakeland Christian School Soc (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	*	*	n/a	6.1	7.0	7.2	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	50.2	47.7	46.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	*	n/a	52.4	52.1	52.8	n/a	n/a	n/a
		PAT: Excellence	n/a	*	n/a	6.3	6.5	6.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	20.7	21.0	20.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	31.9	n/a	n/a	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	33.5	33.0	33.3	n/a	n/a	n/a

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

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 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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	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 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 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

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			

Comment on Results

- We help students to be prepared through strict adherence to the Alberta Program of Studies and by utilizing practice exams through Exam Bank and other means to more fully train students for success.

Strategies

- Conduct special classes to reinforce curriculum outcomes in preparation for achievement tests.
- Select and use alternate resources to supplement an understanding of the required outcomes for grades 6 & 9.
- Inform parents in advance the importance of provincial achievement tests and encourage student attendance.
- Provides information to parents on what students are expected to learn and on what each student has achieved in relation to the provincial standards.
- Ensure students are thoroughly prepared through strict adherence to the Alberta Program of Studies.
- Utilize practice exams through Exam Bank and other means to more fully prepare students for success.
- Continue to expect students to do their highest level of work.
- Continue to help students set goals to complete their programs.
- Continue to assist Home Education parents by providing a quality curriculum for them.
- Continue our K-1 phonics based literacy program to prepare students to be good readers.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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	*	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	*	*	13.6	0.0		Very High	Improved	Excellent			
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	n/a	n/a	n/a	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	n/a	*		*	*	*			

Comment on Results

- We continue to prescribe an individualized course of studies for each at risk student, including self-identified First Nations, Métis and Inuit (FNMI) students, by assessing each individual's needs, interests, and aptitudes in order to fulfil the requirements for graduation while maximizing the potential of each student and thus increase the number of our students that graduate.
- We continue making it a priority to work closely with students regarding career choices and making them aware of the skills needed for post-secondary programs or out in the workplace.
- The majority of our student's transition to some form of post-secondary school.
- We help students to be prepared through strict adherence to the Alberta Program of Studies and by utilizing practice exams and other means to more fully prepare students for success with diploma exams.

Strategies

- Send teachers to various conferences and professional development opportunities offered during the school year.
- Continue to prescribe an individualized course of studies for each at risk student, including self-identified FNMI students, by assessing each individual's needs, interests, and aptitudes in order to fulfil the requirements for graduation while maximizing the potential of each student.
- Incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off- campus programs, ICT and community service into the school curricula where appropriate.
- Continue giving students career counselling and making them aware of the skills needed for post-secondary programs or out in the workplace.
- Emphasize the availability of a variety of courses available through Lakeland Christian Academy and ADLC
- Total inclusion of special needs students into our program, tailoring expectations and required outcomes to their individual abilities

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome One: Alberta students are successful. (continued)

Performance Measure
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

[No Data for Citizenship and Work Preparation]

Comment on Results

- We incorporate the highest principles of Christian leadership, self-discipline, individual responsibility, personal integrity, and good citizenship in everything we do.
- We continue teaching students the importance of being involved in their church and community.
- We have put an emphasis on helping the students understand the principals of active citizenship.
- We incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off-campus programs, ICT and community service into the school curricula where appropriate.
- We continue giving students career counselling and making them aware of the skills needed for post-secondary programs or out in the workplace.



Strategies

- Teach and maintain standards of behaviour in the Learning Centre and playground through modelling respect, kindness, and a genuine regard for each student and staff members.
- Incorporate the highest principles of Christian leadership, self-discipline, individual responsibility, personal integrity, and good citizenship in everything we do.
- Continue teaching students the importance of being involved in their church and community.
- Incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off-campus programs, ICT and community service into the school curricula where appropriate.
- Continue giving students career counselling and making them aware of the skills needed for post-secondary programs or out in the workplace.
- Emphasize citizenship responsibility components of school modules
- Gear some school field trips for students to visit and do presentations at local senior citizen homes
- Give students the opportunity to participate in a missions' trip
- Total inclusion of special needs students in our program, tailoring expectations and required outcomes to their individual abilities

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Performance Measure
Preparation for Lifelong Learning

[No Data for Life Long Learning]

Strategies

- Continue instilling in the students the need to be lifelong learners in all areas of life.

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



Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 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			
Overall percentage of self-identified FNMI students in Grades 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			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

- We help students to be prepared through strict adherence to the Alberta Program of Studies and by utilizing practice exams through Exam Bank and other means to more fully train students for success.
- We help students to be prepared through strict adherence to the Alberta Program of Studies and by utilizing practice exams and other means to more fully prepare students for success with diploma exams.

Strategies

- Conduct special classes to reinforce curriculum outcomes in preparation for achievement tests.
- Select and use alternate resources to supplement an understanding of the required outcomes for grades 6 & 9.
- Inform parents in advance the importance of provincial achievement tests and encourage student attendance.
- Provide information to parents on what students are expected to learn and on what each student has achieved in relation to the provincial standards.
- Ensure students are thoroughly prepared through strict adherence to the Alberta Program of Studies.
- Utilize practice exams through Exam Bank and other means to more fully prepare students for success.
- Continue to expect students to do their highest level of work.
- Send teachers to various conferences and professional development opportunities offered during the school year.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated *(continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI 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 self-identified FNMI students aged 14 to 18	*	n/a	n/a	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

- We continue to prescribe an individualized course of studies for each student, including self-identified First Nations, Métis and Inuit (FNMI) students, by assessing each individual's needs, interests, and aptitudes in order to fulfil the requirements for graduation while maximizing the potential of each student and thus increase the number of our students that graduate.
- We continue making it a priority to work closely with students regarding career choices and making them aware of the skills needed for post-secondary programs or out in the workplace.
- The majority of our student's transition to some form of post-secondary school.

Strategies

- Send teachers to various conferences and professional development opportunities offered during the school year.
- Continue to prescribe an individualized course of studies for each student, including self-identified FNMI students, by assessing each individual's needs, interests, and aptitudes in order to fulfil the requirements for graduation while maximizing the potential of each student.
- Continue to incorporate the importance of the role of the FNMI community in the history, development and exploration of Canada.
- Incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off-campus programs, ICT and community service into the school curricula where appropriate.
- Continue giving students career counselling and making them aware of the skills needed for post-secondary programs or out in the workplace.
- Emphasize the availability of a variety of courses available through Lakeland Christian Academy and ADLC.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta’s education system is inclusive

[No Data for Safe and Caring and School Improvement]

Comment on Results

- By teaching and maintaining standards of behaviour in the Learning Centre and playground through modelling respect, kindness, and a genuine regard for each student and staff member, the amount of bullying has greatly decreased.
- We strive for continuous improvement by upgrading of teaching aids, resource materials, various conferences/professional development workshops offered during the school year.
-

Strategies

- Teach and maintain standards of behaviour in the Learning Centre and playground through modelling respect, kindness, and a genuine regard for each student and staff member.
- Incorporate bullying and character education in daily classroom settings.
- Communicate with school society/population actions taken to make school a safe and caring environment.
- Total inclusion of special needs students in our program, tailoring expectations and required outcomes to their individual abilities.
- Continue to upgrading of teaching aids, resource materials and facilities.
- Send teachers to various conferences/professional development workshops offered during the school year.
- Continue to solicit input from stakeholders to use in planning.
- Continue to constantly look for ways to improve the school in all areas.

Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Performance Measure

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.

[No Data for Program of Studies]

Comment on Results

- We have communicated to students and parents the ADLC courses and off-campus courses such as the RAP program available to our students that they can take to broaden the variety of courses offered.
- We continue to send teachers to various conferences and professional development workshops offered during the school year to become more proficient in the subject areas they teach. We also encourage teachers to read and study in the areas they teach.
- We have continued to have “specialists” come into our classrooms to teach and give workshops in various classes.
- As our teachers continue to learn and then utilize what they have learned in the classroom the overall quality of education will increase.

Strategies

- Incorporate work experience programs, CTS, Registered Apprenticeship Programs, other off-campus programs, ICT and community service into the school curricula where appropriate.
- Send teachers to various conferences offered during the school year
- Communicate to students and parents the courses available.
- Continue to have “specialists” come into our classrooms to teach and give workshops in various classes.
- Continue utilizing the “Energy Centre” (indoor track, gymnasium, fitness programs, weight room) for phys. ed.
- Continue to make available an increased number of ADLC options at the junior high level including: Art; Environmental & Outdoor Ed; and Word Processing.
- Encourage students in grades 3 to 12 to participate in Student Regional Convention in events such as stage performance, music, and athletics.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome Five: Alberta's education system is governed effectively

Performance Measure
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

[No Data for Parental Involvement and Education Quality]

<p>Comment on Results</p> <ul style="list-style-type: none"> • Our School has a very good working relationship with parents and students. • We strive for continuous improvement by upgrading of teaching aids, resource materials, various conferences/professional development workshops offered during the school year. • We have a very small student body. Therefore, even one person not in agreement greatly affects our annual results.
<p>Strategies</p> <ul style="list-style-type: none"> • Create an inviting website to inform our parents and future parents about what is happening at LCA • Continue to ask for and make use of parent volunteers in the Learning Centre. • Continue to upgrading of teaching aids, resource materials and facilities. • Send teachers to various conferences/professional development workshops offered during the school year. • Continue to solicit input from stakeholders for use in planning. • Continue to constantly look for ways to improve the school in all areas.

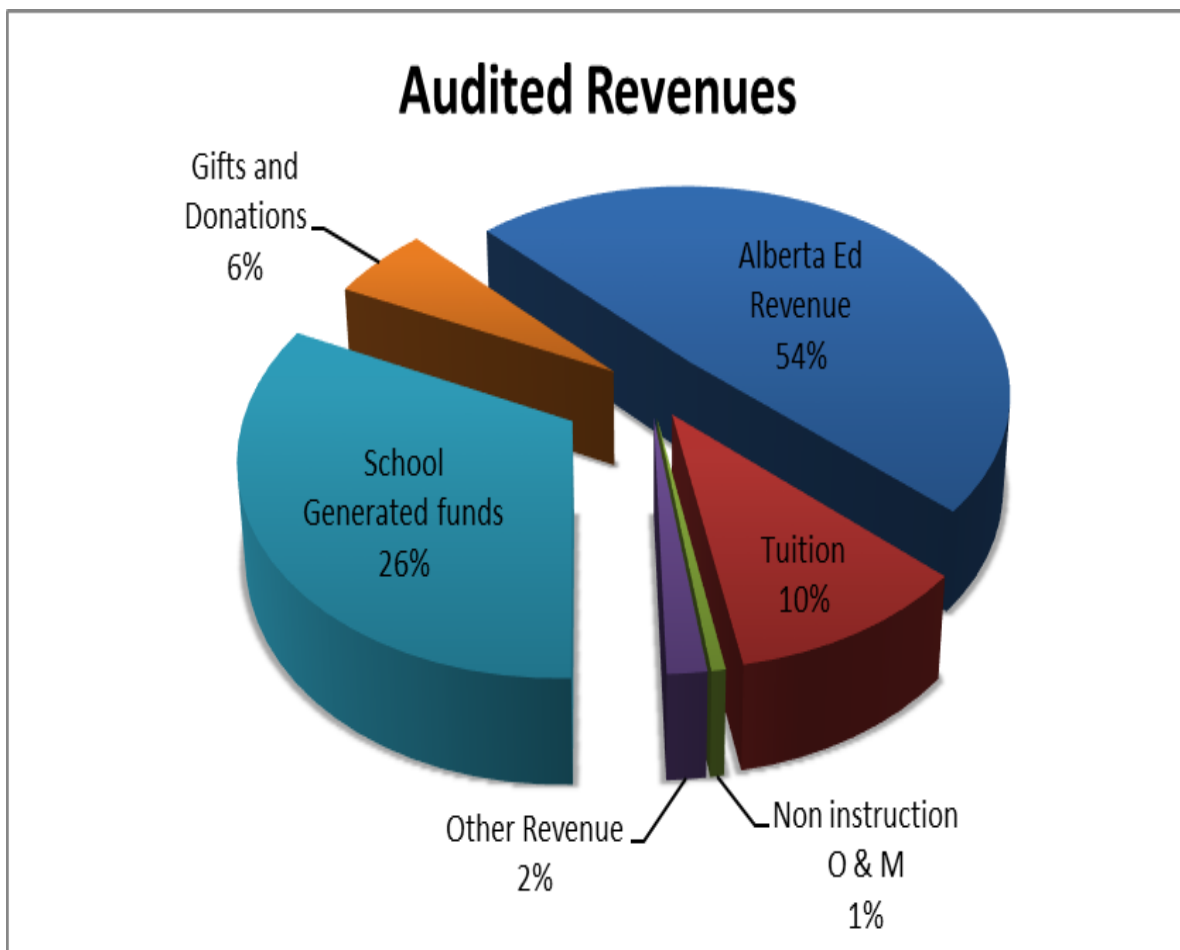
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

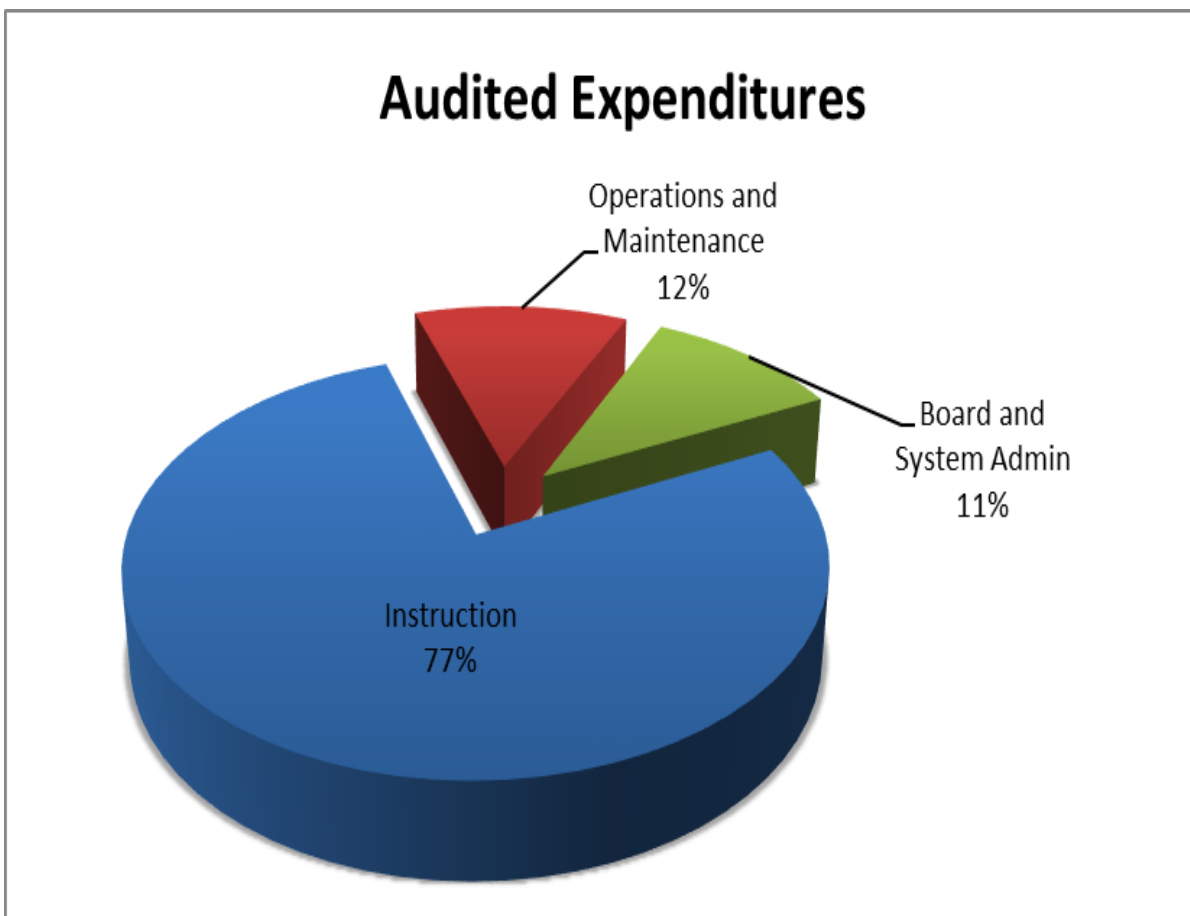
Summary of Financial Results

Statement of Audited Revenues and Expenditures Year Ended Aug 31, 2016

Audited Revenues	
Alberta Education Revenue	\$86,058
Tuition	\$18,390
Non instruction O & M	\$1,067
Other Revenue	\$2,980
School Generated funds	\$57,245
Gifts and Donations	\$10,038
Total	\$175,778



Audited Expenditures	
Instruction	\$146,421.00
Operations and Maintenance	\$22,577.00
Board and System Admin	\$20,576.00
Totals	\$189,574.00

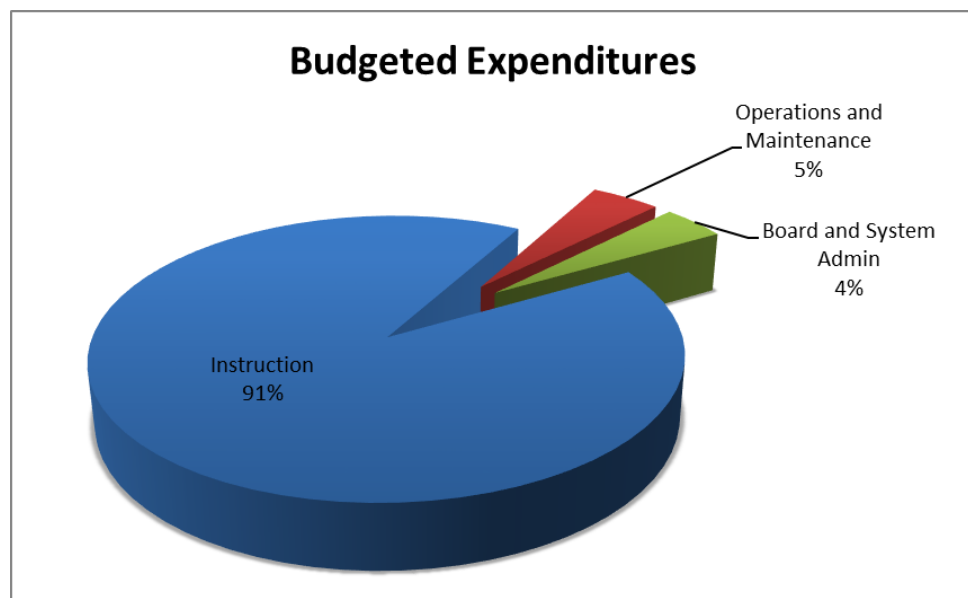
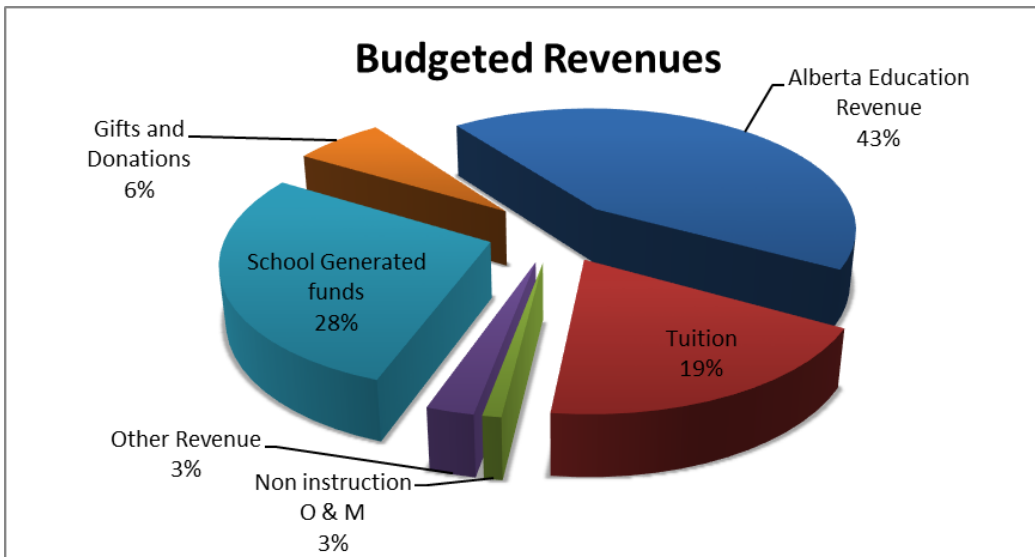


Budget Summary

Statement of Budgeted Revenues and Expenditures Year Ended Aug 31, 2015

Budgeted Revenues	
Alberta Education Revenue	\$100,298.00
Tuition	\$43,900.00
Non instruction O & M	\$2,250.00
Other Revenue	\$5,710.00
School Generated funds	\$65,600.00
Gifts and Donations	\$15,000.00
Total	\$232,758.00

Budgeted Expenditures	
Instruction	\$210,524.00
Operations and Maintenance	\$10,450.00
Board and System Admin	\$9,622.00
Totals	\$230,596.00



Capital and Facilities Projects

- Lakeland Christian School Society has no Capital or Facilities projects at this time.

Parental Involvement

- Lakeland Christian School Society is a not for profit charitable society, operated by a board, that is made up of a parental majority, and a strong community of educators, students and parents.

Timelines and Communication

The combined Three Year Plan (2016-2019) and Annual Educational Results Report (2015-2016) for the Board of the Lakeland Christian School Society is made available for perusal at the office of Lakeland Christian Academy in Cold Lake, Alberta to all those who are interested as well as being posted on our web site at www.Lakelandchristianacademy.com. A notice to our parents of its availability will be sent home in the regular monthly newsletter.