

# Rimbey Christian School 2022-2023

ALBERTA EDUCATION ASSURANCE MEASURE REPORT

PREPARED BY PAUL PAYSON AND ANGELA WARD

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## ***Rimbey Christian School –Accountability Statement***

The Alberta Education Assurance Measures Report for Rimbey Christian School for the 2022/2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Alberta Education Assurance Measures Report for 2022/2023 was approved by the Board on November 22, 2023.

Riley Hickey,

Chairperson

(Original Signed Copy in School Office)

## ***Whistleblower Protections***

In keeping with the Public Disclosure Act (2013) Rimbey Christian School is pleased to report that we have had no disclosures in 2022-2023.

For more information on this legislation see [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

## Rimbey Christian School's Mission & Priorities

### Discovering and Developing students' gifts for service in God's Kingdom

#### Christ centered education (Teaching and Leading)

- RCS students will develop their capacity for Christian service through teachers implementing the *Teaching for Transformation* philosophy into the daily classroom lessons and school-wide community worship activities.
- *RCS was established to provide a quality Christian education, implementing the Alberta Program of Studies outcomes for grades K-9.* The RCS curriculum therefore adds to the Alberta expectations by including Bible classes. RCS provides parents a choice to educate their children in a Christian context with all classes taught through the lens of the Christian worldview. Bible study, prayer, worship, and the Christian graces are all an integral part of RCS education experience.

#### Christ displayed and magnified through student growth and achievement (Student Growth and Achievement)

- RCS Students will work towards a year's growth in numeracy and literacy. The aim is to have class cohorts at or above the provincial average in ELA and Mathematics PAT test results.
- RCS facilitates successful learning for every student as we believe all people are God's children and He died for each one of us. The aspect of academic growth is one way to give glory to our Creator, as we believe humanity was created in God's image. Christians believe Christ is our example in all that we do. Our gratitude to Him is shown in joyfully growing to our full potential.

#### Supporting and valuing all students (Learning Supports)

- RCS teachers, staff, and board members will provide for a continuum of support through Individual Instructional Plans and enrichment to engage learners that support RCS's mission.
- RCS develops inter-denominational Christian values in a joyful and inclusive environment. This is accomplished through an inter-denominational Christian focus. RCS is not supported by any one Christian denomination, but appeals to all to be inclusive as Christ died for all. Through this model the RCS community believes that all are of value, and that all students should be supported to obtain success in their learning. RCS believes that successful learning takes place within the family, church and school community context.

#### Governance through shared responsibility between school and stakeholders. (Governance)

- RCS teachers, staff, and board members will build positive relationships with stakeholders (parents, students, alumni) and the local community (Rimbey, area, and churches).
- RCS believes that people were created by God for community. Only through the talents and acts of service of their stakeholders can RCS truly be successful. This community of stakeholders is the reason for RCS's existence. Building this relationship between the school and its stakeholders is strengthened by social events and programs.

## Spring 2023 School Authority Results

Assurance Domain	Measure	The Rimbey Christian Sch. 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
Student Growth and Achievement	Student Learning Engagement	78.7	81.3	81.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	83.4	89.4	90.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	71.9	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	12.5	n/a	n/a	18.0	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.4	96.2	97.6	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	94.67	94.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.2	92.6	92.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	100.0	97.8	98.9	79.1	78.8	80.3	Very High	Maintained	Excellent

### Overall Summary of Data

Rimbey Christian School has set their **goals to be above the Alberta average or at least meeting the provincial average**. The current results show that RCS has **exceeded the three AEAM required measures**. The achievement measures as **Very High** with overall scores of **Excellent** and **Good**. Although not included in the required measures for Alberta, there is a concern for RCS in the Student Learning Engagement score continues to drop and is less than the provincial average. As well, Education Quality scores declined, although still better than the provincial average. These are measures that need to be examined and analyzed by the administration of Rimbey Christian School.

It should also be noted that the strategic priorities for outcomes, measures and strategies that address First Nations, Metis and Inuit student success, needs to be addressed. Currently there are no measurable FNMI results as RCS has only one FMNI student to survey. Yet teachers, administration, and RCS student council has endeavored to integrate a yearly Land Treaty Acknowledgement Assembly at the beginning of every year. As well, RCS has set apart the week of the Land Treaty Assembly as week of emphasis on FNMI culture. This is a commitment that is continuing to develop into an established RCS expectation. The library continues to grow its resources for students and teachers. Two current teachers have had first hand knowledge of teaching at FMNI schools, and half of the teachers have finished their voluntary courses in Indigenous Studies.

## Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority													Province										
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	38	85.4	53	81.3	40	78.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	14	100.0	18	100.0	9	96.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	24	70.7	35	62.6	31	61.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	5	*	5	*	2	*	*	*	*	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

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

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

In 2021, RCS and the Provincial student response averages for engagement in their learning had very little difference between them. In 2022, the results differed by almost 9%, and RCS students were saying they were not engaged. These results are of great concern to RCS stakeholders. RCS students continue to be dissatisfied with their learning engagement. The PAT results also suggest that there was difficulty in engagement for students in both grade 6 and 9. The results were lower than expected for students, teachers, and parents. The data for Parents and Teachers is suppressed for a deep dive, but the student's data can be studied.

Questions answered by students continue to show a decline for grades 4-6 in liking to learn mathematics. It is felt that this is due to the previous years with attendance restrictions for students and teachers. Mathematics requires a continual practice and spiraling of information that may have been keenly felt for these middle year students. The grade 4-6 Language Arts answer does not vary significantly from its previous year's results but is on the increase.

It is in the grades 7-9 that interesting changes happened. Language Arts saw a 30% increase in understanding LA's usefulness and saw a 21% increase in finding it interesting. Mathematics proved to stay around the same percent for understanding its usefulness but continues to decline in it being interesting, with the most strongly disagreeing percentage measured (only 43% Top 2 Boxes). Socials studies declined the most in students finding it interesting with a decrease as well in usefulness. "Science (9) is interesting", remained the same as the previous year and increased in students seeing it usefulness.

However, the PAT results for 2022 suggest that there was still good engagement as the percentages were *High for Mathematics 6 and Social Studies 6, Intermediate for Science 6, and Language Arts 6* Low but still above the provincial average. The grade 9 results were suppressed as there were fewer than 6 students. No FMNI students or students requiring English language supports were involved in the student survey or PATs, so no data is available.

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	36	91.6	38	92.7	53	89.4	40	83.4	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	7	100.0	17	100.0	14	100.0	18	98.9	9	95.6	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	n/a	n/a	19	83.2	24	85.5	35	79.9	31	71.3	High	Maintained	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	n/a	n/a	5	*	5	*	5	*	2	*	*	*	*	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Again, the scores suggest that RCS is meeting their goals by comparing percentages with the provincial average. However, the current year is below RCS's previous measure. This would be a red flag for RCS stakeholders.

Parents and teachers are satisfied that students at RCS model the characteristics of active citizenship. Parents of RCS are 95.6% satisfied compared to the provincial 79.4%. As the RCS teacher population is below 6 individuals, data is suppressed. When comparing the two groups of students the greatest drop was in grades 4-6. These students reported that they were “encouraged to try your best” 29% less than the previous year. As well, this group reported a 14% decrease that “students help each other”, and most “students respect each other” saw a 16% drop. While students in grades 7-9 reported increases in being encouraged to get involved in activities to help their community. An 18% drop was seen though in this group in students respecting each other and a 14% drop in “students follow the rules”. The students in grades 7-9 continued with a repeat of 100% of students help each other and that they are encouraged to try their best.

When trying to understand the incremental decline of student's responses, this group was asked why they thought it was this way. Some responses were as follows: “we are too comfortable with each other” (7- 9) and “we have been together too long and are annoyed with each other” (4-6). The grades 4-6 students have had an unusual circumstance that did not allow the regular influx of new students and promotion of the upper grade to another class. The classroom culture was not healthy. This group will have separation in the 2023- 2024 year and this will hopefully improve the culture of both the groups.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	97.6	36	99.0	38	93.3	53	96.2	40	92.4	Very High	Declined	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	7	97.6	17	99.0	14	97.6	18	100.0	9	96.3	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	n/a	n/a	19	99.1	24	89.0	35	92.4	31	88.5	High	Declined	Acceptable	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	n/a	n/a	5	*	5	*	5	*	2	*	*	*	*	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

The following statement: “Overall, is the education you are receiving ...” saw a 21% decline in “Very Good” or “Good” with one particular group. The same group responded again (-21%) with “My school work is interesting, and “It is clear what I am expected to learn at school.” The 2022-2023 year saw a steep rise in substitute days required. In addition, it was difficult finding substitute teachers for covering classes. The results were often that other teachers and administrators with fulltime loads, carried more, using their prep times and administration time. Perhaps this is part of the reason for the decline. Teacher health and professional growth time was strained and thin. Administration carried most of the teaching load when substitutes could not be found. There was little time to plan and collaborate for student engagement, and the expertise of the given substitutes available made for less than optimum teacher quality. As well, the grades 7-9 enrolment is growing. An additional teacher was hired to help meet the needs of these grades. It has been the focus to support these grades with more teacher FTEs. The 2023-24 school year has seen a continuation of increasing the FTE for junior high.

Rimbey Christian School continues to be a school that has active parent participation. The parents’ survey results continue to be **Very High** with an **Excellent** overall score. As the growth of every class group grows, teacher supervision and evaluation need to be the priority for administration and will be include in the Education Plan for RCS. The new Complexity grant allows for more administration time, intervention time, and also teacher preparation time. This increase has been a great help in ensuring that teachers can have time to grow professionally. Two first-year teachers are hired and have mentorship with other experienced teachers which helps with professional learning goals during a time of new curriculum. Due to the time restraints of administrators last year (substituting) the usual support for supervision and evaluation of staff was not as robust as previous years. The 2023-24 year started out strong and will have a teacher working towards completion of their application for permanent certification.

## Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	96.1	53	94.7	40	91.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	14	100.0	18	100.0	9	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	24	92.2	35	89.4	31	83.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	5	*	5	*	2	*	*	*	*	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

### Notes:

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The parents of Rimbey Christian school still stand firm on their opinion that the learning environment for their children is welcoming, caring, respectful and safe. Students have some concerns. According to their survey results:

### Grades 4-6 Students report:

- They are treated fairly by the adults at their school 88% for **all years** 2021 & 2022 & 2023
- Their teachers care about them also **increased** to 94%.
- They feel like they belong was the **greatest decline** from 88% (2022) to 59% in 2023.
- I feel safe at school 92% in 2022 to 94% 2023.
- I feel safe on the way to and from school stayed **the same** at 88%.
- At school, most students care for each other 2022 77% **declined** to 71% in 2023
- At school, most students respect each other 2022 69% **declined** to 53% in 2023
- I feel welcome at school 2022 85% **declined** to 76% in 2023

### Grade 7-9 Students report:

- They are treated fairly by the adults at their school **increased** 89% in 2022 to 93% in 2023.
- I feel safe at school 2022 89% **increased** to 93% in 2023
- I feel safe on the way to and from school 2022 89% **increased** to 93% in 2023
- Their teachers care about them **declined** from 100% for 2022 to 93%
- At school, most students care for each other **declined** from 100% for 2022 86% in 2023
- I feel welcome at school **declined** from 100% for 2022 to 93%
- At school, most students respect each other **declined** from 89% in 2022 to 71% in 2023
- They feel like they belong **declined** from 89% 2022 to 86% in 2023
- 

It was a more stressful year than previous years for students and teachers as can be seen in the mixed results. The many substitute days and the grouping of the grades 4-6 group are likely part of these declines and increases. RCS continues to build a more robust substitute list and has noticed a marked improvement in attitudes of students with the new grouping of grades 4-6 and 7-9 in 2023.



## Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	38	92.9	53	92.6	40	88.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	14	100.0	18	100.0	9	97.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	24	85.7	35	85.3	31	78.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	5	*	5	*	2	*	*	*	*	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

- Notes:
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The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

There were enough parent responses between the two surveyed groups but data for each parent group was suppressed due to number of respondents. Therefore, it is not possible to drill down for details. However, from the **composite** parent data it is seen that parent's greatest concern is "Your child can get help at school with problems that are not related to school work." The administration continues to pass on any support services for families and students that it finds through the school newsletter. As well, the Open Parachute program has a parent portal. It needs to be promoted more and perhaps it will make a difference for the parents, students and teachers. This is also the greatest concern for both groups of students. Over the 2022-2023 school year RCS provided four families with specialized services that were available to student and family requests (FCSS, Counseling, Therapy, Food Bank, Medical Access). These are in addition to the students that have coding for severe disability and behaviour. There are approximately 15 students with codes needing support.

The SEL classes this year are also to address student needs about outside of school work supports available in the community. It is important to share with them that asking for help and support is normal and acceptable. The Social Emotional Learning classes hopefully open the student's perspective that they are going to have challenges in life, and there are people and resources to help.

All families and students received support from the RCS community and school. FMNI family and students that are currently attending RCS have the same resources available as all families, and if they were needing more specialized support, the administration would research for those needs.

RCS is built on community and by community. The specialized services for students in the classroom are met by Occupational Therapists, Speech Language Pathologists, Educational Psychologists, Big Brothers and Big Sisters, employment opportunities and Alberta Health Services.

## Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	17	100.0	14	100.0	18	97.8	9	100.0	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	7	100.0	17	100.0	14	100.0	18	97.8	9	100.0	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	n/a	n/a	5	*	5	*	5	*	2	*	*	*	*	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

### Notes:

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The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Parents continue to be the success and backbone of Rimbey Christian School. Their active commitment and involvement cannot be underestimated. The results happily point to a return of 100% for how much parents agree to being involved in the decisions about their child's education. The Rimbey Christian School Board is actively engaged in a strategic planning program which hopefully will find a way to encourage continual parental involvement and find out how better to involve parents in decisions made at RCS.

Spring 2023 Required Alberta Education Assurance Measures – Overall Summary

Measure	The Rimbey Christian Sch. 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
Lifelong Learning	100.0	96.2	86.5	80.4	81.0	76.8	Very High	Improved	Excellent
Program of Studies	85.5	81.6	84.5	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	87.4	92.6	92.2	81.2	81.9	83.4	High	Maintained	Good
Safe and Caring	95.0	95.6	96.5	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	75.7	90.6	87.9	72.9	72.6	73.9	Intermediate	Declined	Issue
School Improvement	76.2	76.7	87.7	75.2	74.2	77.9	Intermediate	Declined	Issue
Work Preparation	100.0	100.0	100.0	83.1	84.9	84.5	Very High	Maintained	Excellent

Satisfaction with Program Access and School Improvement should see an increase in the next survey review. Two new teachers were hired allowing students more individualized support. There are more sports events planned for tournaments and meets. There continues to be a variety of options for junior high students.

Literacy and Numeracy intervention classes are scheduled for students needing support from grades K – 9. School improvement involves the purchase of new bus, adding a third bus route, and updating the school entries with new boot/shoe racks. A committee is also working on grounds/playground/parking needs. School Improvement will continue to be a priority of the RCS Board and Society.



# The Rimbey Christian School Society

## 2023-2024 Operating Budget

### Overview

- The Official 2023-24 Operating Budget was approved by the Society in May 2023
- The following table provides a brief summary of projections

#### Summarized Statement of Revenue and Expense

	2023-2024
Revenue (see section below)	\$ 1,193,721
Expenses (see section below)	\$ 1,233,327
Deficit of Revenue over expenses for the year	\$ -39,606

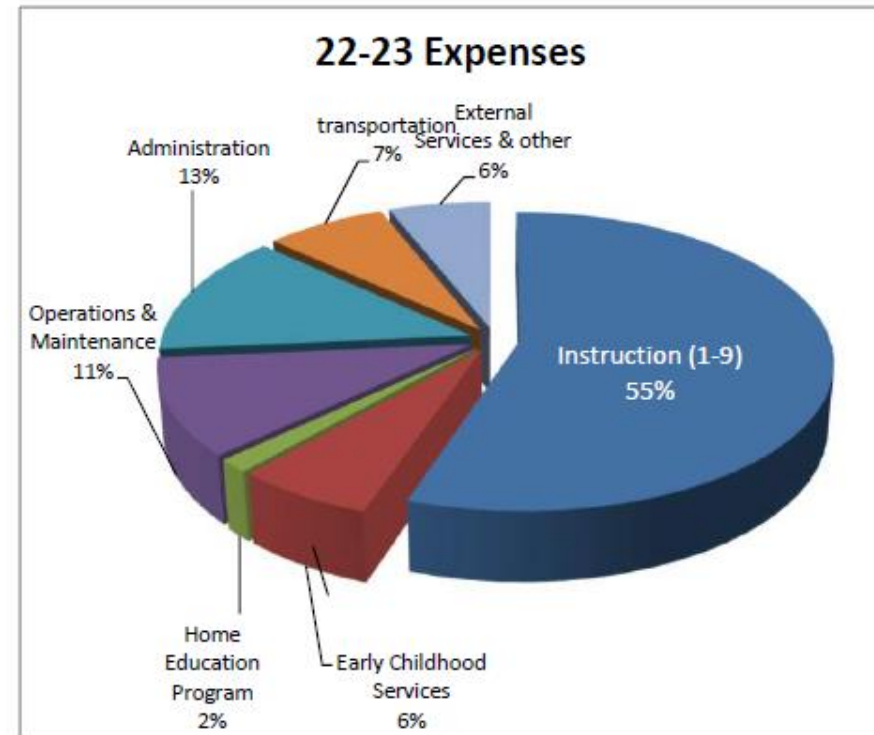
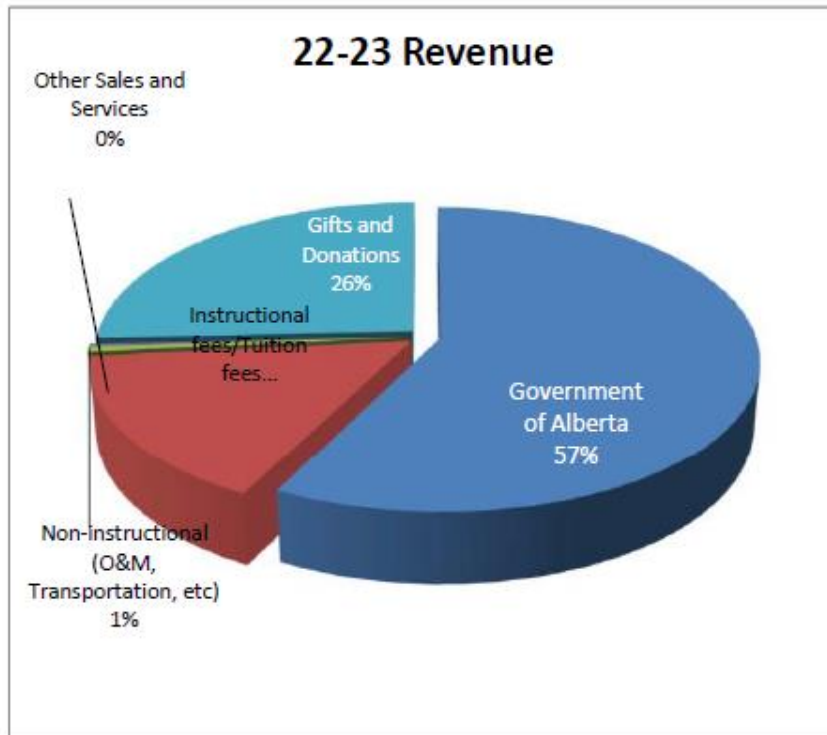
\* this deficit includes amortization of capital allocations of \$40,000 and the remainder of the deficit will be supported by a surplus in previous years.

#### REVENUE - By Source

Government of Alberta	686,136	57.5%
Instructional fees/Tuition fees	190,585	16.0%
Non-instructional (O&M, Transportation, etc)	7,500	0.6%
Other Sales and Services	2,500	0.2%
Gifts and Donations	307,000	25.7%
Amortization of Capital Allocations	-	0.0%
<b>Total</b>	<b>\$ 1,193,721</b>	<b>100%</b>

#### EXPENSES - By Program

Instruction (1-9)	\$ 681,340	55%
Early Childhood Services	\$ 78,065	6%
Home Education Program	\$ 18,020	1%
Operations & Maintenance	\$ 129,950	11%
Administration	\$ 162,640	13%
transportation	\$ 88,601	7%
External Services & other	\$ 74,711	6%
<b>Total</b>	<b>\$ 1,233,327</b>	<b>100%</b>



**For More Information:**

Contact Jaine Grutterink, Business Administrator at 1-403-843-4790  
Rimbey Christian School Society

### *Stakeholder Engagement*

Rimbey Christian School is founded on parental involvement. All new families that send their child to RCS are interviewed by a board member and administrator. This interview is to clarify the family's expectation and the role of RCS in that expectation. At this interview each family is informed and invited to join the RCS Society to have a vote in decision. It is also part of the acceptance of new students that parents have read the bylaws of the society. At this interview parents are also encouraged to join a committee to help in fundraising, development, maintenance, education, or transportation.

Each school year, the RCS Society holds a Fall and Spring meeting. The board has often spent time contacting every family to invite them to attend. The monthly *RCS Connector* lets parents know what opportunities and meetings are happening. In the Fall the Annual Educational Review is shared, and in the Spring, the Educational Plan is shared.

The board is made up of parents, and administration. Only the board members can vote on motions. Each board member has an opportunity to report from their committee with concerns, needs and goals. The 2021-2022 board committed to creating a strategic planning committee to begin more stakeholder engagement. That committee is continuing the strategic planning process into 2023 – 2024.

Many of the committees have members that no longer have children enrolled. They provide context and connection for what the broader community needs and wants for RCS. The Fall Drive (fundraiser) identifies over 400 interested/engaged stakeholders. It is important to have more face-to-face interactions, especially since the pandemic years. The board is identifying the most involved stakeholders to ask them questions pertaining to the future of RCS and its current accountability to its stakeholders. The Strategic Planning Committee is excited about gathering information. The hope is to put the energy and resources where stakeholders have identified needs and wants.

The two reports required by Alberta Education continue to help Rimbey Christian School focus on their vision and mission. These reports can be found on <https://www.rimbeychristianschool.com/policy--plans--reports.html>.

## Measure Evaluation Reference (Required AEAMs)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

### 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.

Improvement	Achievement				
	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

Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2018		2019		2020		2021		2022	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	*	*	*	*	n/a	n/a	n/a	n/a	75.0	16.7
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9
Mathematics 6	Authority	*	*	*	*	n/a	n/a	n/a	n/a	83.3	0.0
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6
Science 6	Authority	*	*	*	*	n/a	n/a	n/a	n/a	83.3	25.0
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7
Social Studies 6	Authority	*	*	*	*	n/a	n/a	n/a	n/a	83.3	16.7
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1
English Language Arts 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9
Mathematics 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7
Science 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6
Social Studies 9	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.





## Supplemental Information

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00

Notes:

6. 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%.
7. 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.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

### 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				
	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

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	6	70.0	16	76.9	14	100.0	18	96.2	9	100.0	Very High	Improved	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	6	70.0	16	76.9	14	100.0	18	96.2	9	100.0	Very High	Improved	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	n/a	n/a	5	*	5	*	5	*	2	*	*	*	*	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

### Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	26	87.3	21	83.5	27	81.6	23	85.5	Very High	Maintained	Excellent	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	7	100.0	17	95.4	14	94.2	18	96.1	9	100.0	Very High	Maintained	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	9	79.2	7	72.9	9	67.2	14	71.0	Intermediate	Maintained	Acceptable	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	n/a	n/a	5	*	5	*	5	*	2	*	*	*	*	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	36	97.4	38	96.3	53	95.6	40	95.0	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	7	100.0	17	100.0	14	100.0	18	100.0	9	100.0	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	19	94.7	24	92.7	35	91.3	31	90.0	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	n/a	n/a	5	*	5	*	5	*	2	*	*	*	*	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

### School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	33	98.6	35	98.4	53	76.7	40	76.2	Intermediate	Declined	Issue	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	7	100.0	14	100.0	12	100.0	18	66.7	9	77.8	High	Maintained	Good	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	n/a	n/a	19	97.2	23	96.9	35	86.8	31	74.6	Intermediate	Declined	Issue	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	n/a	n/a	5	*	5	*	5	*	2	*	*	*	*	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

### Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	6	100.0	16	100.0	14	100.0	18	100.0	9	100.0	Very High	Maintained	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	6	100.0	16	100.0	14	100.0	18	100.0	9	100.0	Very High	Maintained	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	n/a	n/a	4	*	5	*	5	*	2	*	*	*	*	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

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