

Concordia High School Business Plan 2009-10 to 2011-12



Accountability Statement

The Concordia High School Education Plan for the three years commencing the school year of July 1, 2008 was prepared under the direction of the Concordia High School Board of Governors in accordance with the responsibility specified in the School Act and the Government Accountability Act.

This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Concordia High School Board of Governors is committed to achieving the results laid out in this Education Plan.

Foundation Statements

A. MISSION STATEMENT

Founded in 1921, Concordia High School is an academic high school of Lutheran Church-Canada. It is the mission of Concordia High School to offer a quality education in a Christian context while sharing the Gospel of Jesus Christ, aiding students to develop a sense of vocation and preparing them for leadership in the world.

MANDATE

Concordia High School will work together with parents, the church, and the community towards providing an education which ensures that each of our students has the opportunity through the word and spirit of God to know God, especially His seeking and forgiving love in Jesus Christ, and to respond in faith, to appreciate the form and structure necessary to maintain a community, and to perceive the importance of becoming involved in re-shaping that community, and to appreciate the necessity of learning how to learn in order to survive in a world of technological change.

B. VISION

Concordia High School confidently looks to the future by committing itself to:

- the highest standards of excellence in education, spiritual care, and service.
- the goal of integrating the Christian faith with every area of teaching and learning.
- the ongoing improvement of the safety, security, health, and wholeness of every member of the Concordia community.
- the continuing search for ways to instil in students the love of learning and an awareness that education is a life-long experience.
- the preparation of graduates who will serve the church and society as dedicated leaders and responsible citizens.
- the strengthening of ties with alumni, friends, supporters of Concordia and the community at large.

C. BELIEFS

Concordia High School, in keeping with its mission, values

- the Gospel of Jesus Christ as the cornerstone of all its endeavours.
- the uniqueness, the potential, the integrity, and the well-being of every student that it serves.
- the heritage of its liberating and enriching Lutheran tradition.
- the importance of providing access to a quality education in the basic areas of human learning and communication.
- the promotion of teaching excellence in a caring atmosphere.
- the opportunity for all to grow spiritually and to become enriched in their understanding and appreciation of the Christian faith.
- the importance of educational programs that develop the total person – spiritual, social, intellectual, cultural and emotional.
- the opportunity for students to establish and nurture lifelong friendships.
- the importance of encouraging all to use their knowledge and skills for the benefit of others in the wider community.
- the development of partnership between students, parents, school and community agencies in order to promote student success.

D. JURISDICTION PROFILE

1. 2008-2009 Enrolment: 99 students on Sep. 30, 2008
2. Number of Schools: 1 – Concordia High School
FTE Teachers: 9.0
Student-Teacher Ratio: 11/1

Program Overview

Concordia High School, a co-ed day and boarding school founded by the Lutheran Church-Canada, offers a university preparation program. The school emphasizes a holistic approach to education and cultivates a collegial relationship between students and staff. The school supplements the academic program with offerings in athletics, French as a second language, music, drama, art, CTS and travel. Students are encouraged to get involved in a variety of volunteer opportunities in the community. Since Concordia is an academic school we do not provide any special programs for special need students, but rather work to accommodate those who meet our academic admission standards.

3. Concordia Constituency

The community that Concordia serves is those families who are looking for an alternative school placement outside of the Public or Separate systems. A number of families send their children to Concordia because it is a Christian school. Others choose Concordia because they feel it is a smaller, safer environment for their children and believe that smaller class sizes and a small student body lead to a sense of family and ownership. Many international students attend Concordia because it provides a safe and comprehensive transition into Canadian university programs. Yet others appreciate the opportunity for personal contact between teachers and students and the school's location on a university campus.

2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Concordia High School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	94.6	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	78.1	n/a	n/a	80.3	79.4	78.7	Intermediate	n/a	n/a
			Education Quality	92.7	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	75.8	75.9	76.7	n/a	n/a	n/a
			PAT: Excellence	n/a	n/a	n/a	19.6	19.4	19.3	n/a	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.4	85.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	22.3	23.3	23.1	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.0	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	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	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	95.8	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
			Citizenship	90.1	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	92.9	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	83.5	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 5) The subsequent pages include the current results, previous 3-year average and 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.

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	94.6	n/a	Very High	n/a	n/a	90		
Strategies (1) Continue promoting the philosophy that each/every student is a Child of God. (2) Promote "Respect" as a way of living at CHS. Respect for God and His word; respect for self; respect for others; respect for the learning process; respect for the tools of learning.								

Measure History										
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	118	94.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	97.6
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	91.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	94.3

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

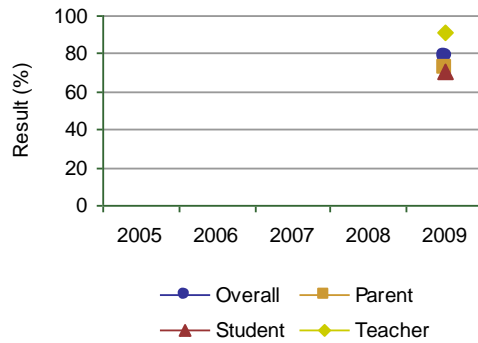
Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	78.1	n/a	Intermediate	n/a	n/a	79	80	80
Overall teacher, parent and student satisfaction with the overall quality of basic education.	92.7	n/a	Very High	n/a	n/a	90	90	90
Strategies (see note) (1) Seek and acquire necessary revenue to continue offering the fine/dramatic arts. (2) Each staff member encouraged to look for opportunities for students to broaden their course load through CTS, Special Projects, or locally developed curricula that fit within the mission of CHS.								

Measure History

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

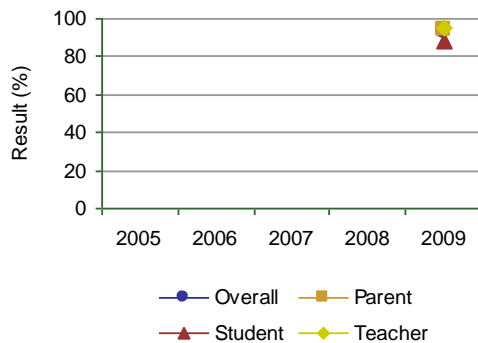
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	118	78.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	72.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	70.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	90.7



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

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	118	92.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	94.6
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	88.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	95.2



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

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	n/a	n/a	n/a	n/a	n/a	<5%	<5%	<5%
<p>Strategies (see note)</p> <p>(1) Through PD activities, keep staff informed of options for identifying needs and accessing community based services to assist students. (i.e. ESHIP, private consultants, etc.)</p> <p>(2) Provide career counselling through partial load weight (1/12 FTE) of a staff member.</p>								

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	90	90	90
<p>Strategies</p> <p>(1) Design the annual timetable to accommodate students' needs to complete their courses at Concordia High School in three academic years.</p>								

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

[No Data for Student Learning Outcomes]

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

Notes:

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

Diploma Exam Results Course By Course Summary With Measure Evaluation (OPTIONAL)

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

NOTE: AS CONCORDIA HIGH SCHOOL BECAME A SEPARATE AUTHORITY FROM CONCORDIA UNIVERSITY COLLEGE – CONTINUING EDUCATION HIGH SCHOOL IN 2008-2009, THREE YEAR RESULTS ARE NOT YET AVAILABLE!

Outcome: High School to Post-Secondary Transition Rate

[No Data for High School to Post-Secondary Transition Rate]

Measure History (OPTIONAL)
High school to post-secondary transition rate of students within six years of entering Grade 10.
<p>School Collected Data Indicates that 87% of our 2007 graduates were in post-secondary programs in September of 2007.</p> <p>School Collected Data Indicates that 80% of our 2008 graduates were in post-secondary programs in September of 2008</p>
<p>[No Data for High School to Post-Secondary Transition Rate]</p>
<p>Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).</p>

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	95.8	n/a	Very High	n/a	n/a	90	90	90
<p>Strategies (see note)</p> <p>(1) Provide career counseling through partial load weight (1/12 FTE) of a staff member.</p> <p>(2) Provide adequate counseling to direct students into an appropriate high school program for their desired post-secondary goals and for completion of an Alberta Diploma</p> <p>(3) Incorporate other off-campus programs such as work experience, RAP into individual student's program, where appropriate.</p> <p>(5) Maintain the Service Learning requirement for all students wishing to graduate from CHS.</p>								

Measure History										
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	95.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	91.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0

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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	90.1	n/a	Very High	n/a	n/a	90	90	90

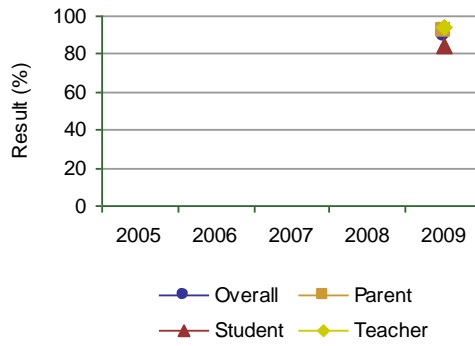
Strategies

- (1) Maintain the Service Learning requirement for all students wishing to graduate from CHS.

Measure History (OPTIONAL)

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	118	90.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	92.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	84.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	94.3



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 Nation, Métis and Inuit (FNMI) Students

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

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
<p>Strategies:</p> <p>(1) CHS hosts a very small number of self-identified FNMI in any given year. We will provide FNMI students with the same career and academic consulting available to all students and support them in accessing any available services through various community and government agencies.</p>

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> • Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> • High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> • Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> • Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
<p>Strategies:</p> <p>CHS will provide FNMI students with the same opportunities available to all of our students:</p> <ol style="list-style-type: none"> (1) Teacher-led help sessions and tutoring (2) Counselling towards post-secondary entrance or career (3) Recognition for academic, sports and fine-arts success

Goal Four: Highly Responsive and Responsible Jurisdiction

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	92.9	n/a	Very High	n/a	n/a	90	90	90

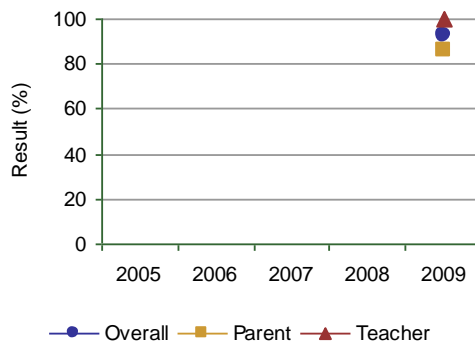
Strategies (see note)

- (1) Continue to use the Students Achieve software which allows on-demand access to attendance/achievement information by parents and students and access to teachers via e-mail.
- (2) Invite parents to participate in any academic counseling sessions involving their sons/daughters.

Measure History

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	92.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	85.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0



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

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	83.5	n/a	Very High	n/a	n/a	80	80	80
Strategies (1) Develop a strategic three to five year plan that draws on input from all sections of Concordia's community.								

Measure History (OPTIONAL)										
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	117	83.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	87.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	77.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	85.7

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

Budget Highlights

	2009-2010 BUDGET Amount (\$)	2009-2010 BUDGET Percentage	Highlights of How the Budget Supports the Education Plan
REVENUE SUMMARY			
Alberta Government	425,149	34.6	Partially funds instructional expenses
Federal Grants	0	0	
Student Fees	675,950	55.0	
Other Revenue (Sales, Gifts, Special Events)	127,350	10.4	
TOTAL REVENUE	1,228,449	100%	
EXPENDITURE SUMMARY			
Instruction	673,390	54.9 %	Includes more than \$95,000 for marketing/recruiting and \$72,000 for financial aid and tuition reductions
Administration & Support	465,317	37.9 %	
Operations & Maintenance	88,100	7.2 %	
Transportation (if applicable)	-	-	
Other	-	-	
TOTAL EXPENDITURES	1,226,807	100%	

Highlights of Facility and Capital Plans

- Beginning in 2008, Concordia High School began to actively solicit donations and fundraising to add a variety of technologies to the classrooms of the school. "Starboards" have been added to several classrooms and as funds are received, they will be added to other rooms as well. As CHS does not receive government funding for capital expenses, expansion of our technology must come from third source funding.

Publication and Communication

- *Concordia High School will post its School Authority documents on www.concordiahighschool.com*
- *Parents and members of our public who inquire about a School Authority document will be directed to our website.*
- *Parent council members, at each meeting, have the opportunity to provide input into the school community. This input, where pertinent, is considered in completing three-year plans.*