



EDMONTON KHALSA SCHOOL

2023-2024

ANNUAL EDUCATION RESULTS REPORT



EKS School Community Works Together to Help Every Student Learn, Excel, and Succeed in a Welcoming, Caring, Respectful, and Safe Learning Environment

MESSAGE FROM THE BOARD CHAIR

The Edmonton Khalsa School's AERR was developed in the context of the school's commitment to "help every student learn, excel and succeed" through the support of our EKS school community. The education of students is a shared responsibility and a partnership of several stakeholders such as EKS Board of Directors and management, staff, students, parents, and community members. The information in this report highlights the continued priorities and initiatives used by school staff who continue to work hard and find new ways to support and empower EKS students with their academic learning, ensure that students feel supported with their social, emotional, and behavioral development along with ensuring their well-being.

I would also like to take this opportunity to extend my appreciation and gratitude to EKS staff, management and board of directors, students, parents, and community members for being a part of this positive learning community who work hard every day to create a welcoming caring, respectful and safe learning as well as working environment for all school staff and students.

Finally, I am proud for the continued accomplishments made by EKS staff and students, specifically the school staff who continues to play a fundamental role in sustaining and creating a successful and positive learning community that celebrates student learning, milestones, and academic achievement throughout the school year. Lastly, EKS AERR report will be posted on the school's website.

Darshan Gill, President
Edmonton Khalsa School Educational Association

Accountability Statement:

The Annual Education Results Report for Edmonton Khalsa School Educational Association for the 2023/2024) school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 knowledge, skills, and attitudes they need to be successful and contributing members of society. This Annual Education Report for 2023/2024 was approved by the Board on December 1, 2024.

Darshan Gill, President

Edmonton Khalsa School's Vision:

Edmonton Khalsa School's fundamental goal is to provide quality education that will enable its students to achieve their full academic potential through a challenging educational environment that is based on Sikh religion, culture, and the Punjabi language. Its nurturing and safe learning environment provides students with support for their social, physical, emotional, and academic growth. At EKS, all staff, students, and parents work together to create a dynamic and vibrant learning environment. EKS's governing board and staff believe that every student is a unique individual who is valued, strives to do the best he or she can, as each day offers a new learning opportunity. The success of the students at the Edmonton Khalsa School lies with the teamwork of the school board, staff, students, and parents. It is the responsibility of the school board, staff, and parents to create a learning environment and a school community that is positive, reliable, conducive, and cohesive to ensure that support is provided to students. EKS is committed to continue to provide a high academic learning environment that is enriched with hands on learning through the provision of a variety of fieldtrips opportunities to students.



Edmonton Khalsa School's Mission:

Edmonton Khalsa School is dedicated in providing quality educational experiences to prepare students for lifelong learning. High academic and behavioral expectations from students are a priority, as well as a strong commitment of accountability from teachers. Our emphasis is on building a firm foundation for the development of literacy, numeracy, creativity, and inquiry skills. EKS school community works together to help every student learn, excel, and succeed.



Edmonton Khalsa School's Principles and Beliefs:

It is the belief of Edmonton Khalsa School that it is preparing its students to meet the challenges of the future. EKS's mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and school decision-making. A strong commitment of accountability from teachers is a priority. The school values parent and community involvement. It recognizes the importance of collaborating with stakeholders to improve student achievement and to assist students. The school accepts input from staff, students, parents, and the community as it continues to modify and expand.

It has also formalized relationships with several organizations to enhance the learning environment for students. Students are encouraged to participate in activities organized by various organizations such as the City of Edmonton, Community events and other institutions. The Edmonton Khalsa School believes that student participation in events around their community plays a fundamental role in them being successful later in life as role modeling active citizenship is an important part of character development that will help them become active citizens who will care for their community.



Edmonton Khalsa School's Profile:

Edmonton Khalsa School was opened on September 1, 2001, with an enrolment of 13 students. It is steadily growing and has a current student enrollment of 341 students from preschool to grade 6. EKS employs qualified staff ranging from Alberta Education certificated teachers, trained certificated support staff or educational assistants, office staff, custodians and experienced transportation staff that provide a range of services to students. Our students at EKS are offered a variety of subjects based on Alberta Education Program of Studies and curriculum, it also offers Punjabi as a Second Language, Punjabi cultural programming, and Sikh Religious Studies.

EKS recognizes the importance of shared responsibility and believes that excellence can be best achieved when EKS work as a team in partnership with staff, students, parents, and the community. EKS strives for excellence in working towards attaining academic, social, and behavioral growth for all students and staff. At EKS, school staff work towards helping EKS students attain the necessary knowledge, skills, and attitudes to be lifelong learners and responsible citizens. Additionally, EKS staff also strive to create a positive learning environment and role models active citizenship for all students by providing the necessary support, differentiated instruction and interventions to meet the needs of all students.

EKS offers a regular English program in early childhood services to grade six within the framework of Sikh moral character, discipline, and values. It continues to provide a specific focus on the improvement of literacy and numeracy skills for all students. The school also offers Punjabi as a second language for all grades. Through its dedicated team of Alberta-certified teachers, EKS ensures a supportive learning environment, preparing students for future success with a strong foundation in the Sikh religion, language, and values to become responsible citizens within the global community.

EKS recognizes the importance of equality amongst all staff and students where every individual matters, feels important and valued. Therefore, an important focus on empowering student creativity, critical thinking skills and development of confidence is highly encouraged in all our classrooms. At EKS, staff and students work together in a respectful, responsible, safe, and caring learning environment. Additionally, EKS provides staff and students an opportunity to work together to create meaningful and long-lasting relationships based on trust where student accomplishments are emphasized and celebrated. Finally, at EKS we welcome all students, staff, and parents as important partners of our learning community.



Highlights for 2023/2024:

- **Technology Improvements:**

Infusing technology as a learning tool to help support student learning through use of chrome books and televisions, Google Classroom, online software etc. Use of technology has been integrated by staff into their classrooms and students are provided with ample opportunity to use technology in their learning.

- **Professional Development for School Staff:**

A variety of professional development opportunities were provided to school staff including teachers, support staff and administrators. These professional development sessions were offered through the ERLC, NRLC, CARC, Learning Network Educational Services, CRC, etc. throughout the school year, to continue EKS priorities and focus. Staff participated in sessions that supported ongoing them with piloting and implementation of the new curriculum, daily learning in the classroom, mental health, continued focus on enhancing literacy and numeracy proficiency, skills and discovering new strategies, build further on the different core subject plans, continued improvement in providing support to EAL students, develop efficient and effective assessments practices and others. EKS has implemented and piloted the new curriculum in the core and other subject areas for all grades (kindergarten to grade 6).

- **English as an Additional Language (EAL):**

EKS continues to support EAL students through initial assessment and identification and works to support students in achieving the objectives in the EAL proficiency benchmark towards becoming confident English speakers and writers at grade level. The use of benchmark targets helps support staff with identifying language-learning goals, choose appropriate resources based on a student's needs, provide educational assistant with explicit instruction on how to support a student, plan learning and instructional strategies, and communicating with students and parents about students' language proficiency. With an increasing trend in enrolment of immigrant students, EKS continues to provide educational programming that supports the learning and cultural needs of the community. Therefore, the school continues to provide support to the increasing number of immigrants who require EAL programming and other supports.

- **Assessments**

The implementation of Alberta Education's new curriculum throughout our K-6 program allowed us to use meaningful approved Alberta Education assessments such as Towre-2, Lens, CC3, Gates MacGinitie, KeyMath and others that helped ensure that pedagogical practices that are responsive, research-based, evidence-informed and meet the needs of our Kindergarten to Grade 6 students. A variety of resources were purchased to support students in literacy and numeracy. Educational Assistants supported teaching staff and students in the areas needed across the curriculum and in the implementation of the new curriculum specifically in assessments.

Required Alberta Education Assurance Measures - Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Authority: 0116 Edmonton Khalsa School Educational Association

Assurance Domain	Measure	Edm Khalsa School Educ Assoc			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	93.6	97.6	95.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	94.7	98.5	95.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	96.9	100.0	100.0	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	40.6	42.1	42.1	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.5	96.1	94.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	97.9	96.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.0	96.3	95.3	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	83.1	95.7	92.1	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
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.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Domain One: Student Growth & Achievement

Active Citizenship:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.6	96.8	93.2	98.5	94.7



Student Growth and Achievement

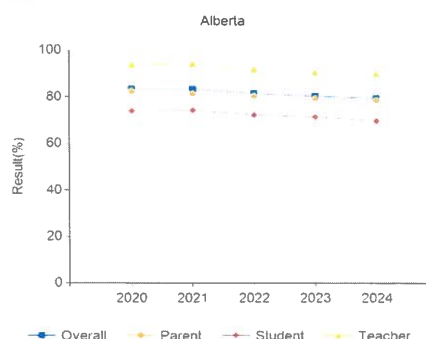
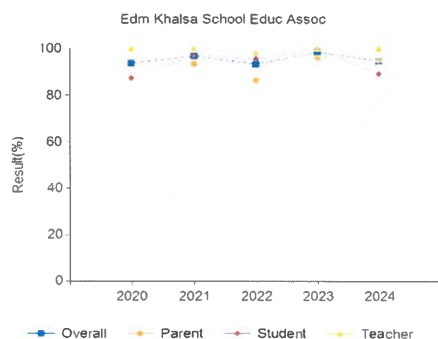
A.6 Citizenship - Measure History

Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

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

	Edm Khalsa School Educ Assoc										Alberta													
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	91	93.6	93	96.8	89	93.2	91	98.5	108	94.7	Very High	Maintained	Excellent	284,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	
Parent	4	*	6	93.3	13	86.2	10	96.0	8	94.9	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,868	79.4	33,217	78.7	
Student	80	87.2	76	97.0	66	95.4	70	98.6	88	89.1	Very High	Declined Significantly	Acceptable	193,577	73.8	168,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	
Teacher	11	100.0	11	100.0	10	88.0	11	100.0	12	100.0	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	88.8	



Notes:

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.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Continue to:

The citizenship performance measure is on an increasing trend at the school with students, and staff being involved and participating in various activities that demonstrates this measure.

EKS strives to ensure a community and learning environment that is positive and supportive as it incorporates Sikh values into all areas of our curriculum, program, and extracurricular activities.

EKS continues to strive towards its main goal of offering a program that provides excellence in character, moral and ethical development of students, and academics. This way students are prepared to influence and bring positive change in their community.

Students participated in community activities such as the Food Bank, Orange Shirt Day, Antbullying Day, Friendship Day, Terry Fox Run, Veteran's Day etc.

Teachers with their students created strategies together to role model examples of active citizenship and shared their exemplars with the school community.

A bulletin board was put up on the main floor that highlighted what 'Active Citizenship' means so that staff, and students will have opportunity to demonstrate values of 'Active Citizenship' as well as participate.

Each month each grade teacher will be responsible for explaining one-way students can show active citizenship in the classroom or within their school community at the monthly assembly. The grade presenting that month will include how a particular characteristic of active citizenship is being practiced in their classroom.

Classroom newsletters and Google Classroom posts will be used as the main tools to communicate with parents about what active citizenship values, how they are being taught and demonstrated in their child's classroom as well as in the school community.

Teachers will use 'Active Citizenship' examples when teaching Health and students will role model those values learned with their teachers as well as peers and share with their school community.

All Kindergarten to Grade 6 students participated in Fundraisers such as the Terry Fox Run, Food Bank and other initiatives lead through by the Grade 6 student leaders with the support of their school administrators.

PAT Results:

Performance Measure	Results (in percentages)									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.6	96.0	97.6	100.0	98.1	n/a	n/a	90.9	100.0	96.9
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.1	33.0	32.1	46.2	42.3	n/a	n/a	40.9	42.1	40.6

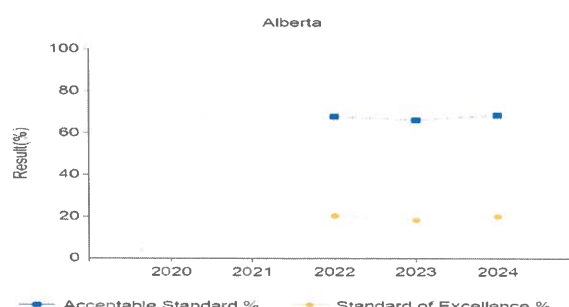
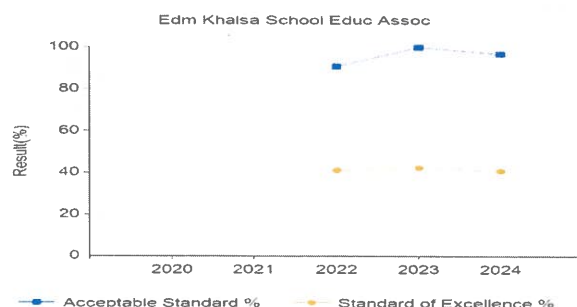
Student Growth and Achievement (Grades K-9)



Grade 6 PAT Results By Number Enrolled Measure History

Authority: 0116 Edmonton Khalsa School Educational Association
Province: Alberta

	Edm Khalsa School Educ Assoc					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	22	19	32	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	90.9	100.0	96.9	Very High	Maintained	Excellent	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	40.9	42.1	40.6	Very High	Maintained	Excellent	n/a	n/a	20.1	18.0	19.8



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

PAT Results-Course Summary with Measure Evaluation:



Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0116 Edmonton Khalsa School Educational Association

		Edm Khalsa School Educ Assoc							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	19	100.0	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	19	57.9	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	32	96.9	19	100.0	60,804	68.5	57,655	66.2
	Standard of Excellence	Very High	Maintained	Excellent	32	40.6	19	42.1	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Continue to:

EKS students are provided with quality education and the learning supports they need to achieve their individual goals at their fullest potential or ability.

Standardized achievement assessments data are used as one of the learning measures with other assessments' data to monitor the school performance.

All grade 6 students purchase "The Key" for the 4 core subjects to help them in preparation, practice and independently working by themselves when at home.

Focus on Project Based Learning for student assessment, incorporated Daily 5 and 6+1 Traits of Writing, daily Home Reading Program, Benchmark grade level reading assessment, Numeracy Assessments such as Canadian Basic Skills.

Students are challenged to accomplish the personal goals they set out for themselves in the beginning of the year with their teachers.

Extra practice is provided daily to those students who require extra help with math concepts and specific writing skills.

The Grade 6 teacher performed a "Mock PAT" in class to mimic the PAT's, so students had an opportunity to show their understanding and learning of the Grade 6 curriculum and to provide students with opportunity to practice. A variety of questions from prior years PATs are used in this practice assessments to allow practice, develop skills, understanding, and knowledge that is required, which help build confidence and competency in students.

The Grade 6 teacher performed a "Mock PAT" in class to mimic the PAT's, so students had an opportunity to show their understanding and learning of the Grade 6 curriculum and to provide students with opportunity to practice. A variety of questions from prior years PATs are used in this practice assessments to allow practice, develop skills, understanding, and knowledge that is required, which help build confidence and competency in students.

The clarity of questions is important when planning assessments, during instruction, and when communicating with students to ensure understanding and performance.

Purchase and develop curriculum and assessment resources that will provide practice for students, and teaching methods for teachers. The teacher posts online copies on the novel recommended for grade 6 ELA to support students with their reading and writing skills at different levels, develop their vocabulary skills, verbal fluency, and pronunciations.

Teachers participated in various professional development courses different subjects as well as grade related courses virtually and had opportunity to participate in other professional development courses of their choice as indicated in their yearly professional development goals. We continue to exceed the provincial results.

Student Growth & Achievement:

Literacy Data:

Grade Level	List of Alberta Education approved screening assessments used at each grade level	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk at the end of the school year at each grade level	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after the Administration of the final assessments for at risk students
Grade 1	Lens Towre-2 Gates McGinitie	38	23	7	4
Grade 2	CC3 Towre-2 Gates McGinitie HLAT	31	15	9	5
Grade 3	CC3 Towre-2 Gates McGinitie HLAT	14	7	8	5
Grade 4	CC3 Towre-2 Gates McGinitie HLAT	15	8	5	3
Grade 5	Gates McGinitie HLAT	14	6	5	3

Numeracy Data:

Grade Level	List of Alberta Education approved screening assessments used at each grade level	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk at the end of the school year at each grade level	Average number of months behind grade level after the administration of the initial assessments for at risk students	Average number of months gained at grade level after the Administration of the final assessments for at risk students
Grade 1	Key Math	38	23	6	2
Grade 2	Key Math MIPI	31	15	7	4
Grade 3	Key Math MIPI	14	7	6	5

Grade 4	Key Math MIPI	15	8	4	1
Grade 5	Key Math MIPI	14	6	4	1

Student Learning Engagement:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students who are agree that students are engaged in their learning at school.	n/a	90.0	92.9	97.6	93.6



Student Growth and Achievement

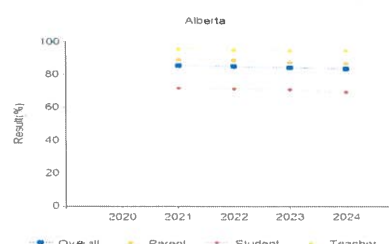
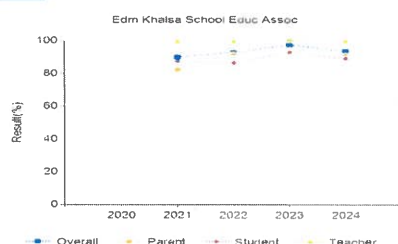
S.1 Student Learning Engagement - Measure History

Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

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

Edm Khalsa School Educ Assoc												Alberta											
		2020		2021		2022		2023		2024				2020		2021		2022		2023		2024	
		N	%	N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	93	90.0	89	92.9	91	97.6	108	93.6	n/a	n/a	n/a	n/a	230,856	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	n/a	6	82.4	13	92.3	10	100.0	8	91.7	n/a	n/a	n/a	n/a	30,894	89.0	31,894	88.7	31,882	87.3	33,209	88.7
Student	n/a	n/a	n/a	78	87.5	68	86.4	70	92.9	88	89.1	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,020	70.9	199,823	69.3
Teacher	n/a	n/a	n/a	11	100.0	10	100.0	11	100.0	12	100.0	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1



- Notes:
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.

Domain Two: Teaching & Leading

Education Quality:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	98.3	92.8	92.0	96.1	96.5

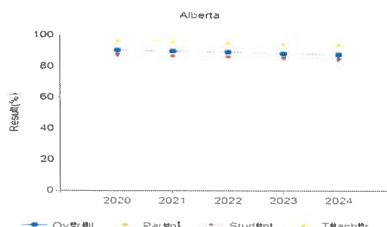
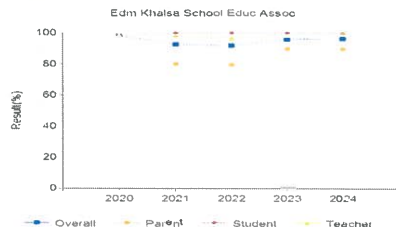
Teaching & Leading

A.4 Education Quality - Measure History

Authority: 0116 Edmonton Khalsa School Educational Association
Province: Alberta

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

	Edm Khalsa School Educ Assoc								Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024			2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	98.3	93	92.8	89	92.0	81	96.1	109	96.5	Very High	264,623	90.3	230,614	89.6	249,532	89.0	257,584	88.1	265,643	87.6		
Parent	4	*	6	80.0	13	79.5	10	89.8	8	89.6	Very High	36,907	66.7	31,024	66.7	31,728	66.1	31,890	64.4	33,250	63.6		
Student	80	88.1	76	100.0	66	100.0	70	100.0	88	100.0	Very High	163,763	87.8	169,589	86.3	166,834	85.9	163,343	85.7	200,322	84.9		
Teacher	11	98.6	11	98.5	10	96.6	11	98.6	13	100.0	Very High	33,953	96.4	30,201	95.7	30,970	88.0	32,351	94.4	32,071	93.8		



Notes:

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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.

Continue to:

EKS staff work hard to create positive learning experiences for every student each day. We are pleased to see that the overall result has remained consistently high over the past few years. EKS staff continue to empower students to play a more active role in their education, in the classroom and in the school.

Domain Three: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring respectful and safe.	n/a	96.1	94.3	97.9	95.3

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

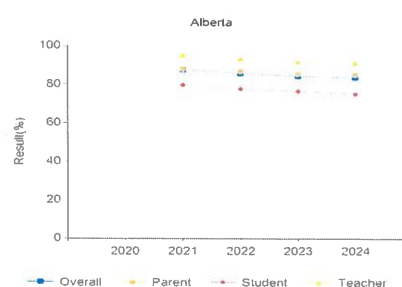
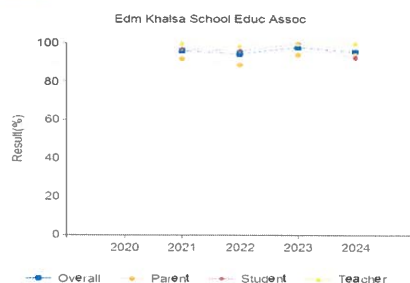
Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.



	Edm Khalsa School Educ Assoc												Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	93	96.1	89	94.3	91	97.9	108	95.3	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	88.1	257,391	84.7	265,321	84.0	
Parent	n/a	n/a	6	91.7	13	88.5	10	93.8	8	93.7	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	
Student	n/a	n/a	76	96.8	66	95.9	70	99.8	88	92.1	n/a	Declined	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.8	200,020	75.2	
Teacher	n/a	n/a	11	100.0	10	98.6	11	100.0	12	100.0	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,089	91.6	



Notes:

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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.

Continue to:

Maintain the bus safety regulations, policies and procedures for students and awareness for staff and parents.

Endorse Edmonton Khalsa School discipline policy which is to be caring and respectful to everyone.

Teach students what is considered acceptable and unacceptable behaviours both in the school and on the playground.

Teach PBL learning that incorporates respect, fair play, inclusion etc.

Remind parents that the school's discipline policy is posted on the Edmonton Khalsa School website.

Develop a positive learning relationship between staff, students, and parents.

Access to Supports & Services:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	91.8	94.2	96.3	90.0

A.1b Program of Studies

Measure History

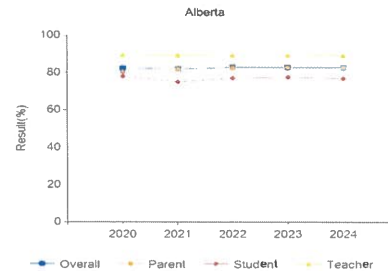
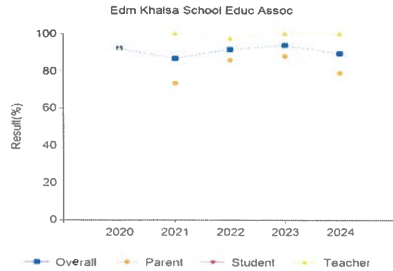
Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

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.



	Edm Khalsa School Educ Assoc										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%				
Overall	11	91.9	17	86.6	23	91.5	21	93.8	20	89.3	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,330	82.9	179,588	82.9	184,554	82.8		
Parent	4	*	6	73.2	13	85.6	10	87.7	8	76.7	High	Maintained	Good	36,901	80.1	30,617	81.7	31,625	82.4	31,780	82.2	33,145	82.3		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	113,541	77.8	96,676	74.9	106,776	76.9	115,487	77.4	119,362	76.7		
Teacher	11	91.9	11	100.0	10	97.4	11	100.0	12	100.0	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2		



Notes:

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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.

Continue to:

Staff, parents, and students were satisfied with the range of subjects that are offered at the school.

Edmonton Khalsa School is committed to continue to offer students with a wide range of subjects. The teaching staff specialize in certain subject areas in Punjabi, music, and religion.

Students in division one participated in indoor/outdoor physical education field trips. Students in division 2 are provided opportunities to use Chromebooks in the classroom specifically for developing their research skills and typing skills.

Provide Professional development opportunities to staff in various subject areas. Introduce a variety of intramural activities, leadership, fieldtrips, community volunteer opportunities, around the school. Students had opportunity to participate in activities virtually in a wide range of programs.

Program of Studies-At Risk Students:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.	94.1	92.0	94.0	96.3	89.0

Governance

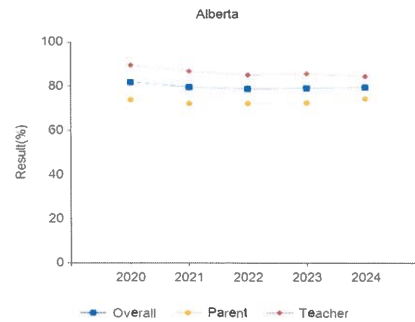
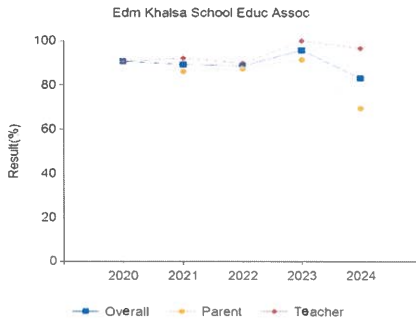
C.1 Parental Involvement - Measure History

Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Edm Khalsa School Educ Assoc										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	11	90.7	17	89.2	23	88.5	21	95.7	20	83.1	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	4	*	6	86.2	13	87.3	10	91.5	8	69.4	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	11	90.7	11	92.2	10	89.8	11	100.0	12	96.7	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



Notes:

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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.

Continue to:

Parents who completed the survey may not have been actively involved and/or unaware of all the opportunities available for parents to participate in their child's school. Therefore, are unclear what parental involvement means/or what it encompasses.

First Nations, Métis, and Inuit students in Alberta are successful:

Continue to:

In 2023-2024 school year we did not have any Aboriginal students enrolled in our school.

The quality of education at EKS remains high with continued progress with management, administration, and staff collaboration in providing the best possible education to our students.

Participate in "Orange Shirt Day" to further educate and promote awareness. Staff also attended several professional development opportunities.

Infuse First Nation perspectives through the ELA, Social Studies, Art curriculum course material and activities for students.

Although we have no self-identified FNMI students, instructional materials are chosen to ensure that students have an awareness of the importance and strong influence the First Nations, Metis and Inuit people had both in the past, the present and the future.

Seek new resources from such places as: museums and cultural centers or guest speakers.

Take students on fieldtrips that are applicable in teaching about the history of the First Nations. For example, Fort Edmonton Park, Bennett Centre, and Provincial Museum.

Purchase resources from the Literacy Seed Kit as approved by Alberta Education for the library as well as teaching resources for teachers.

Domain Five-Supplemental AEAMS

In-Service Jurisdiction Needs:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	97.0	100.0	96.7	100.0	100.0

D.6 In-Service Jurisdiction Needs

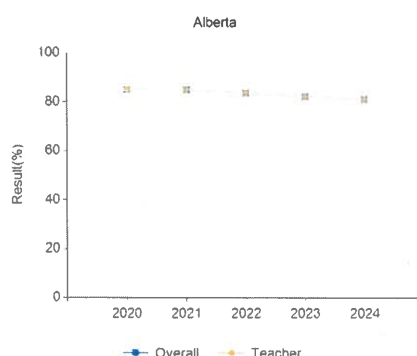
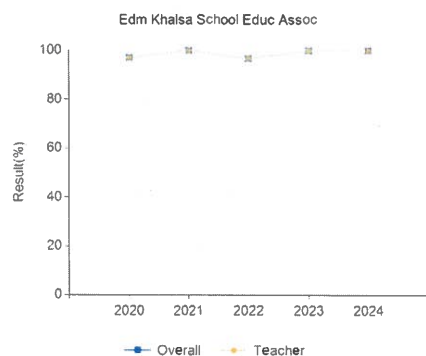
Measure History

Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Edm Khalsa School Educ Assoc										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	11	97.0	11	100.0	10	96.7	11	100.0	12	100.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	11	97.0	11	100.0	10	96.7	11	100.0	12	100.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1



Notes:

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.

Continue to:

Staff were very satisfied learning new ways of teaching the curriculum through a range of PDs that are part of their professional growth plan as well as the school's focus.

There were many online PDs to support staff in their planning, and assessments with the implementation of the new curriculum through ERLC throughout the school year.

Staff felt supported and were satisfied with the range of PDs offered through ERLC that helped them in their teaching practices.

With most of the student population being ELL or ESL the administration and staff have collaborated to provide the best possible support in learning the English language. Staff have attended a variety of PDs to support them in implementing the needs of the students based on the ESL benchmarks, planning, assessing and in other needs across the curriculum.

Lifelong Learning:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	97.0	100.0	96.7	100.0	100.0

A.7 Lifelong Learning

Measure History

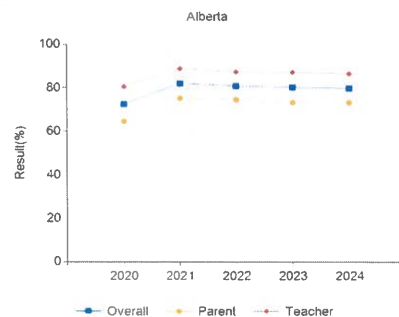
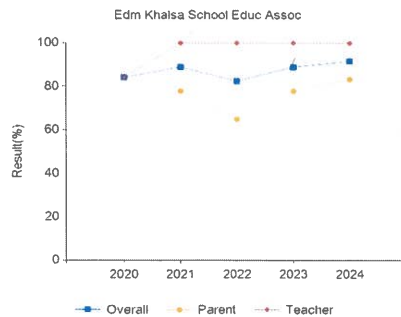
Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.



	Edm Khalsa School Educ Assoc										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	11	84.2	17	88.9	22	82.5	21	88.9	19	91.7	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	4	*	6	77.8	12	65.0	10	77.8	7	83.3	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	11	84.2	11	100.0	10	100.0	11	100.0	12	100.0	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6



Notes:

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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.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Continue to:

Place a strong emphasis on teaching students' social skills that will help with their lifelong learning.

The students were asked for input on improving school culture and climate, what could be done to improve opportunities for students to be successful, student leadership, and increasing opportunities for student input at the school level.

EKS staff continue to strive to provide the best quality of education and have successfully maintained the measure.

Program of Studies:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students who are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	91.9	86.6	91.5	93.8	89.3

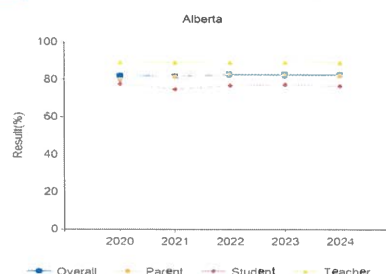
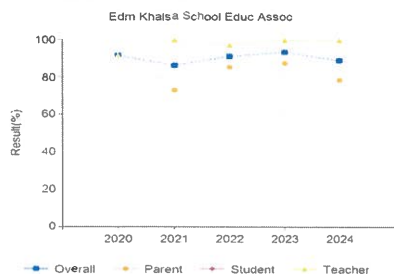
A.1b Program of Studies

Measure History

Authority: 0116 Edmonton Khalsa School Educational Association
Province: Alberta

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.

	Edm Khalsa School Educ Assoc										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	11	91.9	17	88.8	23	91.5	21	93.8	20	89.3	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	4	*	6	73.2	13	85.6	10	87.7	8	78.7	High	Maintained	Good	38,901	80.1	30,617	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	113,541	77.8	96,876	74.9	108,776	76.8	115,487	77.4	118,382	76.7
Teacher	11	91.9	11	100.0	10	97.4	11	100.0	12	100.0	Very High	Maintained	Excellent	33,851	89.3	30,187	89.2	30,838	89.3	32,322	89.3	32,027	89.2



Notes:

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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.

Continue to:

Staff, parents, and students were satisfied with the range of subjects that are offered at the school.

Edmonton Khalsa School is committed to continue to offer students with a wide range of subjects. The teaching staff specialize in certain subject areas in Punjabi, music, and religion.

Students in division one participated in indoor/outdoor physical education field trips. Students in division 2 are provided opportunities to use Chromebooks in the classroom specifically for developing their research skills and typing skills.

Provide Professional development opportunities to staff in various subject areas. Introduce a variety of intramural activities, leadership, fieldtrips, community volunteer opportunities, around the school. Students had opportunity to participate in activities virtually in a wide range of programs.

Program of Studies-At Risk Students:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.	94.1	92.0	94.0	96.3	89.0

B.3 Program of Studies - At Risk Students

Measure History

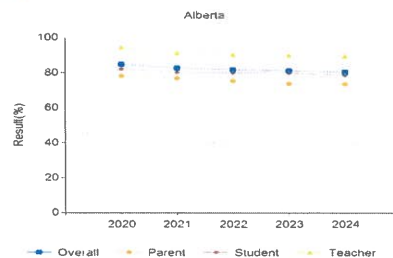
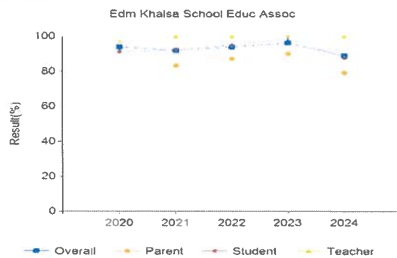
Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta



Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Edm Khalsa School Educ Assoc										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	81	94.1	93	92.0	89	94.0	91	96.3	108	89.0	High	Declined	Acceptable	264,185	84.9	230,688	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	4	*	6	83.3	13	87.2	10	90.0	8	79.2	Intermediate	Maintained	Acceptable	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	80	91.2	76	92.5	68	94.9	70	99.0	88	87.8	High	Declined Significantly	Issue	193,409	82.2	166,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	11	97.0	11	100.0	10	100.0	11	100.0	12	100.0	Very High	Maintained	Excellent	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5



Notes:

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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.

Continue to:

There were no students identified as at risk. We notice that "don't know" answers contribute to the declining satisfaction results.

Students declining results indicate that they did not understand the question, therefore responded with "don't know" which negatively impacts the survey.

Safe and Caring Schools:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students agree 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.	97.0	95.9	95.3	98.0	95.7

B.4 Safe and Caring

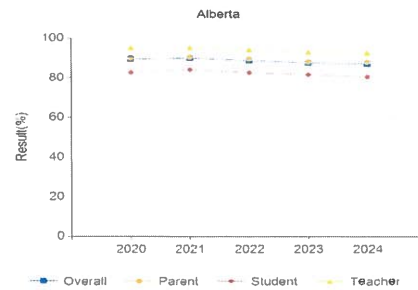
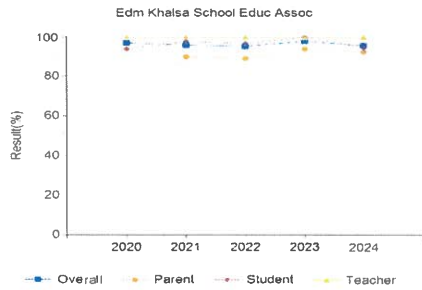
Measure History

Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

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.

	Edm Khalsa School Educ Assoc										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	91	97.0	93	95.9	89	95.3	91	98.0	108	95.7	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	4	*	8	90.0	13	88.2	10	94.0	8	92.5	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	80	93.9	76	97.6	68	96.6	70	100.0	88	94.5	Very High	Declined	Good	193,364	82.8	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	11	100.0	11	100.0	10	100.0	11	100.0	12	100.0	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9



Notes:

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.

Continue to:

We notice that "don't know" answers contribute to the declining satisfaction results.

Satisfaction with Program Access:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.	85.7	91.6	81.3	96.4	88.8

B.2 Satisfaction with Program Access

Measure History

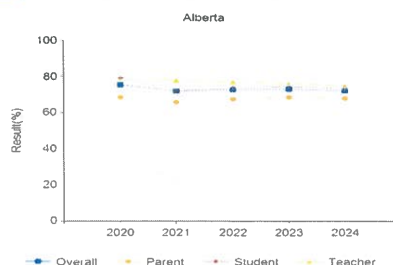
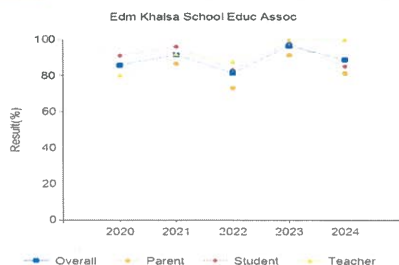
Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.



	Edm Khalsa School Educ Assoc												Alberta																																	
	2020				2021				2022				2023				2024				Measure Evaluation				2020				2021				2022				2023				2024					
	N		%		N		%		N		%		N		%		N		%		Achievement		Improvement		Overall		N		%		N		%		N		%		N		%		N		%	
Overall	90	85.7	93	91.6	87	81.3	91	96.4	107	88.8	Very High	Maintained	Excellent	282,662	75.2	228,281	71.8	247,744	72.8	255,597	72.9	263,089	71.9																							
Parent	2	*	6	86.7	12	73.1	10	91.3	7	81.3	Very High	Maintained	Excellent	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8																							
Student	79	91.1	78	96.1	85	83.1	70	97.9	88	85.1	High	Maintained	Good	192,881	79.0	168,839	71.9	188,237	73.5	192,288	74.3	198,907	73.0																							
Teacher	11	80.3	11	92.2	10	87.8	11	100.0	12	100.0	Very High	Maintained	Excellent	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8																							



Notes:

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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.

Continue to:

We notice that "don't know" answers contribute to the declining satisfaction results.

Students declining results indicate that they did not understand the question, therefore responded with "don't know" which negatively impacts the survey.

School Improvement:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
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.	85.1	99.3	100.0	100.0	99.6

E.2 School Improvement

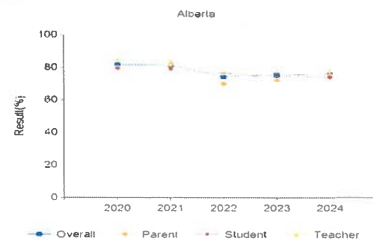
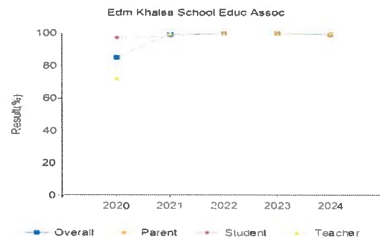
Measure History

Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

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.

	Edm Khalsa School Educ Assoc															Alberta														
	2020			2021			2022			2023			2024			Measure Evaluation					2020			2023			2024			
	N	%		N	%		N	%		N	%		N	%		Achievement	Improvement	Overall	N	%		N	%		N	%		N	%	
Overall	91	85.1	86	99.3	88	100.0	91	100.0	105	99.8						Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,880	74.2	251,355	75.2	258,502	75.6		
Parent	4	*	5	*	12	100.0	10	100.0	7	100.0						Very High	Maintained	Excellent	35,896	80.0	28,018	81.7	30,147	70.0	30,371	72.5	31,538	76.2		
Student	80	97.5	76	98.7	66	100.0	70	100.0	88	98.9						Very High	Maintained	Excellent	192,817	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0		
Teacher	11	72.7	10	100.0	10	100.0	11	100.0	10	100.0						Very High	Maintained	Excellent	33,266	85.0	28,033	83.4	28,728	76.3	29,842	78.0	29,485	78.2		



Notes:

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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.

Continue to:

Feedback from parents, staff and students indicate that they are satisfied with continuous improvements made by the school.

EKS staff continue to strive to provide the best quality of education and have successfully maintained the measure.

Work Preparation:

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	100.0	91.7	87.5	95.0	100.0

A.8 Work Preparation

Measure History

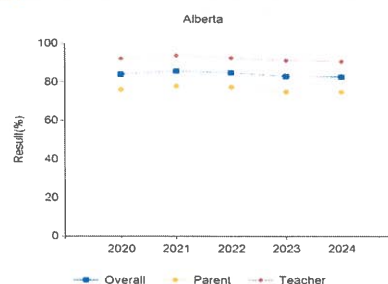
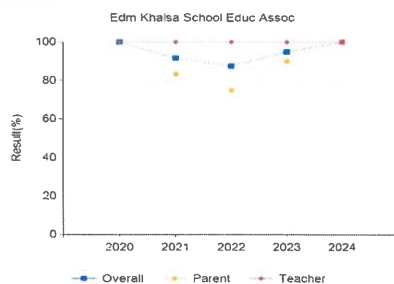
Authority: 0116 Edmonton Khalsa School Educational Association

Province: Alberta

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.



	Edm Khalsa School Educ Assoc										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	10	100.0	17	91.7	22	87.5	21	95.0	18	100.0	68,221	84.1	58,109	85.7	59,468	84.9	60,705	83.1	61,407	82.8
Parent	4	*	6	83.3	12	75.0	10	90.0	7	100.0	34,944	76.0	28,662	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	10	100.0	11	100.0	10	100.0	11	100.0	12	100.0	33,277	92.2	29,247	93.7	28,935	92.5	31,031	91.3	30,676	90.7
											Measure Evaluation									
											Achievement	Improvement	Overall							
											Very High	Improved	Excellent							
											Very High	Improved	Excellent							
											Very High	Maintained	Excellent							



Notes:

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.

Continue to:

EKS staff continue to strive to provide the best quality of education and have successfully maintained the measure.

EKS staff continue to provide students with skills that will support and help them with their careers later in life.

Summary of Financial Results (Approved Budget)

Revenues:

Alberta Education & Other Government of Alberta	\$1,840,232
Instructional Fees	\$0
Non-Instructional Fees (O&M, Transportation, Administration etc.)	\$294,751
Other Sales and Services	\$155,502
Gifts and Donations	\$5,565
Gross School Generated Funds	\$52,141
Interests on Investment	\$75,492
Total Expenses	\$2,423,683

Expenses:

Instruction	\$1,212,988
Operations and Maintenance	\$111,267
Transportation	\$407,791
External Services	\$69,754
Board and System Administration	\$159,645
Surplus (deficit)	\$462,479
Total Expenses	\$1,961,445

Summary of Financial Results:

- The allocation of funding that the school receives dictates the planning of the number of staff members, equipment, and services that are necessary to provide the best programs for our students.
- The funding allocation based on Revenues is as follows: 76% from Alberta Education, 12% Non-Instructional Fees, 6% from other sales and services, less than 1% from Gifts and Donations, 2% from Gross School Generated Funds and 3% from Interests on Investments.
- The Expenses are as follows approximately 61% on Instruction, approximately 6% on Operations and Maintenance, approximately 21% on transportation, approximately 4% on external services, 8% on Board and System Administration.
- Edmonton Khalsa School is a Level 2 Private school and receives 70% of the base per student allocation from Alberta Education.
- We anticipate similar revenue from Alberta Education based on budgeted enrolment projection. The continuation of a balanced budget is extremely important, and allocation of funds will be key. Edmonton Khalsa School Board, Management and staff are committed to developing strategies to increase student enrolment.

- EKS experienced additional revenues from targeted grants not included in the funding profile. Each of these grants required individualized applications and reporting.
- We anticipate similar revenue from Alberta Education based on the budgeted enrolment projection. The continuation of a balanced budget is extremely important, and allocation of funds will be key. Edmonton Khalsa School Board, Management and staff are committed to developing strategies to increase student enrolment.
- EKS Management and Board members are volunteers and do not receive compensation.
- If you would like to view more detailed financial statements, please contact the school office at edkhalsa@telus.net.

- **Timelines and Communication:**

Pertinent information is communicated through the school newsletters, classroom newsletters and Google classroom, which are distributed monthly. A copy of this report is available on the EKS Website: <http://www.edmkhalsaschool.com/>

- **Future Challenges:**

-With the increased use of electronic media all students need guidance with regards to proper usage and the imminent dangers that come from misuse of social media sites.

-EKS will continue to support teaching staff with implementing the new curriculum and continued development and procuring resources to support teachers and students with the new curriculum.

-Staff will continue to find new ways to integrate and incorporate the use of technology in the classroom, attend PDs to support students, and help students improve their technology usage by developing proper skills in using technology in the classroom.

- **Stakeholders:**

The management, board of the directors, administration, staff, students, parents and the community input and suggestions are taken into consideration when collaboration occurs.

- **Parental Involvement:**

-The School Board and staff continue to encourage increased parental involvement through activities conducted in the school such as school wide religious functions, attending field trips and others.

-Parent involvement in the school also came through generous donations for school wide initiatives such as collecting donations for specific organizations such as SCARS, Edmonton Food Bank, Edmonton Poppy Fund, Terry Fox Foundation, Book Fair, class activities and hot lunches for students.

-Monthly newsletters are sent home to keep parents up to date of what is happening within the classroom and in the school to encourage parental involvement in any opportunities around the school community.

-EKS parents have regular communication through emails, phone conferences, in person meet and the google classroom as their main tools of communication between EKS teaching staff, and school staff.

- **Whistleblower Protection:**

EKS employees should feel comfortable in all aspects of their job including when it comes to filing a complaint. EKS encourages its employees to comply with their respective code of ethics in making good faith reports of any unlawful or improper conduct without the fear of retaliation. Any disclosures of wrongdoing or alleged wrongdoing reported will be reviewed and acted upon by the School Management, no complaints were filed in the 2023-2024 school year.