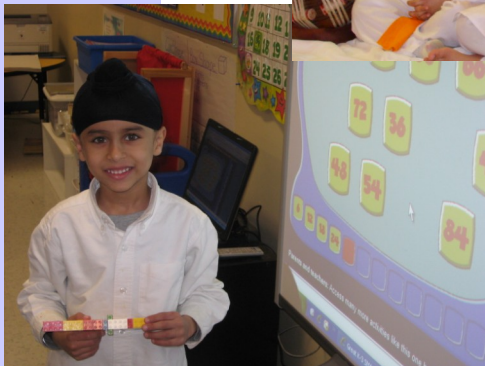




# KHALSA SCHOOL CALGARY

## Annual Education Results Report 2007-2008

Khalsa School Calgary  
www.khalsaschoolcalgary.ca



**Preserving the Past  
Preparing for the Future**





# KHALSA SCHOOL CALGARY

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# KHALSA SCHOOL CALGARY

## *B* BOARD OF TRUSTEES

Khalsa School Calgary  
www.khalsaschoolcalgary.ca

Mr. Bhupinder Singh  
Mr. Tejinder Singh  
Mr. Mohinder Singh Manhas  
Mrs. Navjosh Kaur  
Mr. Gurbinder Singh  
Mr. Navtar Singh  
Mr. Rajinder Singh

**\*\* Please note that staff and board members listed are the current staff members for 2008-2009.**

**During the 2007-2008 school year, we had 6 full-time certificated teachers as well as 3 non-certified staff members.**

**We had 56 students enrolled with an average of 11 students in each class.**

## *S* STAFF MEMBERS

Principal- Ms. Cheryl Hunt  
Secretary- Mrs. Dawindar Kaur Randev  
Punjabi- Mrs. Parmjit Kaur Bhatti  
Keertan- Mrs. Bharti Sarin  
Kindergarten A- Mrs. Nicole Bruins  
Kindergarten B- Mrs. Erin Page  
Grade 1- Miss Sabrine Kaur Hundal  
Grade 2- Mrs. Gurbir Kaur  
Grade 3- Ms. Cheryl Mackie  
Grade 4- Miss Karamjit Kaur Rai  
Grade 5- Mr. Sean Culp  
Grade 6- Ms. Crystal Hershey  
Teacher Assistant- Rekha Choudhary  
Teacher Assistant- Harjit Kaur Dhanjal  
Teacher Assistant- Gagandeep Kaur Grewal  
Teacher Assistant- Amandeep Nijjar  
Teacher Assistant- Poonam Ghanghas  
Caretaker- Harbir Singh Bhullar





## Accountability Statement

The annual education results report for **Khalsa School Calgary** for the 2007/08 school year was prepared under the direction of the Private School Board in accordance with the responsibilities under the School Act & the Government Accountability Act. The Private School Board is committed to using the results in this report, to the best of our abilities, to improve outcomes for our students. We will use the results to develop some strategies for our next three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The 2007/08 AERR will be communicated through the following methods:

- Posting on the Khalsa School Calgary website [www.khalsaschoolcalgary.ca](http://www.khalsaschoolcalgary.ca) with notification in the school newsletter regarding the posting
- Presentation at the Parent Advisory Committee Meeting
- Submission to Alberta Education and to Dashmesh Culture Centre Board of Trustees
- Copies available in the school office



## MISSION STATEMENT

Khalsa School Calgary is an educational institution that aspires for academic excellence by maintaining a spiritual environment which instils the highest standard of moral and humanitarian values.



## MOTTO

“Preserving the Past, Preparing for the Future”



## VALUES

**Meditate-** Achieving and sustaining a positive outlook of the creator through a balance between the mind, body and soul.  
(*Naam Japo*)

**Honest Living-** Earning your livelihood through honest means and hard work.  
(*Kirt Karo*)

**Sharing-** Volunteering your time, knowledge and earnings with those in need.  
(*Vandd Shako*)



# *HS* Highlights for 2007-2008

The 2007-2008 school year was Khalsa School Calgary's first year of operation. This in itself was a tremendous accomplishment. With the hard work, determination and support from the board and community, the school opened its' doors to students on September 4, 2007.

One of our main highlights for the year was when we received the results of the Grade 3 Provincial Achievement Test. All grade 3 students, who wrote the tests, achieved the acceptable standard for both subjects. In Language Arts, 8 out of 10 students achieved the standard of excellence, while all 10 students achieved the standard of excellence in math. These great results were due to the fantastic effort of our grade 3 teacher, Cheryl Mackie, as well as the hard work that the students put in throughout the year.

At the beginning of the school year, all staff members were trained in the Seven Habits of Highly Effective People. The teachers worked hard throughout the year to plan lessons and teach their students about these Habits. We held an award ceremony each month to recognize those students who were working hard to follow the Habits in their daily lives. We are looking forward to continuing this character education program in the coming years. It will be great to see what kind of impact it will have on the students in school and at home.

Although there were many highlights throughout the year, including the various Sikh celebrations that were held, one that has stood out in particular was our First Annual Spring Tea. This event was held to raise money for the school, and to give the community the opportunity to observe the many talents of our students. The students made crafts and brought in baked items to sell. Leading up to this event, the teachers and students worked hard to prepare presentations that were showcased throughout the afternoon. We were very blessed to have so much help and support from the parents in setting up for this event. Prior to the tea, we also held a speech competition. Three experienced judges were invited to come to the school to judge the fantastic speeches that the students had put so much work into. Everyone in attendance was truly impressed with the great speeches that were presented by students in Kindergarten to grade 4.



# Goal 1

## High Quality Learning Opportunities for All

**Outcome 1.1: Khalsa School Calgary provides a safe and caring environment for students.**

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.	<b>Overall</b>	n/a	n/a	94%	95%
	<b>Teachers</b>	n/a	n/a	100%	
	<b>Parents</b>	n/a	n/a	96%	
	<b>Students</b>	n/a	n/a	87%	

### Comment on Results

The survey results indicate that the majority of parents and staff are happy with the safe atmosphere of our school. In the 2008-2009 school year, we will work on developing a safe and caring atmosphere so that all students can feel comfortable in the school.

**Outcome 1.2: Khalsa School Calgary meets the needs of all K-12 students, society and the economy.**

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages 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.	<b>Overall</b>	n/a	n/a	91%	90%
	<b>Teachers</b>	n/a	n/a	80%	
	<b>Parents</b>	n/a	n/a	94%	
	<b>Students</b>	n/a	n/a	99%	

### Comment on Results

We are aware that this is an area of opportunity for us in the coming years. We would like to be able to offer more to our students as our school grows and develops. We were happy to be able to offer daily physical education to all students.



**Outcome 1.2: The education system meets the needs of all K-12 students, society and the economy. (continued)**

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students satisfied with the overall quality of basic education.	<b>Overall</b>	n/a	n/a	100%	98%
	<b>Teachers</b>	n/a	n/a	100%	
	<b>Parents</b>	n/a	n/a	99%	
	<b>Students</b>	n/a	n/a	100%	

**Comment on Results**

The 2007-2008 school year was Khalsa School Calgary's first year in operation. To have an average of 100% of the school community report that they are satisfied with the quality of education shows that we had a tremendous first year. As an educational institution, one of our main goals is to ensure that the students get a quality education. We are very happy with this result. Our challenge now, will be to try to maintain this level of satisfaction.

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.	<b>Overall</b>	n/a	n/a	98%	98%
	<b>Teachers</b>	n/a	n/a	100%	
	<b>Parents</b>	n/a	n/a	94%	
	<b>Students</b>	n/a	n/a	100%	

**Comment on Results**

In the coming year, we will ask for feedback from the parents, on what programs and services they would like to see offered in the school, and how we can improve on the services that are currently offered. We also need to ensure that we have a qualified Punjabi instructor in place, and there needs to be consistency with this position.

Due to continuing construction, we did not have access to an on-site library or gymnasium.



**Outcome 1.3: Children at risk have their needs addressed through effective programs and supports.**

Performance Measure	Results (in percentages)				Target
		2004/05	2005/06	2006/07	2007/08
Annual dropout rate of students aged 14 to 18 (for private schools with junior and senior high school program)	<b>Private School</b>	n/a	n/a	n/a	n/a
	<b>Province</b>	5.5	5.3	5.0	5.0

**Comment on Results**

\*\*Results not available as we were a K-4 school.

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students who agree that programs for children at risk are easy to access and timely (required for K-9 private schools and optional for high school programs.)	<b>Overall</b>	n/a	n/a	88%	90%
	<b>Teachers</b>	n/a	n/a	80%	
	<b>Parents</b>	n/a	n/a	89%	
	<b>Students</b>	n/a	n/a	95%	

**Comment on Results**

It is clear that this is an area that we will need to focus on in the coming years. The students did not have access to resource room help this year and no special programs were offered. As well, as a first year school, there are many challenges with trying to access outside services. We were able to provide speech services to students with exceptional needs, during the second half of the year. As well, we worked with the parents and outside agencies to provide support to students who were struggling.



**Outcome 1.4: Students complete programs.**

Performance Measure	Results (in percentages)					Target	
			2004/05	2005/06	2006/07	2007/08	
High school completion rates: percentages of students who completed high school within 3, 4 and 5 years of entering Grade 10. (high school programs).	<b>Within 3 years:</b> Private School						
	Province	<b>67.8</b>	<b>69.3</b>	70.4	70.4	71.0%	N/A
	<b>Within 4 years:</b> Private School						
	Province	<b>72.3</b>	<b>73.4</b>	75.1	76.2	76.3%	N/A
	<b>Within 5 years:</b> Private School						
	Province	<b>75.2</b>	<b>75.5</b>	77.4	78.6	79.5%	N/A

Comment on Results

\*\*Results not available as we were a K-4 school.





## Excellence in Student Learning Outcomes

### Outcome: Students demonstrate high standards.

Performance Measure		Results (in percentages)					Target
Performance of students who achieve the acceptable standard, and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results required, reporting results for writers is optional).- elementary/junior high school programs		A/E*	A/E*	A/E*	A/E*	A/E*	A/E*
		2003/04	2004/05	2005/06	2006/07	2007/08	2007/08
<b>GRADE 3</b>							
Language Arts	Priv. School	n/a	n/a	n/a	n/a	90.9/72.7	
	Province	81.7/15.1	82.2/16.2	81.3/14.1	80.3/17.7	80.1/16.1	
Mathematics	Priv. School	n/a	n/a	n/a	n/a	90.9/90.9	
	Province	81.8/27.4	80.3/26.1	82.0/26.9	79.9/23.5	78.7/23.9	
<b>GRADE 6</b>							
Language Arts	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	79.1/15.5	77.3/15.5	79.0/15.9	80.3/19.8	81.1/21.0	
Français	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	92.8/18.1	92.0/22.8	94.5/19.7	93.0/18.0	94.3/17.1	
French Language Arts	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.5/12.8	85.1/8.8	87.5/11.2	88.1/11.0	87.7/14.2	
Mathematics	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	78.5/21.2	78.2/18.1	75.2/15.6	74.0/14.5	74.6/15.9	
Science	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	80.6/26.3	79.8/26.0	78.1/27.7	75.2/26.6	74.8/24.1	
Social Studies	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	78.6/19.7	78.4/21.5	78.6/22.9	77.4/22.3	77.9/23.8	
<b>GRADE 9</b>							
Language Arts	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	77.6/12.4	77.9/14.1	77.4/13.6	77.5/14.8	76.5/14.8	
Français	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	85.6/15.4	87.2/17.4	86.1/14.7	81.6/12.6	84.8/11.7	
French Language Arts	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	83.4/11.7	85.9/13.6	83.3/10.9	81.3/12.9	84.5/12.4	
Mathematics	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	66.1/18.9	68.0/19.7	67.4/17.4	66.3/18.3	65.7/18.5	
Science	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	66.6/12.1	67.5/12.8	67.4/13.3	69.6/14.7	69.3/13.0	
Social Studies	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	73.1/20.0	71.3/18.9	72.5/18.3	71.4/18.7	71.7/18.9	
<b>Overall**</b>							
	Priv. School	n/a	n/a	n/a	n/a	n/a	n/a
	Province	77.6/19.5	77.2/19.4	77.1/19.2	75.9/19.4	75.8/19.6	

\*“A”= Acceptable; “E”= Excellence-the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

\*\* Overall results exclude Science 9.

## Comment on Results

The results on the previous page for grade 3 language arts and math achievement tests are a clear result of the hard work that was put in throughout the year. The students were very keen learners and they were able to grow and develop, thanks to the wonderful support and guidance that they had from their teacher.

When reading these results, it is important to note that only 10 of the 11 students wrote the test, as one student was moved to a different grade during the beginning of the school year. This student must still be included in the results, which lowers the actual scores achieved by the students who wrote the test.

It may be difficult to continue to achieve this high standard, as our school does not yet have an entrance exam. We have many students in our school who speak English as a second language, and also have students with a variety of learning challenges. It is important to keep this in mind when setting targets and reviewing results in coming years.



## Outcome 2.1: Students demonstrate high standards. (continued)

Performance Measure Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Diploma examinations-high school programs		Results (in percentages)					Target
		A/E*	A/E*	A/E*	A/E*	A/E*	A/E*
		2003/04	2004/05	2005/06	2006/07	2007/08	2007/08
English 30-1	<i>Priv. School</i>						n/a
	<i>Province</i>	92.0/18.8	89.1/17.8	88.0/19.3	87.7/19.0	87.1/15.5	
English 30-2	<i>Priv. School</i>						n/a
	<i>Province</i>	85.2/7.1	89.4/10.1	86.1/8.1	88.7/9.7	88.9/8.8	
Français 30	<i>Priv. School</i>						n/a
	<i>Province</i>	99.0/15.2	95.0/16.3	94.8/28.1	97.2/24.6	98.5/25.4	
French Language Arts 30	<i>Priv. School</i>						n/a
	<i>Province</i>	95.4/16.7	95.1/19.1	95.0/21.8	95.6/23.1	94.9/24.5	
Social Studies 30	<i>Priv. School</i>						n/a
	<i>Province</i>	85.9/23.8	85.2/24.3	85.5/23.9	86.1/24.6	84.7/21.5	
Social Studies 33	<i>Priv. School</i>						n/a
	<i>Province</i>	82.9/15.0	85.0/17.6	83.5/19.0	84.8/19.6	85.3/18.9	
Pure Math 30	<i>Priv. School</i>						n/a
	<i>Province</i>	83.7/32.0	80.6/25.7	82.8/26.5	81.1/24.6	81.3/25.8	
Applied Math 30	<i>Priv. School</i>						n/a
	<i>Province</i>	85.5/14.3	87.6/21.8	77.5/11.8	77.6/12.1	76.3/10.7	
Biology 30	<i>Priv. School</i>						n/a
	<i>Province</i>	81.9/26.6	81.9/26.6	81.4/26.4	83.5/27.4	82.3/26.3	
Chemistry 30	<i>Priv. School</i>						n/a
	<i>Province</i>	85.7/27.9	88.2/33.4	88.4/37.1	89.3/37.9	89.2/39.2	
Physics 30	<i>Priv. School</i>						n/a
	<i>Province</i>	86.6/29.8	84.2/27.8	84.4/30.0	86.1/29.3	85.7/32.0	
Science 30	<i>Priv. School</i>						n/a
	<i>Province</i>	84.3/16.5	88.1/22.1	82.8/17.3	87.1/18.0	88.6/21.6	
Overall	<i>Priv. School</i>						n/a
	<i>Province</i>	85.8/22.2	85.7/23.0	84.7/23.0	85.4/23.3	85.0/22.3	

\*“A”= Acceptable; “E”= Excellence-the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

### Comment on Results

\*\*Results not available as we were a K-4 school.

**Outcome 2.1: Students demonstrate high standards. (continued)**

Performance Measure	Results (in percentages)				Target
		2004/05	2005/06	2006/07	2007/08
Diploma examination participation rate: percentages of students who have written four or more diploma exams by the end of their third year in high school (for high school programs).	<b>Private School</b>	n/a	n/a	n/a	n/a
	<b>Province</b>	53.5	53.7	53.6	

**Comment on Results**

\*\*Results not available as we were a K-4 school.

Performance Measure	Results (in percentages)				Target
		2004/05	2005/06	2006/07	2007/08
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria-high school programs.	<b>Private School</b>	n/a	n/a	n/a	n/a
	<b>Province</b>				

**Comment on Results**

\*\*Results not available as we were a K-4 school.



## Outcome 2.2: Students are well prepared for lifelong learning

Performance Measure	Results (in percentages)					Target
			2004/05	2005/06	2006/07	2007/08
High school to post-secondary transition rate within four and six years of entering Grade 10 (high school programs)	<b>Within 4 years:</b> Private School		n/a	n/a	n/a	n/a
	Province		70.4	70.4	71.0%	
	<b>Within 6 years:</b> Private School		n/a	n/a	n/a	n/a
	Province		75.1	76.2	76.3%	

### Comment on Results

\*\*Results not available as we were a K-4 school.

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages of teachers and parents satisfied that high school graduates demonstrate the knowledge and skills for lifelong learning (required for K-9 private schools and optional for high school programs).	<b>Overall</b>	n/a	n/a	n/a	n/a
	<b>Teachers</b>	n/a	n/a	n/a	n/a
	<b>Parents</b>	n/a	n/a	n/a	n/a
	<b>Students</b>	n/a	n/a	n/a	n/a

### Comment on Results

\*\*Current results not available due to first year of operation.



**Outcome 2.3: Students are well prepared for employment.**

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	<b>Overall</b>	n/a	n/a	98%	95%
	<b>Teachers</b>	n/a	n/a	100%	
	<b>Parents</b>	n/a	n/a	98%	
	<b>Students</b>	n/a	n/a	97%	

**Comment on Results**

We are very satisfied with the results. We will continue to teach the students about bullying and monitor where improvements can be made, in the coming year.

**Outcome 2.4: Students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>Overall</b>	n/a	n/a	96%	95%
	<b>Teachers</b>	n/a	n/a	100%	
	<b>Parents</b>	n/a	n/a	91%	
	<b>Students</b>	n/a	n/a	92%	

**Comment on Results**

During the year, all staff members were certified in The Seven Habits of Highly Effective People Signature Program. The teachers began to develop lessons and teach the students about these Habits. As we develop this program, we hope to see improvement in the parent and student responses. We also need to include more instruction in Gurmat studies so the students are learning and understanding the Sikh values.



# Goal 3

## Highly Responsive and Responsible Private Schools

**Outcome 3.1: The private school demonstrates improved results through effective working relationships with partners and stakeholders.**

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Teacher and parent satisfaction with parental involvement in decisions about their child's education.	<b>Overall</b>	n/a	n/a	78%	90%
	<b>Teachers</b>	n/a	n/a	60%	
	<b>Parents</b>	n/a	n/a	95%	

### Comment on Results

We need to develop a proper structure for communication, and ensure that it is followed. We would like to have more parent involvement in regular school activities. The Board, Administration, Staff and Parents need to work together to improve in this area.

**Outcome 3.2: The private school demonstrates leadership and continuous improvement.**

Performance Measure	Results (in percentages)				Target
		2005/06	2006/07	2007/08	2007/08
Percentages of teachers and parents indicating that their school has improved or stayed the same in the last three years.	<b>Overall</b>	n/a	n/a	n/a	n/a
	<b>Teachers</b>	n/a	n/a	n/a	n/a
	<b>Parents</b>	n/a	n/a	n/a	n/a

### Comment on Results

\*\*Current results not available due to first year of operation.

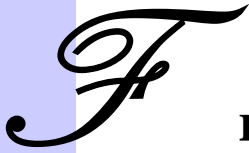


Performance Measure	Results (in percentages)			Target
		2005/06	2006/07	2007/08
Percentages of teachers reporting that in the past 3-5 years, the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	<b>Overall</b>	n/a	n/a	n/a

**Comment on Results**

\*\*Current results not available due to first year of operation.





## Future Challenges

Our future challenges will be similar to other schools that are in their initial stages of development. There are many things that need to come together to make a school successful. The building, regular school operations, community support and staff camaraderie, are all areas that are not developed overnight. We need to begin with building a level of trust with all parties involved. We will need patience and understanding that it will take time for us to get the school to the level that we would all like to see it at.

Living up to the mission statement and motto, of Khalsa School Calgary, will also be challenge for us. We want to be able to provide a high quality learning environment that will also foster the Sikh values and beliefs in the children who are growing up in Canada. We want to be able to improve the students' knowledge of the language of Punjabi, as well as educate them on the history of Sikhism and the values and beliefs that are so important to the Sikh faith.

In order to achieve our goals, we will need to develop a strong base. It is crucial that the construction of our facilities is completed for the 2008-2009 school year. In order to provide a quality education, we need to have the space and resources that will allow the teachers to be effective in their positions. We are very blessed to have great support from the community, that allows us to have the best technology and resources available. Upon completion of the construction, the students will have full access to a wide variety of supports that will enrich their learning in many ways.





## Summary of Financial Results

We have been very blessed to receive tremendous support from the Dashmesh Culture Centre. Without the support of the community, the opening of Khalsa School Calgary would not have been possible. We currently have no debt. However, the construction and start up costs have added up quite quickly. In the coming years, we will work on developing a budget that will ensure we can maintain the school without having to rely on the support of the Gurdwara (Dashmesh Culture Centre). Our largest expenses, for the first year of operation, were in the areas of construction and staffing.

