

ALBERTA CONFERENCE OF
SEVENTH-DAY ADVENTISTS

OFFICE OF EDUCATION

ANNUAL EDUCATION
RESULTS REPORT

REPORTING YEAR

2024-2025



Prepared as
mandated by
Alberta Education



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INTRODUCTION/ IMPACT STATEMENT

The Alberta Adventist School Division's AERR reflects the tangible impact of our 2024-2027 Education Plan's strategic focus on Academic Success, Wellness, Collaboration and Improvement, and Faith Development.

Academic Success is evident in strong achievement results and a commitment to continuous improvement in literacy, numeracy, and critical thinking, supported by dedicated educators and data-informed instruction.

Our emphasis on student Wellness has fostered safe, caring, and inclusive environments where students report feeling known, supported, and valued—contributing to increased engagement and reduced absenteeism. Collaboration and Improvement are embedded across our schools through professional learning communities, mentorship, and shared leadership, leading to consistent instructional growth and innovation. Above all, Faith Development remains the foundation of our division. Through daily worship, Christ-centered instruction, and active church-school partnerships, students are nurtured in both character and spirit, which is reflected in high levels of purpose, belonging, and moral development.

Together, these priorities have strengthened our educational outcomes and shaped a distinctly Adventist learning experience rooted in excellence, service, and faith.

MESSAGE FROM THE EDUCATION DIRECTOR

As the Education Director of the Alberta Conference of the Seventh-day Adventist Church, it is my pleasure to present the Annual Education Results Report (AERR) for the academic year. This comprehensive document reflects our commitment to transparency, accountability, and continuous improvement in the pursuit of academic excellence within our schools.

Over the past year, our dedicated educators, administrators, and support staff have worked tirelessly to create an enriching and nurturing learning environment for our students. The AERR provides an overview of the key achievements, challenges, and strategic initiatives that have shaped our educational landscape.

Thank you for your continued partnership in advancing education within the Adventist School Division. I look forward to our collective efforts in ensuring the continued success and growth of our schools.

Sincerely,



Gail Wilton

Education Director
Alberta Conference
Office of Education



ACCOUNTABILITY STATEMENT

Accountability Statement for the Annual Education Results Report The Annual Education Results Report for The Alberta Conference of Seventh-day Adventist Church school system for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation.

The operator and/or governing body is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the operator and/or governing body on November 26, 2025.



Sincerely,

Jeff Potts

Jeff Potts

President

Alberta Conference Office
of Seventh-day Adventists

Who We Are

Our District Office is a very large group of dedicated individuals working to ensure our schools are supported and successful. Here are the members of the Education Department



Gail Wilton

Education Director



Brent van Rensburg

Associate Education Director



Holly Kay

Associate Education Director



Glen Holly

IT/Education Support



Tricia Gabrys

Learning Coach



Corene Glover

Finance



Colton Greenlaw

STEM Specialist



Melanie Dussaye

Grant Writer

WHAT MAKES US UNIQUE?

"The true object of education is to restore the image of God in the soul. Jesus stood forth as a representative of what man should be. He was perfect in His being. He grew in wisdom and stature and in favor with God and man."

— Ellen G. White. *The Youth's Instructor*, May 25, 1899



And Jesus Grew in...

WISDOM

Ensuring our students are provided with a rigorous and relevant education to ensure they are prepared to enter the field of their choice adding strong spiritual leaders to society.

STATURE, and

Our students are supported in every aspect of their development through wholistic programming that is intentionally developed, nurtured, and empowered.

FAVOUR WITH GOD

Integration of faith into each learning experience focuses on the development of a strong relationship with Jesus to carry throughout their lives

and MAN

Developing global citizens with a desire to improve the world through an obvious love for Jesus and each other permeates school pedagogy, culture, and collaborative efforts.

Luke 2:52

Our Programs

Our school division offers a rich and diverse educational experience that supports the academic, personal, and spiritual growth of every student. We provide strong foundations through our brick-and-mortar schools, while also embracing flexibility with robust online and home education programs. Our shared responsibility programs foster meaningful partnerships between families and educators, creating a supportive learning experience. Students benefit from second language learning opportunities and inspiring service opportunity programming that encourages active citizenship. High school students are enriched through mission trips to various destinations around the world, while our collaborative athletic programs promote teamwork and healthy living. Our exceptional Outdoor Education programs at the middle through high school divisions offer hands-on learning experiences that build confidence, leadership, land-based learning opportunities, and a love for nature. Additionally, our strong church/school collaboration programs ensure a values-based education that nurtures the whole child. Together, these offerings make our school division a vibrant and outstanding place to learn, grow, and serve.

OUR SCHOOLS

Grades K-12 Schools



**CHINOOK WINDS
ADVENTIST ACADEMY**
(CWAAC)
Calgary, AB



**CORALWOOD
ADVENTIST ACADEMY**
(CAA)
Edmonton, AB

Centered in our major cities, our K–12 schools are supported by over 10 constituent churches, strong Home and School associations, and exceptional staff—all while fostering a warm, family-like atmosphere. CAA partners closely with our online school to provide a robust high school experience, and both CAA and CWAAC collaborate with local institutions to enrich their athletic programming.

Grades 10-12 School



**PARKVIEW
ADVENTIST ACADEMY**
(PAA)
Lacombe, AB

PAA is our longest-standing school, with roots dating back to 1907. It also features our newest facility and maintains strong connections with our Central Alberta K–9 schools. Now thriving in its new location, PAA continues to grow—offering strong academics, competitive athletics, a RAP program, and more exciting developments on the horizon.

Grades K-12 eSchool



**PRAIRIE ADVENTIST
CHRISTIAN eSCHOOL**
(PACeS)
Online

PACeS is a fully accredited K–12 online, shared responsibility, and home education provider. It offers flexible, high-quality learning rooted in Christian values. Students across Alberta, and internationally, benefit from its supportive, faith-based environment. With its fully teacher led programming designed to meet the needs of our students in remote areas where traditional Adventist Education is not available, PACeS is forging its own path in the realms of online education

Grades K-12 FNMI School



**MAMAWI ATOSKETAN
NATIVE SCHOOL**
(Mamawi)
Ponoka County, AB

Mamawi is a unique collaboration between the SDA Church, the Maskwacis Cree Nation and surrounding communities. Rooted in mutual respect, the school blends Christ-centered education into Cree culture and value-based learning opportunities. Mamawi creates a supportive and inclusive learning environment with a strong dual-credit program applying foundational knowledge as often as possible. This partnership is a living example of reconciliation through education and community connection.

OUR SCHOOLS (CONTINUED)

Grades K-9 Schools



COLLEGE HEIGHTS CHRISTIAN SCHOOL

(CHCS)

Lacombe, AB



SOUTH SIDE CHRISTIAN SCHOOL

(SSCS)

Red Deer, AB

Both CHCS and SSCS benefit from strong support from their 2 constituent churches and active Home and School Associations.

CHCS, founded in the early 1900s, has growing enrolment and established waitlists. It offers strong academic, spiritual, and athletic programs that foster student development.

SSCS is recognized for its inclusive approach and commitment to meeting diverse learning needs. As one of our tuition-free schools, it ensures accessible, faith-based education for central Alberta families.

Grades K-9 Multi-Grade Cohort



HIGHER GROUND CHRISTIAN SCHOOL

(HGCS)

Medicine Hat, AB



PEACE HILLS CHRISTIAN SCHOOL

(PHAS)

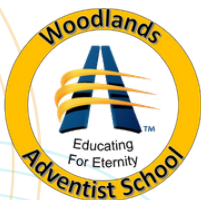
Wetaskiwin, AB



SYLVAN MEADOWS ADVENTIST SCHOOL

(SMAS)

Sylvan Lake, AB



WOODLANDS ADVENTIST SCHOOL

(WAS)

Ponoka, AB

Our Multi-grade Cohort, made up of four Adventist schools across Alberta, provides an innovative educational model featuring reduced or free tuition, smaller class sizes, and a collaborative cross-grade curriculum. Each school benefits from strong support from its constituent church, contributing to a nurturing, family-like atmosphere where students thrive academically, socially, and spiritually. Regular collaboration among the schools allows educators to share effective strategies, align pedagogy, and strengthen multi-grade instruction across the cohort. These intentional partnerships enhance program delivery and build a cohesive, supportive network that enriches the learning experience for students and teachers alike.

CONTEXT & DEMOGRAPHICS

The Alberta Conference of the Seventh-day Adventist Church oversees a network of eleven schools across Alberta, Canada, offering Christian education from pre-kindergarten through grade 12. These institutions are located in various communities, including Calgary, Edmonton, Lacombe, Ponoka, Red Deer, Sylvan Lake, Wetaskiwin, and Medicine Hat, as well as an online school, Prairie Adventist Christian eSchool . The schools serve a diverse student population, with some institutions, like Mamawi Atosketan Native School near Ponoka, primarily educating Indigenous students from the Cree community . The Alberta Conference is committed to providing a holistic education that integrates faith, learning, and service, aiming to inspire each student to lead a life of faith, wisdom, and service . The schools are supported by various initiatives, including funding for STEM education, to enhance learning opportunities.



World Church Statistics

2,330,305 million Students

10,364 Educational Institutions

120,485 Teachers

Our Statistics

1457 students district-wide

264 Students in
online/Homeschool programming.

11 Schools

112 Teachers Across the District

23 Masters/Doctoral degrees

QUICK LINKS

Website: albertasdaedu.org

Three-Year Ed Plan: albertasdaedu.org/acoe-assurance-2

Canadian Adventist Education: adventist.ca

North American Division, Adventist Education: adventisteducation.org

General Conference, Adventist Education:
<https://www.adventist.education/>

MISSION & VISION

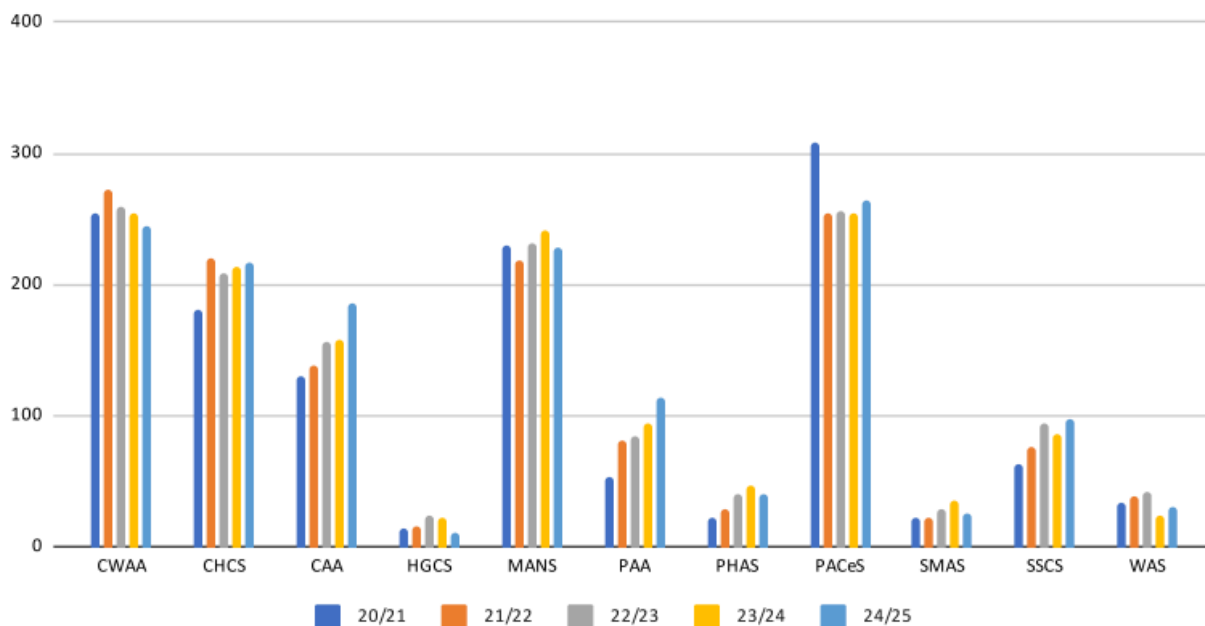
The Vision and Mission of the Seventh-day Adventist School system in Alberta is to inspire in each student a life of faith, wisdom, and service. We will seek to do this by:

- Striving for Excellence through a variety of challenging academic activities that engage learners and promote their success.
- Acting ethically and professionally, promoting fairness, transparency, trust and the holistic well-being of every student
- Maintaining a safe learning environment that reflects Adventist values, respects diversity, and promotes collaboration.
- Planning for continuous school improvement by making strategic use of various assessment data, research, and input from school stakeholders.
- Providing daily opportunities for students to see Jesus through curricular and extracurricular programs, through healthy relationships, and community service.



OUR GROWTH

Alberta Conference 5 year Enrolment By School
September 30 Count

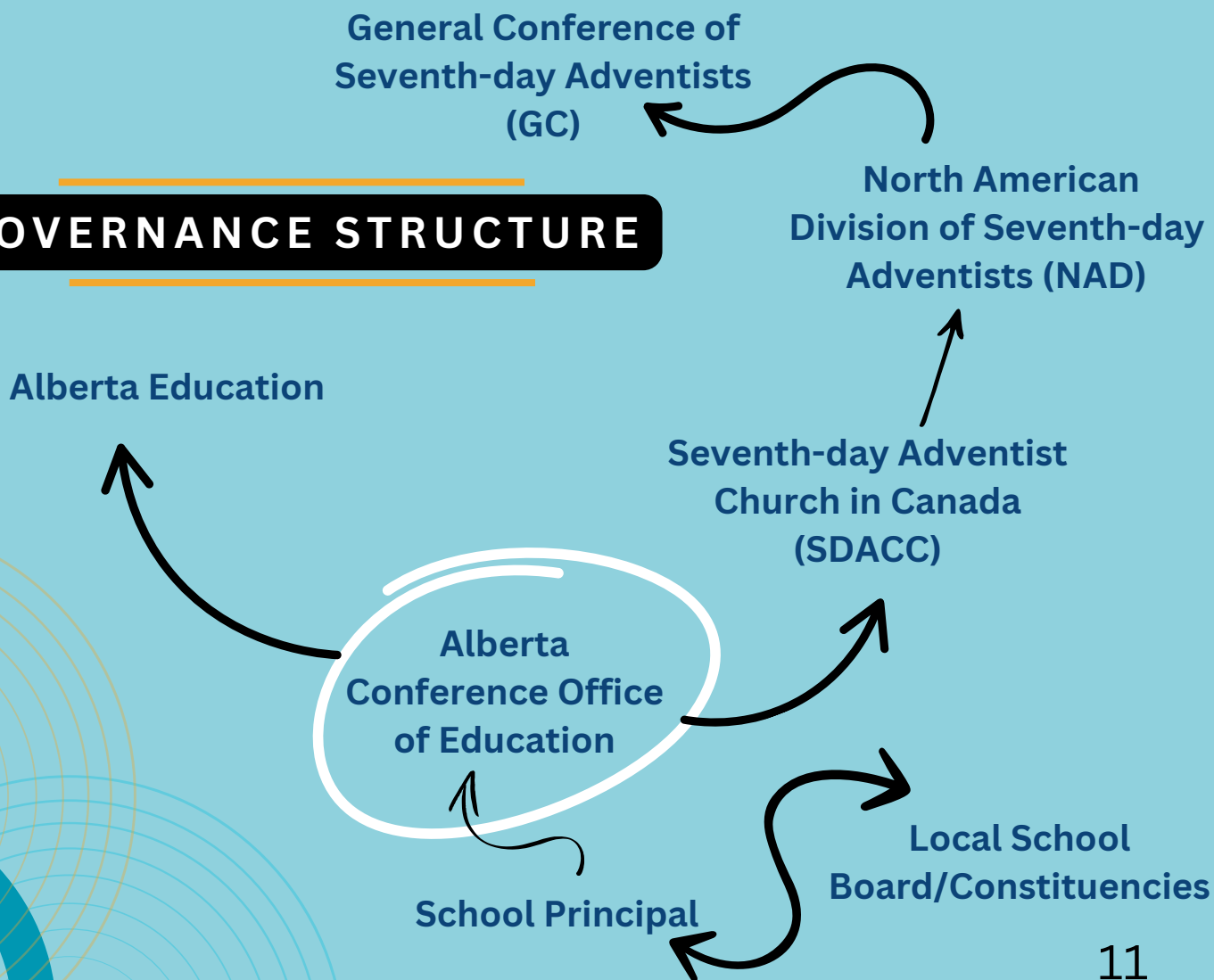


GOVERNANCE

The Alberta Adventist school division is governed by the Alberta Conference of the Seventh-day Adventist Church through its Office of Education, which provides leadership, policy direction, and spiritual guidance aligned with both Alberta Education standards and the North American Division of Seventh-day Adventists curriculum. All Adventist schools in Alberta are monitored/accredited by both the Alberta Government and the SDA Church to ensure compliance with provincial and denominational requirements. All teachers are required to hold both Alberta teaching certification and Seventh-day Adventist denominational certification. Local school boards (made up of nominated constituents) work alongside the Conference to support academic excellence and foster Christ-centered learning environments.



GOVERNANCE STRUCTURE



WHISTLEBLOWER PROTECTION



Silent Whistle Program

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR.

The Alberta Conference Office of Education utilizes the Silent Whistle program provided through the General Conference of the Seventh-day Adventist Church.

There were no disclosures to report in 2024/2025.

COMMUNICATING OUR RESULTS

The Annual Education Results Report (AERR) presents a summary of the progress and accomplishments of the Alberta Conference Office of Seventh-day Adventists Office of Education. Information is shared with our stakeholders through a variety of means:

- The AERR was approved by the Administrative Committee of the Alberta Conference of SDAs on November 26, 2025.
- The AERR is posted on the District website and can be viewed by clicking [here](#)

ACCOUNTABILITY PILLAR OVERALL SUMMARY



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Assurance Domain	Measure	Alberta Conference 7th Day Ad			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	87.9	84.9	85.3	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	88.6	85.4	85.2	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	53.1	59.2	52.5	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	65.6	69.2	66.5	87.1	88.1	87.9	Very Low	Maintained	Concern
	PATs: Acceptable	43.0	43.7	40.6	62.5	62.5	62.6	Very Low	Maintained	Concern
	PATs: Excellence	5.7	7.6	6.9	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	78.3	64.9	69.1	82.0	81.5	80.9	Low	Improved	Acceptable
Teaching & Leading	Diploma: Excellence	15.3	3.9	10.7	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
	Education Quality	90.1	86.7	88.3	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	87.8	87.4	84.4	84.0	84.9	High	Improved	Good
	Access to Supports and Services	83.4	78.6	80.5	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	90.8	81.2	82.0	80.0	79.5	79.1	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.

Report Generated: Oct 03, 2025
Locked with Suppression for Fall 2025

Report Version 1.0
Data Current as of Sep 15, 2025

Commentary

Alberta Adventist education continues to show strong performance in student engagement, citizenship, safe and caring learning environments, education quality, and parental involvement. Overall access to supports and services for students has also improved, up five percent over the past year. Alberta Adventist schools excel in fostering civic responsibility, respect, and a lifelong learning approach, preparing students to positively impact their communities. A focus on professional growth for educators, combined with strong stakeholder relationships, supports high-quality education. Parental involvement remains a consistent strength across schools.

With a slight decrease in High school completion rates, the district continues to implement new technology platforms and provide the needed learner supports to improve in this area. Note: PAT results were skewed due to non-Alberta students at PACeS being included, and Alberta students not being offered alternatives to write the exams, resulting in zeros. The district is actively working with Alberta Education to resolve this issue.

FNMI OVERALL SUMMARY



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

Authority: 9382 Alberta Conference of 7th Day Adventist Church (FNMI)

Assurance Domain	Measure	Alberta Conference 7th Day Ad (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	37.1	25.0	12.5	59.8	58.6	58.4	Very Low	Improved	Issue
	4-year High School Completion	29.1	44.8	47.8	69.7	69.4	69.6	Very Low	Maintained	Concern
	PAT9: Acceptable	15.8	13.8	10.2	41.6	41.4	40.4	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	6.3	6.1	5.7	Very Low	Maintained	Concern
	Diploma: Acceptable	59.3	50.0	44.2	77.5	76.9	75.9	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	7.4	0.0	9.6	11.9	11.8	11.6	Very Low	Maintained	Concern
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRS&E)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 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).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

Commentary

Seventh-day Adventist schools in Alberta remain committed to supporting First Nations, Métis, and Inuit (FNMI) students by fostering citizenship, cultural understanding, and lifelong learning. Our schools aim to help FNMI students grow as whole individuals who contribute meaningfully to their communities. One of our schools, dedicated exclusively to serving FNMI students, celebrated a significant milestone this year by hosting its first annual community teaching powwow—an event that deepened relationships and strengthened trust within local Indigenous communities.

We continue to focus on high-quality education through sustained professional learning for teachers and principals, as well as through meaningful collaboration with FNMI families and community partners. Parental engagement has increased, and to further strengthen this connection, the school will be implementing a Parent Advisory Council beginning next school year. Elders from the community are also regularly involved, offering cultural guidance, mentorship, and academic support that enriches the learning environment.

High school completion remains an important priority, as many FNMI students follow extended graduation pathways. To address learning gaps—particularly in Provincial Achievement Tests (PATs) and Diploma Exams—we have implemented targeted teacher training on test readiness, accommodations, and culturally responsive approaches. Additionally, we have hired a S.T.E.M. specialist on a three-year contract to strengthen curriculum delivery, enhance instructional practices, and increase FNMI student engagement and achievement.

STUDENT GROWTH & ACHIEVEMENT



Student Growth and Achievement

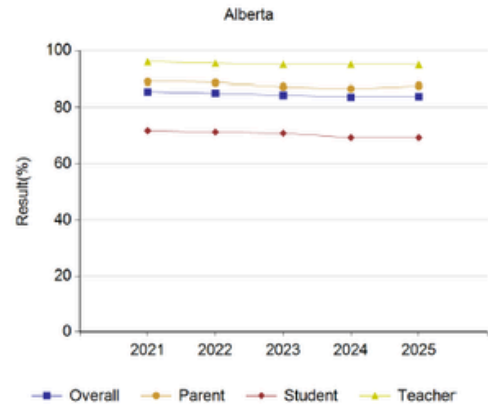
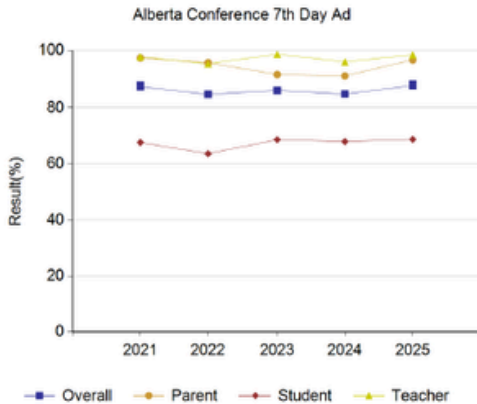
S.1 Student Learning Engagement - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Province: Alberta

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

	Alberta Conference 7th Day Ad										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	455	87.5	628	84.8	711	86.2	717	84.9	618	87.9	Very High	Improved	Excellent	230,958	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	74	97.3	92	95.8	74	91.4	77	90.9	49	96.6	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,882	87.3	33,209	86.7	34,444	87.6
Student	338	67.6	480	63.6	589	66.6	591	67.9	527	68.7	Intermediate	Maintained	Acceptable	199,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	43	97.7	56	95.2	48	98.6	49	95.9	42	98.4	Very High	Maintained	Excellent	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



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.

Commentary

Student learning engagement has improved (up 3% to 87.9%) and remained strong, with students actively participating in discussions, collaborating, and taking ownership of their learning to meet expected outcomes. The district remains committed to excellence in academic achievement through a Christ-centered approach that integrates faith and learning in daily instruction. There was a slight incline in parental engagement (up 6% to 96.6%) due to the implementation of parent training and enhanced communication tools, which strengthened school-to-stakeholder connections. The district-wide implementation of the Schoology platform will further enhance access to learning resources, supporting teachers, students, and parents in increasing student engagement while promoting spiritual growth alongside academic success.

STUDENT GROWTH & ACHIEVEMENT CONTINUED



Student Growth and Achievement

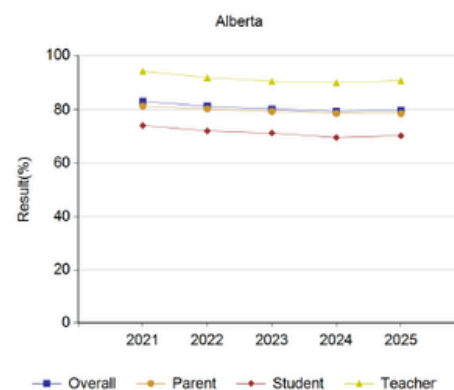
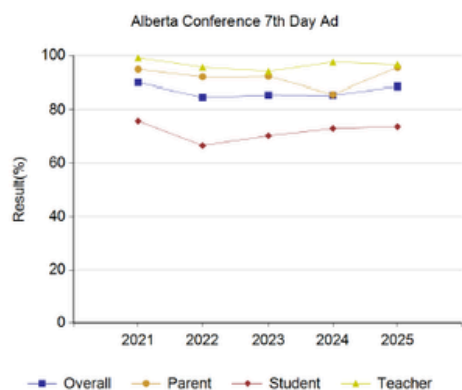
A.6 Citizenship - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Province: Alberta

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

	Alberta Conference 7th Day Ad										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	454	89.9	629	84.7	712	85.5	717	85.4	619	88.6	Very High	Improved	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	74	94.8	92	92.0	74	92.2	77	85.7	49	95.5	Very High	Improved	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	337	75.8	481	66.6	590	70.3	590	73.0	528	73.7	Very High	Improved	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	43	99.1	56	95.6	48	94.1	50	97.5	42	98.6	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Commentary

Students modelling active citizenship remains a strength in our district as we continue to develop leaders for both local and global communities. Through discussions on social justice, environmental sustainability, and community well-being, students are empowered to make informed contributions to society. High levels of participation in school governance and activities reflect a democratic spirit and responsible citizenship. The involvement of parents, teachers, and school stakeholders as mentors for building leadership capacity is a priority. Students actively promote inclusivity, respect diversity, and create welcoming environments. They also engage in community service, such as neighbourhood clean-ups, senior luncheons, food drives, and senior visitations. The parental measure for this segment has seen an increase from 85.7% to 95.5% due to new implementation measures from the district that include new technology that improves communication.

STUDENT GROWTH & ACHIEVEMENT CONTINUED



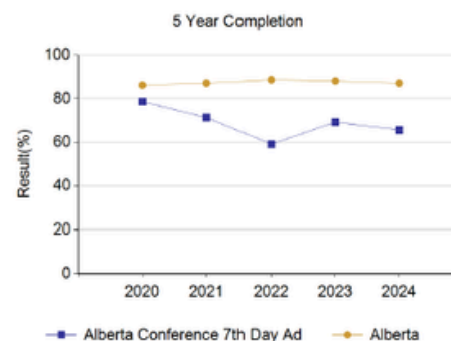
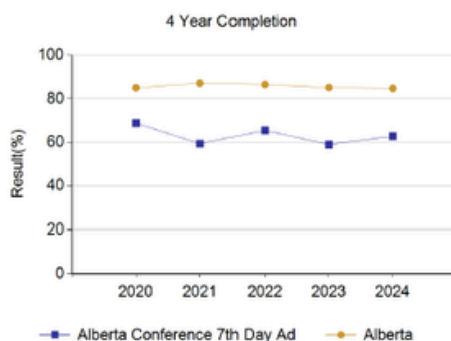
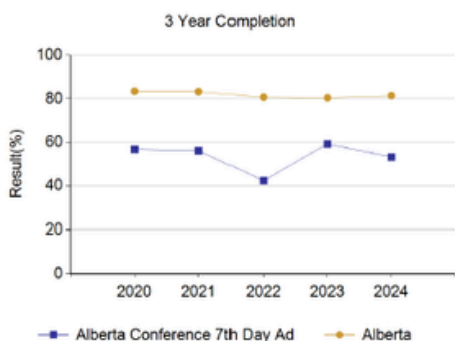
Student Growth and Achievement

High School Completion Rates - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Province: Alberta

	Alberta Conference 7th Day Ad										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	%
3 Year Completion	33	56.7	38	56.0	50	42.3	84	59.2	79	53.1	Very Low	Maintained	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	37	68.7	33	59.3	37	65.4	50	58.9	84	62.7	Very Low	Maintained	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	31	78.6	36	71.3	33	59.1	37	69.2	49	65.6	Very Low	Maintained	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Commentary

The district is on an upward trajectory, with a 10% increase in the 3- and 5-year high school completion rates from 2023. To further improve these rates, the district, in collaboration with its High School Task Force, continues to develop strategies and recommendations aimed at enhancing overall high school completion across 3-, 4-, and 5-year timelines.

While we celebrate every student who achieves a high school credential—regardless of the path or pace—it remains important to understand when students are completing. Timely completion is an indicator of system health, student engagement, and equitable access to learning supports. For some learner groups, historical and systemic factors have contributed to longer completion timelines. By monitoring graduation data across multiple years, we can better identify where targeted supports are needed and ensure that all students are positioned for long-term success.

Our Learning Coach is working across all grade levels to increase efficacy and support learning, with the long-term goal of strengthening student achievement and improving high school outcomes.

STUDENT GROWTH & ACHIEVEMENT CONTINUED



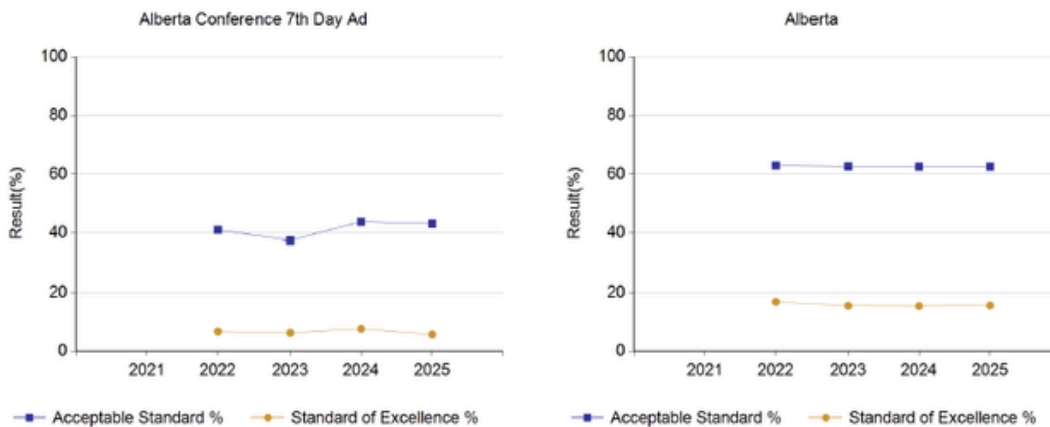
Student Growth and Achievement (Grades K-9)

Grade 9 PAT Results By Number Enrolled Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Province: Alberta

	Alberta Conference 7th Day Ad					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	89	120	99	118	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	41.0	37.5	43.7	43.0	Very Low	Maintained	Concern	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	6.7	6.3	7.6	5.7	Very Low	Maintained	Concern	n/a	16.8	15.5	15.4	15.6



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: 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).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires 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.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Commentary

While our district strives to increase Provincial Achievement Test (PAT) scores, it's important to note that non-Alberta online students have been included in the data, despite not being required to take the exam. However, the acceptable standards are showing a positive trend, with a 10% increase in grade 6 and 9 scores across math, science, socials, and language arts. Moving forward, the district is focused on increasing student participation in the PATs, with an emphasis on pre-testing to benefit both teachers and students. Teacher training for administering PATs remains a strong focus, supported by STEM specialist and Learning Coach who are working to enhance teacher pedagogy. Additionally, efforts are being made to boost parent involvement to ensure better student attendance and preparedness, ultimately increasing participation rates.

STUDENT GROWTH & ACHIEVEMENT CONTINUED

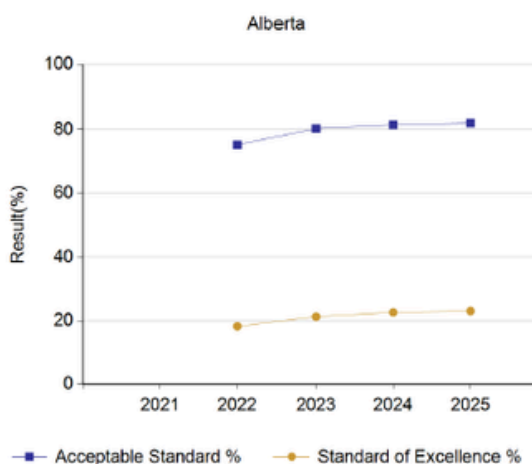
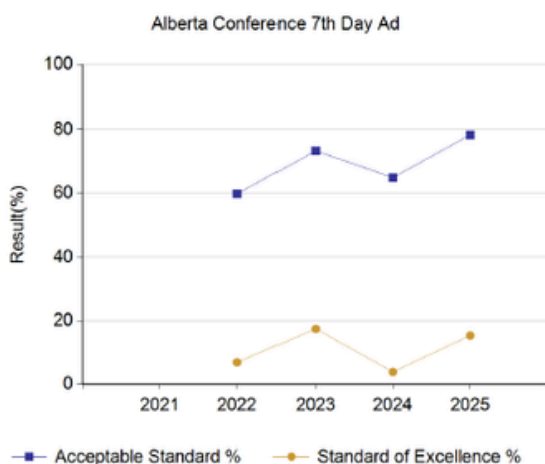


Student Growth and Achievement (Grades 10-12)

Diploma Exam Results By Students Writing Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church
Province: Alberta

	Alberta Conference 7th Day Ad					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	55	75	72	58	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	59.8	73.3	64.9	78.3	Low	Improved	Acceptable	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	6.9	17.4	3.9	15.3	Intermediate	Maintained	Acceptable	n/a	18.2	21.2	22.6	23.0



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 Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Commentary

The district has been working closely with schools to highlight the significance of Diploma Exam overall percentages. It is important to recognize, however, that many of our schools have small cohorts, meaning individual results can represent a disproportionately large share of the district’s overall data.

With the introduction of our new STEM role—designed to strengthen math and science instruction—we are already observing stronger teacher support, more targeted professional learning, and increased student engagement. Looking ahead, the district will continue to expand supplemental supports and resources, including sustained professional development, collaborative opportunities, and the sharing of effective instructional practices, all aimed at improving student performance on Diploma Exams.

FNMI STUDENT GROWTH & ACHIEVEMENT



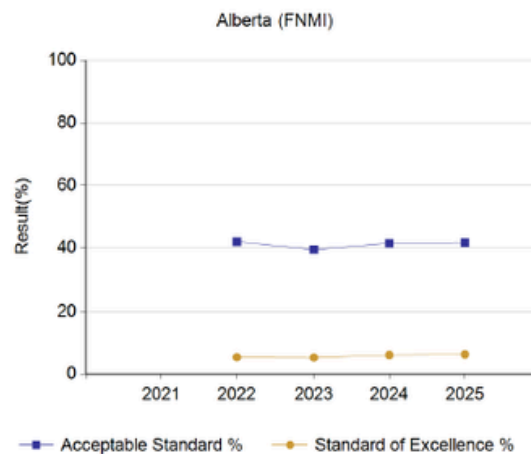
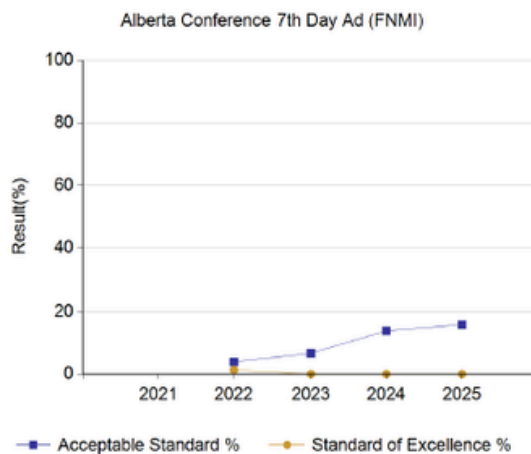
Student Growth and Achievement (Grades K-9)

Grade 9 PAT Results By Number Enrolled Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church (FNMI)

Province: Alberta (FNMI)

	Alberta Conference 7th Day Ad (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	19	26	20	30	n/a	n/a	n/a	n/a	4,188	4,717	4,868	4,924
Acceptable Standard %	n/a	3.9	6.7	13.8	15.8	Very Low	Maintained	Concern	n/a	41.9	39.4	41.4	41.6
Standard of Excellence %	n/a	1.3	0.0	0.0	0.0	Very Low	Maintained	Concern	n/a	5.4	5.3	6.1	6.3



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: 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).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires 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.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Commentary

Our FNMI student population continues to grow, resulting in increased participation in Provincial Achievement Tests across the district. As new students join our schools, teachers are working proactively to support their learning and address any existing gaps. Although this population is expanding, it still represents a relatively small cohort compared to provincial figures—and because a significant portion of these students are concentrated in a single school, overall district results are naturally more strongly influenced by the performance patterns of that site.

To strengthen instruction, the district is utilizing a STEM specialist to support math and science teaching across schools. In addition, the learning coach is providing increased support for the development and implementation of IEPs, ISPs, and IPPs, helping teachers tailor instruction and interventions more effectively. Together, these supports aim to enhance classroom practice and contribute to improved outcomes over time.

FNMI STUDENT GROWTH & ACHIEVEMENT CONT'D

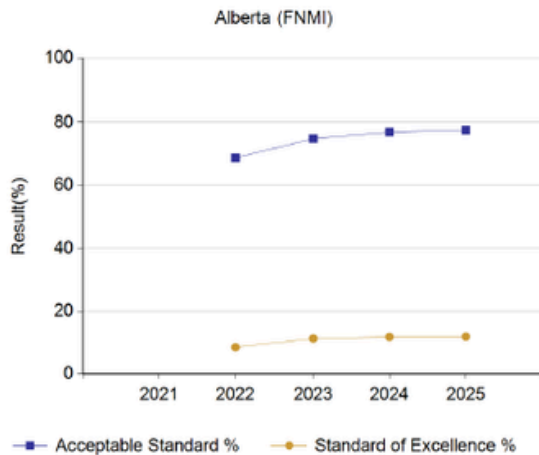
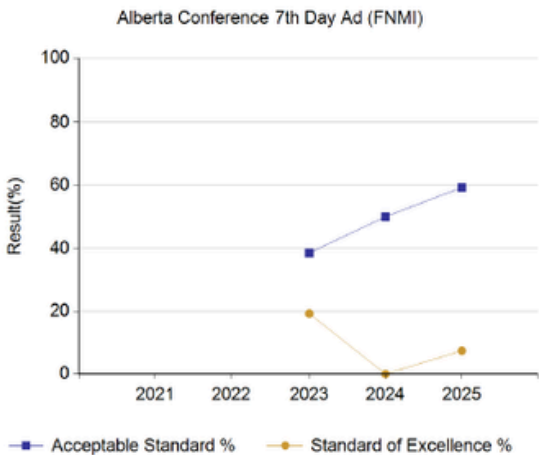


Student Growth and Achievement (Grades 10-12)

Diploma Exam Results By Students Writing Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church (FNMI)
Province: Alberta (FNMI)

	Alberta Conference 7th Day Ad (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	5	14	14	10	n/a	n/a	n/a	n/a	3,107	3,049	4,258	4,728
Acceptable Standard %	n/a	*	38.5	50.0	59.3	Very Low	Maintained	Concern	n/a	68.7	74.8	76.9	77.5
Standard of Excellence %	n/a	*	19.2	0.0	7.4	Very Low	Maintained	Concern	n/a	8.5	11.3	11.8	11.9



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Commentary

The district's FNMI high school population continues to grow, resulting in higher participation in Diploma Exams. Supporting these students as they progress toward graduation is a key focus, with teachers working to address learning gaps and provide targeted guidance. While this group remains small relative to provincial figures, the concentration of many students in a single school can influence overall district results.

To support student success in Diploma Exams, the district has introduced a STEM specialist to enhance instruction in math and science courses. The learning coach also plays a critical role by assisting teachers with the development and implementation of IEPs, ISPs, and IPPs, ensuring that instruction is tailored to individual needs. These initiatives aim to improve classroom outcomes and promote higher achievement on Diploma Exams over time.

FNMI STUDENT GROWTH & ACHIEVEMENT CONT'D



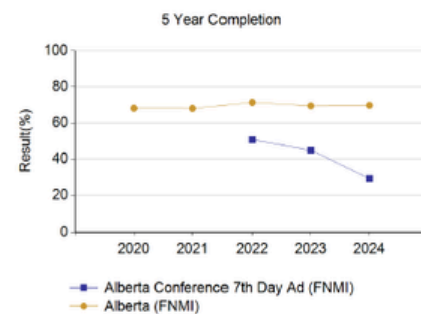
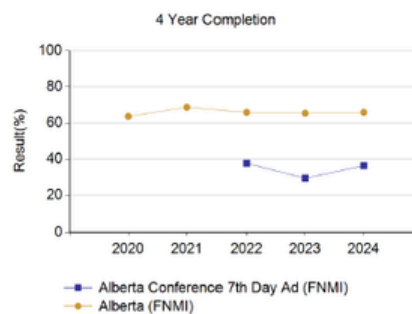
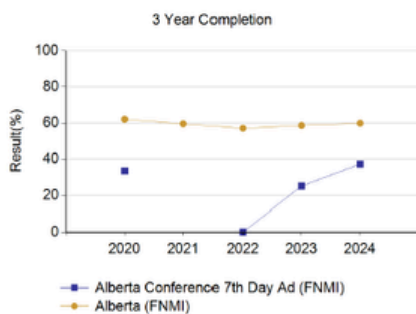
Student Growth and Achievement

High School Completion Rates - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church (FNMI)

Province: Alberta (FNMI)

	Alberta Conference 7th Day Ad (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	12	33.3	3	*	16	0.0	16	25.0	22	37.1	Very Low	Improved	Issue	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6	4,397	59.8
4 Year Completion	1	*	5	*	8	37.6	14	29.3	14	36.3	Very Low	Maintained	Concern	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8
5 Year Completion	2	*	1	*	6	50.8	9	44.8	14	29.1	Very Low	Maintained	Concern	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4	3,848	69.7



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Commentary

The number of FNMI students entering our high schools continues to grow across the district. Effective collaboration between schools and district leadership is essential, with the Learning Coach playing a central role in supporting teachers through the design and implementation of ISPs and IPPs, as well as offering guidance on curriculum delivery and student engagement. The Principals' Council contributes by developing strategies to enhance support for both teachers and students in FNMI-focused schools.

Our efforts are further strengthened through partnerships with dual-credit university programs, funding for community initiatives, and the support of the Seventh-day Adventist Church across Canada. Community involvement also includes contributions from major donors providing apprenticeship and training opportunities, as well as the development of a new Community Cultural and Service Building in Maskwacis. Schools actively engage in career and university fairs, participate in the annual Indspire event, and collaborate closely with local Chiefs, Elders, and parents. Students have access to Indigenous Cultural Regalia courses and Native Culture/Language studies, and local university students complete practicums within our FNMI schools.

Our Leadership and Mentorship Program promotes student participation in both school and community initiatives while supporting Indigenous Teacher Training and FNMI practicum students. At the same time, the growing FNMI population introduces variability into district data, impacting the accuracy of graduation rate reporting. To address this, the High School Task Force is focused on improving FNMI graduation outcomes, guided by resources such as First Nations, Métis, and Inuit Education: Promising Practices in Fort McMurray to inform future strategies.

EAL STUDENT GROWTH & ACHIEVEMENT

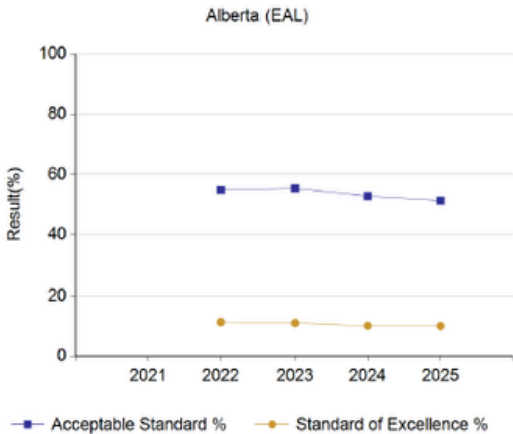
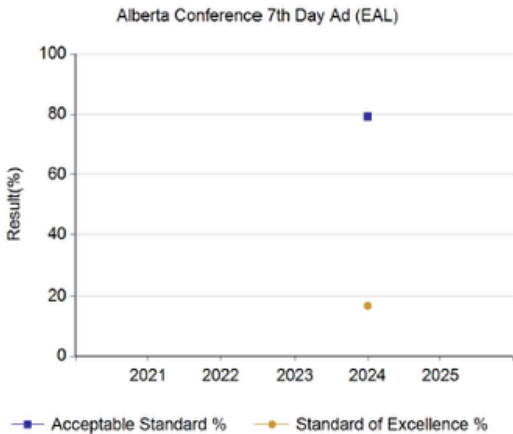


Student Growth and Achievement (Grades K-9)

Grade 9 PAT Results By Number Enrolled Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church (EAL)
 Province: Alberta (EAL)

	Alberta Conference 7th Day Ad (EAL)					Measure Evaluation			Alberta (EAL)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	4	5	6	5	n/a	n/a	n/a	n/a	6,575	7,162	7,405	7,682
Acceptable Standard %	n/a	*	*	79.2	*	*	*	*	n/a	54.8	55.3	52.7	51.2
Standard of Excellence %	n/a	*	*	16.7	*	*	*	*	n/a	11.3	11.0	10.1	10.0



- 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: 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).
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by wildfires 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.
 5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Commentary

Technology has played a key role in supporting both teachers and students in their development of English language skills. Our schools and churches provide comprehensive support, including mental health, financial, and home life assistance, to ensure our refugee families are well cared for, contributing to a positive educational experience. Moving forward, the district is focusing on increasing participation rates, enhancing teacher training, and improving student test-taking skills. With the growing EAL population, hiring EAL educational assistants fluent in students' first languages is a priority. However, the small and fluctuating size of our EAL population creates challenges in obtaining consistent data.

EAL STUDENT GROWTH & ACHIEVEMENT CON'T

EAL Diploma Test Score

Student Growth and Achievement (Grades 10-12)

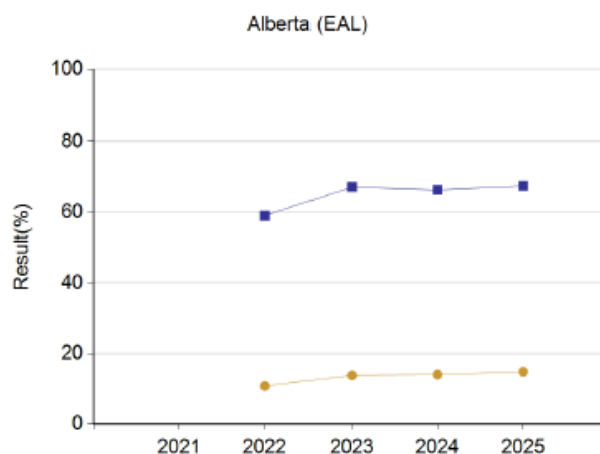
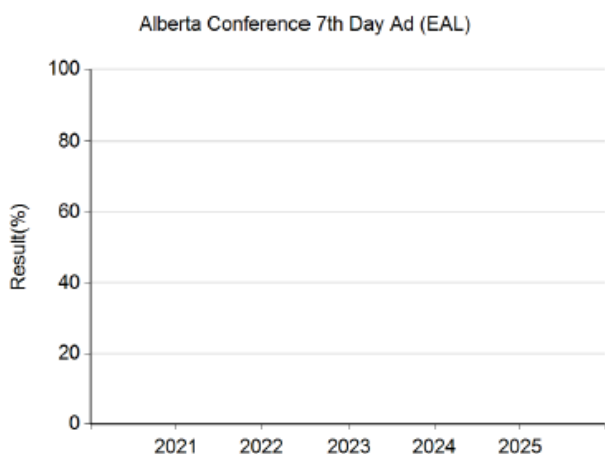


Diploma Exam Results By Students Writing Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church (EAL)

Province: Alberta (EAL)

	Alberta Conference 7th Day Ad (EAL)					Measure Evaluation			Alberta (EAL)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	n/a	1	5	5	n/a	n/a	n/a	n/a	5,398	6,167	5,610	6,878
Acceptable Standard %	n/a	n/a	*	*	*	*	*	*	n/a	59.0	67.1	66.3	67.4
Standard of Excellence %	n/a	n/a	*	*	*	*	*	*	n/a	10.8	13.8	14.0	14.8



■ Acceptable Standard %
 ● Standard of Excellence %
 ■ Acceptable Standard %
 ● Standard of Excellence %

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 Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Commentary

Our district's senior class included fewer than five English as an Additional Language (EAL) students who participated in diploma examinations. To protect student confidentiality, specific data has been suppressed. Despite the small cohort size, our district is committed to supporting the success of every student. Our Learning Coach has worked closely with these EAL students, providing targeted support to help them prepare for and succeed in their diploma writing experience.

EAL STUDENT GROWTH & ACHIEVEMENT CON'T

EAL High School Completion Rates Fall 2025

Student Growth and Achievement

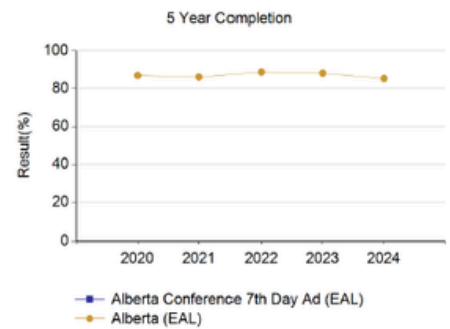
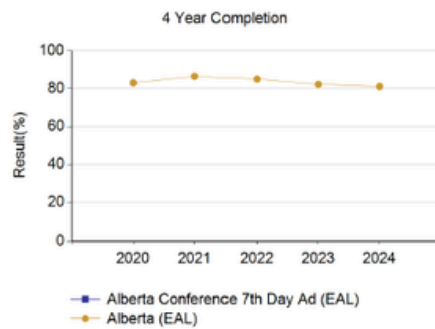
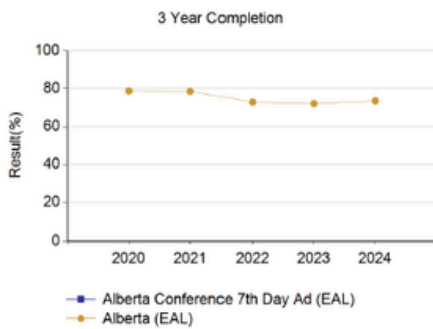


High School Completion Rates - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church (EAL)

Province: Alberta (EAL)

	Alberta Conference 7th Day Ad (EAL)										Alberta (EAL)												
	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	%
3 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	*	*	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0	2,974	73.5
4 Year Completion	2	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2	3,202	81.1
5 Year Completion	4	*	2	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1	3,079	85.3



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Commentary

Our EAL student population is a small (and as such most data has been suppressed to protect student identity) but important part of our community. Over the years, we have welcomed many refugee and immigrant families, providing additional EA language support to ensure the success of our English Language Learners. The Learning Coach collaborates with teachers to offer resources and support, while the Seventh-day Adventist provincial and federal districts financially assist our EAL/Refugee students and their families. Moving forward, accessing government grants and financial support to expand EAL services and add more language learner supports would help meet the needs of this growing population. However, due to the small size of our EAL population, consistent data is unavailable, as reflected in the charts above.

EARLY LITERACY & NUMERACY ASSESSMENTS



Literacy Assessment

Grade Level	Total Number of students assessed	Total Number of students identified as at risk at the start of the year	Average number of months behind grade level at the start of the year	Total Number of students identified as at risk at the end of the year	Average number of months behind grade level at the end of the year	Average number of months gained
Kindergarten	75	21	N/A	15	N/A	N/A
Grade 1	88	15	5	5	7.4	5.6
Grade 2	110	18	8.5	12	12.7	10.18
Grade 3	90	16	6.9	9	22.7	12.59

- List of Approved Assessments Used**
- Letter Name-Sound (LeNS) Assessment
 - Castles & Coltheart 3 (CC3) Assessment
 - PAST *RAN

Numeracy Assessment

Grade Level	Total Number of students assessed	Total Number of students identified as at risk at the start of the year	Average number of months behind grade level at the start of the year	Total Number of students identified as at risk at the end of the year	Average number of months behind grade level at the end of the year	Average number of months gained
Kindergarten	75	13	N/A	9	N/A	N/A
Grade 1	84	15	11.7	6	7.1	10.39
Grade 2	111	34	19.5	24	8.9	15.11
Grade 3	97	14	20.5	10	12	16.96

- List of Approved Assessments Used**
- Provincial Numeracy Screening Assessment

TEACHING & LEADING



Teaching & Leading

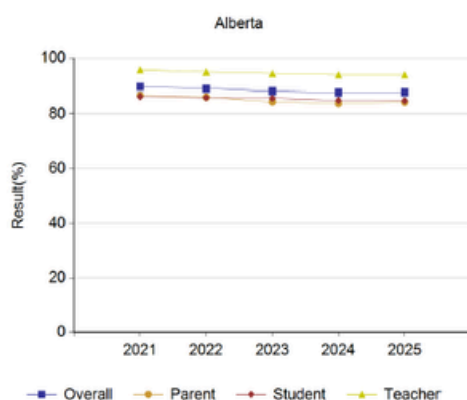
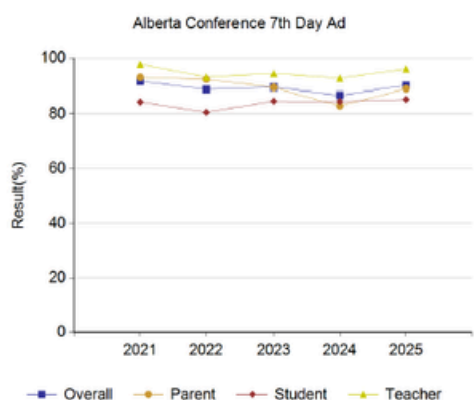
A.4 Education Quality - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Province: Alberta

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

	Alberta Conference 7th Day Ad										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	453	91.6	629	88.7	712	89.5	719	86.7	619	90.1	Very High	Improved	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	74	93.0	92	92.3	74	89.4	77	82.9	49	89.0	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,486	84.3
Student	336	84.3	481	80.6	590	84.6	593	84.5	528	85.2	Intermediate	Maintained	Acceptable	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	43	97.7	56	93.1	48	94.4	49	92.7	42	96.0	High	Maintained	Good	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



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.

Commentary

Overall, parents, students, and teachers report satisfaction with the quality of foundational education in our schools, and all key data points indicate improvement. Schools are actively working to strengthen parent engagement, recognizing that closer connections between families and schools support continued growth in satisfaction. The rollout of the new Alberta curriculum, alongside limited resources, has presented challenges, but the district is responding by implementing the Schoology platform, which offers extensive resources for teachers and students. Additionally, elementary, junior high, and high school cohorts have been established to promote collaboration and the sharing of effective strategies, further supporting improved student learning outcomes.

Alberta Adventist Teacher Growth, Development and Supervision Policy

OUR TEACHER SUPPORT PROGRAMS



Teacher Certification Requirements

Alberta Education Requirements

All Alberta Adventist Teachers are required to hold valid Alberta Teacher Certifications

SDA Church Requirements

All Alberta Adventist Teachers are required to hold valid SDA Teacher Certifications with the following requirements:

- **6 Continuing Education Units (CEUs) to be completed every 6 years**
 - **3 credits must be academic (university level courses)**
 - **3 credits can be non-academic (conventions, trainings, etc)**

Once a teacher earns a Master's Degree and/or Professional Certification all 6 CEUs may be non-academic.

Teacher Professional Development

Our teachers have access to our Adventist Learning Community which provides access to on-demand, self-paced courses to ensure they are keeping up with their CEU requirements. There are hundreds of courses available for our teachers, staff and administrators spanning classroom managements, mental health supports for teachers, board management for administration and much, much more.

See Appendix A for an example of a teacher's eCertification)

ALL STAFF employed by the SDA church in Canada are required to complete a course entitled "Sexual Abuse: Reclaiming Hope" ensuring everyone is trained to spot the signs of sexual abuse.

All educators and pastors across Canada are required to take "The 4 Seasons of Truth and Reconciliation" course ensuring cultural sensitivity, awareness and understanding for the FNMI families in our communities.

Each Teacher is provided with Professional developments funds, has access to graduate degrees at no cost, and can complete Alberta sanctioned Leadership training at no cost to them.

Teacher Evaluation Requirements

New teachers are evaluated twice per year for the first three years.

Teachers with valid SDA Certifications are evaluated every other year.

(See Appendix B for the Evaluation Tool used for these evaluations)

OUR ADMINISTRATOR SUPPORT PROGRAMS



Principal Certification Requirements

Alberta Education Requirements

All Alberta Adventist Principals are required to hold valid Alberta Leadership Certifications

(Completion of this course is fully funded by the Conference)

SDA Church Requirements

There are no added certification requirements for administrators. However, there are Principal Certification courses available for those who wish to increase their efficacy as Principals.

Principal Evaluations

Each Spring an evaluation form is sent out to each Principal's teachers, parents, and local school board members to give feedback on their principal. This data is compiled at district office and the Education Director meets with each Principal over the summer to review their results, come up with a game plan for improvement and provide supports going forward.

Principals' Professional Learning Community

Monthly Meetings

Our Principals get together either in person or on zoom every month to ensure all leaders are aware of pertinent information to be able to do their jobs effectively and with support.

Principal's Retreat

Each October, all our principals and district administrators go away together for the weekend to spend time learning, laughing and supporting one another. This weekend has forged relationships so this community can rely and depend on one another to provide resources, support and a listening ear supporting our Principals throughout the rest of the school year.

Organizational Documents

Our Monthly checklist tool and our Dashboard tools have proved invaluable to our Principals. Providing them with a quick one-stop-shop for links to all resources, monthly "To-Do" lists and tutorials to make sure nothing is missed or forgotten.

HOW DO WE SUPPORT PEDAGOGICAL IMPROVEMENT?



Learning Coach



**Tricia Gabrys, BEd,
MEd, MSc**
Level B Assessments
Elem Grade Reading
Specialist

The Learning Coach position has been a vital part of the Alberta Adventist School Division since its inception in 2013, playing a key role in strengthening instructional practices and supporting teacher growth across our schools. Since 2020, our current Learning Coach has provided consistent, responsive, and high-quality support during a time marked by significant shifts in educational delivery, curriculum expectations, and student needs. Whether navigating the challenges of pandemic learning, integrating new pedagogical approaches, or supporting differentiated instruction in multigrade classrooms, the Learning Coach has remained a steady and proactive presence.

Through collaborative planning, classroom modeling, one-on-one mentoring, and professional development facilitation, the Learning Coach has empowered educators to refine their practice, address diverse learner needs, and implement research-based strategies with confidence. This support has directly contributed to increased teacher efficacy, improved student outcomes, and a stronger culture of continuous improvement within our division. The impact of this role is evident not only in instructional quality but also in the collective capacity and cohesion of our teaching teams.

Other supports our teachers can access

Mental Health Supports

Open Parachute, Local School Support, Pastoral and Chaplain Support,

FNMI Supports

Padlet, NCS Teachers FNMI School

District Collaboration

Schoology, Conventions, Multigrade and Kindergarten Cohorts, Burman University Professional Development, PowerSchool, Principals Professional Learning Community, Principals' Dashboard, Principals' Dashboard and Checklists, Land-based Learning/Outdoor Education, AISCA Leadership and New Teacher Trainings, and New Teacher Onboarding.

LEARNER SUPPORTS



Learning Supports

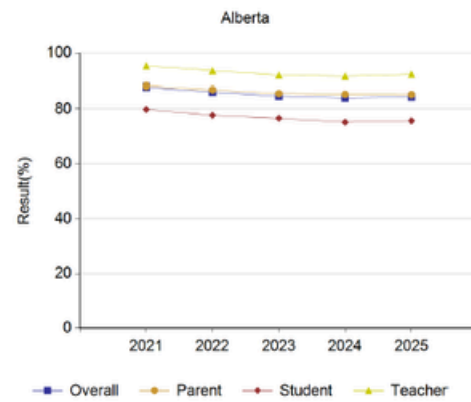
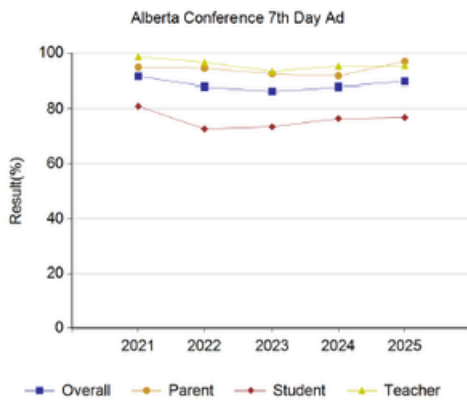
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Province: Alberta

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

	Alberta Conference 7th Day Ad										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	454	91.5	629	87.9	712	86.4	715	87.8	618	89.7	High	Improved	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	74	94.8	92	94.4	74	92.4	77	91.7	49	98.9	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	337	81.0	481	72.7	590	73.5	589	76.5	527	76.9	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,158	76.6	200,020	75.2	201,268	75.7
Teacher	43	98.8	56	96.6	48	93.3	49	95.2	42	95.4	Intermediate	Maintained	Acceptable	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



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.

Commentary

Ensuring welcoming, caring, respectful, and safe learning environments is a top priority for the district. Encouragingly, all indicators in this area are showing improvement, with more students and teachers recognizing that their schools meet these standards. As students grow in confidence and trust within their learning environments, targeted programs and holistic support initiatives are contributing positively to their overall success. The district's Mental Health Task Force continues to focus on fostering a positive school culture and enhancing the student experience, further strengthening these supportive and inclusive environments.

Our Approaches to Learner Supports

Universal Supports

These supports are foundational and available to every student across Alberta Adventist schools:

- **Faith-Based Learning Environment:** Christ-centered instruction across the curriculum, daily worships, and integration of biblical worldview.
- **Safe and Caring Schools:** Strong emphasis on emotional, spiritual, and social safety through intentional community-building and SEL (social-emotional learning) practices.
- **Inclusive Instructional Strategies:** Differentiated instruction, formative assessment, and Universal Design for Learning (UDL) implemented by all teachers.
- **Well-Rounded Programming:** Outdoor education, music, physical education, and mission/service learning opportunities accessible to all students.
- **Teacher Professional Development:** Ongoing faith-integrated PD focusing on pedagogy, curriculum, mental health, and inclusion.
- **Family and Church Engagement:** Collaboration with constituent churches and families to support holistic student development.

Local Supports

These supports vary by school, responding to community context and student population:

- **Multi-Grade Classrooms:** Purposefully designed environments supporting cross-grade mentorship and flexible pacing.
- **Smaller Class Sizes:** Allow for individualized support and deeper teacher-student relationships.
- **Multigrade Cohort Collaboration:** Local schools with shared pedagogical approaches meet regularly to enhance instructional practices.
- **Pastoral Care and Chaplaincy Programs:** Spiritual guidance offered through local church pastors and school chaplains.
- **Cultural and Language Support:** Schools such as Mamawi Atosketan Native School integrate local Indigenous perspectives and Cree language instruction.

Targeted Supports

These supports are for students requiring specialized or individualized interventions:

- **Learning Support Teachers:** Assigned in schools to coordinate IPPs (Individual Program Plans) and provide academic interventions.
- **Mental Health Supports:** Access to counseling, mental wellness resources, and partnerships with external specialists.
- **Behavioral and Emotional Support Plans:** Developed collaboratively with parents and specialists for students requiring focused behavioral strategies.
- **Culturally Responsive Programming:** Particularly at Mamawi Atosketan Native School, supports reflect the traditions and strengths of the Maskwacis Cree community.
- **Assistive Technology:** Provided to students with identified needs to access curriculum effectively.
- **Referral and Coordination:** Collaboration with Alberta Health Services, AISCA, Aspire, Zebra, Luna, and community organizations for additional support.

LEARNER SUPPORTS, CONT'D



Learning Supports

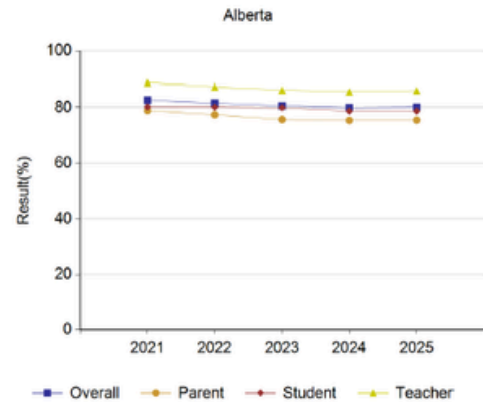
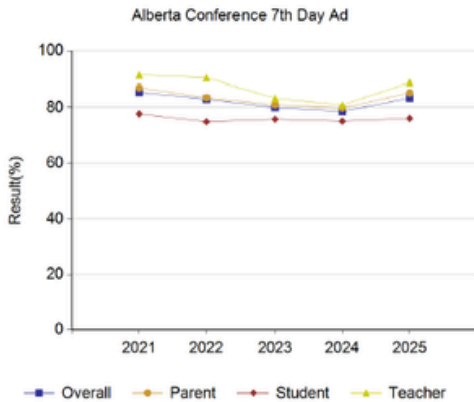
H.1 Access to Supports and Services - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Alberta Conference 7th Day Ad										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	454	85.4	628	83.0	711	80.0	715	78.8	618	83.4	Intermediate	Improved	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	74	87.0	91	83.5	74	81.0	77	79.8	49	85.2	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	337	77.7	481	74.9	589	75.8	589	75.1	527	76.1	Low	Maintained	Issue	100,031	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	43	91.4	56	90.4	48	83.3	49	80.9	42	88.8	Intermediate	Maintained	Acceptable	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0



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.

Commentary

The Alberta Adventist School District is committed to supporting student and teacher success through strategic investments and innovative partnerships. With the addition of a learning coach, a S.T.E.M. specialist, and an increase in educational assistants, the district has strengthened classroom support, contributing to noticeable gains in overall student outcomes and improvements across key performance indicators. A new partnership with PowerSchool and Schoology has positioned the district as a Canadian pilot for developing a data lake, enabling more personalized learning supports for students, teachers, and parents. Through these initiatives, the district is leading the way in innovation and setting a direction for other Canadian Adventist schools to follow. To further enhance academic excellence, the district provides centralized access to resources, is implementing new tools such as a teacher dashboard, and continues to focus on ensuring all educators maximize the benefits of the learning and STEM coach.

PARENTAL INVOLVEMENT



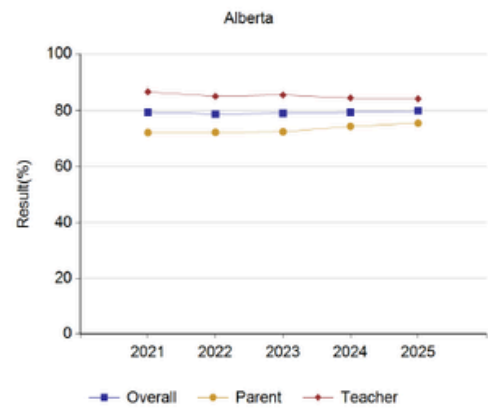
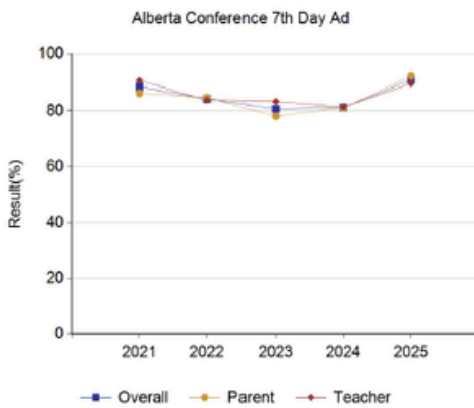
Governance

C.1 Parental Involvement - Measure History

Authority: 9382 Alberta Conference of 7th Day Adventist Church
 Province: Alberta

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

	Alberta Conference 7th Day Ad										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	117	88.4	148	84.2	122	80.7	125	81.2	91	90.8	Very High	Improved	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,049	79.5	67,669	80.0
Parent	74	86.2	92	84.7	74	78.1	76	81.1	49	92.1	Very High	Improved	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	43	90.5	56	83.8	48	83.3	49	81.4	42	89.5	Intermediate	Maintained	Acceptable	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



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.

Commentary

Increased transparency and communication across the district have contributed to measurable improvements in stakeholder engagement and student outcomes. Data from the Johns Hopkins survey and AEAMs results indicate an approximate 10% increase across all key data points. Enhanced opportunities for parent involvement—through active participation in Parent Advisory Councils (PACs)/Home and School Associations—have further strengthened connections between families and schools. These results reflect the district’s ongoing commitment to fostering open dialogue, collaboration, and shared responsibility for student success.

Stakeholder Engagement

The Alberta Conference of Seventh-Day Adventist's Office of Education Three-Year Education Plan and the Annual Education Results Report are posted on the Division website. Electronic copies are shared with all school stakeholders via school websites. Each school utilizes a Continuous School Improvement Plan (CSIP) reviewed by each school board and the division office throughout the school year.



1 Assurance Planning & Engagement

- This document captures the overall themes and responses from all our engagements' activities.
- These themes and results were shared with school administrators and our School Council chairs at the Board/School Council chair annual meeting.
- The most frequently mentioned priority area was Excellent Teaching, which directly influenced our priority area of Quality Teaching for the school year.

2 Annual General Meetings

- This meeting occurs annually and when necessary. Reports are presented to stakeholders regarding the school's operations, constitution & bylaws, policies, vision and mission, and finances.

3 Home and School Associations

- Each of our 11 schools is required to have a Home and School Association. These associations are parent representation in our schools and provide support through fundraising, board representation, staff and student support, and other supports to ensure a robust program.

4 School Board Membership

- Our local school boards report and are accountable to the district K-12 board.
- Each school must operate a School Board with representation from our constituent churches, parents, teachers, and leadership. Elementary School boards are required to meet at least 6 times per school year. Senior High Schools are required to meet at least 8 times per school year. These boards help support and guide our leadership teams, gaining insight from our stakeholders vital in decision-making, as well as ensuring budgetary compliance.

Stakeholder Engagement, Cont'd

5 Division-Wide Surveys

- Each Spring, our students across the division complete a John Hopkins survey that directly informs the development of the AERR. This survey is our chance to hear the voices of our stakeholders regarding educational improvement, school safety, integration of faith and learning, and many other essential aspects of our schools.
- We are expanding this program to include teachers and parents in the coming years.

6 Teacher Conventions

- New Teacher Orientation Session
 - Our New Teacher Orientation Session allows our new teachers to connect with the district office, ask questions, and get the support they need to succeed in their coming school year.
- Seventh-day Adventist Teachers Conventions
 - Our Education System provides many opportunities for teachers to develop and collaborate with other SDA teachers through Provincial, National and International Teachers Conventions.

7 Division Initiatives

- Principal's Professional Learning Council-Monthly
 - Our principals meet with our district leadership to connect and collaborate on district-wide decisions and future planning.
- High School Task Force
 - Our High School Task Force is set up to address the specific needs and planning for high school students and teachers across our district.
- Mental Health Task Force
 - The Mental Health Task Force is designed to address the concerns surrounding the increasing needs of our students and their mental health. With representation from each school this task force is another touch point for our schools to provide voice to local concerns, provide access to resources for support of staff and students.

Stakeholder Engagement, Cont'd

8

School Initiatives

- Spiritual Leadership Opportunities
 - Student Led Week of Prayer Opportunities
 - Student Council plans spiritual activities throughout the school year
 - Preaching and leading out during church service
 - Praise team development and utilized to lead school wide assemblies and church praise services.
 - Buddy Fridays where older kids spiritually mentor a younger buddy
- Enhanced spiritual growth and development plans
 - Growth: Having pastors/chaplains engaged with or assigned to all schools (including PACeS)
 - Yearly spiritual themes are prayerfully selected and chaplains visit classrooms on weekly rotations to share and support
 - Campus ministries
 - Bible Studies
 - Moral Development
 - Global Citizenship
 - Community Outreach



SUPPLEMENTAL MEASURES



Alberta
Government

Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Measure	Alberta Conference 7th Day Ad			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	41.1	45.9	45.9	54.5	52.7	52.7	Low	Maintained	Issue
Drop Out Rate	4.3	7.5	8.1	2.4	2.5	2.4	Intermediate	Improved	Good
In-Service Jurisdiction Needs	91.0	83.9	80.1	81.7	81.1	82.3	High	Improved	Good
Lifelong Learning	86.1	88.3	87.3	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	77.9	74.6	75.9	83.0	82.8	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	83.3	79.0	80.8	80.5	80.6	81.2	Intermediate	Improved	Good
Rutherford Scholarship Eligibility Rate	72.1	88.9	79.6	69.4	70.7	70.9	High	Maintained	Good
Safe and Caring	91.3	88.8	89.1	87.3	87.1	87.8	Very High	Improved	Excellent
Satisfaction with Program Access	62.4	57.6	58.9	72.1	71.9	72.5	Very Low	Improved	Issue
School Improvement	80.9	77.7	78.0	76.6	75.8	75.1	Very High	Improved	Excellent
Transition Rate (6 yr)	34.4	34.8	48.9	59.9	60.1	60.0	Very Low	Declined	Concern
Work Preparation	89.0	91.2	90.9	83.7	82.8	83.6	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. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Commentary

The Alberta Adventist School District continues to see positive trends across several key supplemental measures. The dropout rate has decreased by half, reflecting enhanced student supports, targeted interventions, and increased engagement opportunities. Program access has expanded, offering students a broader range of learning pathways and experiences, which has contributed to a decrease in the transition rate as more students remain successfully enrolled within the district. Safe and Caring remains a consistent strength, demonstrating the district's ongoing commitment to nurturing welcoming and supportive learning environments. Additionally, in-service jurisdiction rates have increased, highlighting the impact of professional development, collaborative learning, and instructional support provided to educators. These adjustments are the result of focused initiatives, including strengthened classroom supports, the introduction of specialized roles such as the Learning Coach and STEM Specialist, and enhanced communication and engagement with families and communities.

Integration of Faith & Learning

Definition:

Integration of Faith and Learning refers to the intentional incorporation of Adventist values into pedagogy, environment, and relationships. Our schools infuse Adventist Curriculum into the Alberta provincial curriculum to ensure a comprehensive and spiritually enriched learning experience.



Commentary

In the district local survey conducted by John Hopkins, some of the following responses were indicated by students and parents:

- Regardless of their faith background, a high percentage of students feel welcomed in the school
- A high percentage of students feel that the school cares about the spiritual and emotional well-being of all members of the school community
- A high percentage of students feel that the school is a community that worships and prays together
- A high percentage of students believe that the school is a community that lives the Gospel message through service to the community

Our district is working to include stakeholder responses in our local survey to ensure a complete view of our stakeholder perspectives.



SPIRITUAL LEADERSHIP OPPORTUNITIES



Definition

Our schools provide multiple opportunities for Spiritual Leadership experiences from our schools. These include (but are not limited to) mission trips, school chapel participation, church programming, classroom worships, school-wide assemblies, music program tours and performances, and global/local community outreach activities.



Commentary

Our local survey indicates that a higher-than-average number of students are actively engaged in leadership and topic development within spiritual programming, including chapel, classroom worship, and other faith-based activities. This reflects a strong commitment to nurturing students' spiritual growth and providing meaningful opportunities for them to lead and participate in shaping their spiritual environment. To build on this strength, our schools are focusing on helping students more clearly identify and embrace their roles in spiritual leadership. By increasing intentionality and guidance, we aim to deepen students' awareness of how they contribute to the spiritual life of the school and to encourage broader participation in faith-driven initiatives across all grade levels.

As students grow in spiritual leadership, the benefits extend beyond the school, fostering a stronger sense of community, inspiring service, and promoting values of compassion, integrity, and collaboration that positively impact families, local neighborhoods, and the wider community.

ENHANCED SPIRITUAL GROWTH & DEVELOPMENT



Definition

Each of our schools annually create a spiritual growth and development plan which supports students in having the confidence that God loves them and has a plan for their lives with an ever-deepening relationship with Jesus.



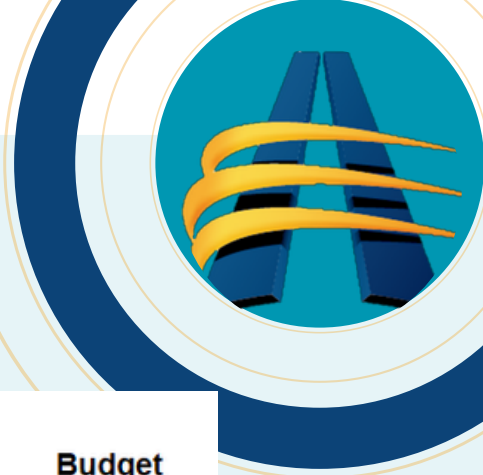
Commentary

A high percentage of student respondents report feeling surrounded by caring and professional Christian teachers who not only model Christ-like behavior but also help them deepen their understanding of the Bible and experience God's love in meaningful ways. This nurturing environment plays a crucial role in the spiritual development of our students and reflects the strong faith-based foundation of our schools.

Integral to this foundation is the active involvement of local church and school pastors who serve as spiritual leaders, mentors, and role models within the school community. Their regular presence—whether through weekly chapels, classroom devotionals, Bible studies, or one-on-one spiritual mentoring—fosters meaningful connections between students and their faith. The collaboration between churches and schools reinforces a consistent and supportive spiritual message, helping students see faith as a lived experience both in and out of the classroom.

To further strengthen this Christ-centered culture, the Alberta Adventist School Division is deeply committed to supporting educators and spiritual leaders in their own faith journeys. Initiatives such as funding for school-based spiritual retreats, encouraging partnerships between teachers and pastors, and setting intentional goals to cultivate vibrant Christian communities are key strategies in ensuring a lasting legacy of spiritual growth and discipleship across the district. This united effort between church and school continues to create spaces where students are not only educated but spiritually nurtured and inspired which aligns with the mission and vision of our schools and churches.

BUDGET SUMMARY



Budget Summary	
	Budget 2025 / 2026
REVENUES	
Alberta Education - Excluding Home Education	7,604,970
Alberta Education - Home Education	162,106
Total Alberta Education Revenues	7,767,076
Federal Government and/or First Nations	1,680,000
Instruction Fees / Tuition Fees	2,773,163
Non-Instructional (O&M, Transportation, Admin Fees, Etc.)	586,005
Other Sales and Services	131,900
Interest on Investments	64,500
Gifts and Donations	4,179,975
Amortization of Capital Allocations	227,782
Other (Specify): Church/Conf Subsidies, Fundraising, SGF	3,994,208
TOTAL REVENUES	21,404,609
EXPENSES	
Home Education	163,106
Instruction - ECS	842,749
Instruction - Grades 1-12	13,999,974
Operations and Maintenance	1,809,595
Transportation	989,757
Board and System Administration	2,993,486
External Services	66,000
TOTAL EXPENSES	20,864,667
SURPLUS OF REVENUES OVER EXPENSES	539,942

FINANCIAL SUMMARY

If you have additional questions about the financial statements please contact
Corene Glover (cglover@albertaadventist.ca)

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Summary of Financial Results

	2024-25 AFS	Percentage	Highlights
Revenue Summary			
Alberta Government	7,425,965	37.36%	Allocated to teacher salaries
Federal Grants	1,475,500	7.42%	Allocated to the First Nations program
Other Revenue	<u>10,978,297</u>	55.22%	Includes tuition, fees, donations, operating subsidies, interest, fundraising and income from sales and services
Total Revenue	<u>19,879,762</u>	100.00%	
Expense Summary			
Instruction	13,430,957	67.89%	Includes Home Education, ECS and Grade 1-12 instruction
Administration	2,353,641	11.90%	
Operations & Maintenance	2,890,307	14.61%	
Transportation	1,030,007	5.21%	Funded through a user pay arrangement & AB Ed Funding
External Services	<u>76,621</u>	0.39%	Funded through a user pay arrangement
Total Expense	<u>19,781,533</u>	100.0%	
Surplus (Deficit)	<u>98,229</u>		

[CLICK TO VIEW AUDITED FINANCIAL STATEMENTS](#)

CONCLUSION & ACKNOWLEDGEMENTS

The Alberta Conference of Seventh-day Adventists Annual Education Results Report (AERR) is a valuable platform for sharing insights, fostering collaboration, and advancing the mission of Adventist education. Through collaboration, research-based pedagogy, and shared experiences, educators, students, and stakeholders have enriched their understanding of education within faith and learning and paved the way for our continued journey to excellence.

We acknowledge the tireless efforts of our district office administration and educators to ensure our education standards are relevant, timely, and mission driven.

Board Approved, November 26, 2025

Appendix A -eCertificate



TEACHER NAME
STREET ADDRESS
CITY, AB X#X #X#
CANADA

Status: Full time
Home #: PHONE NUMBER
Mobile #: CELL NUMBER
Email: EMail address
Conference: Alberta Conference
Schools: School Man

Registrar: NAME
Contact info: SDA Church in Canada
1148 King St. E.
Oshawa, ON L1H 1H8
905-433-0011; 1-800-263-7868
905-433-0982 (fax)
email@emailaddress.com

Education Information

M.Sc. Specialization	Integrating Tech In The Classroom	Walden University	08/26/2018
M.Sc. Major Major	Education	Walden University	08/26/2018
BEd	Elementary Education	Union College (at CUC)	04/18/2004

Certificate Information

Certificate	Effective	Expires	Endorsements
Professional	09/01/2023	08/31/2028	Educational Technology Specialist Elementary Grades Junior Academy Art

Academic Credits Earned

Term	Year	Institution	Course	Description	Semester credits
fall	2022	North American Division Office of Educ	COVID-19	Teaching During Pandemic (2020 and 2021)	3.33
Subtotal					3.33

Non-Academic Credits Earned

NOTE: Credit calculation has changed due to conversion to Continuing Education Units (CEU)

School year	Performed	Type	Description	Semester credits
2023-2024	08/12/2024	1 - Professional Learning (Independent)	ALC: Kindergarten Encounter Training	0.03
2023-2024	07/23/2024	2 - Professional Learning (Group)	PowerSchool Edge Convention	0.12
2023-2024	06/11/2024	1 - Professional Learning (Independent)	Generative AI in the Classroom	0.03
2023-2024	04/14/2024	3 - Professional Collaboration	Prairie Central Adventist Academy - Full Accreditation Visit (April 14-17, 2024)	0.67
2023-2024	02/16/2024	2 - Professional Learning (Group)	AISCA Teachers Convention 2024	0.20
2023-2024	02/02/2024	2 - Professional Learning (Group)	School Engage Training - Alberta Conference	0.17
2023-2024	10/10/2023	1 - Professional Learning (Independent)	Knowbe4 Training	0.02
2023-2024	08/31/2023	4 - Professional Presentation & Writing	PowerSchool Training	0.10
2023-2024	08/29/2023	2 - Professional Learning (Group)	digiCOACH Training for Administrators	0.05
2022-2023	08/10/2023	2 - Professional Learning (Group)	NAD Educators' Convention - Phoenix, AZ	0.67
2022-2023	05/16/2023	2 - Professional Learning (Group)	ATLE SIS Manager Convention	0.53
2022-2023	02/17/2023	2 - Professional Learning (Group)	AISCA Convention	0.20
2022-2023	12/04/2022	2 - Professional Learning (Group)	PowerSchool Convention	0.80
Subtotal				3.59
Total semester credits				6.92

Courses Needed for Renewal

Notes

December 4, 2024

Submitted CEUs have been recorded on your status report.

Your Professional Teaching Certificate is ready for renewal on August 31, 2028.

Renewal of the Professional certificate requires six (6) semester credits, which may be earned in the following ways:

- Completion of upper-division, post-baccalaureate, or graduate course work in professional education or area(s) of endorsement, or
- The equivalent (180 clock hours) Continuing Education Units (CEUs), or

- Any combination of the above

Please note that all credits submitted for renewal of the Professional Teaching Certificate must be completed during the five-year period immediately prior to renewal of the certificate, except as provided for in 4.2.2 of the PK-12 Educators' Certification Manual.

Please remember to report your CEUs. CEUs must be submitted on Adventist Learning Community (<https://www.adventistlearningcommunity.com>). Please note the renewal activities submitted must be from at least two (2) different categories (Professional Learning - independent; Professional Learning - group; Professional Collaboration; or Professional Presentation and Writing).

If you have any questions, please let me know.

Brandy Perkins, Senior Executive Assistant/Certification Registrar, SDACC

"There is no work more important than the education of our youth." (CT 46)

NAD PK-12 Educators' Certification Manual

The NAD PK-12 Educators' Certification Manual is found online at <https://nad-bigtincan.s3.us-west-2.amazonaws.com/leadership+resources/administration/handbooks+%26+manuals/2023+Certification+Manual.pdf>

Appendix B - Teacher Evaluation Tool



Alberta Adventist Education

Teacher Evaluation Tool

Teacher Information		Checklist
Name		<input type="checkbox"/> Yearly Plans in place
School	#N/A	<input type="checkbox"/> Unit Plans in place
SDA Cert	#N/A	<input type="checkbox"/> Lesson Plans in place
SDA Cert Expiry	#N/A	<input type="checkbox"/> Planning Documents in sync (lesson/unit/yearly)
Alberta Cert	#N/A	<input type="checkbox"/> Power Teacher Pro Up-to-Date
Alberta Cert Exp	#N/A	<input type="checkbox"/> Professional Growth Plan Completed
Approved to upgrade SDA Certification Status to		<input type="checkbox"/> First Aid Certified
N/A		<input type="checkbox"/> Self-Evaluation Complete

Evaluation Information		Required Courses Status
Evaluation Purpose		#N/A Elementary Encounter Certification
Evaluation Date	6/19/2025	#N/A Secondary Encounter Certification
ACOE or Local?	ACOE	#N/A 4 Seasons of Truth & Reconciliation Course
Evaluator's Name	Holly Kay	#N/A Sexual Abuse: Reclaiming Hope Course

Notes:

Evaluation Criteria

1. Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.	Can meet the requirements with adjustments.	Meets the requirements based on the Teacher Qualification Standards.	Not observed. Please provide evidence to support this standard is being achieved.
Consistent fairness, respect and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate Empathy and genuine care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide Culturally Appropriate Opportunities for students and partners in education to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FNMI knowledgeable people involved in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration with community service professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honour cultural diversity and promote intercultural understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator's Comments

2. Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.	Can meet the requirements with adjustments.	Meets the requirements based on the Teacher Qualification Standards.	Not observed. Please provide evidence to support this standard is being achieved.
Collaboration with other teachers to build personal and collective professional capacities and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively seeking feedback to enhance teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking, critically reviewing and applying educational research and improve practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancing understanding of FNMI worldview, cultural beliefs, languages and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining an awareness of emerging technologies to enhance knowledge and inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluator's Comments			

3. Demonstrating a Professional Body of Knowledge

Meets the requirements based on the Teacher Qualification Standards.

A teacher applies a current and comprehensive repertoire of effective planning, instruction, A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Can meet the requirements with adjustments.

Not observed. Please provide evidence to support this standard is being achieved.

Planning and designing learning activities that address:

Learning outcomes in the program of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflect short, medium and long range planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate a range of instructional strategies, including the appropriate use of digital technology, according to context, content, desired outcomes and the learning needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure all students continuously develop skills in literacy and numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate high expectations for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster student understanding of the link between the activity and the intended learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consider relevant local, provincial, national and international contexts and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be varied, engaging and relevant to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build student capacity for collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporated digital technology and resources, as appropriate, to build student capacity for:			
Acquiring, applying and creating new knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating and collaborating with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical-thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing, interpreting and evaluating information from diverse sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consider student variables, including:			
Demographics, age, gender, ethnicity, religion, social and economic factors, maturity, relationships among students, prior knowledge and learning, cultural and linguistic backgrounds, second language learner, health and wellbeing, emotion and mental health, and Physical, social and cognitive ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately reflect the learner outcomes within the program ofStudy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generate evidence of student learning to inform teaching practices through a balance of formative and summative assessment experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a variety of methods through which students can demonstrate their achievement of the learning outcome,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide accurate, constructive and timely feedback on student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support the use of reasoned judgment about the evidence used to determine and report the level ofstudent learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using instructional strategies to engage students in meaningful learning activities based on:			
Specialized knowledge of the subjectarea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An understanding of students' backgrounds, prior knowledge and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A knowledge of how student develop as learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluator's Comments			

4. Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.	Can meet the requirements with adjustments.	Meets the requirements based on the Teacher Qualification Standards.	Not observed. Please provide evidence to support this standard is being achieved.
Fostering in the school community equality and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating a philosophy of education affirming that every child can learn and be successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being aware of and facilitating responses to the emotional and mental health needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing and responding to specific learning needs of individual or small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employing classroom management strategies that promote positive, engaging learning environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating students' personal and cultural strength into teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide opportunities for student leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator's Comments

5. Applying Foundational Knowledge about First Nations, Metis and Inuit

A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.	Can meet the requirements with adjustments.	Meets the requirements based on the Teacher Qualification Standards.	Not observed. Please provide evidence to support this standard is being achieved.
Understand the historical, social, economic, and political implications of treaties and agreements with First Nations: including legislation with Metis, and the residential schools and their legacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting student achievement by engaging in collaborative whole school approaches to capacity building in First Nations, Metis and Inuit education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the programs of study to provide opportunities for all students to develop a knowledge and understanding of and respect for the histories, cultures, languages, contributions, perspectives, experiences and contemporary context of First Nations, Metis and Inuit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator's Comments

6. Adhering to Legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.	Can meet the requirements with adjustments.	Meets the requirements based on the Teacher Qualification Standards.	Not observed. Please provide evidence to support this standard is being achieved.
Maintaining an Awareness of, and responding in accordance with, requirements authorized under the School Act, Education Code and Other Relevant legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
engaging in practices consistent with policies and procedures established by the school authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator's Comments

7. Intentional Integration of Faith and Learning

A teacher intentionally designs engaging experiences that integrate faith and learning across the curriculum, develop healthy relationships and provide opportunities for service.	Can meet the requirements with adjustments.	Meets the requirements based on the NAD Curriculum	Not observed. Please provide evidence to support this standard is being achieved.
Lesson planning reflects intentional integration of faith and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Various strategies are used to encourage student spiritual engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions are relevant to level of spiritual growth and promotes connections to real-life experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are encouraged to make positive life choices and engage in service to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator's Comments

Additional Comments



Teacher's Signature: _____

Date: _____

Evaluator's Signature _____

Date: _____

Title Associate Education Director _____

Date: _____

Updated: 04-02-2024