

Alberta Conference of
Seventh-day Adventists

Office of Education

Three-Year Education Report 2024-2027

Year Three
2026-2027



*Prepared as
mandated by
Alberta Education*

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INTRODUCTION

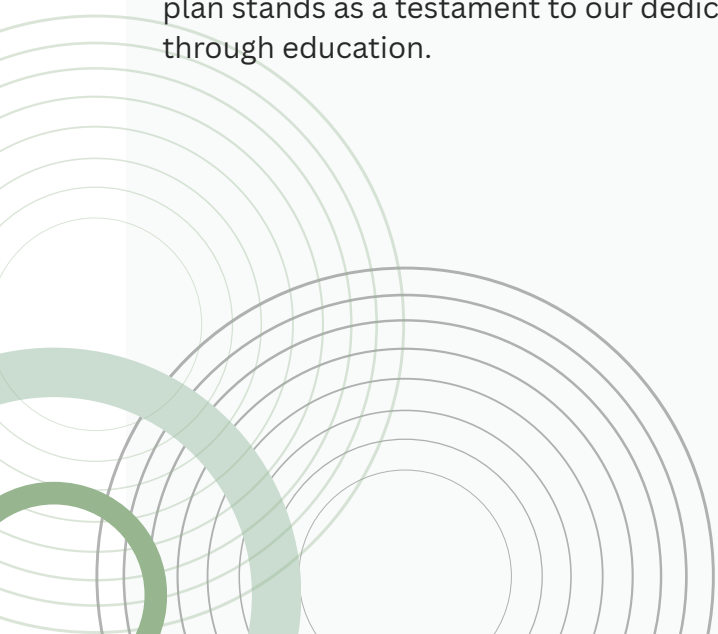
The Alberta Conference of Seventh-day Adventists Office of Education is proud to unveil its comprehensive vision for the next three years, encapsulated in an innovative and dynamic education plan. This meticulously crafted blueprint symbolizes our commitment to nurturing academic excellence, holistic development, and spiritual growth within our educational institutions across Alberta.

Our three-year education plan represents a roadmap designed to foster a culture of innovation, collaboration, and excellence within our schools. Grounded in the values of the Seventh-day Adventist faith, this plan aims to elevate learning experiences, embrace technology, and emphasize character development, preparing students to thrive in an ever-evolving world.

Through strategic outcomes and initiatives, we aim to empower educators, engage parents, and inspire students to achieve their fullest potential. With a focus on personalized learning, a robust curriculum, and the integration of modern pedagogical approaches, we strive to equip our learners with the skills and knowledge necessary to succeed in an increasingly complex global landscape.

This comprehensive plan emphasizes not only academic success but also the cultivation of moral values, service-oriented mindsets, and a profound understanding of community engagement. As we embark on this transformative journey, we are dedicated to creating an environment where students are encouraged to inquire, explore, and innovate, thus becoming leaders of tomorrow.

The Alberta Conference of Seventh-day Adventists Office of Education remains unwavering in its commitment to providing an exceptional educational experience that transcends mere academics, nurturing the complete development of every student. This three-year education plan stands as a testament to our dedication to fostering excellence and shaping the future through education.



ACCOUNTABILITY STATEMENT

The Education Plan for the Alberta Conference of Seventh-day Adventists Office of Education commencing August 31, 2024, was prepared under the direction of the K-12 Board in accordance with the responsibilities under the *Independent Schools Regulation and Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

This plan is made available to our entire district through our website. It is sent out to our principals at each local school for dissemination according to their context.

The board approved the 2024-2025 to 2026-2027 Three-Year Education plan on May 29, 2024.

Original signed, May 29, 2024



Sincerely,

Jeff Potts

President

Alberta Conference Office
of Seventh-day Adventists

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

1502 students district-wide

254 Students in
online/Homeschool programming.

11 Schools

112 Teachers Across the District

24 Masters/Doctoral degrees

QUICK LINKS

Website: albertasdaedu.org

AERR: 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/>

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



Tricia Gabrys

Learning Coach



Colton Greenlaw

STEM Specialist



Michelle Werner

SIS Coordinator



Glen Holly

IT/Education Support



Corene Glover

Finance



Melanie Dussaye

Grant Writer





OUR RESULTS AND THEIR IMPACT

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
	PAT9: Acceptable	43.0	43.7	40.6	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: 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
	Diploma: Excellence	15.3	3.9	10.7	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	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 (WCRESLE)	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:

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.

The Annual Education Results Report (AERR) plays a vital role in shaping our Three-Year Education Plan by providing data-driven insights into student achievement, program effectiveness, and areas requiring targeted improvement. Through analysis of key performance measures—such as literacy, numeracy, student engagement, and well-being—we are able to identify both strengths to build upon and gaps that need addressing. This evidence-based reflection ensures that our priorities, goals, and strategies in the Education Plan remain responsive, relevant, and aligned with student needs. The AERR also promotes accountability and transparency, guiding resource allocation and supporting continuous improvement across all grade levels.

2024-25
AERR

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 Con't

How do Stakeholders influence change in our district?



Stakeholder engagement is an integral component of Alberta Adventist Education's assurance and continuous improvement processes, with established mechanisms ensuring that stakeholder voice influences both school- and district-level change. The district gathers perspectives from students, parents, teachers, administrators, and other stakeholders through tools such as the **Johns Hopkins 360 Survey**, with results reviewed to identify strengths, emerging needs, and areas for improvement. At the local level, Home and School Associations provide an additional avenue for parents and families to contribute directly to conversations about school needs, priorities, and initiatives. Within Alberta Adventist Education's governance structure, local **School Boards** also fulfill a function similar to Parent Advisory Councils in other Alberta school authorities. Composed of stakeholders from the local school community, these Boards provide a formal avenue for stakeholder perspectives to inform school planning, priorities, and proposed changes. School Boards may bring school-based recommendations and requests forward through the District Administrative Committee for consideration, approval, and implementation. These formal structures are supplemented by school-based engagement, professional learning communities, meetings, and ongoing communication with the District Office. Stakeholder feedback is considered alongside provincial and local measures, student achievement data, and other school-level evidence when establishing priorities, allocating resources, and determining appropriate actions. Through these interconnected processes, stakeholder input moves beyond consultation to meaningfully inform decision-making, supporting responsive, evidence-informed change while maintaining alignment with provincial requirements, district priorities, and the mission and values of Adventist Education.



FNMI STUDENT SUCCESS

Across the Alberta Adventist school district, we are committed to improving educational outcomes for First Nations, Métis, and Inuit students through meaningful relationship-building, culturally responsive teaching, and targeted supports. We work collaboratively with Indigenous communities to create safe, inclusive, and culture-affirming learning environments. Through professional learning for staff, land-based experiences, and curriculum integration of Indigenous perspectives, we aim to reduce systemic barriers and support the academic, social, and spiritual success of self-identified FNMI students.



Mamawi Atosketan Native School Spotlight

Mamawi Atosketan Native School, located near Maskwacis, serves primarily Cree First Nations students through a unique partnership between the Seventh-day Adventist Church and the local Indigenous community. With a strong emphasis on culturally responsive teaching, land-based learning, and language preservation, MANS integrates Cree culture and values across the curriculum.

Targeted supports, such as literacy intervention, mentorship programs, and community-driven initiatives, help address systemic achievement gaps while fostering a sense of identity and belonging. This collaborative model demonstrates a commitment to improving educational outcomes for First Nations students through sustained, respectful, and relationship-based programming.

Truth and Reconciliation

To support the implementation of the Truth and Reconciliation Commission's Calls to Action, all educators in our district are required to complete the Four Seasons of Truth & Reconciliation course. This foundational training equips staff with essential knowledge of Indigenous histories, perspectives, and the legacy of residential schools,

while fostering a commitment to reconciliation in classroom practice. In addition, Mamawi Atosketan Native School hosts an annual Pow-Wow, which serves as a vibrant celebration of Cree culture and an important learning opportunity for students and staff across the district. All schools are invited to attend, deepening their understanding of Indigenous traditions and strengthening our shared commitment to truth, reconciliation, and respectful relationships.





BUSINESS PLAN

In developing our Education Plan, we reviewed and considered Alberta Education's strategic direction as outlined in its Business Plan. This process ensured alignment and coherence between provincial priorities and our local goals, allowing us to build a plan that supports both system-wide objectives and the unique needs of our school communities.



Our Core Components

A Three Year Focus for our District



COMPONENT #1



Academic Excellence

Rationale

To enhance student achievement in all grade levels through rigorous, Christ-centered curricula and effective, research-based teaching methods that prioritize the development of core subject skills. While maintaining a strong academic foundation, instruction is purposefully infused with spiritual principles, helping students make meaningful connections between their faith and learning. This balanced approach cultivates both intellectual growth and character development, preparing students to think critically, act ethically, and lead lives of service. By striving for academic excellence within a spiritually nurturing environment, we ensure that students are equipped to succeed both in their studies and in their walk with Christ.

Implementation Plan

- **High School Task Force:**

- Through the Analysis of the Assurance Measures, our district's 3 ,4, & 5-year completion rates and diploma exam success are a focus for our High School Task Force, including FNMI completion rates.
- Regularly scheduled meetings of this task force with emphasis on teacher/student recommendation will help to guide and focus this task force.

- **Technology Integration:**

- Promote the integration of technology in the classroom to improve digital literacy and enhance the learning experience.
- Provide additional training opportunities for teachers in their technology integration and proficiency.

- **Inclusive Learning Opportunities:**

- Create a more inclusive and diverse learning environment that meets the needs of all students, (diverse learning styles, backgrounds, languages, abilities, etc.), with special focus on Teaching Quality Standard #5 (FMNI Foundational Knowledge Application).
- Addition of a district STEM Specialist
- Training principals in effective use of and opportunities available to them through our learning coaches.

COMPONENT #2



Professional Development

Rationale

To support ongoing professional development for educators to stay current with best practices, innovative teaching methods, and the spiritual mission of Adventist education. This includes equipping teachers to integrate faith into learning while also fostering high standards of academic achievement across all subject areas. Professional growth opportunities emphasize both spiritual leadership and instructional excellence, ensuring educators can model Christ-like character, nurture critical thinking, and inspire a passion for learning. By investing in both the spiritual and academic development of our teachers, we create dynamic classrooms where students are challenged to excel academically while growing in their faith and character.

Implementation Plan

- Increasing cross and inter-district collaboration
 - Encouraging grade level and/or content level cohort creation
 - Teacher participation in AISCA PLCs.
 - Providing opportunity for relationship development across the district.
- Learning Coach
 - District Learning Coach works with teachers and students to enhance classroom capacity.
- STEM Specialist
 - STEM Specialist will work to enhance district STEM pedagogy and teacher practices.
- Principal's Professional Learning Council (PPLC)
 - Increasing frequency of the in-person PPLC meeting enhancing district-wide collaboration.
- New Teacher Mentorship
 - Developing Mentorship programs for new teachers to encourage healthy working relationships and ensure all new teachers are supported in their first years as educators.

Implementation Plan Continued

- Professional Learning Opportunities
 - Continued participation in Alberta Independent Schools and Colleges Association's (AISCA) learning events.
 - Continued use of the Adventist Learning Network for teachers to complete Continuing Education Credits
 - Continued participation in the opportunities provided by the Alberta Adventist, Canadian, and North American Divisions.
 - Create a digital resource library for district learning opportunities, resources, and strategies.
 - Fully fund upcoming school leaders with Leadership Quality Standards Training.
 - Internship program for aspiring teachers
 - Scholarship opportunities
 - Fully funded graduate degrees
- Professional Development Funds
 - Teachers are provided with \$600/year for their professional development.
 - Leadership Certification costs are covered by the district for all Vice principals and other teachers interested in leadership opportunities.
- Mental Health Task Force
 - Develop and expand a mental health resource library.
 - Increase training for Open Parachute resource platform.
- Teacher Growth and Supervision
 - Continued support and training for use of Digi-Coach feedback/walk through platform to assist administrators as they lead and support their teachers in their pedagogical processes.
 - Continue regular review and evaluation of teacher practice by both local school administrators and the district office through formal evaluations.

COMPONENT #3



Parent & Community Engagement & Communication

Rationale

To foster strong partnerships with parents, caregivers, and the community to support student learning, wellbeing, and spiritual growth. We recognize that education is most effective when home, school, and church work together in harmony. By cultivating open communication, shared values, and collaborative engagement, we create a supportive network that reinforces both academic success and faith development. These partnerships reflect our commitment to nurturing the whole child—mind, body, and spirit—and to building Christ-centered, safe communities that empower students to thrive in all areas of life.

Implementation Plan

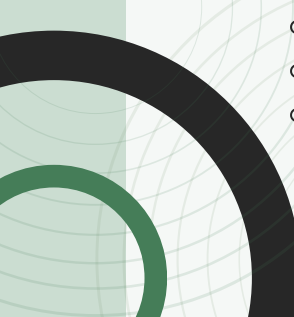
- PowerSchool Access and support
 - Continue to develop PowerSchool Parent Portal access and parent communication.
- Church/School
 - Continue to develop and maintain collaborative programs between churches and schools.
 - Increase Pastoral Support programs within schools.
 - Participate in annual Chaplains/School Pastors Development Meetings/Retreats.
- Community Collaboration
 - District Initiatives to encourage community-school collaboration and communication.
- Constituency/Annual General Meetings
 - Each school holds an annual meeting to present an update to stakeholders outlining the school's financial, academic and spiritual successes and growth areas.
 - School constituencies are required to vote on the following
 - Policy and Bylaw changes
 - Receive financial reports and approve capital projects
 - Adopt calendars
 - Constituency delegation consists of:
 - Local School Board Members
 - School and District Representatives
 - Parents
 - Representatives from supporting churches

SUCCESS MEASURES



We will regularly assess progress toward the key outcomes and make data-driven decisions to adjust towards our goals.

Our Success Measures include:

- **Academic performance:** Analyze standardized test scores, graduation rates, and student achievement including data representing our FNMI student populations.
 - Assurance Surveys
 - PAT/DIP Exam Results
 - CAT4 Test Results
 - John's Hopkins Independent Surveys (JHU)
 - CC3 - Castles & Coltheart 3 Results
 - LENS - Letter, Name-Sound Assessments
 - Provincial Numeracy Assessment
 - **Inclusivity:** Evaluate the success of inclusive education initiatives through metrics like reduced dropout rates and increased participation of students with diverse needs.
 - Assurance Surveys
 - CAT4 Test Results
 - John's Hopkins Independent Surveys
 - CC3 - Castles & Coltheart 3 Results
 - LENS - Letter, Name-Sound Assessments
 - Provincial Numeracy Assessment
 - Reading Inventories
 - Accommodation Plans
 - Professional Development Trainings
 - **Professional development:** Assess the impact of professional development programs on teacher effectiveness and student achievement.
 - Teacher formal and informal evaluations
 - Principal Evaluations
 - School SDA Accreditation Visits
 - School Progress Reports
 - DigiCOACH Observations and Data Collection
 - Ongoing SDA Teacher Certification Process
 - Teacher Professional Growth Plans
- 



SUCCESS MEASURES CONTINUED

- **Parent and community engagement:** Monitor participation in parent-teacher conferences, workshops, and community events.
 - Assurance Surveys
 - John's Hopkins Independent Surveys
 - School SDA Accreditation Visits
 - School Progress Reports
 - Town Hall Sessions
 - Home and School Associations
 - Constituency/Annual General Meetings
 - Newsletters
 - Service Activities
 - PowerSchool and Schoology Communication
 - Open Houses

Promote increased participation in the JHU surveys among parents, teachers, and students. These surveys offer valuable insights into the academic, spiritual, and relational dimensions of our educational institutions, providing a comprehensive understanding of their impact from the perspective of our key stakeholders.

Provide school leadership training/support to ensure participation.



BUDGET SUMMARY



Budget Summary	
	Budget 2026 / 2027
REVENUES	
Alberta Education - Excluding Home Education	8,000,848
Alberta Education - Home Education	178,836
Total Alberta Education Revenues	8,179,684
Federal Government and/or First Nations	1,430,000
Instruction Fees / Tuition Fees	3,056,261
Non-Instructional (O&M, Transportation, Admin Fees, Etc.)	612,878
Other Sales and Services	125,820
Interest on Investments	147,500
Gifts and Donations	4,202,640
Amortization of Capital Allocations	202,409
Other (Specify): Church/Conf Subsidies, Fundraising, SGF	4,099,625
TOTAL REVENUES	22,056,817
EXPENSES	
Home Education	180,586
Instruction - ECS	831,885
Instruction - Grades 1-12	14,691,405
Operations and Maintenance	1,799,185
Transportation	907,907
Board and System Administration	3,375,023
External Services	105,000
TOTAL EXPENSES	21,890,991
SURPLUS OF REVENUES OVER EXPENSES	165,826

FINANCIAL SUMMARY

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

Summary of Financial Results

	2024-25 AFS	Percentage	Highlights
<u>Revenue Summary</u>			
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%	
<u>Expense Summary</u>			
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](#)

DISTRICT DISTINCTION

Prairie Adventist Christian eSchool

PACeS is an online school meeting the needs of students living in Alberta, Canada, internationally as well as Alberta Residents living abroad.

Diploma Exam Challenges

- Finding writing centers available for international students and rural Albertans for Diploma Exams
- International Students adjusting to Time Zone challenges for diplomas/PAT tests

Literacy/Numeracy and PAT tests

- Parent digital literacy and ensuring students are present for exams with technology properly set up properly to allow students to participate in online exams/assessments

Small Class Sizes

A large number of our schools operate with class sizes less than 15 resulting in missing data for the AEAMs Reports.

FNMI Students

More than 85% of our FNMI students are living on reserve and as such, are federally funded students. Multiple factors affect high school completion rates as well as assessment data across all grade levels.

CONCLUSION & ACKNOWLEDGEMENTS

The Alberta Adventist Education Three-Year Education Plan sets a comprehensive roadmap for enhancing the educational experience within our schools. By focusing on key areas such as academic excellence, spiritual growth, community engagement, and innovative teaching methodologies, we are committed to nurturing well-rounded individuals prepared to contribute positively to society.

Our outcomes are rooted in our core values and mission, ensuring that each student not only achieves academic success but also develop strong ethical characters, a vibrant personal faith, and a sense of social responsibility. The intentional integration of faith and learning across all subjects reflects our belief that true education addresses the whole person—mind, body, and spirit—and prepares students to live lives of purpose and service.

Through collaborative efforts with parents, educators, and the wider community, we aim to create a supportive and inclusive learning environment that meets the diverse needs of our students. The strategies outlined in this plan will guide us in addressing current challenges and seizing new opportunities. By prioritizing professional development for teachers, integrating technology in meaningful ways, and fostering a culture of continuous improvement (with special focus on our FNMI population), we are focussed on making significant strides in educational outcomes.

As we move forward, we will regularly assess our progress, remain flexible in our approach, and make data-driven decisions to ensure the efficacy of our strategies. Our commitment to excellence, innovation, and the holistic development of each student will remain steadfast, guiding us toward a future where Alberta Adventist Education continues to thrive and inspire.

Together, we look forward to realizing the vision of our Three-Year Education Plan—one that honors both academic achievement and spiritual formation—creating a brighter future for our students and the communities we serve.

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, May 29, 2024

DISAGGREGATED DATA



Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 9916 Chinook Winds Adventist Academy

Assurance Domain	Measure	Chinook Winds Adventist Acad			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	n/a	92.3	86.6	83.9	83.7	84.4	n/a	n/a	n/a
	Citizenship	n/a	81.5	77.7	79.8	79.4	80.4	n/a	n/a	n/a
	3-year High School Completion	86.8	92.9	89.9	81.4	80.4	81.4	High	Maintained	Good
	5-year High School Completion	92.4	100.0	89.4	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	90.0	79.8	81.4	62.5	62.5	62.6	Very High	Maintained	Excellent
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	Diploma: Acceptable	78.4	65.6	66.6	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Diploma: Excellence	10.8	1.6	6.4	23.0	22.6	21.9	Low	Maintained	Issue
	Education Quality	n/a	76.9	81.8	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	83.7	81.2	84.4	84.0	84.9	n/a	n/a	n/a
	Access to Supports and Services	n/a	77.4	77.3	80.1	79.9	80.7	n/a	n/a	n/a
Governance	Parental Involvement	n/a	77.8	84.0	80.0	79.5	79.1	n/a	n/a	n/a

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.
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- 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.



Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 4390 College Heights Christian School

Assurance Domain	Measure	College Heights Christian Sch			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	87.6	80.5	82.3	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	89.5	87.5	88.2	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	72.5	88.2	88.2	81.4	80.4	81.4	Low	Declined	Issue
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	66.1	70.8	58.2	62.5	62.5	62.6	Low	Maintained	Issue
	PAT9: Excellence	9.7	9.4	7.8	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	82.1	74.2	81.8	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Diploma: Excellence	14.5	2.2	15.4	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
	Education Quality	90.0	84.7	88.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	89.2	90.0	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	84.5	81.0	81.3	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	87.4	83.5	83.1	80.0	79.5	79.1	Very High	Maintained	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.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7936 Coralwood Adventist Academy

Assurance Domain	Measure	Coralwood Adventist Academy			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	81.7	87.7	87.5	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	81.2	86.9	87.2	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	n/a	*	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	*	87.9	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	61.1	*	85.7	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	2.8	*	21.4	15.6	15.4	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	*	n/a	n/a	82.0	81.5	80.9	*	n/a	n/a
Teaching & Leading	Diploma: Excellence	*	n/a	n/a	23.0	22.6	21.9	*	n/a	n/a
	Education Quality	88.4	88.8	90.3	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.3	86.8	86.8	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	73.5	85.0	87.1	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	96.7	87.1	85.2	80.0	79.5	79.1	Very High	Maintained	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.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 5007 Higher Ground Christian School

Assurance Domain	Measure	Higher Ground Christian			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	n/a	42.9	42.9	83.9	83.7	84.4	n/a	n/a	n/a
	Citizenship	n/a	57.1	57.1	79.8	79.4	80.4	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	15.6	15.4	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	n/a	78.6	78.6	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	65.6	65.6	84.4	84.0	84.9	n/a	n/a	n/a
	Access to Supports and Services	n/a	66.7	66.7	80.1	79.9	80.7	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

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.

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

School: 3193 Mamawi Atosketan Native School

Assurance Domain	Measure	Mamawi Atosketan Native School			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	82.4	80.2	81.5	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	74.3	75.1	75.2	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	23.5	22.4	13.6	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	25.6	37.1	33.5	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	4.6	3.6	1.8	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	9.1	33.3	26.7	82.0	81.5	80.9	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	0.0	0.0	23.0	22.6	21.9	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	85.4	83.2	84.4	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.3	72.9	76.4	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	80.8	78.3	79.2	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	86.7	69.1	69.8	80.0	79.5	79.1	Very High	Maintained	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.

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

School: 3192 Peace Hills Adventist School

Assurance Domain	Measure	Peace Hills Adventist School			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	n/a	60.8	60.8	83.9	83.7	84.4	n/a	n/a	n/a
	Citizenship	n/a	53.9	53.9	79.8	79.4	80.4	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.6	15.4	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	58.7	58.7	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	65.1	65.1	84.4	84.0	84.9	n/a	n/a	n/a
	Access to Supports and Services	n/a	54.9	54.9	80.1	79.9	80.7	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

Notes:

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- 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.

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

School: 1633 Prairie Adventist Christian eSchool

Assurance Domain	Measure	Prairie Advent Christian eSch			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	87.2	90.6	86.2	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	93.0	93.9	92.1	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	48.1	48.6	48.5	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	79.0	61.8	73.9	87.1	88.1	87.9	Low	Maintained	Issue
	PAT9: Acceptable	0.0	0.0	0.0	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	89.3	60.0	64.7	82.0	81.5	80.9	Very High	Improved	Excellent
Teaching & Leading	Diploma: Excellence	21.4	10.0	10.6	23.0	22.6	21.9	High	Maintained	Good
	Education Quality	96.1	94.8	94.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	94.4	96.4	93.2	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	84.7	87.8	82.8	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	96.4	92.2	90.0	80.0	79.5	79.1	Very High	Maintained	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.

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

School: 4498 South Side Christian School

Assurance Domain	Measure	South Side Christian School			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	58.9	59.3	59.3	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	67.2	68.6	68.6	79.8	79.4	80.4	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	57.5	*	33.3	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	5.0	*	4.2	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	87.0	84.2	84.2	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	69.8	77.3	77.3	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	72.3	79.4	79.4	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

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.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 4497 Sylvan Meadow Adventist School

Assurance Domain	Measure	Sylvan Meadow Adventist School			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	n/a	62.5	62.5	83.9	83.7	84.4	n/a	n/a	n/a
	Citizenship	n/a	78.9	78.9	79.8	79.4	80.4	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.6	15.4	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	76.4	76.4	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	85.6	85.6	84.4	84.0	84.9	n/a	n/a	n/a
	Access to Supports and Services	n/a	83.3	83.3	80.1	79.9	80.7	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

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.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 4293 Woodlands Adventist School

Assurance Domain	Measure	Woodlands Adventist School			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	n/a	50.1	50.1	83.9	83.7	84.4	n/a	n/a	n/a
	Citizenship	n/a	64.4	64.4	79.8	79.4	80.4	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.6	15.4	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	73.0	73.0	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	70.4	70.4	84.4	84.0	84.9	n/a	n/a	n/a
	Access to Supports and Services	n/a	64.1	64.1	80.1	79.9	80.7	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

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.
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- 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.
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APPENDICES & LINKS

**Adventist Education Annual
Education Results Report**

**Alberta Conference of SDAs
Office of Education**

**Alberta Education Business
Plan**