



Airdrie Christian
Academy



Annual Education Results Report

For School Year

2023-2024

"I value ACA'S mission and see the mission consistently carried out on a daily basis by staff and faculty."
"There have been times as a family we were struggling, and ACA staff have been there to support and listen to us."
"ACA has helped my daughter have a heart to serve others."
"We also referred another family, and they are loving it too!"
"Well worth it!"

Expressions of Thankful ACA Parents

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Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Airdrie Christian Academy for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023/2024 was approved by the Board on December 19, 2024.



Gerald Andres
ACA Board Chair



Earl Driedger
ACA Head of School

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 9270 Airdrie Christian Academy Society

Assurance Domain	Measure	Airdrie Christian Academy Soci			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	85.1	90.0	88.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.0	89.9	89.9	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	90.4	69.2	89.7	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	100.0	100.0	92.5	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	35.1	69.0	69.0	68.5	66.2	66.2	Very Low	Declined Significantly	Concern
	PAT6: Excellence	1.8	31.0	31.0	19.8	18.0	18.0	Very Low	Declined Significantly	Concern
	PAT9: Acceptable	56.8	69.0	69.0	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	15.2	18.0	18.0	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	78.7	90.6	90.6	81.5	80.3	80.3	Intermediate	Declined	Issue
	Diploma: Excellence	14.6	30.6	30.6	22.6	21.2	21.2	Intermediate	Declined	Issue
Teaching & Leading	Education Quality	95.5	93.6	93.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	89.5	89.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.0	91.2	91.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.1	99.1	96.7	79.5	79.1	78.9	Very High	Declined	Good

Domain #1 Student Growth & Achievement

Provincial Achievement Testing Results - Acceptable/Excellence

Course		Airdrie Christian Academy Soci						
		Achievement	Improvement	Overall	2024		Prev 3 Year Average	
					N	%	N	%
Measure								

Grade 6

Science 6	Acceptable Standard	Very Low	Declined Significantly	Concern	57	33.3	30	73.3
	Standard of Excellence	Very Low	Declined Significantly	Concern	57	8.8	30	33.3
Social Studies 6	Acceptable Standard	Very Low	Declined Significantly	Concern	57	35.1	29	69.0
	Standard of Excellence	Very Low	Declined Significantly	Concern	57	1.8	29	31.0

Grade Nine Combined

Grade 9 PAT Results By Number Enrolled Measure History

Authority: 9270 Airdrie Christian Academy Society

Province: Alberta

	Airdrie Christian Academy Soci					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	23	25	33	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	80.4	69.0	56.8	Very Low	Maintained	Concern	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	26.1	18.0	15.2	Intermediate	Maintained	Acceptable	n/a	n/a	16.8	15.5	15.4

English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	33	63.6	25	68.0
	Standard of Excellence	High	Improved Significantly	Good	33	18.2	25	0.0

Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	33	51.5	25	68.0
	Standard of Excellence	Low	Maintained	Issue	33	12.1	25	16.0

Science 9	Acceptable Standard	Low	Declined	Issue	33	54.5	25	76.0
	Standard of Excellence	High	Declined	Acceptable	33	15.2	25	32.0

Social Studies 9	Acceptable Standard	Low	Maintained	Issue	33	57.6	25	64.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	33	15.2	25	24.0

Authority: 9270 Airdrie Christian Academy Society (EAL)

Province: Alberta (EAL)

	Airdrie Christian Academy Soci (EAL)					Measure Evaluation			Alberta (EAL)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	6,575	7,162	7,405
Acceptable Standard %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	54.8	55.3	52.7
Standard of Excellence %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	11.3	11.0	10.1

		Airdrie Christian Academy Soci (EAL)						Alberta (EAL)					
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	

English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,249	56.9	6,969	62.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,249	5.4	6,969	6.6

Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,201	46.7	6,930	50.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,201	11.5	6,930	12.0

Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,236	57.7	6,975	59.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,236	14.2	6,975	15.0

Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,249	49.4	6,983	50.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,249	9.6	6,983	11.0

Diploma Exam Results - Acceptable/Excellence

Diploma Exam Results By Students Writing - 3 Year Rolling Average

Authority: 9270 Airdrie Christian Academy Society

Province: Alberta

	Airdrie Christian Academy Soci			Alberta		
	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg
N	n/a	23	23	n/a	67,294	69,869
Acceptable Standard %	n/a	90.6	84.6	n/a	80.3	80.9
Standard of Excellence %	n/a	30.6	22.6	n/a	21.2	21.9

English Lang Arts 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good	14	92.9	12	100.0	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	Very Low	Declined Significantly	Concern	14	0.0	12	50.0	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	7	100.0	6	83.3	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	7	28.6	6	50.0	19,219	12.9	17,112	12.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	11	63.6	8	75.0	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	11	27.3	8	12.5	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	6	83.3	8	75.0	15,876	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	6	16.7	8	25.0	15,876	15.4	14,418	15.2

Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	12	100.0	10	100.0	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	12	25.0	10	40.0	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	8	87.5	9	100.0	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	8	12.5	9	22.2	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	16	81.3	17	94.1	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	16	6.3	17	29.4	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	15	40.0	12	83.3	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	15	13.3	12	16.7	19,955	38.0	18,364	37.0

Diploma Exam Results By Students Writing Measure History

Authority: 9270 Airdrie Christian Academy Society (EAL)

Province: Alberta (EAL)

	Airdrie Christian Academy Soci (EAL)					Measure Evaluation			Alberta (EAL)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	n/a	2	1	n/a	n/a	n/a	n/a	n/a	5,396	6,167	5,610
Acceptable Standard %	n/a	n/a	n/a	*	*	*	*	*	n/a	n/a	59.0	67.1	66.3
Standard of Excellence %	n/a	n/a	n/a	*	*	*	*	*	n/a	n/a	10.8	13.8	14.0
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	*	1	*	n/a	n/a	2,333	70.0	2,284	71.5
	Diploma Examination Standard of Excellence	*	*	*	*	1	*	n/a	n/a	2,333	5.2	2,284	5.5

Result Comments and Strategies for Improvement

- The drops in results are concerning, especially since we've had consistency in our teaching staff and they have continued to improve their teaching practice. Smaller class sizes, and the resulting potential volatility in statistics is the most likely factor for the drops. Next year's results will be telling, as we do not want this lower trend to continue.
- Teachers within divisional groups continue to carefully analyze the results from PATs and Diplomas to establish goals and strategies for growth and/or continued strength in various areas.
- The administration team will also analyze the on-going results of cohorts as they move through the grades to track the comparative strength of a particular class. We are in a rebuilding phase and see our student population increase with a significant number of new students, so this information should be quite clear and useful for determining continued learning within a particular group in the years ahead.
- With our smaller class sizes, particularly in the secondary grades, we are able to provide excellent small group instruction.
- Elementary teachers will continue using IXL to accurately assess a student's strengths and areas for improvement, therefore more successfully filling the gaps that students may have in their learning.
- Use of Google Classroom does a great job of allowing students and parents to know and understand the expectations of class assignments, project work and tests, as well as providing access to extra resources posted by their teachers.
- Teachers will continue to review the required outcomes within grade 10-12 curriculum to ensure greater alignment with their instruction.
- Encourage and reward for completion of diploma prep courses
- Send teachers to diploma marking and diploma prep courses
- Usage of common rubrics to ensure more clear instruction and more defined expectations
- Provide in-house instruction and practice for diploma test structures and expectations
- Always strive to incorporate more hands-on science, science fair competition, STEAM, coding, robotics, etc.
- Ensure the implementation of appropriate modifications for particular students
- Continued Teacher Professional Development including sending teachers to assist in marking of diploma exams.

High School Completion

Authority: 9270 Airdrie Christian Academy Society

Province: Alberta

	Airdrie Christian Academy Soci										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	11	80.0	13	100.0	18	100.0	13	69.2	19	90.4	Very High	Maintained	Excellent	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	15	84.8	11	94.2	13	100.0	18	100.0	13	92.3	Very High	Maintained	Excellent	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	11	100.0	15	83.6	11	94.0	13	100.0	18	100.0	Very High	Improved	Excellent	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

	Airdrie Christian Academy Soci (EAL)										Measure Evaluation			Alberta (EAL)									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	n/a	n/a	2	*	1	*	2	*	*	*	*	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0
4 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	2	*	1	*	*	*	*	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2
5 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	*	*	*	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1

Rutherford Scholarship Eligibility

	Airdrie Christian Academy Soci					Measure Evaluation		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Total Gr 12 Students	10	15	20	16	20	n/a	n/a	n/a
Percent Eligible for Scholarship	90.0	100.0	100.0	75.0	100.0	Very High	Improved	Excellent

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	63	99.0	64	100.0	53	95.9	40	100.0	56	96.4	Very High	Maintained	Excellent
Parent	48	97.9	50	100.0	37	91.9	23	100.0	42	100.0	Very High	Improved	Excellent
Teacher	15	100.0	14	100.0	16	100.0	17	100.0	14	92.9	High	Declined	Acceptable

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Airdrie Christian Academy Soci										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	63	99.0	64	100.0	53	95.9	40	100.0	56	96.4	Very High	Maintained	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	48	97.9	50	100.0	37	91.9	23	100.0	42	100.0	Very High	Improved	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	15	100.0	14	100.0	16	100.0	17	100.0	14	92.9	High	Declined	Acceptable	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Comments on Results

We continue to ensure that all our students can successfully complete all required courses and credits within their three years in the high school program. The Rutherford Scholarship continues to be a strongly motivating program and our students pursue this scholarship each year. We also have used a Canadian developed program called My Blueprint to assist students in planning their high school and post-secondary trajectory. This has given students a clear understanding of where they need to go and how to get there. Our Guidance Counselor is invaluable in assisting students with academic choices, as well as providing a listening ear for other personal matters.

Strategies

- For 25/26, we are adjusting our Guidance Counseling staff to put one faculty member in charge of all post-secondary planning courses. This includes Dual Credit, RAP, and Green Certificate pursuits. This assistance for students in grades 9-12 will help them plan their high school careers in accordance with their aspirations for the future.
- Teachers to continue to give extra tutorials outside of class hours
- Monitor student achievement and ability more closely to ensure proper placement in dash one and dash two courses.

Citizenship Measure

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

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	222	91.5	199	89.7	220	89.8	226	89.9	128	83.0	Very High	Declined	Good
Parent	52	98.4	51	98.8	37	97.3	23	98.2	46	98.2	Very High	Maintained	Excellent
Student	155	76.0	134	71.7	166	74.6	186	75.1	67	53.4	Very Low	Declined Significantly	Concern
Teacher	15	100.0	14	98.6	17	97.6	17	96.5	15	97.3	Very High	Maintained	Excellent

Comments on Results

The philosophy of the school is that students who attend or graduate from our school will be taking leadership roles within the school, church/parachurch organizations, and other service clubs and associations within our community. We also create and arrange regular service days to support various organizations in our community and region. We want our students and graduates to be contributing members in their community and society, and to be relevant to the needs of our community. The significant drop in student perception related to this citizenship measure is odd and concerning; we have so many students engaged in school leadership and our culture is very positive overall.

Strategies

- As a Christian school we are teaching values which we trust will continue to be engaged when students and graduates are employed in future jobs or occupations.
- Senior high students are given the requirement of volunteering with various community groups for a minimum of 25 hours per year through our Christian Service program. We want them to always seek in life a place where they can freely give of themselves without thought to payment.

Student Learning Engagement

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

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	199	86.5	220	85.9	226	90.0	128	85.1	n/a	Maintained	n/a
Parent	n/a	n/a	51	100.0	37	98.2	23	100.0	46	99.3	n/a	Maintained	n/a
Student	n/a	n/a	134	59.5	166	61.7	186	70.1	67	56.0	n/a	Declined	n/a
Teacher	n/a	n/a	14	100.0	17	98.0	17	100.0	15	100.0	n/a	Maintained	n/a

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

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	64	95.6	64	97.1	54	94.7	40	97.0	57	96.9	Very High	Maintained	Excellent
Parent	49	94.5	50	97.8	37	95.5	23	100.0	43	97.5	Very High	Maintained	Excellent
Teacher	15	96.7	14	96.4	17	93.9	17	93.9	14	96.3	Very High	Maintained	Excellent

Comments on Results

It is interesting, and a bit odd, that 100% of parents and teachers think that students are actively engaged in their learning, but only 56% of students believe that to be the case.

Strategies

- Teachers have and will continue to evaluate best practices for learning, including pursuing more STEM-based learning opportunities.
- As a response to significant drops in engagement, many teachers have increased their technical skills in post-Covid years, and have continued to exercise those skills in our regular programming.

- Implementation of regular student feedback, through various modes, has been effective in learning where students are retaining necessary learning or where they need more support and review.
- Increased availability of tutoring, student leadership events and extracurricular activities do so much to re-engage our students to life at school, and that certainly will help them to be more engaged and willing in their classroom learning as well.

Early Years Literacy & Numeracy Assessments

Alberta Education Approved Screening Assessments used at each grade level:

Literacy:

LeNS (The Letter Name-Sound Test) - Gr. 1, 2 (letters, sounds)

CC3 (The Castles and Coltheart Test) - Gr. 1, 2, 3, 4 (word reading: regular, irregular and non-words)

Numeracy:

EMA@School Numeracy Test (Government-provided numeracy assessment) Gr.K, 1, 2, 3

	Total number of students identified as being at risk in literacy ONLY in the 2023/24 school year	Total number of students who were reassessed in literacy ONLY, who remained at risk, according to reassessments completed at the end of the school year (June 2024), after receiving intervention programming
Grade 1	4 <input type="text"/>	2 <input type="text"/>
Grade 2	1 <input type="text"/>	0 <input type="text"/>
Grade 3	4 <input type="text"/>	1 <input type="text"/>
Grade 4	5 <input type="text"/>	3 <input type="text"/>
Grade 5	3 <input type="text"/>	0 <input type="text"/>

	Total number of students identified as being at risk in numeracy ONLY in the 2023/24 school year	Total number of students who were reassessed in numeracy ONLY, who remained at risk, according to reassessments completed at the end of the school year (June 2024), after receiving intervention programming
Grade 1	0 <input type="text"/>	0 <input type="text"/>
Grade 2	1 <input type="text"/>	0 <input type="text"/>
Grade 3	2 <input type="text"/>	0 <input type="text"/>
Grade 4	<input type="text"/>	<input type="text"/>
Grade 5	<input type="text"/>	<input type="text"/>

	Total number of students identified as being at risk in BOTH literacy and numeracy in the 2023/24 school year	Total number of students who were reassessed in BOTH literacy and numeracy, who remained at risk, according to reassessments completed at the end of the school year (June 2024), after receiving intervention programming
Grade 1	<input type="text" value="1"/>	<input type="text" value="0"/>
Grade 2	<input type="text" value="0"/>	<input type="text" value="0"/>
Grade 3	<input type="text" value="0"/>	<input type="text" value="0"/>
Grade 4	<input type="text" value="0"/>	<input type="text" value="0"/>
Grade 5	<input type="text"/>	<input type="text"/>

Grade 1 Additional Push-in class support for Math and LA. 1:1 for reviewing/math corrections. 1:1 for remedial reading, phonological awareness, oral reading, sight word building with phonics patterns. 194 / 4000

Grade 2 Additional Push-in class support for Math and LA. 1:1 for reviewing/math corrections. 1:1 for remedial reading, phonological awareness, oral reading, sight word building with phonics patterns. 194 / 4000

Grade 3 Additional Push-in class support for Math and LA. 1:1 for reviewing/math corrections. 1:1 for remedial reading, phonological awareness, oral reading, sight word building with phonics patterns. Small group reading support. 222 / 4000

Grade 4 Small group: additional blocks supported classwork completion. Pre-reading novel studies, vocabulary-building, comprehension of text and questions. Spelling word patterns, grammatical use. Oral reading practice. Opportunity for 1:1 support. 240 / 4000

Grade 5 Small group: additional blocks supported classwork completion. Pre-reading novel studies, vocabulary-building, comprehension of text and questions. Spelling word patterns, grammatical use. Oral reading practice. Opportunity for 1:1 support. 240 / 4000

Measure Early Years' Assessments Summation

	Total # of students assessed at the beginning of the school year (Gr1 in Jan)	Total # of students assessed at the end of the school year	At-risk beginning Literacy/Numeracy (from Jun/23 or Gr.1 Jan/24)	Average Months behind at beginning	Average Months behind at end Jun/24	Average number of months gained at grade level by at-risk students at time of final assessments
Gr.1	29	24	5	8	5	3
Gr.2	21	21	2	5	5	0
Gr.3	20	16	6	5	3	2
Gr.4	4	5	5	2	8	-6
Gr.5	2	2	2	3	9	-6

Summary of support strategies used for students identified as being at risk at each grade level:

- 1:1 and/or small group 2-3 times per week (10-20 minutes per session).
- Each grade will have their own plan for the most effective times with the least disruption to their classroom learning.
- Lead teacher directs the Education Assistants extra support as noted above: Diagnostic Reading Program (DRP), Anne Gardner Guided Reading Comprehension passages, Words Their Way Program. Alberta Education suggested Intervention activities (ie. puzzles, games etc.), Lively Letters App and resources, novel studies, spelling and vocab practice..
- Teacher-driven remedial support based on classroom performance. To assist students with building specific missing skills to fill gaps in learning with the purpose of driving more independent participation.
- Pushing into the class, supporting students 1:1 with classwork to determine areas to work on in small groups.
- Communication between team members. Setting aside small group time when it wouldn't interfere with participating in classroom learning.
- Push-in is most effective for student support in math, to prevent additional gaps. Ongoing missed classroom time affects students with building their current skills, particularly when receiving support in both literacy and numeracy.

Note: re: Average number of months gained

- The results of the assessments typically confirm the classroom observations of students' need for support. Having the extra help for them was beneficial in preventing any further learning loss, and supporting their success.

- Noted pattern: students identified at-risk, who aren't making progress, may have underlying conditions. The process has assisted in identifying those students with a potential underlying condition affecting their progress.
- The Level of growth measured via: reading level (Fountas & Pinnell), classroom participation, CC3 and Numeracy assessment results Sept and June.
- Classroom participation measured via Teacher observation: assignment and test performance; increased confidence and initiative; willingness to read aloud; independent work in mathematics.

Domain #2 Teaching & Leading

Education Quality Measure

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

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	223	95.3	199	93.9	219	92.7	226	93.6	129	95.5	Very High	Maintained	Excellent
Parent	52	95.2	51	96.1	37	94.5	23	94.9	46	96.0	Very High	Maintained	Excellent
Student	156	91.8	134	85.5	165	85.4	186	86.9	68	90.4	Very High	Maintained	Excellent
Teacher	15	98.9	14	100.0	17	98.0	17	99.0	15	100.0	Very High	Maintained	Excellent

Comment on Results

Our teachers believe they have been called to their roles here at ACA and are therefore very faithful and diligent in their planning, instruction, classroom leadership and communication with the parents of their students. Excellent teachers create environments for excellent learning. We do all we can to ensure our educational team is well trained and equipped, allowing also for continual improvement and collaboration to bring about this success. We strive to bring each student, not just those with learning challenges, to a place of belonging, both through their academic and relational experiences here at ACA. Every student has been created uniquely and brings flavour and diversity to our classrooms. This provides opportunities for our staff to identify these differences and to strategically design plans to best challenge and assist the students to greater success. Parent collaboration is a high priority in our school culture, and this partnership proves to be effective.

Strategies

- Continue multiple avenues for parent communication
- Increased use of guidance counsellor and chaplaincy program for all grades
- Addition of our Learning Support Assistant for elementary grades, while allowing the Learning Support Leader to focus on needs within the secondary grades population
- Updating curriculum and assessment/growth tools - IXL and Smart Start, Fountas and Pinnell
- Continual evaluation and strategy development

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	176	85.0	161	81.4	155	81.7	166	81.3	61	91.3	Very High	Improved	Excellent
Parent	52	88.1	51	89.3	37	91.0	23	93.6	46	90.4	Very High	Maintained	Excellent
Student	109	72.6	96	66.3	101	67.6	126	63.7	n/a	n/a	n/a	n/a	n/a
Teacher	15	94.1	14	88.7	17	86.7	17	86.7	15	92.1	Very High	Maintained	Excellent

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	221	86.3	194	87.4	216	76.4	222	83.7	123	88.3	Very High	Improved	Excellent
Parent	51	96.1	47	97.9	35	77.1	22	95.5	43	97.7	Very High	Improved	Excellent
Student	155	76.1	133	71.4	164	69.6	184	74.5	67	67.2	Low	Maintained	Issue
Teacher	15	86.7	14	92.9	17	82.4	16	81.3	13	100.0	Very High	Improved	Excellent

Comment on Results

We continue to increase the variety of core and optional courses offered here at ACA. Biology, Chemistry and Physics are offered, multi-level courses are available (30-1, 30-2, etc.) for Math, English and Social Studies and we've also added STEAM, robotics, coding and 3D printing, woodworking, computer technology, art, drama, fitness, photography, home economics and outdoor education to the optional course list.

Strategies

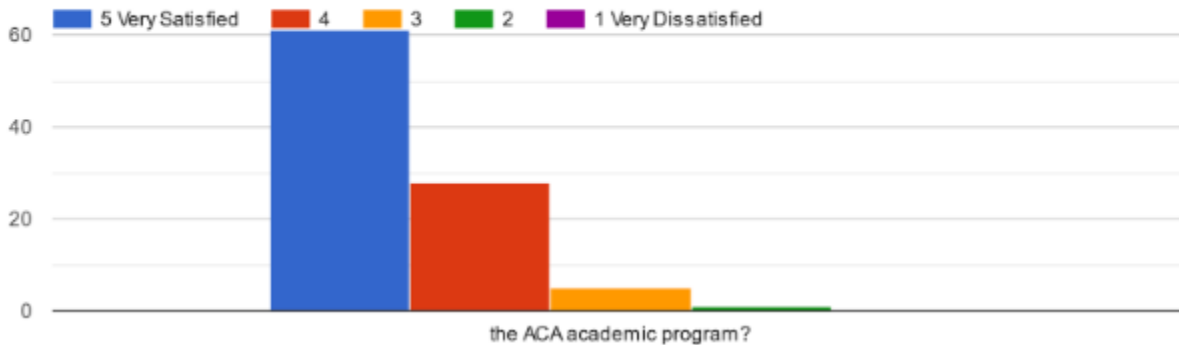
- We have greatly increased our use of direct instruction.

- Student/teacher/parent communication is essential and is being increased through the use of Google Docs, Remind and other technology-based programs.
- We have greatly increased our extra-curricular activities, including PE and intramurals and home games/tournaments, choir, band, drama and guitar.
- Following our Personal Device Policy, we continue to carefully and effectively implement the use of technology. With significant improvements to our wireless connectivity, this use of technology has been helpful in many ways, both for staff and students.
- Our chapel worship teams are thriving across all our programs, and they are learning new ways to give leadership and also learning new technology for these assemblies.
- Students have had access to career and job fairs. (SAIT, Ambrose, U of C, Bible colleges, etc.)
- Improved music programming - choir, worship band, better class instruments - multiple sets of Orff, ukuleles, bells, guitars.
- Robotics w/ Coding
- Increased STEAM programming
- Language classes - we currently offer French and Spanish; some students have pursued other languages through special projects

Local Survey Measures, as a Christian school

The following graphs represent data gathered from a locally generated parent survey, completed in Spring of 2024.

How satisfied or dissatisfied are you with:



How satisfied or dissatisfied are you with:



The data and added comments from our internal survey process were helpful for addressing issues in all aspects of our school structure. We always seek to improve in our academics, our delivery of foundational Christian teaching and in the relationship we have with our parents.

Professional Learning, Supervision and Evaluation

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

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	15	90.9	13	92.1	17	77.6	16	85.4	13	94.7	Very High	Improved	Excellent
Teacher	15	90.9	13	92.1	17	77.6	16	85.4	13	94.7	Very High	Improved	Excellent

To ensure continued strength and growth in our educational delivery, we carefully follow the Teacher and Leadership Quality Standards set forth by Alberta Education, including the implementation of annual teacher growth plans, long range planning and regular observations and evaluations by administrators. We also follow all directives of our internally developed Teacher Growth, Supervision and Evaluation Policy, Policy # D-P06.

Domain #3 Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment Measure

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

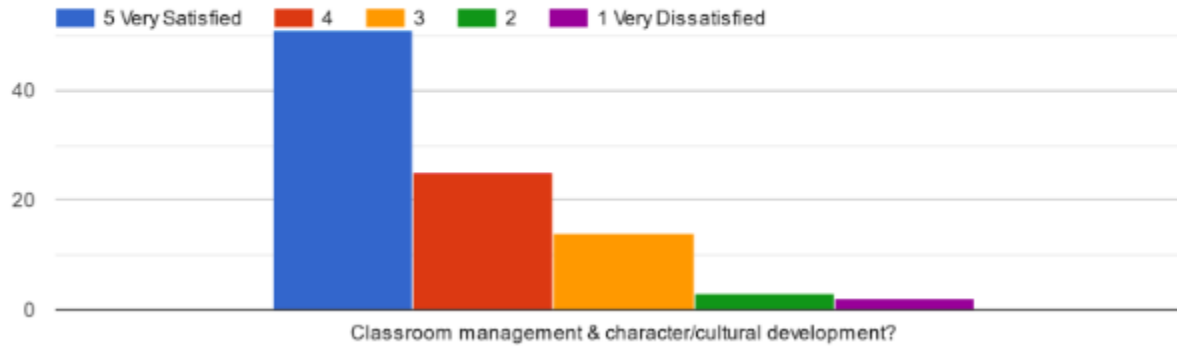
	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	199	92.0	220	90.2	226	89.5	129	86.8	n/a	Maintained	n/a
Parent	n/a	n/a	51	99.8	37	98.3	23	96.7	46	98.1	n/a	Maintained	n/a
Student	n/a	n/a	134	78.3	166	78.3	186	77.9	68	68.9	n/a	Declined	n/a
Teacher	n/a	n/a	14	97.9	17	94.1	17	94.0	15	93.3	n/a	Maintained	n/a

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

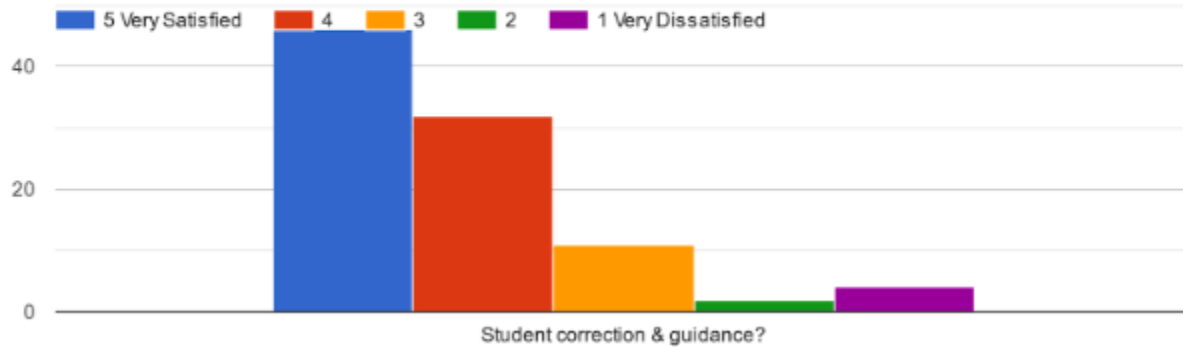
	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	222	94.3	199	94.3	220	91.8	226	91.4	128	89.0	Very High	Maintained	Excellent
Parent	52	99.2	51	100.0	37	98.9	23	97.4	46	98.7	Very High	Maintained	Excellent
Student	155	86.4	134	85.7	166	83.5	186	82.7	67	76.3	Intermediate	Declined	Issue
Teacher	15	97.3	14	97.1	17	92.9	17	94.0	15	92.0	Intermediate	Maintained	Acceptable

Local Survey Measures

Are you satisfied or dissatisfied with how the school approaches:



Are you satisfied or dissatisfied with how the school approaches:



Comments on Results

We have a very positive and family-oriented culture here at ACA. Uplifting behaviour is acknowledged and praised, while negative behaviour is approached through a redemptive process. While disciplinary actions do need to be exercised at times, very rarely does this need to progress to more severe actions. We have strong relationships with almost all our families, and parents trust our staff, and are therefore largely in support of our interactions with their children.

Strategies

- As we are in an urban setting, we do all we can to provide a secure environment for our students and staff. We have a high ratio of supervision for all recess times (inside and outside) and fencing around the entire campus. We recently installed security cameras which allow us to view the street side of our property, the front and side entrance as well as our playground area. We also keep the doors locked during all school hours, only allowing entrance to the school through the main front door, and then only as admitted by the secretary by remote access.
- We will continue to have our students complete twice annual school culture surveys. These have proven very effective in the past for identifying problem behaviours as well as to teach students what is acceptable behaviour and when it crosses the line into the area of bullying. We have also added questions to allow input regarding what inspires and motivates students in our school, or what discourages and demotivates students in our school. These new questions have proven helpful for making changes to strengthen their school experience.
- Project Positivity, a movement which provides service opportunities and celebrates positive aspects of student life
- SWORD, our student leadership group which builds school culture through fun activities and by celebrating our cultural diversity
- Addressing parent concerns effectively and expediently
- Continue multiple avenues for parent communication
- Addition of guidance counsellor and chaplaincy program for all grades
- Elementary supervision - intentional for particular students... Increased and intentional for safety and support

Access to Support and Services Measure

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

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	199	91.9	220	92.0	226	91.2	127	90.0	n/a	Maintained	n/a
Parent	n/a	n/a	51	97.6	37	97.3	23	96.5	45	98.2	n/a	Maintained	n/a
Student	n/a	n/a	134	80.8	166	82.3	186	81.9	67	71.7	n/a	Declined	n/a
Teacher	n/a	n/a	14	97.1	17	96.5	17	95.2	15	100.0	n/a	Maintained	n/a

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

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	222	93.8	199	91.9	220	91.3	226	90.5	127	89.6	High	Maintained	Good
Parent	52	98.7	51	97.4	37	95.5	23	95.6	45	97.0	Very High	Maintained	Excellent
Student	155	82.8	134	80.8	166	82.3	186	81.9	67	71.7	Very Low	Declined	Concern
Teacher	15	100.0	14	97.6	17	96.1	17	94.0	15	100.0	Very High	Maintained	Excellent

Comments on Results

Our educational team of administrators, teachers, resource coordinator and educational assistants work well together to provide as much individualized assistance for each student as possible. Those with mild, moderate and severe disabilities all have IPPs which are crafted with input from this team, the parents and appropriate outside experts. Our Learning Support Leader is superb, seeking out materials and specialized personnel from Airdrie, Calgary and around the province. She is continually communicating with her team and parents to adjust for maximum effectiveness with these students. As a result, we see a great deal of inclusion and growth for these students, often with amazing results for growth

and independence. To increase access to assistance across the grades, we have added a Learning Support Assistant for 24/25, and she is focused solely on providing support to the elementary students.

First Nations, Metis and Inuit Student Success

As our FNMI population is very small, actually just a handful of non-identifying Metis families, we have no data to demonstrate our success in this measure. However, as our school population continues to become more diverse through representation from our FNMI community and from around the world, our teachers incorporate curricular materials to address issues of understanding, tolerance and celebration for peoples of all origins. God created all people, from all continents, and as everyone is precious to Him, they should be treated as precious by our staff and students.

Strategies

Regardless of cultural or ethnic backgrounds, our teachers strive to maximize the learning potential of each student. This is further supported through an excellent group of educational assistants who are trained to help students with remedial reading and writing, and in social skills development.

- Ensure full guidance and academic support for all students, with special attention given to any self-identified FNMI students.
- Seek out post-secondary institutions and scholarships which exist primarily to support the culture and learning of FNMI students.
- Intentional and effective participation in the National Day of Truth and Reconciliation
- Staff training led by a local First Nations elder, helping us to gain better understanding and classroom teaching
- Intentional instruction and project presentations comparing and contrasting Christian and First Nations values and teachings
- Emphasize cultural diversity through delivery of the Social Studies curriculum. This will focus on infusing Aboriginal perspectives within the curriculum with appropriate subject matter.
- Our population is becoming far more diverse in recent years with students from Africa, Asia, South America and from Europe, some of whom are now strengthening ESL students.
- Continue on with Student Council led Multicultural Celebration Days.
- Another strong resource to be accessed is the OECD (Organization for Economic Cooperation and Development) Promising Practice for Indigenous Students <http://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf>

Domain #4 Governance

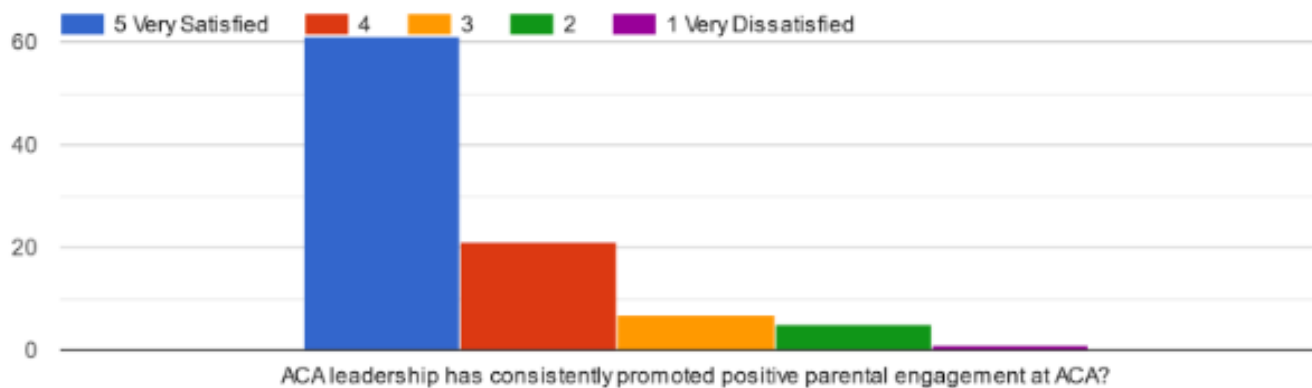
Parental Involvement Measure

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

	Airdrie Christian Academy Soci										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	67	99.2	65	95.5	54	94.3	40	99.1	60	91.1	Very High	Declined	Good
Parent	52	98.4	51	92.5	37	92.2	23	98.2	45	94.6	Very High	Maintained	Excellent
Teacher	15	100.0	14	98.6	17	96.3	17	100.0	15	87.7	Intermediate	Declined	Issue

Local Survey Response

How satisfied are you that the

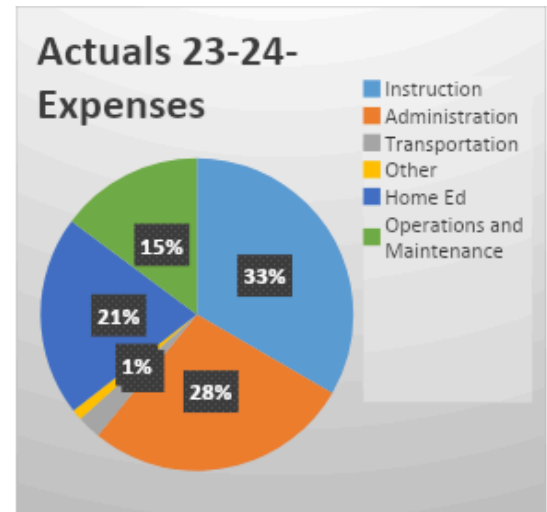
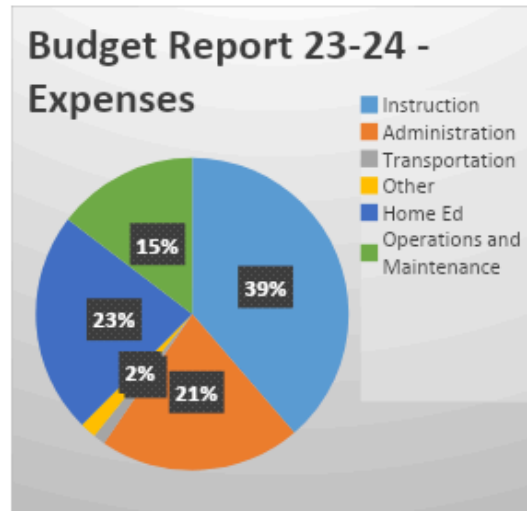
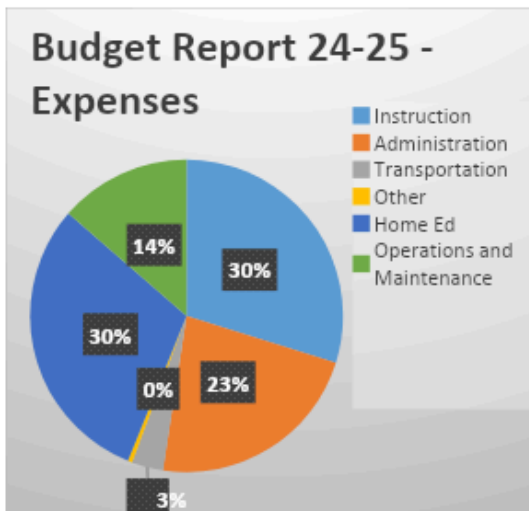
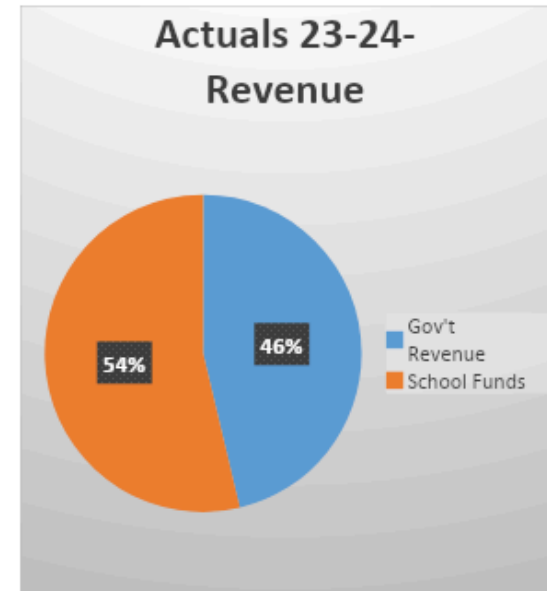
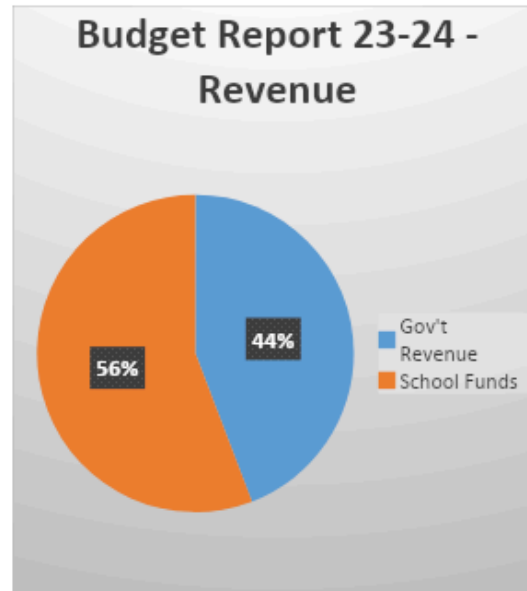
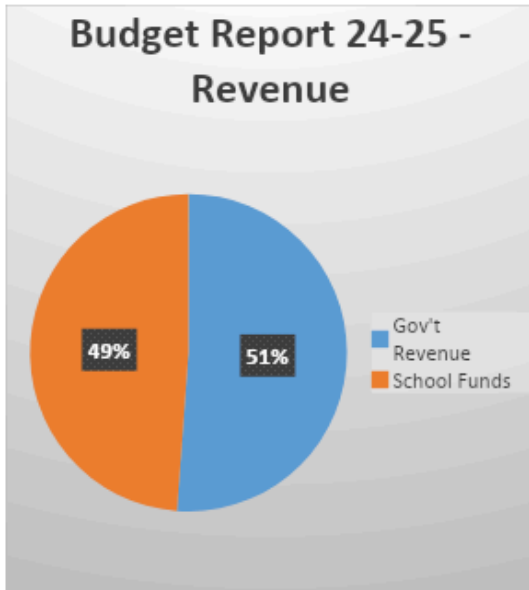


Comments on Results

Besides having multiple ways for parents to connect directly with their child's teachers, we have three main ways for parents to be involved in the direction of our school, especially regarding education. First, our ACA Board, responsible for the governance and policy development of ACA, is made up entirely of parents who have been elected by the ACA Society. This upper level guidance of our school ensures adherence to the mission, vision and policies set in place to keep us on course. Secondly, parents can join our ACA Parent Advisory Council and take part in fundraising, curriculum development and extracurricular program leadership. Thirdly, parents are required to be part of our School Support Program, which engages parents in the daily support of teachers and children which enables them to witness and impact the success of our school. Parents also volunteer through our Policy committee, the Fund Development Committee, the playground planning team, events planning, field trip supervision, classroom ambassador program, coaching and work bees.

Our school's strength is due to a committed partnership between parents and the school staff. This not only builds relationships of trust, but also increases productive student interactions and learning.

Budget-Actual Comparison Measure



Summary of Financial Results Measure

Revenue	Budget Report 24-25	Percentage	Budget Report 23-24	Percentage	Actuals 23-24	Percentage
Gov't Revenue	\$ 4,037,345.00	51%	\$ 2,127,260.00	44%	\$ 3,098,016.00	46%
School Funds	\$ 3,853,869.00	49%	\$ 2,687,625.00	56%	\$ 3,596,236.00	54%
Total	\$ 7,891,214.00		\$ 4,814,885.00		\$ 6,694,252.00	
Expenses						
Instruction	\$ 2,359,782.00	30%	\$ 2,653,841.00	39%	\$ 2,345,967.00	33%
Administration	\$ 1,785,786.00	23%	\$ 1,429,937.00	21%	\$ 1,937,321.00	28%
Transportation	\$ 256,561.00	3%	\$ 83,766.00	1%	\$ 173,342.00	2%
Other	\$ 36,235.00	0%	\$ 115,937.00	2%	\$ 78,659.00	1%
Home Ed	\$ 2,393,859.00	30%	\$ 1,574,654.00	23%	\$ 1,456,839.00	21%
Operations and Maintenance	\$ 1,077,253.00	14%	\$ 1,002,134.00	15%	\$ 1,040,625.00	15%
Total	\$ 7,909,476.00		\$ 6,860,269.00		\$ 7,032,753.00	

Growth Strategies

- Focus on enrollment marketing to grow our enrollment base, projecting that we'll grow for the 25/26 school year. We are providing an excellent alternative for families within our community and region.
- Growth of our Home Ed programs in Edmonton, Red Deer and Airdrie - Enrichment days, Hybrid High School and Classical Education
- Carefully welcome international students, selecting those to fill in space in our full time program
- Running a busing program from north Calgary as well as within Airdrie to service students and families
- Running a camps program throughout the year which generates income and draws from different community groups to the school
- Optimizing our facility and property to accommodate more students
- Continuing to implement our ACA Parent Advisory Council and Classroom Ambassadors program to help families engage more fully, for the purpose of building our school family and to strengthen our year to year retention

Sustainment Strategies

- Launched our Fund Development Committee with a singular focus of building our donor and scholarship base
- Continually analyzing expenses and adjusting as needed. Revenue projections are conservatively based.
- Continually pursuing additional revenue streams through facility rentals and program development
- Continuing to reduce our tuition bursary offering, desiring to assist where needed without over-burdening our general budget
- Continuing to reduce our private lender amount - should have this eliminated within four years
- Continuing to fill our Home Education program offerings while fine tuning revenue and expense budgets

Stakeholder Engagement

Staff

Our certified teachers engage in the annual Alberta Education survey each year. Parts of our teaching and support staff also review the AERR and the Annual Plan.

Our teachers and support staff are all aligned with our Mission, Vision and Statements of Faith, and that alignment provides great strength and purpose in our faith-infused educational programs.

Parents

Our parents are engaged in this process through our facilitation of their involvement in the annual Alberta Education Survey process, through our Local Survey process and through the review of the AERR and the Annual Plan.

Our goal at Airdrie Christian Academy is to be the school of choice in our community, known for partnering effectively with like-minded parents, for our excellent instructional delivery and for our engagement within our community. This all stems from our mission, vision and core values which are routinely communicated to all stakeholders, and reflected in all we do. Teachers strive for open communication with parents through email, calls, face to face meetings and report cards. We also implement Facebook, Instagram, our AGM, PowerSchool and Google Classroom.

School Board

Our school board reviews the AERR and the Annual Plan with the Head of School.

The Board of Directors at Airdrie Christian Academy is a representation of parents within the school. There is also an allowance for grandparents, alumni parents and alumni students. The board members operate by their own Mission and Vision, which support the Mission and Vision of the school. Once these parents are at the board table, their personal interests are put aside to bring governance to the school. They establish policies and accountability measures and ensure sound financial oversight for the continued viability of our school.

Our board is always engaged in future planning and strategizing as well. We are currently very focused on the development of a five year strategic plan, which will assist with strengthening our financial viability and our program offerings.

Board Mission and Role

To ensure that resources are in place to provide our children with a Christian education delivered through Godly men and women.

The board exists to serve ACA's mission statement by providing governance to operations, planning, and preparing for the future, and by protecting and strengthening its resources.

Students

Students engage in the Alberta Education survey each year to voice their perspectives on their school experience here at ACA. They also participate in the aforementioned ACA School Culture Survey. These data sets are used for internal review and for our AERR development.

Our school size allows our staff to have close relationships with our students, across all the grades. Our staff is very committed to building relational connections which aides with instruction, guidance and correction. While peer connection is important, strong and healthy lives are known to flow from students having a positive support contact with at least one adult in their school life. Our students often comment about the positive culture at ACA, where they experience care and openness with each other and with our staff.

Across our grades, within divisions, staff meet regularly to discuss and address the needs of individual students, striving to aid in their academic, social, emotional and spiritual growth. Goals and strategies are developed and implemented through engagement with the students and their parents.

Students are also engaged in leadership development opportunities through our student leadership group (SWORD), Project Positivity, chapel leadership and other community service projects.

Associations

Airdrie Christian Academy benefits greatly from our active memberships with other educational organizations.

Since our inception, we have been full members of the Association of Christian Schools International, and are closely connected with Phillip Hills, the executive director of ACSI Western Canada. ACSIWC provides us with support through resources, seminars, conferences, professional development, board development, principal evaluations and full-school studies. Phil just completed a thorough evaluation of our Head of School, including input from multiple sectors of our school population. The results of this evaluation will help shape the Head of School job description, which will also drive the future direction of ACA.

We are also very thankful for our membership with the Association of Independent Schools and Colleges of Alberta - AISCA. We value the leadership of their Executive Director, John Jagersma, and their excellent support for our school and also their excellent working relationship with Alberta Education leadership. AISCA also provides for teacher and administration certification through their DSA program. They accomplish so much related to the promotion of choices in education, which greatly enhances and strengthens the educational offerings in Alberta.

We are also thankful for the relationship we have with another nearby K-12 Christian school, Bearspaw Christian School. They are a flagship of excellence, and are further down the track than we are, so we have learned so much from their willingness to share their expertise.

Alberta Education

Naturally, our connection with Alberta Education as an accredited independent school is essential to our operation. We comply with all requirements mandated by AB Ed and participate in quality assurance surveys, provincial standardized testing and attend all information and training sessions. We also submit our Annual Education Results Reports and this Annual Education Plan. This Spring, Alberta Education also performed a full monitoring process for ACA, and we were so pleased with their commendations for our operation, our amazing school culture, our board and leadership structure and many other areas of success.

Our staff have also taken part in various curriculum working groups and literacy and numeracy pilot projects initiated by Alberta Education. We truly value the leadership of Alberta Education, the requirement for accountability and the many supports this team provides, and we also appreciate the flexibility we are permitted to operate according to our mission, vision and values.

Whistleblower Protection

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

There are no incidents to report for the 2023/2024 school year. However, we will continue to adhere to our policy on this matter, instructing our staff in its function and making it available on our server and in our staff lounge.

For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.

Domain #5 Local and Societal Context

Contextual Information Measure

It is essential to understand a community's local context in order to effectively operate and plan within that community. To know the historic, geographic, economic, social context, and most importantly for our school community, our faith-based values context, will help us to create a school culture that best aligns with our desired stakeholders.

ACA is accredited by Alberta Education as a partially-funded independent school and also maintains official memberships with the Association of Christian Schools International (ACSI) and the Association of Independent Schools and Colleges of Alberta (AISCA).

Our school was founded in September of 1987 with three full-time teachers, one part-time teacher and approximately fifty students from kindergarten through grade seven.

By integrating a Christian worldview into the program of studies provided by Alberta Education, we have been impacting the lives of children in Airdrie and surrounding areas for many years. We offer a safe and welcoming environment for children from Kindergarten through Grade 12 and provide them with a solid foundation for their futures, both academically and spiritually. As mentioned earlier, we are also offering a Home Education program, including a weekly enrichment day to support home school parents. It is clearly something in growing demand, and we're happy to provide it in the context of Christian education.

Because our school is founded on Christian values and God's Word, the Bible, we operate in a way that helps our students to develop a worldview that is given life by these sources. Parents, staff and students understand this common core of seeking guidance from Scripture for moral decision making, ethical choices, honourable treatment of others and a deep purpose found in the loving, Creator God.

We are called forward by our Mission and Vision statements, our Statement of Faith and our Core Values. We continually assess our programs and instructional materials to push for new initiatives for the purpose of achieving greater success in fulfilling these guiding statements. Having the end goal in mind, regardless of shifting contextual sands, will bring consistency to our purposeful outcomes.

As we move into our school's future, we continue to positively impact our community by equipping the leaders of tomorrow with confidence, capability and a heart for service. As God provides, we will maintain this direction for many years to come.

Website and Links for Further Information

School Website - www.airdriechristian.com

[Permalink to ACA Financials and Reporting](#)

Physical Office - 77 Gateway Drive NE, Airdrie, AB 403-948-5100

**Invest in your children through Christian Education at Airdrie Christian Academy...
www.airdriechristian.com**