



Airdrie Christian Academy



Annual Education Results Report

2024 - 2025 Academic Year

Submitted to Alberta Education
November 2025

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Accountability Statement

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Airdrie Christian Academy for the 2024/2025 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 2024/2025 was approved by the Board on 20 November 2025.



Jason Johnson
ACA Board Chair



Andrew Casali
ACA Head of School

Airdrie Christian Academy Mission and Vision

Mission

“We are called by Jesus Christ to advance God’s Kingdom by educating & training His children to personally know, love and serve Him.”

“Train up a child in the way he should go, / And when he is old he will not depart from it.”

~Proverbs 22:6

Vision

“Equipping and discipling generations for Christ”

“Go, therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you.”

~Matthew 28:19, 20(a)

To learn more about Airdrie Christian Academy and its unique mandate to partner with families in bringing Christian education and discipleship to students in Airdrie and surrounding areas, please visit the Airdrie Christian Academy websites [here](#) and [here](#).

Alberta Education Assurance Measures Summary

Fall 2025 – Overall Summary of Required Alberta Education Assurance Measures (AEAMs)

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	86.8	85.1	87.0	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	86.7	83.0	87.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	24.9	90.4	86.6	81.4	80.4	81.4	Very Low	Declined Significantly	Concern
	5-year High School Completion	93.4	100.0	98.0	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	41.7	56.8	62.9	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	8.3	15.2	16.6	15.6	15.4	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	80.2	78.7	84.6	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
	Diploma: Excellence	19.8	14.6	22.6	23.0	22.6	21.9	High	Maintained	Good
Teaching & Leading	Education Quality	93.5	95.5	93.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	86.8	88.8	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	87.2	90.0	91.1	80.1	79.9	80.7	High	Declined	Acceptable
Governance	Parental Involvement	82.6	91.1	94.8	80.0	79.5	79.1	Very High	Declined Significantly	Acceptable

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, 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.

ACA maintained a standard of excellence in education quality, citizenship, and 5-year high school completion rates. The academy maintained high achievement standards in student learning engagement and in its welcoming, caring, respectful and safe learning environment metrics. As an academy founded on Christian faith and Biblical teachings, ACA continues to prioritize areas such as character growth and development, as well as excellence in academic and intellectual formation. The results above indicate strong measures of success in these fundamental areas of focus for ACA.

ACA saw a decline in the AEAM metric relating to access to supports and services, an area of our programming in which substantive changes are currently underway in the 2025/2026 academic year. In the area of parental involvement, the AEAM results evidence a decline. The academy will be engaging in stakeholder feedback cycles with its community this year to better understand and address this lowered result.

Finally, while the 3-year high school completion rate declined significantly in 2024, this is likely due to interference of data from registrations across programs (full-time brick and mortar, home education, and shared responsibility). This is indicated by the fact that, in 2023, N = 19, but in 2024 N = 117 in this metric, which can only indicate the inclusion of this cohort, and makes further interpretation of this data necessary. This is provided later in this report under the appropriate section.

No data related to overall and specific course results for self-identified Indigenous students, or for EAL-designated learners, is available, as the number of these students represented in the AEAM or Provincial exam results was less than N = 6.

Assurance Domain #1 – Student Growth and Achievement

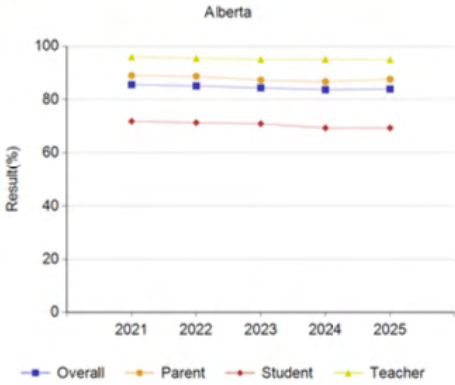
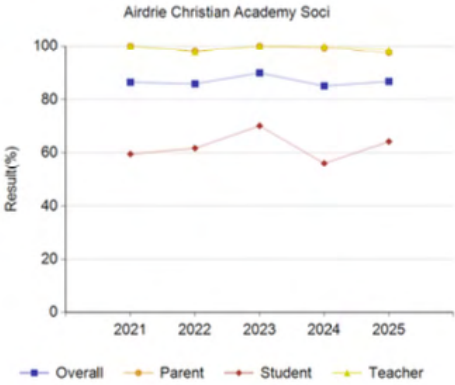
Local Goals

- ◇ All students are successfully growing in faith and academics.
- ◇ Intentional focus on education school community on First Nations, Metis, and Inuit (FNMI) and other global cultures.
- ◇ Education student success is pursued and enhanced to equip learners with competencies needed to thrive academically.

S.1 Student Learning Engagement – Measure History (Required AEAM)

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

	Airdrie Christian Academy Soci										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	199	86.5	220	85.9	226	90.0	128	85.1	264	86.8	High	Maintained	Good	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	51	100.0	37	98.2	23	100.0	46	99.3	44	97.7	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	134	59.5	166	61.7	186	70.1	67	56.0	198	64.2	Very Low	Maintained	Concern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	14	100.0	17	98.0	17	100.0	15	100.0	22	98.5	Very High	Maintained	Excellent	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student Engagement: Analysis and Strategies

Analysis

- ◇ Metrics for student engagement in learning continue to demonstrate high levels of achievement overall, evincing excellence in both the parent and teacher response categories.
- ◇ Parents' response at 97.7% is over 10% higher than the provincial average, and the parent respondents of children in Grades 7-9 notably demonstrated 100% agreement that students are engaged in learning at ACA. It is clear from this data that teachers and parents alike observe strong evidence of excellence in this area.
- ◇ The student metric, however, while previously on a three-year uptrend from 2021-2023, had dipped in 2024 to 56%. 2025's result of 64.2%, while representing a more positive result than the previous year, is still approximately 5% lower than the provincial average, and represents an area of concern to be addressed. Looking closer at this metric, the students' responses were lowest in Grade 4-6 (56.2%), more moderate in Grade 7-12 (64.2%), and highest in Grade 10-12 (72.3%). Interestingly, ACA's Grade 10-12 student response metric for 2025 is marginally higher than the same category of respondents province-wide last year (72.0%), but the Division II and III metrics were lower than provincial averages.
- ◇ The lowest scores for students in Grade 4-6 came in the question, "Do you like learning language arts?" with 40% of students answering, "No"; comparatively, only 15% answered "No" to the same question about mathematics in these grades. In Grades 7-9, students were least favourable in their responses about mathematics, with 24% disagreeing that they understand how mathematics they're learning at school is of use to them, and 40% disagreeing that it is of interest to them. Results were better for language arts, science, and social studies for these grades in both these metrics.

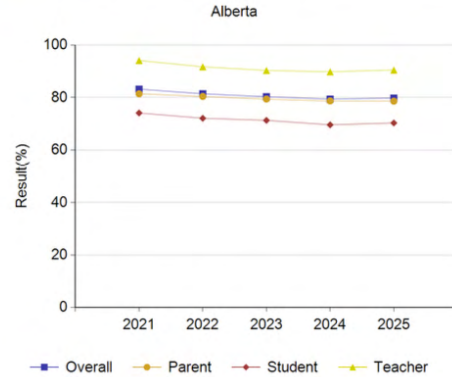
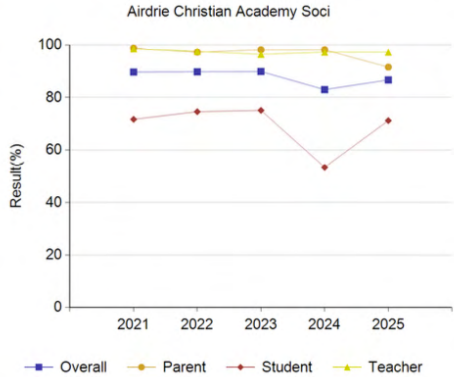
Strategies

- ◇ Given the disparity between students' responses to the domain and that of parents' and teachers', it would be worthwhile to engage the students in some stakeholder feedback to ascertain:
 - a. their level of understanding of what these questions are asking and are *not* asking, as there may be some interference in the lower year results;
 - b. if the above is not a contributing factor, what are the specific reasons for the lower results we witness in this category – particularly in the Grade 4-6 demographic – so that we may address those aspects in a more targeted fashion.
- ◇ Review instructional methodology across the grade levels to determine whether there are opportunities for "cross-pollination" in areas where student engagement is demonstrated to be higher.
- ◇ Provide ongoing opportunities for peer-to-peer observation and collaboration.
- ◇ Review current technology use across grade levels to ascertain how it may be impacting student engagement levels.

A.6 Citizenship – Measure History (Required AEAM)

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

	Airdrie Christian Academy Soci										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	199	89.7	220	89.8	226	89.9	128	83.0	264	86.7	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	51	98.8	37	97.3	23	98.2	46	98.2	44	91.6	Very High	Declined	Good	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	134	71.7	166	74.6	186	75.1	67	53.4	198	71.2	High	Maintained	Good	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	14	98.6	17	97.6	17	96.5	15	97.3	22	97.3	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 - The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Measure History by Group - Students

	Airdrie Christian Academy Soci										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	134	71.7	166	74.6	186	75.1	67	53.4	198	71.2	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Student - Grade 4-6	38	64.0	65	65.6	59	62.7	67	53.4	65	58.8	72,683	77.3	77,098	75.6	77,266	74.9	80,097	71.9	78,465	72.3
Student - Grade 7-9	56	73.4	52	71.9	68	77.4	n/a	n/a	78	72.8	56,939	74.2	62,683	71.9	63,590	70.1	66,029	67.7	66,721	68.6
Student - Grade 10-12	40	77.7	49	86.3	59	85.2	n/a	n/a	55	81.9	40,119	70.9	47,339	68.8	52,159	68.8	53,690	69.3	55,933	69.9

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 - The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Citizenship: Analysis and Strategies

Analysis

- ◇ ACA maintained its overall excellence in the area of citizenship for 2025, maintaining a high ranking for students and excellence from its teaching staff, while seeing a moderate decrease

from its parent respondents. However, ACA parents still scored the academy 91.6% favourably, compared to 78.6% for the provincial average.

- ◇ The lowest parent response (84.4%) came in Grades 4-6, though again here it is still higher than the Albertan average (83.5%). Interestingly, Grades 4-6 generated Alberta's highest parent score: 76.4% in Grades 7-9 and 71.1% in Grades 10-12 for Alberta-wide metrics.
- ◇ Conversely, ACA's parents' metrics were lowest in Grades 4-6 and increasingly improved through Grades 7-9 (95.2%) and again through Grades 10-12 (96.3%). Some of the statements to which parents of students in Grades 4-6 responded least favourably were, "Students at your child's school follow the rules," (27% disagreed), and "Students at your child's school help each other when they can" (13% disagreed).
- ◇ The data evinces discrepancies between teacher-reported and student-reported views on rule-following across grade levels and years. As the grade levels increase, the data show that students report more rule-following and mutual peer respect, on an incremental level. This is correlated with higher levels of satisfaction as the grade levels increase.
- ◇ Overall, the majority of stakeholders at ACA remain highly satisfied with the demonstration of citizenship at the academy, with all cumulative scores above the provincial average. Even in the above questions most challenged by Grade 4-6 parents – ACA's lowest metric in this category – the first still received a 73% favourable reply, and the second 87% favourable.

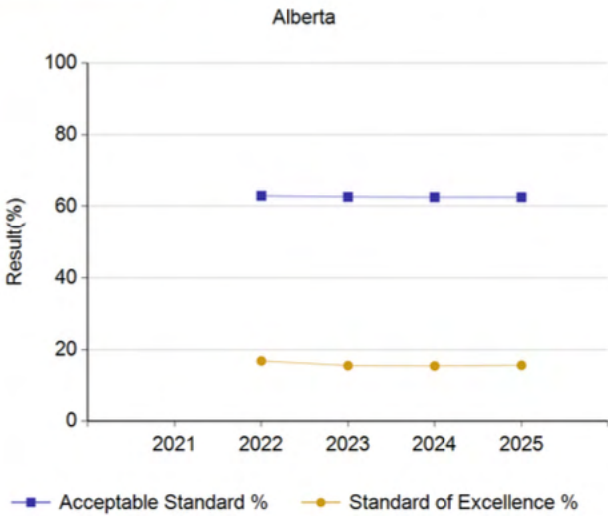
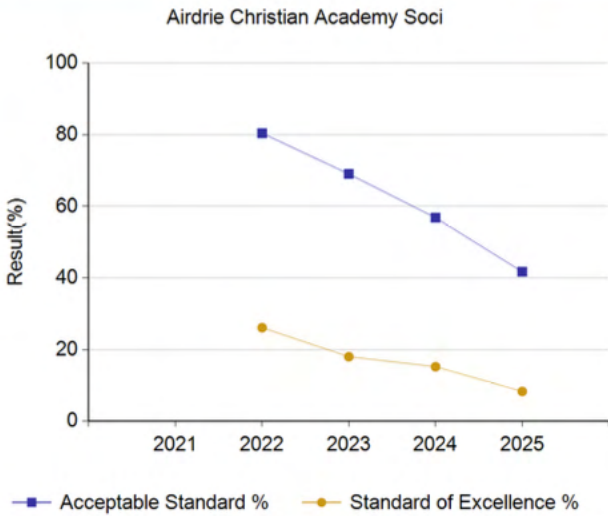
Strategies

- ◇ As a school with Christ and the Bible at its centre, we continue to prioritize the teaching of moral decision and behaviour through a Biblical worldview. We teach our students to commit scripture to memory, and to rely on it to instruct them in how they should act, how to resolve issues when they arise, and how and why to seek forgiveness when necessary. We are currently undertaking to review our vertical and horizontal Biblical integration and instruction throughout our programming; one of the expected outcomes of a robust Biblically-based program is the evidence of fruit in the lives of the students of God's Word and its transformative power in them.
- ◇ Attention is actively being given to student engagement and participation in SWORD student leadership, including within Div. II.
- ◇ Students in Grades 10-12 engage in our Christian service program, with a minimum of 25 hours per year of volunteerism and service to their school and /or surrounding community.
- ◇ It may be worth exploring peer coaching and mentorship opportunities that pair older students with younger students, including targeting coaching on the benefits of following rules and expectations in place for students' wellbeing and growth.
- ◇ Our staff is placing intentional focus on communicating and upholding unified expectations for citizenship, behaviour, and decision-making within and across grade levels. This includes scaffolding appropriate grade-level expectations that effectively prepare students for the responsibilities and development in subsequent years.
- ◇ We are giving attention to reinforcing support for teaching and educational staff in supporting and upholding student growth in these areas.

PAT Results – Acceptable / Excellent Standards of Achievement (Required AEAM)

Grade 9 PAT results by number enrolled measure history – combined across all courses

	Airdrie Christian Academy Soci					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	23	25	33	72	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	80.4	69.0	56.8	41.7	Very Low	Declined	Concern	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	26.1	18.0	15.2	8.3	Very Low	Declined	Concern	n/a	16.8	15.5	15.4	15.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grades 6 and 9 PAT results by course summary with measure

Course		Measure		Airdrie Christian Academy Soci						Alberta				
				Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Declined Significantly	Concern	67	23.9	43	52.0	50,053	64.1	59,230	67.4		
	Standard of Excellence	Low	Declined	Issue	67	7.5	43	16.4	50,053	18.5	59,230	18.9		
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	72	52.8	29	65.8	59,391	69.8	57,676	70.4		
	Standard of Excellence	Low	Maintained	Issue	72	8.3	29	9.1	59,391	11.1	57,676	12.6		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0		
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	72	31.9	29	59.8	58,911	51.7	57,012	53.5		
	Standard of Excellence	Very Low	Declined	Concern	72	4.2	29	14.1	58,911	14.0	57,012	13.7		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6		
Science 9	Acceptable Standard	Very Low	Declined Significantly	Concern	72	43.1	29	65.3	59,453	68.6	57,692	66.9		
	Standard of Excellence	High	Declined	Acceptable	72	12.5	29	23.6	59,453	21.1	57,692	20.5		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9		
Social Studies 9	Acceptable Standard	Very Low	Declined Significantly	Concern	72	38.9	29	60.8	59,472	60.5	57,717	59.4		
	Standard of Excellence	Very Low	Declined	Concern	72	8.3	29	19.6	59,472	17.1	57,717	15.8		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 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.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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.

PAT Results Course Summary – By Number Writing

		Airdrie Christian Academy Soci		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	22	n/a	53,045	n/a
	Acceptable Standard %	100.0	n/a	80.3	n/a
	Standard of Excellence %	22.7	n/a	14.7	n/a
Mathematics 6	Number Writing	20	n/a	53,321	n/a
	Acceptable Standard %	95.0	n/a	61.4	n/a
	Standard of Excellence %	30.0	n/a	17.5	n/a
Social Studies 6	Number Writing	18	23	42,116	50,676
	Acceptable Standard %	88.9	88.9	76.1	78.8
	Standard of Excellence %	27.8	22.6	22.0	22.1
English Language Arts 9	Number Writing	43	19	50,327	48,093
	Acceptable Standard %	88.4	100.0	82.4	84.5
	Standard of Excellence %	14.0	14.3	13.1	15.1
K&E English Language Arts 9	Number Writing	n/a	n/a	1,104	968
	Acceptable Standard %	n/a	n/a	63.1	70.1
	Standard of Excellence %	n/a	n/a	6.9	7.9
French Language Arts 9 année	Number Writing	n/a	n/a	2,992	3,069
	Acceptable Standard %	n/a	n/a	78.7	81.2
	Standard of Excellence %	n/a	n/a	9.7	11.4
Français 9 année	Number Writing	n/a	n/a	561	560
	Acceptable Standard %	n/a	n/a	87.3	87.5
	Standard of Excellence %	n/a	n/a	16.9	22.3
Mathematics 9	Number Writing	39	21	50,311	48,192
	Acceptable Standard %	59.0	81.7	60.6	63.3
	Standard of Excellence %	7.7	19.2	16.4	16.2
K&E Mathematics 9	Number Writing	n/a	n/a	1,582	1,532
	Acceptable Standard %	n/a	n/a	60.9	64.7
	Standard of Excellence %	n/a	n/a	13.5	13.1
Science 9	Number Writing	38	22	50,678	48,896
	Acceptable Standard %	81.6	86.0	80.4	79.0
	Standard of Excellence %	23.7	31.1	24.8	24.2
K&E Science 9	Number Writing	n/a	n/a	1,150	1,030
	Acceptable Standard %	n/a	n/a	63.7	66.7
	Standard of Excellence %	n/a	n/a	10.0	12.5
Social Studies 9	Number Writing	38	21	50,686	48,925
	Acceptable Standard %	73.7	83.4	71.0	70.1
	Standard of Excellence %	15.8	26.7	20.1	18.7
K&E Social Studies 9	Number Writing	n/a	n/a	1,136	998
	Acceptable Standard %	n/a	n/a	63.6	62.4
	Standard of Excellence %	n/a	n/a	13.4	13.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests 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.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

*PAT Results:
Analysis and Strategies*

Analysis

- ◇ The critical observation in the PAT results reported for ACA in 2025 is that there is a wide disparity between the number of students registered for the PATs and the number of students who actually wrote them. In Grade 9, 72 students registered across all courses for PATs, but the numbers that actually wrote them were:
 1. ELA 9 = 43
 2. Mathematics 9 = 39
 3. Science 9 = 38
- ◇ This disparity comes from the fact that ACA had a high number of students in the home education programming who registered to take the PATs, but comparatively a very low turnout of those students who actually wrote it. This results in the heavily-skewed numbers between the two charts above.
- ◇ In Grade 6, again the same issue shows itself. 67 students registered to take the Grade 6 Social Studies PAT, but only 18 actually wrote it. Comparing the two metrics, this is how they look side-by-side:
 1. Grade 6 SS PAT (by number registered):
 - N = 67
 - Acceptable Standard = 23.9% (Provincial Avg. = 64.1%)
 - Excellent Standard = 7.5% (Provincial Avg. = 18.5%)
 2. Grade 6 Social Studies PAT (by number written):
 - N = 18
 - Acceptable Standard = 88.9% (Provincial Avg. = 76.1%)
 - Excellent Standard = 27.8% (Provincial Avg. = 22%)
- ◇ This disparity created the impression that ACA's students scored very poorly on the PATs. However, as is shown well in the above example with the Grade 6 Social Studies PAT, ACA's students (as measured by the number of students who actually wrote the PATs) performed quite well; in this case, they were 12.8% above the provincial average (Acceptable Standard) and 5.8% above the provincial average (Excellent Standard).
- ◇ Again, when one looks at the results per child who wrote the PATs, ACA students on the whole performed either above or close to the provincial averages across subject matter assessments. In Grade 6 ELA, ACA's acceptable standard was an outstanding 100%, compared to a provincial average of 80.3%. For the ELA excellent standard, ACA's Grade 6 students achieved 22.7%, compared to a provincial average of 14.7%. Again, these are very favourable results which are

not visible in the chart of total registered, which is skewed by a high number of home education registrations that did not materialize into actual students sitting for the test.

◇ This is succinctly summarized in the following chart:

English Language Arts and Literature 6

		Airdrie Christian Academy Soci					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	67	n/a	n/a	n/a	n/a	61,670
	Students Writing	n/a	n/a	n/a	n/a	22	n/a	n/a	n/a	n/a	53,045
	Students Writing (%)	n/a	n/a	n/a	n/a	32.8	n/a	n/a	n/a	n/a	86.0
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	32.8	n/a	n/a	n/a	n/a	69.1
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	7.5	n/a	n/a	n/a	n/a	12.7
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	16.9
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	100.0	n/a	n/a	n/a	n/a	80.3
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	22.7	n/a	n/a	n/a	n/a	14.7
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	19.7

◇ While ACA strives for improved PAT results for its students in this subject area, this number is likewise much closer to the provincial norm than that communicated in the combined results chart where N = 72 (registered), Acceptable Standard = 31.9%, and Excellent Standard = 4.2%. With 33 students registered by not writing, these results were predictably impacted in a very negative way.

◇ The lowest PAT results by number written were as follows:

1. Grade 9 Mathematics PAT (by number written):
 - N = 39
 - Acceptable Standard = 59.0% (Provincial Avg. = 60.6%)
 - Excellent Standard = 7.7% (Provincial Avg. = 16.4%)
2. When these results are examined in the 3-year rolling average for Mathematics 9 PAT results, we see the following:

Mathematics 9 PAT Results: 3-Year Rolling Average

		Airdrie Christian Academy Soci			Alberta		
		2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Participation	Students Enrolled	25	29	43	55,447	57,012	57,645
	Students Writing	19	21	27	46,587	48,192	48,898
	Students Writing (%)	76.0	72.8	66.6	84.0	84.5	84.8
Results Based on Number Enrolled	Acceptable Standards (%)	68.0	59.8	50.5	54.4	53.5	52.9
	Standard of Excellence (%)	16.0	14.1	10.8	13.5	13.7	13.8
	Below Acceptable Standard (%)	8.0	13.1	16.1	29.6	31.0	31.9
Results Based on Number Writing	Acceptable Standards (%)	89.5	81.7	74.1	64.7	63.3	62.4
	Standard of Excellence (%)	21.1	19.2	15.4	16.0	16.2	16.3
	Below Acceptable Standard (%)	10.5	18.3	25.9	35.3	36.7	37.6

3. The 3-year rolling average shows that our Mathematics 9 PAT results, while experiencing a dip this year, based on number writing over 2023-2025 show that ACA students have achieved on average 74.1% (Acceptable Standard) and 15.4% (Excellent Standard). The former metric is nearly 12% higher than the provincial 3-year rolling average, and the latter metric is within one percentage point.

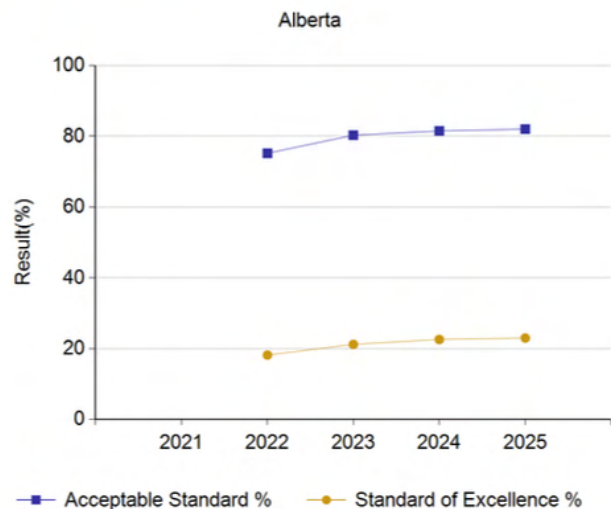
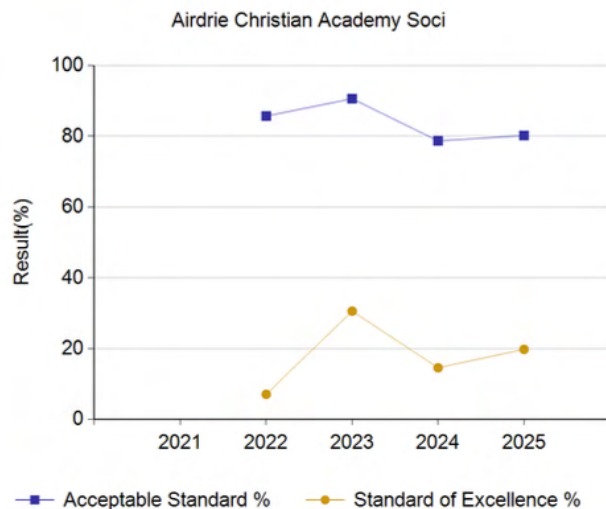
Strategies

- ◇ ACA has actively reviewed these data both internally and alongside Alberta Education to develop common understanding of what the data is indicating – and not indicating – especially as it pertains to the wide variance in results between the number of students enrolled in PATs and the number writing them.
- ◇ The main conclusion that comes to the fore when considering these data is that, overall, the results for students writing show that ACA students compare quite well to their provincial counterparts. As such, we are committed to maintaining the strong instructional strategies that have produced these generally strong results.
- ◇ Looking ahead to the upcoming cycle of PATs, ACA will work proactively to support as much congruence as possible between the number students registering for PATs and the number who actually write them.
- ◇ Further, in subject areas in which we have seen a recent dip in achievement, ACA has reviewed its strategies for vertical alignment between grade level instruction, as well as ensuring that its teaching staff is best positioned and equipped to deliver strong instruction in the subject areas in which they are teaching.
- ◇ ACA is committed to providing quality opportunities to support its staff in ongoing professional development (TQS 2).

Diploma Results – Acceptable / Excellent Standards of Achievement (Required AEAM)

Diploma Exam Results by Students Writing Measure History

	Airdrie Christian Academy Soci					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	8	23	22	52	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	85.7	90.6	78.7	80.2	Intermediate	Maintained	Acceptable	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	7.1	30.6	14.6	19.8	High	Maintained	Good	n/a	18.2	21.2	22.6	23.0

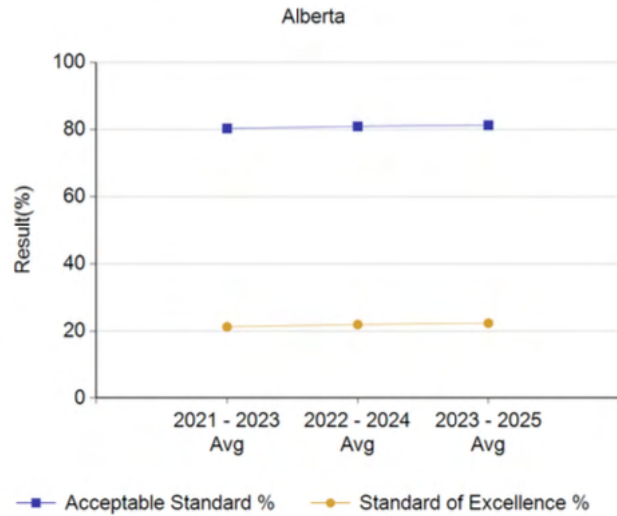
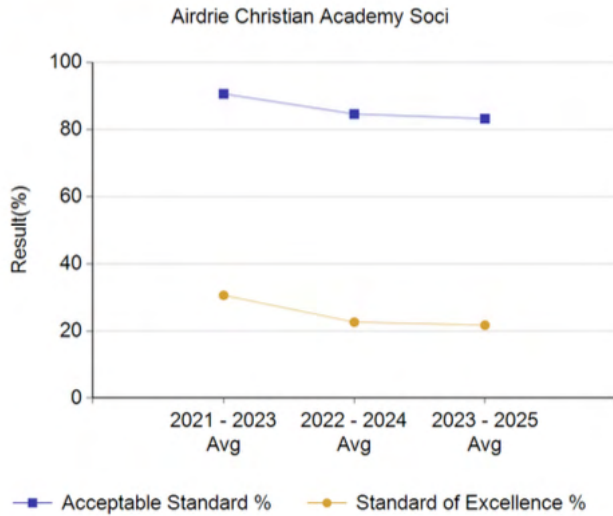


Notes:

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

Diploma Exam Results by Students Writing: 3-Year Rolling Average

	Airdrie Christian Academy Soci			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
N	23	23	32	67,294	69,869	72,658
Acceptable Standard %	90.6	84.6	83.2	80.3	80.9	81.3
Standard of Excellence %	30.6	22.6	21.7	21.2	21.9	22.3



Notes:

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

Diploma Exam Results Course by Course Summary with Measure Evaluation

Course		Airdrie Christian Academy Soci							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	27	100.0	13	96.4	35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	27	18.5	13	25.0	35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	13	100.0	7	91.7	21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	13	46.2	7	39.3	21,398	11.3	18,166	12.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	17	70.6	10	69.3	22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	17	11.8	10	19.9	22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	17	82.4	7	79.2	17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	17	35.3	7	20.8	17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	16	100.0	11	100.0	26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	16	12.5	11	32.5	26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	22	86.4	9	93.8	27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	High	Maintained	Good	22	22.7	9	17.4	27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	37	64.9	17	87.7	25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	37	16.2	17	17.8	25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	23	56.5	14	61.7	21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	23	8.7	14	15.0	21,438	40.6	19,160	37.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the 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.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Results: Analysis and Strategies

Analysis

- ◇ Within ELA 30-1 and 30-2, ACA students performed admirably, with 100% of students writing achieving the Acceptable Standard in both courses, compared to 85.3% and 85.6% respectively province-wide. Our ELA 30-1 and 30-2 students also achieved rates of 18.5% and 46.2% for the Excellent Standard, with a province-wide average of 10.9% and 11.3% respectively as comparatives. These are truly outstanding results and indicate excellent levels of instruction and student achievement alike in this area.

- ◇ In Math 30-1, our students achieved Acceptable Standard results below the provincial average (70.6% compared to 77.8%), and an Excellent Standard of 11.8% compared to the Albertan mean of 37.1%.
- ◇ The three-year rolling average in Math 30-1 is represented in the chart below, and it reveals that ACA Acceptable Standard results have hovered roughly 5% below the provincial average over the last three years here, while the Excellent Standard results have hovered around 16% below that average. This represents an area of intentional focus for us as an academy for the current year to address these lower results.

Mathematics 30-1: 3-Year Rolling Average

	Airdrie Christian Academy Soci			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	8	10	12	19,763	20,399	21,159
Diploma Examination Acceptable Standard (%)	75.0	69.3	69.7	70.8	73.1	74.7
Diploma Examination Standard of Excellence (%)	12.5	19.9	17.2	29.0	32.0	33.7
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	96.1	96.2	96.5
School Awarded Standard of Excellence (%)	75.0	73.9	66.9	54.1	54.4	55.1

- ◇ The Math 30-2 data reveal ACA students achieved 82.4% (Acceptable Standard) and 35.3% (Excellent Standard) compared to the Albertan averages of 73.6% and 17.3% respectively. Both of these metrics demonstrate high levels of achievement in this area.
- ◇ Social Studies 30-1 students at ACA achieved a rate of 100% attainment for the Acceptable Standard, and 12.5% for the Excellent Standard. Of note is the fact that ACA students have achieved a 100% rate of Acceptable Standard in Social Studies 30-1 for the last three years running. The results in Social Studies 30-2 were 86.4% (Acceptable Standard) and 22.7% (Excellent Standard), both of which are higher than the provincial average, the latter being nearly double the provincial average. Both of these represent strong results, especially in light of consistently high numbers in the 3-year rolling averages.
- ◇ Biology 30 and Chemistry 30 represent the subject areas in which ACA students received the lowest results, both evincing areas of concern. It is worth noting that, for these classes, the number of students who wrote these exams in total was 37 for Biology 30 and 23 for Chemistry 30; of these, 17 were from our full-time, brick-and-mortar program for Biology 30 and 18 for Chemistry 30. This makes it harder to tease out the data in terms of where these results are stemming from – full-time, home education, or perhaps evenly across the board – but nonetheless warrant more attention on this matter to review our instruction and assessment of the student body participating in these diploma exams.

Strategies

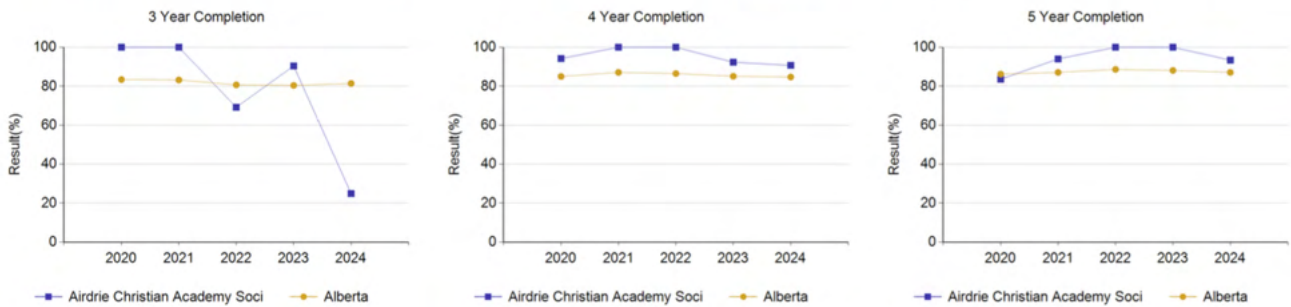
- ◇ As stated in the above section, results in some of these content areas reveal high levels of achievement and hence warrant a continuance of effective instruction and practices currently in place, noticeably in the humanities-related courses.
- ◇ ACA will review current practices, in particular in the 30-level science courses and in Mathematics 30-1, to examine where these lowered results may be stemming from and engage

in a cycle of stakeholder engagement and feedback to ascertain next steps. These may include targeted professional development opportunities; review and adjustment of vertical alignment in instructional practices; review of student work and assessments currently employed; and increased opportunities for student tutoring year-round in areas in which students are struggling.

- ◇ To the above point, this year, we have introduced weekly tutoring opportunities at the end of each week in our senior high programming. These tutoring sessions are responsive to the achievement levels of students as the school year progresses, and teachers provide one-on-one and small-group instruction in these sessions to help deliver targeted, meaningful additional supports to those students who need it most in each content area.

High School Completion Rates (Required AEAM)

	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	%
3 Year Completion	13	100.0	18	100.0	13	69.2	19	90.4	117	24.9	Very Low	Declined Significantly	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	11	94.2	13	100.0	18	100.0	13	92.3	19	90.7	High	Maintained	Good	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	15	83.6	11	94.0	13	100.0	18	100.0	13	93.4	Very High	Maintained	Excellent	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1



High School Completion Rates: Analysis and Strategies

Analysis

- ◇ The obvious concerning metric shown in the above table is that ACA's 3-year high school completion rate fell drastically in 2024 to 24.9% from its rate in 2023 of 90.4%. When one looks at the data as shown here, however, these is a striking anomaly in the N values year over year for this category:

1. 2020: N = 13
2. 2021: N = 18
3. 2022: N = 13
4. 2023: N = 19
5. 2024: N = 117

- ◇ This number of 117 is not representative of our full-time program’s enrollment, nor of our current enrollment across programs, including home education and shared responsibility programming. When we looked more closely to determine where this number is coming from, it is a result of the fact that, in 2021/2022, ACA partnered with Education Unlimited. That year, ACA registered 2,129 students total under its school code, 1,855 with a 600 grant code, signifying purely home-education students. Of these 1,855 homeschooled students, 110 of them were in Grade 10. The number 117 in 2024 is a carry-over of these students enrolled in Grade 10 three years prior. As most of them did not stay on as ACA-registered students, we nonetheless have “baked-in” data connected to them for the 3-year high school completion rate in 2024, and will again for the 4-year and 5-year rates in the two subsequent AERRs.
- ◇ When we look at the number of Grade 10 students enrolled in our full-time brick-and-mortar program from Grade 10 in 2021 up through and graduating in 2024 (representative of the most recent 3-year high school completion rate), we see a very different picture. ACA graduated all of the Grade 10 students enrolled in 2021 and who remained enrolled until 2024 in its brick-and-mortar program.
- ◇ As for Grade 10 students in our home education programs, as of 2022/2023, we had zero high school students registered in our home education programming. This will serve as something of a “reset” in our home education numbers as reflected in this AEAM. In 2023/2024, we had 19 Grade 10 students in our home education programs. That means we should start seeing the numbers of these home education-registered Grade 10s (from 23/24) show in the 2026 AEAM data for this metric.

Strategies

- ◇ As the above commentary reveals, ACA’s true metrics for high school graduation are quite strong. The main opportunity for improvement is in working to better understand where these numbers are coming from that are skewing the results; to that end, we are actively partnering with Alberta Education to address this issue.

English Additional Language (EAL) – Overall Summary
(Required AEAM)

Assurance Domain	Measure	Airdrie Christian Academy Soci (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	*	n/a	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	*	*	n/a	85.3	88.1	87.6	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	51.2	52.7	54.0	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.0	10.1	10.5	*	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	67.4	66.3	66.7	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	*	n/a	14.8	14.0	13.9	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Data values for this metric have been suppressed and cannot be reported as the number of respondents/students is fewer than N = 6 in a specific grade. As indicated in the chart above, ACA did not have a sufficient number of EAL-designated students in the 2024/2025 school year to obtain performance data on any of the provincial measures.

Indigenous Students – Overall Summary (Required AEAM)

Assurance Domain	Measure	Airdrie Christian Academy Soci (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	41.6	41.4	40.4	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	6.3	6.1	5.7	*	n/a	n/a
	Diploma: Acceptable	*	n/a	n/a	77.5	76.9	75.9	*	n/a	n/a
Teaching & Leading	Diploma: Excellence	*	n/a	n/a	11.9	11.8	11.6	*	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Data values for this metric have been suppressed and cannot be reported as the number of respondents/students is fewer than N = 6 in a specific grade. As indicated in the chart above, ACA did not have a sufficient number of self-identified First Nation, Métis, and Inuit students in the 2024/2025 school year to obtain performance data on any of the provincial measures.

Summary of Provincial Early Years Literacy and Numeracy Assessments (Required Local Component)

Provincial literacy and numeracy assessments were used to identify at-risk students and to help teachers and learning support staff plan for and provide learning intervention. These assessments included the Letter Name-Sound Test (LeNS); the Castles & Coltheart 3 Assessment (CC3); Alberta Education *EAL Benchmarks 2.0*; the Rapid Automated Naming Assessment (RAN); Phonological Awareness Screening Tests (PAST); and Provincial Numeracy Screening Assessments (PNSA).

2024-2025 – Early Years Assessments Reporting: Literacy ONLY			
	Total # of Students Assessed for Literacy in September 2024	# of Students Identified as Requiring Additional Supports in Literacy ONLY (September 2024)	# of Students Identified as Requiring Additional Supports in Literacy ONLY (May 2025)
Kindergarten	31	0	15
Grade 1	32	9	7
Grade 2	24	3	6
Grade 3	26	4	8

2024-2025 – Early Years Assessments Reporting: Numeracy ONLY			
	Total # of Students Assessed for Numeracy in September 2024	# of Students Identified as Requiring Additional Supports in Numeracy ONLY (September 2024)	# of Students Identified as Requiring Additional Supports in Numeracy ONLY (May 2025)
Kindergarten	31	0	4
Grade 1	32	3	2
Grade 2	24	1	2
Grade 3	26	1	1

2024-2025 – Early Years Assessments Reporting: Literacy and Numeracy BOTH			
	Total # of Students Assessed for BOTH Literacy and Numeracy in September 2024	# of Students Identified as Requiring Additional Supports in BOTH Literacy and Numeracy (September 2024)	# of Students Identified as Requiring Additional Supports in BOTH Literacy and Numeracy (May 2025)
Kindergarten	31	0	4
Grade 1	32	3	2
Grade 2	24	1	1
Grade 3	26	1	1

Provincial Early Years Literacy and Numeracy Assessments: Analysis and Strategies

Analysis

- ◇ Perhaps the first thing one notices in the above tables is the “0” to “15” jump in Kindergarten in the number of students identified as needing additional supports from the beginning of the year in September until the end. It seems the likeliest explanation lies in that some literacy tests, like the LeNS, are not implemented for Kindergarten students in September and hence we expect to see the potential for a higher number at year’s end once these students have been evaluated uses these assessments later on in the year. We see a slight decrease in the number of Grade 1 students at-risk in literacy by year’s end, while we see an increase in those in Grades 2 and 3 in this same category.
- ◇ In some grades within Div. I, some of the results are likely correlated to a higher than typical amount of staffing changes, including during some of the assessment periods. We are prioritizing and expecting greater staffing stability in this area this year and moving forward.
- ◇ The number of students identified as at-risk in numeracy only or in both literacy and numeracy across Kindergarten to Grade 3 remained low throughout the year, with the biggest jump again coming in Kindergarten, perhaps for the reasons stated above. In Grades 1-3, the number for numeracy only remained 5 from September to May, and decreased from 5 to 4 for students at-risk for both literacy and numeracy outcomes. While this number was and remained low, we strive to see a greater decrease in the total number of students identified as at-risk in these categories by year’s end. For the literacy-only category, we endeavour to reverse increased metric in literacy-only at-risk students seen from September to May.

Strategies

- ◇ Supports provided to students in literacy and numeracy learning domains in 2024-2025 included a model of intervention which focused on universal phonics-based instruction and sound numeracy pedagogy for all students within the daily classroom instructional delivery. Additional supports for students who needed it included “push-in” classroom supports by education assistants for numeracy and literacy instruction; one-on-one and small group instruction; targeted phonological awareness instruction and remediation; phonics-based literacy and a book-exchange program to develop consistent, healthy reading abilities and habits.
- ◇ In order to better address the needs of students identified as at-risk for literacy and numeracy outcomes, we have re-worked our student learning supports model in a number of key regards for the 2025/2026 academic year. First, we have hired a dedicated learning strategist to lead our team of education assistants in their intervention practice with our at-risk students. Further, we have adjusted education assistants’ timetables to maximize their time working one-on-one or in small groups with students identified as needing additional supports in literacy and numeracy. This has included expanding the number of dedicated spaces throughout the building devoted to this intervention. Additionally, we have initiated a close partnership with a respected external supports agency to both support our staff in their pedagogical delivery and to work directly with students in need of additional supports and services in these areas. Finally, the

leadership team is actively exploring ways to further enhance student success in these domains, and is currently reviewing opportunities to partner with subject-matter experts in these areas to review our practice and identify areas for possible improvement.

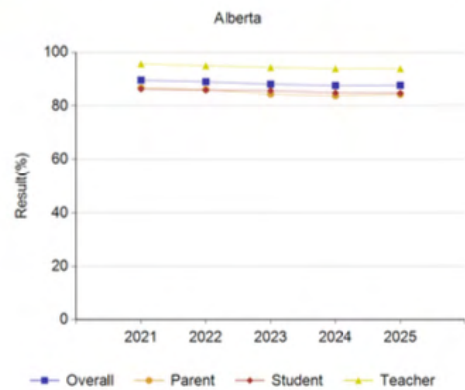
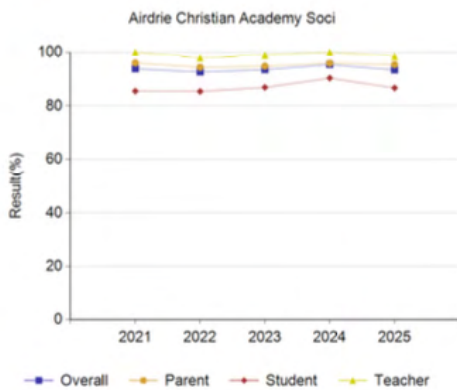
- ◇ We are prioritizing and expecting greater staffing stability in some of the grades which had higher than typical staffing changes mid-year last year.

Assurance Domain #2 – Teaching and Leading

A.4 Education Quality (Required AEAM)

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

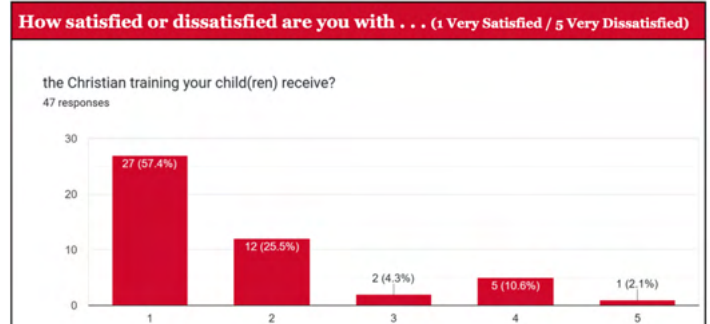
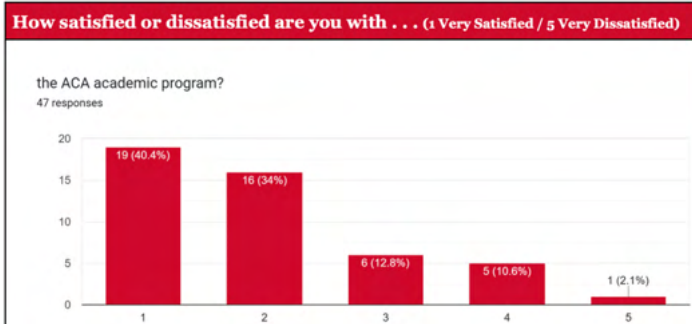
	Airdrie Christian Academy Soci										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	199	93.9	219	92.7	226	93.6	129	95.5	264	93.5	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	51	96.1	37	94.5	23	94.9	46	96.0	44	95.5	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	134	85.5	165	85.4	186	86.9	68	90.4	198	86.7	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	14	100.0	17	98.0	17	99.0	15	100.0	22	98.5	Very High	Maintained	Excellent	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Local Measure – Education Quality Parent Survey (June 2025)



Education Quality: Analysis and Strategies

Analysis

- ◇ ACA maintains an overall standard of excellence for its education quality, with a 93.5% rating across respondent groups, and a 94.2% 3-year overall rolling average. Parent respondents consistently rated ACA's education as excellent, with a band between 94.8% to 96.1% across parents of students in grades surveyed.
- ◇ In somewhat interesting and inconsistent contrast to the lower results reported by students in Grades 4-6 in the above metric relating to student engagement in Assurance Domain #1, students in these same grades reported the highest degree of satisfaction with their overall education quality, a score of 94.6%.
- ◇ Students in Grade 10-12 reported 85.3%, and students in Grades 7-9 a score of 80.1%, which, while ACA's lowest in 2025, was still marginally higher than the provincial average for Division III (79.7%).
- ◇ Teachers rate ACA's education quality at 98.5% overall, a tremendous result. Further positive results are demonstrated by the favourable parents polling represented in the locally-developed June 2025 survey of ACA families, both in terms of quality of academic instruction and quality of Christian formation.
- ◇ Of particular note in this metric is the parents' response to the question, "How satisfied or dissatisfied are you with the quality of education your child is receiving at school?", to which 100% of parents responded "Satisfied" or "Very Satisfied" – not just in 2025, but for the last five years consecutively. The same is true of parents' replies to the question, "How satisfied or dissatisfied are you with the quality of teaching at your child's school?" Five years running, the response rate for "Satisfied" or "Very Satisfied": 100%.
- ◇ One possible reason for students' responses coming in lower than staff and parent respondents' is a higher than usual amount of staffing change in the 2024/2025 academic year, including changes to student schedules and. This likely impacted over student metrics in this area.
- ◇ Another data point worthy of attention in this category is the Grade 4-6 students' reply to the prompt, "Are the teachers in your school: Very Good / Good / Poor / Very Poor / Don't Know?", to which 94% replied "Good" or "Very Good". Again, as this response group is the same that provided the lowest rating when they assessed levels of engagement with their learning, the contrast here is something of a surprise. It perhaps suggests that, while these students struggle to determine the utility of own learning in some subject areas, they nonetheless rate their teachers and their abilities highly. It may be reasonable to suggest that what these students need in these lower-rated areas of their learning engagement is not better instruction but more time to discover the relevance and applicability of what their "Good" or "Very Good" teachers are imparting to them on these topics.

Strategies

- ◇ As the results in this domain overwhelmingly speak to widespread satisfaction with ACA's overall education quality, attention will be given to identifying and maintaining those aspects of

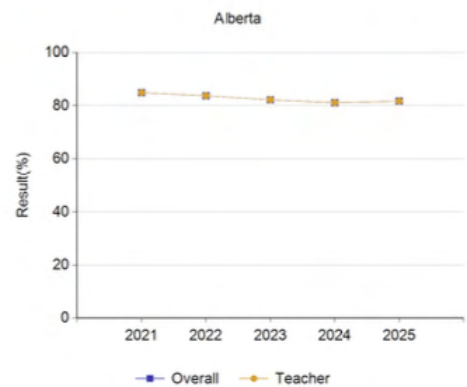
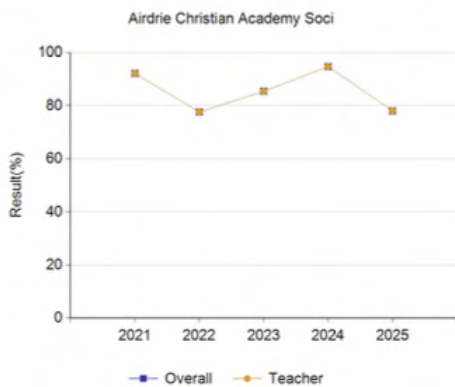
teaching and learning that are contributing to this success. This includes, for example, the maintenance of clear expectations for students and appropriately-challenging school work.

- ◇ We will continue to build on the success of equipping students to take ownership of the learning process (e.g., 100% of Grade 4-6 parents reported that they believe their children take responsibility for their own learning at ACA).
- ◇ Efforts have been made to address areas for improving consistency in students' schedules/timetables, and will be continued as we build timetables for the coming year.
- ◇ ACA will continue to prioritize and support consistency in staffing, especially mid-year.

D.6 In-Service Jurisdiction Needs (Required AEAM)

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			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	13	92.1	17	77.6	16	85.4	13	94.7	20	78.0	Low	Maintained	Issue	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	13	92.1	17	77.6	16	85.4	13	94.7	20	78.0	Low	Maintained	Issue	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

In-Service Jurisdiction Needs: Analysis and Strategies

Analysis

- ◇ The 2025 result of 78.0% dips below the provincial average of 81.7% satisfaction with their schools' delivery of professional development opportunities. ACA's 3-year rolling average in this metric is 86.0%, compared to an Alberta-wide 3-year average of 81.7%. Attention is being given to determine the reasons underlying the recent dip and to be responsive to teacher need in this area.

- ◇ In 2024/2025, some of the staff-reported challenges in this area are likely due at least in part to some wider structural and staffing changes that took place during the school year.

Strategies

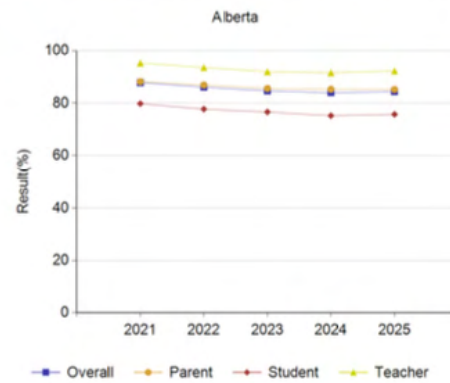
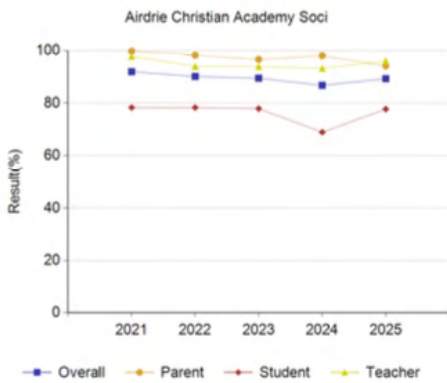
- ◇ Focused efforts in this area are currently underway in the 2025/2026 academic year. One recent example of this is in the structure of this year's implementation of the year-initial Teacher Professional Growth Plan (TPGP) cycle, in which school leadership devoted an increased amount of time to one-on-one conversation with teachers to better understand and support teacher-identified professional learning goals and strategies.
- ◇ In another example, ACA brought in practitioners on topics identified by its teaching staff to be of import to them in their practice. In November, we welcomed a guest speaker from a Calgary school to lead our staff in the area of Socratic discussion pedagogy, an area identified by some teachers for targeted PD this year. We will continue to seek opportunities to engage specialists in various high-priority areas for professional development, including between internal staff across our various programs.
- ◇ Opportunities will be reviewed to provide staff with additional time for peer observation and planning, allowing for increased ease of learning from one's colleagues teaching within the same or across divisions.
- ◇ ACA maintains its membership with AISCA and ACSI, and staff members have already participated in professional development and networking opportunities offered by ACSI in Calgary this fall.

Assurance Domain #3 – Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environment Measure (Required AEAM)

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

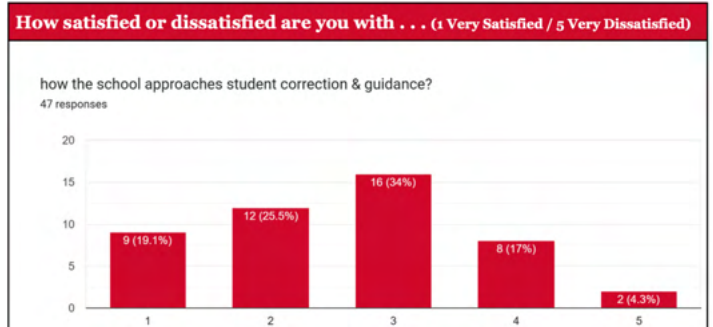
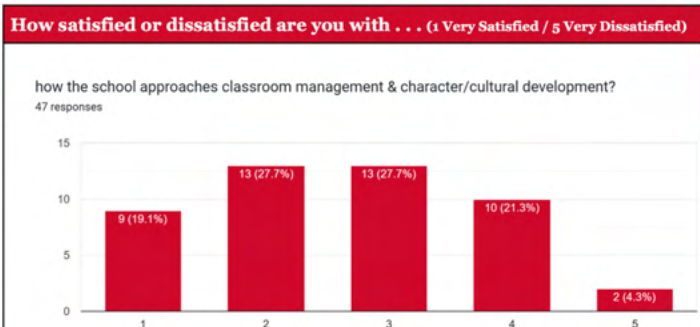
	Airdrie Christian Academy Soci										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	199	92.0	220	90.2	226	89.5	129	86.8	264	89.3	High	Maintained	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	51	99.8	37	98.3	23	96.7	46	98.1	44	94.2	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	134	78.3	166	78.3	186	77.9	68	68.9	198	77.7	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	14	97.9	17	94.1	17	94.0	15	93.3	22	96.1	High	Maintained	Good	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

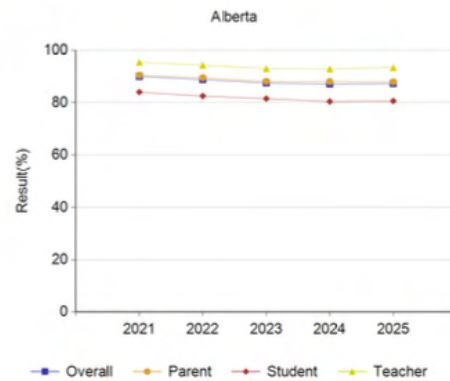
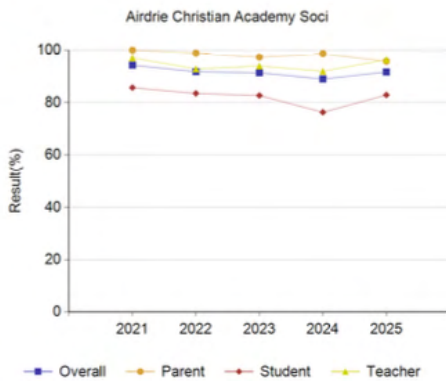
Local Measures – Welcoming, Caring, Respectful and Safe Learning Environment Parent Survey (June 2025)



B.4 Safe and Caring Schools (Supplemental AEAM)

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			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	199	94.3	220	91.8	226	91.4	128	89.0	264	91.7	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	51	100.0	37	98.9	23	97.4	46	98.7	44	95.8	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	134	85.7	166	83.5	186	82.7	67	76.3	198	82.9	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	14	97.1	17	92.9	17	94.0	15	92.0	22	96.4	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Welcoming, Caring, Respectful and Safe Learning Environment / Safe and Caring Schools: Analysis and Strategies

Analysis

- ◇ ACA maintains a standard of excellence in providing a welcoming, caring, respectful, and safe learning environment to its students. The academy’s 3-year rolling average in this area is 90.7%, and ACA received an overall rating of 91.7% in 2025. Results were high in all areas from all respondents, though of interest is the fact that the lowest result was obtained from Grade 4-6 students (74.5%). It is certainly possible that some of this is explainable in connection to the result reported in the following sections, H.1 and B.3 below (see “Analysis” under “Learning Supports”). One of the lowest-rated responses in this domain came from Grade 4-6 students replying to the question, “Do other students treat you well?”, to which only 62% replied in the affirmative.
- ◇ Worthy of mention is the percentage of parents – 100% – who responded that they “Agree” or “Strongly Agree” to the following two statements: “Teachers care about your child”; and “Your child is safe at school.”
- ◇ Overall, despite some few areas for particular follow-up, metrics across the board for parents, teachers, and students in this area continue to demonstrate a standard of excellence.

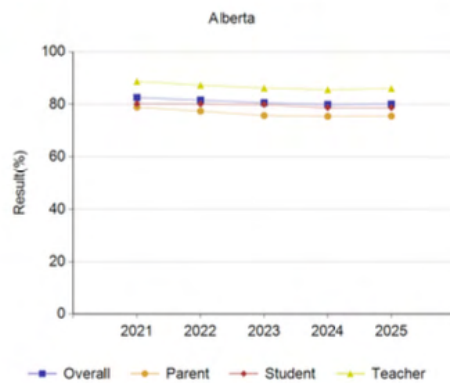
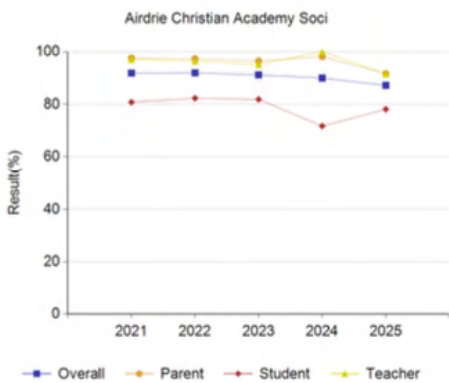
Strategies

- ◇ In order to better understand the intermediate result obtained in the student metric, we can review possibilities for student stakeholder engagement, in particular with the Grade 4-6 demographic.
- ◇ As addressed above, we are placing an intentional emphasis on maintaining consistent, high expectations for student comportment and treatment of one another. Part of this includes a review of behaviour-related policies to identify areas for greater clarity and to review these as a staff to help maintain uniform application of classroom management, teaching, and correction as necessary.
- ◇ Attention is being given to support pedagogy like Socratic discussion that focuses on respectful, sustained, and engaged listening to others in order to promote understanding and to engage students in meaningful dialogue with one another in which they learn to disagree and challenge one another’s thinking in a productive and considered manner.

H.1 Learning Supports – Access to Supports and Services (Required AEAM)

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			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	199	91.9	220	92.0	226	91.2	127	90.0	264	87.2	High	Declined	Acceptable	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	51	97.6	37	97.3	23	96.5	45	98.2	44	91.7	Very High	Declined	Good	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	134	80.8	166	82.3	186	81.9	67	71.7	198	78.1	Intermediate	Maintained	Acceptable	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	14	97.1	17	96.5	17	95.2	15	100.0	22	91.6	High	Maintained	Good	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

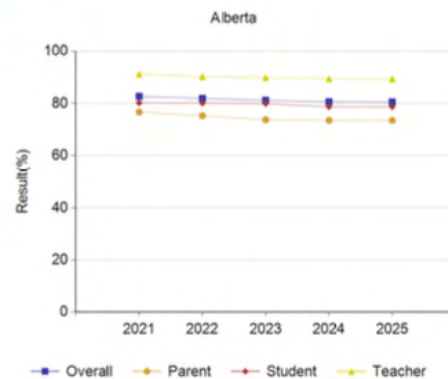
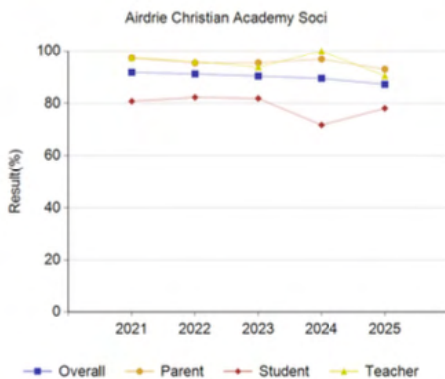


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

B.3 Program of Studies – At-Risk Students (Supplemental AEAM)

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			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	199	91.9	220	91.3	226	90.5	127	89.6	264	87.3	High	Declined	Acceptable	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	51	97.4	37	95.5	23	95.6	45	97.0	44	93.1	Very High	Maintained	Excellent	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	134	80.8	166	82.3	186	81.9	67	71.7	198	78.1	Low	Maintained	Issue	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	14	97.6	17	96.1	17	94.0	15	100.0	22	90.6	Low	Maintained	Issue	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Learning Supports: Analysis and Strategies

Analysis

- ◇ What stands out perhaps most noticeably in this AEAM is the standard of excellence reported by parents, who reported a score more than 15 percentage points higher than the provincial average in H.1, and nearly 20 percentage points higher in the supplemental B.3 metric for at-risk students. When queried in B.3 if they agree with the statement, “When your child needs it, teachers at your child’s school are available to help them,” 100% of parent respondents answered that they “Agree” or “Strongly Agree”.
- ◇ In both H.1 and B.3, ACA maintains an acceptable score overall, and in both the student response is lower than both the parent and teacher response. Looking at 3-year rolling averages in H.1, the teacher average is nearly 10 percentage points higher than the provincial average, and the parent response 20 percentage points above. The student 3-year rolling average, however, is almost two percentage points below the provincial one. Examining the results in more detail, we see that the Grade 4-6 students ranked ACA at just 66.5% on this AEAM, while Grade 7-9 students rated the academy at 80.6% and its 10-12 students at 87.3%, both of which compare favourably to the Albertan mean. Of the lower results from Grade 4-6

students, the lowest came in response to the question, “Can you get help at your school with problems that are not about your school work?”, to which 48% of students replied either, “No,” (11%) or, “Don’t know” (37%).

Strategies

- ◇ Given the stronger, lower weighting in the student category for access to learning supports in Grades 4-6, it is worth examining internally the supports available to students in these grade levels, as well, perhaps, as engaging these students in conversation to better ascertain how they might be qualifying access to supports and where any deficiencies may lie in their view.
- ◇ Students in these grades have had and continue to have access to one-on-one, small group, and other in-class targeted supports, so it will be of interest to determine where these lower results are stemming from. Given that 37% of Grade 4-6 students responded that they “Don’t know” if they can get help with problems at school that don’t relate to their school work, some direct instruction/ conversation with students with their classroom teachers to make them better aware of supports available to them may be a logical place to start.
- ◇ We will continue to prioritize one-on-one and small group supports for students with diagnosed learning disabilities.
- ◇ We are partnering with an external provider to bolster our supports to students who need access to additional services to better advance their learning.
- ◇ As stated above, ACA has introduced a dedicated learning strategist to our team this year to enhance our overall student learning support delivery, coordination of services internally and externally, and oversight of this domain.

First Nations, Métis, and Inuit Student Services – Required Local Component

First Nations, Métis and Inuit Student Services: Analysis and Strategies

Analysis

- ◇ The FNMI population at ACA is currently below N = 6, making statistical analysis across metrics and domains a challenge. Regardless, ACA is committed to providing quality Christian education to all, and the academy grounds its teaching and commitments in a Biblical understanding that God created all peoples and all places, and that each person is a unique reflection of the *Imago Dei* with which we are all imbued. We continue to have a strong representation in our student population from cultures across the world, each representing a wide array of historic cultures, customs, and belief systems.

Strategies

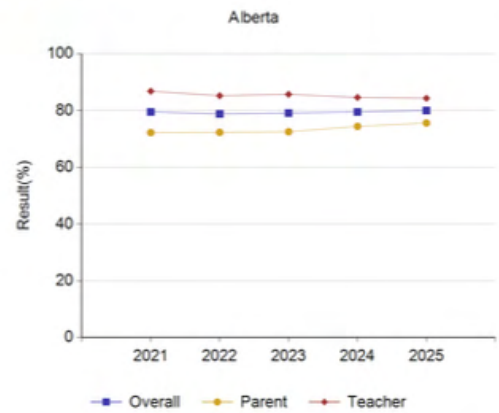
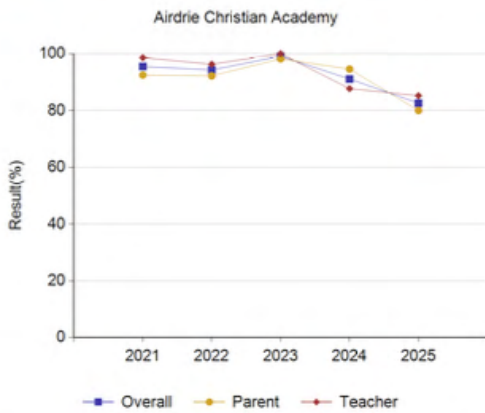
- ◇ Irregardless of our particular student demographics as they relate to this area, our staff are committed to sound teaching pedagogy that engages each learner and sets every child up for success. Our universal strategies for learning incorporate a wide range of student competencies and backgrounds.
- ◇ Our teachers bring a range of stories, folk tales, and ways of learning into the classroom for their students. These include stories from indigenous peoples across North America as well as indigenous cultures from across the globe and across time.
- ◇ We seek to provide intentional instruction and learning affording opportunities for students to compare and contrast Christian and First Nations' values and teachings. This includes within the social studies curricula, as well as other opportunities across disciplines.
- ◇ Annually, we host Multicultural Celebration Days, a three-day-long time of learning and appreciation for the wide array of cultures, peoples, and customs across the globe and a reminder of the many unique attributes with which God created men and women within Canada and around the world.

Assurance Domain #4 – Governance

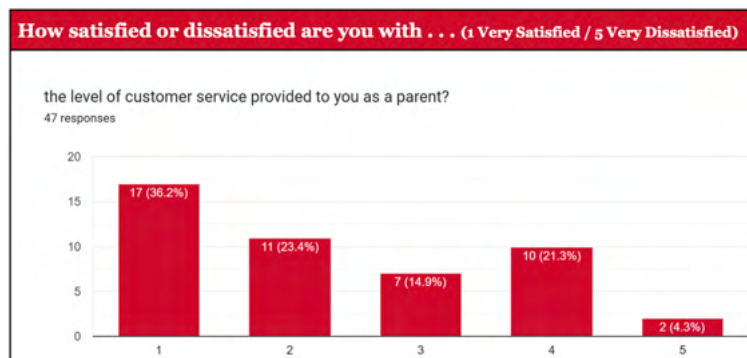
C.1 Parental Involvement (Required AEAM)

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

	Airdrie Christian Academy										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	65	95.5	54	94.3	40	99.1	60	91.1	66	82.6	Very High	Declined Significantly	Acceptable	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	51	92.5	37	92.2	23	98.2	45	94.6	44	80.0	Very High	Declined	Good	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	14	98.6	17	96.3	17	100.0	15	87.7	22	85.2	Low	Maintained	Issue	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



Supplementary Local Measures - Governance Parent Survey (2025)



Parental Involvement: Analysis and Strategies

Analysis

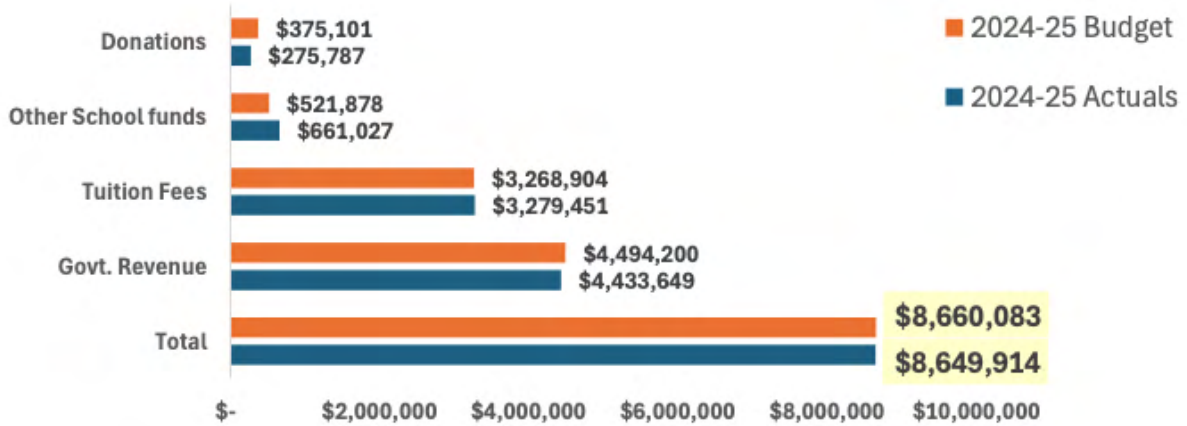
- ◇ While ACA receives an “Acceptable” result in the area of parental involvement, the responses show a decline in satisfaction from 2024 to 2025 from parents of nearly 15%. While the result remains above the provincial average, some further investigation here is warranted. This is echoed by our local survey results, in which 25.6% of parents who responded indicate being either “Dissatisfied” or “Very Dissatisfied” with the level of customer service provided to parents. One key area for attention that came to the fore in our local survey was communication between the school and families.
- ◇ Looking at the breakdown of parent respondents per division, parents of students in Grades 10-12 ranked their level of involvement in decision-making about their children’s education the most favourably (89.1%).
- ◇ When asked, “To what extent are you involved in decisions about your child’s overall education?”, parents across the grades represented responded 86% either “Some” or “A Lot”; only 2% replied, “Not at All.”
- ◇ Much of the teacher data fell below the minimum threshold of N = 6 to prove statistically sound at the level of the individual questions per division, but it is worth mentioning that Division IV teacher ratings (for Grade 10) ranked with 100% responses as “Satisfied” or “Very Satisfied” across many questions and across the last five years.
- ◇ However, when looked at overall, teacher satisfaction in this area has fallen the last two years in a row, from 100% in 2023.

Strategies

- ◇ The academy is undertaking a review of key aspects of its communications practices and procedures this year, some of which have already taken effect. These changes aim to increase visibility to involved parties around communications that go out from the school and to clarify for families the channels of communication to and within the school on a variety of matters.
- ◇ Additionally, ACA has re-vamped its parent volunteer program, increasing the range of avenues for parent involvement to include more outside-of-school-hours volunteer opportunities; a broader range of types of involvement; and greater opportunities for parents to give input into that this involvement looks like.
- ◇ Our Parent Advisory Council has met frequently with school administration since the beginning of the academic year, including increased engagement with ACA’s leadership team across programming.

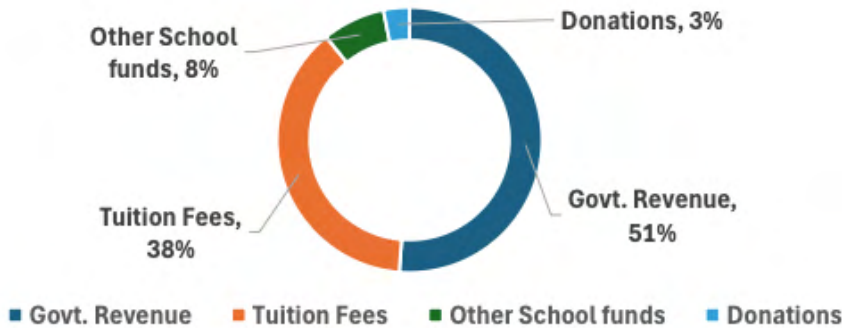
Operating Budget vs. Actual Revenue & Expenses and Variance Analysis

2024-25 Budgeted vs Actual Revenues

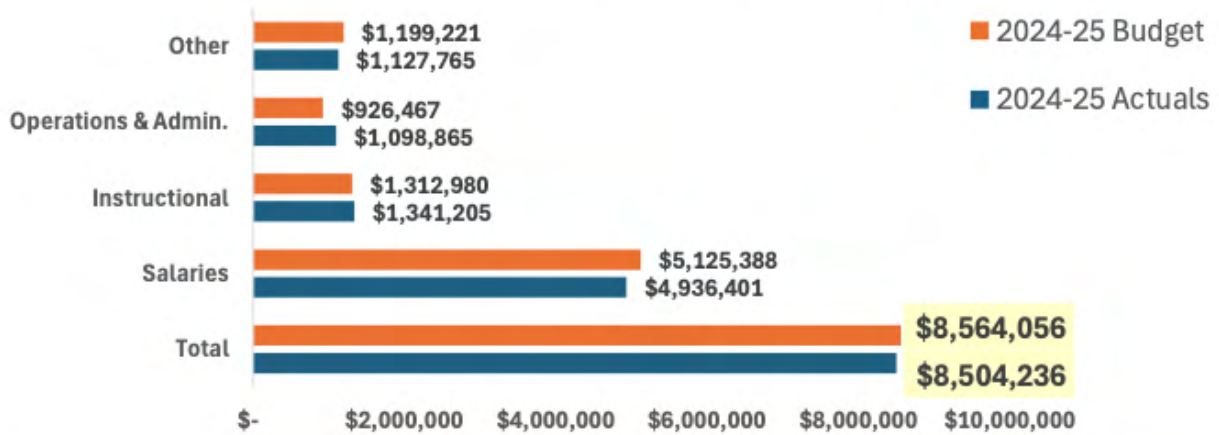


Total revenues were received as budgeted. Excess funds in some categories offset reductions in others. Breakdown of total revenues was as follows:

2024-25 Actual Revenues

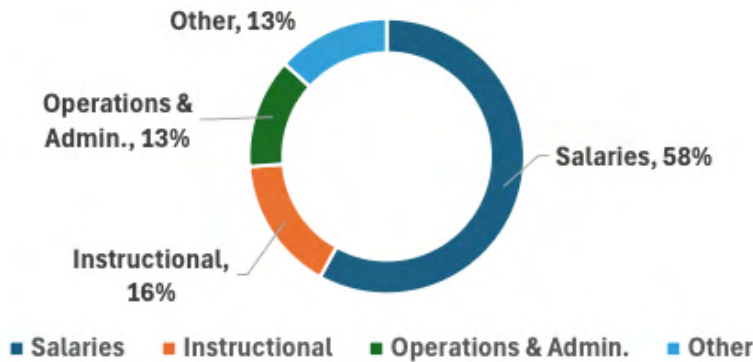


2024-25 Budgeted vs Actual Expenses



Total expenses were under budget by 1% or \$59,820. This was reduced spending on salaries due to staff turnover and also in other areas. Breakdown of total expenses was as follows:

2024-25 Actual Expenses



2025-26 Growth Strategies:

1. Continue to grow enrollment growth in both onsite and at-home programs.
2. Strategically maximize the use of facility to generate incoming rents.
3. Improve financial management and pursue cost saving initiatives where possible.
4. Reduce financial assistance budgets.
5. Continue to meet mortgage obligations and repay private loans.

Summary of Audited Financial Results (Required Local Component)

Airdrie Christian Academy 2024-25 Financial Results Summary

Airdrie Christian Academy (ACA) engaged Aperture, CPAs, for the 2024-25 financial audits. The financial statements were prepared according to Canadian Accounting Standards for Not-For-Profit Organizations (ASNPO). ACA ended the year with a surplus of \$145,678 with the total revenues being at \$8,649,914 and total expenses being at \$8,504,236. Per the 2024-25 audited report, the financial statements "present fairly, in all material respects, the financial position of Airdrie Christian Academy as at August 31, 2025."

The Academy remains well positioned to advance its mission while maintaining fiscal discipline.

Financial Summary

Airdrie Christian Academy 2024-25 Financial Results Summary

Year ended in a surplus of \$145,678. Revenues were at \$8,649,914 and expenses were at \$8,504,236.

Summary of Statement of Operations for the year ending August 31, 2025:

	2024-25	2023-24
Total Revenues	8,649,914	6,694,254
Total Expenses	8,504,236	7,032,756
Surplus / (Deficit)	145,678	-\$338,502

Summary of Statement of Financial Position as of August 31, 2025:

	2024-25	2023-24
Total Assets	14,551,153	14,754,523
Total Liabilities	12,541,996	12,891,044
Net Assets	2,009,157	1,863,479

Audited Financial Statements – Web Links

To access ACA's Audited Financial Statements for the 2024/2025 fiscal year, please click [here](#).

Assurance Domain #5 – Local and Societal Context

History

Airdrie Christian Academy (formerly Airdrie Koinonia Christian School) was founded in September of 1987 with 3 full-time teachers, 1 part-time teacher and approximately 50 students from Kindergarten through Grade 7. It was one of the largest school starts in the Calgary area.

ACA is accredited by the Alberta Department of Education and maintains official memberships with the Association of Christian Schools International and the Association of Independent Schools and Colleges of Alberta.

By integrating a Christian worldview into the curriculum provided by Alberta Education, we have been impacting the lives of children in Airdrie and surrounding area for over 30 years. We offer a rigorous, yet safe and friendly, environment for children from Kindergarten to Grade 12 and provide them with a solid foundation for their futures, both academically and spiritually.

This school was started for His glory, and will continue on only for His glory. Only Christ and His truth are our foundation, and on Him alone will we stand.

School Growth and Demand

Over the last several years, Airdrie Christian Academy has grown beyond the walls of the physical academy located in Airdrie, and now encompasses over 770 home education students raking part in a variety of educational programs ranging from Calgary, Airdrie, Three Hills, Red Deer, Edmonton, and beyond. These programs include fully at-home education supervised by the students' parents, as well shared responsibility programming that addresses many different facets of education including enrichment opportunities, hybrid high school that blends online and in-person learning, and classical education in partnership between the school and at-home families.

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](#)

Stakeholder Engagement and Assurance Processes (Required Local Component)

Stakeholders

Annually, ACA's certified staff are engaged in stakeholder feedback via Alberta Education's AEA survey. This year, the majority of our teaching and educational support staff participated in focused review of the 2025 AEAM results.

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

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 ACA School Culture Survey. These data sets are used for internal review, assurance, and for our AERR development.

Across our programs and within staff and divisional teams, our staff stay in regular communication to discuss and address the needs of individual students, striving to aid in their academic, social, emotional and spiritual growth in their various contexts. Goals and strategies are developed and implemented through engagement with the students and their parents.

School leadership meetings are held frequently between the Head of School, Finance Director, and principals and directors across programs to ensure mutual collaboration, input, and to promote informed and cohesive decision-making in service of the students and the school's mission and vision.

Our school board reviews the AERR and the Annual Plan with the Head of School. The board members operate by their own Mission and Vision, which support the Mission and Vision of the school. They establish policies and accountability measures and ensure sound financial oversight for the continued viability of our school, including future planning and strategy.

Whistleblower Protection

There are no incidents to report for the 2024/2025 school year. We will continue to adhere to ACA's 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.