



**COALDALE**  
**CHRISTIAN SCHOOL**



**ANNUAL EDUCATION RESULTS REPORT**

**FALL 2024**

## Accountability Statement

The Annual Education Results Report for Coaldale Canadian Reformed School Society for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023/2024 was approved by the Board on November 25, 2024.

Board Chair: James Bareman



## Accountability/Assurance

Alberta Education requires that all schools develop an Annual Education Plan each spring as well as an Annual Education Results Report each fall as part of the Assurance Framework. The purpose of these two annual documents is to provide assurance and accountability to Alberta Education as well as to our school society that the education we provide at Coaldale Christian School is meeting the educational standards that we have established. Both of these documents provide input and direction for each other in a cycle of continuous growth and improvement year after year.

## Overview

The following Annual Education Results Report highlights different aspects of Coaldale Christian School and how the school met its obligations over the past year. The results that we report on are broken down into five domains; Student Growth & Achievement, Teaching & Leading, Learning Supports, Governance, and Local & Societal Context. The final domain, Local & Societal Context is woven through each of the other domains as all areas of our school's operation take place within our context here in southern Alberta.

Once again we are very thankful to our Heavenly Father to have such a positive report for the 2023-2024 school year. We see the blessing of the Lord in all aspects of the school and continue to depend upon him in our day to day operations.

On the academic front, we are very pleased with most of our results and continue to see that our students were able to learn and develop their talents. We also see room for improvement in some areas, and will work together with teachers, parents and students to continue to improve the academic results of our students in all areas.

At CCS, we view school as more than the academics, and we are thankful to see a positive report in all areas. Offering our students co-curricular experiences outside of the classroom contributes to the overall school spirit and positive atmosphere that our students enjoy at CCS.

# Student Growth & Achievement

Student growth and achievement is the first thing that most parents, students and teachers would think of when we consider the effectiveness and quality of a school. When we consider how our students have performed and grown over the past year, we can see that our school continues to receive the blessing of the Lord.

## Academic Excellence

Percentage of students in each grade to attain an academic average of >85%.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Overall
2021-2022	50.00%	38.89%	60.00%	50.00%	60.00%	62.50%	53.57%
2022-2023	47.37%	52.38%	36.84%	58.33%	20.00%	30.77%	42.55%
2023-2024	65.00%	66.67%	57.14%	55.00%	50.00%	10.00%	54.00%

In 2023-2024 we were able to see improvements in this local measure across almost all grades. We are very thankful to see such strong academic performances across all of the grades and it is our goal to maintain these numbers into the 2024-2025 school year. It should be noted however, that this metric is limited in its value due to our small class sizes, but we are still thankful to see a clear display of academic gifts.

## Provincial Achievement Test Results

Math	Total Students Writing		Average Score %		% of Acceptable Standard		% of Standard of Excellence		% Below Acceptable Standard	
	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Grade 9	19	18017	68.6	54.8	73.7	61.1	36.8	15.9	26.3	38.9
E.L.A.	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Grade 9	20	19369	69.7	64.4	95	83.4	15	13.7	5	16.6
Science	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Grade 6	23	18441	79.8	67.6	100	81.4	47.8	28.7	0	18.6
Grade 9	19	19234	73.6	63.3	89.5	78.4	42.1	23.5	10.5	21.6
Social St.	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Grade 6	23	20383	76	66.4	95.7	80.7	39.1	24	4.3	19.3
Grade 9	19	18824	73.6	61.4	94.7	70.8	31.6	19.6	5.3	29.2

### Grade 9 Combined Results Across All Courses

	CCS			Province		
	Current	Previous Year	3-Year Avg	Current	Previous Year	3-Year Avg
PAT9: Acceptable	82.1	92.1	92.1	62.5	62.6	62.6
PAT9: Excellence	28.6	22.4	22.4	15.4	15.5	15.5

Data from: Table 2.2 Standards Achieved by Students Writing the Test, by Reporting Category, Table 4 Raw Score Results

The area of concern continues to be in ELA 9 as well as in Math 9. Our grade 6 results are quite strong and we are very thankful for this. Part A in Math 9 is clearly a Provincial issue as well since we can see that, despite some disappointing results, we are still significantly out-performing the Provincial average. When we look at the grade 9 PAT overall results combined across all courses, we can see that we are doing very well in terms of our standard of excellence and acceptable standard results. The acceptable standard was a bit lower this year compared to our average, but this is a reflection of the variation we see from year to year. We do not have results for ELA and Math in grade 6 as we were involved in Field Testing the new curriculum and have not received any results from this testing. Coaldale Christian School does not currently have any First Nations, Metis, Inuit or English as an additional language learners, so we are unable to report any data for those demographics.

# Student Growth & Achievement

## Diploma Exam Results

	Total Students Writing		Average School Awarded Mark %		Average Diploma Exam Mark %		Average Blended Mark %		Students Achieved Acceptable Standard %		Students Achieved Standard of Excellence %	
	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
<b>Math</b>												
30-1	*4	11175	*	78.3	*	67.6	*	75.2	*	94.9	*	45.1
30-2	*3	7104	*	70.1	*	60.5	*	67.4	*	92.3	*	21.5
<b>E.L.A.</b>												
30-1	6	15530	73.3	74.7	57.5	63.1	68.5	71.4	100	97.9	0	25.5
30-2	*3	8199	*	67.3	*	64	*	66.5	*	96.3	*	11.9
<b>Social St.</b>												
30-1	15	11580	76.3	77.2	63.9	65.8	72.7	73.8	100	99	6.7	33.3
30-2	6	11648	68	68.8	69	60.9	68.2	66.5	100	95.1	0	15.5
<b>Chemistry</b>												
30	6	10104	75.8	79.1	52.2	70.2	68.8	76.5	100	96.2	16.7	48.1

\*This group has fewer than six students; therefore, results shall not be publicly released.

Many of our results this year cannot be reported on due to the small number of students writing. For the ones we can report on, we are somewhat disappointed in the disparity between the school awarded marks and the diploma exam marks, specifically in Chemistry. Unfortunately, this did not come as a big surprise to the teacher, as the desire and commitment to put in the preparation for the exam was clearly lacking overall. The social studies disparity, while still large, is very much in line with the provincial disparity, so this leads me to conclude that our students performed relatively well yet the number of students who attain the standard of excellence continues to be a concern. As a school, we continue to work on building a more robust academic culture in our high school students and it is our desire to see the fruits of this in the exam results in years to come. Being committed to clear communication with parents and ensuring that our students are properly streamed in the courses that most align with their abilities is an ongoing goal. Coaldale Christian School does not currently have any First Nations, Metis, Inuit or English as an additional language learners, so we are unable to report any data for those demographics.

## Student Learning Engagement - Data Summary

	Coaldale Christian School										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	166	91.3	191	90.5	202	87.3	181	85.8	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	30	98.9	46	99.3	50	100.0	47	100.0	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	125	75.1	134	72.3	138	61.8	123	57.4	n/a	Declined	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	11	100.0	11	100.0	14	100.0	11	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

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

Once again, we see a decline in the student response to this question. Only 57.4% of students are engaged in their learning according to the data. That is a concerning number, but I will restate the concern from last year that the students in grades 4-6 were only asked two questions. "Do you like learning language arts?" and "Do you like learning math?". These two questions, although important, really determined the decline in this section. We do see a continuation of some of this thinking into our higher grades especially in the language arts and math subject areas. Our teachers have the challenge of moving the needle on this question by reinforcing the value of the learning at school and the joy that we as Christians should find in doing our daily work. We also must continue to reinforce the value of education to some of our parent community as well, since we firmly believe the values displayed at home have a great bearing on the attitudes and behaviours we see at school.

# Student Growth & Achievement

## High School Completion Rate - Data Summary

	Coaldale Christian School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	11	92.1	9	89.8	10	90.0	8	100.0	11	100.0	Very High	Maintained	Excellent	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	8	100.0	11	91.8	9	89.3	10	90.4	8	100.0	Very High	Maintained	Excellent	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	13	78.1	8	100.0	11	91.5	9	100.0	10	90.4	High	Maintained	Good	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

It is great to see consistently high results here. We strive to see all of our students complete high school within three years and we are very near that goal. This data is reflective of strong, stable families, and a commitment of our parents to the education of their children. We continue to work to develop a more comprehensive guidance program for our students as is reflected in our Education Plan. Coaldale Christian School does not currently have any First Nations, Metis, Inuit or English as an additional language learners, so we are unable to report any data on that measure.

## Citizenship - Data Summary

	Coaldale Christian School										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	169	93.3	166	94.4	191	93.4	202	90.7	181	90.8	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	42	95.2	30	94.0	46	96.1	50	95.2	47	97.9	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	118	86.8	125	91.1	134	86.0	138	84.2	123	80.0	Very High	Declined	Good	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	9	97.8	11	98.1	11	98.2	14	92.9	11	94.5	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

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

It is the mission and vision of Coaldale Christian School to prepare our students for a life of Kingdom service and to be active disciples of the Lord Jesus Christ. The results here show that we are doing quite well at attaining this goal overall, but we do see a steady decline in the student field. As was indicated last year, we are seeing many students responding with "Don't Know". We will continue to work at ensuring our students are confident in how to answer these questions and that they feel they have sufficient evidence to respond in a more concrete manner.

## Local Measures: Literacy Report

	Coaldale Christian School - Literacy Report																	
	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Exceeding	64	33	37	68	72	79	0	68	71	54	29	58	0	0	50	0	0	9
Meeting	na	33	38	16	0	0	21	32	0	46	71	42	27	75	50	0	26	55
Approaching	na	33	25	16	28	21	50	0	29	0	0	0	27	25	0	15	9	36
Not Meeting	na	0	0	0	0	0	29	0	0	0	0	0	46	0	0	85	65	0

*Percentage of students who attained the various levels of reading and comprehension at each grade level.*

One of our goals in our Annual Education Plan is to improve the literacy skills of our students. Over the years we have seen that this is an area that required attention, so we implemented a guided reading program in our elementary grades. This is a rather intensive program that we hope will enhance the literacy skills of our students that move into junior high. It is rewarding to see the improvement in the grade 5/6 level where we have seen a substantial increase in the number of students who are meeting the expectations of the program for their grade level.

# Student Growth & Achievement

## Literacy & Numeracy Screening Report Summary

Grade	Code	Name	Task	# of Students	# at Risk	%	Avg. Score	# Not at Risk	%	Avg. Score	# Scoring Error	% Scoring Error	Mean Score
1			Literacy Overall Perf.	17	0	0		17	100		0	0	
1	KTT0100	Num	Weighted Total Score	17	1	5.9	21.1	16	94.1	41.6	0	0	40.4
1	LNS0100	LeNS	LeNS Overall Perf.	17	0	0		17	100	36.2	0	0	36.2
1	LNS0100	LeNS	Name Accuracy	17	0	0		17	100	19.1	0	0	19.1
1	LNS0100	LeNS	Sound Accuracy	17	0	0		17	100	17.1	0	0	17.1
1	PST0100	PAST	PAST Overall Perf.	17	1	5.9	1	16	94.1	16.5	0	0	15.6
1	RAN0100	RAN	RAN Overall Perf.	17	8	47.1		9	52.9		0	0	
2			Literacy Overall Perf.	16	0	0		16	100		0	0	
2	CCT0100	CC3	CC3 Overall Perf.	16	0	0		16	100		0	0	
2	CCT0100	CC3	Irregular Words	16	1	6.3	3	15	93.8	14.5	0	0	13.8
2	CCT0100	CC3	Non-Words	16	0	0		16	100	20	0	0	20
2	CCT0100	CC3	Regular Words	16	0	0		16	100	29.5	0	0	29.5
2	KTT0100	Num	Weighted Total Score	16	0	0		16	100	76.2	0	0	76.2
2	LNS0100	LeNS	LeNS Overall Perf.	16	0	0		16	100	23.7	0	0	23.7
2	LNS0100	LeNS	Name Accuracy	16	0	0		0	0		0	0	16.4
2	LNS0100	LeNS	Sound Accuracy	16	0	0		16	100	23.7	0	0	23.7
3			Literacy Overall Perf.	23	0	0		23	100		0	0	
3	CCT0100	CC3	CC3 Overall Perf.	23	0	0		23	100		0	0	
3	CCT0100	CC3	Irregular Words	23	2	8.7	11.5	21	91.3	20	0	0	19.3
3	CCT0100	CC3	Non-Words	23	3	13	3.3	20	87	21.8	0	0	19.4
3	CCT0100	CC3	Regular Words	23	0	0		23	100	31.7	0	0	31.7
3	KTT0100	Num	Weighted Total Score	23	0	0		23	100	58.7	0	0	58.7

The above is a summary of the literacy and numeracy screenings that we completed on our grade 1— grade 3 students. We conducted the Castle & Colheart 3 (CC3), the Letter Name-Sound (LeNS) and the Phonological Awareness Screening Test (PAST) Assessments for the literacy component. We used the KTT0100 Numeracy Screening Assessment Tool for the numeracy component. The results of these screenings demonstrate a strong grasp of basic literacy and numeracy skills in our students with no students being at risk in overall literacy and just one student in grade 1 numeracy is considered at risk. The Rapid Automatized Naming (RAN) Test in grade 1 stands out as something to note. The results in this assessment tool showed that all of the students accurately completed the task but the speed was the issue for almost half of them. Our teacher and support staff have taken note of this. We are thankful for the availability of these assessment tools and the valuable information they provide for staff at CCS.

# Teaching & Leading

As important as academic results are, they are only possible with the dedication, skill and commitment of high quality teachers. It is the goal of Coaldale Christian School to be committed to professional learning that will inspire excellence in teaching. By modeling learning for life and a commitment to continued improvement and development, we hope to also inspire our students to be dedicated to their learning and to be life-long learners when they leave Coaldale Christian School.

## Education Quality - Data Summary

	Coaldale Christian School											Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	169	93.5	165	95.6	191	93.1	202	94.6	181	93.8	Very High	Maintained	Excellent	264623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265643	87.6
Parent	42	96.4	30	98.9	46	96.4	50	97.3	47	97.9	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	118	93.4	124	92.5	134	92.0	138	91.1	123	91.2	Very High	Maintained	Excellent	193763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200322	84.9
Teacher	9	90.7	11	95.5	11	90.9	14	95.2	11	92.4	Intermediate	Maintained	Acceptable	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

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

Coaldale Christian School has a very supportive community and it is wonderful to observe that they are satisfied with the education provided at CCS. There is strong agreement among all stakeholders that we are doing a good job providing high quality education at CCS. We have the same response as last year to the teacher category being labeled as an "Intermediate" level of achievement (this seems to be a fairly high threshold for intermediate), but we are happy to see the results in this category and are thankful for the support of our community.

## School Improvement - Data Summary

	Coaldale Christian School											Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	169	83.8	163	98.2	185	91.2	202	91.8	179	92.5	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	42	92.9	30	100.0	40	100.0	50	94.0	47	100.0	Very High	Improved	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	118	91.9	124	94.7	134	91.8	138	88.7	121	86.6	Very High	Maintained	Excellent	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	9	66.7	9	100.0	11	81.8	14	92.9	11	90.9	Very High	Maintained	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

### Percentage of teachers, parents and students indicating that their school has improved or stayed the same the last three years.

Overall, the school community sees the school improving or at least staying the same over the past three years. These are extremely positive results and give us much to be thankful for. There is always work being done to improve the school and it is rewarding to see that this work is noticed by parents, students and teachers in the community.

# Teaching & Leading

## In-Service Jurisdiction Needs - Data Summary

	Coaldale Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	77.8	10	89.3	10	89.3	13	86.8	11	87.5	Intermediate	Maintained	Acceptable	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	9	77.8	10	89.3	10	89.3	13	86.8	11	87.5	Intermediate	Maintained	Acceptable	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

*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.*

Professional development opportunities are encouraged by administration on an individual basis, and staff PD is organized throughout the year on our scheduled professional development days. This past year the staff did a book study on “Virtuous Minds” by Philip Dow. This was an engaging read that led to good discussions about our practice as teachers in a Christian classroom. We also enjoyed two professional development conferences. In October we welcomed an instructor from the Canadian Reformed Teachers’ College in Hamilton and in February we got together in Edmonton with our colleagues from across Alberta to engage in professional learning connected to our unique identity as Reformed Christian Schools.

### Local Component of Teaching and Leading

The administration team has committed to being more intentional with teacher supervision. We also maintain a schedule for visiting classrooms on a formal basis outside of the informal walk-throughs. Professional development opportunities are encouraged by administration on an individual basis, and staff PD is organized throughout the year on our scheduled professional development days. This past year, the board enlisted the Prairie Centre for Christian Education to conduct a leadership review. This was an excellent experience that served as great professional development for the principal specifically but for the administration and board as a whole as well. Overall, the culture of professional learning is moving in a positive direction at CCS and teachers are eager to improve themselves as professionals.





# Learning Supports

This past year Coaldale Christian School has continued in its goal to expand and enhance our ability to support every student regardless of their needs. Our special education team is dedicated to the students that they care for and has been focused on ongoing professional development to ensure that they are always on the leading edge of which supports have the greatest positive impact.

## Welcoming, Caring, Respectful and Safe Learning Environments

	Coaldale Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	166	96.2	191	96.0	202	95.1	181	95.3	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	30	95.3	46	96.4	50	97.7	47	99.5	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	125	93.1	134	91.4	138	90.6	123	86.5	n/a	Declined	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	11	100.0	11	100.0	14	96.9	11	100.0	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

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

Once again Coaldale Christian School has demonstrated its commitment to being a welcoming, caring, respectful and safe place for students to learn and staff to work. We continue to see a strong result of 95% overall and we are very thankful for this. Once again, we see that the lowest category is the students and, despite this still being a strong result, we feel this is an area that we will continue to strive to improve. We saw a significant drop in our grades 4-6 students in this measure (90.3% last year to 82.1% this year), so this will be an area of focus moving forward. By continuing to focus our attention on creating a sense of belonging in the school and encouraging positive behaviours while effectively dealing with negative behaviours, it is our goal to see this number improve, specifically in the upper elementary grades.

Coaldale Christian School continues to ensure that First Nations, Inuit and Metis perspectives and experiences are presented and that our students are educated on the legacy and history of residential Schools. This content is weaved throughout the curriculum and our teachers are intentional about addressing this important topic through our Reformed Christian lens.



# Learning Supports

## Access to Supports and Services - Data Summary

	Coaldale Christian School											Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	166	94.5	191	96.5	202	92.2	181	92.8	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	30	98.6	46	96.9	50	99.2	47	97.8	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	125	92.3	134	92.6	138	83.5	123	88.1	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	11	92.6	11	100.0	14	94.0	11	92.6	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

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

These results are a testament to the excellent staff we have at CCS who dedicate endless hours to support our students both inside and outside of the classroom. It is clear that the parents are very pleased with the support that we offer. It is nice to see that the student category has bounced back after a bit of an anomaly last year.

Coaldale Christian School continues to see strong engagement with our Work Experience, Green Certificate, and Registered Apprenticeship Program (RAP). We also are excited to be starting our first few students in the Dual Credit program as another way for us to support our students to reach their academic and career goals.

All students in Grades 10-12 met with the Career/Guidance Counsellor throughout the year. Grade 12 students were guided through the post-secondary application process, were assisted in scholarship and bursary searches, and were given support in searching multiple locations for post secondary institutions for learning. Students in grades 10 and 11 met with and were given support in course selection, myPass set up, and job shadowing opportunities in addition to the above initiatives.



# ***Learning Supports***

*School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.*

Coaldale Christian School continues to strive for excellence in supporting its students in inclusive education. All students continue to be screened prior to ECS with a locally developed screening tool which flags students prior to entry at CCS. All students who were coded prior to attending or who required additional support were identified and services and supports were set up prior to the start of the school year. This allows for a continuum of services as well as intentional supports in the early years of learning.

Students in Grades 1-12 who were previously coded and identified as per Alberta Education's coding standards were provided with specialized services in line with their learning needs. IPP meetings continued 3x per year, as well as regular meetings with teachers, support staff and professionals. Students are regularly assessed to ensure that they are adequately supported and programming and goals reflect the needs of the students. Parents are integrally vital in the process from articulating their desires for goals, as well as regularly providing their feedback in the process. Teachers meet regularly with the Special Education Coordinator to discuss learning needs of students who may be flagged with learning difficulties. Strategies are provided within the school system. If these strategies are not successful, students are provided with Ed-Psych evaluations which may include a variety of testing, depending on need. With information from psychologists, professionals, and staff, IPPs are set up and students are provided with programming, supports and/or services specific to their individual needs.

Coaldale Christian School continued to participate and administer in the Literacy and Numeracy screening program. This included assessing students 3x per year with assessments provided by Alberta Education, identifying students at risk for learning loss and setting up programming in literacy and numeracy. This program was successful as identified students were provided with intentional and specific support in the areas of need. Students were provided with small group instruction, pre and post learning activities to support phonological awareness and numeracy instruction.



# Governance

The Governance domain of the Assurance Model refers to the process by which the school board attends to local and societal context, determines strategic direction, evaluates policy implementation, and manages fiscal resources to ensure learning supports, quality teaching and leading, and optimum learning for all. Public assurance occurs when the public has trust and confidence that the school board demonstrates stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

## Parental Involvement - Data Summary

	Coaldale Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	51	98.8	39	97.8	57	98.9	64	97.2	58	98.9	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	42	97.6	28	95.6	46	97.8	50	94.4	47	97.9	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	9	100.0	11	100.0	11	100.0	14	100.0	11	100.0	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Being a parental school, we ensure that our parents are closely connected to the school and the decisions that are made that may affect the education of their children. Our school board is elected by our parents and is made up of parents whose children attend Coaldale Christian School. Our teachers communicate regularly with the parents about the progress of their child and parent-teacher conferences are held twice each year. Aside from these formalized conferences, parents are encouraged to arrange to meet with teachers or administration any time throughout the school year if they have concerns. It is good to see that parents feel that they are part of the decision-making process and that they have a voice in the education of their children. It is clear from these results that parents and teachers feel that there is a strong connection between the home and the school, and we are thankful for the cooperation we can experience with our parent community.



## Budget-Actual Comparison

The total revenue budgeted was \$2,431,338 with an actual revenue of \$2,422,316. This is a difference of \$9,022 in actual below budget, or 0.37% less revenue than anticipated.

The total expenses budgeted was \$2,431,338 with an actual expenditure of \$2,417,386. This is a difference of \$13,952 in actual below budget, or 0.57% lower expenses than anticipated.

## Summary of Financial Results

Once again Coaldale Christian School was blessed with generous support from our community. Although a large percentage of our budget is made up of funding from Alberta Education, we would not be able to operate without the financial contributions of our parents and supporters. We had projected a balanced budget and at the end of the year we had a small surplus of \$4,930. For additional information on the Financial Results, please contact the office. The full Audited Financial Statements are available [here](#).

## Stakeholder Engagement & Assurance

Coaldale Christian School makes it a high priority to ensure that all members have a voice in our school. This past year we invited the members to attend two society meetings, one on November 27, 2023 and the second on May 27, 2024. These meetings are an opportunity for the Board to share with the membership the status of the various operations of the school as well as to review and approve the budget and elect board members as required.

This past year we also contracted the services of the Prairie Centre for Christian Education to perform a Leadership Review of the principal. This thorough review included surveys that were distributed and collected from our parents, supporters, staff members and students. These results were used in completing the review and served as valuable insight into the administration of Coaldale Christian School.

Through continual engagement and regular communication with our community through our weekly "At-A-Glance" newsletter and our monthly "Messenger", we seek to provide assurance to our society that the school is working hard to meet our responsibilities in the education of the children of our community. School activities and events are also shared through our social media accounts to help keep the society apprised of the events happening at CCS.

Our grade 7-12 students and their parents have consistent access to their grades and progress through our Parent/Student Portal. This is greatly appreciated by many of our parents and students, and is a good way to maintain the home-school connection that we desire.

## Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.