



COALDALE

CHRISTIAN SCHOOL



ANNUAL EDUCATION RESULTS REPORT
FALL 2025

Accountability Statement

The Annual Education Results Report for Coaldale Christian School for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The operator and/or governing body is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the governing body on Nov.24,2025


Signature

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 2024-2025 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 an overall 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
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%
2024-2025	45.45%	55.00%	41.18%	70.00%	35.00%	63.64%	51.71%

In 2024-2025 we take note of some ups and downs as students move through the grades. This data demonstrates the reality of small numbers in each grade as we can see in grade 10 with such a high result due to a large percentage of motivated and academically inclined students in this class. We are very thankful to see such strong overall academic performances across all of the grades and it is our goal to maintain these numbers into the 2025-2026 school year.

Provincial Achievement Test Results

	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
Math										
Grade 6	11	49161	61.1	47.0	100.0	52.1	9.0	14.9	0	33.6
Grade 9	17	19559	72.7	55.5	94.1	60.3	29.4	15.8	5.9	39.7
E.L.A.										
Grade 6	11	34975	74.3	61.7	91.7	69.1	25.0	12.7	0	5.3
Grade 9	17	30802	64.9	62.9	100	81.9	0	12.1	0	18.1
Science										
Grade 9	17	34275	71.5	64.8	100	79.5	23.5	23.7	0	20.5
Social St.										
Grade 9	17	34311	74.2	63.6	94.1	71.1	41.2	21.4	5.9	28.9

Grade 9 Combined Results Across All Courses

	CCS			Province		
	Current	Previous Year	3-Year Avg	Current	Previous Year	3-Year Avg
PAT9: Acceptable	97.1	82.1	87.1	73.2	73.5	62.5
PAT9: Excellence	23.5	28.6	28.6	18.3	15.4	15.7

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. We also are concerned about the low Math results in grade 6, but compared to the Provincial average, we are still relatively high. Pretty scary how low these results are! The new curriculum, new resources, and a new overall approach certainly had an impact on our results. 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 exceptionally high this year due to a strong group in grade 9. Our small classes will tend to show variation in this data from year to year. We do not have results for Science and Social St. in grade 6, since they were in cohort the previous year so their results were included as grade 5 students at that time. 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
Math												
30-1	*3	12000	*	79.4	*	68.1	*	76.1	*	95.6	*	47.0
30-2	8	7959	80.1	71.6	73.6	63.4	78.1	69.3	100	94.9	50	24.8
E.L.A.												
30-1	8	17089	95.4	75.2	65.9	63.0	86.5	71.7	100	98.2	100	25.4
30-2	*3	8970	*	67.8	*	62.8	*	66.5	*	96.3	*	11.0
Biology												
30	21	12904	82.0	78.2	73.8	68.5	79.6	75.5	100	96.7	42.9	44.1
Physics												
30	*5	6351	*	80.0	*	71.8	*	77.6	*	96.8	*	51.5

*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 English Language Arts. This is being addressed with the teachers involved and a strategy is in place to ensure that the expectations of the classroom assessments better align with the expectations of the Diploma Exam. We are quite pleased with the Math, Biology and Physics results (although we are not able to officially report on the latter) as there was strong alignment between the course mark and the exam mark overall. 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.

	Coaldale Christian School													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	166	91.3	191	90.5	202	87.3	181	85.8	182	86.4	High	Maintained	Good	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	30	98.9	46	99.3	50	100.0	47	100.0	37	96.3	Very High	Declined	Good	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	125	75.1	134	72.3	138	61.8	123	57.4	135	63.0	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	11	100.0	11	100.0	14	100.0	11	100.0	10	100.0	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

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

Once again, our students' response to being engaged in their learning is quite low, although it has improved slightly. I will restate the concern from the previous years 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										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year	9	89.8	10	90.0	8	100.0	11	100.0	9	100.0	Very High	Maintained	Excellent	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year	11	91.8	9	89.3	10	90.4	8	100.0	11	100.0	Very High	Maintained	Excellent	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year	8	100.0	11	91.5	9	100.0	10	90.4	8	100.0	Very High	Maintained	Excellent	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

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 achieving 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										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achieve-	Improve-	Overall	N	%	N	%	N	%	N	%	N	%
Overall	166	94.4	191	93.4	202	90.7	181	90.8	182	91.1	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	30	94.0	46	96.1	50	95.2	47	97.9	37	97.8	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	125	91.1	134	86.0	138	84.2	123	80.0	135	81.3	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	11	98.1	11	98.2	14	92.9	11	94.5	10	94.0	High	Maintained	Good	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

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, and it is good to see a slight increase in the student field. This is an areas that we would like to see more growth in as a school. Having our students involved in school clubs that reach out into the community at large, such as our ARPA club, is one strategy to increase our students' level of citizenship. We hope to see this number improve going forward.

Local Measures: Literacy Report

	Coaldale Christian School - Literacy Report																	
	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Exceeding	33	37	41	72	79	31	68	71	57	29	58	38	0	50	47	0	9	33
Meeting	33	38	0	0	0	31	32	0	22	71	42	54	75	50	35	26	55	33
Approaching	33	25	41	28	21	31	0	29	22	0	0	8	25	0	6	9	36	25
Not Meeting	0	0	18	0	0	7	0	0	0	0	0	0	0	0	12	65	0	8

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. Now that we are a few years into this program, it seems as though we are "leveling off" into some expected averages, but with our small classes, we are likely to see fluctuations from year to year. Tracking our lower achieving readers has been very helpful for our teachers as we move students from grade to grade.

Student Growth & Achievement

Literacy & Numeracy Screening Report Summary

Grade	Code	Name	Task	# of Students	# at Risk	%	Avg. Score	# Not at Risk	%	Avg. Score	Absent #	% Scoring Error	Mean Score
1			Literacy Overall Perf.	27	0	0		27	100		0	0	
1	KTT0100	Num	Weighted Total Score	27	1	3.7	21	26	96.3	46.5	0	0	45.5
1	LNS0100	LeNS	LeNS Overall Perf.	27	1	3.7	12	26	96.3	18.2	0	0	18
1	LNS0100	LeNS	Name Accuracy	27	1	3.7	17	26	96.3	36.3	0	0	35.6
1	LNS0100	LeNS	Sound Accuracy	27	7	25.9	12.6	20	74.1	19.3	0	0	17.6
1	PST0100	PAST	PAST Overall Perf.	27	4	14.8	1.5	23	85.2	16.6	0	0	14.4
1	RAN0100	RAN	RAN Overall Perf.	27	4	14.8	31.5	23	85.2	23.8	0	0	25
2			Literacy Overall Perf.	18	0	0		18	100		0	0	
2	CCT0100	CC3	CC3 Overall Perf.	18	0	0		18	100	21.2	0	0	21.2
2	CCT0100	CC3	Irregular Words	18	0	0		18	100	17	0	0	17
2	CCT0100	CC3	Non-Words	18	0	0		18	100	29.1	0	0	29.1
2	CCT0100	CC3	Regular Words	18	0	0		18	100		0	0	
2	KTT0100	Num	Weighted Total Score	18	0	0		17	94.4	55.1	1	0	55.1
2	LNS0100	LeNS	LeNS Overall Perf.	18	0	0		18	100	26.9	0	0	26.9
2	LNS0100	LeNS	Name Accuracy	18	0	0		18	100	26.9	0	0	26.9
3			Literacy Overall Perf.	16	1	6.3		15	93.8		0	0	
3	CCT0100	CC3	CC3 Overall Perf.	16	2	12.5	20.5	14	87.5	33.8	0	0	32.1
3	CCT0100	CC3	Irregular Words	16	1	6.3		15	93.8		0	0	
3	CCT0100	CC3	Non-Words	16	1	6.3	11	15	93.8	19.5	0	0	19
3	CCT0100	CC3	Regular Words	16	0	0		16	100	25.1	0	0	25.1
3	KTT0100	Num	Weighted Total Score	16	5	31.3	36.7	11	68.8	57.3	0	0	50.8
4	KTT0100	Num	Weighted Total Score	23	7	30.4	23.9	16	69.6	41.7	0	0	36.3

The above is a summary of the literacy and numeracy screenings that we completed on our grade 1-grade 4 students. We conducted the Castle & Coltheart 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. Of note are the Sound Accuracy results in grade 1 with 7 students displaying a deficiency in this area as well as the Phonological Awareness and Rapid Automated Naming tests in grade 1 with 4 students showing they are at risk as a result of these tests. We also note the numeracy tests in grades 3 & 4 that have several students performing at a low level. Our special education team is aware of the challenges of these students and IPPs are in place where required to ensure that any learning challenges are properly addressed with the necessary interventions.

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									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	165	95.6	191	93.1	202	94.6	181	93.8	182	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	30	98.9	46	96.4	50	97.3	47	97.9	37	95.4	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	124	92.5	134	92.0	138	91.1	123	91.2	135	88.3	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	11	95.5	11	90.9	14	95.2	11	92.4	10	96.7	High	Maintained	Good	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

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

We are extremely pleased to see such high results in this measure. It is the vision of Coaldale Christian School to “provide educational excellence through dynamic, Christ-centred programming”, and it is great to see that such a high percentage of our stakeholders believe that we are providing high quality education to our students. We will continue to strive for the goal of “excellence”. Despite a constant challenge of maintaining a full complement of staff, the Lord continues to provide what we need, and the board continues to work hard to find high quality teachers for our students.

School Improvement - Data Summary

	Coaldale Christian School													Alberta											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	163	98.2	185	91.2	202	91.8	179	92.5	182	93.8	Very High	Maintained	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6		
Parent	30	100.0	40	100.0	50	94.0	47	100.0	37	97.3	Very High	Maintained	Excellent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4		
Student	124	94.7	134	91.8	138	88.7	121	86.6	135	84.1	Very High	Declined	Good	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4		
Teacher	9	100.0	11	81.8	14	92.9	11	90.9	10	100.0	Very High	Improved	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1		

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 has been a slight decline from the students over the past few years. In our grade 4-6 results, 18% indicated “Don’t Know” when asked “Are you proud of your school?”. This number has been increasing over the years in this age group. In grades 7-12, we don’t see this, and there is strong numbers in “agree” and “strongly agree”. We will continue to strive to offer quality learning opportunities to all our students in an effort to bring this number up.

In-Service Jurisdiction Needs - Data Summary

	Coaldale Christian School													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	89.3	10	89.3	13	86.8	11	87.5	10	85.7	Intermediate	Maintained	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	10	89.3	10	89.3	13	86.8	11	87.5	10	85.7	Intermediate	Maintained	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

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 “Mission Drift” by Peter Greer and Chris Horst. This was an engaging read that lead to good discussions about how our school can stay true to our mission as we seek to support the parents in educating their covenant children. We also enjoyed a professional development conference together with our “sister schools” in Alberta and Manitoba in Moose Jaw, Sk. Administration continues to seek out PD opportunities for the staff and, based on these results, we have some room for more intentional professional learning for our teachers.

One point to note here from the data is that we have had high staff turnover, so many teachers indicated “Don’t Know” since they have only been at CCS for 1 or 2 years.

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. As members of the Prairie Centre for Christian Education, we were privileged to attend their teachers' convention in Oct. 2025. This was a very positive experience for all. Administration also continues to strive to improve by attending leadership conferences and networking with principals from schools similar to ours to help grow our practice and to improve Coaldale Christian School.



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 (WCRSLE) - Data Summary

	Coaldale Christian School													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	166	96.2	191	96.0	202	95.1	181	95.3	182	93.2	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	30	95.3	46	96.4	50	97.7	47	99.5	37	98.0	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	125	93.1	134	91.4	138	90.6	123	86.5	135	86.0	Very High	Maintained	Excellent	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	11	100.0	11	100.0	14	96.9	11	100.0	10	95.7	High	Maintained	Good	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

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 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											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	166	94.5	191	96.5	202	92.2	181	92.8	182	92.3	Very High	Maintained	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1		
Parent	30	98.6	46	96.9	50	99.2	47	97.8	37	93.2	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	125	92.3	134	92.6	138	83.5	123	88.1	135	85.8	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7		
Teacher	11	92.6	11	100.0	14	94.0	11	92.6	10	98.0	Very High	Maintained	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0		

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. We are committed to providing high levels of support to all our students who need it, and we have extremely dedicated personnel who take this role very seriously. We do note a drop in the parent responses in this measure. As our school continues to grow, we also continue to see an increase in students with unique needs and it is likely that there are some parents who have felt that the school could do more for their child. We will continue to strive to meet the needs of all students and maintain strong, clear communication with all parents. One reason for the decline can be noted in a relatively high number of parents responding “Don’t know” when asked if their child can easily access programs and services. (15% overall this year compared to 2% last year). It can be concluded that parents who have not needed to access special programs did not want to indicate one way or the other, or we need to be doing more to ensure that all parents are informed about what supports and services are available.

Coaldale Christian School continues to see strong engagement with our Work Experience, Green Certificate, and Registered Apprenticeship Program (RAP). We also have students enrolled in Dual Credit and we look forward to seeing more opportunities for this in the coming years.

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 in and administer 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										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	39	97.8	57	98.9	64	97.2	58	98.9	47	99.7	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	28	95.6	46	97.8	50	94.4	47	97.9	37	99.5	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	11	100.0	11	100.0	14	100.0	11	100.0	10	100.0	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

Being a member-based school and a majority of our members are parents, 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 members 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 \$2,501,286 with an actual revenue of \$2,661,255. This is a difference of \$159,969 in actual over budget, or 6.4% more revenue than anticipated.

The total expenses budgeted was \$2,522,556 with an actual expenditure of \$2,637,950. This is a difference of \$115,394 in actual over budget, or 4.57% higher 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 deficit budget of -\$21,270 and at the end of the year we had a surplus of \$23,305. This is primarily due to higher than expected gifts and donations. 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 25, 2024 and the second on May 26, 2025. 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.

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.

For the 2025/2026 school year, the board has engaged in a Strategic Planning process. The Prairie Centre for Christian Education has been enlisted to assist us in this process by sending out surveys to our stakeholders to help give clear direction for Coaldale Christian School in the years to come. The Strategic Planning team includes board members, administration, as well as parents chosen from the school community.

Whistleblower Protection

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