

Koinonia Christian School - Red Deer Society



Annual Education Results Report (AERR) 2024-2025 School Year

9211 Koinonia Christian School Red Deer Society
Submitted to Alberta Education – November 30, 2025

Table of Contents

TABLE OF CONTENTS	2
MESSAGE FROM THE BOARD CHAIR	3
ACCOUNTABILITY STATEMENT	4
FOUNDATIONAL STATEMENTS	5
WHO WE ARE	5
PRESERVING IDENTITY- EMBRACING CHANGE	6
OUR SCHOOL COMMUNITIES – AN OVERVIEW	9
REVIEWING RESULTS FOR ASSURANCE	13
ANALYSIS, INSIGHTS, AND IMPLICATIONS FOR FUTURE PLANNING	14
FINANCIAL OVERVIEW	31
WHISTLEBLOWER PROTECTION	36
APPENDIX 1	37
APPENDIX 2	40
APPENDIX 3	41
APPENDIX 4	42
APPENDIX 5	46
APPENDIX 6	47
APPENDIX 7	48
APPENDIX 8	49
APPENDIX 9	50

Message from the Board Chair

Dear Parents and School Community,

This past year marks a sacred milestone in the life of our school authority. As we conclude another year of learning, growth, and discipleship, the results in this Annual Education Results Report reflect far more than academic measures—they reveal the heart, perseverance, and faithfulness of our students, parents, teachers, support staff, and school leaders. Each number, each story, each outcome represents lives shaped by God's grace and a community united in purpose.

The 2024–2025 school year, centered on the theme of Identity, reminded us of the profound truth found in Ephesians 2:10: “For we are God’s masterpiece.” This truth took root in our classrooms, hallways, and gatherings. It guided our decisions and anchored our hearts in Christ as we navigated a season marked by both great change and great opportunity.

2024–2025 marks a transition in leadership. We joyfully welcome our new Executive Principal, Mr. Gregg McNeil, whose commitment to excellence and Christ-centered education brings renewed strength and vision to our schools. At the same time, we honor and celebrate the faithful service of our founder, Mr. Vern Rand, who officially retired this year. His vision and obedience to God’s calling have left an indelible mark on generations of students and families. We stand on a foundation he helped build—one poured with prayer, conviction, and unwavering trust in the Lord’s provision.

As the Board of Directors, we remain dedicated to stewarding this mission with integrity, transparency, and deep reliance on God. Through the assurance process and through our conversations with families, we have seen the ways your partnership continues to strengthen our direction. Your resilience, gratitude, and prayerful support have been a testimony to God’s sustaining presence in our school community.

Looking ahead to 2025–2026, and embracing our new theme, Kingdom Citizens, we step forward with renewed clarity and anticipation. We are committed to deepening our assurance processes, strengthening relationships, and ensuring that Christ-centered teaching and learning flourish across all our schools. United in mission, we believe God will continue to shape our students into faithful disciples who know their identity, understand their purpose, and live fully for His Kingdom.

On behalf of the Board of Directors, thank you for your commitment to Christian education and for entrusting us with the profound privilege of supporting the growth and discipleship of your children. May God continue to lead us, strengthen us, and knit our community together in His love.

“He who began a good work in you will bring it to completion at the day of Jesus Christ.” — Philippians 1:6 (ESV)

Sincerely,

Mr. Juan Arias
Board Chair

Accountability Statement

The Annual Education Results Report for Koinonia Christian School Red Deer Society 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 governing 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 governing board on November 25, 2025. Original signed.



Juan Arias
Board Chair



Gregg McNeil
Executive Principal

Foundational Statements

MISSION

The mission of the Koinonia Christian School Red Deer Society's school authority is to assist parents in Christian education by developing excellence in faith, moral character, and academics, promoting lifestyles related to Christian witness.

Focused on providing Christ-centered educational choices for families, the Koinonia Christian School Red Deer Society (KCSRDS) operates a school authority in Alberta that governs three distinct schools. All schools exist to disciple students in the Christian faith and are rooted in a God-centered view of man and the authority of Christ as saviour and king. As his image-bearers, we seek to glorify Christ in all we do.



Figure 1: Theme poster for the 2024-2025 school year, titled "The King and His Kingdom"

Along with the accountability for public funds reported through the Annual Financial Statement, this report represents part of a cycle of continuous improvement outlined in Alberta's Assurance Framework. The report provides a summary of the results of the annual survey conducted by Alberta Education on assurance measures (AEAMs), results of local measures in our schools, input from stakeholders, and an analysis of the strategic actions KCSRDS has taken to meet our responsibilities and the goals of our [Education Plan](#).

Who We Are

Koinonia Christian School Red Deer Society (KCSRDS) is an accredited independent Christian school authority in Alberta that provides Christian education grounded in both academic excellence and a strong commitment to discipleship. The name *koinonia*, meaning "fellowship," reflects the type of community we strive to cultivate—one marked by shared faith in Christ, supportive relationships, and a genuine partnership between home and school. We believe each child is created in the image of God and is capable of growing in character, knowledge, and service. At KCS we strive to transform, renew and serve.

KCSRDS operates three Christian school programs in Alberta along with a home-education division that supports families across the province. The Red Deer

campus has served students since 1983, beginning in Woodlea Pentecostal Church before expanding into the K–12 program we offer today. In 2015, the authority launched **Koinonia@Home**, which now offers home education, distance

learning, and shared-responsibility options for families who want a flexible approach while maintaining a Christian worldview in their child's education.

Parental involvement is central to our philosophy. We recognize parents as the primary educators of their children and work alongside them to support learning, character development, and spiritual growth. Our teachers are Alberta-certified and deliver the provincial curriculum while integrating biblical principles, Christian worldview, and intentional mentorship into their daily practice. Our goal is to support the development of the whole child—academically, spiritually, socially, and emotionally.

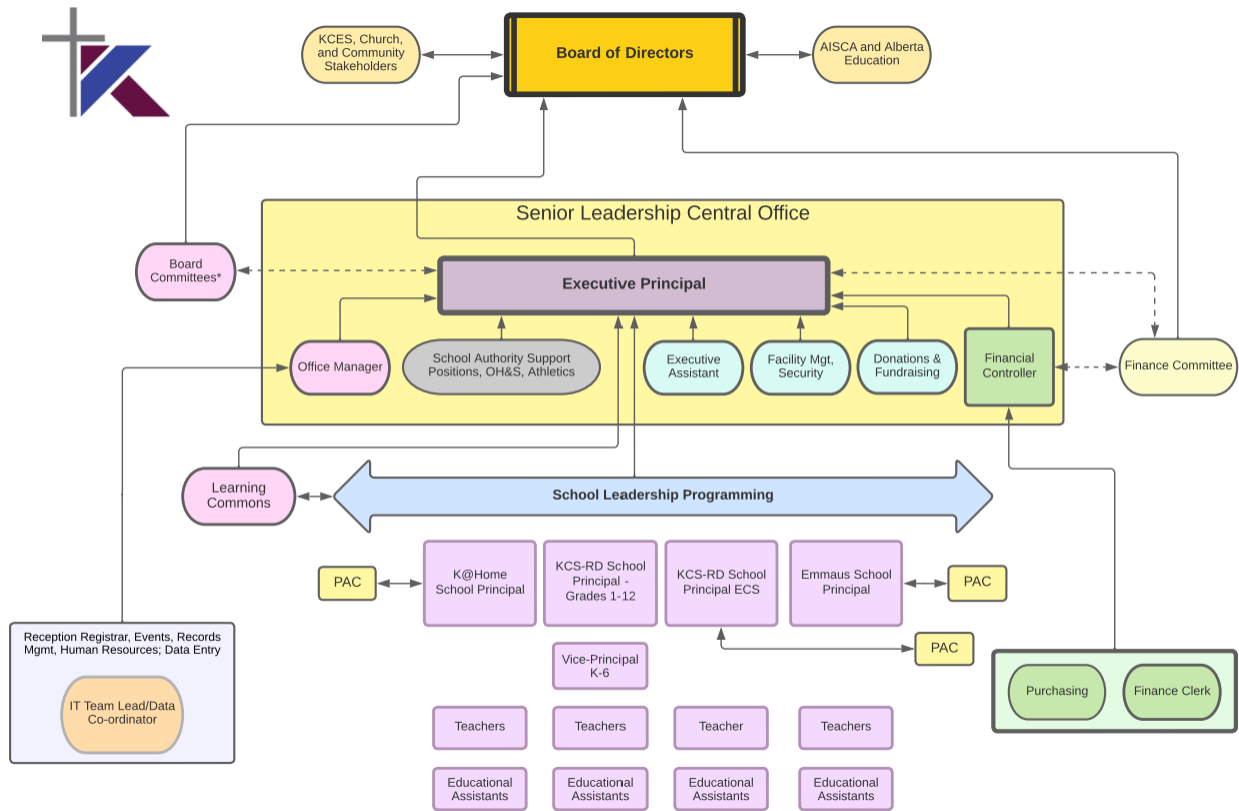
KCSRDS maintains a strong culture of accountability. The authority prepares an annual Three-Year Education Plan and publishes an Annual Education Results Report to demonstrate stewardship, continuous improvement, and alignment with Alberta Education's Assurance Framework. Authority leadership includes an Executive Principal and centralized supports in data, finance, and administration, working closely with local boards and parent partners.

Koinonia Christian School Red Deer Society serves families who desire an educational environment that reflects their Christian faith, upholds high academic expectations, and focuses on preparing students to serve God and others. This context shapes the goals, results, and priorities presented in this Annual Education Results Report.

Preserving Identity- Embracing Change

As a Board, much time has been taken for planning and restructuring the organization. This ensures that as KCSRDS grows, the chain of command is fully understood. A new organizational chart has been developed and is actively evolving as we grow and develop. In April 2025, Mr. Gregg McNeil joined as the new Executive Principal. In June, the Board held a retreat with the then acting Executive Principal, Mr. Vern Rand and Mr. Gregg McNeil. The goal was to review Board policy and live into a Governance Model of Board Leadership.

Operating three schools out of one building has its challenges in terms of scheduling and carrying out the mission of our school. The Central Office is the hub of the three schools, so delegation of work and workflow is crucial.



*Board Committees will be developed as needed.

STAKEHOLDERS IN THE BROADER COMMUNITY

KCSRDS is grateful for its relationship with community stakeholders. Many of our relationships have been strengthened, and we look forward to the fruit of this fellowship as we work together to support Christ-centered educational choices for families.

Parent Advisory Councils: A Parent Advisory Council now supports the system of assurance at the school level for each school in our authority.

Our Local Community Association: Our community association has played an active role in the history of our school community.



KCSRDS is a member of the [Koinonia Christian Education Society \(KCES\)](#) that exists to support Christian education in the province. As a member, KCSRDS board and administration leaders enjoy professional development and opportunities for collaboration on projects of mutual concern, such as the development of health protocols and professional development opportunities for staff. Membership in KCES also provides access to professional support through the [Alberta Assessment Consortium](#), which publishes valuable material for learning supports and excellence in teaching and leading practices. We have appreciated that two of our staff members have joined the KCES Professional Development committee and two other staff members joined a newly formed policy review committee established in the spring of 2023. During the year policies have been reviewed and recommendations made to the KCES Board for changes to core policies. A member of the KCSRDS Board was appointed to the KCES Board of Directors at its Annual General Meeting (AGM). Through that appointment, KCSRDS can have a say in the formulation of core policies which have a direct impact on providing a solid

foundation for our school to continue to operate and grow. This year, our board attended a Board Retreat hosted by KCES. We had as guest speakers John Jagersma from AISCA, and John Hilton O'Brien from Parents for Choice in Education. The KCSRDS Board was able to mingle with and interact with Boards from other Koinonia Schools and share ideas, concerns, and issues relating to their schools and independent education in general.

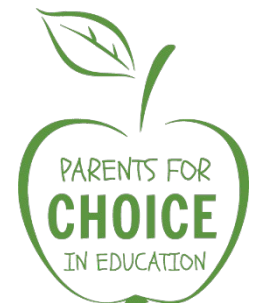
KCSRDS is also a member of the [Association of Independent Schools and Colleges in Alberta \(AISCA\)](#). Membership in this organization provides valuable support for governance and professional development. In addition, opportunities for input into provincial educational trends, issues and initiatives are available through collaboration with other independent school leaders at conferences, workshops, and meetings. Koinonia@Home families participated in AISCA's learning supports program and we hosted a visit from AISCA's staff at our Red Deer facility to discuss our work together. Our administrative staff were able to attend in both fall and spring.



KCSRDS leadership has built strong relationships with [Careers the Next Generation](#) and Alberta Regional Coordinators in the [Green Certificate program](#) to support its Off-Campus programming for students.

KCSRDS is grateful for the leadership provided by the [Alberta School Councils' Association \(ASCA\)](#) to support the development of our school councils both past and present. A consultant from ASCA worked closely with our Board and our parent community to educate and guide the establishment of our Parent Advisory Councils in the 2022-2023 school year. Each school principal and PAC executive are continuing to work with the consultant to finalize operational procedures and receive guidance on strengthening the participation of parents in the improvement of student learning and school culture.

KCSRDS also collaborates with provincial organizations that support choice in education, including the Alberta Home Education Association (AHEA) and [Parents for Choice in Education](#). Many KCSRDS parents are actively involved in these associations as advocates for choice in the province. Our school leadership and Koinonia@Home staff invite representatives of these organizations to share at staff meetings to support competencies in their professional standards of practice. In the Spring of 2024, Koinonia@Home attended the AHEA convention where valuable collaboration with families in our own community and other home-schooling organizations occurred.



Our School Communities – An Overview

KOINONIA CHRISTIAN SCHOOL RED DEER



The 2024–25 Assurance results for Koinonia Christian School Red Deer (KCSRD) reflect a year of significant progress in school culture, teaching quality, and parent engagement, alongside continuing challenges in high school completion and diploma achievement. Overall, the school demonstrates strong performance in teaching and learning environments while acknowledging specific academic measures that require ongoing improvement.

Student Learning Engagement and Citizenship remain major strengths. Engagement increased to 87.6%, well above the provincial result of 83.9%, and remains rated “Excellent.”

Citizenship also remains very high at 90.3%, surpassing Alberta’s 79.8%. These results indicate that students feel connected, involved, and supported in developing character and community-minded citizenship.

Results in **Teaching & Leading** continue to be exceptionally strong. Education Quality scored 92.1%, outperforming the provincial average of 87.7%, and received an “Excellent” rating. Welcoming, Caring, Respectful, and Safe Learning Environments scored 93.7%, significantly higher than Alberta’s 84.4%. These indicators reflect the dedication of staff and the improved culture that families have experienced following a year of intentional rebuilding. This also speaks to the commitment of parents to a Christian education program, despite academic measures not meeting current expectations.

Learning Supports

Access to Supports and Services scored 86.8%, above the provincial 80.1% and rated “Good” with “Maintained” improvement. This demonstrates effective collaboration between teachers, support staff, and leadership to meet diverse student needs despite enrolment and funding pressures.

Governance and parental partnership remain among the school’s strongest areas. Parental Involvement increased to 94.9%, far exceeding Alberta’s 80.0% and earning an “Excellent” rating with “Improved Significantly.” This reflects renewed trust, strengthened communication practices, and deepened family engagement throughout the year.

The school’s **academic achievement indicators** reveal areas requiring focused attention. High school completion rates declined: the 3-year completion rate dropped to 48.4% (vs. Alberta’s 81.4%) and the 5-year rate to 72.0% (vs. 87.1%). These results reflect unique circumstances from the previous year, including substantial enrolment shifts and cohort disruptions. Diploma exam results were also lower than provincial averages, with 52.6% achieving “Acceptable” (vs. Alberta’s 82.0%) and 10.5% achieving “Excellence” (vs. 23.0%). These measures were rated “Concern” or “Issue,” highlighting the need for targeted academic intervention, strengthened instructional practices in core subjects, and improved tracking of student progress from Grades 10–12.

PAT results were suppressed due to small cohort sizes, so trends are not available; however, classroom assessments and teacher-reported data will continue to inform instructional planning.

Overall, the KCSRD has made meaningful gains in relationships, culture, engagement, and governance. With strong parental partnership and stable learning environments now re-established, the school is well positioned to focus on strengthening high school achievement, supporting diploma readiness, and improving long-term academic indicators in the coming years.

EMMAUS LEARNING COMMUNITY



During the 2024-2025 school year, our Student Learning Engagement Measure was up from 77.5% in the previous year to 84.4%, landing in the Acceptable range overall. This is an area that we would like to continue to improve from Intermediate achievement to High or Very High achievement. Discussions with staff and a parent focus group resulted in suggestions for programming; for example, a more intentional focus on providing hands-on learning opportunities, improving student recognition and increasing life skills experiences. Parents and teachers felt that students would be more engaged in their learning if they were recognized for their gifts and talents by the adults at school, and if they felt that assignments were more relevant and meaningful to their lives. The Citizenship Measure results were evaluated at Excellent overall and Very High for Achievement during the 2024 2025 school year. All other measures under the category of Student Growth and Achievement were suppressed due to small numbers or not applicable.

In the Education Quality Measure, Emmaus Learning Community scored 94.4% as compared to the previous year's result of 87%. This is considered Very High in Achievement and Excellent Overall.

Learning Supports

The Welcoming, Caring, Respectful and Safe Learning Environment Measure was in the Intermediate achievement range at 85.1%. According to staff and parents, improvement in this area could come from helping students reflect on the positive things that are happening at school. Looking at the "bright side" is a skill that can improve mental health. Intentionally teaching students this skill could be done through journaling, and classroom or one-one-one meetings. Once learned, this skill could benefit students' overall well being.

In the Access to Supports and Services Measure, ELC scored 86.9% compared to the previous year's result of 95%. Although the measure evaluation was maintained at High Achievement, this is another area that we would like to improve. Increasing communication with parents regarding what services and supports are available to students in Emmaus and implementing a more streamlined referral process with professionals are two ways we can improve access to supports and services at our school.

Governance

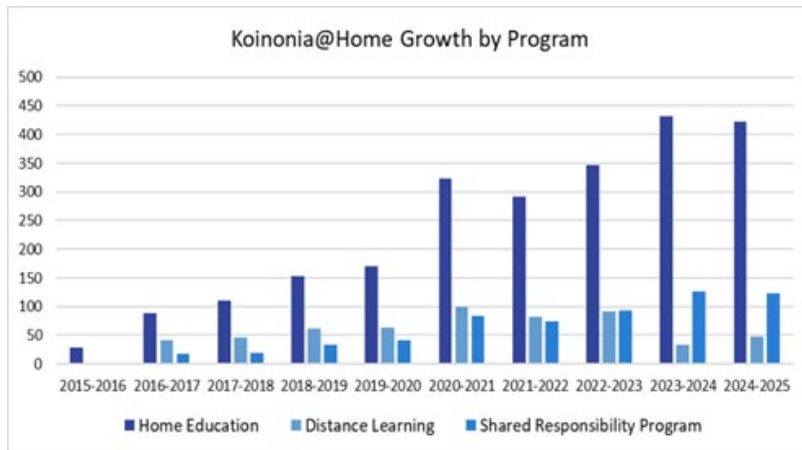
In the Parental Involvement Measure, ELC's current result was 94.3% compared to the 2023-2024 result which was 86.4%, an increase of 7.9%. The Measure Evaluation was considered Very High and Excellent overall.

Overall, four out of six measures across all domains showed High or Very High achievement and all measure scores were acceptable, good or excellent.

KOINONIA@HOME: HOME EDUCATION, SHARED RESPONSIBILITY AND ONLINE PROGRAMS



The 2024-2025 school year was the third year Koinonia@Home has operated with its own school code. The organizational change facilitated continuous improvement by allowing for more targeted strategic planning and stakeholder input through its PAC. In the summer of 2024, Koinonia@Home's Principal passed away suddenly in late July. The team went above and beyond to fill the gaps this causes momentarily to provide the quality education our students and families expected. Due to the unavoidable upheaval from the unexpected death and feeling of fear and uncertainty among some of the parents Koinonia@Home did not grow as in previous years, but our enrollment dropped slightly to 590 students in its third year as a school.



Part of Koinonia@Home's mandate from the Board is to serve students in Christian campus schools, like KCSRDS and the ELC, by providing more course options and some flexibility for their timetables through the provision of online learning. In 2024-2025, Koinonia@Home served 25 students as part of this program of choice from 5 different school authorities. KCSRDS appreciates the opportunity to partner with other Christian independent school authorities to help students achieve academic success in a distinctly Christian

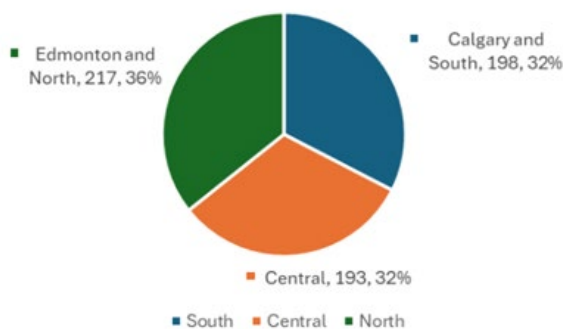
learning environment.

Coordination of educational services with Koinonia@Home, Koinonia Red Deer Campus and the ELC also supports high school completion and career plans for all KCSRDS students when senior school leaders coordinate provision for a greater variety of options courses, off-campus learning opportunities and professional development. In addition, each school culture is improved by collaborative initiatives for fellowship, celebration of achievements, sports and fine arts productions, and community service opportunities. Koinonia@Home statistics are complicated when tracking three-year completion rates as a number of students each year leave to go to higher education in the United States, or a mission field; students choosing bible school, students not desiring a diploma who take the odd needed course for their desired program or who are 100% parent lead. Many students who access alternative pathways to complete their studies choose to write SAT or entrance exams at their chosen post-secondary institution in Canada or other countries. Many of these avenues of data are not tracked by the ministry and affect the data presented.

Although enrollment dipped slightly last year, Koinonia@Home students surveyed had a satisfaction rate of 100% in the area of "Welcoming, Caring, Respectful, Safe, Learning Environments" which surpassed the provincial average by 20%. English 30-2 had 100% of students score the acceptable standard 14% above the provincial average, and 16.7% of students scored a standard of excellence 5% above the provincial average. Social 30-2 also had 100% of students score the acceptable standard 22% above the provincial average, and 35.7% scored a standard of excellence 23% above the provincial average. Biology 30 had 41.2% of students score a standard of excellence 7% above the provincial average.

Based on enrollment for 2024-2025, we anticipate continued growth in all areas of the province, especially in our traditional Distance Learning and Shared Responsibility programs as more parents consider the importance of a discipleship-based school choice informed by a strong Statement of Faith. Koinonia@Home budgets carefully to ensure we can enroll students who choose our Christian homeschooling community mid-year. We are blessed to serve them, and we welcome the new staff we have hired to assist with growth.

Koinonia@Home Student Distribution in Alberta
2024-2025



Providing choice to students presents budgeting challenges due to the Weighted Moving Average funding structure that spans three years for Alberta's Distance Education programs. For example, when students switch from Online to Shared Responsibility programs, the funding available for online programs is reduced over three years. If students wish to switch back to online in future years, the funding levels lag behind their choice. Fluctuating school choice for supplemental online programs in partner schools also affects the funding Koinonia@Home receives

each year. This will become less of a factor as we moved to the Adjusted Enrolment Method which runs on a two-year average. **We are grateful for the strategic planning work of the Finance Committee as they address this ongoing challenge.**

In 2024-2025, families are continuing to express a desire for a larger variety of fellowship activities. Koinonia@Home explored options to formally involve parents in the organization of Koinonia Connections to help meet this need and ensure activities fit the schedules, learning plans, and interests of families in our communities. Hiring new staff and restructuring the roles of school leadership to attend to the needs of a growing program was a large focus for school leaders this past spring. The PAC executive members have also expressed a desire to assist with improvements in communication to support these community-building efforts.

Funding for specialized supports is limited for Distance Education students. For example, students who self-identify as First Nations, Metis, or Inuit at registration receive supports based on their individualized program only if they are an online student. There are no funding supports available for students who self-identify as FIRST NATIONS, METIS, INUIT if they choose Home Education or Shared Responsibility programming. There are also no supports in Alberta for students with English Learning (EAL) needs who choose a Distance Education program. Regardless of this challenge, Koinonia@Home is focused on meeting the needs of these students through individualized programming that may include collaboration with tutors and partner Christian schools. In 2024-2025, parents and staff indicated they were happy with the achievement of students who had these unique learning needs in the 2023-2024 school year.

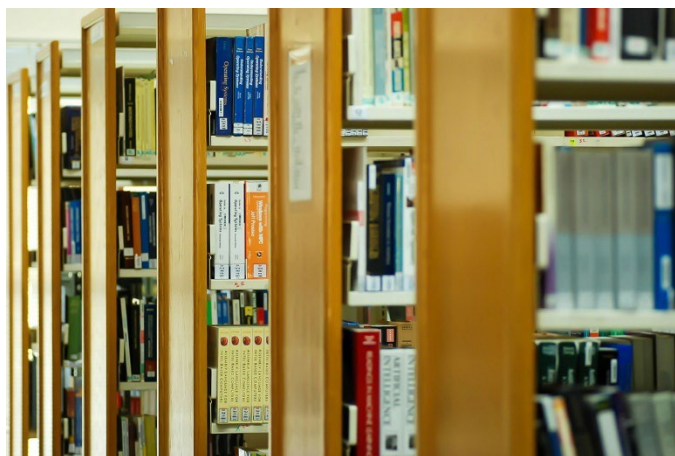
Reviewing Results for Assurance

SUMMARY OF KCSRDS'S RESULTS ON ALBERTA EDUCATION ASSURANCE MEASURES

Continuing a long history of excellence, parents, students, and teachers in all three schools reported satisfaction rates in the Alberta Education Assurance Measures (AEAMs) **that met or exceeded the Alberta average in almost every category. We are pleased with these results.**

While KCSRDS's achievement compared to the provincial average remains strong, **we recognized a decrease in most measures compared to our results from the previous year. We expected this to occur and anticipated a greater variance than the final data represents.** The table below summarizes KCSRDS's results from Alberta Education's annual survey completed by parents, teachers, and students in the spring of 2025.

READING RESEARCH RESULTS AND EVALUATING CONCLUSIONS



In the rest of this report, factors contributing to our interpretation of the results in each assurance domain will be discussed in detail to provide further insights into our conclusions so that our parents, stakeholders, and the public are assured we are fulfilling our responsibilities as an accredited school and that our students are successful. **Every year, Alberta Education collects survey data and requires schools share the data in this report and interpret the findings** by analysing the survey data, comparing the survey data with other sources of data we have collected, and reviewing the data with our parents, students, and stakeholders. Focus group conversations with PACs, students, and teachers as well as formal documents and informal

observations are all sources of data used to form conclusions in this report.

Research Methods and Interpretation of Results

The Annual Education Results Report (AERR) is based on a mixed methods research approach using multiple forms of data to inform continuous improvement in schools. This research strategy combines objective measurements, such as survey data, and information collected through other means, like focus groups, interviews, documents and local measures of accomplishments that capture the viewpoints of multiple people in a community and variables related to its unique culture.¹ **Although it is time-consuming**, allowing for diverse viewpoints, personal experiences, and important particulars, like the Christian character of our school community, to inform the interpretation of the annual survey results is an important part of the assurance process.^{2,3}

A more detailed description of definitions, key terms, and considerations for reading the survey results Alberta Education collects is available in [Appendix 4](#).

¹ Plano-Clark, V., & Creswell, J. (2015). *Understanding research: A consumer's guide* (2nd ed.). Boston, MA: Pearson.

² Toledo, C., & Shannon-Baker, P. (2023). Choosing a qualitatively oriented mixed methods research approach: Recommendations for researchers. *Handbook of Mixed Methods Research in Business and Management*, 41-54.

³ Chandrakumar, S., & Vivek, R. (2023). A critical review of the mixed method application and its criticism. *Social work and education*, 10(2), 242-253.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES- OVERALL SUMMARY 2024-2025

Fall 2025 Koinonia Christian School Red Deer Society										
Assurance Domain	Measure	Koinonia Christ Sch Red Deer			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	88.4	88.8	88.8	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	88.5	88.8	90.4	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	54.8	67.1	73.4	81.4	80.4	81.4	Very Low	Declined	Concern
	5-year High School Completion	69.8	85.9	87.1	87.1	88.1	87.9	Very Low	Declined	Concern
	PAT9: Acceptable	15.1	34.0	34.2	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	0.0	1.9	3.2	15.6	15.4	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	81.1	82.2	82.0	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.5	17.8	16.6	23.0	22.6	21.9	High	Maintained	Good
Teaching & Leading	Education Quality	92.7	90.8	92.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	93.5	93.4	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	84.5	89.6	88.1	80.1	79.9	80.7	High	Declined	Acceptable
Governance	Parental Involvement	93.7	91.1	87.6	80.0	79.5	79.1	Very High	Improved	Excellent
Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE). 4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. 5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time. 6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events. 7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.										

Analysis, Insights, and Implications for Future Planning

Outlining how our performance in these four domains of Alberta's Assurance Framework connects to the local goals described in our [Education Plan](#) is an integral part of quality assurance for our parents and stakeholders. Out of the 12 measures in the survey data, Koinonia Christian School Red Deer Society has four that are of concern. **Results in all categories are very important to us, and we will address them in the remaining sections of this report.**

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

The mission of KCSRDS schools is to assist parents in the education of their children through excellence in academics and the formation of Christian character through discipleship. With a strong Christian faith, hope, and the joy faith provides through perseverance, "...God works all adversity for good for those who love him..." (Romans 8:28). **We believe the excellent results in the summaries of student growth and achievement; student learning engagement and student citizenship are a result of the overall effects of our faith and the grace of Christ who sustains us.** We are grateful for the opportunity to serve the families who place their trust in our leadership and the students who work diligently and joyfully every day.

Provincial Results

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Koinonia Christ Sch Red Deer							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	15	40.0	17	43.3	50,053	64.1	59,230	67.4
	Standard of Excellence	Very Low	Maintained	Concern	15	6.7	17	12.2	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	35	20.0	39	41.5	59,391	69.8	57,676	70.4
	Standard of Excellence	Very Low	Maintained	Concern	35	0.0	39	2.6	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	35	5.7	40	32.9	58,911	51.7	57,012	53.5
	Standard of Excellence	Very Low	Declined	Concern	35	0.0	40	3.8	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	Concern	34	17.6	38	38.1	59,453	68.6	57,692	66.9
	Standard of Excellence	Very Low	Declined	Concern	34	0.0	38	4.0	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	Concern	35	17.1	38	27.1	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Maintained	Concern	35	0.0	38	2.8	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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2021		2022		2023		2024		2025		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.3	6.7	60	10
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33.3	0.0	50	10
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1		
Social Studies 6	Authority	n/a	n/a	*	*	33.3	11.1	53.3	13.3	40.0	6.7	50	10
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5		
English Language Arts 9	Authority	n/a	n/a	71.1	15.6	31.7	2.4	51.4	2.7	20.0	0.0	50	10
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1		
Mathematics 9	Authority	n/a	n/a	57.1	16.7	30.0	5.0	35.9	2.6	5.7	0.0	50	10
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0		
Science 9	Authority	n/a	n/a	73.7	21.1	37.8	5.4	38.5	2.6	17.6	0.0	50	10
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1		
Social Studies 9	Authority	n/a	n/a	73.5	23.5	38.9	5.6	15.4	0.0	17.1	0.0	50	10
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1		
Notes: <ol style="list-style-type: none"> Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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. 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. 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. 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. 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. 													

Grade 9 PAT Results By Number Enrolled Measure History													
Koinonia Christian School Red Deer Society													
	Koinonia Christ Sch Red Deer					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	45	41	41	35	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	68.6	34.4	34.0	15.1	Very Low	Declined	Concern	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	18.9	4.5	1.9	0.0	Very Low	Declined	Concern	n/a	16.8	15.5	15.4	15.6
Notes: <ol style="list-style-type: none"> Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 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). 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. 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. 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. 													

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2021		2022		2023		2024		2025		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	Authority	n/a	n/a	100.0	0.0	95.2	9.5	93.8	6.3	94.1	0.0	95	10
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9		
English Language Arts 30-2	Authority	n/a	n/a	*	*	100.0	20.0	91.7	25.0	100.0	21.4	100	20
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3		
Mathematics 30-1	Authority	n/a	n/a	33.3	0.0	76.9	15.4	66.7	33.3	60.0	13.3	65	15
	Province	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	66.7	0.0	66.7	8.3	*	*		
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3		
Social Studies 30-1	Authority	n/a	n/a	*	*	77.8	5.6	71.4	14.3	76.5	5.9	80	10
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8		
Social Studies 30-2	Authority	n/a	n/a	85.7	28.6	82.4	23.5	89.5	31.6	100.0	31.3	100	30
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3		
Biology 30	Authority	n/a	n/a	45.5	9.1	68.4	26.3	82.4	17.6	68.0	32.0	70	30
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8		
Chemistry 30	Authority	n/a	n/a	60.0	6.7	*	*	84.6	15.4	71.4	28.6	75	30
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6		
Physics 30	Authority	n/a	n/a	*	*	*	*	*	*	*	*		
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6		
Science 30	Authority	n/a	n/a	*	*	*	*	*	*	*	*		
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2		
Notes: <ol style="list-style-type: none"> 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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. 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 Measure History
Koinonia Christian School Red Deer Society

	Koinonia Christ Sch Red Deer					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	39	55	56	57	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	69.2	81.8	82.2	81.1	Intermediate	Maintained	Acceptable	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	9.2	15.5	17.8	20.5	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 Exams. 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.

Student Learning Engagement

Koinonia Christian School Red Deer Society

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

	Authority										Province												
	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	219	91.8	256	90.5	268	87.1	214	88.8	181	88.4	Very High	Maintained	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	62	95.2	74	97.7	68	92.1	64	95.3	60	92.2	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	124	80.4	145	76.5	158	72.3	115	71.9	92	74.1	High	Maintained	Good	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	33	100.0	37	97.3	42	96.8	35	99.0	29	98.8	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 AECA 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.

Citizenship

Koinonia Christian School Red Deer Society

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

	Authority													Province									
	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	220	94.0	256	93.5	269	88.9	215	88.8	181	88.5	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	62	94.4	74	92.4	67	90.3	64	89.2	60	88.8	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	124	87.7	145	88.5	159	78.5	115	80.2	92	79.0	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	34	100.0	37	99.4	43	98.0	36	97.1	29	97.9	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:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AECA 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.
 3. The Citizenship measure was adjusted to reflect the introduction of the new AECA survey measures in 2020/21. Caution should be used when interpreting trends over time.

High School Completion Rate																							
Koinonia Christian School Red Deer Society																							
Percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority													Province									
	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	%
3 Year Completion	23	84.1	39	87.2	31	66.0	38	67.1	47	54.8	Very Low	Declined	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	33	86.4	23	83.0	39	85.1	32	66.7	39	75.2	Low	Maintained	Issue	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	23	81.1	33	86.1	23	89.3	39	85.9	32	69.8	Very Low	Declined	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1
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 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.																							

Local Measures

	Numeracy Results			Literacy Results		
Grade	Students	At-Risk September/January	At Risk June	Students	At-Risk September/January	At Risk June
One	10	0	1	10	0	1
Two	7	0	2	6	2	2
Three	13	1	1	13	2	2

Assessments were conducted for all students in Grades 1-3 in September and ECS in January. Alberta Education screens of (LeNS, CC3) were used. In Numeracy in all three grades students at risk increased in June, indicating that students were not meeting standards at the end of the year. *The assessments used and recommended by the provincial government do not measure the number of months gained by at-risk students, therefore an accurate number cannot be reported.*

Support strategies used for students identified as being at risk depending on the child and the grade includes small group pull out with teacher, one on one assistance with an EA or volunteer, buddy reading (older students mentoring younger students during literacy blocks. The scheduled, timetabled literacy blocks ensured that there was directed assistance to the students.

Insights, Analysis and Plans

PAT Exam Results Analysis

The 2025 PAT results for Grades 6 and 9 indicate **very low levels of achievement** across multiple subjects when compared to provincial performance. Achievement at both the **Acceptable Standard** and the **Standard of Excellence** remains significantly below Alberta averages, resulting in **Concern** ratings across all core courses with reported data.

While KCSRD has small cohort sizes that can produce considerable year-to-year variability, the consistency of low outcomes across English Language Arts, Mathematics, Science, and Social Studies suggest the need for strengthened instructional practices, improved curriculum alignment, and enhanced assessment literacy from Grades 4–9.

Grade 6 PAT Results

In Social Studies 6, **40.0%** of students achieved the Acceptable Standard, compared to **64.1%** provincially. Only **6.7%** met the Standard of Excellence, well below the provincial **18.5%**. Both measures were evaluated as **Very Low Achievement** with **Maintained** improvement, resulting in an overall rating of **Concern**.

In English Language Arts 6, **53.3%** of students achieved the Acceptable Standard, compared to **69.1%** provincially. Only **6.7%** met the Standard of Excellence, well below the provincial **12.7%**. Both measures were evaluated as **Very Low Achievement** with **Maintained** improvement, resulting in an overall rating of **Concern**.

In Mathematics 6, **33.3%** of students achieved the Acceptable Standard, compared to **53.1%** provincially. No students met the Standard of Excellence, where **15.1% of students** in the province met the Standard of Excellence. Both measures were evaluated as **Very Low Achievement** with **Maintained** improvement, resulting in an overall rating of **Concern**.

These outcomes suggest significant gaps in students' foundational understanding of Social Studies, English Language Arts and Mathematics. Data also indicate that students require increased practice with PAT-style questions, improved comprehension of informational text, and more opportunities to build exam readiness. A comprehensive review of elementary instruction in English and math is required to better support student achievement.

Grade 9 PAT Results

Only **20.0%** of students achieved the Acceptable Standard in English Language Arts 9 (Alberta: **69.8%**), and **0.0%** achieved the Standard of Excellence (Alberta: **11.1%**). The Acceptable Standard showed a **Significant Decline** from previous years, and both measures were rated **Very Low**, resulting in an overall evaluation of **Concern**.

The data indicate that students require substantial support with reading comprehension, critical response, written communication, and exam literacy. There is also evidence of gaps in writing stamina, organization, and ability to respond to text-based prompts.

In Mathematics 9, **5.7%** of students met the Acceptable Standard (Alberta: **51.7%**), and **0.0%** met the Standard of Excellence (Alberta: **14.0%**). Achievement was rated **Very Low**, with a **Significant Decline** at the Acceptable Standard and a **Decline** at the Excellence level.

These results indicate major concerns in number sense, algebraic reasoning, problem-solving strategies, and familiarity with multi-step questions. Students show difficulty applying concepts independently and interpreting mathematical language.

In Science 9, **17.6%** achieved the Acceptable Standard (Alberta: **68.6%**), and **0.0%** achieved Excellence (Alberta: **21.1%**). Both measures were evaluated as **Very Low**, with **Declined** improvement. Overall performance was rated as **Concern**.

Results suggest gaps in understanding scientific concepts needed to analyze and interpret data, and applying scientific vocabulary. This would be supported through greater lab-based learning and hands-on inquiry.

Social Studies 9 results show **17.1%** of students at the Acceptable Standard (Alberta: **60.5%**) and **0.0%** at the Standard of Excellence (Alberta: **17.1%**). Achievement remained **Very Low**, with **Declined** improvement at the Acceptable Standard and **Maintained** at Excellence.

Students demonstrated difficulty working with sources, analyzing perspectives, understanding economic and political systems, and responding to PAT-style questions. Strengthening conceptual understanding and source analysis skills is essential.

Across Grades 6 and 9, the following patterns emerged:

- Low achievement across all core subjects indicates a need for improved instructional alignment from Grades 4–9.
- Students require more consistent exposure to PAT-style questions, formats, and vocabulary.
- Literacy and numeracy skills across subjects need significant strengthening.
- Improved consistency in curriculum pacing and assessment practices is required to ensure full coverage of learning outcomes.
- Increased focus is needed on higher-order thinking skills that support the Standard of Excellence.

Strategies for Improvement

1. Strengthen Core Instruction and Curriculum Alignment

- Implement curricular scopes and sequences ensuring clear vertical alignment from Grades 4–9.
- Increase focus on key learner outcomes in each subject—including reading comprehension, writing, problem solving, and inquiry skills.

2. Embed PAT-Style Questions into Daily Learning

- Weekly use of released PAT questions to build exam familiarity.
- Use exemplars and rubrics to teach students how to approach multiple-choice and written-response items.

3. Improve Assessment Literacy and Data Cycles

- Conduct two PAT-style benchmark exams per year (Fall and Spring).
- Use data to guide small-group re-teaching, intervention blocks, and targeted support.

4. Provide Targeted Intervention

- Tier 2 small-group instruction for students performing below 50%.
- After-school tutoring for Math, ELA, Science, and Social Studies.
- Literacy and numeracy boot camps leading into PAT season.

5. Build Literacy and Numeracy Across Subjects

- Cross-curricular literacy strategies (summarizing, vocabulary, visual analysis, writing frameworks).
- Daily math reasoning routines and problem-solving strategies.
- Increased use of graphs, maps, charts, and diagrams across Humanities and Science.

6. Strengthen Teacher Collaboration & Capacity

- Collaborative planning and item analysis meetings for Grade 6 and Grade 9 teams.
- Professional learning focused on PAT expectations, common assessments, and evidence-based instructional practices.

PAT results for Grades 6 and 9 indicate an urgent need for improved instruction, enhanced assessment practices, and targeted student supports across all core subject areas. The Leadership team is committed to developing a professional development plan to support the strategies indicated above. Student achievement in elementary and junior high support student success as they move into high school and post secondary learning or careers. It is vital that our students demonstrate mastery as indicated in the Grade 6 and 9 PAT's.

Diploma Exam Results Analysis

Koinonia Christian School Red Deer continues to demonstrate consistent and improving performance on Diploma Examinations. Participation increased from 39 students in 2022 to 57 students in 2025, reflecting stable program growth and improved student retention to Grade 12. Students in this cohort are a combination of parent directed, distance learning and campus-based instruction. Each school has analyzed individual student data at the local level to inform instruction and learning.

Results at the **Acceptable Standard** remain competitive with provincial performance. The school achieved 81.1% in 2025, closely aligned with the Alberta result of 82.0%. Over the past four years, KCSRDR has moved from 69.2% (2022) to over 81% (2024–2025). Alberta Education assigned the school an **Intermediate** rating for Achievement and **Maintained** for Improvement, resulting in an overall evaluation of **Acceptable**.

Performance at the **Standard of Excellence** is a significant strength. The school improved from 9.2% in 2022 to 20.5% in 2025, approaching the provincial rate of 23.0%. This steady upward trend earned the school a **High** rating for Achievement and a **Maintained** rating for Improvement, resulting in an overall evaluation of **Good**.

Overall, Diploma Exam results indicate that KCSRDR is effectively preparing students for the academic demands of Grade 12 and provincial assessments. The school consistently performs at or above expected levels for its cohort size and demonstrates meaningful year-over-year growth, particularly in the Standard of Excellence.

While diploma results remain strong, continued focus is needed in the following areas:

- Increasing the proportion of students achieving the Acceptable Standard, particularly students scoring between 45–60% on course assessments.
- Strengthening exam literacy and written-response proficiency in Humanities courses.
- Supporting Math and Science learners with foundational skill reinforcement in Grades 9–11.
- Ensuring consistent instructional pacing and curriculum coverage prior to diploma preparation windows.

To sustain growth and increase achievement on future Diploma Examinations, KCSRDR will implement the following strategies:

1. Strengthen Diploma Exam Readiness

- Embed diploma-style questions, exemplars, and rubrics into regular classroom instruction.
- Provide two full mock diploma exams per course to identify areas of need and guide targeted intervention.

2. Targeted Academic Intervention

- Implement tiered supports for students at risk of not meeting the Acceptable Standard, including small-group re-teaching, after-school tutoring, and structured study blocks.
- Use item-level and outcome-level assessment data to identify learning gaps and adjust instruction within 6–8 week cycles.

3. Enhance Instructional Quality and Consistency

- Develop common writing frameworks and assessment rubrics in ELA and Social Studies aligned to diploma expectations.
- Increase emphasis on mathematical reasoning, problem-solving, and scientific literacy through spiraled practice across Grades 7–12.

4. Support High-Achieving Students

- Create Excellence Groups to extend and enrich learning for students scoring 80% or higher.
- Provide advanced practice problems, enhanced writing prompts, and opportunities for academic competition or extension projects.

5. Strengthen Parent and Student Engagement

- Provide a Diploma Exam Preparation Guide outlining timelines, study expectations, and available supports.
- Host diploma information evenings and exam-prep workshops for both students and parents.

ASSURANCE DOMAIN: TEACHING AND LEADING

Provincial Results

Educational Quality																							
Koinonia Christian School Red Deer Society																							
Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	220	96.0	256	95.4	270	91.6	215	90.8	181	92.7	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	62	96.2	74	95.3	68	89.5	64	89.8	60	89.4	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	91.7	145	91.7	159	88.9	115	86.3	92	90.0	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	34	100.0	37	99.1	43	96.4	36	96.2	29	98.9	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 AECA 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

Instructional Leadership is key to school improvement. Through promoting and supporting continued growth in instruction students achieve greater success Administrators of each school conduct regular supervision of teaching through classroom walkthroughs and new teachers are evaluated in relation to the Teacher Quality Standard(TQS). Furthermore, the TQS is a key component in analyzing instructional practice during teacher collaboration. Teachers create and review Professional Growth Plans annually. Time is structured for teacher professional development in relation to the school education plan and teacher professional growth plans.

As part of supervising and evaluating the staff, one visits the staff in their classrooms (physical or virtual) while they are teaching their classes and observes them in action. Notes/suggestions/compliments follow on an evaluation form that breaks down the components of their lesson and then debriefed with the staff member later. This meeting permits an exchange of ideas that can help the staff member improve their skill.

Insights, Analysis, and Plans

Survey data from parents, students, and teachers continues to show **exceptionally strong satisfaction** with the overall quality of education at KCSRDS. In 2025, **92.7%** of respondents indicated they were satisfied, a level significantly higher than the provincial result of **87.7%**. This represents a continuation of the school's five-year trend of very high satisfaction.

All stakeholder groups—parents (**94.4%**), students (**91.7%**), and teachers (**90.9%**)—reported satisfaction levels well above Alberta's provincial averages. Alberta Education assigned the school a rating of **Very High Achievement, Maintained Improvement**, and an overall evaluation of **Excellent** for this measure.

The consistency of these results over time indicates strong confidence in instructional quality, school culture, student support, and the learning environment. High satisfaction across all three stakeholder groups reflects positively on teacher effectiveness, communication, and the school's focus on academic, spiritual, and character development.

- **All stakeholder groups report over 90% satisfaction**, far exceeding provincial results.
- Educational Quality has remained **Excellent** for multiple years, demonstrating sustained strength.
- High levels of teacher, parent, and student agreement suggest strong relationships, consistent instructional quality, and a positive school climate.

This speaks to parent and staff commitment to providing a Biblically based education program that encourages students to pursue their Christian walk.

While results are very strong, the school will continue to:

- Strengthen communication with families regarding student learning and achievement.
- Maintain high standards for teaching and learning as enrollment grows.
- Ensure that new students and families experience the same level of community connection and support reflected in current survey data.

ASSURANCE DOMAIN: LEARNING SUPPORTS

KCSRDS leaders and staff strive to faithfully serve all community members without partiality. As Christians, we believe every learner is uniquely made in the image of God and deserves the best support possible. Prayerfully stewarding resources (money, gifts and talents, and time) are necessary to fulfill this call to action successfully.

Two surveys are a measure of the effectiveness of our efforts: results capturing parent, student and teacher perceptions about school culture, and results measuring the access students have to a continuum of supports and services, including specialized services. **Based on the results summarized below, KCSRDS's parents, students and teachers agree that our schools are welcoming, caring, respectful and safe learning environments at rates well above the provincial average.**

Historically, KCSRDS's AEAM results regarding student access to supports and services have been very high. In our first successful year operating a Designated Special Education Private School (DSEPS), we did expect the overall results for 2022-2023 would be higher than the survey data indicates. Instead, we have noted a decline in this achievement measure. However, after analyzing and reflecting upon the survey results with each of our school communities, local data, and input from community members this fall, parents and staff are supportive of the work we do and the challenge of having two very different schools in one building. Staff continue to learn how to provide programming that respects individual student programs and promotes inclusion.

Provincial Results

Welcoming, Caring, Respectful and Safe Learning Environments

Koinonia Christian School Red Deer Society

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

	Authority													Province									
	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	220	95.3	256	95.1	270	91.8	215	93.5	181	92.1	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	62	97.3	74	96.8	68	93.2	64	96.2	60	94.6	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	124	88.7	145	89.6	159	84.9	115	85.6	92	83.7	High	Maintained	Good	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	34	100.0	37	98.8	43	97.2	36	98.7	29	97.9	Very High	Maintained	Excellent	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AECA 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.

Access to Supports & Services

Koinonia Christian School Red Deer Society

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

	Authority													Province									
	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	220	94.9	256	91.3	270	83.4	215	89.6	181	84.5	High	Declined	Acceptable	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	62	97.3	74	93.0	68	76.7	64	88.4	60	79.2	Intermediate	Declined	Issue	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	124	91.5	145	89.6	159	88.8	115	85.4	92	83.5	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	34	95.8	37	91.2	43	84.7	36	94.9	29	90.8	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 AECA 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

We continue to experience an increase in interest for Emmaus Learning Community. This is evident by the number of inquiries we receive at Central Office throughout the school year and particularly during registration season. Referrals from Aspire, a local charitable organization that serves preschool children with special needs, as well as other professionals including Speech Language Pathologists, Psychologists, Occupational Therapists, and substitute teachers, have increased, indicating that Emmaus Learning Community is becoming known in Red Deer and surrounding areas as a place that meets the educational and spiritual needs of students with complex needs.

We continue to refine our focus for Emmaus Learning Community and how the three schools fit within each other.

Insights, Analysis and Plans

KCSRDS continues to demonstrate **exceptionally strong results** in creating a welcoming, caring, respectful, and safe learning environment. In 2025, **92.1%** of all respondents agreed that the school provides a positive and supportive climate, significantly exceeding the provincial average of **84.4%**.

Parent responses remained extremely strong with **94.0%** satisfaction, and teacher results remained high at **92.9%**. Student satisfaction increased to **83.7%**, slightly below staff and parent responses but still above provincial results (**75.7%**). Alberta Education assigned the school a rating of **Very High Achievement, Maintained Improvement**, and an overall evaluation of **Excellent**.

These results reflect the school's ongoing commitment to fostering a Christ-centred environment characterized by care, respect, and safe relationships among students, staff, and families.

- **Overall satisfaction above 92%**, well above the provincial 2025 result.
- **Parents and teachers report Very High levels of agreement**, indicating strong relationships and positive school culture.
- Student satisfaction has remained stable and above provincial levels, demonstrating the effectiveness of the school's student-support structures, peer culture, and behavioural expectations.

While results remain excellent, the school will continue to strengthen:

- Student voice and engagement activities, particularly in Grades 7–9, where perceptions of safety and belonging can fluctuate.
- Communication with families regarding behavioural expectations, restorative practices, and supports available to students.
- Classroom routines and positive behaviour interventions to ensure all students experience consistent levels of care and safety.

The 2025 survey results for Access to Supports & Services show mixed but improving outcomes for KCSRDS. Overall satisfaction reached **84.0%**, which is closely aligned with the provincial result of **80.1%**. Alberta Education assigned the school a rating of **High Achievement**, but **Declined Improvement**, resulting in an overall evaluation of **Acceptable**.

Teacher responses remain strong with **94.8%** agreement, and student satisfaction is similarly high at **89.3%**, both well above provincial averages. These responses indicate that staff and students experience supports as accessible, consistent, and effective within the school.

Parent satisfaction, however, is notably lower at **67.5%**, and represents the primary reason for the “Declined” improvement rating and the “Issue” categorization for the parent subgroup. This suggests a perception gap between families and the direct experiences of students and staff regarding the availability, communication, and clarity of supports and services in the school.

Areas for Celebration

- **High student and teacher satisfaction** (89.3% and 94.8%), both above provincial norms.
- Achievement remains in the **High** category overall, demonstrating that supports and services are working effectively for most stakeholders.
- The school continues to provide strong academic, behavioural, and social-emotional supports within a small-school environment.

Areas Requiring Attention

- **Parent satisfaction is significantly lower** than both the provincial average and internal staff/student perception.
- Families may lack clarity about what supports exist, how they are accessed, and how decisions are made regarding student services.
- Communication gaps may lead to under-reporting of available supports, especially for specialized services, learning interventions, mental health supports, and classroom accommodations.

Strategies for Improvement

1. Strengthen Communication with Families

- Develop and distribute a **Parent Guide to Student Supports & Services** outlining available interventions, processes, and contact points.
- Share monthly or semester updates highlighting supports provided, new initiatives, and pathways for parent involvement.
- Increase transparency around how decisions are made for academic interventions, wellness supports and learning accommodations.

2. Improve Access Pathways and Clarity

- Create a simple, visible **Support Request Form** for parents and students to initiate help.
- Ensure families understand referral processes for specialized services (e.g., psychologists, SLPs, OT).
- Host information sessions explaining how KCSRDS supports diverse learning needs.

3. Strengthen Early Identification and Intervention

- Use universal screening tools to identify students needing academic or social-emotional supports earlier in the school year.
- Increase collaboration between teachers, administration, and support staff to ensure timely interventions.

4. Continue Enhancing Student and Staff Support Structures

- Maintain strong in-school supports such as literacy/numeracy intervention, counselling, restorative practices, and inclusion supports.
- Provide teachers with additional professional learning on documentation, referral processes, and communication with families.

Supporting First Nations, Métis, and Inuit Students at KCSRDS

Although we do not have large numbers of Indigenous learners, as a school we recognize the importance of the contribution of the First Nations, Metis and Inuit peoples' unique identity and culture. Increasing the availability of books in the Learning Commons that speak to the history and contribution of First Nations, Inuit and Metis to society is an ongoing endeavor.

Our Learning Commons Librarian pays special attention to promoting the common values we share with our First Nations, Inuit and Metis neighbours such as a love of nature and praise to our Creator in an interactive manner. Live streaming from [Ellis Nature Centre's](#) nest cams provide endless opportunities to witness the miracle of God's creation and hatching chicks are just two examples of the initiatives in the Learning Commons.

As part of ongoing professional development, in servicing of teachers and staff on reconciliation as well as exploring our history in Alberta continues to keep our teachers well informed. Parents of Indigenous students, as well as the students themselves, need to be kept aware of the importance of education and of scholarships or funding available to them.

In Junior High literature, Haida poetry and Ben Mickelson's novel, *Touching Spirit Bear*, a profound exploration of Indigenous Circle justice. Through these texts, students delve into the richness of Indigenous traditions, philosophies, especially those concerning healing and Justice. Students were encouraged to reflect on how these concepts resonate in their lives, forging connections between literature, culture, and real-world issues.

High school students engage with indigenous poetry and the short story "The Dancer" which introduces them to the beauty and complexity of indigenous story telling. These texts and activities offer a broader context for understanding First Nations, Inuit and Metis worldviews fostering empathy and reconciliation.

In Social studies in the Junior High program at both 7 and 9 there is a concentration on Canada history with First Nations, Inuit and Metis people. The exploration and impact of colonialism, treaty lands and the treatment of Indigenous peoples were examined. This area is crucial for incorporating reconciliation in the discussions as students learn about

Canadian history and the impact today. Likewise in High School students engage in discussions on the rights and privileges of Canadians, including all Indigenous peoples, the ongoing process of reconciliation KCSRDS strives to create an environment where all students can reflect on these issues with respect, understanding and willing to engage in conversation about healing and progress. These are not just academic exercises but it is about nurturing a deeper understanding of Indigenous affairs and reconciliation from a Biblical understanding.

A strategy that our Learning Commons Co-ordinator uses to build foundational knowledge in our schools is to focus on nature. Psalm 24:1-2 “The earth is the Lord’s and the fullness therefore, the world and those who dwell therein for He has founded it upon the seas and established it upon the rivers.”

Her love for nature, God’s creation, runs deep. She loves to share with student show enjoy the beauty of creation and encourage others to enjoy what God has gifted us with.

“Spring opens hearts to new life as we watch the Osprey, Peregrine Falcons and Great Horned Owls and other birds by webcam and in our own backyards. As the students watch with anticipation, they excitedly tell of their experiences in their own backyards of watching baby birds hatch and learn to use their wings. I see children through eyes of wonder as well. God created everything, every organism for a purpose to serve another.

We the body of Christ, were so created with a purpose; to serve on another. The God connection is a new life He offers in Christ. Every species we talk about leads us back to how amazing our Creator is. Taking time to really look at them and marvel at how different each one is by identifying their physical characteristics and habitats leaves us in awe. Finding joy in God’s sense of humour is delightful as well. From hippopotamus to snail to giraffe to whale.... Wow Got to think He had a chuckle or two creating all the animals.

A common thread between First Nations, Metis, and Inuit stories and our Christian worldview is that the Creator has purpose fore each part of the natural world ant that the Creator’s touch is everywhere.”

Walking Together: CREATION STORIES AS SPIRITUAL FOUNDATIONS cont. Excerpts from Aboriginal Perspectives

A small number of students self-identified as First Nations, Metis, or Inuit on their registration documents. Collaborative sessions between staff and their parents indicated they were well-pleased with the education they received and the learning achievements of their children.

Supporting English as an Additional Language Learners

Results for English as an Additional Language (EAL) learners have been suppressed due to the number of students being fewer than six. See [Appendix 3](#) for details.

Students requiring EAL supports were well-served based on the results from their learning achievements and interviews with parents. Some teachers and parents noted it was difficult to separate the effects of COVID-19 on language development from the need for EAL supports. Literacy remains an important goal in the [KCSRDS Education Plan](#).

Literacy blocks were incorporated into the weekly timetable and gave opportunities for students to work together to build reading and writing skills in multi-graded settings across both schools in the Red Deer facility. Teachers assessed elementary student reading levels at the beginning of the year to determine a baseline and assessed them again at the end of the year to evaluate growth.

ASSURANCE DOMAIN: GOVERNANCE

Koinonia Christian School has a strong emphasis on partnering with parents to disciple their children in their academic and spiritual formation. In Alberta, we are grateful for a provincial culture of school choice that allows for accredited, independently governed schools to serve students. KCSRDS's three schools all operate under this governance structure with membership on the Board of Directors composed mainly of parents and grandparents of students enrolled in the schools.

A belief that parents are the primary educators in a child's whole educational journey is deeply rooted in the culture of KCSRDS and its schools. We all believe student growth and achievement in a Christian school context is realized when parents, staff and community leaders work together to foster talents and support the individual needs of all students. Agreement on these beliefs is written into our Statement of Faith and Parent Commitment policy which are both included in our school registration documents and discussed with families prior to enrollment. Historically, our survey results have reflected a much higher level of satisfaction than the provincial average because of these shared beliefs and commitments.

Provincial Results

Parental Involvement																							
Koinonia Christian School Red Deer Society																							
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority													Province									
	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	93	95.0	109	94.6	110	77.1	100	91.1	89	93.7	Very High	Improved	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	59	91.8	74	90.9	68	71.1	64	86.8	60	92.6	Very High	Improved	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	34	98.2	35	98.2	42	83.2	36	95.3	29	94.9	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3
Notes:																							
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).																							
2. The AECA 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.																							

Insights, Analysis and Plans

Parental involvement remains a significant strength for Koinonia Christian School Red Deer Society. In 2025, **93.7%** of parents and teachers agreed that parents are actively involved in decisions about their child's education. This is substantially above the provincial average of **80.0%**. Alberta Education assigned the school **Very High Achievement**, **Improved Improvement**, and an overall rating of **Excellent**.

Parent responses increased to **88.8%**, reflecting a positive shift from the previous year, while teacher responses remained extremely strong at **94.9%**. These results indicate that families perceive the school as highly collaborative, communicative, and responsive to student needs. Likewise, teachers report strong partnerships with parents, consistent communication, and effective shared decision-making processes.

This measure has remained Excellent for multiple years, confirming that parental involvement is a meaningful and enduring strength of the school culture.

Areas for Celebration

- **Significantly above-provincial satisfaction** in both parent and teacher responses.
- **Improved performance** from parents, demonstrating successful engagement initiatives.

- Sustained **Very High Achievement** and **Excellent overall evaluation** over several years.
- Strong teacher-parent communication practices that support student learning and family partnership.

Areas for Continued Focus

Although results are very positive, the school will continue to:

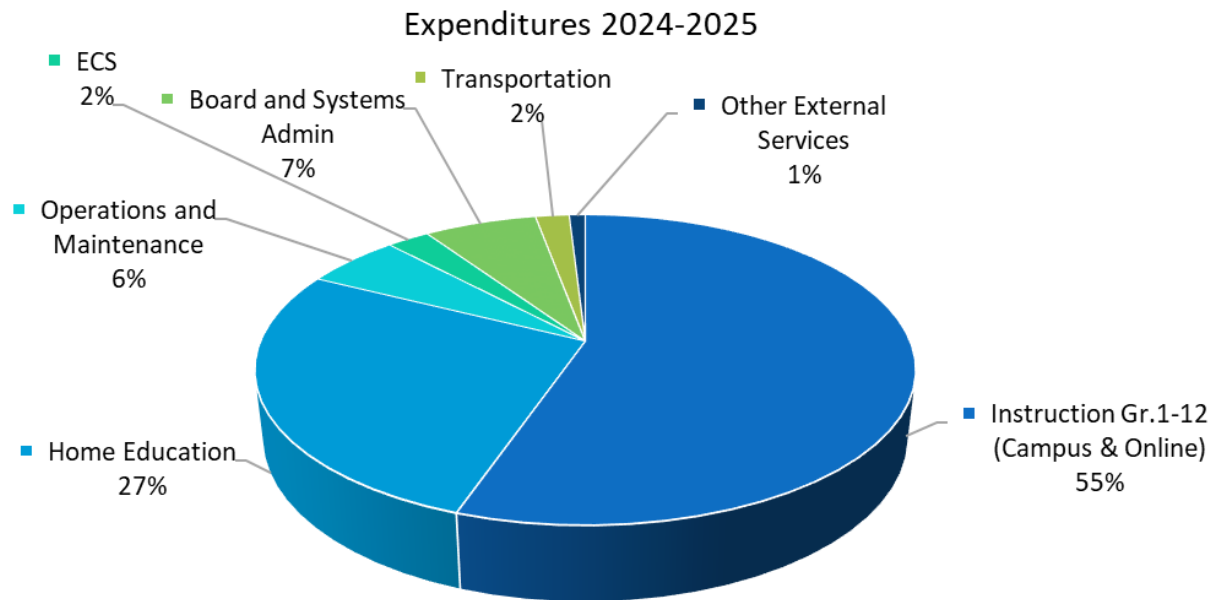
- Provide clear and consistent communication to parents regarding academic progress, behaviour supports, and school initiatives.
- Maintain regular opportunities for parents to participate in school decision-making through surveys, meetings, committees, and school council involvement.
- Strengthen engagement for new families or families joining mid-year to ensure they feel equally connected and informed.

Strategies for Improvement

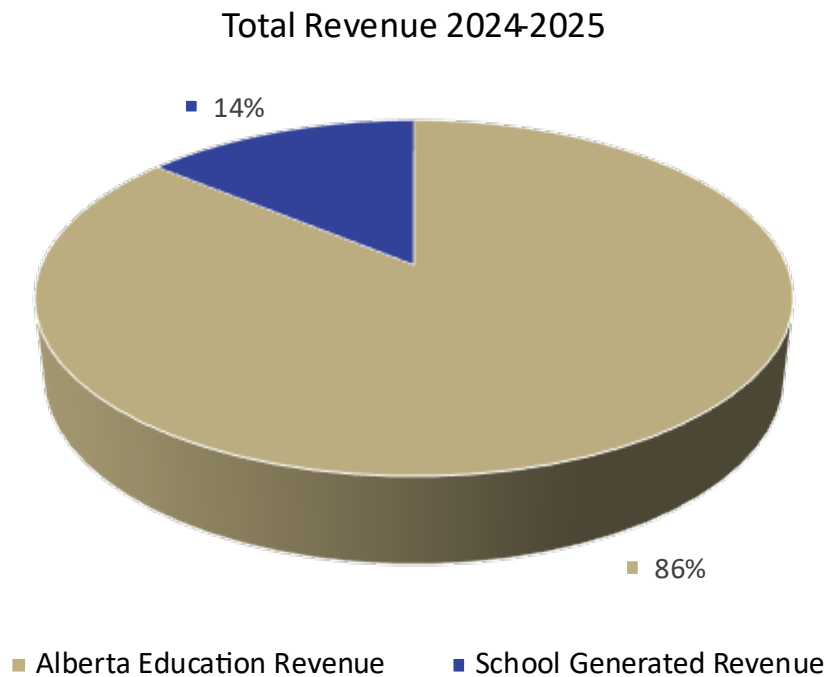
- Enhance parent communication through newsletters, digital platforms, and timely updates about student learning.
- Offer ongoing opportunities for parents to provide input through feedback surveys, school council discussions, and engagement events.
- Increase visibility of leadership and teachers at school activities and community events to build relationships with families.
- Provide parents with resources and workshops related to curriculum, assessment, and supporting learning at home.

Financial Overview

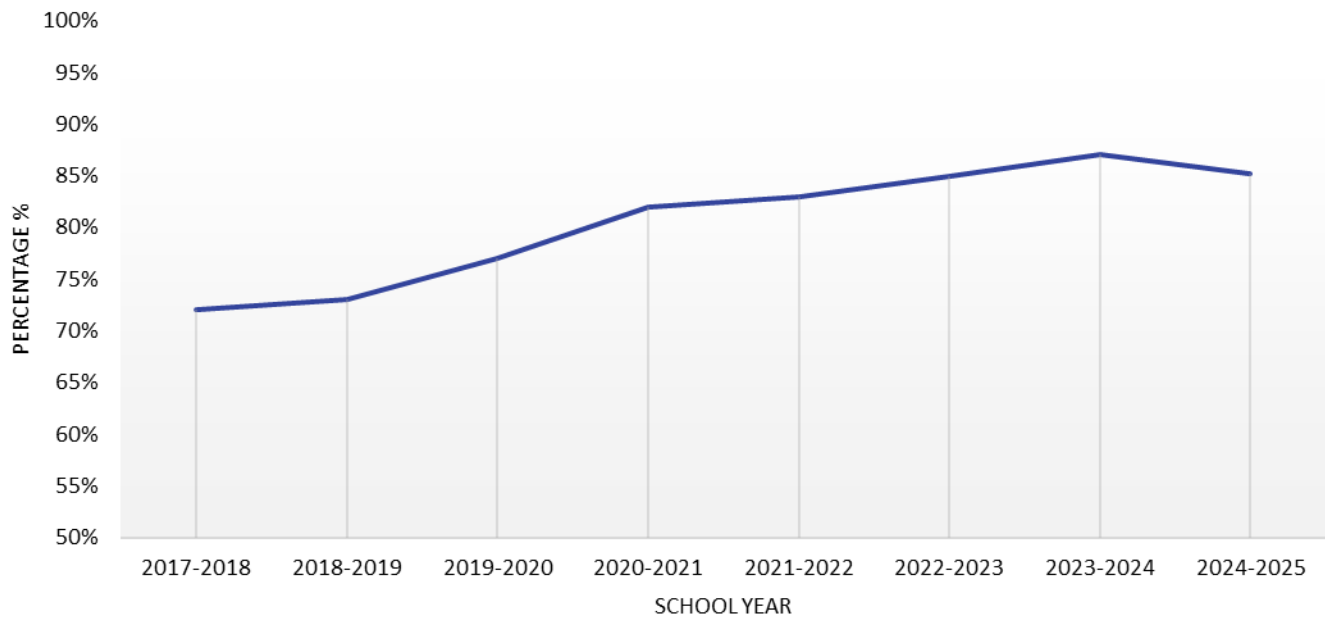
ANALYSIS OF EXPENDITURES



ANALYSIS OF GOVERNMENT REVENUE SOURCES

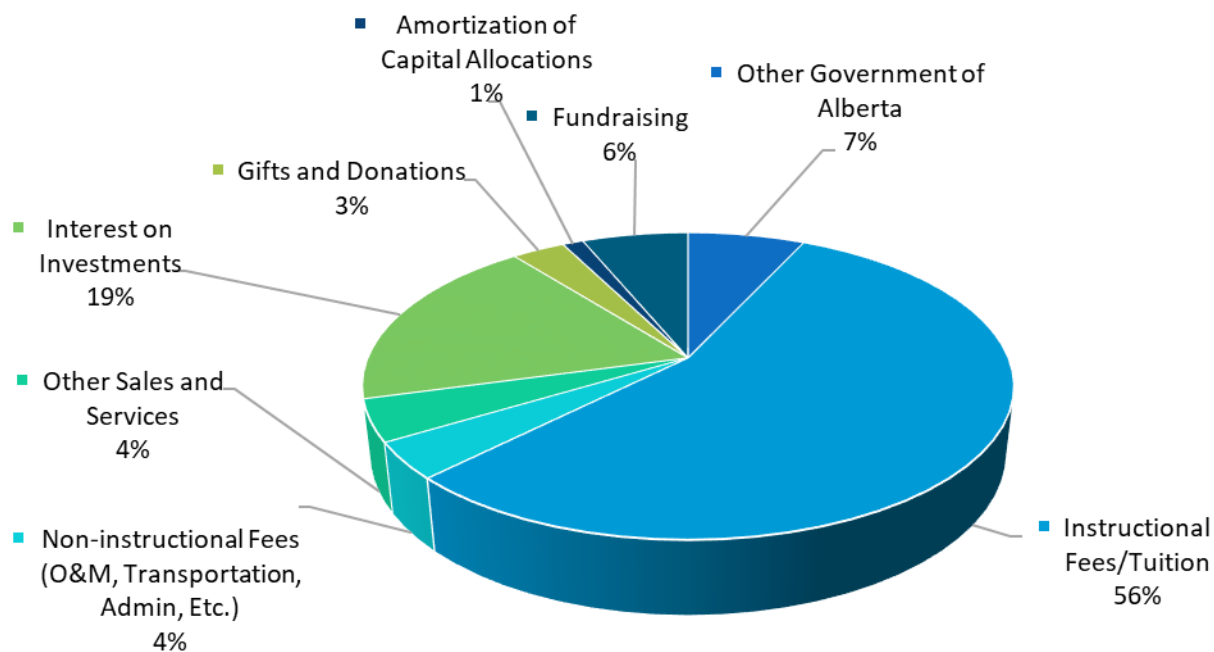


Government Revenue as Percentage of Total Revenue Over Time



ANALYSIS OF REVENUE FROM DONATIONS, FUNDRAISING, TUITION AND FEES

Revenue from Donations, Fundraising, Tuition, and Fees 2024-2025



SUMMARY OF FINANCIAL RESULTS

Revenue	Budget Report 2025-2026	Budget Report 2024-2025	Actual 2024-2025
Government Revenue	86%	85%	85%
Other Government Revenue	n/a	n/a	1%
School Generated Funds	14%	15%	15%
Total	100%	100%	100%
Expenses			
Home Education	29%	27%	27%
Instructional	55%	54%	55%
Board and Systems Admin	4%	8%	7%
Transportation	2%	2%	2%
Operations and Maintenance	5%	4%	6%
ECS	4%	4%	2%
External	1%	1%	1%
Total	100%	100%	100%

Financial Results and Budget Analysis

Koinonia Christian School Red Deer Society continues to demonstrate strong fiscal stewardship, strategic allocation of resources, and a clear commitment to maintaining high-quality education while ensuring long-term sustainability. The 2024–2025 financial plan reflects balanced budgeting practices, alignment with provincial funding requirements, and effective use of both government and school-generated revenues to support diverse learning pathways.

Revenue Analysis

Government Funding – 85% of Total Revenue

Alberta Education remains the authority’s primary funding source, accounting for **85%** of total revenue for 2024–2025. A review of multi-year trends shows government revenue increasing steadily—from approximately **72% in 2017–2018** before stabilizing at **85%**.

This pattern demonstrates:

- Strong alignment between enrolment growth and provincial grants
- Consistent application of the Weighted Moving Average formula
- Reduced volatility in local fundraising and fee revenues

School-Generated Revenue – 15%

School-generated revenue provides meaningful support for programming and operations. Key sources include:

- **Instructional Fees/Tuition (66%)**
- **Interest on Investments (20%)**
- **Fundraising (7%)**

- **Gifts/Donations (3%)**
- **Non-instructional Fees and Services (4%)**

The significant contribution from interest income highlights strong financial management and favourable investment outcomes. Combined, these sources help diversify funding and reduce pressure on instructional grants.

Expenditure Analysis

Instruction as the Top Priority – 55% of Total Expenditures

A consistent **55%** of all spending is directed to Instruction (Grades 1–12, Campus & Online), demonstrating a clear alignment with the authority’s mission and Alberta Education’s accountability expectations, including:

- Teacher and support staff compensation
- Learning resources
- Online learning infrastructure
- Inclusive education supports

Home Education – 27%

Home education spending increased from **24% to 27%**, reflecting:

- Program growth
- Increased reimbursement levels mandated by provincial regulation
- Enhanced supervisory and administrative support for families

The authority has managed this growth responsibly, maintaining compliance with all provincial requirements.

Operations, Administration, and Support Services

- **Operations & Maintenance – 6%** (stable year-over-year)
- **Board & System Administration – 7%** (within provincial cap)
- **Transportation – 2%** (reduced from 3% due to routing efficiencies)
- **Other External Services – 1%**

These results show strong cost control in non-instructional areas, allowing the authority to prioritize classroom and learning supports.

Financial Strengths

Alignment With Educational Priorities

Most resources continue to be dedicated to instruction and direct student support, reflecting the authority’s strong focus on teaching and learning.

Stable Funding Base

Government revenue remains strong, predictable, and sufficient to support current programming.

Responsible Growth in Home Education

Increased expenditures correspond directly to enrolment growth and provincial policy requirements.

Effective Operations and Administrative Efficiency

Spending levels remain stable and within provincial guidelines, showing disciplined financial management.

Healthy Diversification of Non-Government Revenues

- Strong interest earnings
- Stable fee revenue
- Consistent fundraising and donation levels

These support stability and predictability during shifting funding or enrolment cycles.

Areas for Continued Focus

Revenue Diversification

While Alberta Education funding is stable, reliance on provincial grants remains high. Expanding fundraising, donations, and fee-based services will strengthen long-term financial sustainability. An in-depth analysis of tuition and other fees is needed to retain families, attract new families and remain financially viable as an Independent school.

Managing Enrollment

Koinonia Christian Schools Red Deer Society has experienced declining enrollments in the Campus school and Koinonia@Home, while Emmaus Learning Community has maintained consistent enrollment. As enrollment is responsible for grants and tuition, understanding enrollment trends and attracting new families will be essential to ensuring financial stability in future years.

Enhancing Community Giving and Fundraising

Donations and fundraising remain modest compared to other non-government sources, however this has declined over time. Strengthening donor relations and community campaigns will be a key component for future capital or program needs.

These results reflect effective stewardship and strategic budgeting that align resources with student learning needs and the mission of providing high-quality Christian education.

STAKEHOLDER ENGAGEMENT FOR FINANCIAL SUSTAINABILITY

The Finance Committee continues to meet in advance of Board meetings to review financial statements and provide input to the Board.

Parent Advisory Councils for each school also provide input to tuition, fees, and the stewardship of our resources.

As our building ages, continued input into a strategic plan for growth and development will be needed.

To receive more detail on the information presented above or to review the [audited financial statement](#), please visit our documentation on the website. For more information on Koinonia Christian School Red Deer Authority's financial information please contact finance@koinonia.ca or treasurer@koinonia.ca.

Whistleblower Protection

A policy was adopted in March of 2014 and revised in March 2019. To date there are no disclosures reported to the Chief Officer of KCSRDS in the 2023-2024 school year.

Appendix 1

Overall Summaries of the Required Alberta Education Assurance Measures for Each School Operated by KCSRDS

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025 School: 5195 Koinonia Christian School (Red Deer)										
Assurance Domain	Measure	Koinonia Christian School (Red)			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.6	88.2	89.3	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	90.3	87.5	90.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	48.4	64.2	72.5	81.4	80.4	81.4	Very Low	Declined	Concern
	5-year High School Completion	72.0	85.9	87.1	87.1	88.1	87.9	Very Low	Declined	Concern
	PAT9: Acceptable	*	61.4	57.8	62.5	62.5	62.6	*	*	*
	PAT9: Excellence	*	0.0	2.1	15.6	15.4	15.5	*	*	*
	Diploma: Acceptable	52.6	75.0	81.8	82.0	81.5	80.9	Very Low	Declined	Concern
	Diploma: Excellence	10.5	16.7	19.8	23.0	22.6	21.9	Low	Maintained	Issue
Teaching & Leading	Education Quality	92.1	87.4	91.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.7	92.5	93.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	86.8	85.6	85.7	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	94.9	87.0	82.3	80.0	79.5	79.1	Very High	Improved Significantly	Excellent

Notes:

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

Required Alberta Education and Childcare Assurance Measures - Overall Summary
Fall 2025
School: 2446 Koinonia @ Home

Assurance Domain	Measure	Koinonia @ Home			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	93.1	94.0	90.5	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	84.7	92.5	91.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	61.5	*	n/a	81.4	80.4	81.4	Very Low	n/a	n/a
	5-year High School Completion	*	n/a	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT9: Acceptable	10.1	24.5	25.1	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	0.0	2.8	4.5	15.6	15.4	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	86.0	84.3	81.5	82.0	81.5	80.9	High	Maintained	Good
	Diploma: Excellence	23.0	18.1	15.0	23.0	22.6	21.9	High	Maintained	Good
Teaching & Leading	Education Quality	90.8	97.2	95.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.8	97.6	96.0	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	78.3	89.5	86.7	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	89.9	96.2	93.1	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

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

Required Alberta Education and Childcare Assurance Measures - Overall Summary
Fall 2025
School: 2447 Emmaus Learning Community - DSEPS

Assurance Domain	Measure	Emmaus Learning Community - DS			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	84.4	77.5	79.4	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	82.5	85.8	87.8	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	*	n/a	n/a	81.4	80.4	81.4	*	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	*	*	25.0	62.5	62.5	62.6	*	*	*
	PAT9: Excellence	*	*	0.0	15.6	15.4	15.5	*	*	*
	Diploma: Acceptable	*	n/a	n/a	82.0	81.5	80.9	*	n/a	n/a
	Diploma: Excellence	*	n/a	n/a	23.0	22.6	21.9	*	n/a	n/a
Teaching & Leading	Education Quality	94.4	87.0	88.2	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.1	90.6	91.2	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	86.9	95.0	91.9	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	94.3	86.4	87.1	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

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

Appendix 2

First Nations, Métis, and Inuit Required Alberta Education Assurance Measures

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025 Authority: 9211 Koinonia Christian School - Red Deer Society (FIRST NATIONS, METIS, INUIT)										
Assurance Domain	Measure	Koinonia Christ Sch Red Deer (FIRST NATIONS, METIS, INUIT)			Alberta (FIRST NATIONS, METIS, INUIT)			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	59.8	58.6	58.4	*	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	n/a
	PAT9: Excellence	n/a	*	n/a	6.3	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	11.9	11.8	11.6	n/a	n/a	n/a
Teaching & Leading	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.

Appendix 3

English as an Additional Language Required Alberta Education Assurance Measures

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 9211 Koinonia Christian School - Red Deer Society (EAL)

Assurance Domain	Measure	Koinonia Christ Sch Red Deer (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	n/a	n/a	51.2	52.7	54.0	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.0	10.1	10.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	n/a	n/a	n/a
Teaching & Leading	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.

Appendix 4

Definitions, Key Terms, and Considerations for Reading Alberta Education Assurance Measures

The First Nations, Métis and Inuit results reported for the Alberta Education Assurance Measures only include students that self-identified as First Nations, Métis, or Inuit on student registration forms. School authorities are required to report on Alberta Education Assurance Measure results for First Nations, Métis, and Inuit students in their 3-year education plans and annual education results reports for the purpose of monitoring and improving education outcomes. Please ensure context and appropriate analysis are provided whenever results for self-identified First Nations, Métis and Inuit students are shared publicly.

High School Completion Rate is the percentage of students in the Grade 10 Cohort⁴ who have completed high school by the end of their third year, adjusted for attrition⁵.

- High school completion is defined as: receiving an Alberta high school diploma, certificate of high school achievement (completion of Knowledge and Employability courses and the certificate requirements) or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in a minimum of five grade 12 courses, including a Language Arts diploma exam course and three other diploma examination courses.

Interpretation of High School Completion Results

- High School Completion Rate (3-year, 4-year or 5-year) results for the same Grade 10 Cohort can be read by moving **diagonally** from the reporting year, to the next in the table. For example:
 - The 3-year high school completion rate for the Grade 10 cohort that started in 2016 is reported in 2018 as 79.7%.
 - The 4-year high school completion rate for the same cohort is reported in 2019 as 84.0%.
 - The 5-year high school completion rate for the same cohort is reported in 2020 as 86.2%.

⁴ Grade 10 Cohort: Students are included in the Grade 10 Cohort in the first school year in which they have a grade 10 registration at a public, separate, Francophone, charter, or accredited private school. The following categories of students are excluded from the Grade 10 Cohort:

- a. students who register after September 30th of the school year;
- b. students who are registered in schools under provincial and federal authorities, Lloydminster school authorities or other out-of-province schools;
- c. students who have a concurrent grade 9 registration in the same school year;
- d. adult students (older than 18 when they start grade 10);
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

⁵ Attrition: The loss of students due to out-migration and mortality, referred to as “attrition”, is estimated from department and Statistics Canada data.

	Alberta									
	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	--	--	--	--	44,978	79.7	--	--	--	--
4 Year Completion	--	--	--	--	--	--	44,980	84.0	--	--
5 Year Completion	--	--	--	--	--	--	--	--	44,972	86.2

Post-Secondary Transition Rate (6-year) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered a diploma examination participant if they do not have an examination mark.

Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 years is established for a given school year, excluding the following groups of students: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified as having a moderate/severe cognitive or severe multiple disability; visiting/exchange students; students attending Hutterite colony schools.
- A student who was in Alberta's education system is considered to have dropped out if:
 - There is no evidence of their participation in the Alberta education system the following school year (including in Alberta post-secondary and apprenticeship programs)
 - They did not complete high school (see high school completion measure for details).

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; students registered in schools not affiliated with Alberta (e.g. Lloydminster); students registered in schools under provincial or federal authorities; students identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; students identified in the grade 12 school year as visiting/exchange students; students 20 years of age or older on September 1 of the school year.

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.

- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Survey Measures

In public, separate and Francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools, students in grade 4 and above; their parents; and all teachers are included in the survey.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade grouping and then taking a simple average across grade groups.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

Table Headings

For each table displaying measure history or 3-year Rolling Averages, N represents the size of the underlying cohort. For example:

- **N** is the size of the Grade 10 Cohort for High School Completion Rate, Post-Secondary Transition Rate, and Diploma Exam Participation Rate.
- **N** is the size of the age-specific cohort for Drop Out Rate.
- For survey measures, **N** is the number of respondents.

Values under the % column headings represent the rate for that cohort. Some measures are calculated using several years of data. In these cases, the years displayed in the tables and charts reflect the latest years of data included in each calculation.

Source Data Reference⁶

Fall 2025

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2024-2025	2023/2024	School Years 2021/2022, 2022/2023, 2023-2024	2021/2022 to 2023/2024	May 01, 2025
	Citizenship	2024-2025	2023/2024	School Years 2021/2022, 2022/2023, 2023-2024	2003/2004 to 2005/2006	May 01, 2025
	3-year High School Completion	2023/2024	2022/2023	School Years 2020/2021, 2021/2022, 2022/2023	2015/2016 to 2017/2018	Apr 04, 2025
	5-year High School Completion	2023-2024	2022/2023	School Years 2020/2021, 2021/2022, 2022/2023	2015/2016 to 2017/2018	Apr 04, 2025
	PAT9: Acceptable	2024-2025	2023/2024	School Years 2022/2023, 2023/2024	2011/2012 to 2013/2014	Sep 15, 2025
	PAT9: Excellence	2024-2025	2023/2024	School Years 2022/2023, 2023/2024	2011/2012 to 2013/2014	Sep 15, 2025
	Diploma: Acceptable	2024-2025	2023/2024	School Years 2022/2023, 2023/2024	2013/2014 to 2015/2016	Aug 27, 2025
	Diploma: Excellence	2024-2025	2023/2024	School Years 2022/2023, 2023/2024	2013/2014 to 2015/2016	Aug 27, 2025
Teaching and Leading	Education Quality	2024-2025	2023/2024	School Years 2021/2022, 2022/2023, 2023-2024	2003/2004 to 2005/2006	May 01, 2025
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2024-2025	2023/2024	School Years 2021/2022, 2022/2023, 2023-2024	2021/2022 to 2023/2024	May 01, 2025
	Access to Supports and Services	2024-2025	2023/2024	School Years 2021/2022, 2022/2023, 2023-2024	2021/2022 to 2023/2024	May 01, 2025
Governance	Parental Involvement	2024-2025	2023/2024	School Years 2021/2022, 2022/2023, 2023-2024	2003/2004 to 2005/2006	May 01, 2025

⁶ Alberta Education. (October 12, 2024). Alberta Education Assurance Measure Results: 9211 Koinonia Christian School-Red Deer Society. Available to view upon request at the KCSRDS office.

Appendix 5

School Summaries of the Survey Data for the Supplemental Measure: Inservice Jurisdiction Needs

In-Service Jurisdiction Needs - Data Summary
School: 5195 Koinonia Christian School (Red Deer)
Province: Alberta

	Koinonia Christian School (Red)										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	3	88	3	91	1	72	1	82	1	96	Very High	Improved	Excellent	29,6	84	30,2	83	31,6	82	31,2	81	32,8	81
	2	.4	2	.4	5	.7	2	.4	0	.6				19	.9	80	.7	48	.2	98	.1	56	.7
Teacher	3	88	3	91	1	72	1	82	1	96	Very High	Improved	Excellent	29,6	84	30,2	83	31,6	82	31,2	81	32,8	81
	2	.4	2	.4	5	.7	2	.4	0	.6				19	.9	80	.7	48	.2	98	.1	56	.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 - Data Summary
School: 2446 Koinonia @ Home
Province: Alberta

	Koinonia @ Home						Alberta												
	2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	16	100.0	16	97.9	13	89.7	High	Declined	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	16	100.0	16	97.9	13	89.7	High	Declined	Acceptable	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.

Appendix 6

Survey Data Summaries for Alberta Education Assurance Measures Used as References for Analysis of Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

School: 5195 Koinonia Christian School (Red Deer)

Province: Alberta

	Koinonia Christian School (Red)													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	220	95.3	256	95.1	150	91.7	133	92.5	111	93.7	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	62	97.3	74	96.8	40	92.1	43	95.0	35	98.9	Very High	Improved	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2		
Student	124	88.7	145	89.6	90	85.8	75	84.4	65	83.6	High	Maintained	Good	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7		
Teacher	34	100.0	37	98.8	20	97.1	15	98.1	11	98.7	Very High	Maintained	Excellent	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Environments (WCRSLE) - Data Summary

School: 2446 Koinonia @ Home

Province: Alberta

	Koinonia @ Home						Alberta													
	2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	75	94.4	43	97.6	31	91.8	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	20	94.3	11	100.0	11	79.2	Low	Declined	Issue	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	
Student	39	91.9	16	94.0	7	100.0	n/a	Maintained	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	
Teacher	16	97.0	16	98.9	13	96.3	High	Maintained	Good	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Environments (WCRSLE) - Data Summary

School: 2447 Emmaus Learning Community – DSEPS

Province: Alberta

	Emmaus Learning Community - DS									Alberta									
	2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	42	91.9	33	90.6	32	85.1	Intermediate	Maintained	Acceptable	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	8	96.9	10	97.5	14	94.5	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	27	80.9	23	83.8	18	75.8	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	7	97.9	5	*	5	*	*	*	*	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Appendix 7

Detailed Results for Provincial Achievement Tests for KCSRDS

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Koinonia Christ Sch Red Deer							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	15	40.0	17	43.3	50,053	64.1	59,230	67.4
	Standard of Excellence	Very Low	Maintained	Concern	15	6.7	17	12.2	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	35	20.0	39	41.5	59,391	69.8	57,676	70.4
	Standard of Excellence	Very Low	Maintained	Concern	35	0.0	39	2.6	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	35	5.7	40	32.9	58,911	51.7	57,012	53.5
	Standard of Excellence	Very Low	Declined	Concern	35	0.0	40	3.8	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	Concern	34	17.6	38	38.1	59,453	68.6	57,692	66.9
	Standard of Excellence	Very Low	Declined	Concern	34	0.0	38	4.0	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	Concern	35	17.1	38	27.1	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Maintained	Concern	35	0.0	38	2.8	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.

Appendix 8

Survey Data Summaries for Alberta Education Assurance Measures Used as References for Analysis of High School Achievement

Work Preparation – Measure Details																							
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																							
	Authority													Province									
	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	94	96.7	109	99.3	111	91.5	96	96.9	88	93.2	Very High	Maintained	Excellent	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	61	93.4	72	98.6	68	85.3	61	96.7	59	89.8	Very High	Maintained	Excellent	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	33	100.0	37	100.0	43	97.7	35	97.1	29	96.6	Very High	Maintained	Excellent	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4
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 AECA 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.																							

Rutherford Eligibility Rate – Measure Details																							
Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	30	73.3	43	72.1	33	75.8	45	73.3	35	65.7	Intermediate	Maintained	Acceptable	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4
Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.																							

Appendix 9

Detailed Results for Diploma Exams for KCSRDS

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Koinonia Christ Sch Red Deer							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	17	94.1	19	94.5	35,845	85.3	32,247	83.9
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	19	7.9	35,845	10.9	32,247	10.3
English Language Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	14	100.0	11	95.8	21,398	85.6	18,166	85.9
	Standard of Excellence	Very High	Maintained	Excellent	14	21.4	11	22.5	21,398	11.3	18,166	12.8
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	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	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	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	Acceptable Standard	n/a	Maintained	n/a	15	60.0	10	71.8	22,680	77.8	20,399	73.1
	Standard of Excellence	n/a	Maintained	n/a	15	13.3	10	24.4	22,680	37.1	20,399	32.0
Mathematics 30-2	Acceptable Standard	*	*	*	4	*	9	66.7	17,430	73.6	15,047	71.0
	Standard of Excellence	*	*	*	4	*	9	4.2	17,430	17.3	15,047	15.3
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	17	76.5	13	74.6	26,238	84.6	24,595	84.4
	Standard of Excellence	Low	Maintained	Issue	17	5.9	13	9.9	26,238	16.8	24,595	17.3
Social Studies 30-2	Acceptable Standard	Very High	Improved	Excellent	16	100.0	18	85.9	27,021	77.5	22,515	77.8
	Standard of Excellence	Very High	Maintained	Excellent	16	31.3	18	27.6	27,021	12.3	22,515	12.5
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	25	68.0	18	75.4	25,916	82.7	23,842	82.9
	Standard of Excellence	High	Maintained	Good	25	32.0	18	22.0	25,916	34.8	23,842	33.2
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	7	71.4	13	84.6	21,438	83.8	19,160	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	7	28.6	13	15.4	21,438	40.6	19,160	37.5
Physics 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	11,366	85.6	9,598	83.7
	Standard of Excellence	*	*	*	4	*	n/a	n/a	11,366	43.6	9,598	41.5
Science 30	Acceptable Standard	*	*	*	3	*	n/a	n/a	9,027	79.6	8,223	80.3
	Standard of Excellence	*	*	*	3	*	n/a	n/a	9,027	26.2	8,223	23.9

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 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.