

**ANNUAL EDUCATION RESULTS REPORT
Cornerstone Christian Academy Authority
November 2025**

Cornerstone Christian Academy

PO Box 99 Kingman, AB T0B 2M0

Phone (780) 672-7197 Fax (780) 608-1420

E-mail: ccasociety@gmail.com Website: www.cornerstonekingman.ca

Administrator: Alan Welde E-mail: awelde@cornerstonekingman.ca

Message from the Board Chair

We are blessed to say Cornerstone Christian Academy is in its 39th year of operation and 7th year as an accredited private school. We are so thankful for our full time staff as well as support staff that keep the school running smoothly. Our school currently serves 115 students from K-12.

Financially the school has been blessed to break even another year. This, in no small part, is due to generous donations and hard work by the fundraising committee. New fundraising ideas are always welcome.

We ask that you continually uphold the teachers, support staff, students, and board members in your prayers as it is no easy task to run a school.

“Train up a child in the way he should go, and when he is old he will not depart from it”
Proverbs 22:6

Dennis Feitsma
School Board Chair
The Cornerstone Christian Academy of Camrose

Accountability Statement

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

This Annual Education Results Report for 2024/2025 was approved by the Board on November 28, 2025.

Dennis Feitsma
School Board Chair
The Cornerstone Christian Academy of Camrose
(original document signed)

Foundation Statements

Cornerstone Christian Academy's Mission Statement

Our school's mission statement is "Believing. Learning. Acting. Growing. Created by God to be an influence in the world." Cornerstone Christian Academy exists to equip students spiritually, academically, socially, and physically to be a positive Christian influence serving society.

Cornerstone Christian Academy offers a program that integrates faith, life, and learning. It is our goal to fulfill the Greatest Commandments found in Matthew 22:37-39,

"Love the Lord your God with all your heart, with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself."

(New International Version)

CCA offers educational programming that utilizes the Alberta Education Curriculum, taught from a Christian perspective. We recognize the importance of including faith in learning, and we respect, value, and honor the role and responsibility of students, parents, and community in this journey.

Cornerstone Christian Academy Principles and Beliefs

We believe that God desires that we confess Christ as Savior and Lord and that we live out our faith in a relationship with Jesus Christ in all we say and do.

At CCA, we believe

- Our fundamental purpose is to promote each student's learning, growth and understanding within a specifically Christ-centered context;
- Each student is precious and loved in the eyes of God, and each person's true identity and worth is found in his/her relationship with God;
- Each student can learn and be successful. We value mistakes as steps in learning and developing our intellect;
- We will provide the greatest support to the student in greatest need; and
- Each person deserves to be loved as Christ commanded, and will be treated with dignity and respect in a safe, caring, and orderly learning environment.

A Profile of the School Authority

Cornerstone Christian Academy was incorporated in 1986 by a group of parents who recognized the need for quality education offered within an evangelical Christian perspective in the Camrose community. From its humble beginnings in a church basement to a rented bay in an industrial building to construction of its own facility in Kingman in 1993, Cornerstone Christian Academy continues to offer a program that integrates faith, life, and learning. Cornerstone Christian Academy serves an area of approximately 3 000 square kilometers. The 29 000 square foot school building includes 13 classrooms, a library, a student commons area, and a gymnasium. CCA is affiliated with ACSI, the Association of Christian Schools International, and AISCA, the Association of Independent Schools and Colleges in Alberta.

In 2009 Cornerstone Christian Academy entered into a partnership with Battle River School Division No. 31. Cornerstone provided education to up to 181 students from Kindergarten through Grade Twelve [2016/2017]. Cornerstone operated as a program of choice within BRSD No. 31 until June, 2018, when Cornerstone was closed as an alternative faith program. In July, 2018 Alberta Education approved Cornerstone Christian Academy's application to operate as an accredited private school. On September 4, 2018 Cornerstone opened its doors to 96 students. At the present time, 116 students are enrolled at Cornerstone. Of the 116 students, 15% are diagnosed as "mild," "moderate," and "severe" needs students with individual program plans. The Cornerstone staff includes 7.0 FTE teachers, 5.5 FTE Education Assistants, one Librarian, one Office Administrator, and two custodians. Classrooms are double-graded. 63 students are Elementary Students, 31 are Junior High students, and 22 are Senior High students. Five bus routes deliver rural students and students from the Camrose-Tofield area to our site in the hamlet of Kingman. The Cornerstone School Board, which provides oversight to the school, has five members. Because more than half of the board members have children attending the school, Cornerstone does not have a Parent Council.

Trends and Issues

We built our 2024/2025 program by reviewing the practices and accomplishments of the previous years' programs.

Two significant accomplishments are the development of meaningful relationships with students, and the establishment and maintenance of a supportive, safe learning environment. An indicator of this is that our school climate has been described as "positive", "kind", and "gentle."

An important part of our school community is parent support. Parents volunteer in the classroom, create the Yearbook, organize an annual Book Fair, and assist with social and athletic functions.

A Chapel Team of local pastors works with school administration to provide weekly Secondary Chapels. As well as enhancing the religious instruction offered by the school, Chapels are a means of building community and deepening our understanding of what it means to live as a Christian influence in the world. Elementary and Secondary Chapels emphasize the school's "Core Values" of empathy, self-control, integrity, family, and perseverance. The main focus last year for Elementary Chapels was the lives of Famous Missionaries. The main focus for Secondary Chapels was Hebrews 12:1-3, especially "Consider Him who endured such opposition from sinners, so that you will not grow weary and lose heart."

We strive to serve our larger social community. For example, family groups use our facility for birthday celebrations and Christmas gatherings, and a local church uses the gym and kitchen area for their annual "Spring Concert."

A challenge we face as a small school is the provision of quality programming that meets both the criteria of Alberta Education and the needs of our student community. Social Studies and Science courses for Grades One through Eight are cycled, but each grade receives instruction in literacy and numeracy at its grade level. Grade Nine students receive each course at the Grade Nine level. Senior High classrooms contain multiple levels of the same subject being presented to students in split grade configurations. The Senior High Mathematics program in particular utilizes teacher-prepared video lessons to supplement classroom instruction. Finding and developing adequate resources and providing personal support for all learners in the classroom are significant challenges.

We realize we cannot offer every course our Secondary students wish to take due to enrollment and staffing. We access online and off-site education providers such as NorthStar Academy and Lakeland College's Green Certificate programs to provide classes for our students.

Networking with other AISCA and ACSI schools, and accessing Alberta Education resources and AISCA services, gives us assistance as we maintain academic rigor, professional development, and supports for our students. We have accessed Occupation Therapy, Speech-Language Therapy, and Physical Therapy from Khan Communications.

We have seen an increase in students with "mild," "moderate," and "severe" needs, according to their Professional Assessments and diagnoses. Nearly 15% of our students are thus identified in the 2024/2025 school year. Staff are striving to meet the needs of these students, and provide a safe and respectful learning environment for all students. Administration notes a significant increase of Administration time allotted to dealing with classroom behavior issues and an increase in Parent/Teacher Conferences. This trend of additional staff time dealing with student behaviors manifests itself as a decreased perception of students modelling active citizenship and students feeling that other students know how to behave. 2024/2025 was the first time CCA accessed Alberta Education grants to provide additional resources and support staff for our "Severe Needs" students.

School staff are dedicated to establishing meaningful relationships with students and families, and Education Assistants provide critical support to students in split-grade classrooms. Our intention is that deeper relationships encourage student engagement, which results in better performance, even when students in the same room are functioning at a wide range of levels.

All students in each grade grouping completed the Assurance Survey, including those Moderate and Severe Needs students enrolled in Modified Programs. Future surveys will be administered to students enrolled in the regular

program. Administration has committed to familiarize new staff about school program and procedures so “new hires” can respond accurately to questions about school-wide programs or activities.

While Alberta Education considers “Don’t Know” responses as valid, these “Don’t Know” responses are grouped in the same category as “Disagree” and “Strongly Disagree” responses, contributing significantly to a decline in measures. In some of our groupings, a single “Don’t Know” response creates a decline of up to 17% in that grouping. A single “Don’t Know” response would not have such an adverse impact in a larger sample of responders. What is of concern to us is if the “Disagree” or “Strongly Disagree” responses comprise a greater set of the sample than the previous sample.

Summary of Accomplishments

- Purchased textbooks as needed for increased class sizes.
- In 2024/2025 school year, we had 4 Volleyball and 3 Basketball teams.
- In 2024/2025 some students in Gr 7-12 participated in Badminton Tournaments.
- In 2024/2025 some students in Gr 7-12 participated in Track and Field Events, some advanced to Regionals Zones, and Provincials.
- In November 2024 we held, a fundraising fall supper with a concert.
- We held our live and silent auction in the spring with a lasagna supper to generate much-needed funds for the school.
- We held a graduation ceremony and catered banquet in our gymnasium for our 10 graduates.
- A team of local clergy participated in weekly Secondary Chapels.
- Purchased library materials to supplement our school library and classroom libraries.
- Students in Grades 7-12 helped with leading music in Secondary Chapels.
- Students from Grades 7 – 12 participated in the extra-curricular adaptation of Shakespeare’s “Much Ado About Nothing.” They did three performances at the Bailey Theatre in Camrose in May.
- The Elementary students performed an afternoon Christmas production.

Fall 2025 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Cornerstone Christian Academy			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	87.2	86.5	89.2	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	84.2	86.0	89.8	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	85.7	85.7	81.8	81.4	80.4	81.4	High	Maintained	Good
	5-year High School Completion	89.2	*	76.8	87.1	88.1	87.9	High	Maintained	Good
	PAT9: Acceptable	*	65.9	65.9	62.5	62.5	62.6	*	*	*
	PAT9: Excellence	*	11.4	11.4	15.6	15.4	15.5	*	*	*
	Diploma: Acceptable	85.7	83.3	89.0	82.0	81.5	80.9	High	Maintained	Good
	Diploma: Excellence	14.3	10.0	12.9	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	93.6	87.7	92.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	90.6	93.3	84.4	84.0	84.9	High	Declined	Acceptable
	Access to Supports and Services	82.8	79.2	87.3	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	94.9	83.8	92.5	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.

Assurance Domain: Student Growth and Achievement
2nd School Priority: Improvement in Achievement

Performance Measure		Results (in percentages)					Evaluation		
	Description	2021	2022	2023	2024	2025	Achievement	Improvement	Overall
Student Learning Engagement	The overall percentage of teachers, parents and students who agree that students are engaged in their learning at school.	90.1	91.1	90.1	86.5	87.2	High	Maintained	Good
Citizenship	The overall percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.5	91.8	91.4	86.0	84.2	Very High	Declined	Good
3-Year High School Completion	Percentages of students who completed high school within three years of entering Grade 10.	63.7	*	77.9	85.7	85.7	High	Maintained	Good
5-Year High School Completion	Percentages of students who completed high school within five years of entering Grade 10.	84.9	88.1	65.6	*	89.2	High	Maintained	Good
PAT: Acceptable	Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (By Number Enrolled).	n/a	n/a	56.3	*	N/A	n/a	n/a	n/a
PAT: Excellence	Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (By Number Enrolled).	n/a	n/a	25.0	*	N/A	n/a	n/a	n/a
PAT: Acceptable	Overall percentage of students in Grades 9 who achieved the acceptable standard on Provincial Achievement Tests (By Number Enrolled).	n/a	75.0	*	65.9	*	*	*	*
PAT: Excellence	Overall percentage of students in Grades 9 who achieved the standard of excellence on Provincial Achievement Tests (By Number Enrolled).	n/a	19.2	*	11.4	*	*	*	*
Diploma: Acceptable	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	88.2	94.7	83.3	85.7	High	Maintained	Good
Diploma: Excellence	Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	17.6	15.8	10.0	14.3	Intermediate	Maintained	Acceptable
Literacy	Percentage of students in Grades 1 to 4 who achieved the "Achieving, Proficient or Excelling" standard in literacy on CCA Final Report Card. New wording of the Satisfactory, proficient, and Excelling categories was introduced in 2025 Report Cards.	93	85	75	67	83	n/a	n/a	n/a
Literacy	Percentage of students in Grades 1 to 4 who achieved the "Proficient or Excelling" standard in literacy on CCA Final Report Card.	56	39	42	29	33	n/a	n/a	n/a
Reading Level	Percentage of students in the regular academic program in Grades 1 to 4 who improved their reading level by one grade level by the end of the school year.	n/a	59	83	71	77	n/a	n/a	n/a

- Notes:**
1. EAL data values have been suppressed where the number of students is fewer than 6. Rather than have blank lines and charts/graphs we have not included any of the EAL data from the EAL Report.
 2. FNMI data values have been suppressed where the number of students is fewer than 6. Rather than have blank lines and charts/graphs we have not included any of the FNMI data from the FNMI Report.

Comment on Results

- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- Chapels and morning devotions remind students of The Core Values of "Empathy", "Self-Control", "Integrity", "Family", and "Perseverance", which contribute to active citizenship.
- For the High School Completion Rate, for 2021 result of 63.7, and 2023 result of 65.6, we have learned that this measure comes from a Grade 10 Cohort three years and five years before this, 2017/2018. There is a

discrepancy between the number of students AB Ed lists in the high school cohort used for this metric and the number of students actually enrolled at CCA by September 30, 2017 (6 vs 8). In addition, because of the transition back to private operation, several of those students moved to different schools, further skewing our numbers.

- We had 8 students in Grade 10 at the end of September 2017. 5 of those left CCA after Grade 10 and we no longer had any input or oversight of their education or graduation. The 2 that were removed from this statistic graduated elsewhere, completing the majority of their credits somewhere else. The 3 that were not removed from the statistic did not graduate. The remaining 3 students did attend CCA for the entirety of high school and graduated at CCA in June 2020.
- Due to COVID, only ELA 6, ELA 9, Math 6, and Math 9 PAT Exams were optional in the province in 2021. All other PAT Exams were not written in 2021. We opted to write them but are not including our results as the Province doesn't have results either.
- Staff are working to address the decline in the number of students who achieve "Standard of Excellence" in Grade 6 and Grade 9 Provincial Achievement Tests.
- Staff are working to address the decline in the number of students who achieve "Acceptable Standard" in Grade 6 and Grade 9 Provincial Achievement Tests.
- Due to COVID, Diploma Exams were optional in the province in 2021. None of our students opted to write them.
- CC3 Literacy Testing in June 2025 showed about 19% of our Gr 1-4 students Require Additional Support. June 2024 showed about 27% of our Gr 1-4 students are At-Risk. June 2023 showed about 20% of our Gr 1-4 students are At-Risk. AB Education did not provide a Below Average Measure for June 2023. June 2022 showed about 37% of our Gr 1-3 students are At-Risk and about 32% are Below Average.
- Lens Literacy Testing in June 2025 showed about 39% of our Gr 1-2 students Require Additional Support. June 2024 showed about 28% of our K – Gr 2 students are At-Risk. June 2023 showed about 20% of our Gr 1-2 students are At-Risk. AB Education did not provide a Below Average Measure for June 2023. June 2022 showed about 46% of our Gr 1-2 students are At-Risk and about 30 % are Below Average
- Numeracy Testing in June 2025 showed about 17% of our Gr 1-4 students Require Additional Support. June 2024 showed about 20% of our K – Gr 4 students are At-Risk. June 2023 showed about 22% of our Gr 1-4 students are At-Risk. AB Education did not provide a Below Average Measure for June 2023. June 2022 showed about 32% of our Gr 1-3 students are At-Risk and about 5% are Below Average.

Literacy & Numeracy	Name of AB Ed Approved Screening Assessment Used	Total Number of Students Assessed Beginning of Year	Total Number of Students Identified as Requiring Additional Support on Initial Assessment	Total Number of Students Identified as Requiring Additional Support on Final Assessment	Average Number of Months Behind Grade Level of Students Requiring Additional Support at time of Initial Assessment	Average Number of Months Gained at Grade Level of Students Requiring Additional Support at time of Final Assessment
Kindergarten	LeNS	7	2	NA	NA	NA
Grade 1	CC3	8	2	2	5.2	-0.2
Grade 1	LeNS	8	3	3	NA	NA
Grade 2	CC3	10	1	2	7.4	0.2
Grade 2	LeNS	10	4	4	NA	NA
Grade 3	CC3	11	2	2	7.2	-4.0
Grade 4	CC3	7	2	1	12.0	-4.8
Kindergarten	Numeracy	7	4	NA	NA	NA
Grade 1	Numeracy	8	3	2	10+	0.5
Grade 2	Numeracy	10	2	3	8.4	-1.6
Grade 3	Numeracy	11	1	1	7.0	-3.0
Grade 4	Numeracy	7	0	0	0	0
Notes:						
<ol style="list-style-type: none"> As per AB Ed Guidelines, Kindergarten is only assessed in January. LeNS Assessments do not include Average Number of Months Behind or Gained 						
Summary of Strategies Used						
<ul style="list-style-type: none"> Literacy Aide works one on one with at-risk students twice a week. Regular, one-on-one reading opportunities and discussion of selections read were most effective in addressing learning gaps. Literacy staff kept a detailed "log" of selections read and discussed. Regular, one-on-one opportunities for the numeracy staff to work with students were most effective in reducing learning gaps. Students were encouraged to explain their processes in completing tasks to demonstrate an understanding of what they were doing. We are extremely appreciative of the financial support received through the Learning Disruption Grant. The funds we received augmented our resources to provide additional "one-on-one" interactions with at-risk students, and the professional development undertaken by staff increased their abilities to deal with at-risk students and other students in the classroom. More funds were allocated to hire Literacy staff, however, we were unable to hire someone until Spring this past year. Funds were allocated to the Grade One/Two teacher to facilitate her participation in the online Professional Development series "Learning for Every Reader." The program consisted of modules that examined research around the skills necessary for reading and various reading strategies to teach and build these skills. The skills included oral language, phonological and phonemic awareness, phonics, comprehension, fluency, and vocabulary. Support staff working with students in Grades One through Four received training in "Right to Read" to assist them in their work with students 						

Assurance Domain: Teaching & Leading

3rd School Priority: Quality Teaching and Leadership

Performance Measure		Results (in percentages)					Evaluation		
	Description	2021	2022	2023	2024	2025	Achievement	Improvement	Overall
Education Quality	The overall percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.1	95.0	95.0	87.7	93.6	Very High	Maintained	Excellent

Comment on Results

- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- Teacher, Growth, Supervision:
 - In March 2022, the School Board in consultation with the Administration updated its Teacher Growth, Supervision, and Evaluation Policy.
 - The Administration gave each teacher a copy of the new policy.
 - Administration spends time at the beginning of the school year reviewing policy, TQS, local expectations, and professional growth plans.
 - The School Board has committed to budgeting 2 weeks of release time for the Principal to be able to evaluate and meet with each teacher to support their teaching, teaching practices, evaluation practices, and growth.
 - The School Board has committed to budgeting Professional Learning and Teachers Convention costs to ensure continued professional learning. Staff attended Koinonia Christian Schools Professional Development in September 2022. Our Elementary “Literacy Lead Teacher” participated in literacy training in the summer of 2022. Staff attended ACSI Teachers Convention in Oct 2023, 2024, and 2025 in person.

Professional Learning, Supervision and Evaluation

- Division One and Two teachers and Division One and Division Two support staff participated in on-line “Teaching Every Reader” in-services to support classroom instruction.
- Three Division One and Two teachers attended three days of “Jump Math” Professional Development training in summer 2023
- Teachers attended the Professional Development sessions at the September 2022 Koinonia Christian Schools Professional Development hosted at Red Deer Koinonia.
- AISC had some professional development courses available at a discounted rate in 2025, which we took advantage of: 4 EAs took a Right to Read Course, 1 teacher took an Inside Learning Disabilities for Educators Course, and 2 teachers took the Target ADHD Course.
- In May 2025 we had CARC at the school to look at the New Elementary Social Studies Curriculum with our Elementary Teachers.

We have been encouraging teachers and support staff to participate in professional learning opportunities to support them in meeting the academic and social needs of their students. Through the opportunities mentioned above that staff have taken, they are better able to work with individual student needs, collaborate with other teachers of the same subject to ensure smoother grade transitions, and respond to curricular changes.

Assurance Domain: Learning Supports

Performance Measure		Results (in percentages)					Evaluation		
	Description	2021	2022	2023	2024	2025	Achievement	Improvement	Overall
Welcome, Caring, Respectful and Safe Learning Environments (WCRSLE)	The overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	95.3	95.3	94.2	90.6	87.8	High	Declined	Acceptable
Access to Supports and Services	The overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	88.5	93.6	89.1	79.2	82.8	Intermediate	Maintained	Acceptable

Comment on Results

- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- Continuum of supports:
 - We moved from having Parent Volunteers helping in the classroom, to having a full-time EA in the Grade 1/2 classroom, as well as having a part time Early Literacy Aide, to help particularly with literacy but as needed in numeracy classes for support as well. With the help of Classroom Complexity Grant and Severe Disabilities Grant Approvals in 2025, we were able to hire more EAs to work in the classrooms, and with our SDF students.
 - Staff work together to find ways of best supporting students that need extra supports.
 - Where needed, we provide families with contacts for outside supports that we cannot provide.
 - We found, while looking at the specific data on the Measure about Access to Supports in 2023, that 10-20% of our Gr 4-6 parents answered "Do Not Know." If we remove those parents from the statistic, the Percentage of Parents satisfied rises from 87% to 91%. The Gr 7-9 Parent Group was suppressed for this measure.
 - All students in each grade grouping completed the Assurance Survey, including those Moderate and Severe Needs students enrolled in Modified Programs. Some students may not have understood the direction of the Survey, or understood the questions they were expected to answer, thus skewing the results for that grade grouping. Future surveys will be completed by students participating in the school's "regular" program.
 - While Alberta Education considers "Don't Know" responses as valid, these "Don't Know" responses are grouped in the same category as "Disagree" and "Strongly Disagree" responses, contributing significantly to a decline in measures. In some of our groupings, a single "Don't Know" response creates a decline of up to 17% in that grouping. A single "Don't Know" response would not have such an adverse impact in a larger sample of responders. What is of concern to us is if the "Disagree" or "Strongly Disagree" responses comprise a greater set of the sample than the previous sample.
- FNMI:
 - No data is reported due to the fact there were fewer than six self-identified FNMI students enrolled at CCA.
 - Some staff attended a session on FNMI topic at the Koinonia PD event in Sept 2022, improving their personal understanding, and getting ideas for implementation in the classroom.
 - A Secondary staff member attended a session on "Metis Culture and Literature" at the February 2025 AISCA Teachers' Convention in Edmonton.
- We hired a part time Learning Supports Teacher to bring oversight to our at-risk students. This has allowed for more timely IPP work, services being contracted, and supports being put in place to better help those students that are at-risk, increasing the learning for those students. The Learning Supports Teacher has provided guidance in writing IPPs and implementing IPP recommendations. We have also increased our number of EAs to help address both the complexities of our classrooms and the individual Severe Disability Funded Students. This was our first year having funded SDF students.

Assurance Domain: Governance

Performance Measure		Results (in percentages)					Evaluation		
	Description	2021	2022	2023	2024	2025	Achievement	Improvement	Overall
Parental Involvement	The overall percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	98.3	100.0	93.6	83.8	94.9	Very High	Maintained	Excellent

Comment on Results

- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- We found, while looking at the specific data on the Parental Involvement Measure that the decline occurred in the Parent Gr 4-6 group, but 8-18% put "Do Not Know" on two of the 5 questions in 2024.
- Administration is considering additional meetings with parents to discuss their involvement in their children's education. Ideas include an additional "High School Orientation" evening in the fall [in conjunction with the "High School Orientation" evening held in May] and an evening where academic and behavioural expectations of students entering CCA, or transitioning from CCA's Elementary Program into the Secondary Program, in addition to what is presented at the September "Meet the Staff" event.
- Managing Resources:
 - Administration will collaborate with AISCA, ACSI, and personal contacts with other Independent School Authorities, as well as personal contacts with local public and charter schools, when looking at best practice and solutions for issues that arise.
 - School Board worked with local Kingman Recreation Association to combine resources for Emergency Water Tanks, which can be utilized if there is a fire, due to not having fire hydrants in the community. The project also includes an outdoor basketball court, which can be used by community members.

Assurance Domain: Local & Societal Context

1st School Priority: CCA's mission statement is "to equip students spiritually, academically, socially, and physically in order to be a positive Christian influence serving society."

Performance Measure		Results (in percentages)					Evaluation		
	Description	2021	2022	2023	2024	2025	Achievement	Improvement	Overall
Students Follow Rules	The overall percentage of students who agree that most students follow the rules.	84	62	67	78	54	Very Low	Declined	Concern
Students Respect	The overall percentage of students who agree that most students respect each other.	92	85	87	71	58	Very Low	Declined Significantly	Concern
Involvement in Community Activities	The overall percentage of students who agree that students are encouraged to get involved in activities that help people in the community.	84	87	83	79	69	Low	Declined	Issue
Student Treatment	The overall percentage of students who agree that other students treat me well.	89	82	89	78	77	NA	Maintained	NA

Comment on Results

- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- 33% of Gr 4-6 students disagree and 10% don't know, 60% of Gr 7-9 students disagree, and 29% of Gr 10-12 students disagree and 4% don't know, with the statement "students follow the rules" in 2025. 22% of Gr 4-6 students disagree and 22% don't know, 18% of Gr 7-9 students, and 5% of Gr 10-12 students disagree with the statement "students follow the rules" in 2024. 40% of Gr 4-6 students, 47% of Gr 7-9 students, and 4% of Gr 10-12 students disagree with the statement "students follow the rules" in 2023. Gr 7-9 students also had the highest disagreement with the statement "student follow the rules" in 2022.
- 14% of Parents had "Do Not Know" for the statement "students follow the rules" in 2025. The Gr 7-9 Parent group had 11% "Do Not Know" for the statement "students follow the rules" in 2024. 34% of Gr 4-6 Parents, 0% of Gr 7-9 Parents, 18% of Gr 10-12 Parents Disagree with the statement "students follow the rules" in 2024. The Gr 4-6 Parent group had 8% "Do Not Know" for the statement "students follow the rules. 8% of Gr 4-6 Parents, 33% of Gr 7-9 Parents, and 20% of the Gr 10-12 Parents Disagree with the statement "students follow the rules" in 2023.
- Division Two and Division Three teachers collaborate to establish common expectations of student behaviour.
- Administration tracks records of student behaviours via anecdotal records and "Behaviour Checklists" from teachers and, as needed, notifies parents of their child's behaviour trends and enacts interventions as per our Discipline Policy to maintain classrooms as safe learning environments.

- Administration has addressed some behavioural concerns through in-school suspensions, referrals for counselling before a student returns to classes, and declining registrations for the following school year.
- Chapel messages support expectations and consequences of responsible behaviour.
- Gr 7-10 Students participated in leading Chapel music at both Secondary and Elementary Chapels.
- Many students are involved in their local churches helping with children's ministry, music, and VBS.
- A team of 3 local Pastors meet with Administration to plan Chapel Events. Each of those Pastors spoke in Chapel once a month. The other weeks were filled by other local pastors from the churches our students attend.
- Elementary staff planned a biweekly chapel, often involving the students in presenting to one another, with a focus on the lives of famous missionaries.
- We have been infusing the school's "core values" of empathy, self-control, integrity, family and perseverance in our activities.
- In their "Spiritual Direction Review," the Board expressed satisfaction with the Chapel events.
- The Gr 3 – 12 students completed a book study in four different groups with Teachers "After God's Own Heart".

Fall 2025 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Cornerstone Christian Academy			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	85.7	42.9	42.9	54.5	52.7	52.7	Very High	Improved	Excellent
Drop Out Rate	0.0	0.1	2.9	2.4	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	100.0	100.0	100.0	81.7	81.1	82.3	Very High	Maintained	Excellent
Lifelong Learning	100.0	91.3	96.1	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	85.1	71.7	83.6	83.0	82.8	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	81.6	77.8	87.8	80.5	80.6	81.2	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	88.9	50.0	60.7	69.4	70.7	70.9	Very High	Improved	Excellent
Safe and Caring	89.9	92.2	94.3	87.3	87.1	87.8	Very High	Declined	Good
Satisfaction with Program Access	74.5	80.9	86.0	72.1	71.9	72.5	Intermediate	Declined	Issue
School Improvement	89.9	86.0	91.6	76.6	75.8	75.1	Very High	Maintained	Excellent
Transition Rate (6 yr)	*	20.9	28.5	59.9	60.1	60.0	*	*	*
Work Preparation	100.0	92.0	96.7	83.7	82.8	83.6	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. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, 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. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Supplemental Alberta Education Assurance Measures

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	0.0	42.9	85.7	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.1	1.7	6.9	0.1	0.0	Very High	Maintained	Excellent
Performance Measure	Results (in percentages)					Evaluation		
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	92.6	100.0	97.0	91.3	100.0	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.6	92.6	86.5	71.7	85.1	Very High	Maintained	Excellent
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	89.8	94.9	90.8	77.8	81.6	Low	Declined	Issue
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	71.4	50.0	88.9	Very High	Improved	Excellent
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.9	95.7	94.9	92.2	89.9	Very High	Declined	Good
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	83.4	91.6	85.6	80.9	74.5	Intermediate	Declined	Issue
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	95.1	94.4	94.4	86.0	89.9	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	24.9	51.1	13.5	20.9	*	*	*	*
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.	94.8	100.0	98.1	92.0	100.0	Very High	Maintained	Excellent

Comment on Results

- The “Don’t Know” responses of a staff member skew the Teacher responses in the Survey. We hired a temporary, part-time teacher for the 2023/2024 school year who worked with Grade Five through Seven students. Moving forward, Administration needs to better familiarize new staff in services available at the school.
- Due to an oversight, the Gr 9/10 class was missed during the survey window, so fewer students are in the survey for 2022.
- We found, while looking at the specific data on the Measure about Programs for Children at risk, that 20% of our Gr 4-6 parents answered “Do Not Know” in 2023, 17% of our Gr 4-6 parents in 2024, and 29% of all parents answered “Do Not Know” in 2025.
- All students in each grade grouping completed the Assurance Survey, including those Moderate and Severe Needs students enrolled in Modified Programs. Some students may not have understood the direction of the Survey, or understood the questions they were expected to answer, thus skewing the results for that grade grouping. Future surveys will be completed by students participating in the school’s “regular” program.
- While Alberta Education considers “Don’t Know” responses as valid, these “Don’t Know” responses are grouped in the same category as “Disagree” and “Strongly Disagree” responses, contributing significantly to a decline in measures. In some of our groupings, a single “Don’t Know” response creates a decline of up to 17% in that grouping. A single “Don’t Know” response would not have such an adverse impact in a larger sample of

responders. What is of concern to us is if the “Disagree” or “Strongly Disagree” responses comprise a greater set of the sample than the previous sample.

- The low number of secondary teaching staff impacts course offerings, especially in Fine Arts and Options, available to students.
- Grades 6 through 11 students complete a “Course Interest Survey” in June to guide Administration as courses are planned for the coming school year.
- Offer a variety of courses through Green Certificate, RAP, SafeGen, and Work Experience to provide courses in addition to courses delivered by teachers.
- It has been challenging to provide as many options as previously with ADLC being discontinued.
- Secondary students have access to a variety of electives presented at the school.
- Some of our students attend Bible School after graduation. These programs are not included in this transition rate.

Future Challenges

The primary challenge of our school community is to increase our student population and provide a high-quality educational program that fulfils our Mission Statement. The level of services we have established to be successful and allow for growth requires more students than we currently have. The AERR Report clearly shows that we have a healthy school that is meeting the needs of our students and the expectations of our parents. Our challenge is to maintain and build upon these accomplishments while increasing our involvement in our community. As the community gains confidence in our school and our students, we will see the growth needed for our school to thrive long term. An increasing percentage of new registrations have “moderate” or “severe” needs according to their Professional Assessments and Diagnosis. Staff need additional training and support to ensure we meet the needs of all learners. Staff members need to especially familiarize themselves with supports available through the Association of Independent Schools and Colleges of Alberta and the Association of Christian Schools International.

Summary of Financial Results

Budget Highlights	2024-2025 Budget	2024-2025 Actual	Percentage of Budget	Percentage of Actuals
Revenues				
Alberta Education (excluding Home Education)	\$843,600	\$951,967	67.28%	70.07%
Alberta Education (Home Education)	\$0	\$0	0.00%	0.00%
Other Gov't of Alberta	\$0	\$0	0.00%	0.00%
Federal Government	\$0	\$0	0.00%	0.00%
Tuition	\$430	\$2,875	0.03%	0.21%
Non-Instructional Fees	\$248,695	\$248,952	19.83%	18.33%
Gifts & Donations	\$68,504	\$57,576	5.46%	4.24%
Other Sales & Service	\$77,700	\$74,868	6.20%	5.51%
Interest on Investments	\$0	\$7,989	0.00%	0.59%
Amortization of Capital Allocations	\$15,000	\$14,277	1.20%	1.05%
Total Revenue	\$1,253,929.00	\$1,358,504.00	100%	100%
Expenditures				
Salaries	\$747,039	\$750,691	59.58%	65.27%
Services, contracts and Supplies	\$348,221	\$339,729	27.77%	29.54%
Home Education (includes salaries)	\$0	\$0	0.00%	0.00%
Capital and Debt Services	\$158,670	\$59,724	12.65%	5.19%
Total Expenditure	\$1,253,930	\$1,150,144	100%	100%

Surplus (Deficit) -\$1.00 \$208,360

Total revenue for 2024/2025 was \$1,358,504 of which \$951,967 (70%) was received from Alberta Education in 2024/2025. The school reported a significant net income in 2024/2025. This is in part due to the gain on disposal of capital assets, buses. It is also in part due to a single large donation made at the end of 2024. The donor requested that at least a portion of this donation be used in the following school year to put a lump sum payment toward the mortgage. We were able to put all of that and some other donation amounts towards the mortgage, 10% on the principal without penalty, in Oct 2025.

Cornerstone 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.

We received SDF funding for the first time this year, increasing our AB Ed grants from what was budgeted. We were then able to hire more EAs and a part time Learning Supports Teacher, increasing our expenses in Salary from what was budgeted. We also contracted supports, such as OT, SLP, and PT with those specific grants.

We have also increased Professional Development for staff as per our Education Plan, and have had increased expenses in those areas.

Through cautionary measures, we budgeted slightly higher than we ended up needing to spend. Building maintenance and bus repair and maintenance did not require as much as was budgeted. Our bus loan was completed in June 2025,

and the mortgage end is within sight. Staff must complete purchase request forms, which are approved or denied by the Principal prior to any purchases. The board approves any non-budgeted purchases over \$5,000.

2024/2025 financial statements were prepared by JAM Accounting Group LLP to ensure compliance with the accounting policies prescribed by Alberta Education for Alberta private schools.

The Audited Financial Statements are available for perusal at the school office. For further information on the AFS or budget please contact Amy Lauber or Roxanne Nesdoly in the school office during regular business hours. (780-672-7197).

Stakeholder Engagement

- Through continued conversations with our School Board members throughout the year, and with staff, we identified our school's Mission Statement as being a priority, particularly the aspect "Created by God to be an Influence in the World".
- Staff members were asked for input in developing the Education Plan. They were given a draft, and asked to read through it and give suggestions for what could be included as strategies and reporting.
- Administration attends all School Board Meetings, where the Board is able to give feedback on what is going on at the school through conversation with the Administration. Through these 8 to 10 meetings a year, the Board is kept up-to-date on what is going on at the school, as well as able to give feedback on how to focus and move forward.
- Parents are encouraged in newsletters and emails regularly to be in touch with the teachers and administration with regards to any concerns or ideas.
- Staff members provided the following input in response to our Education Plan.
 - **What is our purpose in what we do at school?**
 - "Our purpose is to glorify God and serve Him. We do this by training up the children in our care, both academically and spiritually."
 - "We know that each child is unique in God's sight. Through our Christ centered teaching, we address our students intellectual, physical, spiritual, emotional, and social well being and celebrate the uniqueness of each student.... We love and care for each student."
 - "Our purpose is to honor God by providing a learning environment that reflects God's love. Our teaching should prepare students academically and spiritually for the world we live in today."
 - "I believe the ultimate purpose of our school is ... to encourage and model what it means to have a relationship with God. Does that mean us as staff need to be perfect at this? No, but nobody is, and that's important for kids to see too."
 - "With a strong biblical foundation, our priorities should be teaching students strong work ethic, helping students reach their full potential, helping students how to handle failures or challenging situations, discovering students' potential, establishing relationships, including and accommodating students, treating students with respect, and encouraging each other through prayer, charitable and mission work."
 - **As a staff member, what do I feel are the priorities for this school?**
 - "Some of our future priorities should continue to focus on those facing a variety of learning challenges."
 - "Our priorities are to love our students, to let them know that we are willing to love, guide, and accept them, and that the Lord is willing to do that also."
 - "Biblical Integration and spiritual development need to be a priority. Are we pointing students back to God in how they learn and how they behave? Eternity is what matters most: are we working and pointing our students towards that? Do they see that our discipline and intervention in their behaviors is because we love them and want them to grow spiritually?"
 - "We need a more unified focus on literacy and numeracy. There is a significant discrepancy between diploma and PATS and class marks. What accounts for this gap, and how can we narrow this gap?"
 - "The change between Division Two and Division Three in terms of academics, in particular Numeracy and Literacy, and social expectation, causes stress for many students. A priority we must address is ensuring a smoother transition for the students and their families."
- Staff members provided input to the following question in October 2023: "How can we bring the Education plan goal of "Engage Senior High Students [Grade 11,12] in partnership with Junior High Students [Grade 7,8] to promote activity and responsible citizenship within the school community to fruition."
- Staff members provided input to one of the following two questions in June 2024.
 - "I am satisfied with CCA's current Admissions Procedure and CCA;'S Discipline Procedure because..."
 - "I recommend the following change/changes in CCA's current "Admissions Procedure" and "Discipline Procedure" because...."

Parental Involvement

Parents participate as classroom volunteers, display board artists, Chapel presenters, assist with maintenance duties, and participate as community coaches for our sports teams. Parents serve on ad hoc committees as needed. The Fundraising Committee, for example, plans our Supper and Auction event, organizes food preparation, and recruits volunteers to serve food and clean the facility after the event.

Accountability/Assurance System

- Education Plan and Annual Education Results Review are posted on our website and stakeholders are made aware whenever a new one is uploaded.
- Administration prepares the AERR based on the Authority and School Reports each year. The School Board and teaching staff both review the draft before approval for their input.
- Administration works with the teaching staff to ensure we are making informed decisions on our goals and how to support improvement.

Timelines and Communication

- As a single school jurisdiction, we do not have a School Council. Four of our five current board members have children attending the school. Stakeholders were invited to submit their opinions, thoughts, ideas, and concerns regarding school operations via questionnaire, open discussion at parent meetings, and dialogue with school administration during the year.

Whistleblower Protection

- To this point (November 28, 2025) school administration has not received any complaints. When received, all complaints will be dealt with as per the Whistleblower Policy adopted by the CCA Board in July 2018. For more information on this legislation, see <https://yourvoiceprotected.ca/>

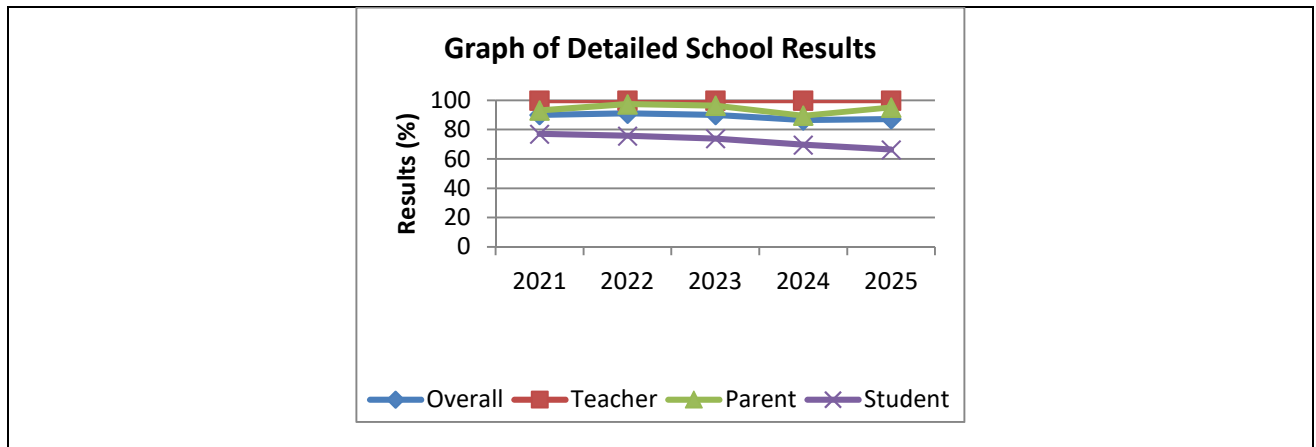
APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Student Learning Engagement – Measure Details

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

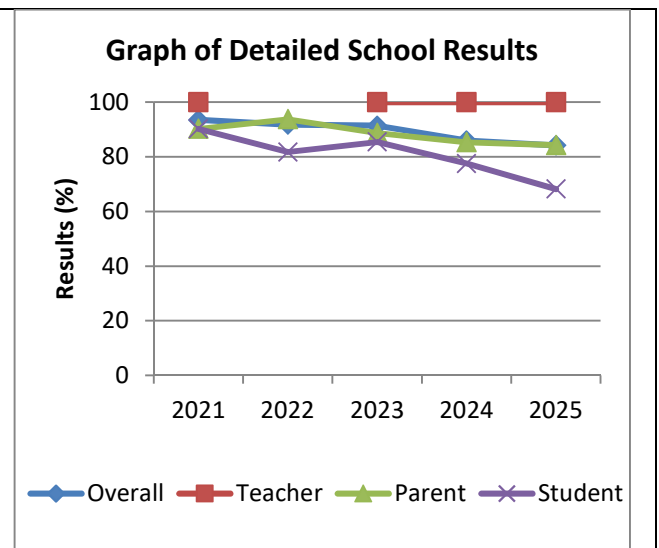
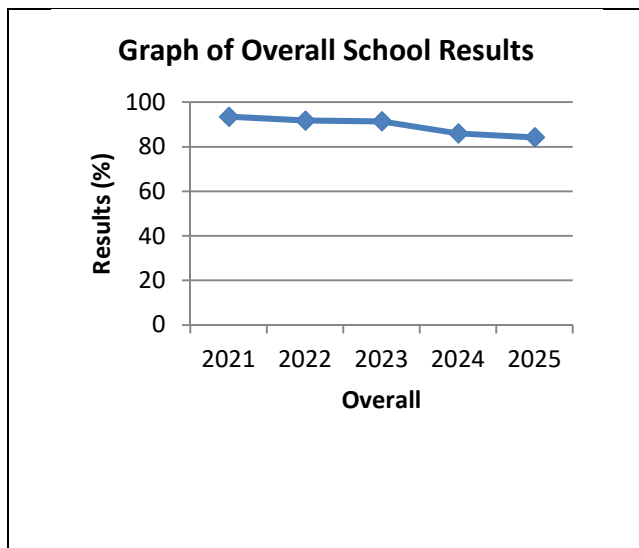
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	90.1	91.1	90.1	86.5	87.2	High	Maintained	Good	85.6	85.1	84.4	83.7	83.9
Parent	93.1	97.4	96.4	89.7	95.2	Very High	Maintained	Excellent	89.0	88.7	87.3	86.7	87.6
Student	77.1	75.8	73.9	69.7	66.4	Low	Maintained	Issue	71.8	71.3	70.9	69.3	69.3
Teacher	100.0	100.0	100.0	100.0	100.0	n/a	Maintained	n/a	96.0	95.5	95.1	95.1	95.0



Citizenship – Measure Details

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

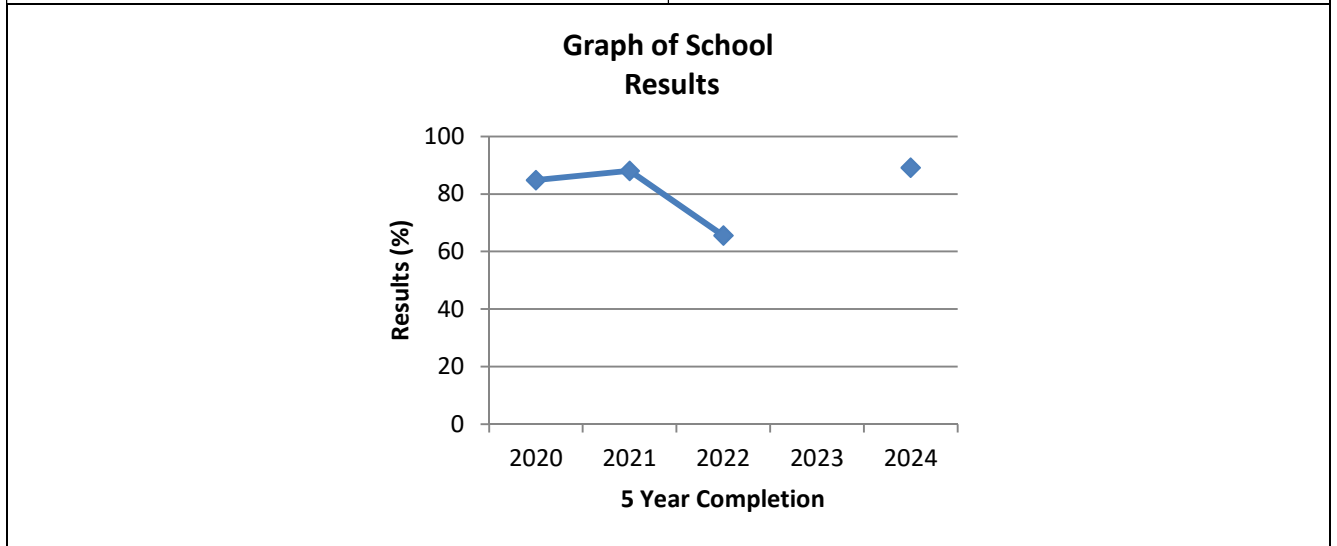
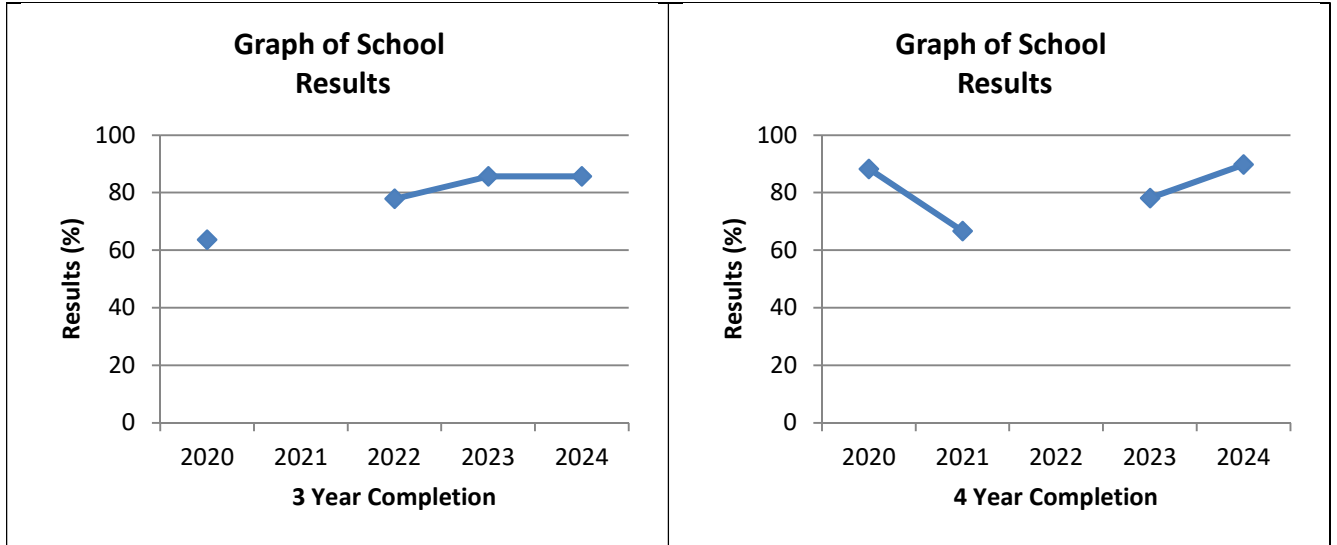
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	93.5	91.8	91.4	86.0	84.2	Very High	Declined	Good	83.2	81.4	80.3	79.4	79.8
Parent	90.3	93.8	88.8	85.4	84.3	Very High	Maintained	Excellent	81.4	80.4	79.4	78.7	78.6
Student	90.3	81.8	85.5	77.6	68.3	High	Declined	Acceptable	74.1	72.1	71.3	69.6	70.3
Teacher	100.0	100.0	100.0	95.0	100.0	Very High	Maintained	Excellent	94.1	91.7	90.3	89.8	90.5



High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Measure Evaluation			Province				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
3 Year Completion	63.7	*	77.9	85.7	85.7	High	Maintained	Good	83.4	83.2	80.7	80.4	81.4
4 Year Completion	88.3	66.7	*	78.2	89.8	High	Maintained	Good	85.0	87.1	86.5	85.1	84.7
5 Year Completion	84.9	88.1	65.6	*	89.2	High	Maintained	Good	86.2	87.1	88.6	88.1	87.1

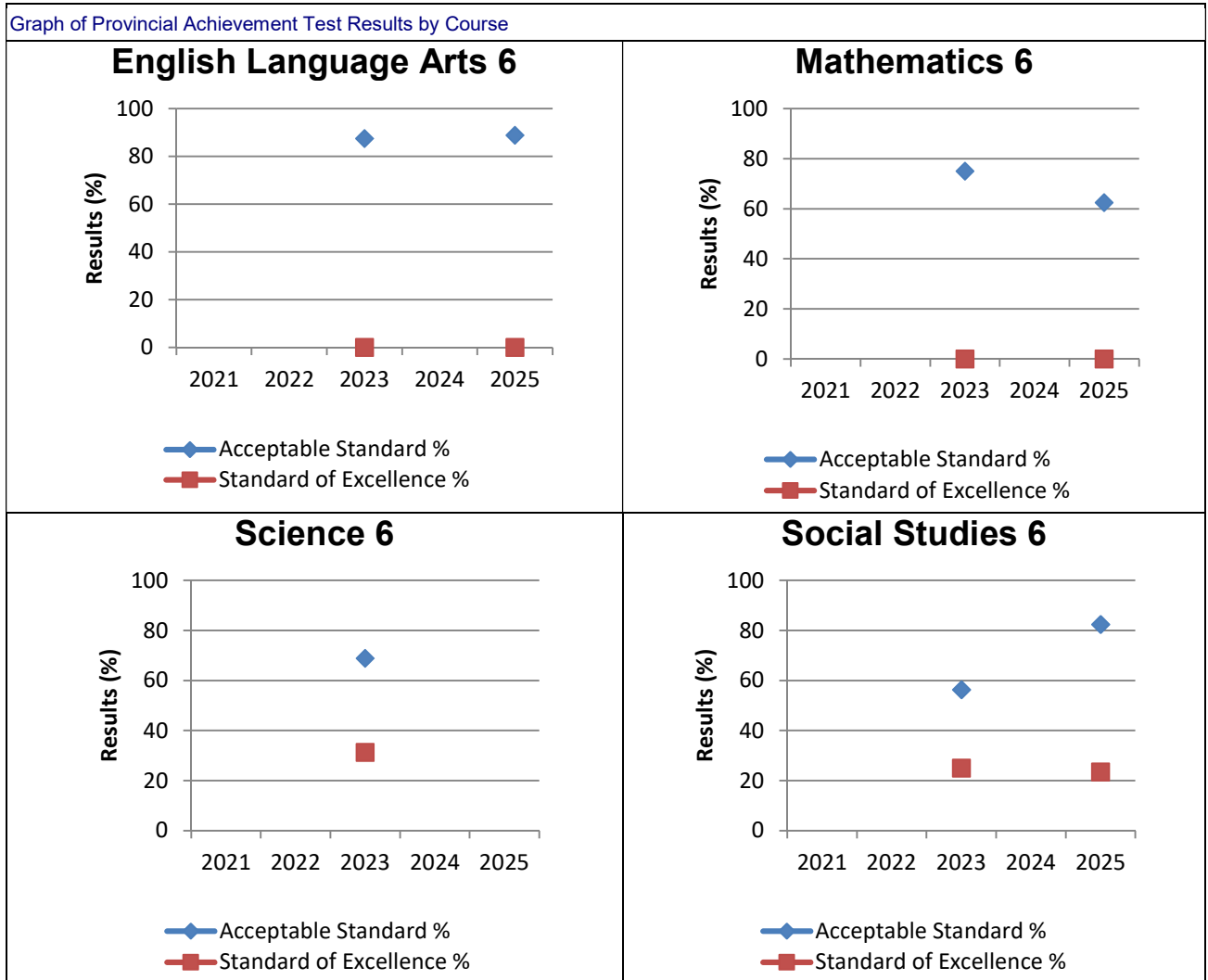
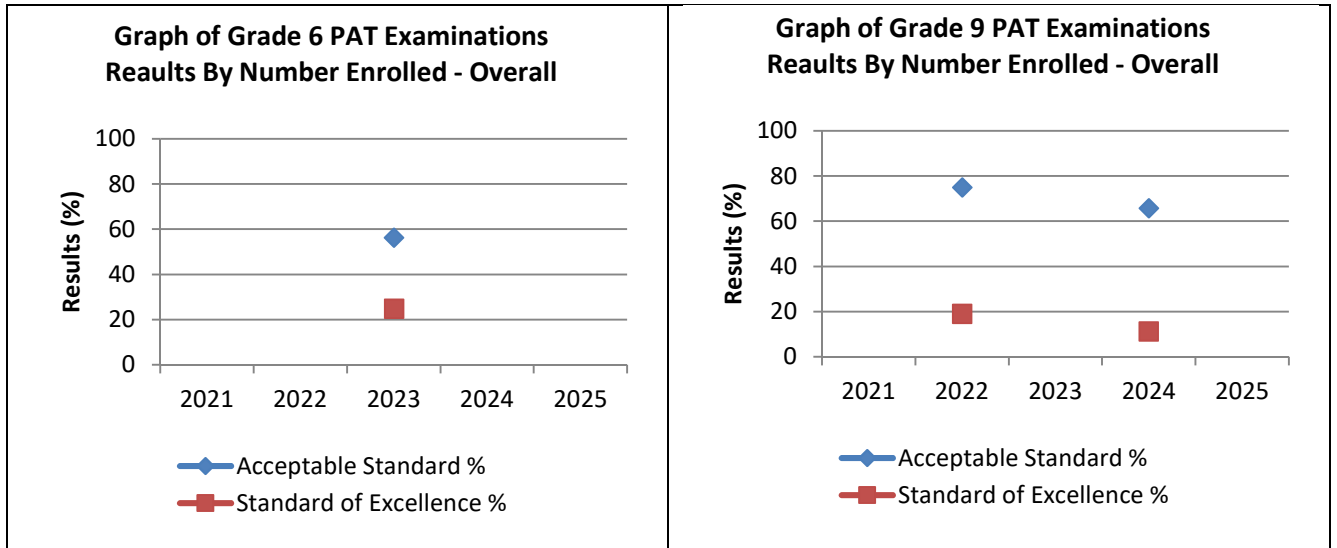


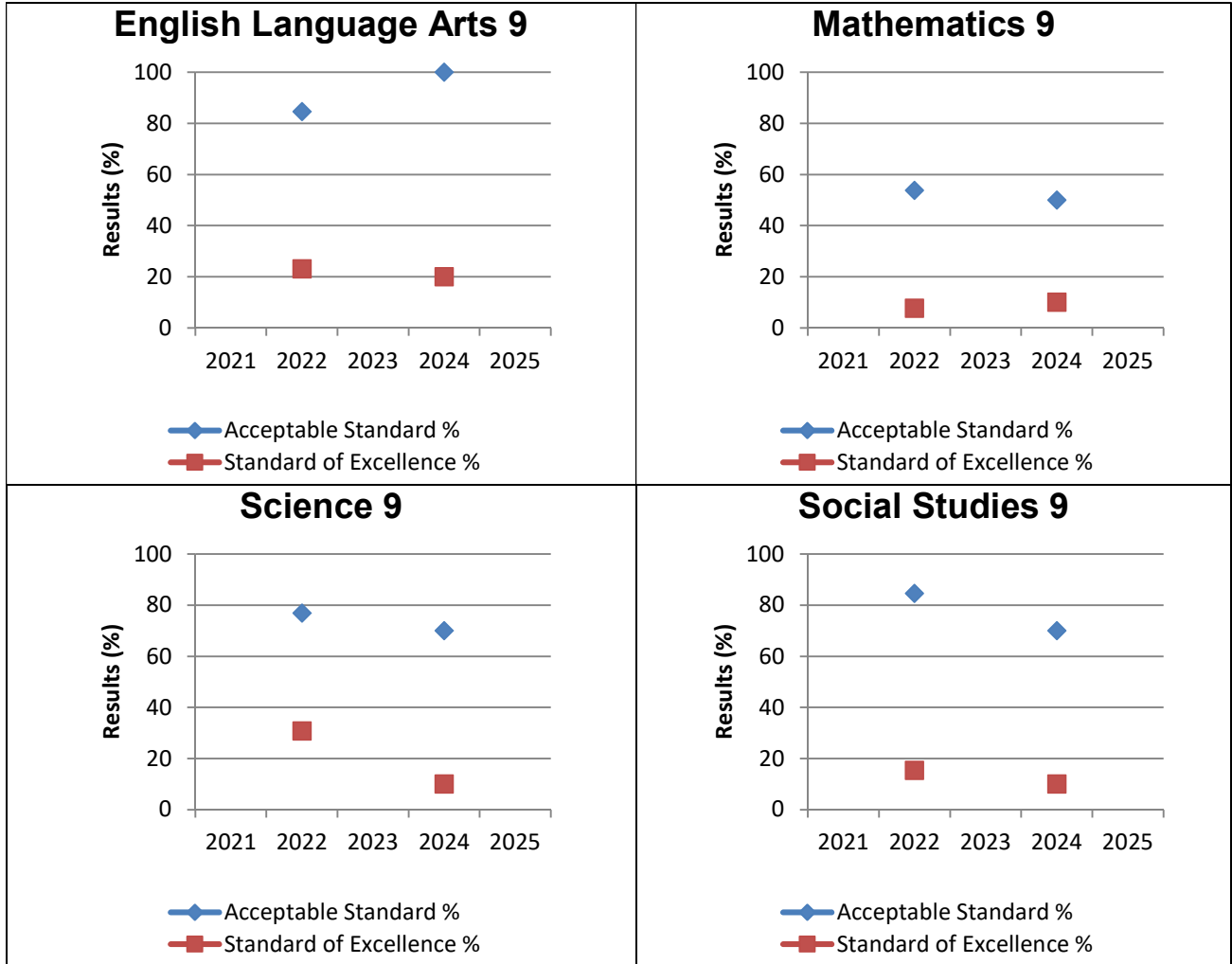
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Writing.											
		Results (in percentages)									
		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	*	*	87.5	0.0	n/a	n/a	88.9	0.0
	Province	n/a	n/a	89.8	22.3	90.4	21.9	n/a	n/a	80.3	14.7
Mathematics 6	Authority	n/a	n/a	*	*	75.0	0.0	n/a	n/a	62.5	0.0
	Province	n/a	n/a	75.0	14.8	77.4	18.8	n/a	n/a	61.4	17.5
Science 6	Authority	n/a	n/a	n/a	n/a	68.8	31.3	*	*	n/a	n/a
	Province	n/a	n/a	83.4	27.7	79.3	25.9	81.2	29.3	n/a	n/a
Social Studies 6	Authority	n/a	n/a	n/a	n/a	56.3	25.0	*	*	82.4	23.5
	Province	n/a	n/a	79.3	23.6	78.3	21.3	79.2	22.8	76.1	22.0
English Language Arts 9	Authority	n/a	n/a	84.6	23.1	*	*	100.0	20.0	*	*
	Province	n/a	n/a	85.4	15.8	85.1	15.9	83.8	14.2	82.4	13.1
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*
	Province	n/a	n/a	67.0	6.6	71.2	8.0	69.0	7.8	63.1	6.9
Mathematics 9	Authority	n/a	n/a	53.8	7.7	*	*	50.0	10.0	*	*
	Province	n/a	n/a	63.7	20.1	64.7	16.0	62.0	16.5	60.6	16.4
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*
	Province	n/a	n/a	67.8	13.6	64.7	13.9	64.8	12.3	60.9	13.5
Science 9	Authority	n/a	n/a	76.9	30.8	*	*	70.0	10.0	*	*
	Province	n/a	n/a	82.1	27.3	78.8	23.9	79.2	24.4	80.4	24.8
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*
	Province	n/a	n/a	72.6	13.8	67.6	13.9	65.7	11.1	63.7	10.0
Social Studies 9	Authority	n/a	n/a	84.6	15.4	*	*	70.0	10.0	*	*
	Province	n/a	n/a	72.8	20.6	69.3	18.9	70.9	18.5	71.0	20.1
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*
	Province	n/a	n/a	65.9	17.5	61.9	13.2	63.0	14.1	63.6	13.4

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 Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 2024/25 is the first year of a new test that reflects the 2023 curriculum.





Provincial Achievement Test Results Course By Course Summary By Enrolled With Measures Evaluation

		The Cornerstone Christian Academy							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	High	Improved	Good	17	82.4	16	56.3	50,053	64.1	59,230	67.4
	Standard of Excellence	High	Maintained	Good	17	23.5	16	25.0	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	*	*	*	1	*	10	100.0	59,391	69.8	57,676	70.4
	Standard of Excellence	*	*	*	1	*	10	20.0	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,469	5.2	1,360	5.6
Mathematics 9	Acceptable Standard	*	*	*	10	50.0	10	50.0	58,911	51.7	57,012	53.5
	Standard of Excellence	*	*	*	10	10.0	10	10.0	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,940	49.7	1,891	52.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,940	11.0	1,891	11.3
Science 9	Acceptable Standard	*	*	*	1	*	10	70.0	59,453	68.6	57,692	66.9
	Standard of Excellence	*	*	*	1	*	10	10.0	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	*	*	*	3	*	10	70.0	59,472	60.5	57,717	59.4
	Standard of Excellence	*	*	*	3	*	10	10.0	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/s	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

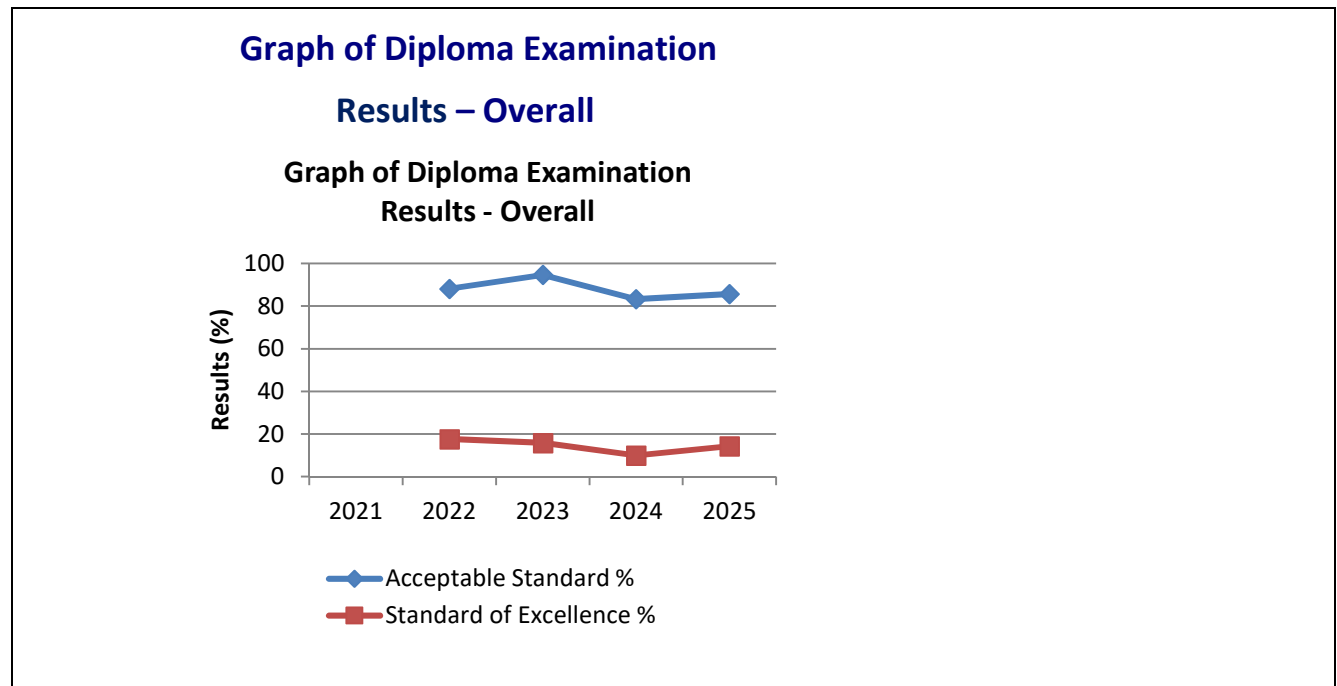
Notes:

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.

Diploma Examination Results – Measure Details

		Results (in percentages)									
		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	100.0	0.0	87.5	0.0
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	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	*	*	n/a	n/a	*	*	*	*
	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	*	*	*	*	*	*	*	*
	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	*	*	*	*	85.7	0.0	85.7	0.0
	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	*	*	*	*	*	*	*	*
	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	n/a	n/a	85.7	14.3	n/a	n/a	75.0	12.5
	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	*	*	n/a	n/a	*	*	n/a	n/a
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6
Science 30	Authority	n/a	n/a	*	*	n/a	n/a	*	*	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:
 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 Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 3. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Diploma Examination Results Course By Course Summary with Measure Evaluation

Course	Measure	The Cornerstone Christian Academy						Alberta				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	7	100.0	35,845	85.3	32,247	83.9
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	7	0.0	35,845	10.9	32,247	10.3
English Lang Arts 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	21,398	85.6	18,166	85.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	21,938	11.3	18,166	12.8
Mathematics 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	22,680	77.8	20,399	73.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	22,680	37.1	20,399	32.0
Mathematics 30-2	Acceptable Standard	*	*	*	4	*	n/a	n/a	17,430	73.6	15,047	71.0
	Standard of Excellence	*	*	*	4	*	n/a	n/a	17,430	17.3	15,047	15.3
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	7	85.7	7	85.7	26,238	84.6	24,595	84.4
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0	7	0.0	26,238	16.8	24,595	17.3
Social Studies 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	27,021	77.5	22,515	77.8
	Standard of Excellence	*	*	*	3	*	n/a	n/a	27,021	12.3	22,515	12.5
Biology 30	Acceptable Standard	Low	Maintained	Issue	8	75.0	7	85.7	25,916	82.7	23,842	82.9
	Standard of Excellence	Low	Maintained	Issue	8	12.5	7	14.3	25,916	34.8	23,842	33.2
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,438	83.8	19,160	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,438	40.6	19,160	37.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,366	85.6	9,598	83.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,366	43.6	9,598	41.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	79.6	8,223	80.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	26.2	8,223	23.9

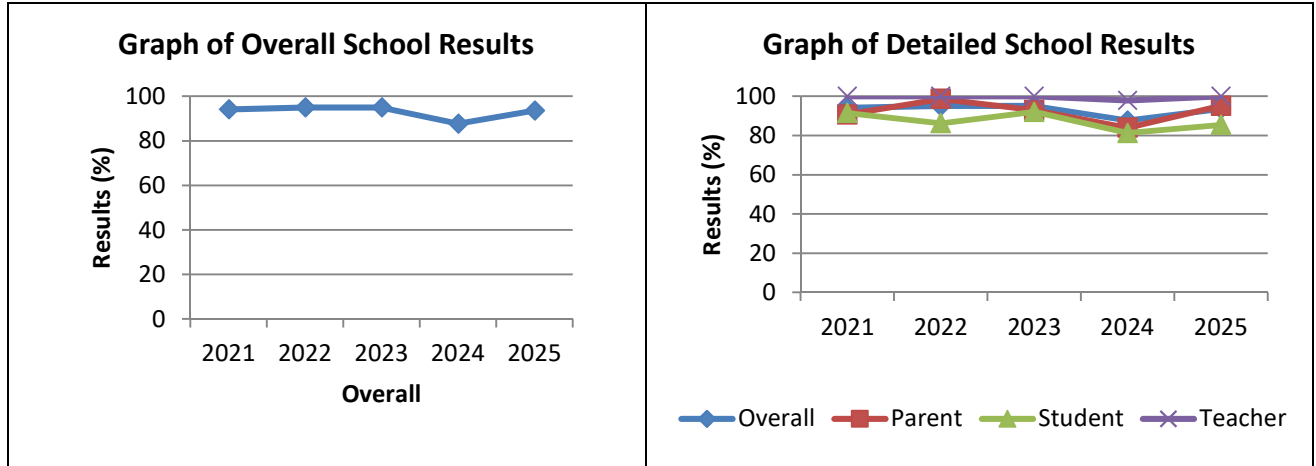
Notes:

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.

Education Quality – Measure Details

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

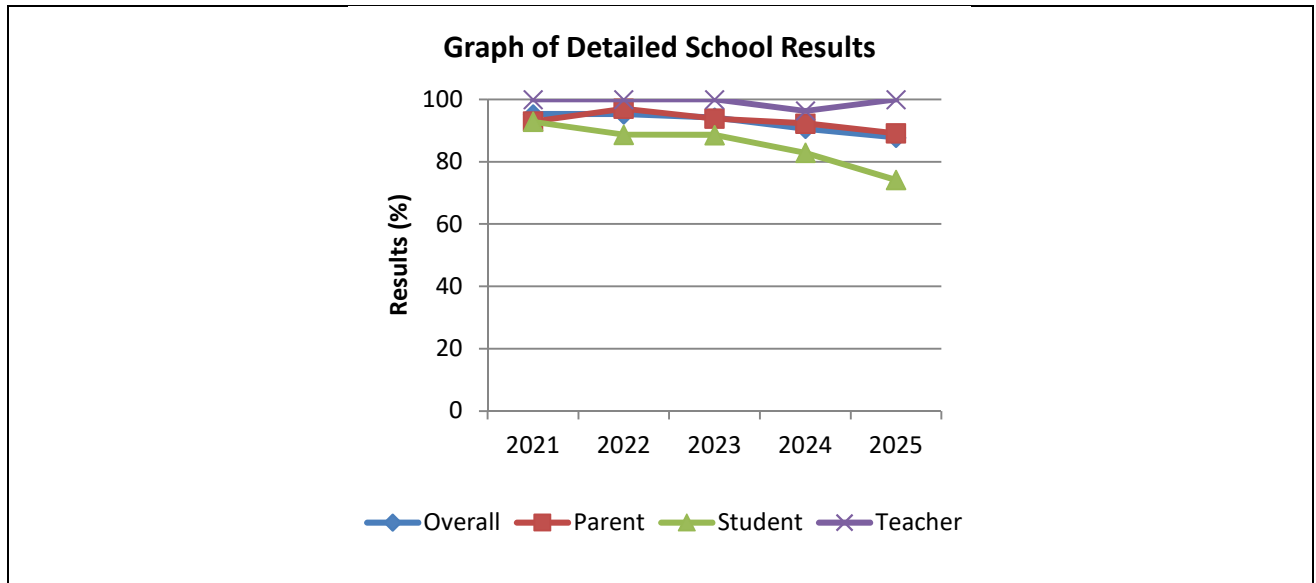
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	94.1	95.0	95.0	87.7	93.6	Very High	Maintained	Excellent	89.6	89.0	88.1	87.6	87.7
Parent	90.8	98.7	93.0	84.0	95.2	Very High	Maintained	Excellent	86.7	86.1	84.4	83.8	84.3
Student	91.5	86.3	92.1	81.3	85.5	Intermediate	Maintained	Acceptable	86.3	85.9	85.7	84.9	84.8
Teacher	100.0	100.0	100.0	97.9	100.0	Very High	Maintained	Excellent	95.7	95.0	94.4	93.9	93.9



Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) – Measure Details

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

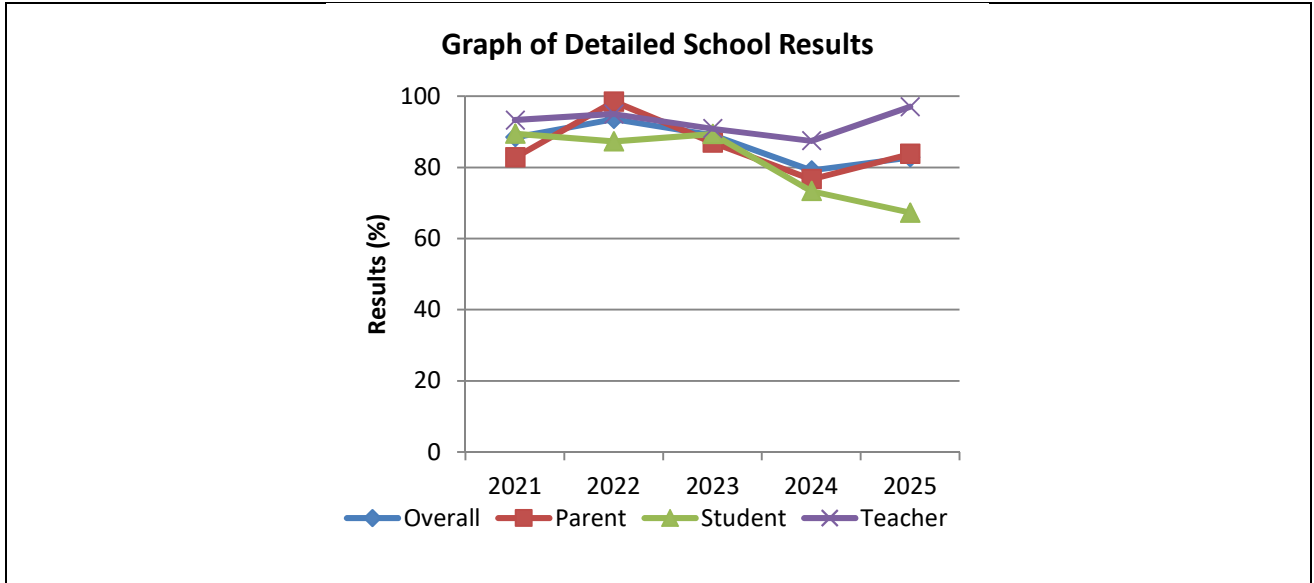
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	95.3	95.3	94.2	90.6	87.8	High	Declined	Acceptable	87.8	86.1	84.7	84.0	84.4
Parent	93.0	97.1	93.9	92.3	89.2	High	Maintained	Good	88.2	86.9	85.6	85.3	85.2
Student	92.9	88.7	88.6	82.9	74.2	Intermediate	Declined	Issue	79.8	77.7	76.6	75.2	75.7
Teacher	100.0	100.0	100.0	96.4	100.0	n/a	Maintained	n/a	95.3	93.6	92.0	91.6	92.3



Access to Supports and Services – Measure Details

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

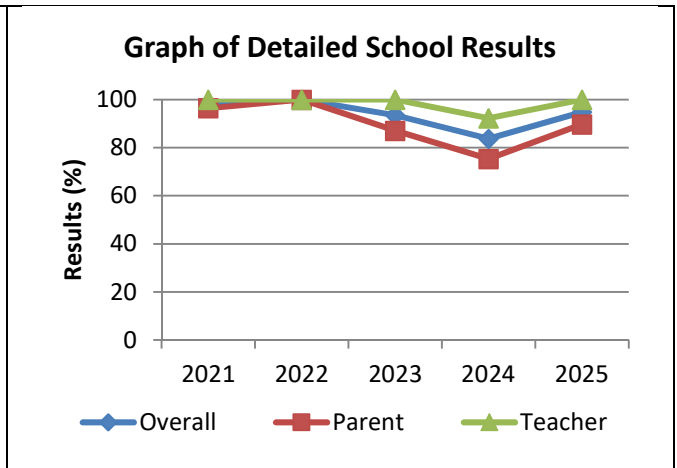
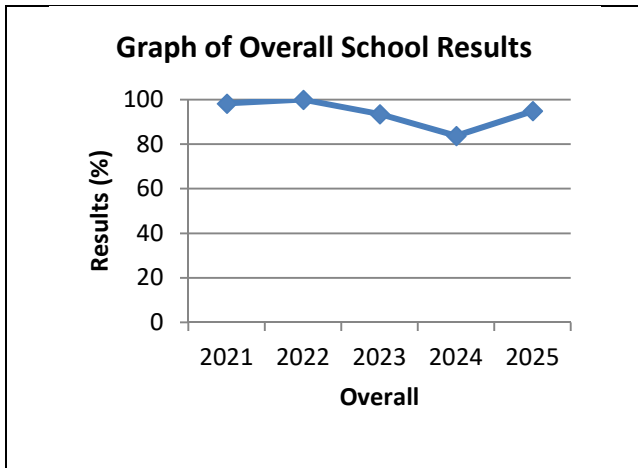
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	88.5	93.6	89.1	79.2	82.8	Intermediate	Maintained	Acceptable	82.6	81.6	80.6	79.9	80.1
Parent	82.8	98.5	87.0	76.7	83.8	High	Maintained	Good	78.9	77.4	75.7	75.4	75.5
Student	89.5	87.3	89.4	73.4	67.3	Very Low	Declined Significantly	Concern	80.2	80.1	79.9	78.7	78.7
Teacher	93.3	95.0	90.9	87.5	97.1	Very High	Maintained	Excellent	88.7	87.3	86.2	85.6	86.0



Parental Involvement – Measure Details

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

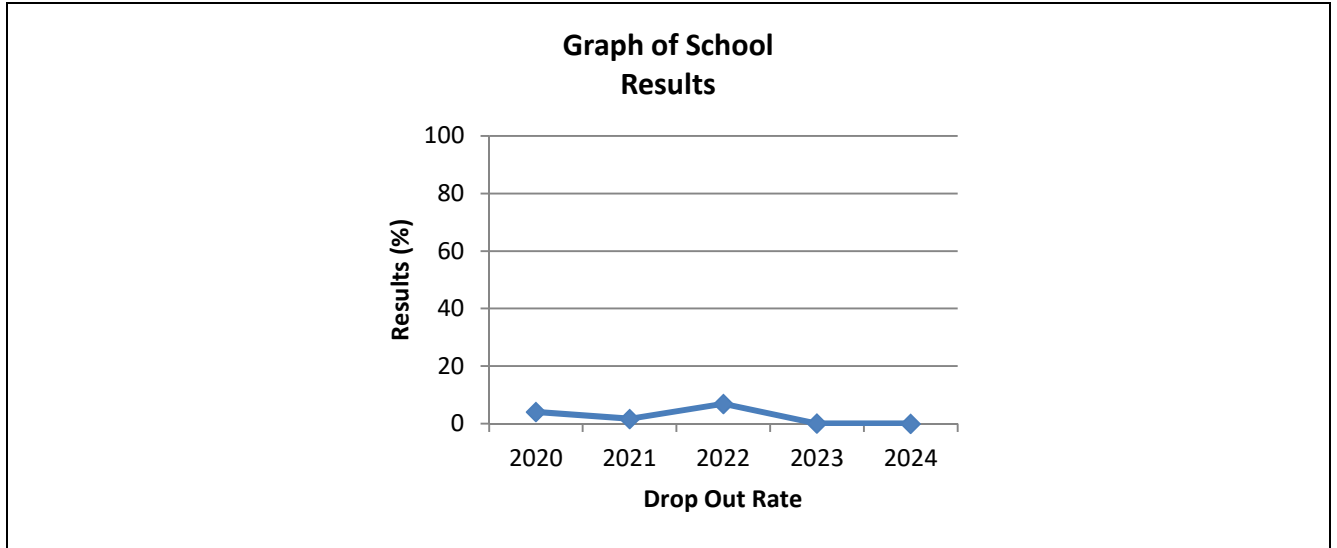
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	98.3	100.0	93.6	83.8	94.9	Very High	Maintained	Excellent	79.5	78.8	79.1	79.5	80.0
Parent	96.5	100.0	87.1	75.4	89.8	Very High	Maintained	Excellent	72.2	72.3	72.5	74.4	75.6
Teacher	100.0	100.0	100.0	92.3	100.0	Very High	Maintained	Excellent	86.8	85.2	85.7	84.6	84.3



Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

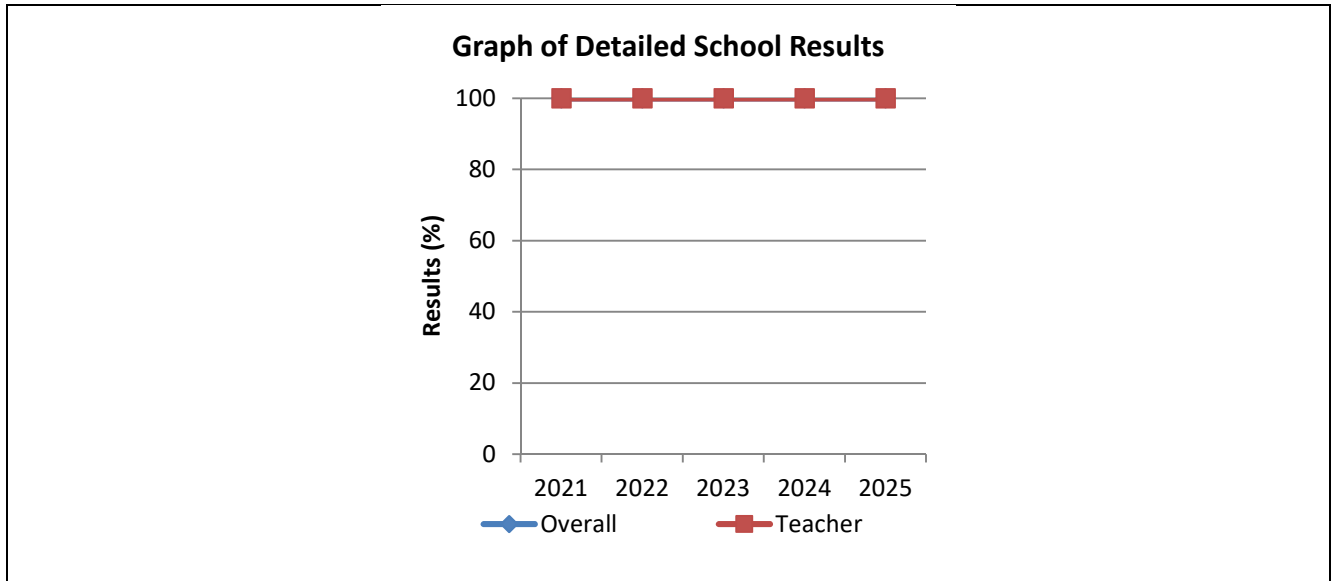
	School					Measure Evaluation			Province				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
Drop Out Rate	4.1	1.7	6.9	0.1	0.0	Very High	Maintained	Excellent	2.6	2.3	2.5	2.5	2.4
Returning Rate	*	*	*	*	*	n/a	n/a	n/a	18.1	17.3	17.2	16.6	19.2



In-Service Jurisdiction Needs – Measure Details

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

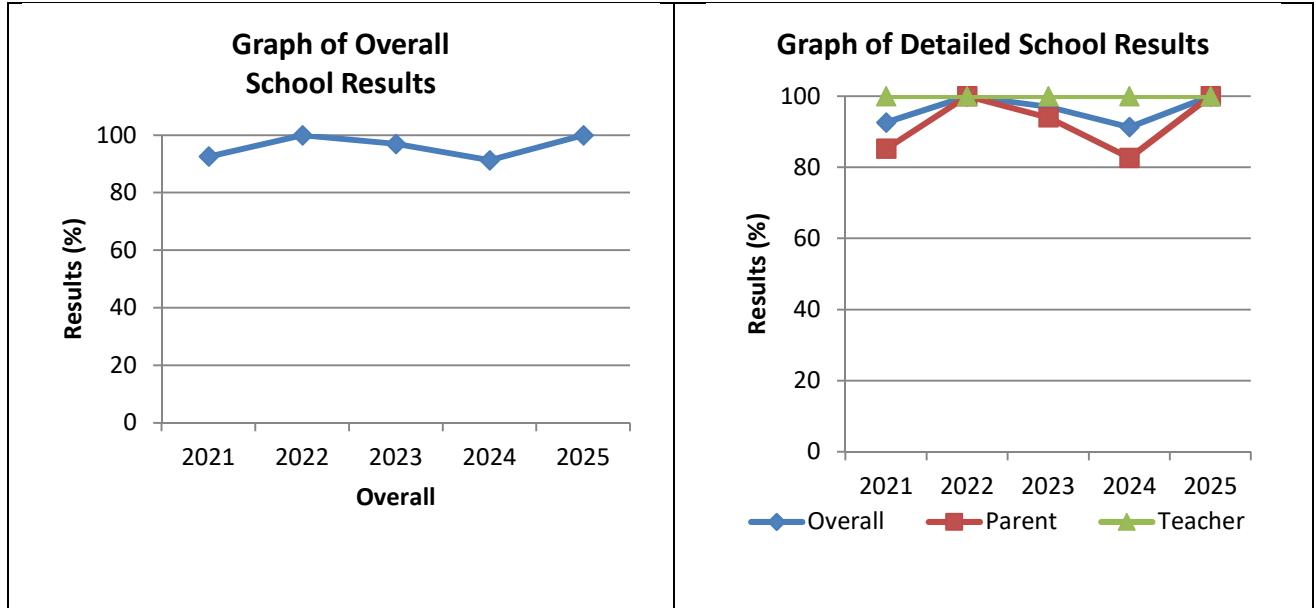
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	100.0	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent	84.9	83.7	82.2	81.1	81.7
Teacher	100.0	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent	84.9	83.7	82.2	81.1	81.7



Lifelong Learning – Measure Details

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

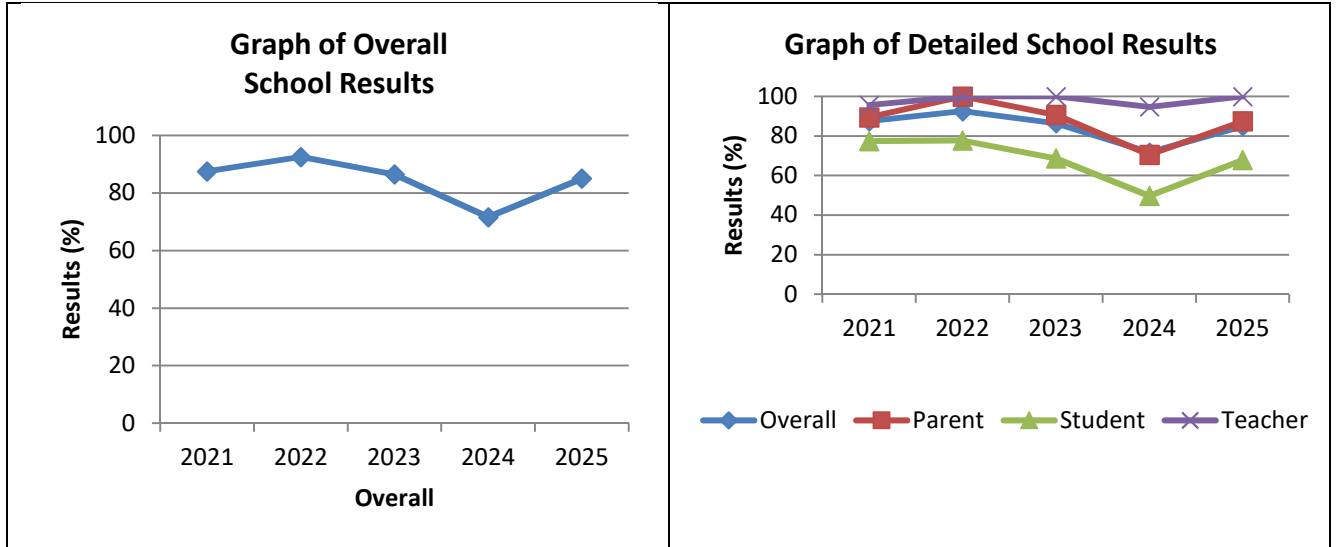
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	92.6	100.0	97.0	91.3	100.0	Very High	Maintained	Excellent	82.1	81.0	80.4	79.9	80.8
Parent	85.2	100.0	94.0	82.6	100.0	Very High	Maintained	Excellent	75.3	74.6	73.4	73.3	74.5
Teacher	100.0	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent	88.9	87.4	87.3	86.6	87.1



Program of Studies – Measure Details

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

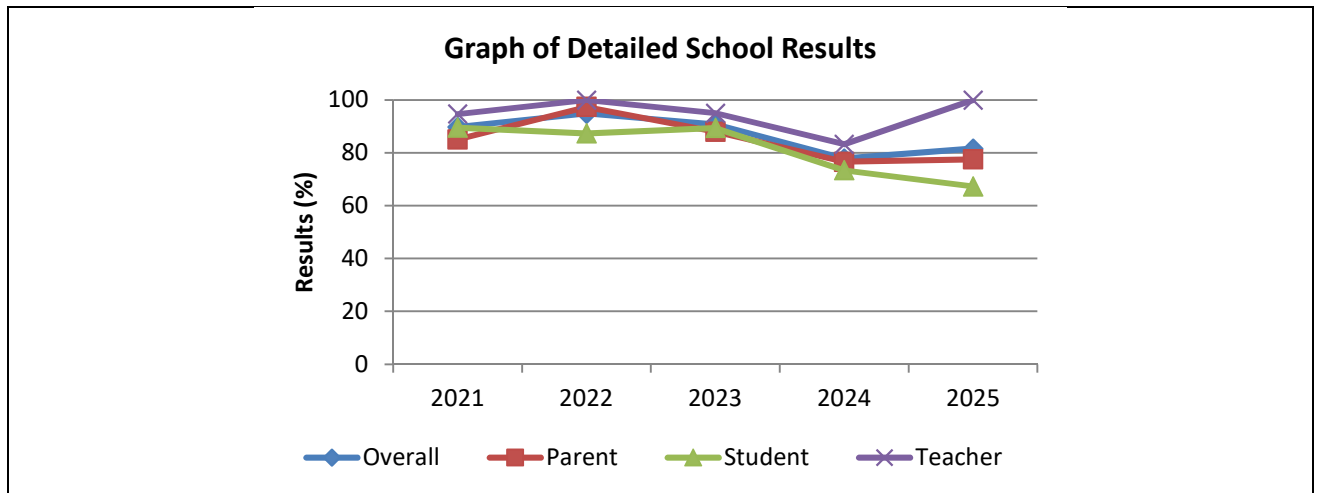
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	87.6	92.6	86.5	71.7	85.1	Very High	Maintained	Excellent	81.9	82.9	82.9	82.8	83.0
Parent	89.5	100.0	90.7	70.6	87.5	Very High	Maintained	Excellent	81.7	82.4	82.2	82.3	82.4
Student	77.5	77.8	68.7	49.8	67.9	Intermediate	Maintained	Acceptable	74.9	76.9	77.4	76.7	77.0
Teacher	95.7	100.0	100.0	94.8	100.0	Very High	Maintained	Excellent	89.2	89.3	89.3	89.2	89.5



Program of Studies – At Risk Students – Measure Details

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

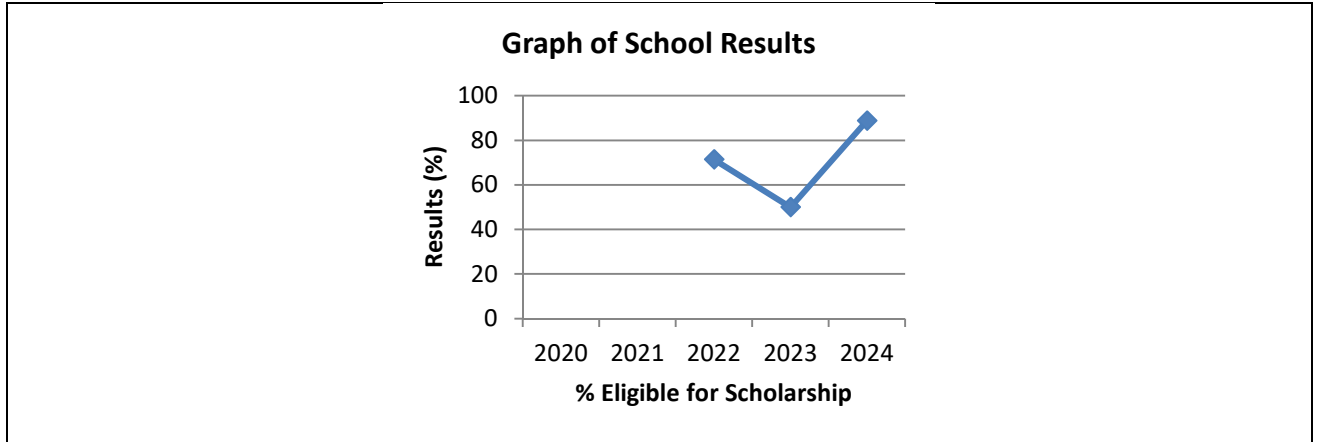
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	89.8	94.9	90.8	77.8	81.6	Low	Declined	Issue	82.7	81.9	81.2	80.6	80.5
Parent	85.1	97.4	88.0	76.6	77.5	Intermediate	Maintained	Acceptable	76.7	75.3	73.7	73.5	73.5
Student	89.5	87.3	89.4	73.4	67.3	Very Low	Declined Significantly	Concern	80.2	80.1	79.9	78.7	78.7
Teacher	94.7	100.0	95.0	83.3	100.0	Very High	Maintained	Excellent	91.2	90.3	89.9	89.5	89.4



Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.													
	School					Measure Evaluation			Province				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
Rutherford Scholarship Eligibility Rate	*	*	71.4	50.0	88.9	Very High	Improved	Excellent	68.0	70.2	71.9	70.7	69.4

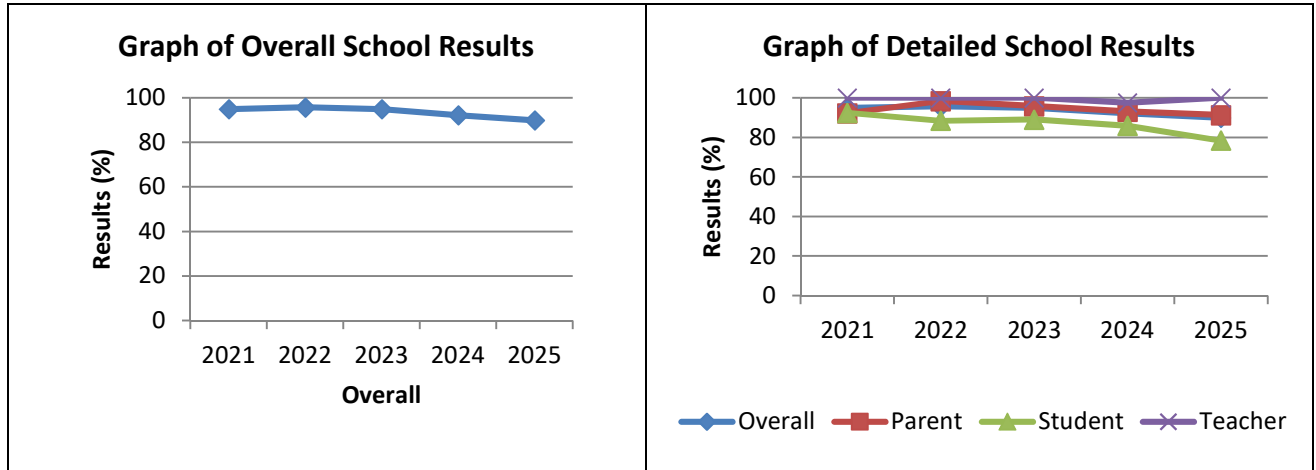
Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2020	3	*	*	*	*	*	*	*	*
2021	5	*	*	*	*	*	*	*	*
2022	7	5	71.4	5	71.4	4	57.1	5	71.4
2023	8	4	50.0	4	50.0	4	50.0	4	50.0
2024	9	7	77.8	7	77.8	7	77.8	8	88.9



Safe and Caring – Measure Details

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

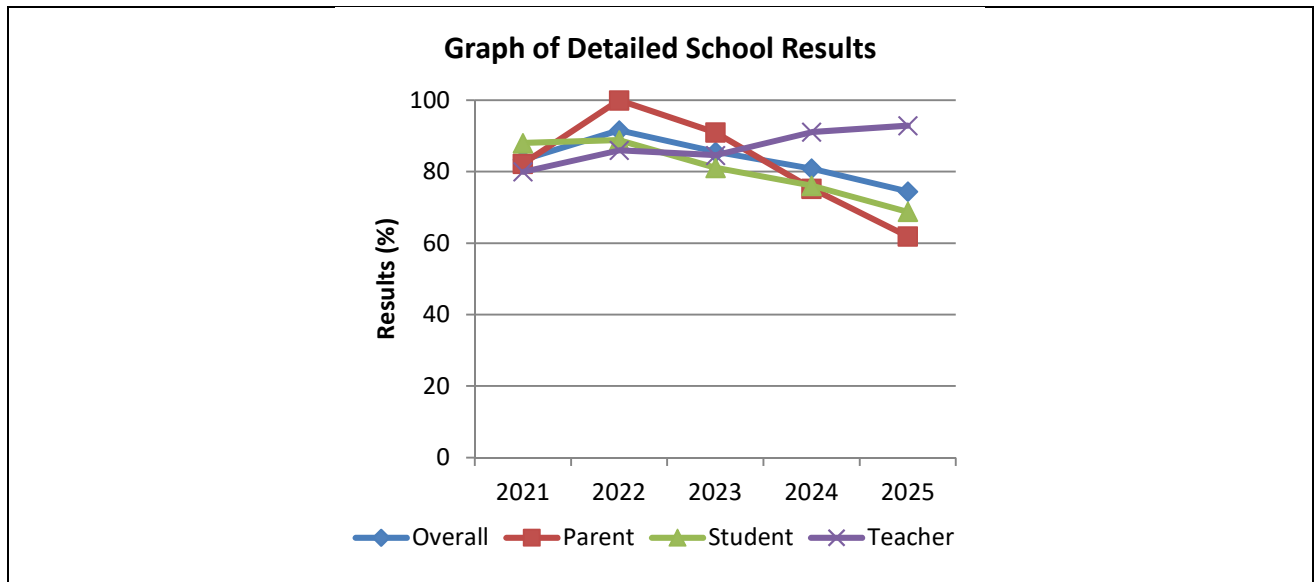
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	94.9	95.7	94.9	92.2	89.9	Very High	Declined	Good	90.0	88.8	87.5	87.1	87.3
Parent	92.3	98.4	95.8	93.1	91.3	Very High	Maintained	Excellent	90.5	89.5	88.1	88.0	87.9
Student	92.4	88.5	89.0	85.9	78.4	High	Declined	Acceptable	84.0	82.5	81.5	80.4	80.6
Teacher	100.0	100.0	100.0	97.5	100.0	Very High	Maintained	Excellent	95.4	94.3	93.0	92.9	93.4



Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

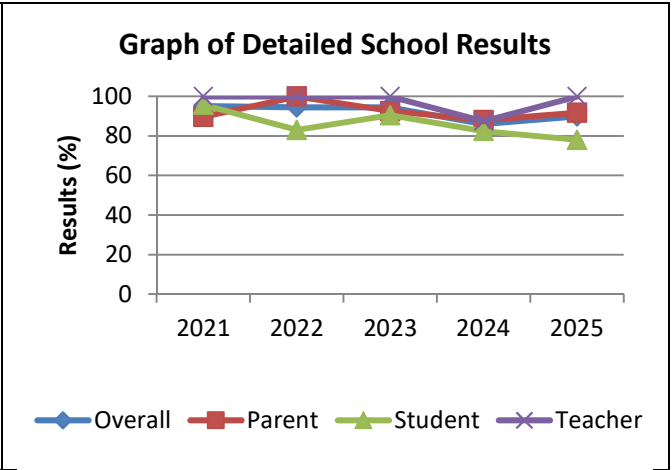
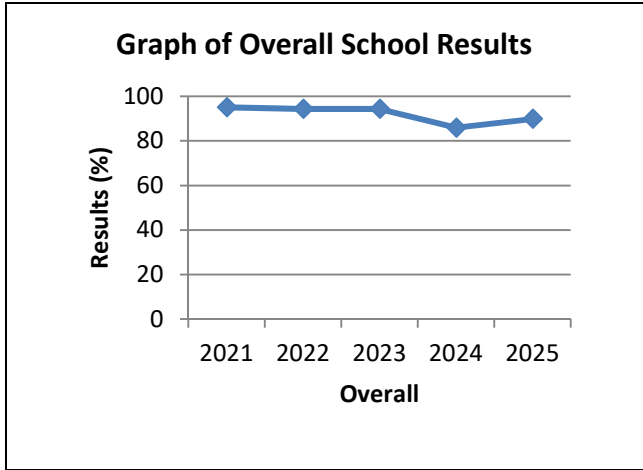
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	83.4	91.6	85.6	80.9	74.5	Intermediate	Declined	Issue	71.8	72.6	72.9	71.9	72.1
Parent	82.3	100.0	91.0	75.3	61.9	Intermediate	Declined	Issue	65.7	67.4	68.4	67.8	68.4
Student	88.0	88.8	81.1	76.1	68.8	Very Low	Declined	Concern	71.9	73.5	74.3	73.0	73.8
Teacher	80.0	86.0	84.6	91.1	92.9	Very High	Maintained	Excellent	77.8	77.0	76.0	74.8	74.1



School Improvement – Measure Details

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

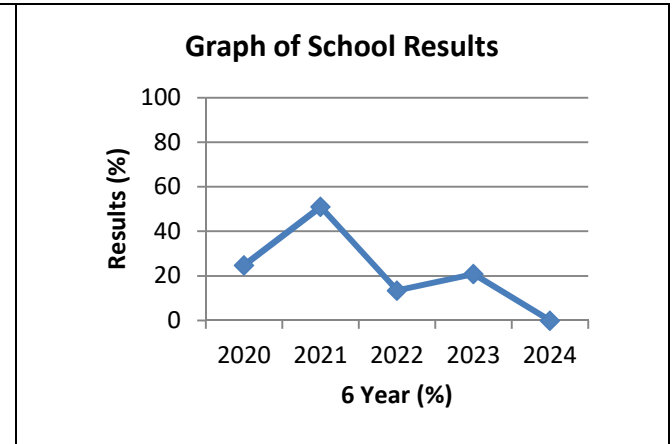
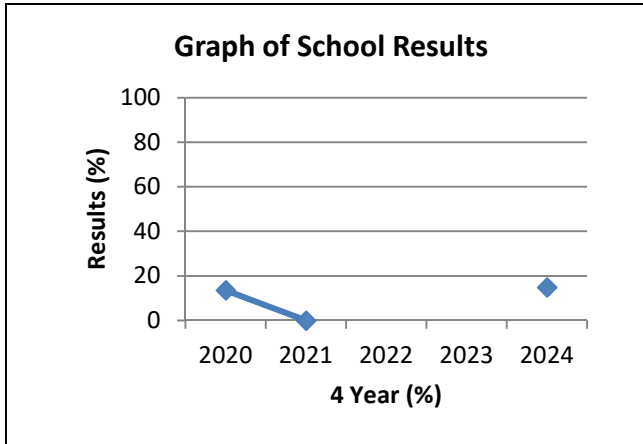
	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	95.1	94.4	94.4	86.0	89.9	Very High	Maintained	Excellent	81.4	74.2	75.2	75.8	76.6
Parent	89.7	100.0	92.6	88.0	91.7	Very High	Maintained	Excellent	81.7	70.0	72.5	75.2	76.4
Student	95.8	83.1	90.5	82.5	78.1	Intermediate	Declined	Issue	79.1	76.3	75.0	74.0	74.4
Teacher	100.0	100.0	100.0	87.5	100.0	Very High	Maintained	Excellent	83.4	76.3	78.0	78.2	79.1



High School to Post-Secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Measure Evaluation			Province				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
4 Year Rate	13.6	0.0	*	*	15.0	Very Low	Improved	Issue	40.5	41.2	40.2	41.1	42.5
6 Year Rate	24.9	51.1	13.5	20.9	*		*		60.0	60.3	59.7	60.1	59.9



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.

	School					Measure Evaluation			Province				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
Overall	94.8	100.0	98.1	92.0	100.0	Very High	Maintained	Excellent	85.7	84.9	83.1	82.8	83.7
Parent	89.7	100.0	96.3	84.0	100.0	Very High	Maintained	Excellent	77.8	77.3	75.0	74.8	76.0
Teacher	100.0	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent	93.7	92.5	91.3	90.7	91.4

