

# Annual Education Results Report for School Authorities



*Mission: Transformative education within a Christian Community.*

*Vision: Striving for excellence through Christ.*

## **Accountability Statement**

The Annual Education Results Report for Central Alberta Christian High School Society 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 of Directors 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 operator and/or governing body on 24 November 2025.

The completion of the report will be announced in our monthly Knights News publication, and parents and society members will be invited to pick up the report in the school office or access the report at our website [www.cachs.ca](http://www.cachs.ca).

We encourage our society members to attend our general meeting to obtain a more complete report on the state of their school.



Mr. Matthew Kraay (Board Chair)

### **Assurance Framework**

The Assurance Framework is about building trust and confidence that our education system is meeting the needs of students and enabling their success. There are five assurance “domains” that we must demonstrate that we are meeting our responsibilities in. These areas include:

1. *Student Growth and Achievement:* The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
2. *Teaching and Leading:* Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
3. *Learning Supports:* Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
4. *Governance:* Processes that determine strategic direction, establish policy and manage fiscal resources.
5. *Local and Societal Context:* Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

### **Stakeholder Engagement**

During the 2024-25 school year, our stakeholders engaged our Education Plan (EP) during their regularly scheduled meetings (*i.e.*, Board of Directors, Education Committee, Maintenance Committee, Development Committee, Finance Committee, students, and teaching and support staff). Further engagement with our EP was done with our 32 Grade 12 students as they completed their Graduation Application 2025. The 2025 CACHS Annual Education Results Report (AERR) includes quotes to give voice to our educational stakeholders.

CACHS is a parent-driven school with a very high level of engagement and participation by past, current and future parents on the Board of Directors, standing committees (*i.e.*, Development, Education, Finance, and Maintenance committees), and ad-hoc committees (*i.e.*, Building Committee). To continue as a school, we must nurture our culture of heavy parent involvement by clearly indicating opportunities for parents and guardians. In the 2021-22 school year our Board created an ad-hoc Strategic Planning Committee (SPC) to gather stakeholder data that would help inform planning at CACHS for the next 3-5 years. The SPC membership included representatives from our three supporting communities – Lacombe, Ponoka, and Rimbey – and included current Board members, alumni, and past, present and future parents. The SPC created an online survey using Likert Scale questions that focussed on Faith Formation, Engagement and Improvement, Teaching and Learning, and Finance and Transportation. These survey categories aligned with our EP, but dug deeper into how CACHS stakeholders (*i.e.*, past, present and future students; past, present and future parents; CACHS staff and feeder school administrators) envisioned CACHS moving forward in the next 3-5 years. Once survey results were collected and analyzed, the SPC invited the 72 survey respondents to gather for an evening of focus group conversations regarding the survey results. Four focus groups of 6-8 respondents came together and discussed the survey data in further detail. From there the Board and SPC organized survey and focus group data into the CACHS Strategic Plan 2025 (SP25) with three focusses (*i.e.*, educational programming, community relations, and growth and infrastructure) with supporting targets, actions, champions, and completion dates. With the 2024-25 school year being impacted by SP25, this report will regularly reference goals, alignments, and achievements of both our 2024-25 EP and SP25.

For the purposes of this AERR, local measures will use graphs and quotes taken from our Graduation Application 2025, SPC survey, as well as Board, committee and staff meeting reflections. SPC survey and Graduation Application results are presented in graphs showing Likert scale responses as follows: 1 - strongly disagree, 2 - disagree, 3 - neither agree nor disagree, 4 - agree, 5 - strongly agree, and 6 - do not know.

## Foundational Statements

### Vision and Mission Statements

Our Mission Statement was developed by the Education Committee (parent council) in consultation with parents, teachers, students, and board members. A mission/vision statement was originally adopted by the society at its April 1995 general meeting. A significant revision was ratified in November 2015. This revision reflects the spirit and intent of the original mission/vision statement.

Vision statement: Striving for Excellence through Christ

Mission statement: Transformative Education Within a Christian Community

### Principles and Beliefs

The members of the Central Alberta Christian High School Society believe that the events of our world give evidence of order and purpose, which we attribute to our Creator God, the Maker of heaven and earth. His will is revealed to us through our world, through His Word, the Bible, and through the Holy Spirit. It is primarily through scripture that we are provided with the values that direct us in our daily actions.

We strive to have students recognize they:

1. Ought to live in a right relationship with God and all mankind.
2. Live in a world that requires active participation as citizens.
3. Are to live responsibly, seeking justice, and equality for all.
4. Are to be caretakers of our created world, seeking to be stewards of our resources.

Moving forward Central Alberta Christian High School will continue to provide an environment where students will be taught about their world through the eyes of faith. Students will continue to be educated as directed by their parents, in conformity to the requirements of the province, and under the primary directive of obedience to the Word of God. We expect to graduate students who will have the requisite skills to fully function and participate as Christian young people in our multicultural pluralistic society. We instruct our students with the intent that they will become active citizens who seek to make a positive contribution to all of society.

### School Authority Profile

The Central Alberta Christian High School Society was established in 1989 to provide Christian high school education to the children of Christian parents. We continue to serve primarily this constituency; however, we have never refused any parent or student who has requested entry and is prepared to receive an education as outlined in the Society's Objectives and in its Mission Statement.

We are a single school authority with a current society membership in excess of 250. We have 145 students enrolled (Sept. 2025) and 10.1FTE teaching staff for a teacher/student ratio of 1:14.5. Most students live within a 50 km radius. As part of our staff, we also employ a part-time career counsellor and student support teacher.

We offer a considerable range of courses considering our small school population. In addition to courses required for an Alberta High School Diploma, a Certificate of High School Achievement and a Certificate of School Completion, we also offer:

1. Computer Science
2. Cosmetology
3. Dual Credit Courses
4. Financial Management - Accounting
5. Fine Arts - Art, Drama, Music
6. Food Studies
7. Industrial Arts - Carpentry, Mechanics, Welding Fabrication
8. Off Campus Programming – Registered Apprenticeship Program, Work Experience, Green Certificate
9. Photography
10. Physical Education - First Aid and Sport Performance
11. Psychology
12. Religious Studies - Religious Meanings, Religious Ethics, World Religions
13. Special Needs and Resource Programming

Our school authority is supported by a number of professional organizations and associations:

- Association of Independent Schools and Colleges of Alberta (ASICA) which raises awareness regarding independent schools, provides policy advice, professional development, teacher certification, and a bulk energy purchasing program.
- Central Alberta Regional Consortium (CARC) which provides school staff with professional development opportunities.
- Christian Educator Benefit Solutions (CEBS) which serves our staff with pension and health insurance benefits.
- Christian Schools Foundation (CSF) which provides financial services concerning independent school endowment, student scholarships and sustainability funds.
- Christian Schools International (CSI) which provides Bible curriculum support, principal development, Christian publications, school governance support and teacher workshops.
- Prairie Centre for Christian Education (PCCE) which provides curriculum and governance support, as well as teacher professional development, in-servicing and consultative services.

During the 2024-25 school year our school had a total of two English as an Additional Language students who wrote diploma exams. So for privacy the results are suppressed. We did not have any First Nation, Métis or Inuit students who wrote diploma exams.

### **Summary of Accomplishments**

1. The school has been a viable and vibrant institution with a strong academic track record.
2. The school building and campus is modern, well-maintained, attractive and well-managed, with expansions completed prior to original projections. This past school year we completed a significant renovation of an old computer lab into a flexible learning space. This is used as a student study hall, lunch room, classroom, as well as an expanded space for existing art and cosmetology labs.
3. Debt has been minimized without jeopardizing affordability and salary competitiveness.
4. The school continues to grow in special needs and resource programming by establishing the qualified special needs teacher as an essential support for a variety of students and for all teachers.

### **Trends and Issues**

1. The passage of the Choice in Education Act in 2020 was a welcome and much needed legislative acknowledgment of the prior right of parents to choose the type of education that reflects their beliefs and values. The principle of parent choice in education is a foundational component of the philosophy of our school. Our school community is encouraged by the present government's affirmation of the value independent schools bring to the educational landscape and its commitment to equity, choice and parental rights. The community is resolved to continue to operate the school in a manner consistent with its foundational principles, and to demonstrate a commitment to maintaining a safe and caring teaching and learning environment.
2. After experiencing a small reduction in students 2021-22 (94 to 88 students), the school enrollment increased significantly to 113 students in 2023-24, 131 in 2024-25, 145 in 2025-26, and looks to stabilize around 150 students for the foreseeable future. Enrollment ups and downs are reflective of the demographics of our supporting community. Due to the Weighted Moving Average (WMA) funding model used by Alberta Education from 2020-2025 and our increasing student population, we experienced pressure to remain fiscally viable while attempting to offer a variety of programming.
3. CACHS is grateful for the 2025-26 introduction of the new two-year Adjusted Enrolment Method which should provide more stable and timely funding for students.
4. Access to Transportation Grant funding for independent schools and their families has been welcomed by our school community.
5. As our student population has grown we added a new set of 30 Chromebooks in 2024-25.
6. The school now fully utilizes PowerSchool SIS including the parent and student portals. Advantages of parent and student access to their digit portals has been greatly appreciated by parents, students, teachers, office staff, and administrators. After being encouraged by parents and approved by our Board, in the Fall of 2024 CACHS launched a third-party app allowing forms

to be digitally accessed and completed. Parents, students, teachers and office staff have appreciated this move to digital forms.

7. Addressing mental health challenges that have arisen since COVID-19 restrictions and on-line learning has remained front of mind for the CACHS Board, staff, and students through the 2024-25 school year. Teachers and students worked through a mental health program – Open Parachute – during homeroom meetings to build student and staff mental health resilience.
8. CACHS continues addressing gaps in student learning and socialization due to COVID related shutdowns and restrictions. Adding a part-time (0.3-0.5 FTE) Student Support Teacher (SST) in 2023-24 has proven valuable in tracking and meeting the needs of students with academic and behavioural challenges. Our SST works with the student, parent(s)/ guardian(s), and teachers to build an Individual Program Plan (IPP) or Student Learning Plan (SLP) to track, guide, and support the student during their high school years. IPPs and SLPs are revised twice annually by the SST and referred to regularly by teachers to guide their lesson planning.
9. In 2023-24 CACHS began offering Dual Credit (DC) courses in partnership with Olds College. These courses provide an excellent opportunity for our Grade 11 and 12 students to begin their post secondary education while still supported by our high school teachers. Since 2023 we have seen year-over-year growth in student participation in DC courses. We will continue to explore ways to offer DC courses in meaningful ways for our students.



**Required Alberta Education and Childcare Assurance Measures - Overall Summary**  
**Fall 2025**

Authority: 9294 Central Alberta Christian High School Society

Assurance Domain	Measure	Central Alta Christ HS Soc.			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	<a href="#">Student Learning Engagement</a>	84.7	86.6	87.6	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	90.7	91.2	92.8	79.8	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	94.4	95.7	93.2	81.4	80.4	81.4	Very High	Improved	Excellent
	<a href="#">5-year High School Completion</a>	97.1	72.5	86.3	87.1	88.1	87.9	Very High	Improved	Excellent
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	82.9	93.6	91.3	82.0	81.5	80.9	Intermediate	Declined	Issue
Teaching & Leading	<a href="#">Diploma: Excellence</a>	16.3	25.5	27.0	23.0	22.6	21.9	Intermediate	Declined	Issue
	<a href="#">Education Quality</a>	89.1	91.9	92.4	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	95.4	94.8	95.0	84.4	84.0	84.9	Very High	Maintained	Excellent
	<a href="#">Access to Supports and Services</a>	90.9	90.1	91.9	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	<a href="#">Parental Involvement</a>	94.1	92.7	94.2	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.

*“CACHS lives out its Mission and Vision Statements by providing a supportive Christian community willing to assist us in fulfilling our full potential, whether that be academically, spiritually, or otherwise. Throughout my time at CACHS, I have developed from a young teen into an adult. Not only have I matured in age, but also in mind, and most importantly, in Christ.*

*My teachers encourage me to strive for excellence in all my endeavors and base their instruction on Biblical principles. I quite enjoy the teachers' messages during assemblies – they are convicting, but they encourage me in my faith. It is so important to have chapel in a Christian school to remind us of our purpose throughout the week.”*

- CACHS Graduate response, collected in Graduation Application 2025



## Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 9294 Central Alberta Christian High School Society

Measure	Central Alta Christ HS Soc.			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	72.2	61.9	61.9	54.5	52.7	52.7	Very High	Maintained	Excellent
<a href="#">Drop Out Rate</a>	1.4	1.0	1.1	2.4	2.5	2.4	Very High	Maintained	Excellent
<a href="#">In-Service Jurisdiction Needs</a>	100.0	94.4	91.8	81.7	81.1	82.3	Very High	Maintained	Excellent
<a href="#">Lifelong Learning</a>	97.1	96.9	94.6	80.8	79.9	80.4	Very High	Maintained	Excellent
<a href="#">Program of Studies</a>	84.4	86.3	87.8	83.0	82.8	82.9	Very High	Maintained	Excellent
<a href="#">Program of Studies - At Risk Students</a>	91.1	89.9	92.0	80.5	80.6	81.2	Very High	Maintained	Excellent
<a href="#">Rutherford Scholarship Eligibility Rate</a>	81.1	85.0	73.4	69.4	70.7	70.9	Very High	Maintained	Excellent
<a href="#">Safe and Caring</a>	96.8	96.7	96.3	87.3	87.1	87.8	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	88.7	89.1	87.6	72.1	71.9	72.5	Very High	Maintained	Excellent
<a href="#">School Improvement</a>	84.8	86.0	87.7	76.6	75.8	75.1	Very High	Maintained	Excellent
<a href="#">Transition Rate (6 yr)</a>	37.1	35.9	54.9	59.9	60.1	60.0	Low	Declined	Issue
<a href="#">Work Preparation</a>	100.0	100.0	97.6	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 wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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Report Version 1.0  
 Data Current as of Sep 15, 2025

*“Personally I believe CACHS has fulfilled its mission and vision statements quite well because they link all of their courses to a Christian perspective and encourage their students to do their best in their courses and to trust God in their high school journey.” - CACHS Graduate response, collected in Graduation Application 2025*

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### Context and Comment -- Overall and Supplemental Summaries

The summary of results once again confirms our reputation as an excellent school. Of the twenty two measures with an evaluation, CACHS overall scored "Excellent" in seventeen measures, "Good" in one measure, "Acceptable" in one measure and "Issue" in three measures.

When looking at the two "Issues" regarding diploma exam results we are reminded of the sample size swings that we experience as a small school. Our 2024 graduating class was strong academically and our 2025 graduates were less academic. Our 3-year averages remain above the provincial averages, but it is important that we monitor the data so that a negative trend does not begin. As our school grows we have newer teachers teaching courses with diploma exams. It is important that our teachers collaborate and maintain high levels of academic rigour as they take on higher level courses.

Our "Transition Rate (6 yr)" overall scored "Low" again when compared to results from the previous 3-year averages. This same cohort of "COVID grads" scored "Low" on their "5-Year High School Completion Rate". These grads have struggled to enter post-secondary and apprenticeship programs.

We are pleased to see that our 3-Year and 5-Year High School Completion Rates have improved year-over-year and on our Previous 3 Year Averages. We recognize that with such small sample sizes there is a tendency to have pronounced peaks and valleys, but we will strive to continue with our strategies that have buoyed these results (i.e., credit tracking, Career Counsellor visits, Pathways to Graduation document implementation and awareness, Student Support Teacher role, etc). Furthermore, we are encouraged that we have maintained "Excellent" results in fourteen measures year-over-year and when compared to our previous 3-Year Averages.

The supplemental AEAMs help to round out the picture of our school especially when measuring the progress made toward our EP goals of Faith Formation, Quality Teaching and Learning, Wellness and Engagement and Improvement. In conclusion, our overall summary results largely remain highly positive and serve as a reminder that we must strive to adhere to practices and attitudes that have led to the confidence our constituency clearly expresses in our institution.

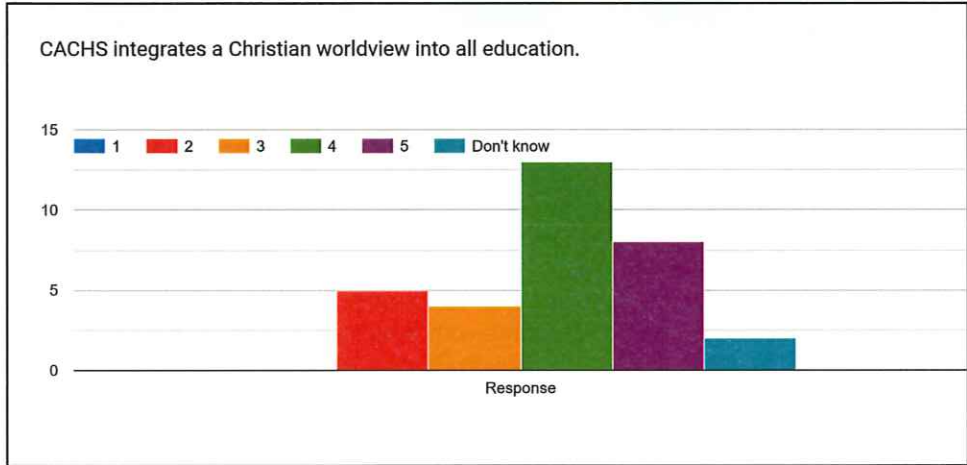
As we work with our EP, we are mindful of the need to understand and respond appropriately to the data we receive annually, in consideration of the fluctuations inherent in small sample sets.

In the 2024-25 school year CACHS did not have any self-identified First Nations, Métis or Inuit students.

**EP Goal: Faith Formation**

Outcome	Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.
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“An area to focus on would be to keep challenging students to “live” their faith, with peers but also search out parents and other people in their lives and have faith questions.” - Board member reflecting on EP goals during a 2024-25 Board meeting.



Results collected via our Application to Graduation 2025 survey.

- Responses:
- 1 - strongly disagree
  - 2 - disagree
  - 3 - neither agree nor disagree
  - 4 - agree
  - 5 - strongly agree
  - 6 - do not know

**Student Growth and Achievement**

**S.1 Student Learning Engagement - Measure History**

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta



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

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	82	87.1	129	87.6	110	88.5	138	86.6	138	84.7	Intermediate	Maintained	Acceptable	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	15	91.1	32	96.8	21	98.4	32	94.7	17	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	60	70.0	90	65.9	82	67.0	100	65.2	113	62.0	Very Low	Maintained	Concern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	7	100.0	7	100.0	7	100.0	6	100.0	8	100.0	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

CACHS Graduate responses collected in their Graduation Application 2025:

Consider your time at CACHS, how does CACHS live out its Mission and Vision Statements -- Mission Statement: "Transformative Education within a Christian Community" and Vision Statement: "Striving for excellence through Christ"?

“By providing Christ-centred education in a supportive Christian community helping students pursue personal faith steps.”

“They give students a Christian perspective on things we learn throughout the year and they help students grow in faith.”

**Student Growth and Achievement**



**A.6 Citizenship - Measure History**

Authority: 9294 Central Alberta Christian High School Society  
 Province: Alberta

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

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	82	93.3	129	93.0	110	94.2	138	91.2	138	90.7	Very High	Maintained	Excellent	230,643	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	15	92.0	32	96.3	21	97.1	32	91.3	17	90.6	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,889	79.4	33,217	78.7	34,441	78.6
Student	60	87.8	90	82.6	82	85.5	100	82.2	113	84.1	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	198,816	69.6	201,119	70.3
Teacher	7	100.0	7	100.0	7	100.0	6	100.0	8	97.5	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

**Essential Insights**

- The results of the Student Learning and Engagement show us that our teachers (100%) and parents (92%) are very satisfied with student engagement, but our students are not as convinced that they are engaged (62%). Our continued “Very Low” score from students agreeing that they are engaged in their learning is concerning. We have made efforts to improve engagement by
- Offering more diverse courses (e.g., Dual Credit, cosmetology, welding and physical education). We have also increased compliance with our Digital Devices Policy that bans students from using cell phones during learning times. We also recognize that we have a high percentage of teachers that are new to high school classrooms (4 of 10 teachers with less than 3 years of high school teaching experience). As we build our Professional Growth Plans and complete professional development in the coming year we aim to address the concern of low student engagement.
- We are very pleased to see that our parents, students and teachers continue to be satisfied with students modelling the characteristics of active citizenship at a “Very High” rate. We will build on these strong results by continuing our high expectations of character and morality as we work with students in curricular and co-curricular activities. When we balance the results from S.1 with A.6 we get a fuller understanding of student experiences at CACHS. Students are living out their faith by modelling active citizenship, but they don’t seem to believe that the citizenship lessons are coming from their education. We will work to bridge student understanding.
- Through the CACHS Strategic Plan 2025 stakeholders expressed a desire for more regimented CACHS Diploma graduation requirements that would have students showcase citizenship (i.e., volunteer hours), responsibility (i.e., prove graduation eligibility) and post-secondary life planning (i.e., articulate how CACHS has readied students for life after high school). Starting in 2022-23 CACHS implemented an Application for Graduation requiring students to track their eligibility for the CACHS Diploma and Alberta High School Diploma. Continuing the implementation of the CACHS diploma and Application to Graduation has helped to iron out the wrinkles of student understanding of graduation requirements, has helped students take ownership of their learning, and has brought clarity to the overall high school graduation process.

*“CACHS implements Christian faith very well. Teachers show a strong faith and it is taught to the students throughout the day in every subject the students take.” - Board member reflecting on EP Faith Formation goal during a 2024-25 Board meeting.*

**Context and Comment**

CACHS is built upon a strong sense of shared values which flow from a faith-based worldview. A school such as this is well positioned to score highly in these categories, though critics might suggest that this reality creates an unfair advantage rooted in the shared bias of the survey participants. This data also shows that a small school is very capable of educating effectively in spite of more limited human and financial resources, and perhaps contributes to a climate in which efficiency and accountability are highly valued. Clearly our students are perceived by stakeholders as having received a sound education that will serve them well in all ways for the challenges they will soon face.

*"Teachers are involved in professional development on storylines and storyboards through PCCE to articulate their practices and purposes to students on how what they are learning in class is connected to their understanding of their place in God's story." - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.*

At CACHS all courses are taught "through eyes of faith", in that we teach and explore the Alberta high school curriculum through our Christian worldview. We have a long-established practice of holding weekly chapels where alongside time for student-led praise and worship, we discuss a wide array of issues pertinent to the lives of our students. Moreover, on top of the Alberta High School Diploma requirements, CACHS students are required to take two of our three religious studies courses – Religious Ethics, Religious Meanings, and World Religions – during their three years in high school. Looking at the above results we can see that parents, students, and teachers all believe strongly in the education that CACHS offers. As we notice a lower response in students from students who agree that they are engaged in their learning, teachers must continue designing and implementing lessons that connect curricular and extracurricular activities with students' lives and faith formation.

*"I think it's very important that part of our Christian faith, acts of service, is part of our walk and living it out. Teaching kids to volunteer their time and do things for others is important without expecting to get paid. To show the love of Christ in our communities!" (SPC survey respondent)*

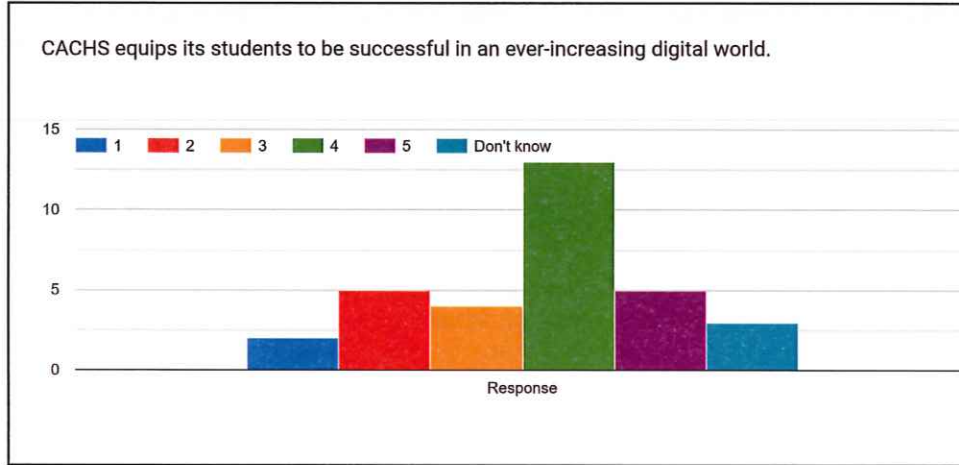
Our staff continues to cultivate a consciousness of community-creating and community service. Community service projects encouraging a strong sense of citizenship are a natural extension of a Christian education. Some examples from the past year that students and staff have been involved in are: regularly serving a community meal through a local church; neighbourhood and highway ditch cleanups; an annual all-school retreat; participation in the Legion's annual artistic and literary events; and community park and trail cleanups. Another example showcasing faith formation at CACHS has been our popular "Fry Friday" burger and fry lunch prepared by students and staff and offered at cost to anyone with the expressed goal of sharing a meal together on Fridays. The administrative team and staff actively promote participation in all such activities.

*"CACHS encourages the students to care for and serve others in their community. Hopefully this will encourage future habits of service. It is a blessing to serve others." (SPC survey respondent)*

**EP Goal: Quality Teaching and Learning**

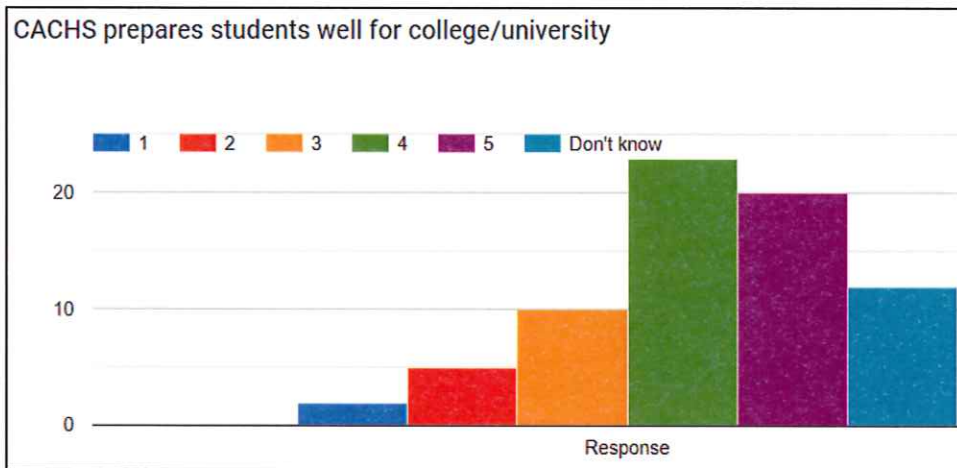
Outcome	Provide appropriate supports to ensure success for all students all while showing how the Creator is intricately connected in the instruction.
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*“Good quality teaching, pushing students to reach their potential, and integrating Christianity into all aspects of school.” - CACHS Graduate responses collected in their Graduation Application 2025.*



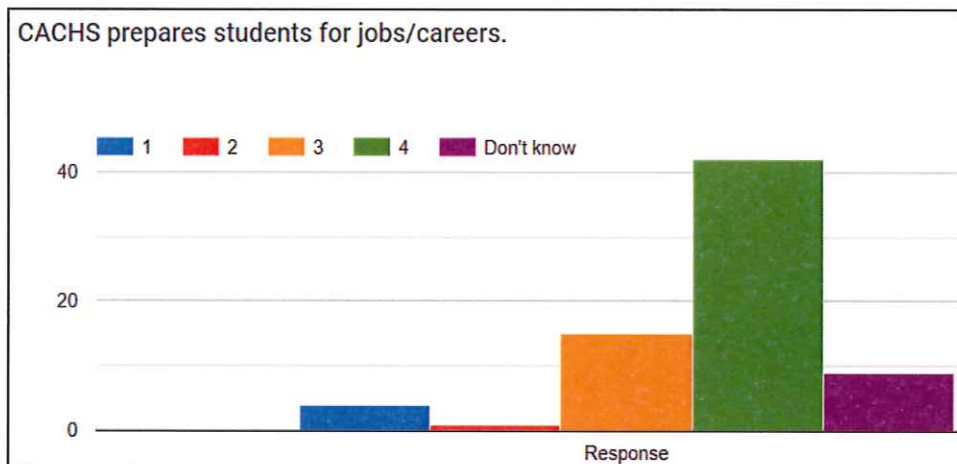
*Results collected via our Application to Graduation 2025 survey.*

- Responses:
- 1 - strongly disagree
  - 2 - disagree
  - 3 - neither agree nor disagree
  - 4 - agree
  - 5 - strongly agree
  - 6 - do not know



*Results collected from SP25 survey respondents*

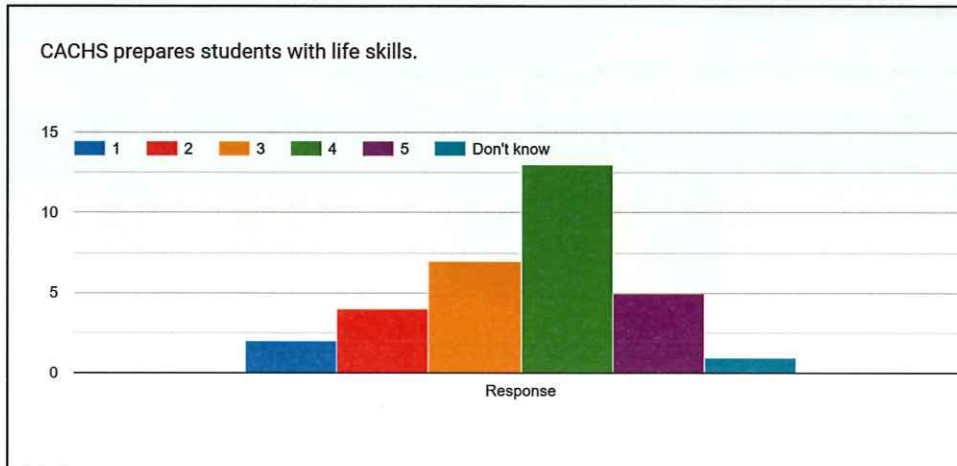
- Responses:
- 1 - strongly disagree
  - 2 - disagree
  - 3 - neither agree nor disagree
  - 4 - agree
  - 5 - strongly agree
  - 6 - do not know



*Results collected from SP25 survey respondents*

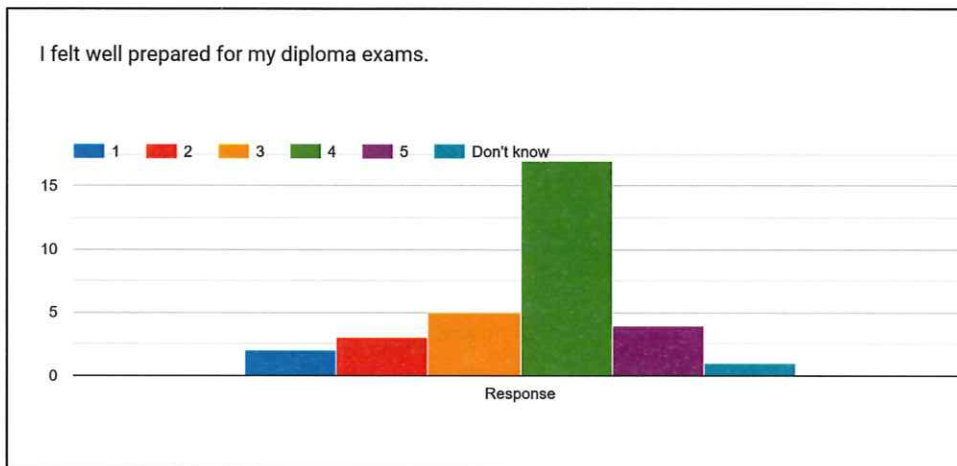
- Responses:
- 1 - strongly disagree
  - 2 - disagree
  - 3 - neither agree nor disagree
  - 4 - agree
  - 5 - strongly agree
  - 6 - do not know

"Things done well: chapels, retreats with Christian speakers, encouragement from staff to students to participate in volunteer time helping those in need: e.g., Circle of Friends community dinner, Mustard Seed homeless shelter, etc.." - Board member reflecting on EP goals during a 2024-25 Board meeting.



Results collected via our Application to Graduation 2025 survey.

Responses:  
 1 - strongly disagree  
 2 - disagree  
 3 - neither agree nor disagree  
 4 - agree  
 5 - strongly agree  
 6 - do not know



Results collected via our Application to Graduation 2025 survey.

Responses:  
 1 - strongly disagree  
 2 - disagree  
 3 - neither agree nor disagree  
 4 - agree  
 5 - strongly agree  
 6 - do not know

### High School Completion Rates - Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

	Central Alta Christ HS Soc.										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>3 Year Completion</b>	24	89.3	21	66.8	33	97.0	21	85.7	36	94.4	Very High	Improved	Excellent
<b>4 Year Completion</b>	31	97.0	24	88.8	21	72.1	33	97.1	21	86.0	Intermediate	Maintained	Acceptable
<b>5 Year Completion</b>	31	90.8	31	96.9	24	89.5	21	72.5	33	97.1	Very High	Improved	Excellent

### A.1b Program of Studies

#### Measure History

Authority: 9294 Central Alberta Christian High School Society  
 Province: Alberta



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.

	Central Alta Christ HS Soc.										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	82	82.4	129	87.5	110	89.6	138	86.3	138	84.4	Very high	Maintained	Excellent	157,680	81.9	172,339	82.9	179,569	82.9	184,554	82.8	190,222	83.0
Parent	15	79.4	32	86.0	21	93.5	32	82.6	17	82.5	Very high	Maintained	Excellent	30,817	81.7	31,625	82.4	31,760	82.2	33,145	82.3	34,368	82.4
Student	60	79.1	90	80.3	82	77.3	100	80.8	113	76.4	Very high	Maintained	Excellent	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	7	88.7	7	96.2	7	98.0	6	95.5	8	94.3	Very high	Maintained	Excellent	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

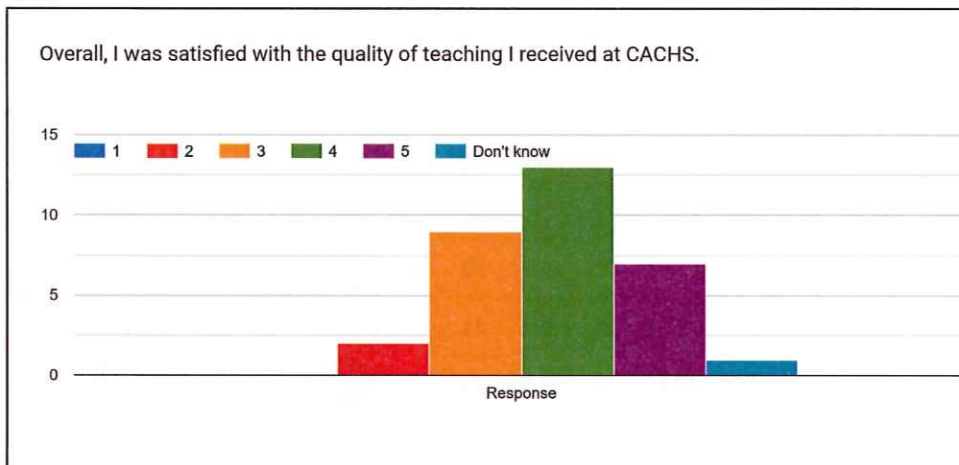
“CACHS desires and works toward hiring and training excellent teachers. The CACHS Education Committee is directly involved in recruiting and hiring teachers. - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.

### A.4 Education Quality - Measure History

Authority: 9294 Central Alberta Christian High School Society  
 Province: Alberta

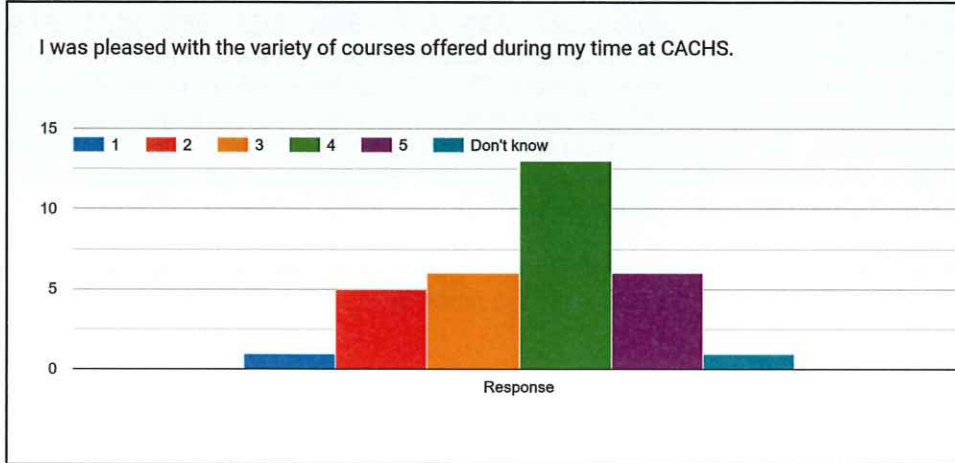
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Central Alta Christ HS Soc.										Measure Evaluation		
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	82	91.5	129	93.1	110	92.3	138	91.9	138	89.1	High	Maintained	Good
Parent	15	85.6	32	95.8	21	92.8	32	93.2	17	87.1	Very High	Maintained	Excellent
Student	60	88.8	90	83.6	82	84.0	100	82.6	113	82.1	Low	Maintained	Issue
Teacher	7	100.0	7	100.0	7	100.0	6	100.0	8	97.9	Very High	Maintained	Excellent



Results collected via our Application to Graduation 2025 survey.

- Responses:
- 1 - strongly disagree
  - 2 - disagree
  - 3 - neither agree nor disagree
  - 4 - agree
  - 5 - strongly agree
  - 6 - do not know



Results collected via our Application to Graduation 2025 survey.

Responses:  
 1 - strongly disagree  
 2 - disagree  
 3 - neither agree nor disagree  
 4 - agree  
 5 - strongly agree  
 6 - do not know

### D.6 In-Service Jurisdiction Needs

#### Measure History

Authority: 9294 Central Alberta Christian High School Society  
 Province: Alberta

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.

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	95.0	7	100.0	7	81.0	6	94.4	8	100.0	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	7	95.0	7	100.0	7	81.0	6	94.4	8	100.0	Very High	Maintained	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7



### Rutherford Scholarship Eligibility Rate

#### Measure History

Authority: 9294 Central Alberta Christian High School Society  
 Province: Alberta

	Central Alta Christ HS Soc.					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
Total Gr 12 Students	21	15	34	20	37	n/a	n/a	n/a	59,357	58,631	57,307	58,930	63,342
Percent Eligible for Scholarship	61.9	73.3	61.8	85.0	81.1	Very High	Maintained	Excellent	68.0	70.2	71.9	70.7	69.4



### Essential Insights

- Although our Parents and Staff scored the school "Very High" in A.4 our students continued to score the school "Low" in their "overall satisfaction with the quality of basic education". We will continue to respond to student interests in high quality learning experiences in all their courses. Exploring new and expanding course offerings (i.e., Dual Credit, trades programming, student support services, and increasing stand alone course offerings such as Science 24, Math 10-3, Social Studies 30-1, English 30-1, Social Studies 30-2 and English 30-2) will hopefully increase student belief in the quality of their basic education.
- Responding to stakeholder requests for improving course and graduation options at CACHS, the Board increased funding again in 2024-25 for special education programming and increasing course offerings in cosmetology, welding, and mechanics.
- Responding to aging technology in our main computer lab, CACHS continues to update our computers to Google Chromebooks with the addition of a new class set of 30 in 2024-25.
- Adding Dual Credit course options through partnership with Olds College has been a great addition to our programming that has allowed our students to explore post-secondary course work while still supported by their parent/guardian's home, home church and high school.

- We are pleased to see that our graduates have maintained “Very High” Rutherford Scholarship attainment after a few years of lower results (2021 - 73%, 2022 - 61%, 2023 - 85%, 2024 - 81%).
- In 2024-25 the staff were divided into two Professional Learning Communities (PLC) – one for STEM teachers and another for humanities teachers. These PLCs have helped to develop leadership and excellence among our staff as they collaborate and encourage each other in the Teaching Quality Standard. We have benefited from continuing and developing our PLCs into the 2025-26 school year. We have added in a Trades Instructors PLC that has built camaraderie and confidence in our part-time trades instructors as well.

*“Teachers are given plenty of leeway to teach in creative ways.”* - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.

### **Context and Comment**

Overall, these categories reflect that the vast majority of our students remain enrolled, successfully complete high school, and transition into post-secondary studies or the workforce. This speaks to the strength of our career counselor and her ability to work integrally as a valued member of our staff, and to the overall commitment of our parents and staff to maintaining a school climate where learning is taken seriously.

Considering the “Issue” found in the A.4 data set where we “Maintained” a “Low” achievement score it is good for us to be mindful of how our students are receiving and believing in the quality of the basic education. Over time we can see that our student results in A.4 have remained “Low” in their belief in the quality of basic education at CACHS (i.e., 88-82% were satisfied with the quality of basic education they received). We should balance these results with those received from our Application to Graduation surveys where 19 and 20 of 32 students Strongly Agreed or Agreed that they “were satisfied with the quality of teaching I received at CACHS” and “Overall were pleased with the variety of courses offered during my time at CACHS.” Between these two local measures one question received 6 negative responses (i.e., 5 Disagree and 1 Strongly Disagree) and the other just 2 Disagree responses. There is room to improve our teaching and learning and so we will be vigilant in our professional development and reflective practices striving for excellence in all courses offered at CACHS.

It is encouraging to see that our “5 Year High School Completion” results and three year averages between 3, 4, and 5 Year Completion rates have fully returned to our historical averages after a couple of Very Low years during COVID. Recognizing that small sample sizes can have highs and lows, we aim to continue with a graduation rate over 90% when considering a 3 year average.

As our student body continues to diversify, we recognize that some students may take a 4-year high school completion track. With the 4-year route for graduation we are planning to ensure higher graduation rates for our grade 10 cohorts, but students changing schools will continue to be a challenge to track and encourage towards graduation.

In particular, we are taking a proactive approach to recommending that students enroll in the course level that most closely matches their level of ability and post-secondary plans. The school counsellor meets with each student officially at least three times as well as many more informal interactions during their high school career to ensure that their program planning meets their goals and strengths. The school counsellor keeps students on track, adjusting the plan in consultation with students and parents along the way. This describes that proactive approach and supports the Board's decision to provide the resources for this school counsellor. The administration team will continue to emphasize the importance of accurate assessment leading to clear recommendations regarding appropriate course level placement of students, and adherence to curricular outcomes, and we will closely monitor these measures. We will also continue to gauge the perceptions and opinions of both our current student population and parent community in our search for viable ways to improve our academic program. We will continue to track and closely monitor student progress.

It is encouraging that our teaching staff have maintained a high belief that their “professional development and in-servicing received from the school” has helped them to grow professionally (i.e., 2022 - 100%, 2023 - 81%, 2024 - 94%, 2025 - 100%). We will continue seeking out high quality professional development and encourage our staff with financial support as needed. CACHS supports teaching and leadership quality through funding for staff in graduate studies, providing and encouraging professional learning, supervision and evaluation processes. Our school remains committed to sending our teachers to teachers’ conventions hosted by PCCE and AISCA. At the conventions teachers attend sessions directly relating to their teaching loads and professional development needs. Furthermore, our staff continues the practice of working through a professional development book (each year) that builds staff capacity as Christian educators meeting students’ needs. Monthly staff meetings not only allow for productive book studies, but also fruitful discussions regarding student needs and trends that teachers see arising. Opportunities for teachers to raise their student concerns and accomplishments encourages voice from all teachers within our collaborative education environment. Allowing both younger and older teachers to share their teaching experiences builds a strong sense of collegiality between our staff and has fostered mentoring relationships within the humanities and math/science departments.

Professional growth plans (PGP) adhering to TQS and LQS competencies and indicators are submitted to the principal by October 1. In October, teachers then meet with the principal to review their PGP. A follow up check-in meeting in January then happens between the vice principal and the teacher. In June each teacher meets with the principal to review the effectiveness of their PGP for that year, and suggestions are given for PGP ideas for the coming year. Keeping PGPs current and checked in on has been an effective way to ensure high professional standards in teaching and learning at CACHS.

### **Diploma Exam Results**

We require our Education Committee, administration and teachers assigned to diploma examination courses use past and current diploma exam data to identify areas of need. After each semester the Education Committee reviews diploma exam results in consultation with the administration team. The teachers are engaged with strategies and support to encourage improvements.

Regarding diploma exam results, our strategies for improvement are largely in response to student weaknesses amplified by COVID learning experiences. In particular, we have found that high school students need to rebuild their mental resilience and capacity to take on heavy workloads in academically demanding courses. Teachers are making efforts to walk students through time management skills and school-life balance strategies. Rebuilding student awareness of academic course demands and the required habits of learning for Standard of Excellence achievement will be required for the next few years.

When looking at our diploma exam results we are reminded of the sample size swings that we experience as a small school. Our 2024 graduating class was strong academically and our 2025 graduates were less academic.

It is noticeable that the high academic courses such as ELA 30-1, Social 30-1, and Chemistry all maintained “High” and “Very High” results. We are encouraged that even with a high number of newer teachers in 2025, that our high end students still performed well.

Our results in ELA 30-2, Social 30-2, Science 30 and Biology 30 are indicative of our efforts to push students to achieve at the highest level possible. When you consider that our students write a higher number of diploma exams than the provincial average, we can see the evidence of our students reaching in courses that they may not perform well in. For example, 3+ exams 83% to 65%, 4+ exams 72% to 54%, and 5+ exams 44% to 35%.

## Diploma Exam Participation Rate

### Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school

	Central Alta Christ HS Soc.					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
<b>N</b>	<b>24</b>	<b>21</b>	<b>33</b>	<b>21</b>	<b>36</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>	<b>49,297</b>	<b>51,148</b>
% Writing 0 Exams	n/a	n/a	3.0	4.8	0.0	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	97.0	95.2	100.0	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	51.5	95.2	100.0	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	15.2	81.0	83.3	n/a	n/a	20.0	64.7	65.3
<b>% Writing 4+ Exams</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>61.9</b>	<b>72.2</b>	<b>n/a</b>	<b>n/a</b>	<b>3.5</b>	<b>52.7</b>	<b>54.5</b>
% Writing 5+ Exams	n/a	n/a	0.0	19.0	44.4	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	0.0	5.6	n/a	n/a	0.0	8.4	10.8

### 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.

## Student Growth and Achievement (Grades 10-12)



### Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 9294 Central Alberta Christian High School Society

Course	Measure	Central Alta Christ HS Soc						Alberta				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good	14	92.9	18	96.0	35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	14	7.1	18	7.0	35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	17	94.1	11	100.0	21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	17	0.0	11	13.9	21,398	11.3	18,166	12.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	8	87.5	11	90.9	22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	n/a	Declined	n/a	8	37.5	11	63.6	22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	19	68.4	15	72.5	17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	n/a	Declined	n/a	19	10.5	15	30.0	17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	8	100.0	15	100.0	26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	8	25.0	15	7.1	26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Declined Significantly	Concern	24	75.0	14	100.0	27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	24	4.2	14	12.0	27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	12	66.7	16	92.2	25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	12	25.0	16	47.2	25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	8	100.0	19	78.9	21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	8	62.5	19	47.4	21,438	40.6	19,160	37.5
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	11,366	85.6	9,598	83.7
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	11,366	43.6	9,598	41.5
Science 30	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	9	77.8	n/a	n/a	9,027	79.6	8,223	80.3
	Diploma Examination Standard of Excellence	Low	n/a	n/a	9	11.1	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.

*“Teachers are involved in Professional Learning Communities where they work on assessment strategies and standards, diploma exam preparation and review as well as classroom observation and collaboration on desired teaching practices.” -- Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.*

## Student Growth and Achievement (Grades 10-12)



### Diploma Exam Results By Students Writing Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

	Central Alta Christ HS Soc.					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	36	31	38	32	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	81.4	88.9	93.6	82.9	Intermediate	Declined	Issue	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	3.4	28.4	25.5	16.3	Intermediate	Declined	Issue	n/a	18.2	21.2	22.6	23.0

Here we see that our year-over-year results have experienced a “Decline” and resulted in an “Issue”, but when averaged over three years CACHS has good results in achieving the Acceptable Standard and Standard of Excellence. We recognize that small sample sizes will swing up and down, but on the larger three year average we are still pleased with our high performance in Acceptable Standard % (2022 - 81.4%, 2023 - 88.9%, 2024 - 93.6%, 2025 - 82.9%) and our Standard of Excellence % (2022 - 3.4%, 2023 - 28.4%, 2024 - 25.5%, and 2025 - 16.3%). We will continue monitoring the Standard of Excellence results, but having small sample sizes continues to swing our diploma results as one group of more or less academic students can have major effects on our overall results. Moving forward we aim for our three-year averages to meet or exceed provincial results. We must be careful to not react too quickly to results from our small sample sizes of students.

### Biology 30

	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	14	9	22	12	n/a	13,449	23,270	24,414	25,916
Diploma Examination Acceptable Standard (%)	n/a	92.9	88.9	95.5	66.7	n/a	74.3	82.7	83.1	82.7
Diploma Examination Standard of Excellence (%)	n/a	0.0	44.4	50.0	25.0	n/a	25.2	32.8	33.7	34.8
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	100.0	91.7	n/a	97.0	97.2	97.3	97.6
School Awarded Standard of Excellence (%)	n/a	64.3	55.6	68.2	41.7	n/a	51.1	51.6	51.3	54.6

### Biology 30

	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	9	16	14	23,270	23,842	24,533
Diploma Examination Acceptable Standard (%)	88.9	92.2	83.7	82.7	82.9	82.8
Diploma Examination Standard of Excellence (%)	44.4	47.2	39.8	32.8	33.2	33.8
School Awarded Acceptable Standard (%)	100.0	100.0	97.2	97.2	97.2	97.3
School Awarded Standard of Excellence (%)	55.6	61.9	55.1	51.6	51.4	52.5

Our Biology 30 course in particular had a number of students that took the course in 2025 because they were encouraged to challenge and expose themselves to a valuable course, but also with the knowledge that passing the course would be very difficult for them. Over the three year averages we see that our high level of Acceptable Standard and Standard of Excellence results show achievement of our goal of exceeding provincial averages. We will monitor our numbers in 2026 to ensure that we are not seeing a

downward trend after our lower 2025 results. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement has shown impressive results in 2023 and 2024. We believe in our process and will continue to refine our pedagogy to meet the needs of students.

Chemistry 30	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	12	19	5	8	n/a	10,196	18,364	19,955	21,438
Diploma Examination Acceptable Standard (%)	n/a	75.0	78.9	*	100.0	n/a	77.1	80.5	82.9	83.8
Diploma Examination Standard of Excellence (%)	n/a	0.0	47.4	*	62.5	n/a	31.1	37.0	38.0	40.6
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	*	100.0	n/a	97.4	97.4	97.4	97.8
School Awarded Standard of Excellence (%)	n/a	16.7	63.2	*	87.5	n/a	56.6	56.3	57.4	57.8

Chemistry 30	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	19	19	14	18,364	19,160	19,919
Diploma Examination Acceptable Standard (%)	78.9	78.9	89.5	80.5	81.7	82.4
Diploma Examination Standard of Excellence (%)	47.4	47.4	54.9	37.0	37.5	38.5
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	97.4	97.4	97.5
School Awarded Standard of Excellence (%)	63.2	63.2	75.3	56.3	56.9	57.2

Over the three year averages we see that our high level of Acceptable Standard and Standard of Excellence results show achievement of our goal of exceeding provincial averages. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement has shown impressive results. We believe in our process and will continue to refine our pedagogy to meet the needs of students.

English Language Arts 30-1	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	10	25	14	n/a	17,372	31,493	33,001	35,845
Diploma Examination Acceptable Standard (%)	n/a	n/a	100.0	92.0	92.9	n/a	78.8	83.7	84.2	85.3
Diploma Examination Standard of Excellence (%)	n/a	n/a	10.0	4.0	7.1	n/a	9.4	10.5	10.1	10.9
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	98.2	98.4	98.6	98.8
School Awarded Standard of Excellence (%)	n/a	n/a	80.0	28.0	35.7	n/a	44.6	42.4	42.1	42.4

<b>English Language Arts 30-1</b>						
	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	10	18	16	31,493	32,247	33,446
Diploma Examination Acceptable Standard (%)	100.0	96.0	95.0	83.7	83.9	84.4
Diploma Examination Standard of Excellence (%)	10.0	7.0	7.0	10.5	10.3	10.5
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	98.4	98.5	98.6
School Awarded Standard of Excellence (%)	80.0	54.0	47.9	42.4	42.2	42.3

Our Standard of Excellence results finished lower than the provincial numbers, and our Acceptable Standard remains exceptionally high. We will continue monitoring our Standard of Excellence results to see if larger sample sizes over 3-years continue showing a lower performance than the province. Our process of teachers, administrators and Education Committee members reviewing our literacy strategies and diploma exam results, and then building strategies for improvement will be central to achieving our goal of meeting or exceeding provincial results on our three-year average.

<b>English Language Arts 30-2</b>										
	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	9	12	17	n/a	8,903	17,112	19,219	21,398
Diploma Examination Acceptable Standard (%)	n/a	n/a	100.0	100.0	94.1	n/a	80.8	86.2	85.7	85.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	11.1	16.7	0.0	n/a	12.3	12.7	12.9	11.3
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	91.7	100.0	n/a	96.6	96.7	96.7	97.3
School Awarded Standard of Excellence (%)	n/a	n/a	0.0	0.0	11.8	n/a	19.9	18.7	19.1	20.1

<b>English Language Arts 30-2</b>						
	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	9	11	13	17,112	18,166	19,243
Diploma Examination Acceptable Standard (%)	100.0	100.0	98.0	86.2	85.9	85.8
Diploma Examination Standard of Excellence (%)	11.1	13.9	9.3	12.7	12.8	12.3
School Awarded Acceptable Standard (%)	100.0	95.8	97.2	96.7	96.7	96.9
School Awarded Standard of Excellence (%)	0.0	0.0	3.9	18.7	18.9	19.3

When we look at our ELA 30-2 Standard of Excellence results we see that we are lower than the provincial numbers (0% and 11%). We can do better here, but we also recognize that we challenge our students to stay in 30-1 courses as long as possible. These lower end 30-1 students would likely achieve Standard of Excellence in the 30-2 course. Our Acceptable Standard remains exceptionally high. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement will be central to achieving our goal of meeting or exceeding provincial results on our three-year average.

<b>Mathematics 30-1</b>										
	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	5	11	8	n/a	9,102	19,763	21,035	22,680
Diploma Examination Acceptable Standard (%)	n/a	n/a	*	90.9	87.5	n/a	63.6	70.8	75.4	77.8
Diploma Examination Standard of Excellence (%)	n/a	n/a	*	63.6	37.5	n/a	23.0	29.0	34.9	37.1
School Awarded Acceptable Standard (%)	n/a	n/a	*	100.0	100.0	n/a	95.4	96.1	96.4	96.9
School Awarded Standard of Excellence (%)	n/a	n/a	*	63.6	87.5	n/a	51.6	54.1	54.8	56.5

<b>Mathematics 30-1</b>						
	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	n/a	11	10	19,763	20,399	21,159
Diploma Examination Acceptable Standard (%)	n/a	90.9	89.2	70.8	73.1	74.7
Diploma Examination Standard of Excellence (%)	n/a	63.6	50.6	29.0	32.0	33.7
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	96.1	96.2	96.5
School Awarded Standard of Excellence (%)	n/a	63.6	75.6	54.1	54.4	55.1

Over the three year averages we see that our high level of Acceptable Standard and Standard of Excellence results show achievement of our goal of exceeding provincial averages. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement, has shown impressive results. We believe in our process and will continue to refine our pedagogy to meet the needs of students. We are very excited about the improvements in our math program over the past five years, and we look forward to continuing in excellence here.

<b>Mathematics 30-2</b>										
	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	10	20	19	n/a	7,872	14,418	15,676	17,430
Diploma Examination Acceptable Standard (%)	n/a	n/a	60.0	85.0	68.4	n/a	61.5	71.1	70.9	73.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	30.0	30.0	10.5	n/a	11.8	15.2	15.4	17.3
School Awarded Acceptable Standard (%)	n/a	n/a	80.0	100.0	94.7	n/a	94.3	94.1	94.3	95.5
School Awarded Standard of Excellence (%)	n/a	n/a	30.0	40.0	15.8	n/a	29.7	29.2	30.9	32.9

<b>Mathematics 30-2</b>						
	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	10	15	16	14,418	15,047	15,841
Diploma Examination Acceptable Standard (%)	60.0	72.5	71.1	71.1	71.0	71.8
Diploma Examination Standard of Excellence (%)	30.0	30.0	23.5	15.2	15.3	16.0
School Awarded Acceptable Standard (%)	80.0	90.0	91.6	94.1	94.2	94.7
School Awarded Standard of Excellence (%)	30.0	35.0	28.6	29.2	30.1	31.0

Here we see that our year-over-year results have experienced a significant decline, but when averaged over three years CACHS has good results in achieving the Acceptable Standard and Standard of Excellence. We recognize that small sample sizes will swing up and down, but on the larger three year

average we are still pleased with our high performance in Acceptable Standard % and our Standard of Excellence %. We will continue monitoring the Standard of Excellence results, but having small sample sizes continues to swing our diploma results as one group of more or less academic students can have major effects on our overall results. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement, has shown impressive results. We are very excited about the improvements in our math program over the past five years, and we look forward to continuing in excellence here.

<b>Physics 30</b>										
	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	n/a	4	4	n/a	5,560	9,241	9,955	11,366
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	*	*	n/a	78.5	82.3	85.1	85.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	*	*	n/a	34.6	39.9	43.1	43.6
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	*	*	n/a	97.9	98.1	97.8	98.0
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	*	*	n/a	64.0	61.2	60.9	61.6

<b>Physics 30</b>						
	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	n/a	n/a	n/a	9,241	9,598	10,187
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	82.3	83.7	84.4
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	39.9	41.5	42.2
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	98.1	97.9	98.0
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	61.2	61.0	61.2

We continue having very few students take Physics 30, but those that complete the course are well served with an excellent veteran teacher. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

<b>Science 30</b>										
	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	n/a	4	9	n/a	4,887	8,007	8,439	9,027
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	*	77.8	n/a	75.7	79.4	81.3	79.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	*	11.1	n/a	17.2	23.1	24.6	26.2
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	*	100.0	n/a	96.5	96.2	96.7	97.6
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	*	11.1	n/a	36.8	35.5	36.0	39.4

<b>Science 30</b>						
	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	n/a	n/a	9	8,007	8,223	8,491
Diploma Examination Acceptable Standard (%)	n/a	n/a	77.8	79.4	80.3	80.1
Diploma Examination Standard of Excellence (%)	n/a	n/a	11.1	23.1	23.9	24.6
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	96.2	96.4	96.8
School Awarded Standard of Excellence (%)	n/a	n/a	11.1	35.5	35.8	37.0

Our Science 30 course also had students in the course because they were encouraged to challenge and expose themselves to a valuable course, but also with the knowledge that passing the course would be very difficult for them. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement will continue to serve our students well. We believe in our process and will continue to refine our pedagogy to meet the needs of students.

<b>Social Studies 30-1</b>										
	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	14	8	21	8	n/a	13,811	24,023	25,167	26,238
Diploma Examination Acceptable Standard (%)	n/a	78.6	100.0	100.0	100.0	n/a	81.5	83.5	85.2	84.6
Diploma Examination Standard of Excellence (%)	n/a	7.1	0.0	14.3	25.0	n/a	15.8	15.9	18.7	16.8
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	100.0	100.0	n/a	99.3	99.3	99.3	99.5
School Awarded Standard of Excellence (%)	n/a	28.6	62.5	42.9	75.0	n/a	50.6	50.0	50.1	51.3

<b>Social Studies 30-1</b>						
	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	8	15	12	24,023	24,595	25,143
Diploma Examination Acceptable Standard (%)	100.0	100.0	100.0	83.5	84.4	84.4
Diploma Examination Standard of Excellence (%)	0.0	7.1	13.1	15.9	17.3	17.1
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	99.3	99.3	99.4
School Awarded Standard of Excellence (%)	62.5	52.7	60.1	50.0	50.0	50.4

We recognize that year-over-year results swing up and down. In 2025 we experienced an upswing as our Standard of Excellence results finished higher than our historical and provincial numbers, and our Acceptable Standard remained exceptionally high. Due to our small sample sizes we will continue monitoring our 3-year trends. Our process of teachers, administrators and Education Committee members reviewing diploma exam results, and then building strategies for improvement, will be central to achieving our goal of meeting or exceeding provincial results on our three-year average.

<b>Social Studies 30-2</b>										
	Central Alta Christ HS Soc.					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	19	11	17	24	n/a	11,131	21,045	23,985	27,021
Diploma Examination Acceptable Standard (%)	n/a	78.9	100.0	100.0	75.0	n/a	72.5	78.1	77.6	77.5
Diploma Examination Standard of Excellence (%)	n/a	5.3	18.2	5.9	4.2	n/a	13.2	12.3	12.7	12.3
School Awarded Acceptable Standard (%)	n/a	94.7	100.0	100.0	100.0	n/a	97.1	97.0	96.9	97.3
School Awarded Standard of Excellence (%)	n/a	10.5	18.2	5.9	12.5	n/a	24.7	22.6	23.9	25.4

<b>Social Studies 30-2</b>						
	Central Alta Christ HS Soc.			Alberta		
	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Students Writing	11	14	17	21,045	22,515	24,017
Diploma Examination Acceptable Standard (%)	100.0	100.0	91.7	78.1	77.8	77.7
Diploma Examination Standard of Excellence (%)	18.2	12.0	9.4	12.3	12.5	12.4
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	97.0	97.0	97.1
School Awarded Standard of Excellence (%)	18.2	12.0	12.2	22.6	23.3	24.0

When looking at our Social 30-2 Standard of Excellence results we see that we are lower than the provincial numbers (4% to 12%). We can do better here, but we also recognize that we challenge our students to stay in 30-1 courses as long as possible. These lower end 30-1 students would likely achieve Standard of Excellence in the 30-2 courses. Due to our small sample sizes we will continue monitoring our 3-year trends. Our process of teachers, administrators and Education Committee members reviewing our literacy strategies and diploma exam results, and then building strategies for improvement, will be central to achieving our goal of meeting or exceeding provincial results on our three-year average.

*“The CACHS Diploma emphasizes academic excellence and contributions to the school and broader community.”* - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.

EP Goal: Wellness

Outcome	Provide students, staff and community with a safe and caring environment.
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CACHS Graduate responses, collected in Graduation Application 2025:

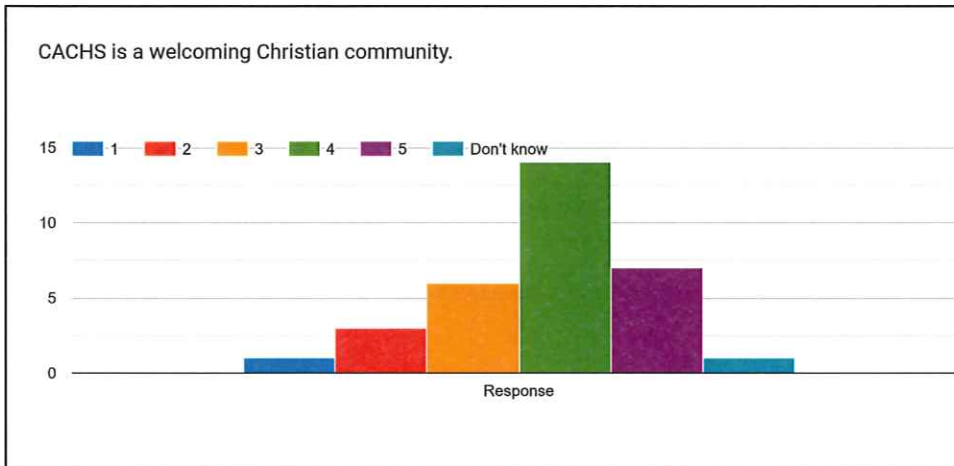
*What will you miss most about CACHS/high school?*

*"The people."*

*"It's a close little community."*

*"My teachers, classes, and building friendships through my years at CACHS."*

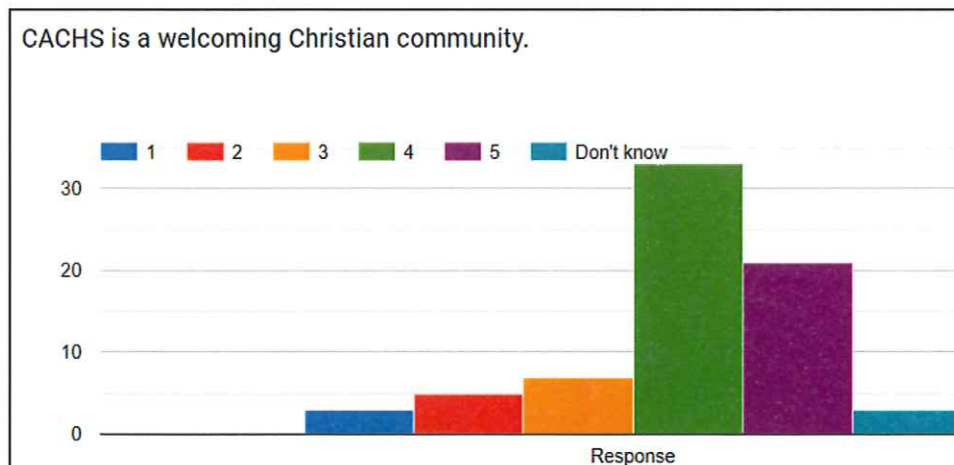
*"The teachers and the atmosphere you get from the school."*



Results collected via our Application to Graduation 2025 survey.

Responses:  
 1 - strongly disagree  
 2 - disagree  
 3 - neither agree nor disagree  
 4 - agree  
 5 - strongly agree  
 6 - do not know

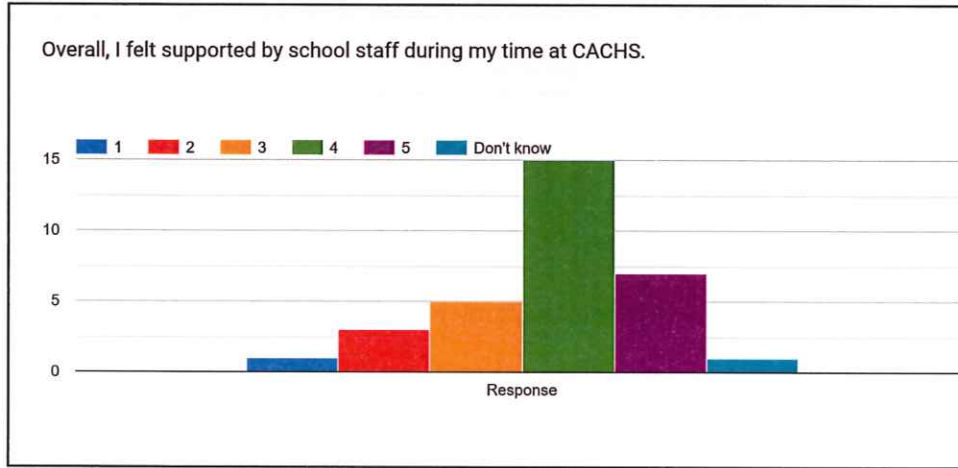
*"It is a welcoming Christian community that embraces transformative education for students through Christ. During my time at CACHS, I could see Christian beliefs and values in most of my classes."* - CACHS Graduate response, collected in Graduation Application 2025



Results collected from SP25 survey respondents

Likert scale responses:  
 1 - strongly disagree  
 2 - disagree  
 3 - neither agree nor disagree  
 4 - agree  
 5 - strongly agree  
 6 - do not know

“By building each other up and the teachers being there for everyone and engaging with the students. I liked how the staff was very good with the students and made me feel welcome.” - CACHS Graduate response, collected in Graduation Application 2025



Results collected via our Application to Graduation 2025 survey.

- Responses:
- 1 - strongly disagree
  - 2 - disagree
  - 3 - neither agree nor disagree
  - 4 - agree
  - 5 - strongly agree
  - 6 - do not know

“Students can ask any teacher for help or advice even if it's not their class.” - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.

### Learning Supports

#### W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta



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

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	82	95.5	129	96.3	110	94.0	137	94.8	138	95.4	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	15	94.1	32	99.2	21	97.0	32	98.1	17	96.3	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	60	92.5	90	89.7	82	87.2	99	88.2	113	89.8	Very High	Maintained	Excellent	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	7	100.0	7	100.0	7	98.0	6	100.0	8	100.0	n/a	Maintained	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

“CACHS provides multiple pathways for graduation. Multiple staff are involved in guiding and coming alongside students to find success. The off-campus programs, student support programming and the variety of options offered all help all students find success.” - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.

## B.2 Satisfaction with Program Access



### Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

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

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	81	81.9	129	88.3	110	85.3	137	89.1	137	88.7	Very High	Maintained	Excellent	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	14	68.8	32	77.0	21	85.7	31	86.1	17	84.5	Very High	Maintained	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	60	87.3	90	87.9	82	80.3	100	86.8	112	83.7	High	Maintained	Good	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	7	89.7	7	100.0	7	90.0	6	94.3	8	97.9	Very High	Maintained	Excellent	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

"The CACHS Graduation Pathways document is an excellent and positive way to show fellow classmates, parents, and the extended community students' holistic growth and success over their high school years."  
 - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.

## B.3 Program of Studies - At Risk Students



### Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

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

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	81	91.0	129	92.6	110	93.4	138	89.9	138	91.1	Very High	Maintained	Excellent	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	15	86.0	32	90.4	21	96.8	32	86.3	17	88.0	Very High	Maintained	Excellent	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	59	86.9	90	87.3	82	83.3	100	83.5	113	89.6	High	Improved	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	7	100.0	7	100.0	7	100.0	6	100.0	8	95.7	Intermediate	Maintained	Acceptable	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

## B.4 Safe and Caring



### Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

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.

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	82	96.3	129	96.9	110	95.2	137	96.7	138	96.8	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	15	96.0	32	99.4	21	98.1	32	98.1	17	97.6	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	60	92.9	90	91.4	82	90.4	99	91.9	113	92.8	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	7	100.0	7	100.0	7	97.1	6	100.0	8	100.0	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

"I love the warm welcoming atmosphere. Kids are comfortable with staff." - Board member reflecting on EP goals during a 2024-25 Board meeting

### A.8 Work Preparation



Measure History

Authority: 9294 Central Alberta Christian High School Society  
 Province: Alberta

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.

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	22	90.0	39	95.3	28	97.6	38	100.0	25	100.0	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	15	80.0	32	90.6	21	95.2	32	100.0	17	100.0	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	7	100.0	7	100.0	7	100.0	6	100.0	8	100.0	Very High	Maintained	Excellent	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

*"I like the foresight to look beyond high school and strive to equip students for life after high school."* - Board member reflecting on EP goals during a 2024-25 Board meeting

### Drop Out Rate



Measure History

Authority: 9294 Central Alberta Christian High School Society  
 Province: Alberta

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	73	2.6	78	1.3	71	1.0	94	1.0	87	1.4	Very High	Maintained	Excellent	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	2	*	2	*	1	*	1	*	1	*	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

*"As class sizes get larger I would think the understanding of the context portion gets harder to gauge each students' unique learning style. I would encourage teachers to share ideas about what might make an individual student respond best with other teachers. This gets harder with a growing student population and changing staff."* - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.

### Essential Insights

- Addressing mental health challenges that have arisen since COVID-19 restrictions, in 2024-25 CACHS continued building student and staff mental health resilience through a bi-weekly 30-minute mental health program called Open Parachute.
- As our Strategic Plan 2025 informed CACHS of stakeholder desire for diversifying student graduation pathways, starting in 2022-23 prospective students and parents were given our [CACHS Graduation Pathways](#) document that outlines new and diverse pathways students can take to graduate high school at CACHS. The Pathways document has proven helpful for students, staff and parents navigating the high school graduation options our school offers.

### Context and Comment

Our faith perspective enables us to address each student holistically. The school reflects a worldview rooted in the notion of an authoritatively established and maintained moral universe. Each student is taught that they are ultimately accountable for their treatment of themselves and others. This perspective informs each participant in the life of our school in a manner that creates a climate of respect, humility and Christian love. This foundation explains the extremely low incidence of bullying, harassment, or threat. While we are not immune to tension and discord, the sense of safety within our school is very high. Teachers model a life of integrity and commitment to shared beliefs and values both in and outside of school. New students have generally found our school to be a particularly accepting place.

*“One very encouraging experience for which I am very thankful occurred when I met with a teacher to discuss my son’s school work. The teacher opened our meeting with prayer. I felt relief and joy that this teacher wanted to bring my son, her student, before God for His blessing and help.” - Board member reflecting on EP Faith Formation goal during a 2024-25 Board meeting.*

We will continue to:

- Maintain teacher, counsellor, student support teacher and administration open door policies promoting openness to students.
- Train all staff in Occupational Health and Safety policies and protocols.
- Provide staff with mental, physical, and professional wellness support through the monthly CSI publication Body Bulletin Canada.
- Continue the engagement work of seeing mental health as a shared responsibility.
- Focus on relationships as the effective method to attain system wellness.
- Maintain partnerships with government and community organizations to ensure student and family wellness is supported both in and out of school.
- Maintain a safe school environment for students, staff and visitors.
- Monitor and control the use of the internet, cell phones and other means of digital communication in order to minimize inevitable abuses of such technology.

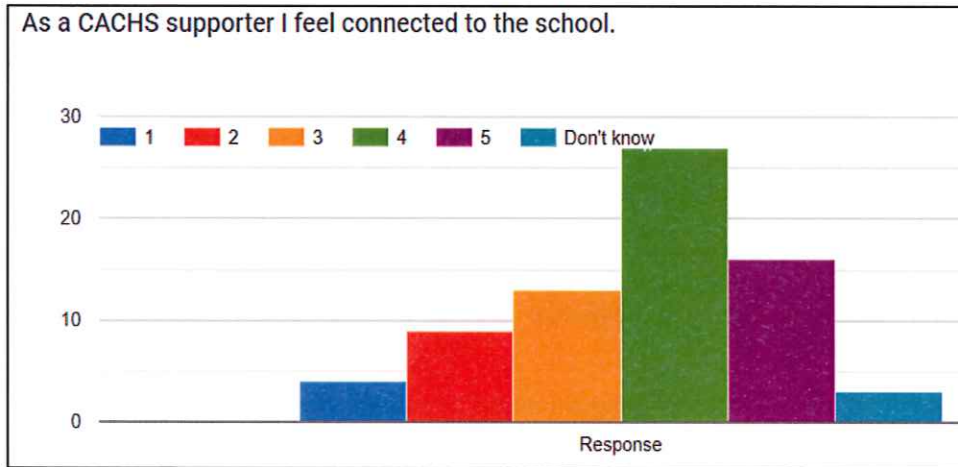
Our school adheres to curricular components and professional development to ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaty agreements and the history and legacy of residential schools. We also bring in guest speakers who raise consciousness in this area.

The school's administration is proactive in addressing situations of potential or real conflict. The members of our school community – parents, students and staff - have a high sense of personal responsibility and mutual accountability. We have established a strong sense of partnership and a culture of mutual support and encouragement. Behaviours such as bullying, and any other that denigrates the individual, violates the institutional ethos. Again, this culture is actively supported and cultivated in the homes and churches of our students.

**EP Goal: Engagement and Improvement**

Outcome	Provide partners with the opportunity to contribute to student success.
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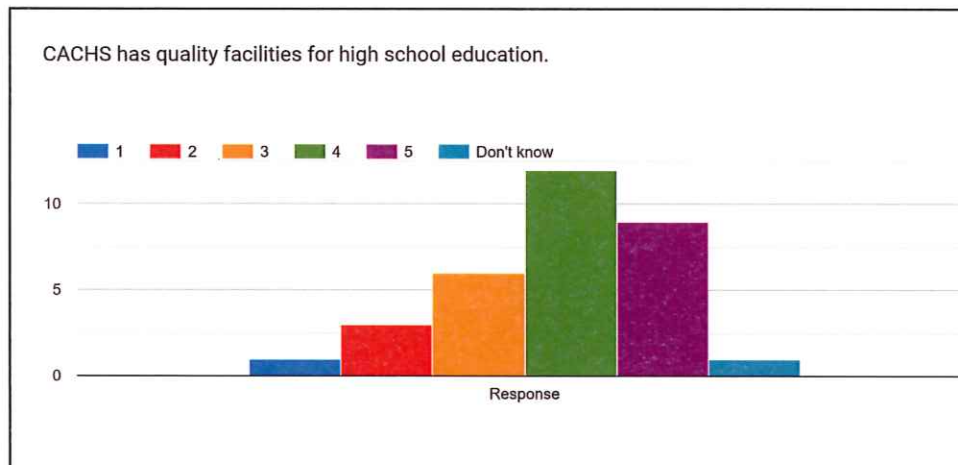
“The role of parents on the Education Committee provides assurance to Society members of the culture, community, quality of teaching and learning at CACHS.” - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.



Results collected from SP25 survey respondents.

- Responses:
- 1 - strongly disagree
  - 2 - disagree
  - 3 - neither agree nor disagree
  - 4 - agree
  - 5 - strongly agree
  - 6 - do not know

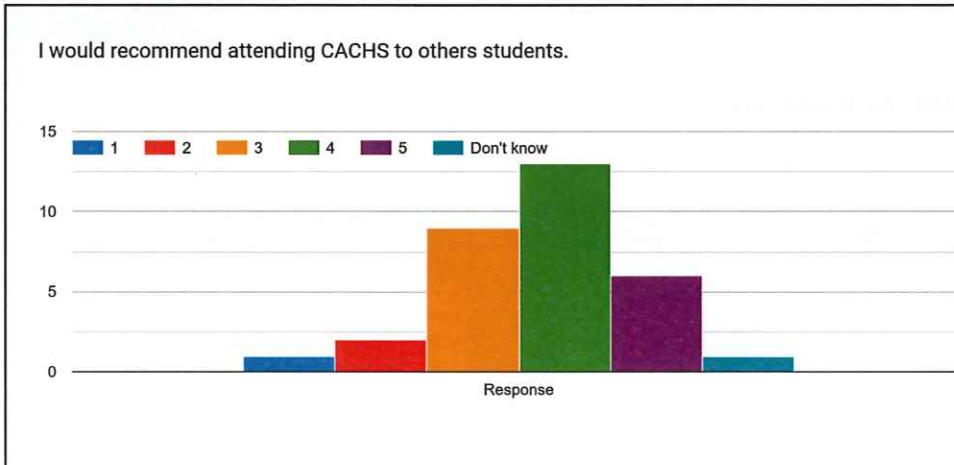
*I think the CACHS Application to Graduation responses are great reflections. Could a simplified version be done with Grade 10s and/or 11s to be able to change negative things if any before graduation?”* - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.



Results collected via our Application to Graduation 2025 survey.

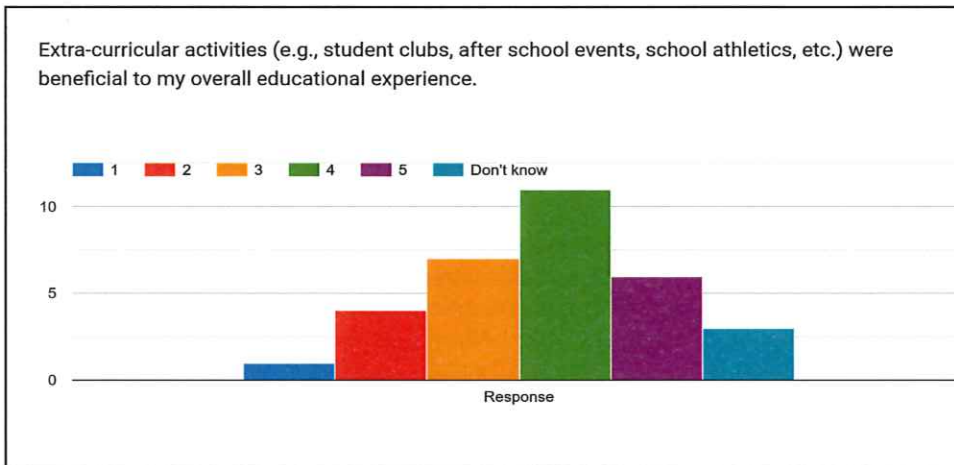
- Responses:
- 1 - strongly disagree
  - 2 - disagree
  - 3 - neither agree nor disagree
  - 4 - agree
  - 5 - strongly agree
  - 6 - do not know

*“School facilities are great and getting better as the school is growing.”* - Board member reflecting on EP goals during a 2024-25 Board meeting



Results collected via our Application to Graduation 2025 survey.

Responses:  
 1 - strongly disagree  
 2 - disagree  
 3 - neither agree nor disagree  
 4 - agree  
 5 - strongly agree  
 6 - do not know



Results collected via our Application to Graduation 2025 survey.

Responses:  
 1 - strongly disagree  
 2 - disagree  
 3 - neither agree nor disagree  
 4 - agree  
 5 - strongly agree  
 6 - do not know

*It is a real joy as a member of the Education Committee to have the opportunity to observe classes, to see first hand the skillful application of Christian principles to promote excellence in Education and student development.” - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.*

### Governance

#### C.1 Parental Involvement - Measure History

Authority: 9294 Central Alberta Christian High School Society  
 Province: Alberta

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

	Central Alta Christ HS Soc.										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	22	88.5	39	94.7	28	95.2	38	92.7	25	94.1	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	15	77.0	32	89.4	21	90.5	32	85.4	17	88.2	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	7	100.0	7	100.0	7	100.0	6	100.0	8	100.0	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

*“Since Strategic Plan 2025 is completed. It is time to look ahead again.” - Board member reflecting on EP goals during a 2024-25 Board meeting*



## E.2 School Improvement

### Measure History

Authority: 9294 Central Alberta Christian High School Society

Province: Alberta

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.

	Central Alta Christ HS Soc.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	79	80.7	128	92.0	108	85.2	134	86.0	135	84.8	Very High	Maintained	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	13	76.9	32	90.6	20	90.0	28	89.3	17	82.4	Very High	Maintained	Excellent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	59	79.5	90	85.3	81	80.0	100	85.4	111	86.4	Very High	Maintained	Excellent	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	7	85.7	6	100.0	7	85.7	6	83.3	7	85.7	Very High	Maintained	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

“Though we are an “independent school”, we collaborate with other schools and networks to learn new strategies and share best practices.” - Education Committee member reflecting on EP goals during a 2024-25 Education Committee meeting.

### Essential Insights

- CACHS is a parent-driven school that continues to have a very high level of engagement and participation on the Board and standing committees – Development, Education, Finance, and Maintenance committees.
- CACHS Strategic Plan 2025 continues being implemented with three focusses – Educational Programming, Community Relations, and Growth and Infrastructure.
- CACHS continues to enjoy excellent support from our educational partnerships with Association of Independent Schools and Colleges of Alberta, Central Alberta Regional Consortium, Christian Educator Benefit Solutions, Christian Schools Canada, Christian Schools Foundation, Christian Schools International, and Prairie Centre for Christian Education.
- Adding sections of core and option courses in accordance with population growth and demand has allowed us to maintain quality learning experiences for all our students.

### Context and Comment

Parents also continue to play a pivotal role at our school by being active members of our Board and a variety of committees, with each of these having a three-year term encouraging many of our members to be involved during their child’s period of enrolment. To ensure that our EP remained effective through the 2024-25 school year, our Board and committees reviewed, commented on and made plans based on our four EP goals. Board members meeting with new parents in the summer before their first child enters CACHS is a practice that begins the home, church, and school relationship that is core to the success of all CACHS students.

Our annual CACHS Society Meeting provides clear information and accountability both in terms of programs offered and the stewardship of financial resources. Encouraging parents/guardians in their essential role through secondary education has been both empowering and relieving for our new parents.

Over the 2024-25 school year the CACHS Board of Directors fundraised to add two grinding booths in our industrial arts shop, and renovated the old computer lab into a flexible learning space. Access to the Dual Credit Start-Up grant was greatly appreciated by our Society because it helped with the conversion of our old computer lab into a much more functional learning space that is now used as a study hall, large meeting room, lunch room, and expanded art and cosmetology labs. Each of our facility improvements align strongly with our Strategic Plan 2025 (SP25) and EP as we look to provide quality learning spaces and experiences in diverse programming. SP25 has been instrumental in guiding the CACHS Board of Directors to continue pursuing programming excellence and expansion.

The new flex learning space has allowed us to handle new programs (i.e., Dual Credit programming) and student population growth (i.e., 17% growth in 2023-24, 16% growth in 2024-25, 11% growth in 2025-26, and projected 4-6% growth in 2026-27). These ongoing facility updates and program expansions are continued examples of the supporting communities' strong commitment to meet the needs of all students. Students of varied academic abilities are offered high quality facilities from a greater variety of courses without sacrificing credits. It also indicates the existence of a school culture of engagement and communal responsibility that positively impacts retention of students.

*"The school is doing well with school improvements that have provided for more programs being offered, keeping students interested and engaged."* - Board member reflecting on EP goals during a 2024-25 Board meeting

Informing stakeholders with current school information and upcoming events is essential in maintaining the home and school partnership. Along with regular social media posts, a monthly newsletter is circulated which presents a wide array of information ranging from the issues of the day in education to Board notes, plans and decisions. The newsletter also includes events calendars and presents opportunities for involvement.

*"There is a lot of communication to parents from the school (e.g., newsletters, email, etc.) and opportunities for in-person meetings (e.g., parent information night, society meeting, parent teacher meetings)."* - Board member reflecting on EP goals during a 2024-25 Board meeting

#### **Closing Remarks**

We will continue to cultivate a model of education which is based upon the shared responsibility of home, school and church. These results affirm an educational philosophy in which parents are central to all facets of their child's education, which is not limited to the formal instruction offered during the regular hours of a school's operation. Education in the broadest sense takes place in the context of community. A child experiences the greatest success when all facets of their lives are nurtured in a cohesive, harmonious and authentic manner. Our philosophical model rejects the notion that school is solely responsible for the education of a student. Excellent education takes place only when the school is viewed as one of several partners in the intellectual, moral, emotional, physical and spiritual development of the child. We will strive to maintain these partnerships.

#### **Summary of Financial Results for 2024-25 School Year**

All monies received from Alberta Education were spent on the operation of the school. Additional required monies were obtained through tuition and donations.

Funding Grant (Alberta Education Instructional Grant)	\$ 904,435
Other Revenues (all remaining revenue totalled)	\$ 1,335,858
Operating Expenses	\$ 2,046,542

A more complete picture of the school's finances is available by contacting the school at 403-782-4535 and requesting a copy of the Audited Financial Statement or go to [www.cachs.ca](http://www.cachs.ca) and click on Plans and Reports.

To access the complete budget for the 2024-25 school year, please contact the school, 403-782-4535 or visit [www.cachs.ca](http://www.cachs.ca) and click on plans and reports.

**Timelines and Communication**

The completed 2024-25 Annual Education Results report is posted to our website [www.cachs.ca](http://www.cachs.ca). The CACHS Society will be made aware of its availability on the web, or from hard copies in the office through an announcement made in the January newsletter. The results of the report will also be discussed during the annual CACHS Society Spring meeting.

Monthly newsletters, email notifications, the annual society meeting, and a culture of openness and transparency all contribute to strong communication between home and school.

***Public Interest Disclosure (Whistleblower Protection) Act***

Our current policy is posted to our website <https://www.cachs.ca/our-school/other-information>. The school is committed to high standards of professional and ethical conduct in every aspect of its operation. During the school year of 2024-25 we received no disclosures in regard to the Whistleblower policy.