



Meadows Christian Education Society
Annual Education Results Report: 2024-2025

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Accountability Statement

The Annual Education Results Report for Meadows Christian Education 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*. To the best of its abilities, the board is committed to using the results in this report to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the board on November 17, 2025 .

Board Chair: Kevin Williams

Date: November 17, 2025

Signature: *A signed copy of the document is kept on file at the MCES office (2215 17st NW, Edmonton, Alberta T6T 1J1)*

Accountability / Assurance System

MCES uses the results from the Annual Education Results Report (AERR), AFS, and interaction with MCES stakeholders in order to inform the Three-Year Education Plan. The Three-Year Education Plan exists to inform the school's direction for the next number of years. As a small school board, MCES is able to react quickly to the ever-changing needs of the school community.

Mission / School Profile

Mission

Partnering with Christian parents to help students become more like Jesus Christ and reach their academic potential

Values

1. **Academic Rigor:** Whether learning comes easily or through much pain and hard work, we desire that all students honor God through rigorous academic pursuit. This pursuit looks different from child to child.
2. **Biblical Worldview:** The fear of God is the beginning of wisdom. We believe that God has spoken, and we endeavor to show students that God's Word does not just flavor the subjects we teach. His Word is the foundation of the subjects that we teach.
3. **Parental Engagement:** Parents are the primary educators and disciplers of their children. Thus, we seek to intentionally engage parents in the education, discipline, and spiritual growth of their children.
4. **Christ-like Staff:** Students are perceptive. They will learn much from what we teach them explicitly; they will learn more from what we teach them through our actions.
5. **Heart Focus:** Behaviour flows from the heart. With God's grace, our staff's aim is to seek genuine heart change in our students (and ourselves).

School History

In 2005, Meadows Baptist Academy started offering classes from kindergarten to Grade 9 in what is affectionately known as "the little white building." From its inception in 2005, until roughly 2013, the school remained approximately 40 students. Now, years (and a name change) later, though the school has grown significantly, MCA is still focused on the same mission: helping students grow both spiritually and academically.

School Profile and Programs

Meadows Christian Academy is a rapidly growing, ethnically diverse school with a family feel. From 2005 to 2013, the school consisted of approximately 40 students. Since 2013, the school has grown steadily. Current projections estimate the student population to be roughly 280 students for the 2026-2027 school year. MCA serves an ethnically diverse student body with approximately 50 percent of all MCA students being English Language Learners. MCA has enrollment open to the general community, so long as families and students can abide by the parent-student handbook and statement of faith. The school's defining feature is that it desires to be a Christian school first and foremost. Teachers are tasked with teaching all subjects through a Christian worldview and desiring to reach the hearts of their students. Though MCA strives to excel academically, our chief desire is that students would grow to be like Jesus Christ.

Challenges and Opportunities

MCA has experienced significant growth in the last decade. This increased growth is based almost exclusively on referrals from current families. Due to higher student-to-staff ratios, MCA has been able to increase teacher salaries in order to be more competitive with the public school system. However, this increased student growth has also been met with significant challenges. At this point, the main concern continues to be a lack of space.

Stakeholder Engagement

MCA engages its stakeholders in the following ways:

- *Teacher-Generated Parent and Student Surveys*
 - Teachers are encouraged to conduct at least one student survey (Grades 3 to 9) and one parent survey (all grades).
- *Consistent Communication with Parents*
 - Parents (Grades 3-9) can check their child's grades on Gradelink.
 - Teachers (Grades K-9) update their teacher pages on Gradelink weekly.
 - Parent-teacher interviews are offered twice a year.
- *Open Communication with Alberta Education*
 - The MCES board is committed to building positive relationships with Alberta Education. Our education managers are invited to observe our school as often as they like.
- *Engagement with Elected Officials*
 - MCA makes a practice of reaching out to our elected officials.
- *Engagement with Teachers*
 - Internally, MCA desires to meaningfully engage teachers. Teachers are welcome to give feedback on school policies and procedures.
- *General Parent Engagement*
 - MCA encourages a high level of parental involvement on both government-generated assurance measures and locally developed assurance measures.
 - MCA believes that parents are essential. As such, we seek to engage them early when either academic or character concerns arise.
 - Parents are welcome to meet with teachers at any time throughout the year.
- *School Board Involvement*
 - As the MCES board is made up of a majority of parents, MCA does not have a parent advisory council.
 - The school board is involved in hiring staff, developing policies, and budgeting. As all but one board member currently have children at MCA, the board has a natural vested interest in being engaged on school matters.

Sharing of results: Results from the AERR / AEAM are emailed to the MCA community (parents and teachers) and are also available on the school's website under the "accountability" tab. PAT results are emailed to parents once the results become available to the school. The AERR will be posted to the school website by November 30, 2025.

Alberta Education Assurance Measures - Overall Summary

Fall 2025 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Meadows Christian Education Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.1	88.8	88.3	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	86.1	88.0	88.4	79.8	79.4	80.4	Very High	Maintained	Excellent
	PAT9: Acceptable	86.7	75.0	75.0	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	63.3	35.0	28.6	15.6	15.4	15.5	Very High	Improved	Excellent
Teaching & Leading	Education Quality	91.5	96.3	95.0	87.7	87.6	88.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.4	91.4	92.0	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	89.8	91.0	90.0	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	92.7	92.8	94.5	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included the following: 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 the following: 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.

EAL (English as an Additional Language) PAT Results

MCA had fewer than six students coded EAL write Grade 6 and Grade 9 PAT exams. As a result, EAL specific PAT exam results have been suppressed.

FNMI PAT Results

MCA has two students that self-identify as FNMI. As a result, FNMI specific PAT exam results (and other results) have been suppressed.

Domain: Student Growth and Achievement

PAT Course-by-Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2021		2022		2023		2024		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E
ELA 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.3	21.7	90	20
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7		
Math 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.6	13.0	90	20
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1		
Science 6	Authority	n/a	n/a	84.2	47.4	77.3	31.8	87.5	29.2	NA	NA	90	20
	Province	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8	NA	NA		
Social Studies 6	Authority	n/a	n/a	84.2	42.1	72.7	27.3	83.3	29.2	87.0	26.1	90	20
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5		
English Language Arts 9	Authority	n/a	n/a	100.0	14.3	77.8	22.2	70.0	40.0	73.3	46.7	90	20
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1		
Mathematics 9	Authority	n/a	n/a	100.0	42.9	66.7	11.1	70.0	30.0	93.3	66.7	90	20
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0		
Science 9	Authority	n/a	n/a	100.0	57.1	77.8	22.2	90.0	30.0	93.3	73.3	90	20
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1		
Social Studies 9	Authority	n/a	n/a	100.0	28.6	77.8	33.3	70.0	40.0	86.7	66.7	90	20
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grade 9 PAT Results By Number Enrolled Measure History													
	Meadows Christian Education So					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	7	9	10	15	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	100.0	75.0	75.0	86.7	Very High	Maintained	Excellent	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	35.7	22.2	35.0	63.3	Very High	Improved	Excellent	n/a	16.8	15.5	15.4	15.6

Comment on results: PAT Results Spring 2025

Overall, we are pleased with our PAT results. It should be noted that, statistically speaking, the sample size of MCA students writing PAT exams is still quite small. Thus, all data should be taken with this in mind. Results may vary significantly year to year (even with the same teacher teaching the same subject). MCA is committed to increasing teacher capacity through collaboration and professional development in order to make students successful.

Local Component: School-Initiated Testing

ReadTheory

For the 2024-2025 school year, MCA transitioned away from the CAT-4 exams and utilized ReadTheory as a reading comprehension assessment. ReadTheory is an online-based reading comprehension assessment / learning tool. ReadTheory uses AI to adjust excerpts and questions according to a student's reading level. Thus, a child is challenged to push their reading level beyond their current reading ability. In the 2024-2025 school year, ReadTheory reports (denoting a child's current reading level) were sent home to parents. These reports are meant to create dialogue between parents and teachers and help both parents and teachers better target necessary reading interventions and supports.

Mathinko

During the 2024-2025 school year, MCA transitioned away from CAT-4 to Mathinko. Mathinko is a locally developed, Alberta curriculum aligned, math assessment. Mathinko aims to determine where a student's math gaps may be, providing timely assessment data that can be used by both classroom teachers and parents. Mathinko reports are emailed home to parents twice per year.

Number Sense														
	Overall		Whole Number		Decimal		Integer		Fraction		Mixed Number		Rational Number	
Year (Term 3)	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Grade 3	84	85.6	85.2	86.6					75.4	78.4				
Grade 4	74.7	79.6	83.4	87.5	45.5	50.4			59.1	67.2				
Grade 5	77.2	82.6	85.1	88.5	66.5	77.4			74.8	79.6	52.2	54.2		
Grade 6	75.6	77.1	89.7	90.6	66.2	65.7	69	82.6	70.2	69.2	35.7	54.3		
Grade 7	89	87.8	94.1	93.6	90.4	84.7	86.4	91.7	82.6	84	79.5	66.7		
Grade 8	88.1	89.3	93.8	89.8	80.8	86.2	91.2	95.2	85.2	87.4	92.3	92.9		
Grade 9	83	94.6	84.2	96.7	86.3	90	80.4	98	87.5	96.4	81.3	92.9	37.5	78.6
School Average	81.7	85.3	87.9	90	72.6	75.7	81.8	91.9	76.4	80.1	68.2	72.2	37.5	78.6

Whole Math														
	Algebra		Geometry		Measurement		Patterns		Statistics		Time		Overall	
Year (Term 3)	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Grade 3	82	75	63	71	58	88	71	85	79	78	44	84	66	80
Grade 4	65	84	57	72	68	73	73	85	76	86		81	68	80
Grade 5	58	77	57	77	56	67	76	84	80	86			65	78
Grade 6	70	71	76	77	60	60	75	83	67	81			70	75
Grade 7	74	80	74	82	61	69	63	82	71	70			69	77
Grade 8	86	96	87	83	87	76	76	73	76	70			82	80
Grade 9	81	89	58	90	55	94	56	89	52	79			60	88
School Average	73.7	81.7	67.4	78.9	63.5	75.3	70	83	71.2	78.6	56.0	82.5	68.3	79.7

Comment on results: Mathinko

Mathinko results showed a marked increase in year-over-year performance (indicating a growth in student math skills). Mathinko also functioned as a helpful standardized assessment tool, increasing parent communication.

Early Years Literacy and Numeracy Assessments

1. Assessment Names / Grade Level

- Grades 1,2,3: Castles & Coltheart 3 (CC3) Assessment
- Grades 1,2: Letters Name-Sound (LeNS) Assessment
- Grades 1,2,3 and at-risk students Grade 4: Numeracy Screening Assessment

2. Interventions

- Numeracy:** At-risk students received individual programming an average of 30 minutes/week. Students not labeled as at risk on the Weighted Total Score Outcome, but who are at risk in specific categories, received a combination of individual and small-group instruction to target the areas where they are at risk. Small group instruction with an education assistant occurred 1x weekly with a rotating focus (e.g. next numbers, addition facts, etc.).

- b. **Literacy (CC3 and LeNS):** At-risk students received individual literacy programming for 45-60 minutes/week. Students not labelled as at risk on the Weighted Total Score Outcome, but who are at risk in specific categories, received a combination of individual and small-group instruction 1x/week for 20 minutes to target the areas where they are at risk (e.g. letter sounds). Programs used during literacy interventions included the following: Phonics Pathways, UFLI, and the provincial resources provided.
- a. The Student Support Coordinator provided oversight for all interventions as well as worked with and trained two educational assistants to provide the interventions for the students. School volunteers were also utilized to review concepts with students.

2024-2025 Early Literacy and Numeracy Data					
Test / Grade	Total Assessed	At Risk (First Assessment)	Average Months Behind (At-Risk Students Initial Testing)	At Risk (End of Year)	Average Months Behind (At-Risk Students Final Testing)
CC3 Grade 1	22	0	0 Months	0	0 Months
CC3 Grade 2	42	2	11 Months	1	7 Months
CC3 Grade 3	44	3	12 Months	5	7 Months
LeNS Grade 1	22	1	9 Months	3	6 Months
LeNS Grade 2	42	0	0 Months	0	0 Months
Numeracy Grade 1	22	7	8 Months	5	5 Months
Numeracy Grade 2	42	9	12 Months	8	8 Months
Numeracy Grade 3	44	5	10 Months	4	7 Months
Numeracy Grade 4	5	2	9 Months	0	3 Months

Student Learning Engagement

The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	104	88.3	145	89.0	158	88.0	171	86.1	High	Maintained	Good	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,076	83.9
Parent	n/a	n/a	19	94.6	26	99.2	31	97.4	32	99.0	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,444	87.6
Student	n/a	n/a	74	72.1	106	67.9	113	68.0	123	59.3	Very Low	Maintained	Concern	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,089	69.3
Teacher	n/a	n/a	11	98.2	13	100.0	14	98.6	16	100.0	NA	Maintained	NA	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,543	95.0

- Notes:**
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on results: Student Learning Engagement

Overall, we are pleased with these results as they pertain to parent and teacher responses. From the current data, parents and teachers are excited about what is happening in the classroom. Unfortunately, there continues to be room for growth in increasing student engagement in the classroom. As a staff, we continue to collaborate with one another and to make professional development available in order to help teachers better engage students within the classroom context.

Citizenship

The percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.																					
	Authority								Measure Evaluation			Province									
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	104	88.3	145	89.0	158	88.0	171	86.1	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	19	94.6	26	99.2	31	97.4	32	93.7	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	74	72.1	106	67.9	113	68.0	123	65.9	Intermediate	Maintained	Acceptable	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	11	98.2	13	100.0	14	98.6	16	98.7	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

- Notes:**
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Comment on results: Citizenship

We are very pleased with this result. As a Christian school, we desire that our students acquire the skills necessary to participate as active citizens. We desire that our students apply a biblical worldview to all of life. Citizenship, as a topic, comes up naturally in numerous classroom and chapel contexts. Students also have leadership opportunities with the MCA Chatter Club, singing at a local seniors home, and helping with a variety of service opportunities within the MCA building. MCA would like to do a better job of giving students service opportunities in the community as opportunities arise.

Domain: Teaching and Leading

Education Quality – Measure Details

Percentage of teachers, parents, and students satisfied with the overall quality of basic education.																					
	Authority								Measure Evaluation			Province									
	2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	104	93.8	145	95.0	158	96.3	171	91.5	Very High	Declined	Good	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	19	97.3	26	94.9	31	97.3	32	90.6	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	74	85.5	106	91.5	113	91.7	123	85.8	Intermediate	Maintained	Acceptable	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	11	98.5	13	98.7	14	100.0	16	97.9	Very High	Maintained	Excellent	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on results: Education Quality																					
We are pleased with the results for this metric. We recognize that indicators decreased relative to last year and this is an area we can strive to improve in. Our aim is to offer affordable, quality, Christian education. To that end, we continue to provide meaningful PD opportunities, provide opportunities for teacher growth, and address both parent and student concerns via parent and teacher surveys.																					

Local component: TGSEP

Information summarizing implementation of our local context for Teacher Growth Supervision and Evaluation

- At MCA, we care about teacher growth. In line with the MCES Teacher Growth and Supervision policy, all MCA teachers are responsible for submitting a teacher growth plan (TGP). The teacher's TGP is submitted no later than September 30th. All TGP's are reviewed in October, January, and at the end of the school year. Teacher growth plans are to be linked to the Alberta Teacher Quality Standards. Additionally, teachers are required to submit one spiritual growth goal on their TGP. In January and June, the teacher is required to submit a written review of their TGP.
- Teacher supervision occurs as needed, typically more with new staff. MCES is currently in the process of developing a teacher supervision framework to supervise each teacher every 3 years (approximately).
- Teacher evaluations occur for new teachers. Teachers in their second year of teaching are evaluated (at the discretion of the principal) for the purposes of permanent professional certification.

Domain: Learning Support

Welcoming, Caring, Respectful, and Safe Learning Environments – Measure Details

The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.																					
	Authority								Province												
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	104	92.4	145	92.2	158	91.4	171	90.4	High	Maintained	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	19	99.3	26	99.5	31	97.2	32	97.6	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	74	77.8	106	77.1	113	79.2	123	73.4	Low	Maintained	Issue	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	11	100.0	13	100.0	14	98.0	16	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

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.																					
	Authority								Province												
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	104	94.1	145	94.1	158	92.8	171	92.9	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	19	98.9	26	99.2	31	96.8	32	98.1	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	74	83.3	106	83.2	113	84.5	123	80.7	High	Maintained	Good	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	11	100.0	13	100.0	14	97.1	16	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

Comment on results: Welcoming, Caring, Respectful, and Safe Learning Environments

For this metric, our parent and teacher responses are significantly higher than our student responses (following the provincial pattern). As a school authority, while we are happy with our overall score, we know there is once again room for growth regarding the student experience. We continue to strive to create a school environment where all students feel loved and cared for.

Access to Supports & Services – Measure Details

The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.																					
	Authority											Province									
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	104	88.9	145	90.0	158	91.0	171	89.8	Very High	Maintained	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	19	84.0	26	89.7	31	95.4	32	93.6	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	74	84.4	106	80.3	113	77.7	123	75.8	Low	Maintained	Issue	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	11	98.2	13	100.0	14	100.0	16	100.0	n/a	Maintained	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

- Notes
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on results: Access to Supports and Services

With the help of the MCA student support coordinator, teachers, and educational assistants, MCA students receive a high degree of support and help. We are confident that, given more time, the student metric surrounding how supported students feel will also increase. The MCA staff work incredibly hard to bring targeted interventions as quickly as possible to students in need.

Local Component: Access to Supports / FNMI Student Success

● Accessing a Continuum of Student Supports

- *School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. To demonstrate it is meeting this responsibility, the school authority must do the following: identify and report results from related local measures, or provide a succinct description of the related processes and strategies it has implemented.*
- AISCA received a grant from AB Education [Expanding Capacity and Learner Supports (ECLS)], allowing them to facilitate student support services accessible to independent schools. As a small school with limited resources, we are very thankful that we have been able to access such a resource. Additionally, with so many needs and limited resources, we are proud of how much our small staff has accomplished with regard to supporting students that require extra assistance.

- MCA was able to access Speech Language Pathologists (SLP) and Occupational Therapists (OT) for students who required extra help. The OT's and SLP's that MCA was able to access operate on a model that seeks to increase the capacity of our teachers and educational assistants. With the increased amount of students requiring extra assistance, it became evident that we needed to hire a student support coordinator (something that happened for the 2023-2024 school year).
- In order to determine which students require extra help, MCA staff rely on early literacy and numeracy testing, PAT exams, Mathinko, ReadTheory, classroom performance, parent input, and a variety of anecdotal observations and conversations. Additionally, MCA has made use of whole class OT and SLP screening.
- MCA also has a number of students with a wide range of learning needs. Some of these needs require extra support (but not the support of an SLP or OT). Where possible, these students receive additional one-on-one help. Educational assistants, under the guidance of the classroom teacher, seek to provide extra support for the students who need it most. Examples of such help include (but are not limited to) the following: math help, extra time for tests/exams, reading support, phonics practice, etc.
- **Improving FNMI Student Success**
 - MCA has a very limited number of students that self identify as FNMI. The FNMI students at MCA are performing well academically.
 - MCA is committed to growing in our ability to understand the history and impact of residential schools. Additionally, MCA is committed to promoting biblical reconciliation between all people groups. In an effort to better help our staff and students understand the impact of residential schools, MCA is planning more direct PD related to the topic of FNMI.
 - MCA has already planned future FNMI PD and is committed to helping our staff feel more confident in this particular area.

Domain: Governance

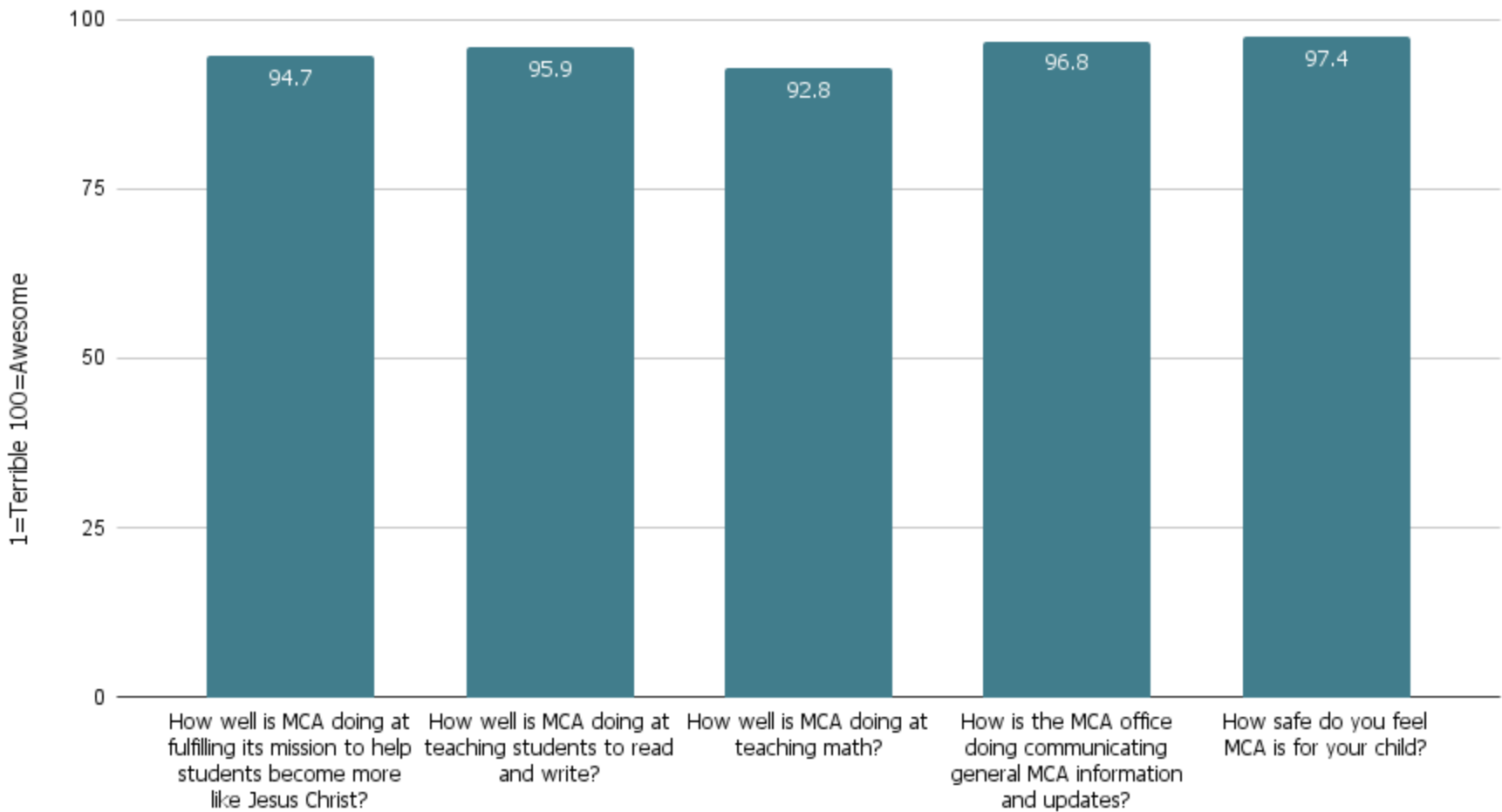
Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																					
	Authority								Measure Evaluation			Province									
	2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	30	95.7	39	94.9	44	92.8	48	92.7	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	19	96.8	26	89.8	30	96.0	32	92.9	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	11	94.5	13	100.0	14	89.6	16	92.5	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on results: Parental Involvement																					
MCA believes that parents are the primary educators of their children. We seek to offer a high degree of parental involvement. We are pleased with our results on this metric!																					

2024-2025 Parent Survey Results



Local Component: Effective Management of Resources

- *School authorities are responsible for effectively managing their resources. This includes collaborating with other school authorities, municipalities, and community agencies to address student needs and manage the use of public resources.*
- MCA is a member of AISCA (Association of Independent Schools and Colleges in Alberta). The MCA principal attends AISCA leadership meetings in both the fall and spring and is presently serving as a director on the AISCA board.
- The MCA principal has networked broadly with other independent school leaders. He consults regularly with AISCA leadership and other school leaders.
- MCA has a positive working relationship with Alberta Education. MCA encourages its Alberta Education Managers to come to MCA for regular visits.
 - Additionally, MCA takes part in Alberta Education Monitoring (the process by which AB Education ensures that the school is carrying out its educational responsibilities).
- MCA is also committed to building relationships with community leaders.
- MCA is committed to working with other professionals (OT / SLP) in order to better meet the needs of our students.
- MCA abides by all government legislation and regulation with regard to the governance of an accredited private school (including a yearly financial audit).

Fall 2025 Supplemental Alberta Education and Childcare Assurance Measures – Overall Summary

Measure	Meadows Christian Education Society			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Drop-Out Rate	0.0	*	n/a	2.4	2.5	2.4	Very High	n/a	n/a
In-Service Jurisdiction Needs	81.3	95.0	97.3	81.7	81.1	82.3	Low	Declined	Issue
Lifelong Learning	92.0	97.6	93.4	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	78.0	76.3	79.3	83.0	82.8	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At-Risk Students	89.1	90.7	90.0	80.5	80.6	81.2	High	Maintained	Good
Safe and Caring	92.9	92.8	93.7	87.3	87.1	87.8	Very High	Maintained	Excellent
Satisfaction with Program Access	74.6	71.8	69.6	72.1	71.9	72.5	Intermediate	Maintained	Acceptable
School Improvement	87.2	89.2	88.7	76.6	75.8	75.1	Very High	Maintained	Excellent
Work Preparation	95.0	95.0	96.6	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..

Reporting on the 2024-2027 Education Plan

- **School Priority #1: To maintain consistency with the mission and values of Meadows Christian Academy**
 - *Comment on results:* MCA staff are committed to keeping MCA in line with its stated mission and values. MCA staff consistently infuse biblical worldview and values into their classrooms. MCA staff are responsible for submitting year plans that contain an explanation of how they will teach the program of studies from a biblical worldview. Additionally, teachers do a great job of leading devotions and Bible class on a consistent basis. The message of the Gospel is preached consistently during chapel messages. In the 2024-2025 school year, the MCA Jr. High choir built relationships with a local senior center, performing there a number of times. Additionally, MCA staff participated in some biblical worldview training over the course of the 2024-2025 school year.
- **School Priority #2: To develop student writing skills**
 - *Comment on results:* During the 2024-2025 school year, MCA continued the process of taking the necessary steps required in order to improve student writing skills. During the start of the 2024-2025 school year, MCA staff continued to collaborate on the school's philosophy of writing, created shared writing goals, participated in a short story competition, developed year plans, and experimented with new writing resources. Additionally, MCA was able to reallocate some teaching resources in such a way that there was more dedicated writing instruction in a variety of classes. We are excited that we are now starting to see the fruit of our labours in the area of writing.
- **School Priority #3: To develop student reading comprehension skills**
 - *Comment on results:* During the 2024-2025 school year, MCA staff implemented some more robust and consistent reading comprehension assessments. Additionally, MCA teachers had their students participate in an online reading comprehension resource (ReadTheory). During the 2024-2025 school year, MCA staff had a variety of discussions regarding reading comprehension and grade level assessment. Staff also communicated reading comprehension results to parents early on in the year so that parents could access reading supports for their children if required.
- **School Priority #4: To support the diverse needs of MCA students**
 - *Comment on results:* MCA is very happy with its growth in supporting the diverse needs of MCA students. MCA's student support coordinator is doing a great job organizing care for students in need of extra help. The student support coordinator continues to do a fantastic job of bringing structure, oversight, and the necessary training required to provide timely help to MCA students. MCA continues to have a great relationship with our ECLS grant provider (Khan Communication). Educational assistants, under the direction of the student support coordinator, provided numerous, targeted, in-class and one-on-one student supports.

- **Implications for the 2025-2028 Education Plan**

- Based on the results from the 2024-2025 AERR and AEAM's, MCA believes that we are on the right track in most areas. The emphasis on reading and writing is starting to bear fruit in the higher grades. There is room for improvement regarding student engagement. Prior to making adjustments, staff will go over the AERR and AEAM surveys in greater detail to look for trends. Additionally, MCA staff will look for ways to bridge the gap between how parents feel about the school and how students are feeling (regarding learning engagement and how well students feel that the school is safe and caring).

MCES Audited Financial Statement Highlights 2024-2025

Pursuant to section 32 of the *Public Interest Disclosure (Whistleblower Protection) Act*, no disclosures were received during the 2024-2025 school year. This information is also disclosed annually in our audited financial statements. If you would like to view more detailed financial statements, please contact the school office @ office@meadowschristian.ca

Revenue Summary	Actual	Budget
Alberta Education (excluding home education)	\$1,693,451	\$1,676,544
Other Revenue (including fundraising)	\$143,055	\$58,500
Tuition/Instructional Fees	\$676,335	\$670,950
Total Revenue	\$2,512,841	\$2,405,994
Expense Summary		
Instruction ECS	\$90,419	\$81,460
Instruction Grades 1-12	\$1,852,319	\$1,710,482
Operations and Maintenance	\$252,446	\$288,383
Transportation*	\$121,338	\$133,570
Other	\$0	\$136,555
Total Expense	\$2,316,522	\$2,350,450
Total Revenue Less Expense	\$196,319	\$55,544

*Notes on Actual vs. Budget: (1) Transportation flows through directly to parents. (2) MCA received more donations than were budgeted. (3) Due to higher than expected transportation funding, AB education funding was increased over the initial budget. (4) O&M Expenses are higher due to reallocation of the MCA lease under O&M.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of current year data to a set of standards that remain consistent over time. The standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop-Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At-Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

1. For all measures except Drop-Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Drop-Out Rate measure: As "Drop-Out Rate" is inverse to most measures (e.g., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)