



EASTSIDE CHRISTIAN ACADEMY

**Annual Education Results Report for**

**2024 - 2025**

**(AERR) Nov. 30, 2025**

## Message from the Board Chair

Around the world there are many assumptions about education. Some feel that it is mainly for academic development. Others claim that it is to train workers for industry. Still, others see it as a way to control the masses. These points of view grow out of the main world view of that society. We are no different at Eastside Christian Academy in that we do have assumptions for the purpose of learning but ours are an outgrowth of a Biblical World View.

We live in a day and age when it is very popular to believe that everything came from nothing by random chance. This has led to a logical fallacy that life is without any real purpose and so one can create or manufacture reality. This has led to a steep decline in the quality of education. One look at the Standard Achievement Test scores over the past 60 years reveals that there is something very wrong in the direction of education prevalent in our society.

So then what is our main assumption at ECA about the purpose of education? To us it is clear from the great design of the universe, the undeniable intricacies and precision of even the smallest particles in the human body as well as the declarations of scripture that we were made by a wonderful creator. And as such, we know that life itself has a purpose. Education is then to help us to fulfill that purpose.

How can we know that purpose? The Creator has given us a clear message on the purpose of life and how we can fit into that grand design. We are not left in the dark on our own to guess or choose a random path. “For we are his workmanship, created in Christ Jesus unto good works, which God hath before ordained that we should walk in them.” (Ephesians 2:10) Simply said, we are to be a blessing to everyone that comes into our sphere of life. To our understanding we are to be a reflection of the love that the God of the universe has for each one of his creation.

We live in an age where there is a questioning of the reality of an authoritative standard for life. There is a question as to whether there are things such as right and wrong, or good and evil. We like to encourage critical thinking with our students, evaluating differing viewpoints and world views, as we believe that all truth leads to God’s truth. As such, humanity is not the measure of truth, nor do we find truth within ourselves. We believe that God, our Creator, “I AM” gave us the large universe to discover his vastness, and creative character. We have chosen to agree with God’s written Word, the Bible, when he states, “Be still and know that I am God” (Psalm 46:10).

Yearly, our school’s themes are created to encourage the students, with this year’s theme being “Identity: For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.” (Ephesians 2:10) We remind the students that in every situation, we have a higher purpose, “Whatever you do in word and deed, do it all to the glory of God.” (Colossians 3:17 and 1 Corinthians 30:31). We encourage the students to remember that they were created to have a positive impact on the world, or to be a blessing wherever we go.

Todd Swisher  
Board Chair

# BECOMING DISCIPLES TOGETHER

*“Train up a child in the way he should go and when he is old, he will not depart from it.” Solomon, King of Israel*

## Biblical Mandate

Eastside Christian Academy is a private K-9 school in Calgary, Alberta. Eastside Christian Academy strives to provide excellent education to students that come from a multi-ethnic community. In ECA, students are offered a godly education, focusing on character development, found in Biblical principles. Students and staff seek to “Know God and to Make Him Known,” through their work ethic and lifestyle. They are encouraged to treat others the way that they wish to be treated, by loving their neighbours as they love themselves.

The choices that ECA offers are important educational options requested by parents. Students are taught to recognize a Biblical identity and destiny for their lives. Students are reminded that God has a plan and purpose for each of their lives. Not all students learn at the same rate, when compared with their homogeneous peer group, and so mastery of content is required, rather than only completion.



## Individualized Education

Students are treated as individual learners through diagnostic testing, continuous checkups, self tests and finally through unit tests. A standard 80% minimum grade is required for each unit in Grades 4-9 and 90% for Grades 1-3, to ensure competence and the ability to engage in further studies in that particular subject field. Overall, content mastery is the goal rather than moving along with one's chronological age group when it comes to our teaching and learning method. Staff encouragement, diagnostic testing, appropriate academic placement, check-ups, self-tests and unit tests ensure students reach academic success.

## Foundation Statements

### Vision

- Provide Early Childhood Services through Grade/Level 9 on-site, based on the Alberta Program of Studies and Provincial Achievement Testing following their procedures, as closely as possible, within the context of Eastside City Church (ECC). As well, we provide Grade 1 - 11 for those who have chosen to home educate.
- Establish not only a teaching establishment, but a learning-centre style where staff become adept at assisting pupils in individual learning, finding answers and gaining insights into proper learning techniques. Guidance and direction are provided to the students, thus building self-confidence to students within an independent learning style.
- Develop the spiritual, intellectual, personal, social, and physical attributes of the student in accordance with the Christian faith with the realization that parents are the first teachers of their children, and that we, as educators, work in partnership with the parents.
- Assist each student in finding God's purpose for his or her life, based on the saving knowledge of Jesus Christ, growing in Christian maturity, being an effective witness for the Lord and influencing the world.
- Enhance self-discipline, obedience, responsibility, accountability and moral values of students.
- Appreciate God's diversity as shown by the broad scope of economic levels, educational and ethnic back-grounds of the student body.
- Experience the role of the believer as a messenger of Jesus Christ and a member in God's kingdom, which not only includes themselves, but also other believers (unity), the local church, the Church universal and world at large.
- Emphasize Canadian patriotism to build responsible citizens, since the Bible teaches us to obey those in authority and to live as peaceably as possible with all people.

## Statement of Faith

1) We believe that the Bible, containing the 66 books of the Old and New Testaments, is the only inspired, inerrant, infallible Word of God and is the final authority on the Christian faith and life. (II Timothy 3:16; II Peter 1:21).

2) We believe there is only one God, who exists eternally in three equal persons — Father, Son, and Holy Spirit — and who created out of nothing the heavens and the earth and all that is in them by the power of His spoken word (Genesis 1:1; Genesis 1:26; Psalm 33:6; Matthew 28:19; John 1:1-3; Mark 1:9-11; Hebrews 11:3).

3) We believe that Jesus Christ is both true God and true man (Exodus 3:13-15 and John 8:58-59; John 1:1- 18; John 10:30-33; Galatians 4:4-5; Philippians 2:5-8; Hebrews 2:14-18). We believe in His virgin birth (Isaiah 7:14; Matthew 1:18-23; Luke 1:26-35); His sinless life (Hebrews 4:15; Hebrews 7:26); His miracles (John 2:11); His substitutionary death (Romans 4:25; Romans 5:8; Galatians 3:13-14; Hebrews 2:9); His physical resurrection (Luke 24:39-43; I Corinthians 15:1-22); His ascension to the right hand of the Father (Mark 16:19; Luke 24:50-53); and His personal, visible, and bodily return in power and glory to judge the living and the dead (Acts 1:11; Revelation 20:11-15; Revelation 22:12).

4) We believe that men and women were created by God in His own image (Genesis 1:27; Genesis 9:6), that marriage was instituted by God whereby a man and a woman are joined together in lifelong commitment to faithful companionship, and that Biblical marriage is the only legitimate and acceptable context for sexual intimacy (Genesis 2:20-24; Matthew 19:4-6; Romans 7:2; I Thessalonians 4:1-8; Hebrews 13:4). We believe that all men and women are born spiritually separated from God because of sin (Genesis 3:23-24; Romans 3:10-12; I John 1:8-10), and are incapable of being reconciled to God apart from the work of Jesus Christ (Romans 5:6-8; Acts 4:12; Ephesians 2:1-5).

5) We believe in the absolute necessity of rebirth by the Holy Spirit for salvation (John 3:1-3; I Peter 1:23). We believe that man is justified (declared righteous) by God on the single ground of the righteousness of Jesus Christ (namely, His sacrificial and atoning death on the cross to pay the penalty for sin, and His perfect obedience) freely given to all who believe in Him. We believe that this saving work and perfect righteousness of Jesus Christ can only be received by faith alone (Isaiah 53:1-12; Jeremiah 23:6; Matthew 20:28; John 3:16-19; John 5:24; Romans 3:21-26; Romans 4:1-3; Romans 5:8-19; Romans 10:1-10; I Corinthians 1:30; II Corinthians 5:21; Galatians 2:21; Ephesians 2:8-9; Philippians 3:7-9; I John 4:10).

6) We believe in the physical resurrection of both the saved and the lost. Those who are saved will rise to eternal life, and those that are lost to eternal punishment (Matthew 16:27; John 5:28-29; Matthew 25:46; I Corinthians 15:12-17).

7) We believe that the Church is the body of born-again believers in fellowship with Christ and with fellow believers (I Corinthians 12:12-13; Ephesians 2:19-21; Hebrews 10:25).

8) We believe in the presence and power of the Holy Spirit, who indwells believers enabling them to live a Godly life (Romans 8:13-14; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 2:10; Ephesians 5:15- 21).

## A Profile of the School Authority

Eastside Christian Academy (ECA) offers Kindergarten (K) and Grades 1 to 9, employing curriculum which is based on individualized learning that focuses on mastery learning within the Alberta Program of Studies. We offer Accelerated Christian Education resources, as well as Enrichment Classes, to ensure that the learning outcomes from the Alberta Program of Studies are offered.

The school is located in the facility of Eastside City Church and operates under the authority of Eastside City Church. ECC is an independent, Bible-believing Christian church serving a multi-ethnic, socially-diverse community in Northeast Calgary and the city at large.

Our program focuses on the development of strong personal character developed within a Biblical worldview. Our program and academic standards are designed to develop academic success, strong personal character and Christian values.

Besides the Alberta Education (AE) accredited education, ECA has a physical education program, a chapel band program, and a private music program which includes bass guitar and piano. The students train in performance activities: stage, athletics, arts, crafts and music and attend a yearly Junior convention with 5 other schools in April and a yearly “Eastside’s Got Talent,” in house show for staff and students. For a number of years, Eastside Christian Academy hosted the April convention for students that are ages 7 -12. ECA often attends a yearly Senior convention for students over 12 years of age in Manitoba during the month of May. ECA also focuses on drama, set production, stage production and musical presentation when students participate in a yearly school play for parents and friends.

## Trends and Issues

Without a doubt, the number one issue for ECA and other private schools is the hue and cry of the Alberta Teachers Association and the New Democratic Party to see an end of funding for the private school sector. The ATA and the NDP focus on the idea that they are protecting and prioritizing public education, intimating that money is being diverted from public, Catholic and French education. They resent the fact that Alberta is the greatest supporter of independent schools. In jurisdictions where there is not government support for private education, it is the upper income earners that are represented as parents of students, but in Alberta that is not the case, due to the number of partially funded, special-focus schools which attract parents from the middle class. (Compared to the average demographic, teachers are four times more likely to have their children in private education.). They fail to mention that parents in this sector often make significant financial sacrifice to afford the tuition.

The maintenance of independent schools, it can be argued, centres in the principles of choice, cost savings and specialized programming. They support parents rights, which is a key pillar of Alberta's education system. It allows parents to select schools that align with their religious, philosophical, or cultural values, or that offer unique educational approaches. As well, independent schools have received funding for decades and are an established part of the educational landscape. Receiving about only 70% (and less in previous years) of the student funding makes independent schools an incredible savings for the government and tax payers. On top of that, the roughly 50,000 students in independent schools is a release of pressure for the public system. Independent schools offer unique programs which are not readily available in the main stream public system.

Since parents are Alberta residents, and as such pay taxes, they should also have some choice in their children's education, which incidentally saves the tax payers roughly \$165,000,000 to an upward of \$272,000,000 yearly.

In short, the government's position is that maintaining funding for independent schools is a responsible way to manage costs, respect parental choice, and ensure diversity of educational options available in Alberta.

## Summary of Accomplishments

This year was Eastside Christian Academy's 25th year of operation. We are thankful for our founders, past and present staff, students and school community - all of whom contributed to a successful 25 years. We celebrated a silver themed 25th anniversary themed gala awards night to celebrate 25 years of running.

### Music

Eastside Christian Academy has a chapel band music program consisting of choral singers, drums, keyboards, strings and sound board training. Private lessons in piano and bass guitar are also offered to students who demonstrate an aptitude to learn and practice. Many of the music students will perform in school performances, plays and may represent ECA in yearly Junior and Senior Conventions.

We also ran "Eastside's Got Talent." This has become an annual affair where students display a wide range of skills but focused mainly on musical acumen. We are sometimes very surprised at the talent that is discovered during this programme.

### Drama

This year, students put on "Ocean Commotion" for a year end musical theatre. Our Grade 2-9 students rehearsed, sang, acted out parts, managed costumes, designed and constructed sets, displayed vocal and physical expression, and honed their organizational skills. Grade One also was part of the chorus.

Chorale speech is practiced on a daily basis during opening exercises as the students recite pledges and prayers, as well as individual audible reading and scripture recitation. Each month, students speak publicly in oral reports. (Surprisingly, other students are eager to take notes.) This gives students exposure to performance, in a safe and caring environment that fosters creativity and performance skills.

### Physical Education

Being part of the Eight Intelligences, we seek to expand the development of kinesthetics intelligence to compliment the wholistic development of each student. Through team sports, whereby our school competes against other schools in Calgary and throughout the province, students can compete and learn good sportsmanship. Furthermore, besides team sports, ECA focuses on individual and partner sports and activities. Our Junior and Senior Conventions allow students to represent our school in Team Sports such as Dodge Ball and Soccer and Individual Sports such as Track and Field, Ball Free Throw, Gymnastics, Soccer Kick and Skipping. As well, we have started intramural team and individual sports, for fun and exercise which have increased student enthusiasm, and also indirectly prepared students for extramural sports found in conventions.

As well, we attempt to involve students in individual sports. We teach golf, archery, cross-country skiing, snowshoeing and a number of racket sports. Swimming lessons at a local pool are also an annual offering.

### Growth and Parents

Essentially, we have been at capacity for a few years. This has allowed us to be very selective when enrolling new students and has enabled us to look for students who support the development of our unique student body.

This growth can be laid at the feet of our parents. While we ceased advertising a number of years ago, parental input has become our source of growth as they have praised the school to their friends and relatives. With this growth in students, we have also seen a dramatic growth in the participation of parents in the Parent Involvement Council. We find with two-thirds of parents attending, the meetings are standing room only.

## Annual Education Assurance Measures

### AERR 2024 - 2025

#### Authority: 0083 Eastside City Church and Missionary Society

#### Measure Evaluation Reference (Required 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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

##### Notes:

1. For all measures: 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%.

### 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)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement					
Improvement	Very High	High	Intermediate	Low	Very Low	
Improved Significantly	Excellent	Good	Good	Good	Acceptable	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern	Concern
Declined	Good	Acceptable	Issue	Issue	Concern	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern	Concern

# ANNUAL ASSURANCE DOMAINS

## Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 0478 Eastside Christian Academy

Assurance Domain	Measure	Eastside Christian Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	73.1	79.6	75.0	83.9	83.7	84.4	Very Low	Maintained	Concern
	<a href="#">Citizenship</a>	78.0	84.3	76.6	79.8	79.4	80.4	High	Maintained	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	*	n/a	n/a	87.1	88.1	87.9	*	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	87.5	88.2	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	62.5	53.5	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	*	45.8	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	*	0.0	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	88.6	93.9	92.8	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	82.5	88.8	84.4	84.4	84.0	84.9	Low	Maintained	Issue
	<a href="#">Access to Supports and Services</a>	75.1	81.8	79.6	80.1	79.9	80.7	Low	Maintained	Issue
Governance	<a href="#">Parental Involvement</a>	89.4	80.0	80.0	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 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. 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.

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**Alberta Education Assurance Measures - Overall Summary**  
**Annual Education Results Reports - Spring 2024**  
**Authority: 0083 Eastside City Church and Missionary Society**  
**School: 0478 Eastside Christian Academy**

## **ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT. (Grades K - 9)**

### **S1. Student Learning Engagement – Measure Details**

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

	Eastside Christian Academy												Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	39	89.1	44	74.3	45	71.0	50	79.6	47	73.1	Very Low	Maintained	Concern	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	
Parent	11	100.0	5	*	5	*	6	100.0	23	94.2	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	28	78.1	44	74.3	45	71.0	44	59.2	24	52.1	Very Low	Declined	Concern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 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. Three-year trends are not available as this is the second year this data has been collected.

### **Comments on Results**

Results show that parents reported higher levels of student engagement than the Alberta average by nearly 15%, in the ninetieth percentile. Student results are generally lower than those reported by parents. This is also the case in other schools. This year we have seen teacher responses suppressed because of the limited number of respondents. While it was clear that parents were convinced that student engagement was high, it would be ideal to increase the number of parents participating in the survey to obtain a more complete view. (Only 23 of 57 families responded.)

### **Strategies**

It will be beneficial to engage students in a discussion about their interest in mathematics to help clarify how to improve their engagement. As well, a conversation about the meaning of the questions related to engagement in learning may reveal more valid results as there were some students who selected the option “I do not know” in response to the survey questions.

Particularly for students in the 4 and 5 levels, it would be appropriate to explain questions prior to the survey, so that any points that need clarification could be addressed, bringing greater validity and usefulness to the survey. These students are actually the most productive group in our academy.

We will continue staff professional development on the assurance measures in the spring of 2026, focused on possible ways to create a culture of engagement. ECA will continue to improve all stakeholders' understanding of this key concept in learning and we expect these results will improve beyond the strong results already reflected.

Parents who responded to this survey question were largely in agreement regarding student engagement. It would be instructive to hear from the other parents. Parents do vote for their choice by enrolling students in private schools as it incurs a cost.

## Student Growth and Achievement (Grades K - 9)

### A.6. Citizenship – Measure Details

School: 0478 Eastside Christian Academy

Province: Alberta

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

	Eastside Christian Academy												Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	39	85.0	44	73.2	45	72.2	50	84.3	47	78.0	High	Maintained	Good	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	
Parent	11	94.5	5	*	5	*	6	100.0	23	95.6	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	28	75.5	44	73.2	45	72.2	44	68.5	24	60.4	Low	Maintained	Issue	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	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 2019/20. Caution should be used when interpreting trends over time.

### Comments on Results

The character focus, a key component, at ECA is the reason that citizenship has a high priority in our school. It is our desire that our students would be leaders in our school, their community, our province and nation. It is important to note the excellent results that have been consistent for the years where parental participation numbers were able to be viewed. When looking at the data in this table, we find that parents have been highly satisfied with the level of student interaction within their community. This data averaged over the five year period presented ranks high in the 90th percentile. Students also have a high standard when it comes to judging character, and when they see students who fail to live up to that standard, they obviously were not happy according to the survey.

### Strategies

In response to student demand, ECA continues to operate a Student Leadership program, called Project Positivity, to engage more students in service opportunities and to build stronger relationships within the student body. Project Positivity is a student run program serving the school and the greater Calgary community.

Sadly, some students selected the option “I do not know” in response to the survey questions. As we examine our school culture this year, we will work towards a clearer, shared understanding of citizenship with students and will look forward to involving more of them in the service of others.

We will continue to remind students that one day they will give an account of how they treated their fellow man. As well, we will remind them that there will be a great reward for those who serve and build up others.

## High School Completion Rates - 3 Year Rolling Average

**School: 0478 Eastside Christian Academy**

**Province: Alberta**

	Eastside Christian Academy						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>3 Year Completion</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>47,420</b>	<b>82.4</b>	<b>48,437</b>	<b>81.4</b>	<b>49,595</b>	<b>80.8</b>
<b>4 Year Completion</b>	n/a	n/a	n/a	n/a	n/a	n/a	46,418	86.2	47,399	86.2	48,416	85.4
<b>5 Year Completion</b>	n/a	n/a	n/a	n/a	n/a	n/a	<b>45,518</b>	<b>87.3</b>	<b>46,414</b>	<b>87.9</b>	<b>47,397</b>	<b>87.9</b>

3 Year Completion

4 Year Completion

## Student Growth and Achievement (Grades K - 9)

### Comments on Results

Though we closed the high school section of the Academy, and we always register as operating Kindergarten to Grade Nine, still we are required to comment on High School completion rates.

### Strategies

While there is a constant request for the High School to be reopened, the Board has no plans in this regard.

## Student Growth and Achievement (Grades K - 9)

### Grade 6 PAT Results By Number Enrolled Measure History

**School: 0478 Eastside Christian Academy**

**Province: Alberta**

	Eastside Christian Academy					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	11	9	8	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	63.6	88.9	87.5	Very High	Maintained	Excellent	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	36.4	44.4	62.5	Very High	Maintained	Excellent	n/a	n/a	20.1	18.0	19.8

Eastside Christian Academy

Alberta

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

### Comments on Results

Enthusiasm for the PATs has gripped our school since 2022 and that is evident in the results. There was an increase of nearly 25 percentage points between 2022 (63.6%) and 2024 (87.5%) in the acceptable standard. In the excellence standard category, there was a 26 percent increase over that same period from 36.4% to 62.5%. The government chart shows that our Grade 6 PAT results were 20% higher than the average Alberta school in the acceptable category and more than 40% higher in the excellence category.

### Strategies

We will continue to make sure everything we do is in line with the Alberta Program of Studies and watch for updates.

We hold seminars, not just for the target subjects in the PAT roster but also for Spanish and Chinese.

## Student Growth and Achievement (Grades K-9)

### Grade 9 PAT Results By Number Enrolled Measure History

**School: 0478 Eastside Christian Academy**

**Province: Alberta**

	Eastside Christian Academy					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	5	6	4	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	*	45.8	*	*	*	*	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	*	0.0	*	*	*	*	n/a	n/a	16.8	15.5	15.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

### Comments on Results

As mentioned in the notes, when there are less than 6 students registered in Gr. 9, the grades are suppressed and omitted from the chart. Thus, there is not comment for this particular year.

### Strategies

We will continue to make sure everything we do is in line with the Alberta Program of Studies and watch for updates.

We hold seminars, not just for the target subjects in the PAT roster but also for Spanish and Chinese.

# Student Growth and Achievement (Grades K-9)

## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 0478 Eastside Christian Academy



		Eastside Christian Academy							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
<a href="#">French Language Arts 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
<a href="#">Science 6</a>	Acceptable Standard	High	Improved	Good	8	87.5	9	55.6	53,806	68.8	54,859	66.7
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	9	11.1	53,806	24.8	54,859	21.8
<a href="#">Social Studies 6</a>	Acceptable Standard	Very High	Maintained	Excellent	8	87.5	9	88.9	60,804	68.5	57,655	66.2
	Standard of Excellence	Very High	Maintained	Excellent	8	62.5	9	44.4	60,804	19.8	57,655	18.0
<a href="#">English Language Arts 9</a>	Acceptable Standard	*	*	*	4	*	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	59,096	11.8	56,255	13.4
<a href="#">K&amp;E English Language Arts 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
<a href="#">French Language Arts 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
<a href="#">Français 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
<a href="#">Mathematics 9</a>	Acceptable Standard	*	*	*	4	*	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	58,577	14.0	55,447	13.5
<a href="#">K&amp;E Mathematics 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
<a href="#">Science 9</a>	Acceptable Standard	*	*	*	4	*	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	*	*	*	4	*	n/a	n/a	59,072	20.8	56,311	20.1
<a href="#">K&amp;E Science 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
<a href="#">Social Studies 9</a>	Acceptable Standard	*	*	*	4	*	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	59,125	15.8	56,309	15.9
<a href="#">K&amp;E Social Studies 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

## Comments on Results

We can see that Social Studies 6 is well on track nearly 90% of students in the acceptable level. This is roughly 20% better than the Alberta average. 63% ranked in the Excellence Level, which was over 40% higher than the Alberta average.

Science is still a work in progress. 88% ranked in the Acceptable Level, compared to 68% in the Alberta cohort.

## **Strategies**

We will continue to make sure everything we do is in line with the Alberta Program of Studies and watch for updates.

We hold more seminars for Gr. 6 Science in order to raise the students to the excellence level. We will take the students' enthusiasm for the experimental process to pull them deeper into the subject.

## Teaching & Leading

### A.4 Education Quality - Measure History

School: 0478 Eastside Christian Academy

Province: Alberta

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

	Eastside Christian Academy										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	39	97.0	44	90.8	45	93.9	50	93.9	47	88.6	High	Maintained	Good	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	11	98.5	5	*	5	*	6	97.2	23	89.7	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	28	95.4	44	90.8	45	93.9	44	90.6	24	87.5	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	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.

## Comments on Results

Our motto is “Add to your faith, virtue, and to your virtue knowledge,” placing a knowledge of God as our highest priority, still academic development and excellence is very much promoted in our school. It is clear that all are aware of it. It is noteworthy that parents are the most satisfied with the quality of education at ECA.

## Strategies

Recently, we see a great increase in performance on the PATs. We will make sure our whole community will be aware of this achievement and spur them on to even greater success. As well, we will continue to emphasize the mastery of each subject as we always have, meaning a minimum 80% as an acceptable score for advancement.

## Learning Supports

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

School: 0478 Eastside Christian Academy

Province: Alberta

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

	Eastside Christian Academy												Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	39	93.8	44	86.3	45	78.1	50	88.8	47	82.5	Low	Maintained	Issue	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4	
Parent	11	98.9	5	*	5	*	6	100.0	23	92.9	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	28	88.7	44	86.3	45	78.1	44	77.7	24	72.1	Low	Maintained	Issue	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 2020/21 results are not included in the 3-year average as the AEA survey was introduced as a pilot and participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Comments on Results

It has been said, "No people; no problem." We are not ignorant of the nature of man and the fact that we are dealing with young immature human beings. Still we hold a high standard set forth by the scripture, "Love your neighbour as you love yourself." Even though parents are very satisfied with our learning environment, as attested by being willing to pay tuition, still students are not satisfied.

## Strategies

We will set forth the reminder to students that if they feel threatened or abused that they should approach the teacher supervising at the time or approaching the Principals. We can only deal with situations when we are informed of the details. The day we hear of any untoward situations we are determined to deal with them.

We will deal with infractions in a serious manner, so that students will take their behaviour and the consequences of their actions seriously. We teach students to be quick to confess wrongs, to be quick to forgive and to repent of wrongdoings.

## Learning Supports

### H.1 Access to Supports and Services - Measure History

School: 0478 Eastside Christian Academy

Province: Alberta

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

	Eastside Christian Academy										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%		
Overall	39	92.0	44	77.3	45	79.8	50	81.8	47	75.1	Low	Maintained	Issue	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	11	100.0	5	*	5	*	6	89.7	23	84.0	High	Maintained	Good	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	28	84.1	44	77.3	45	79.8	44	73.9	24	66.2	Very Low	Maintained	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	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.

## Comments on Results

Clearly, parents are very happy with the services that are provided by the school. We are very upfront with families when they apply to enrol their students in ECA. While we take some students that are coded, in the main, we counsel students to attend schools that are better equipped to handle more severe cases. That being said, some students have benefited from our program, simply by being immersed into a program that aspires to see students succeed, with high expectations, and camaraderie with a “normal” milieux.

The percentage of 66.2% for student satisfaction is difficult to understand since few students responded to this question. (Students are supervised in their learning and supervisors and monitors are available simply by indicating, by flagging staff, who are constantly ready to answer questions. As well, students can get help with academic work, even after school. It is not unusual to find students working with staff, even after hours. Coming back to a point stressed earlier, mastery is the focus of our educational endeavours. Problems with learning are identified early. There is no promotion without mastery, which sets a good foundation of future learning.

In terms of non-academic problems, we turn students and families to seek guidance from the scripture and from pastoral counselling. We have pastors on staff and there are pastors visiting our community who do counselling by setting up appointments.

## Strategies

We need to do a better job communicating with students regarding what helps are available.

In general, we communicate with parents when a need has been identified at school. We recognize the need for expert analysis and opinions with regard to learning issues and we encourage parents to avail themselves of the expertise available in our locale.

## Governance

### C.1 Parental Involvement - Measure History

School: 0478 Eastside Christian Academy

Province: Alberta

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

	Eastside Christian Academy										Measure Evaluation			Alberta												
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%			
Overall	11	100.0	n/a	n/a	n/a	n/a	6	80.0	22	89.4	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	11	100.0	5	*	5	*	6	80.0	22	89.4	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	2	*	3	*	3	*	3	*	4	*	*	*	*	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.

## Comments on Results

Eastside is dedicated to serving families, which turns out to be a dynamic partnership for educating children. To fulfill this value, it is vital that both parents and teachers are satisfied with the involvement they have in school decisions. While in the past, we have had a high level of satisfaction (100%), this year, the satisfaction level was significantly higher (89%). This result is nearly 15% higher than the Alberta average level of parental satisfaction.

The attendance at the Parent Advisory Council a reflection of these present above-mentioned results, where over 40+ parents attend each meeting, and have great enthusiasm for PIC sponsored activities. It is not unusual to find parents at the school, offering their time and energy to make the school a better place.

Special events and fundraisers are sponsored by this council. Hot lunches, and support for travel to conferences are just two of the ideas coming from this committee.

## Strategies

We will encourage greater participation in parent-teacher interviews, on a quarterly basis, since that may help to increase a sense of involvement in the decision making process. As well, we will solicit more communication through the daily use of student agendas. We will continue to communicate daily with parents, and at the end of each term, will remind parents that our staff is available to meet with them, should they have any concerns or suggestions.

We will open up more direct input into school decisions as noted in our Five-Year Education Plan. We need to garner more dedication to the construction of the Five Year Plan.

Since the data from parents was suppressed in some years due to low participation in the survey, we will make efforts to ensure each family receives the survey and completes it. In the past, some families have indicated that they did not receive the survey. We will set up computers for parents to do the survey electronically during the time when it is available. We will also offer incentives to students whose parents participate in the survey.

In coming years, we will reinstitute an International Fair where groups of parents from different cultures and countries set up booths to inform visitors about their country, culture and cuisine. Visitors carry a passport to visit various countries and sample food, play host country games, and watch performances. This has been a very popular event, since our academy is quite varied in ethnic and cultural diversity.

## A.1b Program of Studies

### Measure History

School: 0478 Eastside Christian Academy

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.

	Eastside Christian Academy												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	21	92.5	16	76.7	18	80.6	20	78.8	22	88.4	Very High	Maintained	Excellent	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0	
Parent	11	100.0	5	*	5	*	6	93.3	22	88.4	Very High	Maintained	Excellent	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	
Student	10	84.9	16	76.7	18	80.6	14	64.4	n/a	n/a	n/a	n/a	n/a	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0	
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5	

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.

125
%
80.8
74.5
87.1

## Comments on Results

A small school has a limited number of optional courses that are possible to offer. However, those that are offered are done with enthusiasm and excellence, particularly in the field of the arts: voice, piano, band, stringed instruments and percussion. One of the results of these offerings is that the students have garnered awards at regional conventions.

Weekly, students are trained in musical education. Their skills are utilized regularly in various ceremonies throughout the school year. They are also encouraged to be involved with their local communities.

In this post-COVID era, Drama is once again on the school course menu. This past two years we gave ourselves to musical theatre. There was great enthusiasm for our regular musicals which helps train students in acting and voice.

A spin-off of our theatre production is the development of Art and Set Design. Students start at the very base concepts of the show, imagining and creating every facet of the set. First they create models based on their sketches, then the group decides which models will be used to create the final set.

Stage Management and Costume Organization is another aspect of the expansion of the offerings as a result of the Drama production.

## Strategies

Presently, we offer Spanish to Gr. 4 to 9. We will continue that course and will try to expand to French and Chinese.

There is a plan for a Dessert Theatre for May of 2026. This will bolster drama, set design, stage management and choral development.

In our physical education program, we spend a good portion dedicated to individual sports, which students can utilize when no team options are available. Running and core strengthening will continue as a regular part of the program. This is all to raise an awareness for their personal health regime.

We also need to remind students that the supplemental courses that we offer are the direct result of student requests.

## Grade 6 PAT Results for Social Studies and Science

This year we have been asked to do a detailed report on the test results for Gr. 6.

Grade 6 PATS	Average	Acceptable %	Excellence %
Social Studies	42/50	100%	62.5%
Science	32/50	86%	

\*acceptable is over 50 %

\*\*excellence is over 80%

From this data, we see that we need to spend more time in enriching science through seminars and exercises and experiments. To this end we plan to double the time spent on science than was the case previously.

## Student Growth and Achievement (Grades K - 9)

### Grade 9 PAT Results

Due to the small cohort enrolled in Grade 9 all the data has been suppressed leaving us with no clear picture of their achievements on the exams, nor comparison to the larger Alberta student population.

### How Gr. 9 students are assessed

If students are continuing with ECA from Grade 8, we do not do new diagnostic tests, as we rely on those assessments from the end of the previous year. Students who are newly enrolled with ECA for the first time undergo extensive testing in both English and Math. Since we have a clear academic level for continuing students and then for new students who have been assessed, we then rely on standardized quizzes, check-ups, self-tests and finals for each unit.

At ECA, the minimum score required in order to move to the next level is 80%. If a student scores under the minimum, they can rewrite the final test or they can redo the unit.

## ASSURANCE DOMAIN: TEACHING AND LEADING. (Grades K - 9)

### A. 4 Education Quality

**School: 0478 Eastside Christian Academy**

**Province: Alberta**

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

	Eastside Christian Academy													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	39	97.0	44	90.8	45	93.9	50	93.9	47	88.6	High	Maintained	Good	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	11	98.5	5	*	5	*	6	97.2	23	89.7	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	28	95.4	44	90.8	45	93.9	44	90.6	24	87.5	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	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.

### Comments on Results

The measures on teaching and leading reflect ECA's commitment to excellent academic achievement based on the learning outcomes in the Alberta Program of Studies and standardized testing. Even though there was a decline in this measure, down to a 90% satisfaction rate among students, still it was above the provincial average. As this table reveals, the parental satisfaction rate is consistently nearly 90%. Most likely, the reason for these high ratings is the requirement for students to maintain a high academic average (90 % for Gr. 1-3 and 80% for Gr. 4 and up). Thus, mastery and competency are the goals in ECA fostering these high satisfaction rates.

Our staff are committed to student success in all areas and student and parental sentiment is reflected in this chart.

### Strategies

We will continue running math clubs and friendly competitions which focus on basic math skills, particularly multiplication and addition skills, for students from Grade 1 to 9. We will continue to encourage students in mental math in our "Race for Gold" Math program.

Students who start early in our school have a head start for their age groups because of our phonetic based reading programs. Nearly every student entering Gr. 2 is operating as an independent reader. This is necessary because of the nature of our program. On top of that, we will continue to run reading clubs for some grades.

We will also solicit parental participation in mental math and drills. We will make charts and worksheets available to parents to use at home and while travelling in the car to and from school.

## ASSURANCE DOMAIN: LEARNING SUPPORTS (Grades K - 9)

### W.1 Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

**School: 0478 Eastside Christian Academy**

**Province: Alberta**

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

	Eastside Christian Academy										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	39	93.8	44	86.3	45	78.1	50	88.8	47	82.5	Low	Maintained	Issue	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	11	98.9	5	*	5	*	6	100.0	23	92.9	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	28	88.7	44	86.3	45	78.1	44	77.7	24	72.1	Low	Maintained	Issue	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

#### Notes:

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

### Comments on Results

Our school motto is the Biblical injunction, “Love your neighbour as you love yourself.” If there is conflict, we deal with it the day we learn of it. We teach students to be quick to apologize, to ask for forgiveness and to be quick to forgive those who seek restitution. Finally, we have a zero tolerance policy for abusive language or behaviour, thus, creating a safe and caring atmosphere. Our focus is on each student as a unique image-bearer of God and the effective working relationships we have fostered with staff, students and parents.

This data from students in ECA indicated that they feel less welcomed and cared for in our learning environments than in previous years. As this table reveals, the past parental satisfaction rate was nearly 100% when sufficient survey respondents were allowed reporting.

Students are greeted each day by staff members as they enter the school building. Often students are seen opening doors for other students and greeting them warmly. Staff and Jr.Hi. students have operated programs that encourage students to focus on the positive characteristics of others. Publicly, students and staff point out the great character qualities of a particular school member.

### Strategies

We have a “90/10” policy among staff, that is 90 percent praise and 10 percent correction. It is our target to point out the good character qualities that we find in each student.

We will increase the activities that encourage students to also guard their tongues when speaking to each other. Our motto is, “If you can’t say anything nice, don’t say anything at all.”

We will continue to focus on the individual needs of students, carefully monitoring that our intentions are reflected in the results we have achieved in the past.

We will continue to remind students of the great value that each person bears in the sight of God and that we will be responsible for the way we treat each other, for which we will give an answer to God for and will be rewarded accordingly (Matthew 10:42). We will also warn them that it will be very detrimental in the long run to offend or harm their brothers and sisters, whom we all are (Mark 9:42). What greater motivating factor can there be compared to the fact that God Himself places infinite value on each person and that we will be responsible and receive rewards in eternity, in light of the way we have treated others.

We will continue to run the “Student of Honour” session where individuals point out the redeeming character qualities or actions of a particular person publicly.

## Learning Supports

### H. 1 Access to Supports & Services – Measure Detail

**School: 0478 Eastside Christian Academy**

**Province: Alberta**

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

	Eastside Christian Academy										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	39	92.0	44	77.3	45	79.8	50	81.8	47	75.1	Low	Maintained	Issue	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	11	100.0	5	*	5	*	6	89.7	23	84.0	High	Maintained	Good	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	28	84.1	44	77.3	45	79.8	44	73.9	24	66.2	Very Low	Maintained	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	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.

## Comments on Results

Over the past three years responding parents and students agree there is a high level of access to learning supports and services required for student achievement and well-being. In Home Education parent-directed programming students receive access to our library, music lessons, gym, chapel and conventions.

As in other measures, 100% of the parents are satisfied with access to appropriate supports and services within ECA. We take this seriously, since parents have invested time and money into their child's education and are clearly aware of what is available for their child.

## Strategies

We will continue to focus on the individual needs of students, carefully monitoring that our intentions are reflected by the results we have achieved in the past. We attribute these results to our focus on each student as unique and valuable, and to the effective working relationships we have fostered with the professionals who support our programs.

Since ECA's student satisfaction rate has dropped this year against the Alberta average (80%), we need to do a better job of communicating to students the resources that are available to them and to make sure we upgrade services in those areas that are required.

## B.2 Satisfaction with Program Access

### Measure History

School: 0478 Eastside Christian Academy

Province: Alberta

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

	Eastside Christian Academy										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	38	76.8	44	63.1	45	64.2	50	78.3	46	78.2	High	Improved	Good	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	10	96.0	5	*	5	*	6	100.0	22	89.1	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	28	57.6	44	63.1	45	64.2	44	56.6	24	67.4	Very Low	Maintained	Concern	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

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.

## Comments on Results

A small school has a limited number of optional courses that are possible to offer. However, those that are offered are done with enthusiasm and excellence, particularly in the field of the arts: voice, recorder, piano, band, stringed instruments, bass and percussion. One of the results of these offerings is that the students have garnered awards at regional conventions.

Weekly, students are trained in musical education. Their skills are utilized regularly in various ceremonies throughout the school year. They are also encouraged to be involved with their local communities.

In this post-COVID era, Drama is once again on the school course menu. This past year we gave ourselves to musical theatre. There was great enthusiasm for our regular musicals which helps train students in acting and voice.

A spin-off of our theatre production is the development of Art and Set Design. Students start at the very base concepts of the show, imagining and creating every facet of the set. First they create models based on their sketches, then the group decides which models will be used to create the final set.

Stage Management and Costume Organization is another aspect of the expansion of the offerings as a result of the Drama production.

## Strategies

Presently, we offer Spanish to Gr. 5 to 9. We will continue that course and will try to expand to French and Chinese.

There is a plan for a Dessert Theatre for May of 2025. This will bolster drama, set design, stage management and choral development.

In our physical education program, we spend a good portion of time dedicated to individual sports, which students can utilize when no team options are available. Running and core strengthening will continue as a regular part of the program. This is all to raise an awareness for their personal health regime.

We also need to remind students that the supplemental courses that we offer are the direct result of student requests.

### 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.

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

#### Measure History

**School: 0478 Eastside Christian Academy**

**Province: Alberta**

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

	Eastside Christian Academy										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	39	92.0	44	77.3	45	79.8	50	81.1	46	74.9	Very Low	Maintained	Concern	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	11	100.0	5	*	5	*	6	88.2	22	83.6	High	Maintained	Good	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	28	84.1	44	77.3	45	79.8	44	73.9	24	66.2	Very Low	Maintained	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

### Comments on Results

This year we saw a nearly four fold increase in the number of parents participating in the survey. Their opinion proves to indicate that they are very highly satisfied with accessibility, effectiveness and efficiency of programs and services for students. Our policy of seeking the students master each unit study and fostering successful learners is what the parents are looking for and are receiving. We have high aspirations and expectations for each student. This is reflected in the number of students that attain honour roll each quarter.

There is some indication that students either did not understand the questions or chose to them, as seen in their low level of participation in answering these questions. This pertains specifically to the question regarding library services, since our students are constantly reading great amounts each day and prefer to do research on-line as opposed to utilizing hardcopy.

While the satisfaction rate for Gr. 4 - 6 is quite high for this item, we are in the dark regarding Gr. 7 - 9 and we would benefit from their participation. All we know for this higher level group is that they were very satisfied with the instruction they received for reading and writing.

It is hard to understand this chart that says 24 students answered all three questions and indicated that the achievement was very low. Yet, p. 206 of the Assurance Measures 2025.pdf revealed that Gr. 4 - 6 were 'Very satisfied or satisfied" at 89% over the three items. How can that be very low?

### Strategies

Since parents and Gr. 4 - 6 were highly satisfied with the level of program access, we can only encourage greater participation and answering of questions regarding these issues.

Our school's central library was generally neglected by students and was dispersed to the various learning centres. Those libraries have limited usage. We will bring in a librarian specialist to revamp and update the original library.

## B.4 Safe and Caring

### Measure History

**School: 0478 Eastside Christian Academy**

**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.

	Eastside Christian Academy										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	39	95.5	44	90.7	45	82.0	50	91.5	47	86.1	High	Maintained	Good	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	11	98.2	5	*	5	*	6	100.0	23	92.1	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	28	92.9	44	90.7	45	82.0	44	83.0	24	80.0	High	Maintained	Good	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	2	*	3	*	3	*	3	*	4	*	*	*	*	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

### Notes:

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

## Comments on Results

We should note that our school does not enrol students with special needs that our staff are not trained nor qualified to work with. With that being said, we have enrolled new students in grades 3 and 4 that weren't able to read or speak English. With parental consent, these students were placed in a Reading Program which emphasized the acquisition of phonetics. Happily, this remediation was just what those students needed and they are now at grade level or close to it.

We also run math programs and competitions which address math needs for both regular students and students deemed at risk.

As can be seen from this chart in years when responses were sufficient, we can say that programs were seen as easy to access for students at risk.

It should be noted that student responses above are almost identical to that of the Alberta schools. This means that this item is an issue school-wide in Alberta. However, parents of ECA tend to have a much higher confidence that their children have access to the programs they require (+15%).

It must be remembered that students in our school are not generally coded and have only a faint idea of what a "child at risk" even is. Thus, we see a very low response rate to this question.

## Strategies

We will continue to utilize our standardized achievement tests to identify areas of weakness. From this, we will remediate the issues that we identify. We are constantly using formative and summative testing which assists us to most effectively build student strengths.

Diagnostic testing will continue to be administered to new in-coming students, so that we might identify their academic weaknesses and address them before they move on.

## E.2 School Improvement

### Measure History

**School: 0478 Eastside Christian Academy**

**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.

	Eastside Christian Academy												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	%	N
Overall	36	94.6	44	85.0	44	83.8	44	77.3	44	93.8	Very High	Improved	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6	
Parent	9	100.0	5	*	5	*	5	*	20	100.0	Very High	n/a	n/a	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4	
Student	27	89.1	44	85.0	44	83.8	44	77.3	24	87.5	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	2	*	2	*	3	*	3	*	4	*	*	*	*	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1	

### Comments on Results

This year there has been an increase in the student view of “school improvement.” This has taken the achievement to the Excellent level.

We made request to the Education Department that there would be complete delivery of the Accountability Survey to each family and it appears that that has happened since there was a four-fold increase in the response rate. As well we also reminded parents to respond if they had received the survey. As usual, parents seem to be completely satisfied with the continual improvement of ECA.

Partial responsibility for our success lays at the feet of the Alberta Government, the Department of Education and the Field Services Branch who have helped to fund the school, and have offered direct supervision and guidance.

### Strategies

We are constantly surveying our students’ strengths and talents, in order to find avenues of further personal development for each individual. Staff are also very cognizant of student progress and are ready to work with parents to secure success for their children.

During this same period, students who seem to show the ability to complete their assignments are invited into extra music lessons with professional musicians.

Teachers plan their professional development and are regularly sent to professional development opportunities with hopes of also adding to the quality of our school.

#### 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.

## A.8 Work Preparation

### Measure History

**School: 0478 Eastside Christian Academy**

**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.

	Eastside Christian Academy										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	9	88.9	n/a	n/a	n/a	n/a	6	100.0	19	94.7	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	9	88.9	5	*	5	*	6	100.0	19	94.7	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	2	*	3	*	2	*	3	*	4	*	*	*	*	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

### Comments on Results

The parents of ECA are unanimous in agreement that their children are being taught the attitudes and behaviours that will make them successful in the work world. Since many of our parents are business owners and entrepreneurs, we take their opinions very seriously when they say we are preparing our students for the work world. Interestingly, there is roughly a 20 percent difference between the parental sentiment from our school and that of the Alberta provincial average.

### Strategies

We will continue to hold to Christian Character Development as a high priority within our school. We will instruct the students to make character development a priority since one's character is the only thing that can be taken into eternity.

We will continue to teach them that it is better to give than receive, serving others will reap a great reward, honesty is the only policy and forgiving people will ultimately yield desired results.

### Future Challenges

- While the Charter of Rights and Freedoms has secured religious freedoms for each citizen, there is a challenge coming to private religious schools that is attacking the core of their belief systems and is threatening their very existence.
- Grade One through Grade Nine are at peak capacity and we need to consider planning for a definite increase this coming year. Each year there are enrolment inquiries for the following academic year.
- With growth comes the need for an increase in qualified and chartered staff.

### Parental Involvement

- The Parents' Advisory Council was renamed the Parent Involvement Council. There was limited involvement under the old name. The PIC meets regularly, planning the year for family activities, monthly hot meals for students and fundraises for activities. Parents give themselves to help in the merit store (where children can spend merit money, which they have earned in school).
- \* Parents have near unlimited access to the school and any activities. The recent school gatherings and ceremonies saw the auditorium full to capacity.
- \* Parents still have regular communication from the teaching staff and can arrange meetings to make suggestions regarding their child's education program through student written agendas and parent/teacher conferences.

### First Nations, Metis and Inuit

- In 2024 - 25, we did not have any Aboriginal students enrolled in our school.
- ECA is quick to acknowledge the integral role that Aboriginal People played in the development of the Fur Trade which led to the development of the West as we know it today.
- We constantly are seeking new venues and resources where students can learn about Aboriginal culture and experience their historical importance. We are attempting to break down some of the negative stereotypes that exist, and seek to employ successful individuals and businesses that set examples for their people and for the greater Canadian culture.
- ECA owns a collection of Aboriginal art and artifacts that expose students to Aboriginal lifestyle and history.
- Some stakeholders have native ancestry where individuals hid their origins from their children. We encourage families to be open about their ancestry and to celebrate who they are, who their ancestors were, and the contribution they made to the development of Alberta.

### English as a Second Language Learners

- It is our philosophy that full immersion is the optimal way to acquire a new language. So ESL students enrolled in ECA are placed within one of three learning centres based on a diagnostic test, their age and their ability to communicate with their peers.
- While we do have a strict ESL curriculum, students tend to learn quickly within our regular standardized self-instructional curriculum, which encourages reading and memorization. Rather than having an ESL class, per se, where they would hear the accent of other new language speakers, we immerse students into the general population, where they hear normal vernacular daily.
- Early on, we encourage students to learn cursive writing since this skill seems to have some therapeutic qualities: improving fine motor skills, coordination, and sensorimotor functioning. In fact, learning to write in cursive is shown to improve brain development in the areas of thinking, language and working memory. As a result we have seen improvement in regular students, as well as in ESL students.

## 2024-2025 Eastside Christian Academy - Audited Financial Statement

### Overview:

ECA's AERR continues to address financial sustainability with success achieved by improving the quality of education delivered and student population growth. Details and a graph regarding last year and the prior 2 years can be found on the next page with some observations and comments noted on the page.

School enrolment was at a new expanded capacity in the main learning centre and the elementary learning centre, as we continue to promote growth for ECS & elementary grades. Overall, the increased financial health will afford the school the ability to undertake new endeavours and improvements, all the while, improving the learning outcomes of the students.

ECA would like to comment on the confusing government funding formula that determines funding based on multiple years of student enrolment. All three years shown use the Weighted Moving Average (WMA) funding approach. It is noted that this approach is not favourable to small or growing schools. ECA would like to emphasize that the government funding formula over multiple years is unnecessarily complex for agile schools. Additionally now, this current year (2025-26) the government's change from a 3-year WMA to only a 2-year rolling Accelerated Moving Average (AMA) of enrolment will cause a significant loss of revenue on an individual student basis. This occurs as the total enrolments do not compensate in the 2-year funding apportionment when the specific student will now be in their third year! That is, these students were attributed only 80% (50% + 30%) compared to a new student into the school this year who will get the full 100% (70% + 30%). ECA has voiced this concern to the Department and hasn't received an adequate response.

The school's financial planning is based on GAAP based budget planning; historical procedures; tuition setting and collection activities; independent auditing; and government reporting, as detailed and required by Alberta Education funding requirements for an independent funded school.

*The Budget for the current year and Audited Financial Statements (AFS) for the Year End and the two previous years on the school website with the AFS were presented at the ECC Annual Meeting and ECA Parent Orientation every September. Other financial items are available from the ECA Secretary Treasurer upon request. The current AFS is present in the government submitted combined Three-Year Education Report and Annual Education Results Report (AERR) and are provided on the school website.*

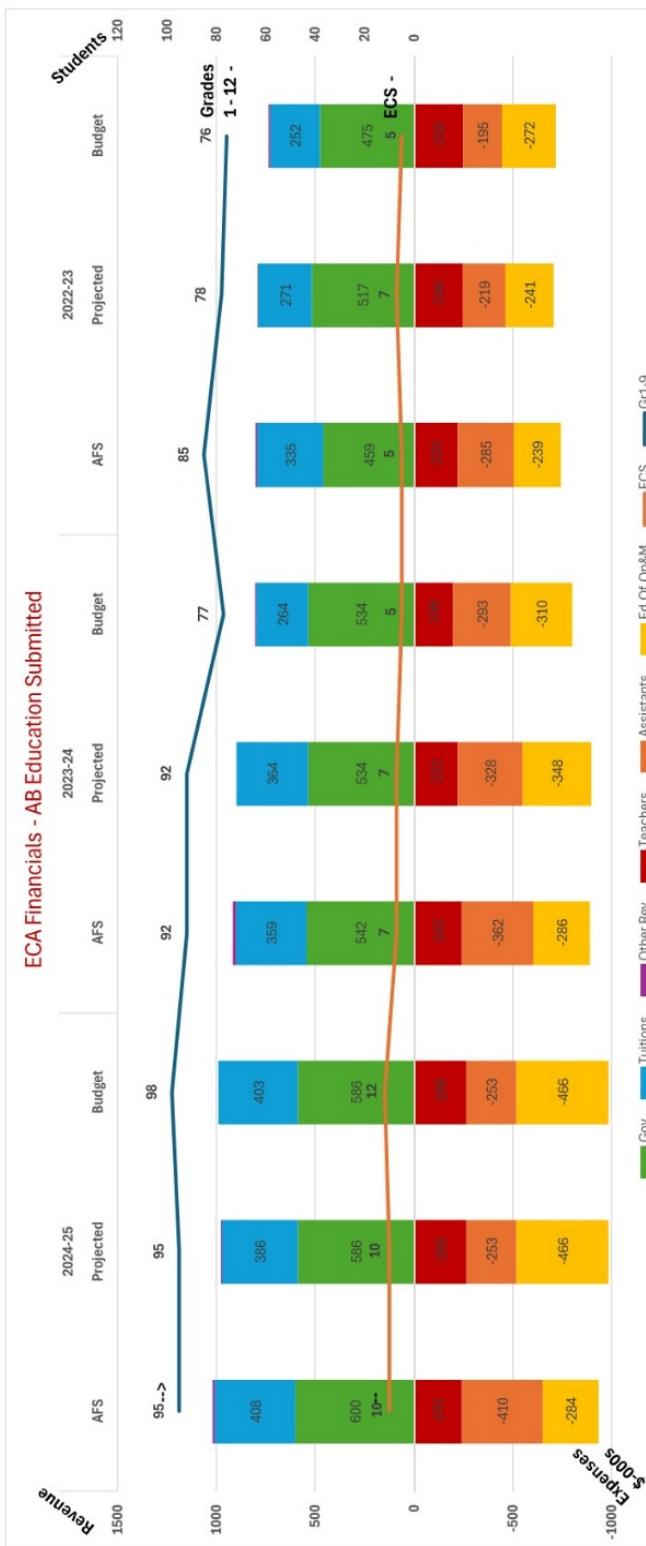
**Details:**

In 2024-25, ECA had a notable growth in student population (Head Count), especially in ECS. Growth at this level (+43%) and the early grades is important, as it helps keep the school proportionately near capacity and is due to the good academic achievements and experiences of students and parental satisfaction. Overall, the Academy was essentially at capacity, which is some 108 potential positions.

Revenue grew directly, because of enrolment, by 11% over the prior year and 3% higher than Budget. This highlights the inappropriateness of the government funding formula for small schools! In May of each year as the Budget for the upcoming year is prepared, a Projection of the “current” year’s expected closing numbers is done. Last year’s Projection was lower than Budget and year end was higher than Budget. Again, this shows the awkwardness of the government funding formula for small schools, since enrolment and eventual funding can differ significantly. It can be observed that Revenue for the year is 59% dependent on government funding with a 3-year average of about 59%. The government allotment for independent schools is 70% of the base Public funding, which means ECA educates students for significantly less than public schools. This is the situation for many smaller independent schools, as well as, avoiding capital expenditures to handle the rapidly increasing number of students in Alberta. Uniquely, ECA tuitions are subsidized on an individual basis yearly by the private organization called “The Prosser Foundation” and this typically amounts to about 40% of the total Tuitions collected for the overall operation of the Academy.

Expenses for the year were down 5% from the Budget, although noticeably more (some 62%) was spent on staff assistants. Increasing staff was anticipated towards the start of the year with the hiring of more academic staff. The importance of staff planning in the Budget stage for a small school is particularly tough, as it occurs only some 4 months before the new school year starts. Because of the expected growth for last year with re-enrolments, as a good indicator, the Budget was increased by 10% higher than the current year’s Projection, while the actual AFS comparison was only 5%. It can be observed that Expenses for academic staff are 70% of the total spent. Notes below the table add supplemental clarity to the graph and its values.

Surplus for the year, despite difficulties mentioned above, was 3.3x higher than the last year and 1.4x the prior year. As can be observed, AFS Surplus has been only 6% over the 3 years shown, despite the unknown actual growth. Or restated, the percentage is a small variance compared to the complexities of the finances shown and the budgeting around possible enrolment.



School Year Components	Current Year		2023-24		2022-23		Prior Year	
	2024-25	AFS	Projected	Budget	Projected	Budget	AFS	Budget
EECS	10	10	12		7	7	5	7
Gr1-9	95	95	98		92	92	85	78
Gov	600	586	586		542	534	459	517
Tuitions	408	386	403		359	364	335	271
Other Rev	9	5	0		14	0	7	2
Total Revenue	1017	977	989		915	898	801	790
Teachers	-241	-266	-266		-242	-222	-198	-246
Assistants	-410	-253	-253		-362	-328	-293	-219
Ed. Of. Op&M	-284	-466	-466		-286	-348	-310	-241
Total Expenses	-935	-985	-985		-890	-698	-801	-744

### Notes:

Data as Submitted except for 2024-25 Projected  
AES - Audited Financial Statements

\$000s or Head Count

HS not shown currently in

ED,Of,Op&M - ECC shared services e.g. music, bookkeeper, janitorial ED not shown currently in grouping, as no significant

ECC shared goods e.g. internet, energy, photocopying  
ECC Rent \$50K  
ECC contribution may be included in the cost of other fees

Total Expenses estimated at Budget

The above graph is a noticeably clear visual presentation of the components and their values and shows the variances within a school year and from year to year. It will aid in Budgeting going forward and will help all stakeholders understand the financial results of the school over time.

The full Audited Financial Statement can be located on the Academy's website under the Policy tab.

## **Whistleblower Protection**

In accordance with the current government legislation, and in step with our religious convictions, based on the Bible, we encourage staff to disclose wrong-doing that would be harmful to any individual and to the reputation of the school. All disclosures are to be taken seriously and are to be dealt with in a spirit of confidentiality and with a view towards reconciliation. Just as bullying and harassment are not tolerated in our school among students, the same will be true for staff. Thus, those who take the time to disclose wrong-doing will be protected from reprisal as a result of their disclosure.

There were no complaints filed in the 2024-25 academic year.

***Accountability Statement  
for the  
Annual Education Results Report***

The Annual Education Results Report for Eastside City Church and Missionary Society for the 2023-24 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulations and the Ministerial Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board is committed to using the results reported in the document, 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.

The Board approved this Annual Education Results Report for the 2024-25 year on Dec. 12, 2025.

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President

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Date

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Treasurer

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Date

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Principal

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Date

# APPENDIX

## A. DIPLOMA EXAMS AND HIGH SCHOOL COMPLETION

Our academy enrols students from Kindergarten through Grade Nine. Thus, we have presently no students sitting for the Grade Twelve Diploma Exams. Likewise, since we enrol no students in High School, we have no students completing that level.

## B. DESCRIPTION OF GRADE 9 AVERAGE MARKS

We have set a benchmark of 80% as a minimum score on each unit study in all subjects for Grades 4 to 9. For the year of this report the average grade for our three Grade 9 students was 88.4%

Invariably when students apply for other private schools and sit for diagnostic exams, they do extremely well, so that schools sometimes contact us, praising the applicant and asking what sort of program we are running that would produce such student achievement.

### C. EARLY YEARS LITERACY AND NUMERACY ASSESSMENT

The Alberta Education approved screening measures that were used were: the LeNS Test, CC3 Test and the Numeracy Test.

## Assessment K-3 Numeracy and Literacy 2024-2025 June 2025 Outcome Summary

### LeNS TEST

**GR. 1** (15 students)

\* on computer

0 - at risk

**Gr. 2** (10 students)

\* on computer

0 - at risk (overall performance)

### CC3 TEST

**GR. 1** (10 students)

\*on computer

0 - at risk

**Gr. 2** (10 students)

\* on computer

0 - at risk overall

**Gr. 3** (15 students)

\* on computer

0 - at risk (overall)

### Numeracy

**GR. 1** (15 students)

\*on computer

2 - at risk

**Gr. 2** (10 students)

\* on computer

1- at risk

**Gr. 3** (13 students)

\* on computer

0 - at risk

Note:

\* indicates where tests were entered into the government website

## **SUMMARY**

### **Grade One**

For Grade One, in the Year 24-25 Summary there were no students found to be at risk by the two tests: LeNS and CC3. In the final administration, the LeNS showed no students at risk. Most of these students were introduced to phonetics in our Kindergarten class and this continued in Grade One until all were independent readers at the June re-test. However, in the Numeracy test there were deemed to be two students at risk at the end of 24 - 25 academic year.

### **Grade Two**

For Grade Two, in the Year 24-25 Summary there were zero students found to be at risk in the Literacy Overall Performance category. In the Numeracy category one student was deemed to be at risk.

The CC3 found in the Task “Irregular Words” there was one student at risk and in “the “Non-Words” Task three students were considered at risk. In the LeNS assessment, in Overall performance four students were considered at risk in the Sound Accuracy Task category.

### **Grade Three**

For Grade Three, in the Year 24-25 Summary there were no students found to be at risk. The CC3 found in the Task “Irregular Words” that two students were deemed at risk and in the “Non-Words” Task two students were considered at risk.

## **Assessment K-3 Numeracy and Literacy 2024-2025 June 2025 Outcome Summary**

### **Conclusion**

Finally, it is clear that very few of our students are regarded at risk. The remediation measures that we have utilized were quick to assist students in gaining literacy and numeracy skills. As well, we are thankful for these assessment tools which the government has provided us.

## **D. ACCOUNTABILITY AND ASSURANCE SYSTEM**

Assurance Framework is a system that measures the accountability and performance of the education system. The framework is based on the principles of accountability, transparency, engagement, and reporting.

The framework was designed to build public trust and confidence in the education system. It helps ensure that the academy meets the needs of students, improve the quality of education and helps the academy track successes and identify areas for improvement. It measures performance in five areas: student growth, teaching and leading, learning supports, governance, and local and societal context.

These measures assess performance across all school authorities, including student learning indicators, provincial achievement test results, and survey results. Alberta Education Assurance (AEA) survey gathers information from students, parents, and teachers about the quality of education.

We share results with stakeholders through the ECA's Annual Education Results Report (AERR). We use these results to develop our long range education plans and set priorities, for the following Five-Year-Plan, which is reviewed and adjusted annually. Local stakeholders are invited to participate in priority setting activities and provide feedback.