



2024/2025 **ANNUAL EDUCATION RESULTS REPORT (AERR)**

Newell Christian
School Society

9250 Newell Christian School Society
PO Box 100 Brooks AB T1R 1B2
Office 403-378-4448
Fax 403-378-3991
Email ncsadmin@newellchristianschool.com

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Newell Christian School for the 2024/2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board November 27, 2025.



Nathan Ramer, NCS Board Chair

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NEWELL CHRISTIAN SCHOOL

Vision

To raise up students that know their God, stand strong, and do great things!
Daniel 11:32

Philosophy of Education

NCS encourages excellence in academics, athletics, fine arts, character, and social development. We desire to assist families in providing students with a Christ-centered, biblically directed education. We encourage everyone to reach their God-given potential in academics, moral character, and service to others. It is our heart to see each student secure a personal relationship with Jesus Christ and grow in their faith.

Educational Foundations

- 1) NCS is a school that teaches the Alberta Curriculum from a Christian perspective. It will be a place that sets high academic standards through student engagement, creative planning, collaboration, incorporation of critical thinking skills and holding students and staff accountable for the provincial learning outcomes through local and provincial testing methods.
- 2) NCS will strive to ensure that all stakeholders feel respected, safe, and heard. A community where learners are celebrated, and successes shared. A place where open communication with stakeholders is paramount. Where there are strong connections with people and organizations in the surrounding area and parents are welcomed and engaged in planning.
- 3) NCS will be a school that supports all learners according to their needs through the efforts of staff that are fully engaged in supporting the vision, mission, and goals of the school.
- 4) NCS will be diligent in ensuring that fiscal responsibility is maintained, using appropriate procedures and safeguards. The school will remain transparent with open communication regarding its finances to all stakeholders.

Newell Christian School Principles of Success

1. **Servant Leadership:** School governance and leadership teams value serving the school community through selfless dedication to see all school community members improve in academic skill and faith to serve Christ now and in the future.

2. **Training up Talents:** NCS provides robust and relevant training to empower administration, teachers, and board members to do the important work before them, Preparing for succession is an ongoing priority.

3. **Academic Improvement and Spiritual Growth:** NCS strives for continuous academic improvement by engaging in provincial and local measures to maintain, assess, and report academic progress to its stakeholders. We have high expectations of all students and support learners according to their needs. NCS has set goals for spiritual development. We encourage our staff to teach from their strengths and passions, be good role models, and mentor students in their Christian Walk.

4. **Building Christian Community and Outreach:** NCS desires to create a safe and respectful atmosphere for everyone and to facilitate building strong school-family relationships. We also desire partnerships with community members outside the school to have a positive impact in the County of Newell and abroad. Input from outside stakeholders is also collected to inform practice. Fiscal responsibility is integral to building and maintaining trust.



Realizing Spiritual Growth

Newell Christian School is first and foremost a Christian school. This means that NCS has an atmosphere where these faith values permeate the school culture. The Bible is the ultimate written authority that sets the school structures and systems. It, along with prayer, wisdom of the Holy Spirit, open communication, and collaboration with stakeholders lends clarity and direction to the vision of the school. As Christians we are called to move forward in our faith and not remain stagnant, consistently seeking more of Him and less of us.

Spiritual Goals:

Spiritual Goal #1

The Enhancement of Christian Education and Culture at NCS

Outcome: That all members of the school community who do not know the Lord will make the choice to form a personal relationship with Him.

Outcome: For those who do know the Lord that they would grow in that relationship and feel motivated to share the gospel of good news.

Strategies:

1. Develop relevant and engaging Biblical Integration in all areas of school curriculum.
2. Maintain a Campus Pastor to lead the vision and develop the program.
3. Continue to purchase high quality Christian literature for the library and other resources such as DVDs and Christian on-line resources.
4. Organize Daily Chapels and special Bible projects at the school.
5. Schedule events in Spiritual Emphasis Week that build up and encourage students, staff, and parents in the development of their faith.
6. Encourage all school community members to reach their God-given potentials and use their own special gifts to forward His kingdom.
7. Encourage students to establish prayer groups and student-directed spiritual development activities, including mentor groups and outreach groups.
8. Arrange staff retreats or other collaborative activities to support spiritual growth on teams.
9. Give opportunity for students to lead worship in school chapels and/or participate in school assemblies.

10. Encourage regular church attendance and Bible studies for all members of the society.
11. Maintain relevant and engaging Bible curriculum for all students.
12. Have staff meet daily before classes for prayer and reflection and ask the Lord for His direction.
13. Make available Professional Development opportunities for all staff in apologetics and the deepening of their scriptural understanding.
14. Assign regular Bible memory work to all students in the school.
15. Start all school days with prayer in the classroom.
16. Start all NCS board meetings with devotions and prayer.
17. Start all NCS society meetings with prayer.

Evaluation Methods: survey, focus group, discussions (results reported in the Education Plan October 2026)

Spiritual Goal 2:

The Enhancement of Christian Education and Culture at NCS through Outreach and Community Service.

Outcome: Students and staff will have the opportunity to serve in the community that surrounds the school and develop skills to assist them in their spiritual growth.

Strategies:

1. Special teams promote the relevance of Christian Education and share the gospel in churches and at other community events when possible.
2. Development of community service projects for staff/students at all grade levels. Support of community projects such as the Christmas Shoebox distribution.
3. Create opportunities for students to share their musical, artistic, and dramatic talents with members of the school and surrounding community at special events as possible.
4. The school community will host or support Pastor Appreciation Days.
5. Leadership participates in the monthly County of Newell Ministerial meetings.
6. Teachers and parents organize opportunities for student missions and grad trips with community service components.
7. All students will have opportunities to participate in work bees and day projects to help support organizations which provide a service for the citizens in the county.

Evaluation Methods: survey, interviews, discussions (Results to be reported in the Education Plan October 2026)



Setting the Context

The History of NCS

In September 1985, a small but committed group of parents stepped out in a venture of faith and vision to begin Newell Christian School. They were driven by a conviction that their children's school should continue the nature of their homes. The school began in a new farm shop with 13 students under the name "Duchess Christian School". The following year, it moved into the main classroom wing on the current 10-acre site, which was donated by Ramer Ranches.

The school (NCS) is located on Hwy 44, just East of Hwy #36 near Brooks, Alberta. It now has 8 classrooms, two learning commons areas, a gymnasium, administration offices, a chapel and a staff room.

Although the school's name changed several times over the first years to reflect a widening community and maturing direction; the core vision remained the same. The name was changed to Newell Christian School (to serve the county of Newell) and it eventually became an accredited, partially-funded, interdenominational, evangelical Christian School, committed to developing skilled servants of Jesus Christ.

Profile of the NCS Authority for 2024-2025

NCS offered a full-day Early Childhood Services (ECS) Kindergarten Program every Tuesday, and Thursday. For the 2024-2025 school year, the school enrolled 58 students in kindergarten through grade 9, with classroom groupings for K-2, grades 3-4, grades 5-6, and grades 7-9. Grades 1-9 followed a new four-day school week calendar. In addition to its regular school program, NCS also offered a homeschooling pilot project with 16 registered students.



With its expansive campus, the school provides a variety of outdoor education and recreational opportunities, further enhancing the students' overall learning experience.

Newell Christian School is a member of the Association of Christian Schools International Western Conference (ACSIWC) and continues its membership with the Association of Independent Schools and Colleges (AISCA). NCS prides itself on fostering a vibrant, caring, and safe Christian school community, with a strong history of overcoming challenges.

The school is recognized as having received NASP (National Archery in the Schools Program) certification for archery in the school. This program promotes instruction in international-style target archery as part of in-school curriculum to improve educational performance and promote participation in shooting sports among students grade 5 and up.

As we reflect on this past year, we recognize that everything accomplished at our school has been sustained by the Lord's unwavering faithfulness and favour. For generations, He has equipped this community to nurture students in wisdom, truth, and Christ-like character, and we remain committed to serving Him wholeheartedly in all we do. We trust His continued guidance as we partner with families to raise young people who will shine His light in their homes, churches, and communities. *"Unless the Lord builds the house, the builders labor in vain"* (Psalm 127:1), and we are grateful that He continues to build, strengthen, and bless the work of this school for His glory.

School Demographics

Local Measures (survey results) were used to create the following tables:

School Student Community Demographics	2020-21	2021-22	2022-23	2023-24	2024-2025
In School Students K-9	49	75	65	74	58
Home School Students					17
Self-Identifying FNMI Students	0	0	0	0	1
Urban/Town Students	20	13	11	35	10
Rural/County Students	29	62	54	39	48
Financial Assistance Students	20	16	18	16	18
Severe Disability	1	1	0	0	0
PUF	0	0	0	0	0
Mild/Moderate/Gifted	0	0	0	0	0
EAL Students	7	4	7	15	13

*At least one parent/guardian from each family is required to sign that their faith is aligned with the school's statement of faith.

In the 2024 -2025 year, the school experienced a decline in enrollment in the regular school due to many factors, 6 students graduated out from the school, 1 student moved out of the jurisdiction and 3 families decided to homeschool.

Recruiting and retaining teachers continues to present a challenge for our small, rural Christian School. Yet, those educators and support staff who remain year after year exemplify the essence of servant leadership. Their unwavering dedication is evident in the selfless care and guidance they provide to our students in the wider school community.

Similarly, our volunteer board members reflect the same spirit of generously offering their time to committees and various responsibilities without expectation of any financial reward. Their greatest fulfillment comes from serving the Newell Christian School Community and honoring the Lord through their faithful ministry.

Community Engagement

Newell Christian School is deeply committed to nurturing strong relationships with all of its stakeholders, including the members of the County of Newell community and beyond. Over the years, the school has actively engaged with the community through a variety of initiatives, offering support and participating in local events and activities. These efforts underscore NCS's dedication to building meaningful connections and making a positive impact wherever interactions occur.

Within the community of NCS, our older students participated in the local athletic association and enjoyed competition in volleyball, basketball, badminton, and track and field with other area schools. With excellent coaching, our teams do very well.

Skating was offered for all students in the nearby village of Duchess, and swimming lessons for the K-Grade 6 at the JBS Center in Brooks.

NCS collected 25 shoeboxes for Operation Christmas Child. We also held a special community chapel for Remembrance Day and the school hosted a Grandparent's activity morning and picnic lunch.

The Brooks and District Fish and Game Association was given a financial gift to share from the Oakland Foundation, so some of our interested students and their families could attend the AHEIA (Alberta Hunter Education Instructors Association) family outdoor camp. At the camp they had over 20 courses to choose from. The students participated in: outdoor cooking, GPS skill building, white tail hunting techniques, blood trailing, crossbow, rifle training, trapping and everyone's favourite, the wildlife survival walk.

Last year our Grade 5-9 students had the opportunity to attend an Ecosystem Improvement Dedication Day where they planted trees in the community. The students worked hard and came back with many accolades for their efforts. They are looking forward to visiting duck nesting sites that have been installed in the area next year. The nests are a part of an initiative to improve area wetlands.

All students had the opportunity to visit local retirement communities and served in our outreach program. The students shared music, about their love of Jesus, and interacted with residents by playing board games and reading with the seniors.

We also had a NCS Family Christmas Celebration night where students shared musical presentations and drama, and extended family members were in attendance for a truly festive event. The grade 7-9 students led the evening with their worship band. Several of our students wrote songs and recorded them over the course of the year and they were shared on our YouTube channel.

There was a "Character Awards" evening where all students were recognized and honoured for their non-academic achievements. Our graduation ceremonies for Kindergarten and Grade 9, along with academic achievement awards, were held at Duchess Mennonite Church. The Grade 9 students went on an exciting Mexico mission trip to round off the year, where they served a community and spread the gospel out on the streets.

Our Worship Arts Program is gaining wonderful momentum! Last year our students not only wrote inspiring songs, but also composed the music to accompany them. These original creations were shared on our YouTube channel and even featured on the local radio station, Boom 101.1. We are extremely proud of our students and their heartfelt enthusiasm for worshipping the Lord through music.

<https://www.youtube.com/@NCSWorshipArts-m9v/featured>



Each fall, Newell Christian School invites all stakeholders—parents, students, and staff—to participate in our annual assurance survey. Through this survey, we gather feedback on our assurance goals and priorities. The results are shared at our Annual General Meeting in the spring, where the board actively reviews the feedback and identifies areas that align with our vision and strategic focus.

In the 2024-2025 school year, some survey results were not available for reporting, as the number of parent respondents did not meet the minimum threshold. Similarly, our staff complement of four teachers also did not provide a large enough sample for teacher feedback to be reported. Therefore, only the student survey results were recognized.

As a result, supplementary data was obtained through an internal survey conducted with the parents of students who attended the school last year, along with most of the teachers who were on staff at that time. These responses, collected via phone interviews in November 2025, were added to the report to ensure a stronger representation of community input. We deeply value the opinions of all stakeholders and wish to represent a better understanding.

Next year, we will continue to encourage parent participation in the survey process. We also recognize that some of our parents may have limited experience with technology and/or English is not their first language, and a few may not have access to a computer, so paper copies of the survey will again be offered.

First Nations, Metis, and Inuit

In the 2024-2025 school year, there was one student who identifies as FNMI. We have not had anyone identify in this category for some time. Ensuring that FNMI students are successful is a provincial priority and certainly a desire at NCS as well.

Our students went out to the Siksika Nation near Gleichen to visit two schools for a time of sharing and fellowship. There they performed a play and brought gifts to members of the community.

We had a special chapel for Orange Shirt Day where we discussed some of the hardships endured by First Nations people who attended residential schools. Our theme was to bring reconciliation to all of our neighbours through the love, faith, and peace of Christ.

As we have prioritized building relationships with individuals who identify as FNMI, we will have more to share in our May 2026 Planning Report.



ANNUAL EDUCATION ASSURANCE MEASURES (Fall 2025)

Authority: 9250 Newell Christian School Society

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

Assurance Domain	Measure	Newell Christian Sch Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	56.4	81.9	83.7	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	70.2	79.8	83.5	79.8	79.4	80.4	Low	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	50.0	38.9	50.7	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	8.3	0.0	0.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.7	84.6	90.6	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.4	87.2	88.1	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	78.2	87.1	88.2	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	n/a	92.9	96.5	80.0	79.5	79.1	n/a	n/a	n/a

In the 2024-2025 school year some survey results were not reported, as the number of parent respondents did not meet the minimum threshold required by Alberta Education. Similarly, our staff complement of four teachers did not provide a large enough sample for teacher feedback to be reported either. Therefore, the results of these measures only reflect student survey results. Of course, PAT results are only student data gathered so this does not affect this determiner.

Student Growth and Achievement

S.1 Student Learning Engagement Details

Student Responses

Student Growth and Achievement

S.1 Student Learning Engagement

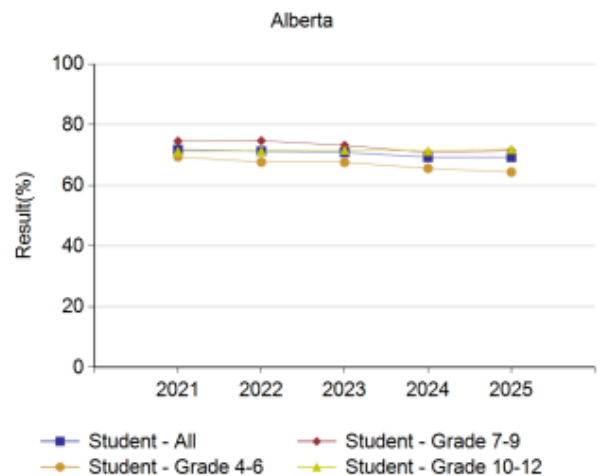
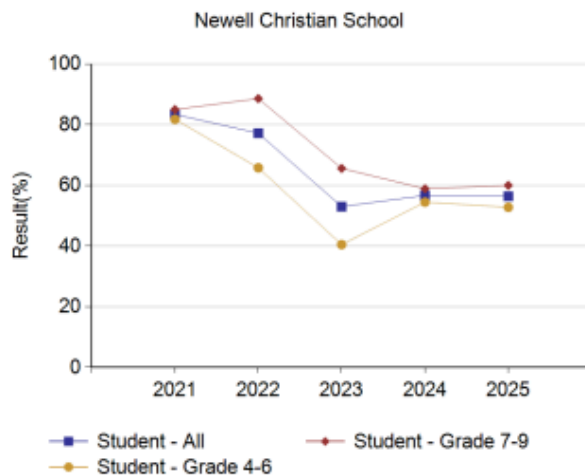
Measure History by Group - Students

School: 6796 Newell Christian School

Province: Alberta

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

	Newell Christian School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	26	83.4	40	77.2	41	53.0	42	56.7	37	56.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Student - Grade 4-6	11	81.8	19	65.8	21	40.5	22	54.5	18	52.8	72,572	69.4	76,983	67.7	77,144	67.6	79,945	65.6	78,321	64.4
Student - Grade 7-9	15	85.0	21	88.6	20	65.6	20	58.9	19	60.0	57,018	74.6	62,744	74.7	63,659	73.2	66,098	70.8	66,791	71.5
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,199	71.3	47,375	71.4	52,226	71.7	53,780	71.4	55,977	72.0



Student Growth and Achievement

A.6 Citizenship Detail

Student Responses

Student Growth and Achievement

A.6 Citizenship

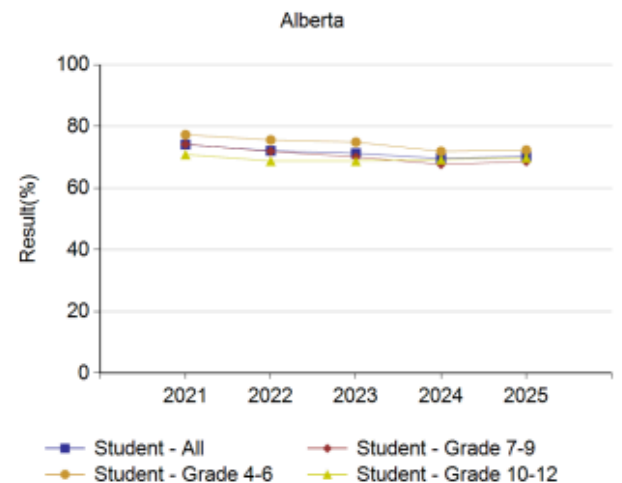
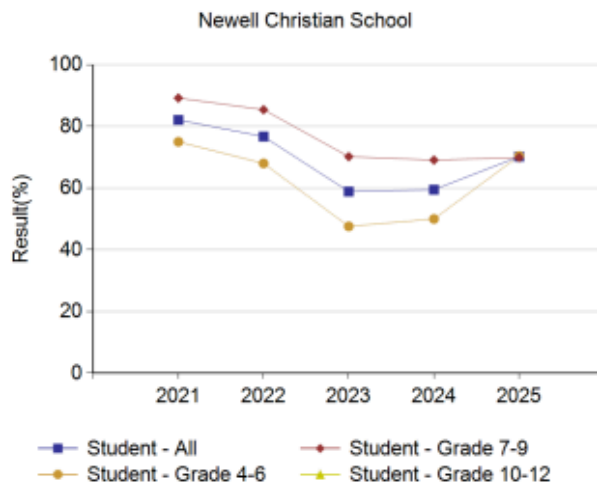
Measure History by Group - Students

School: 6796 Newell Christian School

Province: Alberta

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

	Newell Christian School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	26	82.1	40	76.7	40	58.9	42	59.5	37	70.2	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Student - Grade 4-6	11	75.0	19	68.0	21	47.6	22	50.0	18	70.4	72,683	77.3	77,098	75.6	77,266	74.9	80,097	71.9	78,465	72.3
Student - Grade 7-9	15	89.2	21	85.4	19	70.2	20	69.1	19	69.9	56,939	74.2	62,683	71.9	63,590	70.1	66,029	67.7	66,721	68.6
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,119	70.9	47,339	68.8	52,159	68.8	53,690	69.3	55,933	69.9



We are pleased to see a more positive trend in these results. We will continue to provide students with opportunities for community involvement, civic education, and the promotion of respectful behavior and attitudes within our school community. Student voice is highly valued in our community.

Teaching & Leading

A.4 Education Quality Detail

Student Responses

Teaching & Leading

A.4 Education Quality

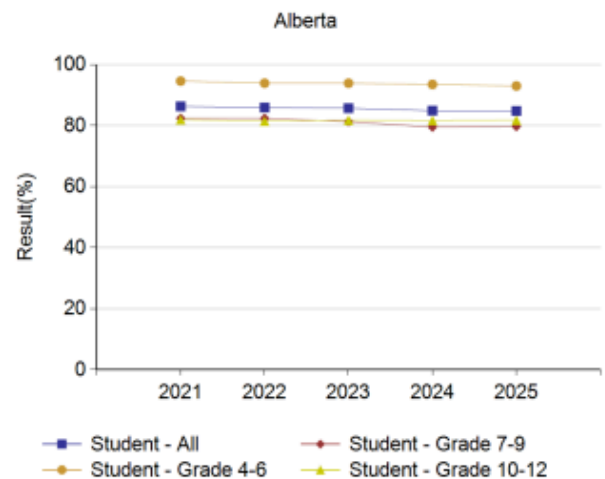
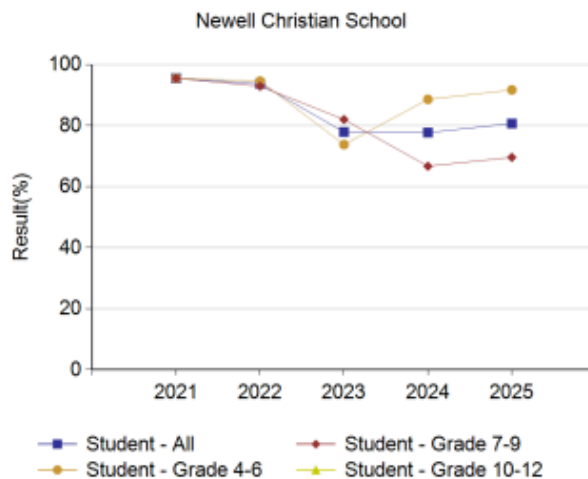
Measure History by Group - Students

School: 6796 Newell Christian School

Province: Alberta

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

	Newell Christian School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	26	95.5	40	93.7	42	77.9	42	77.7	37	80.7	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Student - Grade 4-6	11	95.5	19	94.6	21	73.8	22	88.6	18	91.7	72,276	94.6	76,565	93.9	77,317	93.9	80,205	93.5	78,520	93.0
Student - Grade 7-9	15	95.5	21	92.9	21	82.0	20	66.7	19	69.6	57,049	82.4	62,794	82.4	63,721	81.3	66,212	79.5	66,892	79.7
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,264	82.0	47,475	81.5	52,305	81.8	53,905	81.7	56,102	81.8



To improve student satisfaction with their basic education, we will place a strong emphasis on creating meaningful, engaging learning experiences across all grades. Teachers will use a variety of instructional approaches, including hands-on activities, more project-based learning, and structured collaborative tasks, to help students feel more connected to their learning. We will also increase opportunities for students to express their ideas through regular check-ins and reflection tools, that allow them to share what is working well and what needs improvement. Strategies include implementing consistent routines, providing timely feedback, and supporting academic confidence through targeted interventions when needed. As a Christian school, we are committed to nurturing students not only academically but also spiritually and socially. By cultivating a safe, caring, Christ-centred atmosphere where students feel valued, respected, and encouraged, we aim to increase their satisfaction with their educational experience and support their development as confident, competent learners.

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail

Student Responses

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

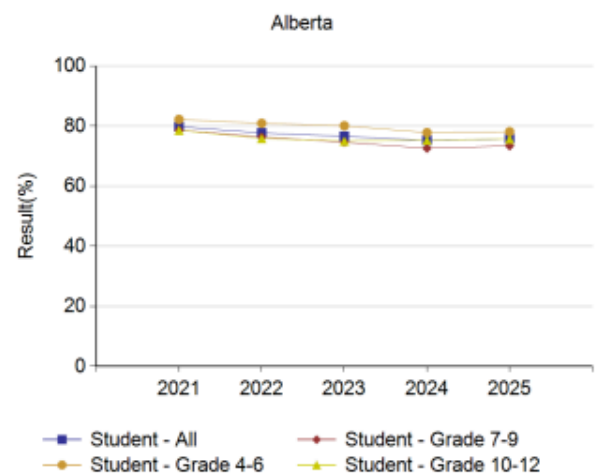
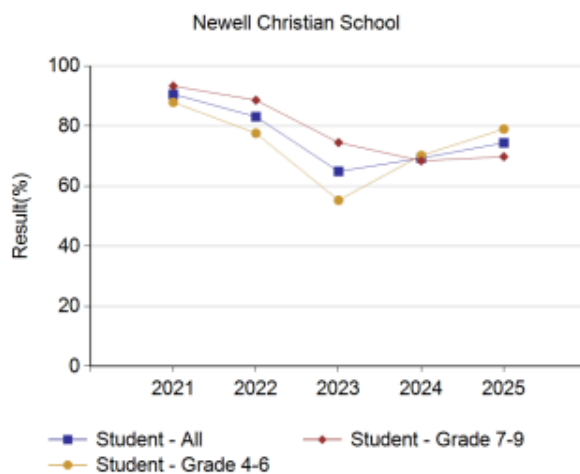
Measure History by Group - Students

School: 6796 Newell Christian School

Province: Alberta

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

	Newell Christian School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	26	90.6	40	83.1	40	64.9	42	69.3	37	74.4	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Student - Grade 4-6	11	87.9	19	77.6	21	55.3	22	70.2	18	79.0	72,734	82.2	77,172	80.9	77,329	80.1	80,200	77.8	78,532	78.1
Student - Grade 7-9	15	93.3	21	88.6	19	74.5	20	68.4	19	69.8	56,991	78.6	62,712	76.4	63,619	74.6	66,065	72.6	66,756	73.4
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,175	78.6	47,374	75.9	52,208	75.0	53,755	75.3	55,980	75.7



To strengthen these results for students in Grades 4–9, we will continue to build a culture where every learner feels known, respected, and supported. Teachers will incorporate regular community-building activities, restorative conversations, and clear, consistent expectations for behaviour across classrooms. We will also increase opportunities for students to participate in leadership roles—such as mentorship groups, Bible studies, and chapel teams, so they feel a sense of ownership in creating a positive school climate. Ongoing discussions about digital citizenship, kindness, empathy, and responsible choices will help reinforce these expectations both in and out of the classroom.

In addition, we will work proactively with students to ensure concerns are addressed early and communication remains open. This includes using classroom check-ins and timely follow-up when conflicts or worries arise. As a Christian school, we aim to reflect Christ's love in all interactions, encouraging forgiveness, empathy, and reconciliation. By nurturing a safe, caring, and spiritually grounded environment, we expect to see continued growth in students' confidence that our school is a place where they belong and are protected.

Learning Supports

H.1 Access to Supports and Services Detail

Student Responses

Learning Supports

H.1 Access to Supports and Services

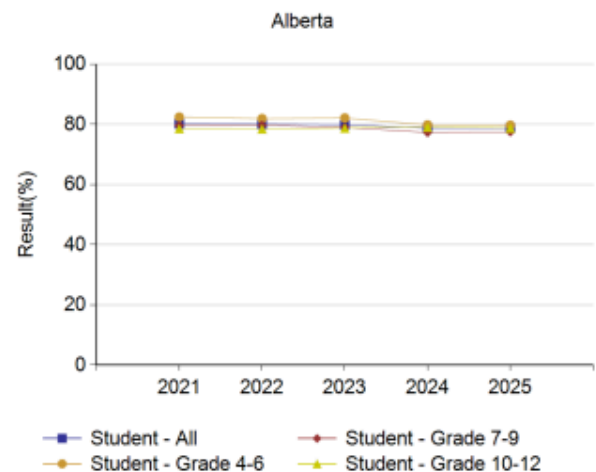
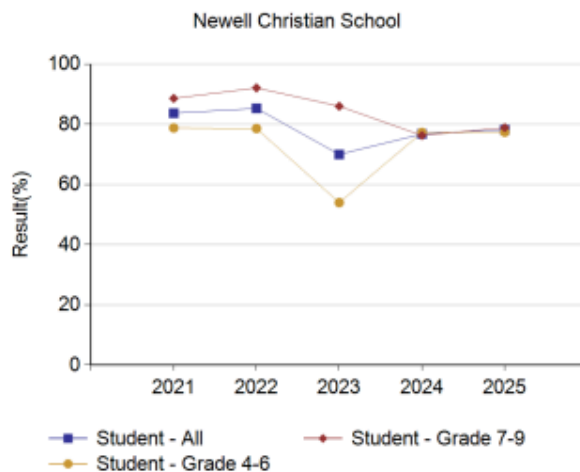
Measure History by Group - Students

School: 6796 Newell Christian School

Province: Alberta

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

	Newell Christian School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	26	83.7	40	85.3	40	70.0	42	76.8	37	78.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Student - Grade 4-6	11	78.8	19	78.6	21	54.0	22	77.3	18	77.4	72,632	82.4	77,043	81.9	77,200	82.1	79,996	79.8	78,379	79.7
Student - Grade 7-9	15	88.6	21	92.1	19	86.0	20	76.3	19	78.9	56,872	79.6	62,606	79.7	63,511	79.0	65,901	77.3	66,617	77.5
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,127	78.6	47,286	78.5	52,094	78.8	53,619	79.1	55,845	78.8



We will strengthen early identification of students needing additional support through ongoing assessment and teacher observation. Targeted interventions, small-group instruction, and individualized learning plans will continue to be provided and closely monitored. The school does offer SLP (Speech) and OT (Occupational Therapy).

Program of Studies

B.3 Program of Studies - At Risk Students

Student Responses

B.3 Program of Studies - At Risk Students

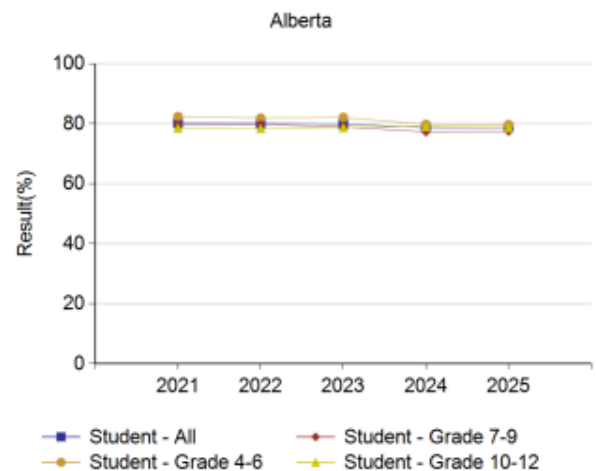
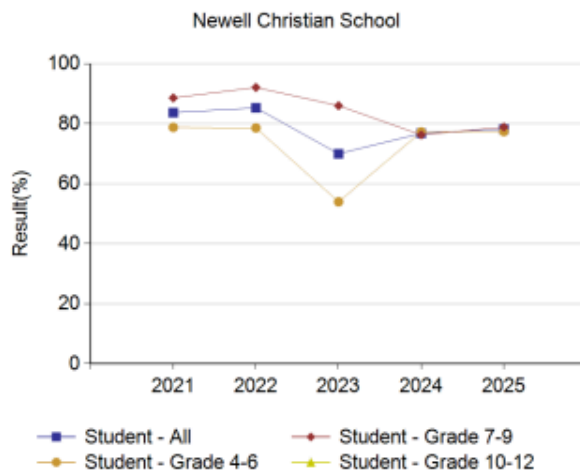
Measure History by Group - Students

School: 6796 Newell Christian School

Province: Alberta

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

	Newell Christian School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	26	83.7	40	85.3	40	70.0	42	76.8	37	78.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Student - Grade 4-6	11	78.8	19	78.6	21	54.0	22	77.3	18	77.4	72,632	82.4	77,043	81.9	77,200	82.1	79,996	79.8	78,379	79.7
Student - Grade 7-9	15	88.6	21	92.1	19	86.0	20	76.3	19	78.9	56,872	79.6	62,606	79.7	63,511	79.0	65,901	77.3	66,617	77.5
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,127	78.6	47,286	78.5	52,094	78.8	53,619	79.1	55,845	78.8



Teachers will continue to receive professional training to support diverse academic, behavioral, and social-emotional needs, with a focus on trauma-informed care and supporting neurodivergent learners. In partnership with a Christian counselling service, students will have access to professional faith-informed guidance. These measures will help to ensure that students receive timely, effective, and holistic support that nurtures their academic, social-emotional, and spiritual growth.

Program of Studies

B.2 Satisfaction with Program Access

Student Responses

B.2 Satisfaction with Program Access

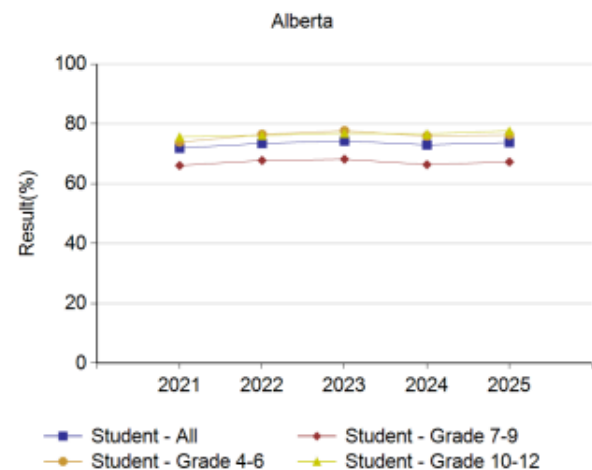
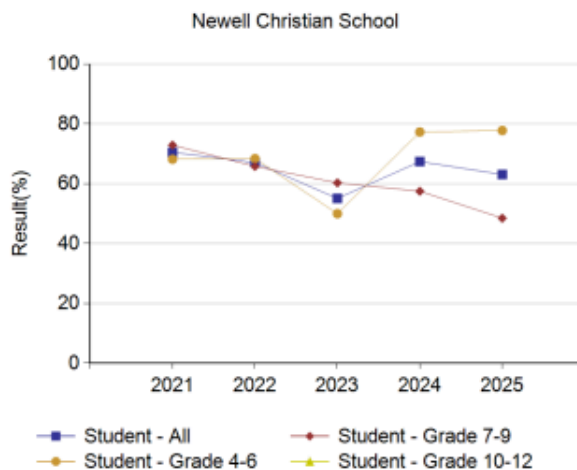
Measure History by Group - Students

School: 6796 Newell Christian School

Province: Alberta

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

	Newell Christian School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	26	70.5	40	67.1	40	55.1	42	67.4	37	63.1	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Student - Grade 4-6	11	68.2	19	68.4	21	50.0	22	77.3	18	77.8	72,463	73.9	76,921	76.5	77,061	77.7	79,902	75.9	78,240	76.3
Student - Grade 7-9	15	72.9	21	65.8	19	60.3	20	57.5	19	48.5	56,357	66.1	62,237	67.8	63,259	68.2	65,575	66.4	66,300	67.3
Student - Grade 10-12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40,019	75.7	47,079	76.2	51,949	76.9	53,430	76.7	55,672	77.7



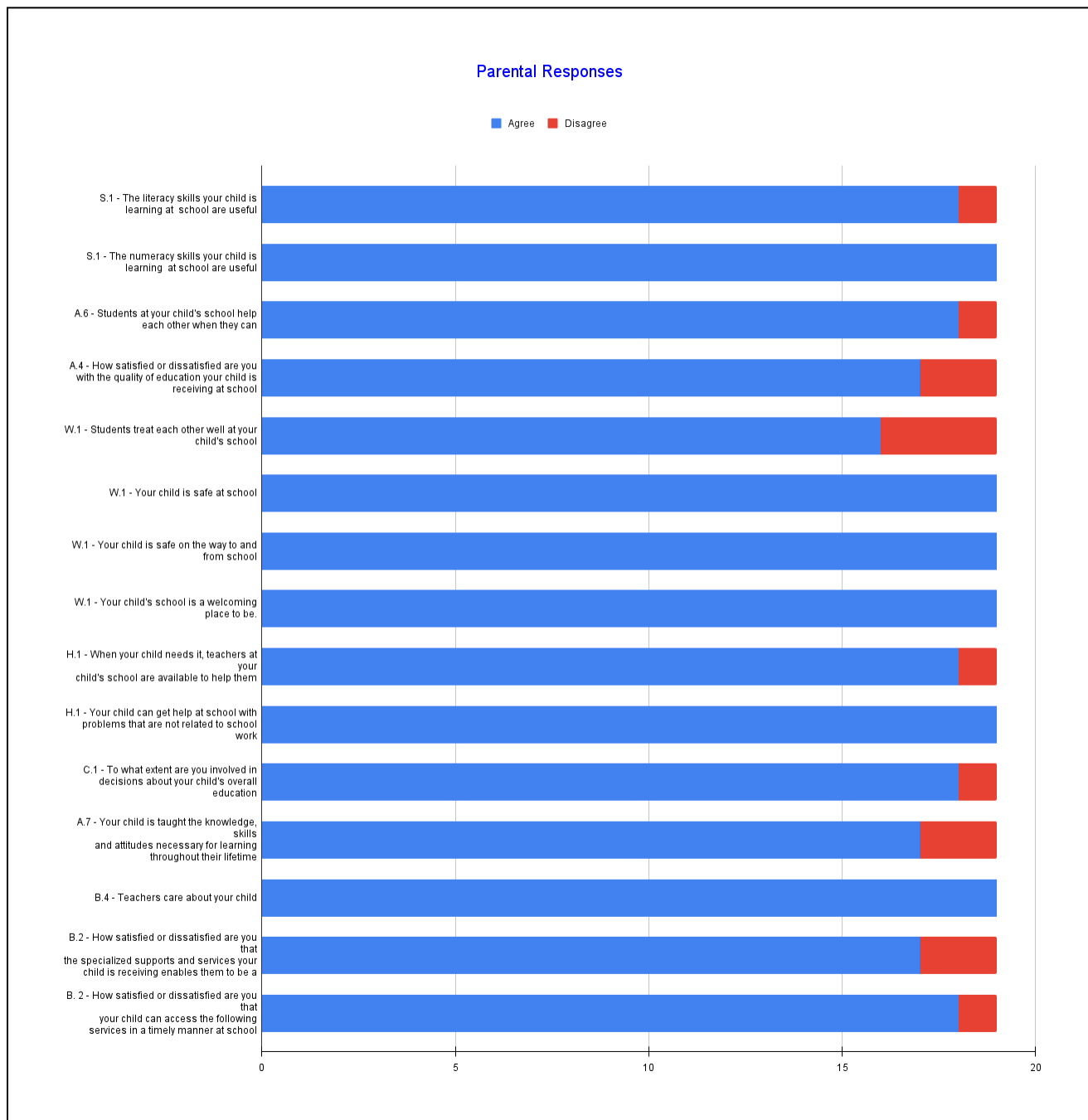
Student satisfaction in grade 7-9 with school and community support services remains lower than desired. We will increase awareness of available programs, streamline access, and involve students in providing feedback. By offering flexible, faith-informed school-based and community-based supports including counseling, peer mentoring, and extracurricular opportunities—we aim to better meet student needs and improve overall satisfaction.

Student Growth & Achievement, Teaching & Leading, Learning Supports, Program of Studies, and Governance

Local Measures:

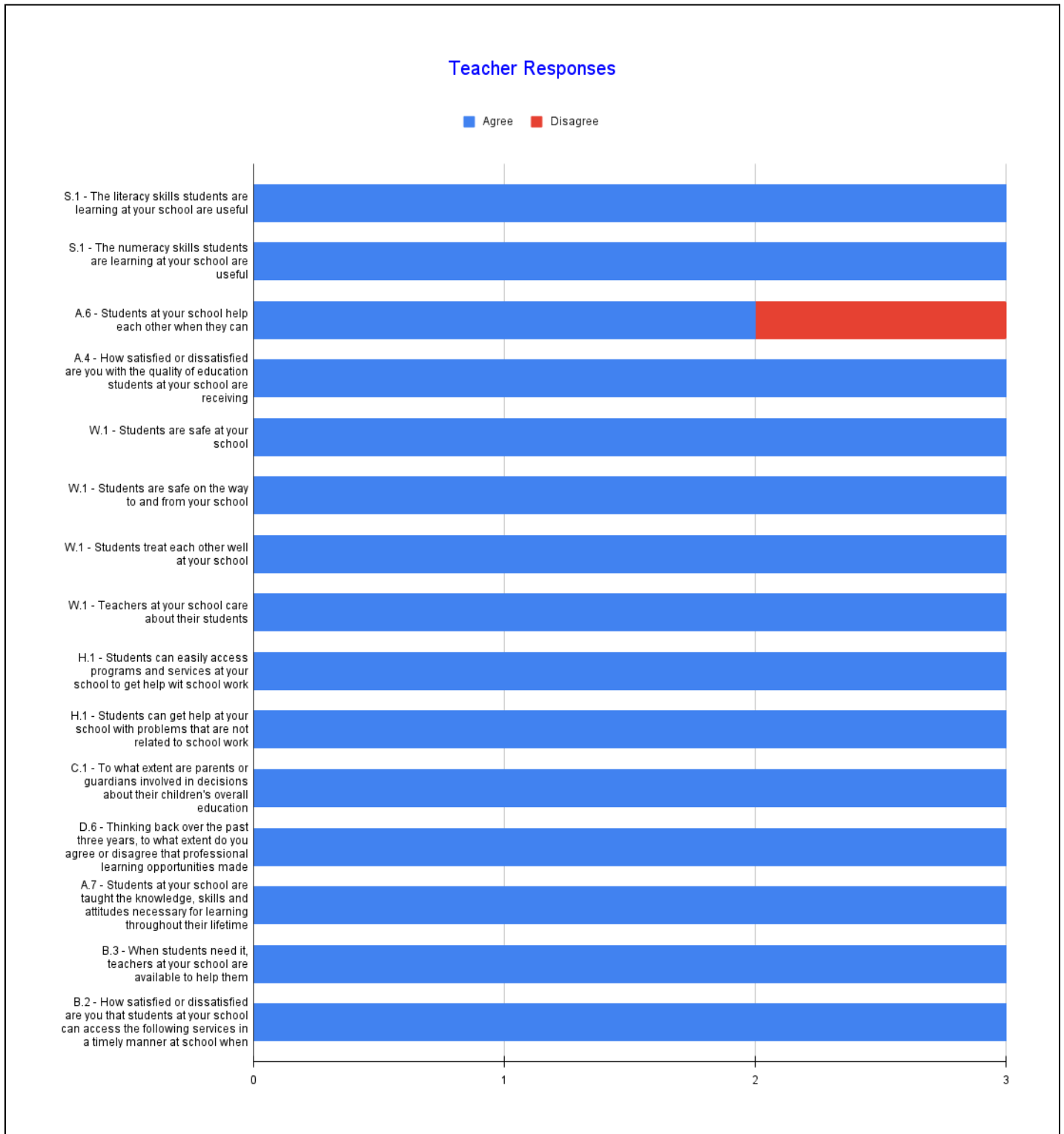
For this local measure, data was collected in November 2025 through phone interviews with 19 parents of students who attended the school last year, along with three of the four teachers who were on staff at that time. While this sample does not represent the entire school community, it was included to provide a stronger representation of community input and offers valuable insight into perceptions of programs and services.

Parental Responses



Student Growth & Achievement, Teaching & Leading, Learning Supports, Program of Studies, and Governance

Teacher Responses:



3, 4, and 5 Year High School Completion Rates

Comments:

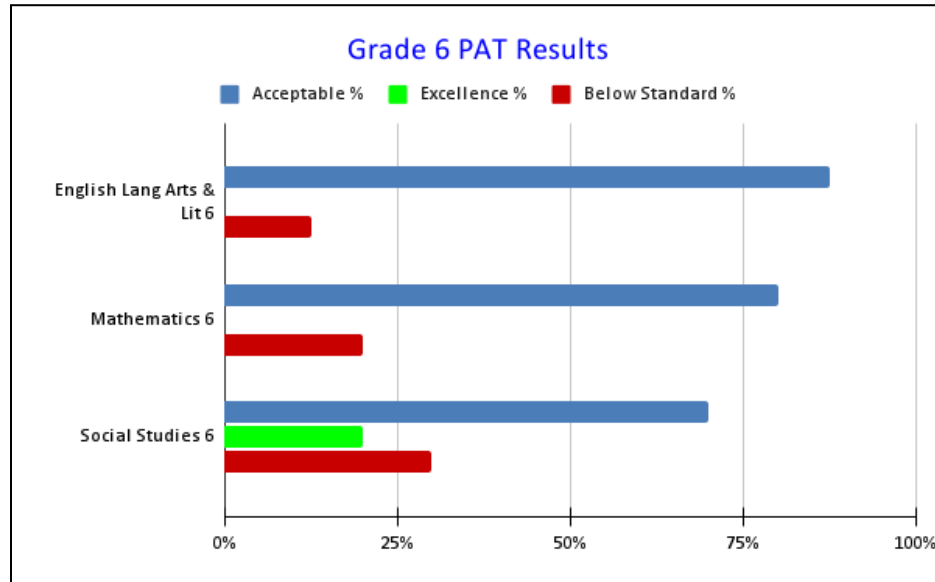
These results have ended, as we have not had a High School program for more than 7 years.

We will continue to promote high school graduation and give information to the junior high students about various programs and schools that they may be interested in attending. We also actively communicate a model for life-long learning and encourage all students to reach their full potential. We will continue to encourage students to strive for academic excellence by applying themselves fully and acquiring the skills and attitudes necessary for success.

PAT (Provincial Achievement Testing) Results

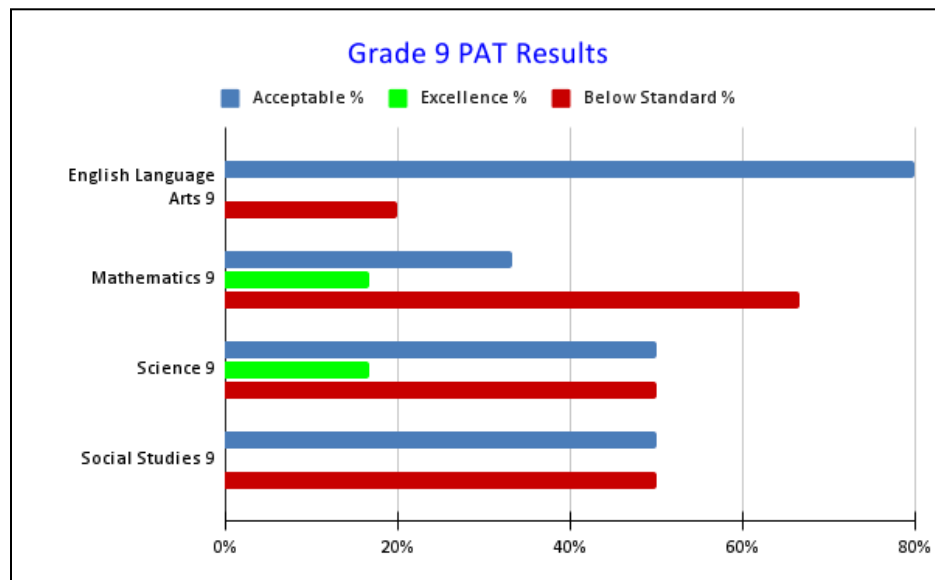
Grade 6 2024/2025

Grade 6 PAT Results 2024/2025								
Course Description	Course Code	Student Writing	Acceptable Standard	Acceptable %	Excellence Standard	Excellence %	Below Standard	Below Standard %
English Lang Arts & Lit 6	PAT0600	8	7	88%	0	0%	1	13%
Mathematics 6	PAT0610	10	8	80%	0	0%	2	20%
Social Studies 6	PAT0650	10	7	70%	2	20%	3	30%



Grade 9 2024/2025

Grade 9 PAT Results 2024/2025								
Course Description	Course Code	Student Writing	Acceptable Standard	Acceptable %	Excellence Standard	Excellence %	Below Standard	Below Standard %
English Language Arts 9	PAT9100	5	4	80%	0	0%	1	20%
Mathematics 9	PAT9110	6	2	33%	1	17%	4	67%
Science 9	PAT9140	6	3	50%	1	17%	3	50%
Social Studies 9	PAT9150	6	3	50%	0	0%	3	50%



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Newell Christian Sch Society							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	10	70.0	7	46.4	50,053	64.1	59,230	67.4
	Standard of Excellence	High	Improved	Good	10	20.0	7	0.0	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	*	*	*	6	*	9	44.4	59,391	69.8	57,876	70.4
	Standard of Excellence	*	*	*	6	*	9	0.0	59,391	11.1	57,876	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	6	33.3	8	63.9	58,911	51.7	57,012	53.5
	Standard of Excellence	Intermediate	Improved	Good	6	16.7	8	0.0	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Very Low	Maintained	Concern	6	50.0	8	63.9	59,453	68.6	57,892	66.9
	Standard of Excellence	Very High	Improved	Excellent	6	16.7	8	0.0	59,453	21.1	57,892	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	6	50.0	8	52.8	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	8	0.0	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

We have some observed encouraging improvement in our Grade 6 and Grade 9 results this year. (Grade 6 did not write Science due to the curriculum change). While these gains are positive, we remain committed to strengthening achievement across all grades. To support this goal, we will focus on key areas identified through the PAT results, implementing strategies such as exit slips, increased test-taking practice, and frequent formative quizzes to better monitor student understanding. We will continue using *The Key* study guides and begin PAT preparation earlier in the school year, particularly as we work through the complexities of split-grade classrooms and curriculum changes.

We will also expand the use of IXL and other math-building platforms to strengthen foundational numeracy and mental math skills and better tailor learning to target student needs. Students will also have opportunities to practice on Exam Bank, and unit reviews will feature released PAT questions to reinforce key concepts. Additionally, school-wide initiatives in literacy and numeracy will continue to be emphasized, promoting a collaborative, consistent approach to skill development across all grades.

Programs such as Clear Math, Extra Math, and targeted pull-out support for at-risk learners will help ensure essential skills are firmly established. Differentiated reading instruction is underway, and small-group “pull-in” support for ELL students will begin in Fall 2025.

Early Years Literacy & Numeracy Assessment Results

In our screening, we used the LENS assessment and Canadian Achievement Testing.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
# of students per grade	5	3	8	3	5
# of students tested	5	3	8	3	5
Total number of students identified as being at risk in BOTH literacy and numeracy in the 2023-2024 School year.	0	0	3	2	3
Total number of students who were reassessed in Both literacy and numeracy who remained at risk, according to reassessment completed at the end of the school year (June 2024) after receiving intervention programming.	0	0	2	1	2
Average # of months behind	2.77	1.96	4.11	3.69	4.61
Average # of months gained	0.98	0.58	1.69	1.32	1.42

* At risk calculated at below 70%*

Although there has been some progress made, the average number of months gained was 35% overall, we would like to see more improvement. We are continuing to use Learning Disruption Funding to support the use of more interventions like targeted aide support and professional development from LDAA (Learning Disability Association of Alberta) for staff. One staff member will be taking training to secure an AFRS certificate so we will be able to do an additional screening of early learners. We will continue using school wide initiatives to improve reading such as our “Go for the Gold” home reading program for K-Grade 5.

The school will strengthen foundational numeracy through daily practice, hands-on activities, and engaging games. Small-group interventions, peer support, and visual or interactive resources will be used to improve learner engagement. Frequent formative assessments and whole school initiatives, especially for learning basic facts will continue.

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

Assurance Domain	Measure	Newell Christian Sch Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	56.4	81.9	83.7	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	Citizenship	70.2	79.6	83.5	79.8	79.4	80.4	Low	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	50.0	38.9	50.7	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	8.3	0.0	0.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.7	84.6	90.6	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.4	87.2	88.1	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	78.2	87.1	88.2	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	n/a	92.9	96.5	80.0	79.5	79.1	n/a	n/a	n/a

Looking to the Future

In our planning, we have taken into consideration many factors for the ongoing realization of our school goals. Stakeholder engagement and input through methods such as informal discussions, reflections, surveys, meetings, assessments, and provincial and internal measures have helped us fine tune the new plan.

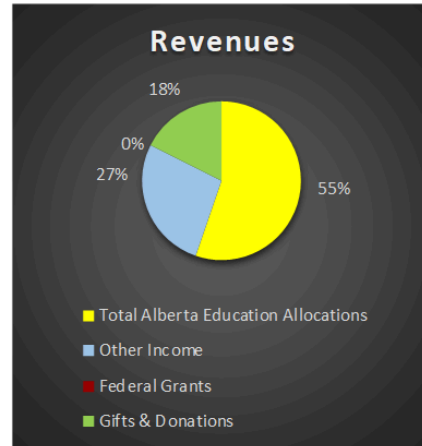
For the next reporting period, we feel that last year's priorities still mostly reflect our goals, therefore, the school priorities going forward are to continue with developing reading skills across the grade levels, to continue with the work of refining Biblical Integration techniques, and developing spiritual growth across the community, but we will now turn our attention to another goal of improving student proficiency and confidence in basic operations (addition, subtraction, multiplication, and division).

We will also focus on areas of Truth & Reconciliation, where we will target building stronger relationships with First Nations people in our area of southern Alberta and honouring our own FMNI members within our school community.

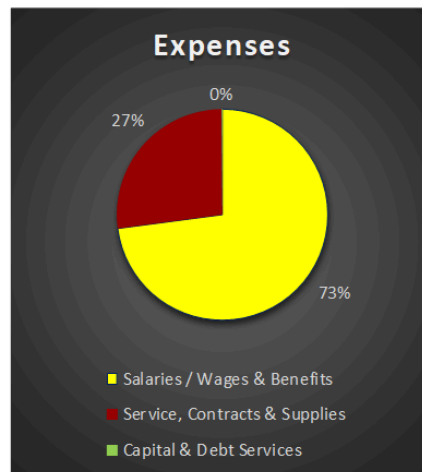
Finding our identity in Christ fills us with hope, guides our steps, strengthens our self-respect, and provides the belonging and balance our lives need. We eagerly anticipate the year ahead and the many new opportunities that the Lord will provide for us.

2025 -2026 Projected

Revenues	
Total Alberta Education Allocations	\$470,804.00
Other Income	\$231,050.00
Federal Grants	\$0.00
Gifts & Donations	\$150,000.00
Total Revenues	\$851,854.00



Expenses	
Salaries / Wages & Benefits	\$614,344.00
Service, Contracts & Supplies	\$227,326.00
Capital & Debt Services	\$1,000.00
Total Expenses	\$842,670.00



Whistleblower Protection

There were no disclosures made to the Chief Executive Officer of Newell Christian School in the 2024-2025 year.

Contact for More Information

The school can be contacted at ncsadmin@newellchristianschool.com for more information regarding the financial statements.

Link to Audited Financial Statements on our website:

<https://www.newellchristianschool.com/vision-who-we-are-what-we-do>