



# ANNUAL EDUCATION RESULTS REPORT

---

Neriah Christian School    For the year 2024-25

---

## Contents

<b>1.0 Accountability Statement.....</b>	<b>2</b>
<b>2.0 School Profile .....</b>	<b>2</b>
<b>3.0 Year in Review .....</b>	<b>3</b>
<b>4. Accountability/Assurance System.....</b>	<b>10</b>
<b>Appendix A - Tables .....</b>	<b>11</b>

---

## 1.0 Accountability Statement

The Annual Education Results Report for Neriah 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 on November 25, 2025.

original signed

Daniel Visser

*Position: Board Chair*

original signed

Darlene Dekker

*Position: Principal*

## 2.0 School Profile

### 1.1 Introduction

Neriah Christian School is an accredited K-12 independent school operated by a Society consisting of members of a local Netherlands Reformed Congregation. The school facility is located in Southwest Calgary and consists of a single room, multigrade classroom. Currently the school operates out of a portion of the building owned by the Netherlands Reformed Congregation.

NCS operates under the authority of a school board consisting of five members elected by the members of the Society and one advisory member from the consistory. The principal acts as an advisory member on the board.

Our students are transported to school by their parents from the surrounding area. As of September 2024, our enrollment was six students.



---

## 1.2 Vision

To provide Christian education through learning based on God's Word.

## 1.3 Mission

To ensure that all students are instructed in all subjects according to God's infallible Word, so they have a strong understanding of their duty to be compassionate, responsible, contributing members of society.

## 1.4 Values

- ❖ **Respect:** Showing reverence for God, and respect for authority and others.
- ❖ **Love:** Loving God and our neighbor.
- ❖ **Integrity:** Living consistently with our beliefs in public and private.
- ❖ **Community:** Bringing families and other members of the community together to promote Christian education.
- ❖ **Stewardship:** Using our gifts responsibly to the glory of God and the benefit of those around us.

## 3.0 Year in Review

A pastor led us in a prayer service for the school in August and we were given to open the doors to our students for the second year on September 3<sup>rd</sup>, 2024. This year again we were supported by the local community as well as many other stakeholders in the community around us. An educational assistant from the United States was hired and joined our community in August.

Throughout the year staff benefited from engaging in collaboration with other educational professionals and a variety of professional development opportunities. In October staff attended the AISCA Leadership session and in the spring, one staff member was able to attain permanent teaching certification. Staff continued to participate in a variety of literacy courses and numeracy professional development targeting the different grades. As a result, we have decided to continue using the Lexia Core 5 and Heggerty Phonemic Awareness programs for our primary students. Staff were also given the opportunity to network with colleagues at, or from, other private schools. Alberta Education conducted a meeting regarding our Education Plan in November and our Alberta Education Results report in February, and both meetings were a positive experience.

---

Students participated in many learning experiences outside the classroom this year, including trips to Atlas Coal Mine, the hoodoos near Drumheller, Blackfoot Cultural Historical Centre, and Kananaskis recreational area. In addition, external speakers and guests also provided meaningful connections and enrichment for students.

Ultimately, all of what we do at Neriah Christian School is based on God's Word. In addition to instruction from Scripture every day, we were privileged to be led in monthly chapel services by pastors or other church leaders. Additionally, a Biblical perspective is woven into all subject areas and learning activities. Throughout the year we welcomed parents, grandparents, and community members into the school for events such as Learning Celebrations, Christmas Program, Social Studies Project Evening, baseball games, and the end of the year community picnic. Parents play a vital role at Neriah Christian School in many ways: by being part of the Parent Advisory Committee, volunteering to drive for field trips, bringing hot lunches and snacks for special events, communicating openly with staff, attending school events, and organizing events.

We have so much to be thankful for when we reflect on the 2024-25 school year. We are humbled by the continued support and commitment from so many and pray that all these efforts may grant an inward blessing to staff and students at Neriah Christian School.

## **Goal 1: Provide Excellent Christian Education**

(Assurance Domains: Student Growth and Achievement, Local & Societal Context)

Three students in grades K & grade 3, were assessed with Alberta Education-provided screening instruments:

- For literacy, the PAST in K & grade 3 (September & January 2024/25); RAN in K & grade 3 (September & January 2024/25); Castles and Coltheart 3 (CC3) Assessment in K & grade 3 (September & January 2024/25); and the Letter Name-Sound (LeNS) Assessment (K & grade 3 in September & January 2024/25).
- For numeracy, the provincial numeracy screening assessments (September 2024 for grades K and grade 3)
  - Due to the small number of students in our school, data from Literacy and Numeracy Assessment has not been included.

In addition to this, local assessments, such as the Fluharty Preschool Speech and Language Screening Test, Heggerty Phonemic Awareness Assessment, Phonics Snapshot Assessment, Dolch Word Assessment, and Speech-Ease Screening Inventory were also used. Students identified as at-risk in these assessments are supported in a variety of ways. Additional attention is given to at-risk students by teachers during classroom instruction and students participate in Guided Reading to ensure that they receive literacy practice at a developmentally appropriate level. Students are enrolled in Lexia Core 5 and phonemic awareness is taught

---

using the Heggerty Phonemic Primary Curriculum. In addition, at-risk students have completed Psycho-Educational Assessments and IPP's have been developed.

Numeracy interventions are more individualized. Students that are at-risk in Math receive more one-on-one teaching, use more manipulatives, use accessible resources, and focus on numeracy skills.

### Standardized Test Results

- Note that provincial data for First Nations, Métis, and Inuit students are not available as we have no self-identified indigenous students enrolled. In recognition of our role in working towards reconciliation, relevant professional learning, and collaboration, First Nations learning principles and content continue to be integrated throughout all of our course offerings.
- We don't have any English Second Language students enrolled to be able to report data for them separately.
- We did not have any grade 6 and 9 students this year and therefore do not have any standardized test results (see table Fall 2025 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- We did not have any Grade 12 students this year and therefore do not have any exam results (see table Fall 2025 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- We do not have any high school students this year and therefore do not have any completion rates.
- **Citizenship:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2025 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- **Education Quality:** Due to the small number of students in our school data for Neriah Christian School has been suppressed (see table Fall 2025 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- **Program of Studies:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).
- **Work Preparation:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).
- **Lifelong Learning:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).

- 
- **In-service Jurisdiction Needs:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).

### **Student Internalization of Christian Worldview:**

Last year we continued to integrate *Bible Doctrine for Younger Children* and *Bible Doctrine for Teens & Young Adults* into both the elementary and middle school Bible and Church History programs. This has led to an increased knowledge and use of specific doctrinal keywords by elementary and middle school students in Bible class and through links in other courses. We continue to create learning documents that have a Biblical worldview woven throughout.

### **Student Success in Alberta Program of Studies:**

Just as Alberta's Education Ministry Business Plan states the objective that all students are successful, NCS' goal is success for all of our students. All learning documents and activities contain evidence of and reflect the new Alberta curriculum at the elementary level. Although Neriah Christian School, with its small enrollment, does not have self-declared First Nation, Metis and Inuit students, we are committed to promoting relationship building with First Nations, Metis, and Inuit communities, as outlined in the Albert Education Ministry Business Plan. Planning documents clearly outline how the First Peoples Principles of Learning are implemented in each subject and First Nations, Metis, and Inuit content is integrated into learning activities. Students are taught extensively about Truth and Reconciliation Day using information and resources taken from the First Nations Education Steering Committee. Unit plans are designed with content such as Indigenous stories, Indigenous use of plants, symmetry in Indigenous art, and how Indigenous peoples conserve energy. When completing projects on topics such as the Aztecs and the settlement of Canada, First Nations, Metis, and Inuit perspectives are discussed, researched, and included.

In reference to developing foundational literacy and numeracy screening, that assess progress, identify learning gaps and monitor student success, students in K-grade 3 are assessed using government early literacy assessments in addition to Fluharty Preschool Speech and Language Screening Test, Heggerty Phonemic Awareness Assessment, Phonics Snapshot Assessment, Dolch Word Assessment, and Speech-Ease Screening Inventory. These assessments identified a need to continue to use Lexia Core 5 and the Heggerty phonemic awareness program; additionally, Secret Sounds and UFLI was purchased for our early primary students and those at-risk. Additionally, an educational assistant was hired to work on a one-to-one basis with these students. We continue to work on the setup of Measures of Academic Progress Growth (MAP NWEA) computer-based assessment program.

---

## Goal 2: Nourish Individuals

(Assurance Domains: Teaching & Leading; Learning Supports)

- **Safe and Caring:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).
- **Welcoming, Caring, Respectful and Safe Learning Environments:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2025 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- **Access to Supports & Services:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2025 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- **Student Learning Engagement:** Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2025 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).

### Respectful and positive relationships among students and staff:

We are thankful for ongoing positive relationships among staff and students, reflected in the general atmosphere of the classroom. Students have stated during check-in meetings that their educational and emotional needs are being well met. They appreciate the many different types of learning activities, and the access to a variety of learning opportunities organized outside of the classroom. The Annual Peer Performance Review of staff showed that the core values of Neriah Christian School: love, integrity, respect, community, and stewardship, have been integrated into planning documents and this is evident in discussion and learning activities that take place in the classroom. In addition, a community topic event was organized in April. This event was well attended by community members and we were given to delve deeply into NCS' school values and to develop 'I can' statements for students. Feedback received regarding this event was that it was a worthwhile activity. The Annual Peer Performance Review of staff also noted that a family environment has been created in the classroom: it is a warm and welcoming place to be. Students are respectful to staff and to each other.

### Well supported staff:

Outcome four of the Education Ministry's Business Plan is that the education system and workforce are well managed and this is reflected in NCS' board and admin practices that support our staff. The mid-year and end of year staff check-in meetings with the school board reflect that staff is very satisfied with the support received from the Board. The board has supported the staff by recruiting an educational assistant to assist in core subject areas at the primary level. Staff also appreciates the opportunities given to network with colleagues at or from other schools. A colleague from another school was hired by the board to collaborate with



---

staff regarding literacy, and to explore resources and programs available to implement at Neriah Christian School. In addition, staff felt privileged to participate in various professional development opportunities, such as the AISCA Leadership convention. Staff also appreciated the support and guidance from the Designated Signing Authority (DSA) during the process of attaining permanent teaching certification in Alberta.

### **Goal 3: Strengthen Community**

(Assurance Domains: Student Growth & Achievement; Local & Societal Context)

As indicated in the year overview at the beginning of this document, we were pleased to be able to host a variety of community events throughout the year. Parents, grandparents and other community members have been welcomed to school for events such as Learning Celebrations, monthly chapels, Christmas Program, Social Studies Project Evening, Values Evening, sports events and the end of the year community picnic. These events are well attended, and reflections and further discussions regarding these events have been very positive. Parents have noted that they appreciate being so closely involved and aware of their child's learning and community members have stated an appreciation for the effort being made to build community. External community members and speakers have also been invited to share their skillset and knowledge with students (either virtually or in the classroom) in areas of culture, life experiences, art, and life skills. Students have shared that they enjoy these opportunities to connect with and learn from others. Community members and parents also value the open communication between Neriah Christian School and the community through two Parent Teacher Conferences per year, three report cards with thorough comments written for each subject area, weekly emails sent to parents and monthly Neriah School bulletins. As all students have a parent on the board and a parent that is part of our Parent Advisory Committee, parents are heavily involved in the decisions made about their child's education.

- Parental Involvement: Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Fall 2025 Required Alberta Education Assurance Measures – Overall Summary in Appendix A).
- School Improvement: Due to the small number of students in our school, data for Neriah Christian School has been suppressed (see table Supplemental Alberta Education Assurance Measure – Overall Summary in Appendix A).

### **Goal 4: Adapt Infrastructure to Support Our Work**

(Assurance Domain: Governance)

Governance and operational practices continue to be refined and formalized. Progress was made on updating and developing more governance policies. These policies were developed in 2024-25: Statement of Belief, NCS Privacy Policy, Mobile Device Policy, Financial Accountability

---

Policy, Conflict Resolution, Whistleblower Policy, and ECS Applications Policy. The following policies were updated and/or re-approved in 2024-25: Supervision, evaluation, and professional growth of teachers, Assessment of Students, Safety of Outdoor Education and Field Trips, Health Protocol Policy, Safe Caring Policy, Discipline Policy, and Roles and Responsibilities.

Planning also began for an expansion to our school with the addition of 2 classrooms, an extension to the activity hall, and a gym. Following positive feedback from parents, staff and other stakeholders the board continues to work on developing plans and budgeting.

### Summary of Financial Results

The guiding principles used in our financial planning are working within our budget parameters with the government funding we receive, as well as funds supplied by our community, while keeping the needs of our students and staff in the foreground.

In our second year of operations, we received \$58,791 of government funding. We also received \$146,663 in donations which surpassed our expectations. We are very thankful for all the financial support the community has provided.

In the 2024-2025 school year, Neriah Christian School had an operating surplus of \$83,743. There were no capital expenditures in the 2024-25 school year. Full audited financial statements were presented at the Annual General Meeting on November 18, 2025. Below is a summary of the financials for the 2024-2025 school year.

	2024/2025 ACTUALS	2024-2025 BUDGET
<b>REVENUE SUMMARY</b>		
Alberta Government	58,791	51,229
Tuition Fees	12,650	12,650
Gifts and Donations	146,663	105,000
Other income	30,032	5,720
<b>Total Revenues</b>	<b>248,136</b>	<b>174,599</b>
<b>EXPENDITURE SUMMARY</b>		
Salaries & Benefits	131,410	132,279
Services, contracts & supplies	30,494	38,622
Other	2,489	1,520
<b>Total Expenditures</b>	<b>164,393</b>	<b>172,421</b>

---

### **Whistleblower Protection**

No disclosures under the Public Interest Disclosure Act (2013) were received over the course of this year.

## **4. Accountability/Assurance System**

As a high percentage of parents of Neriah Christian School students are members of the Board and comprise the Parent Advisory Council; parents and other community members are very involved in the process of developing and formatting the Education Plan and AERR.

### **Timelines and Communication**

The school's AERR and three-year education plan are available to school community members on the school's website ([www.neriahcs.ca](http://www.neriahcs.ca)). Notice of the posting of the reports is delivered to parents and the broader school community via the monthly school newsletter. All parents and members of the NCS community have access to the financial reports, which were also shared at the annual school meeting held on November 18, 2025. Copies are available from the school upon request at any time during the year.

# Appendix A - Tables

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

School: 2497 Neriah Christian School

Assurance Domain	Measure	Neriah Christian School			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>	n/a	n/a	n/a	83.9	83.7	84.4	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	79.8	79.4	80.4	n/a	n/a	n/a
	<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	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	84.4	84.0	84.9	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	80.1	79.9	80.7	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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

Fall 2025

School: 2497 Neriah Christian School

Measure	Neriah Christian School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.5	52.7	52.7	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.4	2.5	2.4	n/a	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	n/a	n/a	n/a	81.7	81.1	82.3	n/a	n/a	n/a
<a href="#">Lifelong Learning</a>	n/a	n/a	n/a	80.8	79.9	80.4	n/a	n/a	n/a
<a href="#">Program of Studies</a>	n/a	n/a	n/a	83.0	82.8	82.9	n/a	n/a	n/a
<a href="#">Program of Studies - At Risk Students</a>	n/a	n/a	n/a	80.5	80.6	81.2	n/a	n/a	n/a
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	n/a	n/a	n/a	87.3	87.1	87.8	n/a	n/a	n/a
<a href="#">Satisfaction with Program Access</a>	n/a	n/a	n/a	72.1	71.9	72.5	n/a	n/a	n/a
<a href="#">School Improvement</a>	n/a	n/a	n/a	76.6	75.8	75.1	n/a	n/a	n/a
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.9	60.1	60.0	n/a	n/a	n/a
<a href="#">Work Preparation</a>	n/a	n/a	n/a	83.7	82.8	83.6	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. School years 2019/20 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.