



First Steps Elementary Academy
Alberta Education Results Report 2024-2025

Excellence in Education

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Accountability Statement

The Annual Education Results Report for First Steps Elementary Academy for the 2024-2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The operator and/or governing body 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.

Date: November 25, 2025

Signature: Cindy Bower Benusic (original signed) Board Chair

Mission Statement

First Steps Elementary Academy provides the environment and setting for our children and students to excel in their education and personal development.

Vision Statement

First Steps Elementary Academy inspires integrity, respect, culture and achievement in our leaders of tomorrow.

Values Statement

Integrity We will be honest, sincere and transparent in all communications. We will uphold strong moral principles.

Excellence We strive for excellence every day. We show up everyday prepared and ready. Our decisions support our excellence. Our planning supports our excellence. Our actions and words exemplify our excellence.

Team Work We will communicate with honesty and respect. We collaborate as a committed team taking responsibility in setting clear and defined directions and plans for student achievement, school goals and mission.

Systems Systems ensure that our school and classrooms operate smoothly and efficiently. Systems are reviewed and modified to address concerns and efficacy of operations.

Education/Growth We are role models for our students. We value and prioritize continuous learning. We empower not

only ourselves but also our students to reach their greatest potential through goal setting, achievement and celebration.

Stakeholder Engagement

First Steps Elementary Academy engages our stakeholders using the following avenues:

School Generated Parent and Student Surveys

- Once a year, typically in January, we survey our parents and students.

PAC Generated Parent Surveys

The PAC drafts and collects the data from this parent survey. The results are then shared with the principal and faculty.

Consistent Communication with Parents

- Parents receive a monthly calendar as well as a newsletter.
- Students use agendas that are signed by the parent nightly.
- Three Teacher-Parent Conferences are held during the school year.
- Three reporting periods November, March and June.
- At dismissal time, the faculty is outside to engage with parents.
- Weekly emails are sent by each teacher sharing what took place in the classroom during the past week.
- Our PAC has a mailbox in each entrance for our parents to leave written questions, concerns and suggestions.

Communication with Teachers

- Teachers complete a SWOT in January. There is time allocated at each staff meeting to share and discuss concerns.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 0333 First Steps Elementary Academy

Assurance Domain	Measure	First Steps Elementary 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	Student Learning Engagement	n/a	50.0	50.0	83.9	83.7	84.4	n/a	n/a	n/a
	Citizenship	n/a	87.5	87.5	79.8	79.4	80.4	n/a	n/a	n/a
	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	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	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	n/a	100.0	100.0	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	83.3	83.3	84.4	84.0	84.9	n/a	n/a	n/a
	Access to Supports and Services	n/a	88.9	88.9	80.1	79.9	80.7	n/a	n/a	n/a
Governance	Parental Involvement	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.

PAT RESULTS

FSEA did not have any Grade 6 students during the 2024-2025 school year hence no test results.

FNMI PAT Results

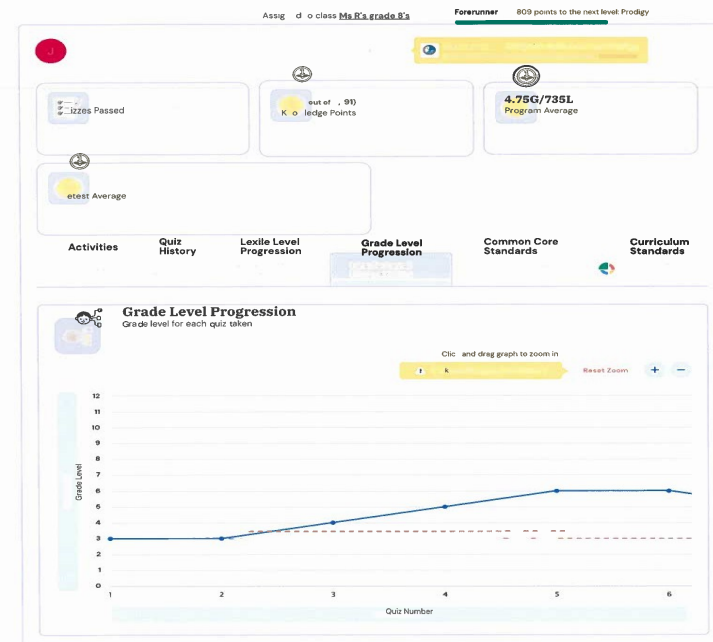
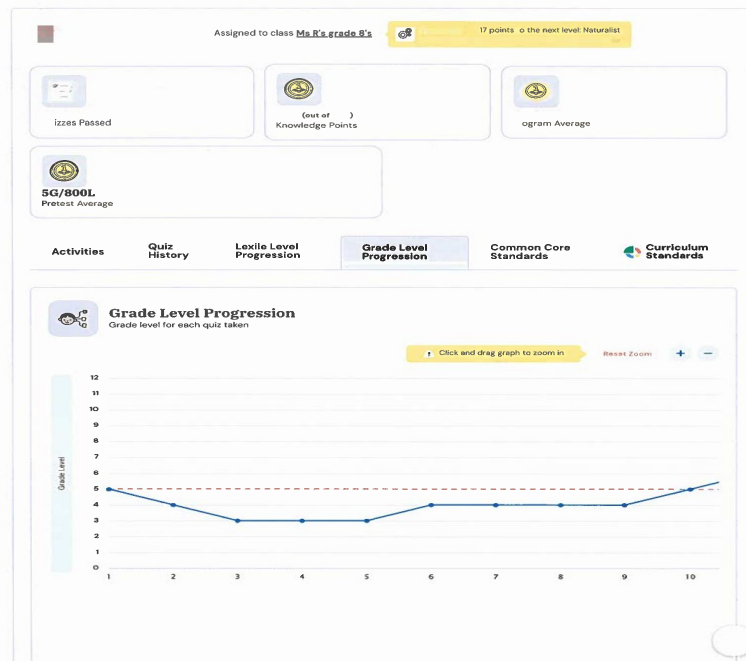
FSEA has no students that self-identify as FNMI. As a result, there were no exam results.

Domain: Student Growth and Achievement

Local Component

ReadTheory

Our classrooms utilize this program as a tool to receive immediate feedback on our students' reading and comprehension. A student is challenged to push their reading level beyond their current reading ability. The program assigns the next assignment and quiz depending on the present quiz's results. A student maybe moved up a reading level or if difficulty is observed moved down a reading level. These results are shared with parents at our Parent Teacher Conferences. Here are two samples of scoring. This program is used by our students daily, throughout the entire school year.



Also, in October and May, the Pearson Reading-Level Indicator is administered to our students. This assessment tool provides us with the following information:

- Sentence Comprehension
- Vocabulary
- Instructional Reading Level
- Independent Reading Level

These results, along with ReadTheory and daily classroom work, assist our teachers in tailoring their reading, writing and comprehension instruction and assignments.

Early Years Literacy and Numeracy Assessments

1. Assessment Names/Grade Level

Grade 1, 2, 3 - September: Castles & Coltheart (CC3)

Grade 1, 2 - September: LENS Assessment (sound and letter names)

Grade 1, 2, 3 - September Numeracy Screening at respective grade level

Grade 4 - September Numeracy

Children who are assessed as “At Risk” are reassessed in January.

2. **Interventions Literacy:**

As mentioned in our Education Plan, At-Risk students would receive additional individualized daily instruction with the classroom teacher or an EA. Specific skills were targeted depending upon the individual student’s needs. We continued using Reading A-Z, along with UFLI and other reading resources. In June, all at risk students scored at grade level.

3. **Interventions Numeracy:**

Fortunately, we had only 1 student identified as “At Risk” in the subject area. We continue to use Jump Math as our preferred program for instruction and learning. In June 2025, this student was no longer At Risk.

Student Learning Assessment Results

Grade	Total number of students assessed (using initial assessment)	Total number of students requiring additional supports based on initial assessment	Total number of students requiring additional supports at end of year
Kinders	6	0	0

Assessments - PAST (Phonological Awareness Screening Test)
 RAN Digits
 LeNS
 Provincial Numeracy Screening Assessment

TEST/GRADE	TOTAL ASSESSED	AT RISK SEPTEMBER	AT RISK JANUARY	AT RISK JUNE
CC3 Grade 1	3 (Sept)	0	0	0
CC3 Grade 2	6 (Sept)	0	0	0
CC3 Grade 3	4	0	0	0
LENS Grade 1	3 (Sept)	0	1	0
LENS Grade 2	6 (Sept)	1	1	0
NUMERACY Grade 1	3 (Sept)	0	0	0
NUMERACY Grade 2	6 (Sept)	1	1	0
NUMERACY Grade 3	4	1	0	0
NUMERACY Grade 4	NA			

Citizenship - Measure History

**Authority: 0333 First Steps Elementary
Academy Province: Alberta**

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

	First Steps Elementary				Measure Evaluation			Alberta									
	2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	6	87.5	n/a	n/a	n/a	n/a	n/a	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	3	*	2	*	*	*	*	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	6	87.5	n/a	n/a	n/a	n/a	n/a	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

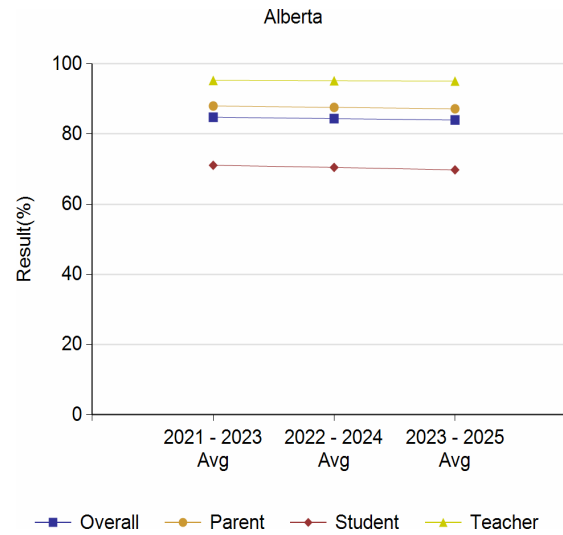
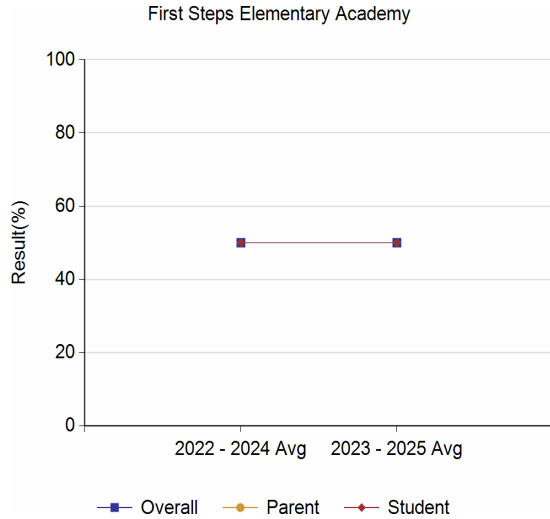
COMMENTS ON CITIZENSHIP:

We are very pleased with these results. One of our priorities is for all students to feel comfortable and safe. We value and promote tolerance, respect, acceptance and accountability.

Student Learning Engagement

	First Steps Elementary Academy				Alberta					
	2022 - 2024 Avg		2023 - 2025 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg	
	N	%	N	%	N	%	N	%	N	%
Overall	6	50.0	6	50.0	253,477	84.8	257,344	84.4	263,790	84.0
Parent	n/a	n/a	n/a	n/a	31,778	88.0	32,255	87.6	33,172	87.2
Student	6	50.0	6	50.0	190,066	71.1	193,318	70.5	197,980	69.8
Teacher	n/a	n/a	n/a	n/a	31,634	95.3	31,771	95.2	32,638	95.1

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



COMMENTS ON STUDENT LEARNING ENGAGEMENT:

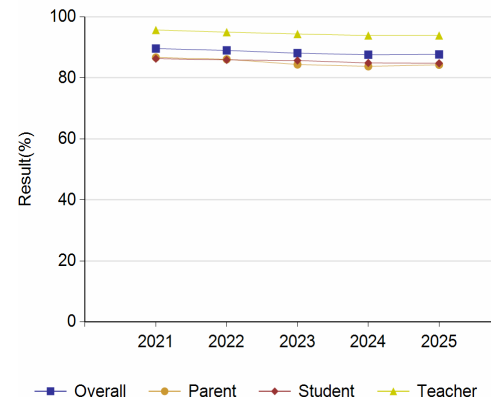
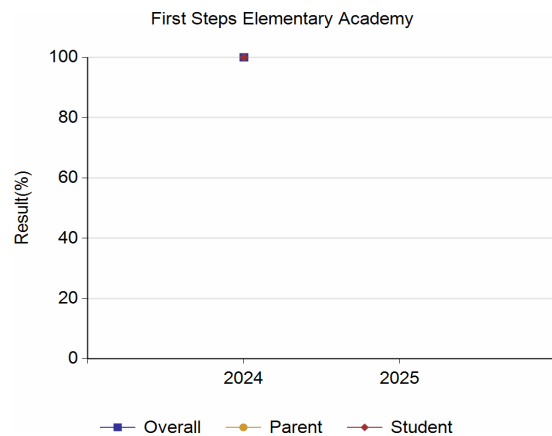
We feel that these results are not an accurate representation of student engagement. Our teachers are dedicated and excited to be teaching. We collaborate as a team, analyzing student learning to adjust our approaches in our instructional practices. Of course, there is always room for improvement, and we are committed to fulfilling and delivering challenging and engaging learning experiences.

Domain: Teaching and Leading

Education Quality

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

	First Steps Elementary				Alberta												
	2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	6	100.0	n/a	n/a	n/a	n/a	n/a	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	3	*	2	*	*	*	*	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	6	100.0	n/a	n/a	n/a	n/a	n/a	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



COMMENTS ON EDUCATION QUALITY:

We are extremely pleased with these results. We constantly are searching for and experimenting with alternative strategies and learning opportunities. We love to be creative and think outside of the box. Our aim is to offer excellence in education.

Local Component: Teacher Growth Supervision and Evaluation

The following points highlight our Teacher Growth Supervision and Evaluation Policy.

Each year, the faculty members submit their individual TGP to the principal by October 15.

In November the first round of formal classroom visits occurs. The teacher supplies the principal with her/his lesson plan. During the visit, observations are documented followed by a debrief with the teacher. Plans and goals are formulated based upon the discussion and notes. As well during this debrief, the TGP is reviewed and signed by both the principal and teacher.

In late February, early March, the second round of formal classroom visits are scheduled. The procedure follows the same as the first visit. At this second visit, we visit the TGP to review progress and make any modifications needed.

All teachers are made aware of the possibility that the Minister of Education can remove a teacher's certification should she/he not submit their TGP to fulfill their obligation to the Ministry. At the school level, the administrator has the authority to terminate employment should the teacher continue to not fulfill their professional obligations.

Teachers who are working towards their IPC and PPC are typically observed by the principal 2-3 times per year and once by the DSA of AISCA.

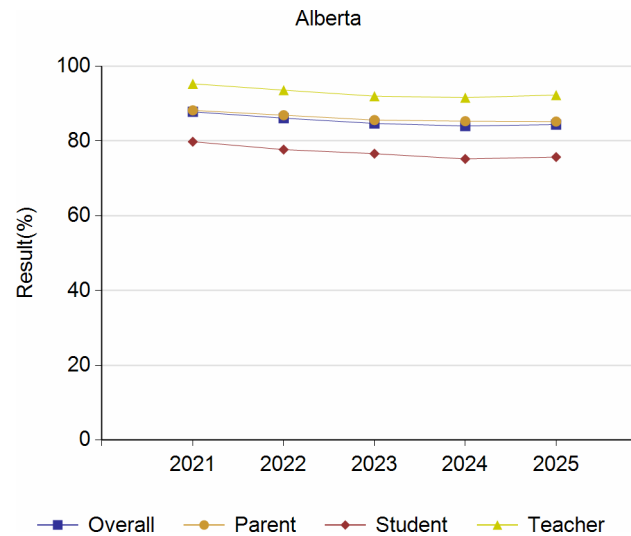
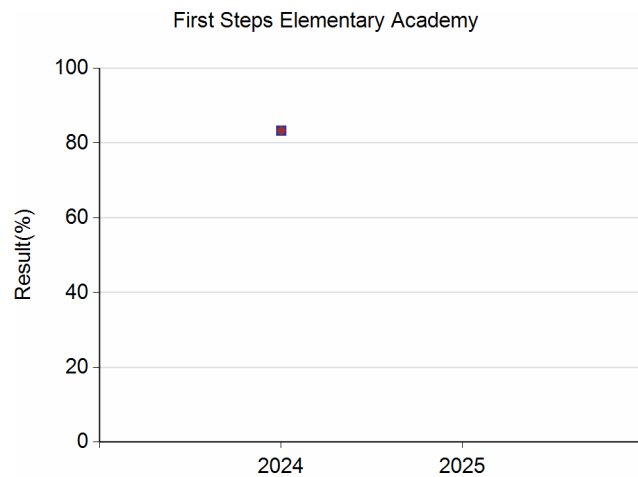
Everyday, during the principal's morning and afternoon walkabouts, she/he is checking in with the teachers and casually visiting each classroom.

Domain: Learning Support

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

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

	First Steps Elementary				Alberta												
	2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	6	83.3	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	3	*	2	*	*	*	*	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	6	83.3	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



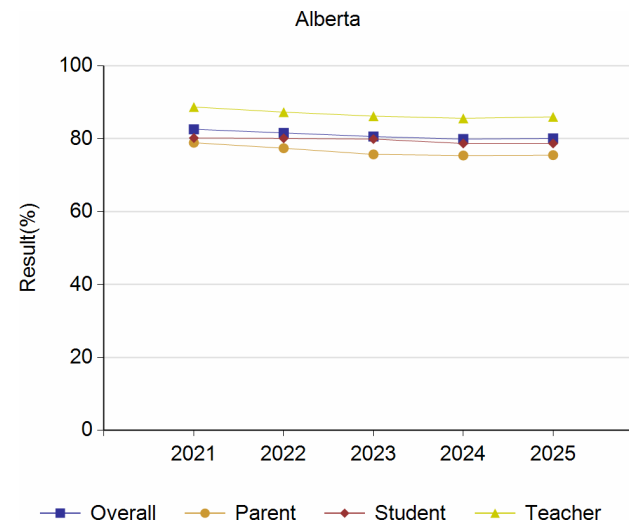
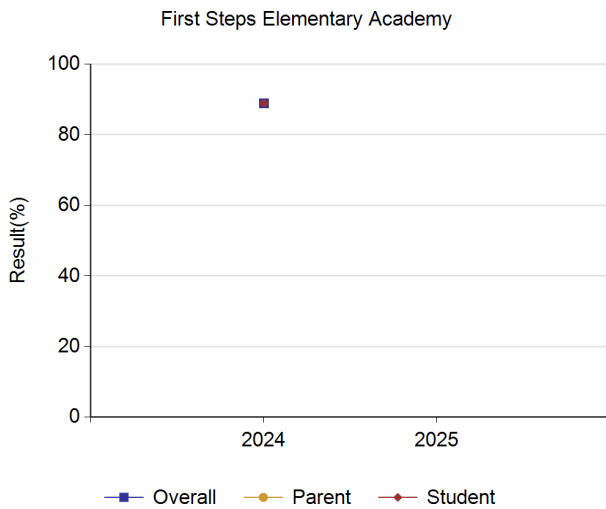
COMMENTS ON RESULTS:

It is very important to us that our students feel that our school is a safe place to be. We want our students to discover who they are as individuals without feeling pressured or ostracized. Respect and acceptance are vital for our school culture.

Access to Supports & Services

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

	First Steps Elementary				Measure Evaluation			Alberta									
	2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	6	88.9	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	3	*	2	*	*	*	*	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	6	88.9	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0



COMMENTS ON RESULTS:

We are committed to providing our students with the skills and strategies that they need to reach their full learning potential. We are open to all available tools and resources to do so.

Local Component: Access to Supports/FNMI Student Success

School authorities are responsible for ensuring that students have access to a continuum of support and services, including specialized support and services, consistent with the principles of inclusive education. To demonstrate it is meeting this responsibility, the school authority must do the following: identify and report results from related local measures or provide a description of the processes and strategies it has utilized.

Through the Expanding Capacity and Learner Supports Program offered by AISCA, we accessed their professional services, in our case an OT, to assist us in developing a program specifically for a child in the Kinders-Plus classroom. Being a small school, with limited financial resources, we are thankful that we were able to learn from this person. Our faculty members do have various individual skills that we all rely upon to support our students. Having expertise from outside of the school is beneficial.

First Steps Elementary Academy also has built a relationship with a pediatric neuropsychologist and a Speech Language Pathologist that when needed will visit the school to administer assessments and provide therapy. This year, we also have on staff, an EA who has previous experience working with special needs students. Her knowledge has proved very significant and worthwhile.

To identify students who may require extra assistance in their learning, we use standardized testing in September and March. Pearson Reading Level Indicator is administered twice a year. Weekly in our classrooms, students utilize ReadTheory, an online reading program that provides the teacher with immediate information. Classroom observations, student performance and parental input are considered when planning instruction and learning. The school also administers the Literacy and Numeracy Screenings as required from the Ministry of Education. The school also utilizes IEPs when necessary.

We do not have many special needs students in our school. Those who are identified as Special Needs are provided with tools such as reading pens, chrome books, talk-to-text and other forms of technology to assist them in their learning and communication. Students are also given additional time with their teacher for extra support.

FNMI Students

Currently our school does not have students who self-identify as FNMI. Regardless, we incorporate the culture into our

learning and instruction across all curriculum areas. Faculty are required to be lifelong learners increasing their knowledge to support the inclusion of FNMI into our lessons and classrooms. When possible, we have guest speakers join us to share firsthand their experiences, culture and practices.

Domain: Governance

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

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's overall education	2024	3	*	*	*	*	*	*
	2025	2	*	*	*	*	*	*
To what extent are you involved in decisions about your child's school	2024	3	*	*	*	*	*	*
	2025	2	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	2024	3	*	*	*	*	*	*
	2025	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's overall education	2024	3	*	*	*	*	*	*
	2025	2	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's school	2024	3	*	*	*	*	*	*
	2025	2	*	*	*	*	*	*

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 parents are extremely involved in our school. This data is not indicative of that. Parents are involved with PAC. Others sit on the FSEAF (First Steps Elementary Academy Foundation) while others are volunteering in our school. Parental involvement is always welcomed.

Fall 2025 Supplemental Alberta Education Assurance Measures – Overall Summary**Authority: 0333 First Steps Elementary Academy**

Measure	First Steps Elementary 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.5	52.7	52.7	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.4	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	81.7	81.1	82.3	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	80.8	79.9	80.4	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	83.0	82.8	82.9	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	88.9	88.9	80.5	80.6	81.2	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
Safe and Caring	n/a	90.0	90.0	87.3	87.1	87.8	n/a	n/a	n/a
Satisfaction with Program Access	n/a	81.8	81.8	72.1	71.9	72.5	n/a	n/a	n/a
School Improvement	n/a	83.3	83.3	76.6	75.8	75.1	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	59.9	60.1	60.0	n/a	n/a	n/a
Work Preparation	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, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Local Component: Effective Management of Resources

School authorities are responsible for effectively managing their resources. This includes collaborating with other school authorities, municipalities and community agencies to address student needs and manage the use of public resources.

- First Steps Elementary Academy is an active member of AISCA (Alberta Independent Schools and Colleges Association.) Our principal and leadership team attend Leadership in October, and our faculty attends the annual Teacher's Convention in February.
- We believe that we have a supportive working relationship with Alberta Education. Our principal reaches out to our Field Manager and as well as other departments when need be. We have open communication listening to advice and support.\
- First Steps Elementary Academy has been involved in the Alberta Education Monitoring process. To date, no concerns have been raised.
- We are involved within the community supporting various charities, fundraising and volunteering.
- We have connections with Legacy Rehabilitation in Lacombe working with their SLP for both assessments and therapy. An Occupational Therapist from Aspire has been in our school assisting us establishing program supports for our children who require modified programming. For other assessment we work with Dr. L Wilhelm a Pediatric Neuropsychologist.
- We are committed to adhering to the legislation and regulations set out by the government as an independent school including filing an annual audited financial report.

Reporting on the 2024-2025 Education Plan

School Priority #1 - To further develop the inclusion of all students/grades in extra curricular activities both on and off site.

Comments: Based upon parental feedback, our goal this year for off site physical education classes, is to include all children from all grade levels – Kinders to Grade 8. In September and during the following 6 weeks, our students participated in swimming lessons at the Rec Centre. Unfortunately due to city regulations, our Kinders were not permitted to partake in this event. Our next off site activity, introducing the students to martial arts will include our 5 year olds. Through the year other off site gym classes will be large gym activities at the Dawe Centre, rock wall climbing, dance and for the older students canoeing. We as a staff are constantly seeking out physical activities that will include all the children and students.

School Priority #2 - Our Mission Statement states we provide the environment and setting for our children to excel in their education and personal development. We strive for excellence in education. We want to see continuous increases in student performance. It is important for us to we learn each child's strengths, and challenges. We want our children/students to know that we hear and see each of them.

Comments: Respect for oneself and others, as well as personal accountability are pillars of our school. An expectation for both faculty and students is to always deliver and perform at our best. To further support our students in their reading, UFLI was implemented across the primary grades in September. As of the date of this report, the program is well received by the students and teachers. Teachers are observing during instructional time, a higher and more concrete understanding of phonics, with all its various rules, more accuracy in decoding skills and usage of the language. Another avenue we are exploring is further collaborative sessions where we examine the learning outcomes and student success scores, utilize evidence-based data to modify our instructional approaches to further student success in their learning. With our small class sizes, we have time to spend with each of our students providing them the skills and strategies they need to progress in their learning directly raising self confidence and can-do attitude.

In January, our senior students will become leaders of a pod. These pods will be multi-graded, meet once a month, where the leader will plan an activity for their group based upon a given theme. A teacher will be assigned to each POD to provide direction and support to the leader.

Lastly, to meet the needs of our higher academic achievers, a GAT, Gifted and Talented Program will be piloted following the Christmas break. These students, upon teacher recommendation, will come together to complete hands-on projects that require higher levels of thinking, organization and planning. Challenging these students is vital to keep them participating, learning and furthering their skills and abilities.

School Priority #3 - We state in our Mission Statement, that personal growth and development is just as important as academics. We wish our students to develop and practice empathy, make connections with their classmates and others, develop citizenship and leadership skills, observe etiquette and protocols, all becoming productive and contributing members of society. Instruction and learning experiences pertaining to FNMI will be a component of student learning.

Comments: Just as important as academics is building personal character. We have many cultures in our student body. We celebrate the diversity and the cultural practices from these families. December focuses on Christmas Around the World. Our families are encouraged to share their celebrations with us. This sharing builds respect and tolerance of our similarities and differences. Kindness is practiced every day. Respect for classmates and teachers is expected from each student. Meal etiquette is instilled at lunch time. Greetings in the morning, farewells at the end of the day are signs of respect. Our senior students leading the POD program, learn leadership and planning skills. Being involved in the community builds empathy and understanding. We continue to support the Adopt A Family at the Red Deer Outreach Centre, Food Bank, SPCA and the Terry Fox Run. When other opportunities are made available to us, we eagerly participate. Giving and receiving are valuable morals.

First Steps Elementary Academy Audited Financial Statement Highlights 2024-2025

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

Revenue Summary	Actual	Budget
Alberta Education (excluding home education)	\$189,737.00	\$181,231.00
Other revenue (including fundraising)	\$611.00	\$3000.00
Tuition/instructional fees	\$171,593.00	\$168,222.00
Total Revenue	\$361,593.00	\$352,475.00
Expense Summary		
Instruction ECS	\$54,000.00	\$54,000.00
Instruction Grades 1-8	\$228,393.00	\$193,296.00
Operations and Maintenance	\$100,042.00	\$45,501.00
Total Expense	\$382,435.00	\$292,797.00
Total Revenue Less Expense	(\$20,584.00)	\$59,678.00

Notes on Actual vs. Budget: (1) Instruction in ECS was paid out at higher salary than what is typically allocated. (2) Operations and Maintenance came in higher due to NNN expenses and increase in lease.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-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 five achievement evaluation levels for each measure.

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

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

Improvement Table

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

The table below shows the definition of the five 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)