

*High Level Christian Academy*

A Koinonia School

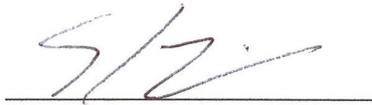
2021-2022 Annual Education Results Report (AERR)

*The mission of High Level Christian Academy is to prepare students for further education through Christ-centered education and academic excellence while challenging them to know Jesus Christ as Savior and Lord so they may serve others through their character and leadership.*

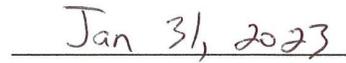
**Accountability Statement:**

The Annual Education Results Report for High Level Christian Education Society for the 2021-2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education 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 2021/2022 was approved by the Board on **January 30, 2023**.



Board Chairperson:



Date:

**Table of Contents:**

- Accountability Statement
- Message from HLCES Board Chair
- School History
- Community and School Population Profile
- Community Engagement
- Whistleblower Protection Policy
- Whistleblower Annual Disclosure Report for 2021-22
- Budgeting Principles
- Summary of Financial Results for 2021-2022
- Highlights for the 2021-2022 school year.
- School Priorities for 2021-2024
- Report on School Priorities
- Appendix A: Required and Supplemental AEAMS results
- Appendix B: HLCES Parent Survey Results
- Appendix C: CAT-4 Exam Summary Results

**Message from HLCES Board Chair**

In 1992, High Level Christian Academy (HLCA) had humble beginnings, renting a church basement with 40 students, and operating on a very modest budget. The 2021-2022 academic year finished our 30<sup>th</sup> year of operation with 24 years in our current facility! The various staffs, boards, students, and families that have been through these doors have been a blessing and have been blessed by the abundant provisions from our gracious and faithful Lord.

HLCA's supporters and alumni have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating government support, industrial and economic instability, along with all the of the typical pressures that schools face working to provide a solid education within an ever changing political and social climate. Topping all of that off, we faced the Chuckegg Creek wildfire in May 2019 that forced the evacuation of High Level and the surrounding area for more than two weeks which caused a most unusual interruption to our school year and a unique closing to our academic year. In March 2020, the Covid-19 pandemic caused the closure of all on-campus learning. HLCA and its staff rose to the challenge, adapting to provide quality teaching and learning to its students for the remainder of the school year. That continued to be the story in the following school year of 2020-21 with HLCA accommodating remote and on-campus learners. In the 2021-22 school year, the constant change in Alberta Education's approach to Covid-19 regulations continued to present challenges to on-campus learning. Throughout all the challenges in the last 4 years, HLCA's staff, board, and parents continue to work together to ensure student learning and growth.

As the chair of the Board, I am blessed to have been a student of this institution and now, more than a decade later, I am equally blessed to know that it is still here for my children to attend for their education as well. It is with joy and gratitude that HLCA continues to offer Christ-centered

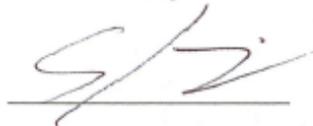
education and academic excellence to students, and we are encouraged that families moving to High Level choose to send their children to a Christ-centered school that is not just interested in the academic, but also the physical, emotional, social, and spiritual well-being of each child.

Teachers are not the only ones who have had an impact on the lives of children within these walls. Over HLCA's last 30 years, guidance, correction, coaching and discipleship has occurred not just in the classroom but on the basketball court, the hockey rink, on mission trips, at the swimming pool, through the drama and musical productions, as well as the community service that our kids are involved in. The office and support staff contribute so much to the lives of our children, and I would be negligent if I did not acknowledge them along with the many volunteers. Each year volunteers faithfully contribute thousands of hours which do not show up on financial statements in actual dollars. These valued contributions need acknowledgement, and we wish to say thank you!

We are grateful for the approximately \$300,000 (55%) we received in taxpayer dollars during the 2021-2022 school year however the \$240,000 (45%) additional dollars raised through school fees and fundraisers to cover the required costs of Operations and Maintenance, Transportation, Technology, etc. - is no small amount or task. The 2022-2023 school year projects the need for the school to raise (through school fees, fundraisers, and community support) a much larger percentage of our operational budget, 58%. The weighted moving average and early enrollment projection requirement force us to make conservative projections for the following year (thus avoiding claw backs later). Despite this daunting task, parents, stakeholders in and around the community, and other supporters are committed to seeing children trained in a God honouring setting by sacrificing to see this achieved. It is thanks to their efforts that HLCA continues to operate and grow.

In closing, the High Level Christian Education Society Board is pleased to present the Annual Education Results Report for 2021-2022. On behalf of the board, I say thank you and in doing so, recognize that it is through the blessing and faithfulness of our Lord that we can achieve our goals.

With Gratitude,



Shawn Wiebe  
Board Chair

## School History

High Level Christian Academy (HLCA) is in High Level, Alberta. HLCA is a member school of the Koinonia Christian Education Society (KCES), and we are an accredited independent school that follows Alberta curriculum as set out by Alberta Education. All teaching staff are Alberta certified Christian teachers.

The school was started by concerned parents who had deep convictions about the importance of Christian Education. A steering committee was formed on September 26, 1991. A survey of local parents definitively indicated interest in beginning a Christian school. A planning committee held its first meeting on February 12, 1992, and with suggestions from the Association of Christian Schools International (ACSI), the committee became members of the Koinonia Christian Education Society (KCES). This society recommended that a school board be elected, and this was achieved on May 6, 1992. On September 8, 1992, High Level Christian Academy opened its doors to 42 students from kindergarten to grade seven.

In 1998, the school acquired five acres of land in a newly developed area on the west side of town. On September 14, 1998, the High Level Christian Academy opened its new 10,000 ft<sup>2</sup> facility, which was only made possible through God's work in people's hearts. This facility continues to house students from kindergarten to grade nine, while the property features a ball diamond, basketball court, and a large fenced in playground area. Over the years, the community has grown further west and now HLCA is in a safe residential neighbourhood only a two-minute drive from the local hospital as well as both the fire and police departments.

HLCA and its supporters have weathered many storms and challenges such as living in a remote location with constant migration, attracting and retaining certificated staff, fluctuating support from government, instability in industry and the economy with mills closing and oil field industry dwindling, along with all the of the typical pressures that schools face to provide a solid education within the ever changing political and social climate. In May 2019, High Level and HLCA faced the Chuckegg Creek Wildfire that forced the evacuation of High Level and the surrounding area for over two weeks which were unique circumstances at the end of the school year. Still HLCA did return as a school body in June 2019 to complete the school year and to hold graduations and awards. Unfortunately, Chuckegg would not be the greatest hurdle in HLCA's recent history; in March 2020, the Covid-19 Pandemic caused the closure of all on-campus learning in Alberta. HLCA and its staff rose to the challenge, adapting to provide quality teaching and learning to its students for the remainder of the school year. That spirit of adaptability and cooperation continued to be the story in the 2020-2021 school year with HLCA accommodating remote and on-campus learners. The 2021-22 school year presented challenges to on-campus learning with Provincial policies and regulations changing consistently throughout the fall. Throughout all the challenges in the last 4 years, HLCA's community continued to work together to ensure student learning and growth in a safe and welcoming environment.

The 2021-2022 academic year was also HLCA's 30<sup>th</sup> year of operation; we were blessed to hold a modest celebration in May of 2022! We are incredibly grateful for God's hand of protection and provision on our school.

**Community and School Population Profile**

High Level is a town in northern Alberta, Canada. It is located at the intersection of the Mackenzie Highway and Highway 58, approximately 733 km north of Edmonton and 725 km south of Yellowknife, Northwest Territories. It is located within Mackenzie County and was founded in 1947. High Level has long, summer days with warm temperatures from May to August, with short, cold days from November through March. Because of the long, warmer days in May and June, HLCA finishes their school year by the third week in June and begins our academic year earlier.

High Level has a small population of approximately 3,256 people, but it is the center for commerce and trading for close to 20,000 people from both rural Northern Alberta and the Northwest Territories. High Level is on Treaty 8 land and is surrounded by four separate First Nations: the Dene Tha’ First Nation, the Beaver First Nation, Little Red River Cree Nation, and the Tallcree First Nation. High Level also has large Mennonite and Protestant populations. High Level Christian Academy exists to serve the academic needs of this unique and diverse community.

While many of HLCA’s families are from a Mennonite tradition, High Level Christian Academy is a non-denominational school and has students from all the main churches in High Level.

<b>Student Numbers by Years</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Total Number of Families	25	21	20	21
On-Campus students	43	47	28	41
Remote Learning students	N/A	N/A	15	N/A
Total Number of Students	43	47	43	41
FNMI Students	1	0	1	1
ESL Students	2	1	1	2
Students on an IPP	2	3	4	4

**Community Engagement**

High Level Christian Academy was founded by parents; our parent body continues to faithfully serve, to lead, and guide the school since its opening. Our parents serve in our library, our classrooms, for hot-lunches, field-trip drivers, supervisors, and fundraisers; our board consists of current parents, alumni, and parents of alumni. HLCA’s past parents and alumni form a large part of our school community and support system. Throughout Covid restrictions, our parent body adapted to the restrictions and guidelines presented for our schools. They continued to support students and staff, while honoring the Covid restrictions and policies enacted by school leadership.

Even with the changing Covid restrictions, we were able to host in-person society meetings in November and in May; the HLCES board communicates throughout the year with our parent

community in various ways: the back to school BBQ, monthly memo updates, social media platforms, letters home, and board member availability during Parent-Teacher interview nights.

HLCA surveyed its parent body asking for feedback on several domains: school mission, school governance (board and principal), student growth and achievement, learning supports, and teaching and leading within the school. The survey asked parents to use a rubric style ranking (A=Excellent, B=Good, C=Satisfied, or D=Unsatisfied); HLCA scored well on all questions in all areas of the survey. We had 20 of 45 parents respond, a 44% response rate; this is down from a 76% response rate in 2020-2021. While the decrease in completed surveys is concerning, the consistent engagement from parents within our school and complaints not arising elsewhere seem to be strong indicators that the low survey response is due to parent satisfaction and not discontent.

Parental involvement in the Alberta Education Assurance Measures Survey (AEAMS) was also lower with only 12 of a possible 22 surveys completed; this is a 54.5% completion rate. There are a couple of possible explanations for this though: HLCA had 22 students enrolled in grades 4-9, which means there were 22 surveys issued to families. While HLCA had 22 students in grades 4-9; there were only 13 families. There are multiple ways to read the parent results; one is that 12 of 13 sets of parents completed the survey and did not realize they could complete 1 per student OR 12 surveys of 22 possible were completed by parents. There is also the possibility that some surveys were not received or returned in the time frame provided by Alberta Education. All these scenarios are possible, which makes the interpretation of data also difficult as it's either reliable data or only reflective of 50% of our parent body.

We also conducted a separate set of standardized testing in our school; in January 2022, all Grade 1-9 students took the CAT-4 exams. These results were studied by both the principal and the teaching staff with the purpose of directing our school's priorities and celebrating successes. Through data analysis and collaboration between staff and leadership; goals were developed for the school based on the results of parent surveys, the CAT-4 results, the AEAMS results, in conjunction with teacher assessment and observations. Based on the collaborative analysis, teachers and school leadership developed three priorities for the school, a literacy priority and a numeracy priority for student growth and development. The third priority focusing on school governance.

### **Whistleblower Policy**

#### **PART 1 – WHISTLEBLOWER PROTECTION POLICY**

- Policy Statement
- Application
- Purpose

#### **PART 2 – ROLES & RESPONSIBILITIES**

- The Public Interest Commissioner
- The Chief Officer
- The Designated Officer
- Supervisors

Employees

**PART 3 – PROCEDURES FOR EMPLOYEES TO REPORT WRONGDOING**

Reportable types of wrongdoing  
Seeking advice  
Reporting wrongdoing  
Anonymous disclosures  
Reporting reprisals

**PART 4 – PROCEDURES FOR MANAGING AND INVESTIGATING DISCLOSURES OF WRONGDOING**

Assessing disclosures of wrongdoing  
Investigating disclosures of wrongdoing  
Ensuring procedural fairness  
Protecting confidentiality  
Referring disclosures of wrongdoing  
Matters constituting an imminent risk  
Matters involving a possible offence

**PART 5 – ANNUAL REPORTING REQUIREMENTS**

**DEFINITIONS**

**REFERENCES**

**APPENDIX 1**

**PART 1 – WHISTLEBLOWER PROTECTION POLICY**

Policy Statement

A just workplace culture is fundamental to the success of independent schools in Alberta. To ensure High Level Christian Academy (HLCA) maintains high standards of legal, ethical and fiscal behavior, HLCA endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing, and employees who come forward to report wrongdoing are protected and appreciated.

Application

1.1. The Public Interest Disclosure (Whistleblower Protection) Act facilitates the disclosure and investigation of significant and serious matters that employees believe to be unlawful, dangerous, or injurious to the public interest. The Act applies to employees of independent schools in Alberta, defined specifically in the Act as:

“a private school registered and accredited under the School Act that receives a grant under the Education Grants Regulation”

1.2. The Act and this procedure only apply with respect to wrongdoings committed after the Act came into force on June 1, 2013, and to wrongdoings added to the amended Act which came into force on March 1, 2018.

- 1.3. Matters that do not relate to wrongdoings defined under the Act will continue to be managed in accordance with other internal operational policies & procedures.

#### Purpose

- 1.4. The purpose of this policy and its subsidiary procedures is to:
- a. Provide guidance to employees on how to report wrongdoing within HLCA;
  - b. Describe the roles and responsibilities of management and employees as they relate to the Act;
  - c. Provide guidance on the management and investigation of disclosures by employees, as required by the Act.
  - d. Support employees who come forward to report wrongdoing, and make them aware of the protection provisions afforded to them under the Act.
  - e. Detect and remedy wrongdoing within HLCA and in doing so, instill public confidence in the administration of HLCA.

## **PART 2 – ROLES & RESPONSIBILITIES**

#### The Public Interest Commissioner

- 2.1. The Public Interest Commissioner is responsible for carrying out the purpose of the Act. The Public Interest Commissioner reviews and investigates disclosures of wrongdoing and complaints of reprisal made under the Act by employees of independent schools, and reports the outcome of any investigation, along with recommendations for corrective measures, to the operator of the independent school, and to the Minister of Education where required. The Public Interest Commissioner also provides advice to employees, and provides advice and support to the Designated Officer.

#### The Chief Officer

- 2.2. The Chief Officer is responsible for the overall administration and reporting requirements of the Act within independent schools. This includes the establishment and maintenance of this procedure, and ensuring information about the Act and the procedures are widely communicated to employees. The Chief Officer of an independent school is the **operator of the independent school**, and where the operator is incorporated or registered as a society under the *Societies Act*, then the **chair of the board of directors** of the corporation or society.<sup>1</sup>

#### The Designated Officer

- 2.3 The Designated Officer is the individual appointed by the Chief Officer made responsible for receiving and investigating disclosures of wrongdoing by employees within the independent school. The designated officer also has a responsibility to provide information and advice to employees who are considering making a disclosure. Where a Designated Officer is not appointed, then the Chief Officer fills this role. The designated officer for HLCA is the Principal and may be contacted at 780 926 2360.

#### Supervisors

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<sup>1</sup> Schedule 2, Section 1(c), *Public Interest Disclosure (Whistleblower Protection) Regulation*

2.4. Supervisors are responsible for giving information and advice to employees who are considering making a disclosure of wrongdoing. Employees are protected for seeking advice from their supervisor, to the extent of the information requested and advice provided. Supervisors are anyone who has a reporting relationship with employees, and includes school principals. Further information relating to the role of supervisors can be found at <https://yourvoiceprotected.ca/supervisors>.

#### Employees

2.5. Employees who believe wrongdoing is occurring within HLCA are protected from any type of adverse employment action when they report the wrongdoing to either their Designated Officer, or to the Public Interest Commissioner. Employees have a responsibility to report wrongdoing in good faith, to cooperate during an investigation, and to provide any information the Designated Officer or Public Interest Commissioner may require.

### **PART 3 – PROCEDURES FOR EMPLOYEES TO REPORT WRONGDOING**

#### Reportable types of wrongdoing

- 3.1. The Act facilitates the disclosure and investigation of “wrongdoing.” The Act specifically defines the types of wrongdoing that may be reported and investigated:
- a. A contravention of an Act, a regulation made pursuant to an Act, an Act of the Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada;
  - b. An act or omission that creates:
    - i. A substantial and specific danger to the life, health, or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or
    - ii. A substantial and specific danger to the environment;
  - c. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
    - i. Public funds or a public asset,
    - ii. The delivery of a public service, including the management or performance of
      - A) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement<sup>2</sup>, and
      - B) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment,
    - iii. employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation;

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<sup>2</sup> No contracts or arrangements have been identified or described in the regulations as of the date of this policy

- d. Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.
- 3.2. This procedure **does not** apply to alleged contraventions of internal policies or directives, code of conduct matters, violations of collective agreements, or individual disputes between management and an employee relating to bullying, harassment, or intimidation.

#### Seeking advice

- 3.3. Employees considering making a disclosure may seek advice from their supervisor, their Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.
- 3.4. In circumstances where the matter relates to the Designated Officer or Chief Officer, employees are encouraged to seek advice from the Public Interest Commissioner.
- 3.5. The office of the Public Interest Commissioner may be contacted at:  
**Email:** [info@pic.alberta.ca](mailto:info@pic.alberta.ca)  
**Phone:** 1-855-641-8659  
[www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

#### Reporting wrongdoing

- 3.6. Employees who want to report wrongdoing may do so by contacting the Designated Officer. Employees should clearly indicate they are making a disclosure under the *Public Interest Disclosure (Whistleblower Protection) Act*. The designated officer for *HLCA* is Principal and may be contacted at: **Phone:** 780 926 2360
- 3.7. Employees may be asked to report the wrongdoing to the Designated Officer using the prescribed [Disclosure of Wrongdoing](#) form in Appendix 1.
- 3.8. Employees who want to report wrongdoing to the Public Interest Commissioner may do so by submitting the prescribed form on the Public Interest Commissioner's website. Employees may find the form at <https://yourvoiceprotected.ca/for-employees/disclosure-form>.

#### Anonymous disclosures

- 3.9. Employees considering making a disclosure anonymously should seek advice about doing so from the Designated Officer or the Public Interest Commissioner. Anonymous disclosures may not be acted on if there is inadequate particulars provided about an alleged wrongdoing that would permit the conduct of a fair and effective investigation.

#### Reporting reprisals

- 3.10. The Act protects employees from reprisal who have, in good faith:
- requested advice about making a disclosure from a supervisor, the Designated Officer, or the Public Interest Commissioner,
  - made a disclosure under the Act,

- c. cooperated in an investigation under the Act,
- d. declined to participate in a wrongdoing, or
- e. done anything in accordance with the Act.

- 3.11. A **reprisal** is defined as taking, directing, or counseling someone to take or direct:
- a. a dismissal, layoff, suspension, demotion or transfer, discontinuation of a job, change of job location, reduction in wages, change in hours of work or reprimand;
  - b. any measure, other than those mentioned above, that adversely affects the employee's employment or working conditions; or
  - c. a threat to take any of the measures above.

- 3.12. HLCA supports employees who come forward in good faith to report wrongdoing. Reprisals taken against employees will not be tolerated. A reprisal is an offence under the Act, and anyone who takes a reprisal against an employee is liable to prosecution under the Act in addition to disciplinary action, including termination of employment, by HLCA.

- 3.13. Employees who believe they have been reprimanded may make a complaint of reprisal directly to the Public Interest Commissioner using the form on the Public Interest Commissioner's website. The Complaint of Reprisal Form may be found at <https://yourvoiceprotected.ca/for-employees/reprisal-form>.

#### **PART 4 – PROCEDURES FOR MANAGING AND INVESTIGATING DISCLOSURES OR WRONGDOING**

##### Accessing disclosures of wrongdoing

- 4.1. After a disclosure is received from an employee, the Designated Officer must acknowledge receipt of the disclosure within 5 business days.
- 4.2. Within 20 business days, the Designated Officer must decide whether or not an investigation is required, and notify the employee who made the disclosure of this decision and the reason for the decision.
- 4.3. An investigation is not required if:
- a. The subject matter of the disclosure is not jurisdictional under the Act (i.e. the allegations do not constitute wrongdoing defined under the Act);
  - b. The subject matter is frivolous, vexatious or has not been made in good faith;
  - c. The disclosure relates to a matter that could more appropriately be dealt with according to the procedures under a collective agreement or employment agreement;
  - d. The subject matter of the disclosure is already being investigated by another authority;
  - e. The subject matter of the disclosure is currently before the courts;
  - f. More than 2 years has passed since the date that the wrongdoing was discovered.
- 4.4. Employees who are dissatisfied with the Designated Officer's decision may bring the matter to the Public Interest Commissioner.

Investigating disclosures of wrongdoing

- 4.5. The Designated Officer will notify the Chief Officer prior to initiating an investigation into a disclosure of wrongdoing. The Designated Officer may consult with the Chief Officer regarding the management and investigation of the disclosure.
- 4.6. The Designated Officer may request advice from the Commissioner with respect to the management and investigation of a disclosure. Requesting advice from the Commissioner will not result in the Commissioner initiating an investigation into the matter.
- 4.7. The Designated Officer may collect, use, and disclose personal information, individually identifying health information, and any other information that is considered necessary to manage and investigation the disclosure of wrongdoing.
- 4.8. The Designated Officer may require any employee to provide any information or record and give written or oral replies to questions, for the purpose of investigating the disclosure.
- 4.9. The Designated Officer may request any individual assist with investigating the disclosure of wrongdoing, including retaining the services of a third party where appropriate.
- 4.10. If during an investigation the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed, the Designated Officer may investigate the wrongdoing and notify the Chief Officer.
- 4.11. If more than one disclosure of wrongdoing is received by a Designated Officer with respect of the same matter, a single investigation may be conducted rather than a separate investigation.
- 4.12. The Designated Officer must conclude an investigation not more than **120 business days** from the date the disclosure of wrongdoing was received. The Chief Officer, with the Commissioner's permission, may extend the time period to complete the investigation that the Commissioner considers to be appropriate in the interest of a fair and efficient outcome.
- 4.13. If the time period has been extended, the employee who submitted the disclosure must be promptly advised of when he or she may expect the next procedural step to occur or be completed.
- 4.14. At the conclusion of an investigation, the Designated Officer must prepare a report for the Chief Officer outlining the allegations investigated, whether the investigation found wrongdoing occurred, and recommendations for corrective measures.

- 4.15. The Chief Officer shall consider the recommendations, implement corrective measures to remedy the wrongdoing, and take appropriate disciplinary action which may include termination of employment.
- 4.16. Employees who are dissatisfied with the outcome of the investigation by their Designated Officer or believe the matter has not been resolved, may bring the matter to the Public Interest Commissioner.

Ensuring procedural fairness

- 4.17. Disclosures of wrongdoing shall be investigated in accordance with the principles of procedural fairness and natural justice. This includes the right of an alleged wrongdoer(s) to be heard, and the right to have the matter investigated in an impartial manner.
- 4.18. Where a disclosure of wrongdoing is determined to have merit, the alleged wrongdoer(s) has the right to know the nature of the allegations made against them. However, this does not include disclosing the identity of the employee who made the disclosure or witnesses who participated in an investigation.
- 4.19. Where a disclosure of wrongdoing is determined to have merit, the Designated Officer must afford the alleged wrongdoer(s) the opportunity to respond to the allegations and the relevant information used to support the allegation. The Designated Officer may receive a response verbally or in writing, and in any manner the Designated Officer determines to be fair and appropriate.
- 4.20. The Designated Officer must recuse themselves from an investigation where they believe they are in a conflict of interest, or when they believe a bias exists. The Chief Officer may appoint an alternate individual to function as the Designated Officer may refer the matter to an alternate authority.

Protecting confidentiality

- 4.21. Designated Officers must protect the identity of employees who make disclosures of wrongdoing, individuals alleged to have committed the wrongdoings, and witnesses who participated in investigations.
- 4.22. Designated Officers must maintain all records and information relating to investigations in a secure manner that is not accessible to any other individual.
- 4.23. The Designated Officer may only identify the employee who made the disclosure, the individuals alleged to have committed the wrongdoing, and witnesses who participated in investigations, to:
- a. individuals who have been requested or retained to assist with the investigation,
  - b. the Chief Officer, and
  - c. the Public Interest Commissioner

- 4.24. Any individual requested to assist with an investigation must protect the identity of the individuals involved in the disclosure process, including the employee making the disclosure, individuals alleged to have committed the wrongdoings and witnesses.
- 4.25. Where a wrongdoing has been found, the Chief Officer may identify the wrongdoer(s) to others within the organization or to external authorities for the purpose of taking appropriate corrective action.

Referring disclosures of wrongdoing

- 4.26. The Designated Officer may refer a disclosure of wrongdoing to an alternate authority, including to the Public Interest Commissioner. Factors in considering whether to refer a disclosure of wrongdoing include:
- a. Whether the subject matter of the disclosure would more appropriately be dealt with by another authority,
  - b. The complexity of the subject matter of the disclosure,
  - c. Whether a perceived conflict of interest may exist,
  - d. The resources and expertise required to conduct a fair and effective investigation
  - e. If the subject matter pertains to an individual that supersedes the hierarchal position of the designated officer.
- 4.27. The referral of a disclosure of wrongdoing may only be made if the disclosing employee consents to the referral.

Matters constituting an imminent risk

- 4.28. Notwithstanding any other provision in this procedure, where the subject matter constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Designated Officer may, without the consent of the disclosing employee, notify any individual within HLCA in order to be able to appropriately respond to the danger, and notify any appropriate authority required to respond to the danger including calling 911.
- 4.29. The Designated Officer must also notify:
- a. The appropriate law enforcement agency,
  - b. In the case of a health-related matter, to the Chief Medical Officer of Health, and
  - c. To the department, public entity, or other entity responsible for managing, controlling, or containing the risk, if any exists.
- 4.30. The Designated Officer must suspend any investigation into the matter and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

Matters involving a possible offence.

- 4.31. If during an investigation the Designated Officer has reason to believe that an offence has been committed under a Provincial or Federal Act or Regulation, the matter must be

reported to a law enforcement agency and to the Minister of Justice and Solicitor General as soon as reasonably practicable.

- 4.32. The Designated Officer must suspend any investigation into the matter and may only resume after any charge relating to an alleged offence, or any investigation by a law enforcement agency or the Minister of Justice and Solicitor General, has been finally disposed of.

## PART 5 – ANNUAL REPORTING REQUIREMENTS

- 5.1. The Chief Officer will prepare a report annually as required by the Act, and include:
- a. The number of disclosures received by or referred to the Designated Officer and the number of disclosures acted on, and the number of disclosures not acted on, by the Designated Officer;
  - b. the number of investigations commenced by the Designated Officer;
  - c. in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made, or corrective measures taken in relation to the wrongdoing, and
  - e. if corrective measures in relation to the wrongdoing have not been taken, the reasons provided.
- 5.2. The Chief Officers report will be included in the annual report for HLCA.
- 5.3. The Chief Officer will not publicly identify an employee who requested advice, made a disclosure of wrongdoing or complaint of reprisal, or publicly disclose individually identifying health information within the annual report.

## DEFINITIONS

“**Act**” means the *Public Interest Disclosure (Whistleblower Protection) Act*

“**Chief Officer**” means the operator of an independent school, or if the operator is incorporated or registered as a society under the *Societies Act*, the chair of the board of directors of the corporation or society.

“**Commissioner**” means Public Interest Commissioner

“**Employee**” means an employee of the office of the independent school, or an individual who has suffered a reprisal and is no longer employed by the independent school

“**Designated Officer**” means the senior official designated by the Chief Officer to manage and investigate disclosures under the Act.

“**Personal information**” means personal information as defined in the *Freedom of Information and Protection of Privacy Act*.

“**Reprisal**” means a measure taken, directed or counselled contrary to section 24(2) or (3) of the Act.

“**Regulation**” means the *Public Interest Disclosure (Whistleblower Protection) Regulation*

“**Wrongdoing**” means a wrongdoing referred to in section 3 of the Act, and includes an alleged wrongdoing.

## REFERENCES

*Public Interest Disclosure (Whistleblower Protection) Act*  
*Public Interest Disclosure (Whistleblower Protection) Regulation*  
*Public Interest Disclosure (Whistleblower Protection) Transitional Regulation*

<b>Whistleblower Protection Annual Disclosure Report for 2021-2022:</b>
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- There have been no disclosures to report.

## Budgeting Principles

### Rationale

The proper and wise use of funds is critical both for the efficient daily operation of the school and for its long term survival and growth. Poor stewardship of funds can lead to financial pressures, which may impact the educational program or cause a loss of trust on the part of the parents and supporters. Mishandling of funds not only will have legal consequences but may lead to declining enrollments and ultimately closure of the school. The Board and Principal have the joint responsibility to establish and follow a Budget and manage all the finances of the school in such a way as to ensure that the mission of the school is achieved.

### Budget Policy

1. Each year, in January, the Finance Committee shall develop a Preliminary Budget for the next school year. The Preliminary Budget will reflect the committee's recommendations for changes to tuition and salary rates as well as their projections for changes in enrollment, government funding, fundraising, and all expenses.
  - a. The Budget shall reflect a conservative approach to revenue estimates and a liberal approach to expenditures, accounting for current trends including the inflation rate.
  - b. The Budget will allow for only such changes in enrollments as are reasonable to predict based on current class sizes, waiting lists, and the flow of inquiries.
  - c. The Budget will allow for revenue shortfalls due to unpaid tuition or fees in an amount at least equal in percent to that of the previous year.
  - d. Whenever possible, the Budget should be designed so that operational expenses are met without drawing upon revenues from fundraising and donations.
2. The School Board will review the Budget and make revisions as it sees fit. The revised Preliminary Budget will then be approved in principle to be used by the Administration for planning, hiring, and recruitment.
3. The Final Budget will be adopted at the October Board Meeting of that budget year based upon actual September 30th enrollments.

**Summary of Financial Results for 2021-2022:**

<b>RESULTS</b>	<b>2021-2022</b>					
	<b>ECS</b>	<b>Inst 1-9</b>	<b>O&amp;M</b>	<b>TRANS</b>	<b>B &amp; Admin</b>	
<b>Revenue</b>						
AB Ed	\$ 18,192.00	\$ 244,812.00	\$ 18,722.00	\$ 549.00	\$ 12,819.00	
School Fees		\$ 92,720.00				
Other Fees					\$ 338.00	
Donations	\$ 5,350.00	\$ 133.00	\$ 126,305.00		\$ 80,705.00	
Other Revenue		\$ 4,267.00	\$ 5,370.00		\$ 134.00	<b>TOTALS</b>
<b>Total Revenue</b>	<b>\$ 23,542.00</b>	<b>\$ 341,932.00</b>	<b>\$ 150,397.00</b>	<b>\$ 549.00</b>	<b>\$ 93,996.00</b>	<b>\$ 610,416.00</b>
<b>Expenses</b>	<b>\$ 26,381.00</b>	<b>\$ 299,094.00</b>	<b>\$ 103,851.00</b>		<b>\$ 73,943.00</b>	<b>\$ 503,269.00</b>
						<b>\$ 107,147.00</b>

The full Audited Financial Statements for the 2021-2022 School Year can be found at:

<http://www.hlccademy.ca/documents.html>

**Highlights of the 2021-2022 School Year**

- HLCA continued to adapt with the changing Covid landscape, ensuring safety for staff and students.
- Growth in enrollment early estimates.
- Parent volunteers who served in the library, in the kitchen, as drivers, chapel speakers, substitute teachers, decorators, etc.
- Community service throughout Covid-19 remained consistent; HLCA found ways to support our community, local and global, from a distance.
- Theme days were fun, engaging, and were planned around literacy and numeracy goals.
- Various field trips, virtual and in-person once Covid restrictions lifted, provided new learning experiences.
- Student Vote in September of 2021 to promote citizenship and civic responsibilities.
- Two different “museum in a box” displays brought into the school; one focusing on Canadian history with strong FNMI connections, the other focusing on World War 2. These provided students with hands on engagement with primary and secondary sources, visual and tactile connections with Canadian history.
- Each year it is a challenge to provide a variety of learning opportunities for our Junior High options, because it is a multi-grade class HLCA strives to ensure that each year we have new options for the students. In the 2021-22 school year, the Grade 7-9 students enjoyed an outdoor survival class, cooking, Korean, and critical thinking (logical fallacies).

- Social Studies academic fair focusing on different countries of the world; students developed research skills, geographic thinking, critical thinking, and public speaking skills as they presented their projects to judges, fellow students, parents, and family members.
- The 8<sup>th</sup> “Annual” Pie Auction and the Spring Banquet Production! These events combine raised approximately 75% of our total fundraising goal for the year!
- The Spring Banquet production provides multiple opportunities for students to engage with the arts, from music, drama, and choreography, students could develop and share their talents and abilities with the school community.
- A full teaching and support staff ensured staff were not overtaxed; there was staff to share the load and to all contribute to the operations of the school.

### **School Priorities**

#### **Provincial Priority:**

“First Nations, Métis, and Inuit students are successful.”

#### **School Priorities:**

1. HLCA will develop student proficiency in multi text comprehension and analysis.
2. HLCA will foster student critical thinking and problem solving skills.
3. The HLCES board will increase, develop, and implement effective paths of communication between the board, the school community, and other stakeholders.

**Report on School Priorities**

<b>Provincial Priority:</b>	
<i>“FNMI students are successful.”</i>	
<b>Local and School Context</b>	<p>Our community and the first nations communities around High Level were deeply grieved by the ever growing numbers of forgotten and lost children never properly acknowledged by the Canadian Government. The local first nations communities were victims of the Canadian Residential School System; there are two former residential schools near High Level. The wounds from inter-generational trauma from Canada’s system of assimilation cut deep across our community.</p> <p>HLCA is committed to fulfilling the Calls to Action from the TRC’s report pertaining to our role as educators. We are committed to teaching age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada. We continue to use budgeted funds to expand teacher, school, and classroom libraries with resources to effectively incorporate FNMI culture and history into our classroom and school learning. We strive to put new learning into practice and continue to pursue professional development wherever accessible and available.</p> <p>As Christ followers, we are called to treat others with love and respect regardless of differences and despite differences of opinion on anything. We aim to encourage one another and share one another’s burdens. This is taught daily in our classrooms and is the expected standard for all staff and students. We continue to provide a learning environment where all students are welcomed, safe, respected, and cared for by every person in the school. We are confident that our students and their parents feel safe, loved, cared for, and welcomed in our school and school community.</p>
<b>Report on Provincial Priority</b>	<p>HLCA had one student who self-identified as First Nations, Métis, or Inuit in the 2021-2022 school year, so no HLCA specific data exists currently. However, the data does confirm that HLCA continues to provide a welcoming, safe, respectful, and caring learning environment and that HLCA continues to provide access to supports and services ensuring student success with close to 100% agreement from parents and students surveyed in the AEAMS (see Appendix A).</p> <p>HLCA’s parent surveys (see Appendix B) also indicate that 100% agree that their students feel safe at school and their students enjoy coming to school. These surveys also indicate that the school does an excellent job of providing individualized supports for student needs and that staff work to help every student. Parents were also asked to provide feedback on content taught in the classroom; parents expressed a high approval rate in all subject areas with the highest approval being in Math, Science, and Language Arts. These results indicate that HLCA’s parents</p>

	<p>consider their children to be successful learners in school and that students are returning home and sharing their excitement over their learning.</p> <p>HLCA’s CAT-4 exam results also demonstrate that students are learning and experiencing success in our school. The 2021-2022 school year was a growing year for the student body. In the 2020-2021 school year only the on-campus students wrote the CAT-4s; in 2021-22 the number of students writing the CAT-4s rose by approximately 60%. Because of the high number of new students, it is difficult to assess students improved from one year to another with accuracy.</p> <p>HLCA teachers diligently work to provide specific opportunities to learn FNMI cultures and content. We invited FNMI guest speakers, booked a “Museum in a box” centered on Canadian history with a strong FNMI focus, and continued to build our FNMI story library for teachers to use across the curriculum in the classroom. Building our FNMI knowledge and teaching tools available to students has been a specific part of administration’s professional goals.</p>
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<b>School Priorities:</b>	
<b><i>HLCA will develop student proficiency in multi text comprehension and analysis.</i></b>	
<b>Measures</b>	<p><b>Local:</b> According to our grade 6 CAT-4 scores; HLCA’s students performed one to two grade levels higher than the Canadian norm (see Appendix C). HLCA’s grade 5-9 CAT-4 mean grade equivalency scores for reading are at a grade 9 level, with even the lowest scores assessing at grade level. This indicates general improvement in reading comprehension. Teachers regularly assess student reading comprehension using Fountas &amp; Pinnell’s Benchmark Assessment System to track student progress throughout the year.</p> <p><b>Provincial:</b> HLCA students wrote the PATs for grade 6 and 9 this year; 83.3% of students scored in the acceptable and excellent range. Student results by grade are not available due to class sizes (See Appendix A).</p>
<b>Report on Progress</b>	<p>The 2021-22 school year was the first year working toward these specific school priorities; before HLCA invested in new resources, it was imperative that an inventory of school resources be completed. With constant staffing and leadership changes, resources exist in the school without leadership knowledge. Completing an inventory would help ensure that funds were spent wisely and towards new tools and resources. HLCA had to replace our outdated library catalogue system, which required re-cataloguing the entire school library. This created opportunities to organize and catalogue materials in multiple search categories including topic and reading level. Over the course of the year, nearly \$1000 of reading materials were added to the</p>

	<p>school library, through school investment, donations in kind, etc. This does not include teacher investment in their own classroom libraries.</p> <p>The love of reading has been part of HLCA’s school culture for years; reading buddies, DEAR, library time, reading groups, reading challenges have all been part of operations for years. Grades 4 and up students always have a book or two in their desk for reading and classroom libraries are running out of shelf space for new books. Reading challenges have high engagement and students challenge themselves to read new and different genres of texts.</p> <p>Over the course of the 2021-22 school year, teachers took in a variety of literacy based PD through AISCA, KCES, and Alberta Regional Consortium. Teachers continue to pursue professional development in literacy. Teachers also observed, assessed, and worked to identify areas for growth and improvement in student skills.</p>
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<b><i>HLCA will foster student critical thinking and problem solving skills.</i></b>	
<b>Measures</b>	<p><b>Local:</b> According to our grade 6 CAT-4 scores; HLCA’s students performed one to two grade levels higher than the Canadian norm (see Appendix C). Grade 5-9 students scored consistently a grade higher than the national norm. HLCES Parent surveys also reveal 100% satisfaction with Math and Science instruction in the school; they also are 100% satisfied with HLCA’s pursuit of academic excellence.</p> <p><b>Provincial:</b> HLCA students wrote the PATs for grade 6 and 9 this year; 83.3% of students scored in the acceptable and excellent range.</p>
<b>Report on Progress</b>	<p>The 2021-22 school year was the first year working toward these specific school priorities; before HLCA invested in new resources, it was imperative that an inventory of school resources be completed. With constant staffing and leadership changes, resources exist in the school without leadership knowledge. Completing an inventory would help ensure that funds were spent wisely and on new tools and resources. Because HLCA strives to be good stewards of funds provided and we are in a building year approximately \$500 on extra numeracy tools outside of instructional costs and professional development.</p> <p>Opportunities for critical thinking and problem solving were offered across the curriculum in learning activities such as the Social Studies academic fair, Student Vote, group projects, math projects and games. Grades 7-9 students had a critical thinking/logic course added to their options courses; this course focuses on identifying faulty logic and problems in thinking. Puzzles and challenges were added to theme days.</p>

	<p>Mental Math practice has been incorporated into classroom learning with the goal of building fluency. Explicit problem solving instruction and opportunities for students to discuss and share their thinking behind their solutions. Hands on practice of practical skills and problem solving continue to be added to classroom instruction where possible.</p> <p>With the changing of the Math program of studies, teachers have been focusing on adapting and adding concepts where necessary for smooth transition. Jump Math has been HLCA’s chosen math curriculum for K-8 for a few years, and they have many opportunities for PD and for adapting their curriculum to AB Education’s program of studies.</p>
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***The HLCES board will increase, develop, and implement effective paths of communication between the board, the school community, and other stakeholders.***

<b>Measures</b>	<p><b>Local:</b> HLCES parent surveys reveal that parents are quite happy with the school board overall, but the board’s ability to communicate continues to score lower than the rest of the survey questions. This is clear feedback that the HLCES board needs to continue to find alternative modes of communication with parents.</p> <p><b>Provincial:</b> Both the required and supplemental AEAMS reveal that parents 100% agree that they have many opportunities to be involved in school programming and in their student(s)’ education.</p>
<b>Report on Progress</b>	<p>All board members are parent, community, or alumni volunteers, who dedicate many hours to the school and its community. These board members are elected from High Level Christian Education Society members. The 2021-22 school year was the first year for the HLCES board to work on improving their communication with the school community.</p> <p>While the HLCES board does use social media to communicate some information to parents, social media does not provide the security or privacy necessary for some school information. The HLCES board added many alternative opportunities for parents to connect with their boards.</p> <p>HLCA has for many years, communicated through a monthly memo sent out at the beginning of a new month; with the goal of communicating general board information, a board box was added to the memo. This section communicated board members and their responsibilities, fundraising updates, upcoming board events (Pie Auction, bottle drives, etc.). An email list was set up for parents and other community stakeholders to receive this memo, monthly.</p> <p>Using Schoology (HLCA’s Learning Management System), the board also created message boards for questions and concerns to be voiced online.</p>

	<p>Board members also committed to being available during Parent-Teacher Interview evenings for parents to connect and communicate concerns. This also gave parents opportunities to connect and get to know the board.</p> <p>The board continues to host society meetings, meet the teacher and board BBQs, fundraising events from bottle drives to big events such as the pie auction and spring banquet. Board members make themselves available at most school events from Christmas productions to award nights. They head a number of committees and are active and involved members of the HLCA school community.</p>
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**Appendix A: Required and Supplemental AEAMS**

**Fall 2022 Required Alberta Education Assurance Measures - Overall Summary**

Assurance Domain	Measure	High Level Christian Ed Soc			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	96.5	90.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	100.0	100.0	99.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	75.0	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	8.3	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	97.5	99.3	98.3	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	100.0	99.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	98.1	98.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	100.0	100.0	100.0	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Examination 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. |

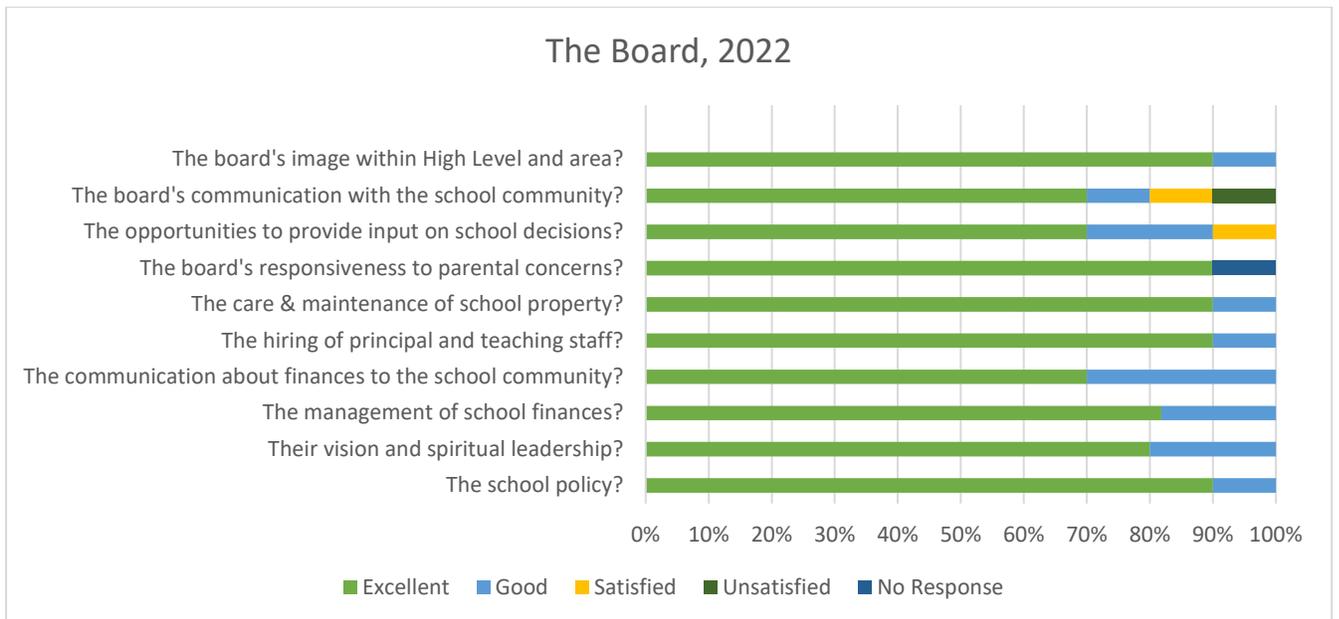
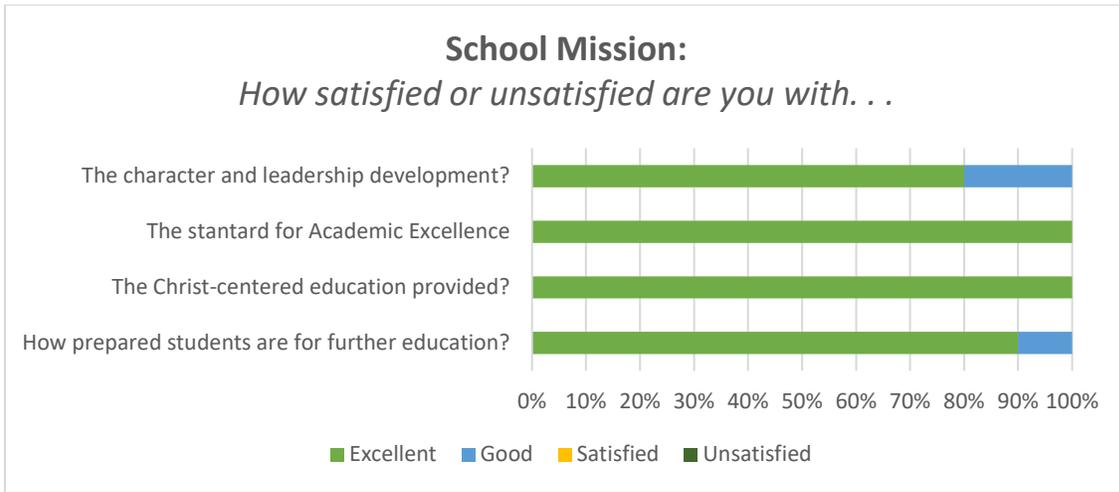
**Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary**

Measure	High Level Christian Ed Soc			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	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	*	*	n/a	2.3	2.6	2.6	*	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	83.7	84.9	85.1	n/a	n/a	n/a
Lifelong Learning	100.0	100.0	80.9	81.0	82.1	72.0	Very High	Improved	Excellent
Program of Studies	95.8	100.0	88.8	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	98.1	98.6	95.6	81.9	82.7	84.8	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	100.0	99.6	99.2	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	96.1	97.3	87.2	72.6	71.8	74.1	Very High	Improved	Excellent
School Improvement	100.0	100.0	96.1	74.2	81.4	81.3	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Preparation	100.0	100.0	100.0	84.9	85.7	83.5	Very High	Maintained	Excellent

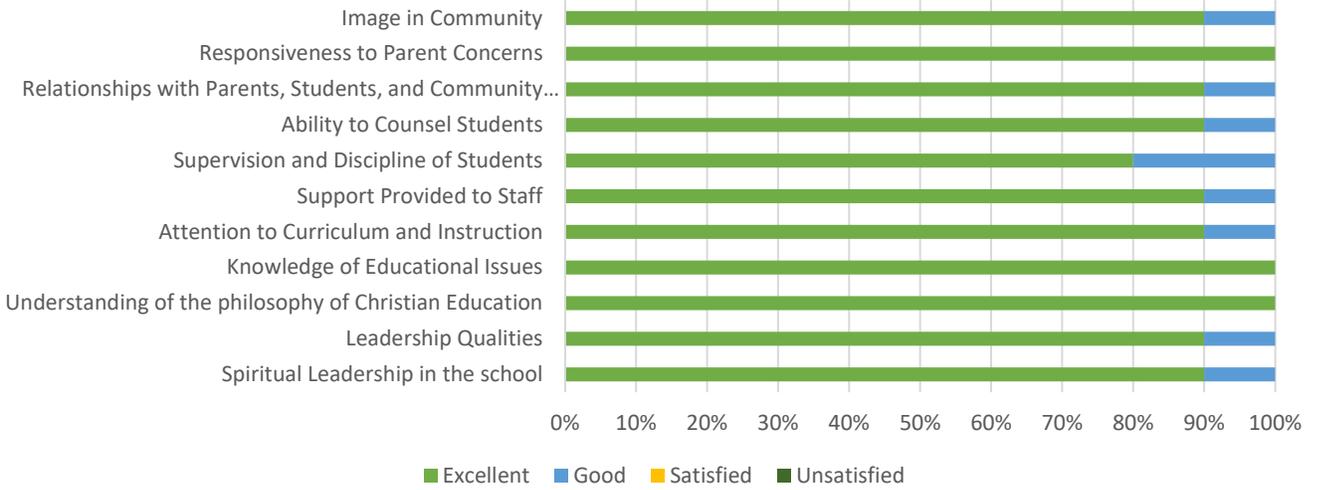
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

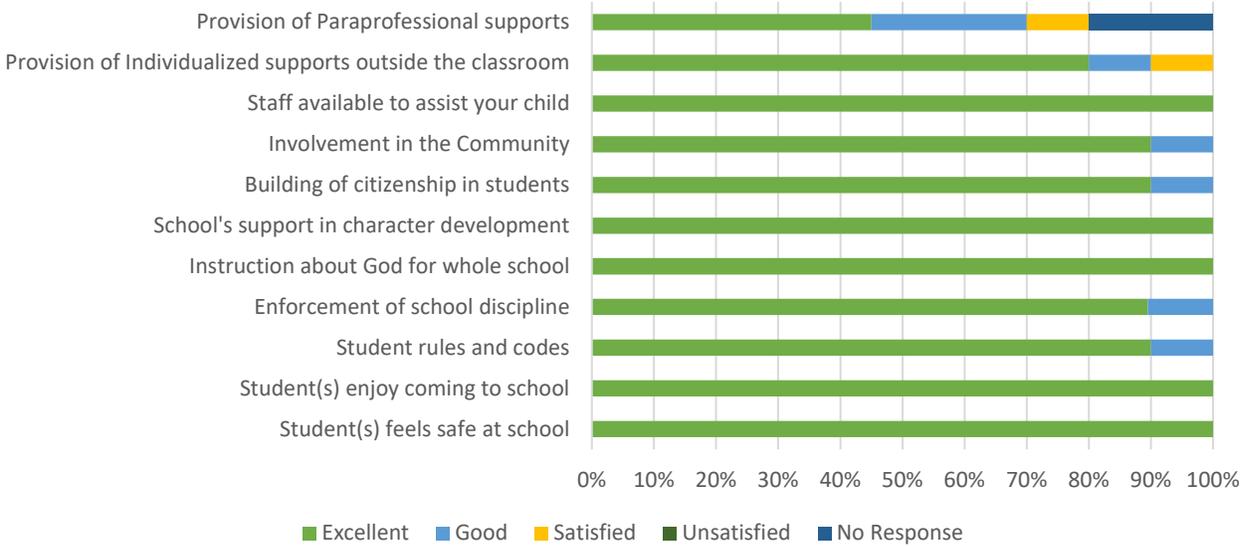
**Appendix B: 2021-22 HLCES Parent Survey Results:**

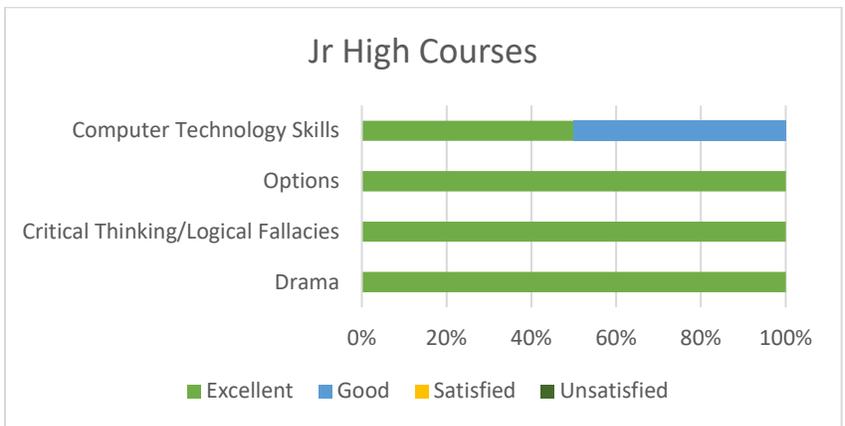
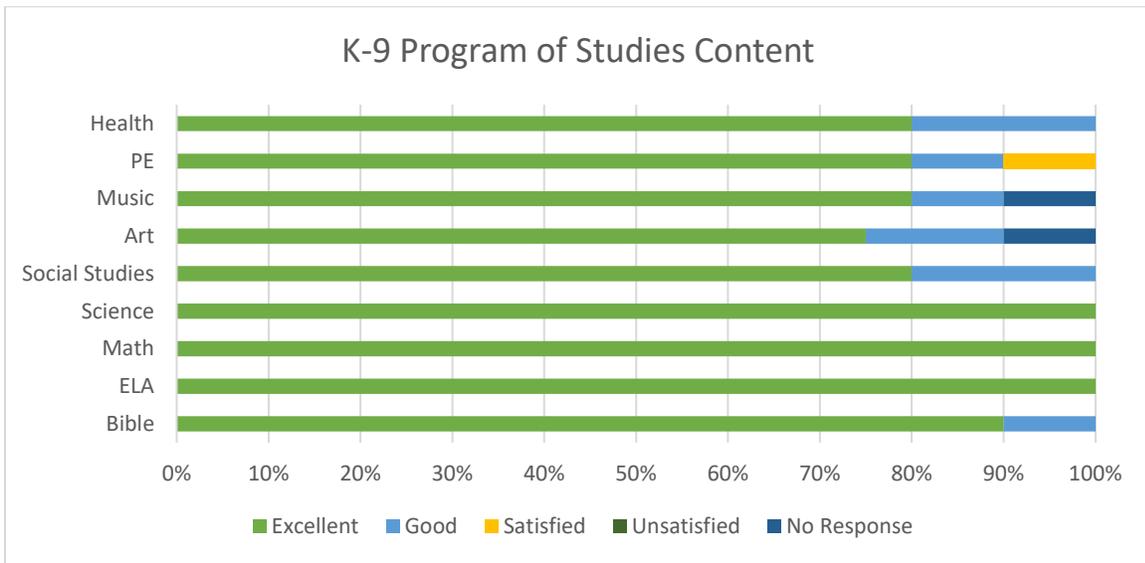
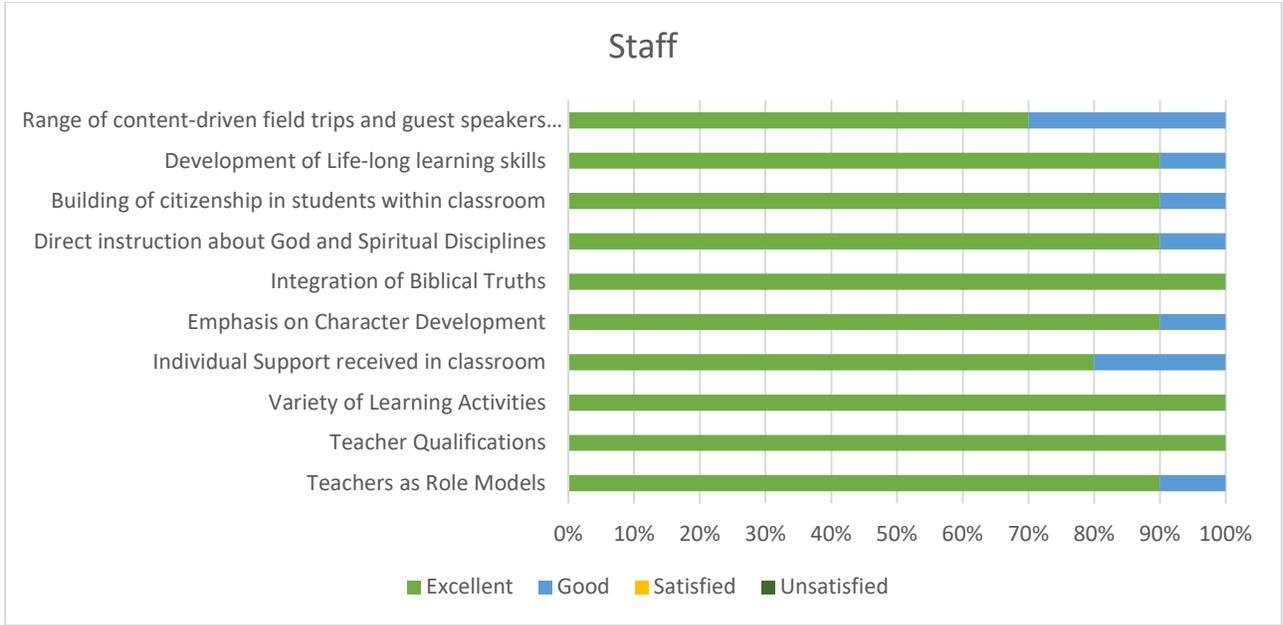


### Principal, 2022



### School





**Appendix C: CAT-4 Exam Summary Results:**

**Table of CAT-4 Mean Grade Equivalent (MGE) Results:**

Grade Levels	Total Reading	Total Writing Conventions	Total Mathematics	Total Battery	Grade at Testing
Gr 5	5.3	5.5	6.3	5.7	5.4
Gr 6	8.4	8.9+	7.8	8.6	6.4
Gr 7	9.3	9.9+	8.2	9.6	7.4
Gr 8	10.9+	10.9+	9.2	10.5	8.4
Gr 9	11.9+	11.9	11.9+	11.9+	9.4
<b>MGE* Gr 6-9</b>	9.1	9.4	8.7	9.3	9.2

\*The group size for grades 5-9 totals 17 students; this is a strong indicator for high achieving students since the total battery average for all 17 students totals a mean grade equivalency of 9.2. With the total enrollment of students at 35 for grades 1-9 and an average grade size of approximately 4.

**School Administrator's Summary**

Grade: 6.4  
 Level: 16  
 Test Date: 2022/01/31  
 School: HIGH LEVEL CA  
 District: AB PRIVATE  
 Job#: 36081 - 62941

For an explanation of this report, see "Interpreting CAT-4 Reports" in the CAT-4 In-service Folder.

