CALVIN CHRISTIAN SCHOOL

ANNUAL EDUCATION
RESULTS REPORT

on the 2022/2023 school year

November 2023

School Profile

Calvin Christian School is an accredited K-12 independent school operated by a Society consisting of members of four local Netherlands Reformed Congregations. The school facility, located west of Lethbridge, consists of connected elementary, middle, and high school wings, plus a separate industrial education building.

CCS operates under the authority of a school board consisting of six members appointed by consistories, and six members elected by the members of the Society. The principal acts as advisory member on the board.

Our students are bussed in from a wide area of southern Alberta. As of Sept. 30, 2022, our enrolment stood at 829 students. On June 30, 2023, 38 grade 12 students graduated from our high school.

Vision

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

Mission

To ensure that all its students are instructed according to the Holy Word of God (KJV) in all matters

spiritual and temporal so they have the opportunity to acquire the knowledge, skills, and attitudes

necessary to become capable, responsible, caring and contributing members of society.

Core Values

We acknowledge our dependency on the Lord and His provision as we fulfil our callings.

Each member of the school community has a responsibility to show leadership

by holding themselves and others accountable, as we strive to display:

Integrity   *Living consistently with our beliefs in public and private.*

Respect   *Showing reverence for God, obedience to authority, and respect for others.*

Stewardship   *Demonstrating contentment and gratitude by using God's gifts responsibly and diligently.*

Compassion   *Caring for those around us and serving them with love and empathy.*

Harmony   *Cooperating with others to seek the good of our community.*

Principles and Beliefs

The staff of Calvin Christian School seeks to provide instruction based on the following principles and beliefs:

The Bible, as God's inspired, infallible Word, is an absolute rule for life and everyone is required to respect and obey it.

All students have received talents and abilities which they are required to develop and use to the best of their ability and for which they are accountable before God, their families, and their communities.

All teachers and students should be challenged and encouraged to do the very best they can at whatever they do, not in pursuit of external rewards, but in obedience to God.

All students should achieve mastery of basic skills needed in this life (reading, writing, mathematical and technical skills), as well as a clear understanding of scientific, social, environmental and political issues (in which God's creation and providence are stressed).

All teaching should instil Biblical and moral values such as:
- the preciousness of time
- each individual's responsibility to be a good example for others
- self-discipline
- good study habits
- good stewardship
- respect toward others
- proper respect for and obedience to authority
- proper attitudes toward friendship, marriage, family, work, and society
- proper health habits and proper physical fitness

The education students receive should not only help prepare them for entrance into the world of work or for post-secondary education, but also provide them with the knowledge, skills, and attitudes necessary for them to become capable, responsible, caring and contributing members of society.

The success of students is the shared responsibility of primarily the students, parents, and school; and, secondarily, the broader community and the government.

Accountability Statement

The Annual Education Results Report for the Calvin Christian School Society of the Netherlands Reformed Congregations for the 2022/2023 school year was prepared under the direction of the Board 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 2022/2023 was approved by the Board on Dec. 6, 2023.

_____
Board Chair

_____
Principal

Trends, Issues, and Noteworthy Events

Though it's difficult to believe, the 2022-23 school year was the first one back to 'normal' operation, with no COVID-specific policies or directives in effect. We began the year with a slightly reduced student population, and a similar staffing complement compared to the previous year. One new teacher began the year with us, and three more local teachers replaced departing staff members in January. Staff turnover in the bus shop and the finance office, as well as in student support, transportation, and janitorial positions, also brought new colleagues to join us over the course of the year. While staffing remains a significant need, we are thankful that suitable applicants have been provided to replace retiring and departing colleagues.

As they arrived in September, elementary students were greeted with a brand new playground. This was possible thanks to a great deal of prior coordination by a staff committee and our Operations Manager, and enabled by financial support from a special fundraising campaign plus some external grants. The hard work of installation by a large volunteer team over the summer has been rewarded by hours of enjoyment!

To begin our year, Dr. Thomas Lickona joined us for an initial staff professional learning day focused on character education. In follow-up meetings, staff joined panels to pilot or further develop various initiatives to bring our school's core values to life. Some remained short-term efforts, but several have been refined and adopted more widely. Hopefully they may continue to influence character positively as part of 'normal practice.'

We also hosted an evening at which Dr. Lickona spoke for parents on the topic of "raising kind kids." Lessons on character and personal formation, while fitting and important at school as well, are primarily absorbed based on example and precept at home. We are therefore thankful to be able to work along with parents in these efforts, also relating to various lifestyle issues and concerns. It was a privilege to host a community problem-solving evening in the fall, with rich conversations stimulated by the question "Who Cares about Purity? Who Cares About Effort?" The sense of common purpose and *community* ownership of the desire to see our children and young people supported in making positive choices was encouraging. One instance of this collaboration was seen as the Lethbridge Modern Media Committee took on the challenge of hosting "Who Cares 2" in the spring, providing another opportunity for dialogue along with an introduction to various groups & resources available within our communities.

One significant policy change introduced over the summer arose from related discussions around lifestyle influences. After a few years allowing limited access to cell phones for senior students, we returned to a 'no cell phone' policy at the beginning of this year. This has brought a clear improvement for interpersonal interactions and atmosphere in high school, and we hope will also show benefits in academic focus.

Ultimately, our approach and decisions on these topics as all others must be based on God's Word. In addition to instruction from Scripture each day, we were again privileged to be led in assemblies by local pastors throughout the year. External speakers also provided meaningful connections and enrichment for students. Throughout the year students also contributed funds to our North American General Mission, as well as funds, physical items, and/or volunteer efforts to the Food Bank, Elsie's House, and other community organizations including our senior's care homes. We were glad to be able to welcome parents and community into the school for an in-person School Market once again in September, along with the auction, PTCs, Christmas programs, and various other events. We also hosted Cardus for a presentation about advocating for the value of Christian schools in society.

Despite various changes in the provincial political context this year (including a new premier and a provincial election), we may be thankful for continued legislative support for independent Christian education. This year, a promised extension of funding for student transportation was particularly noteworthy. Development of new curriculum is also ongoing; hopefully future stages of that process will pay careful attention to speed and support for implementation to enable successful outcomes for students.

In the latter part of the year, staff committees formed and we prepared to host the NRCEA Teachers' Conference. It was a privilege to join with like-minded colleagues from across the denomination. May Christian education be prospered wherever these schools are found, and may we look back with gratitude on another year with the opportunity to provide it at CCS.

Goal 1: Provide Excellent Christian Education

Literacy & Numeracy Screening Results

Students in grades 1-3 were assessed with Alberta Education-provided screening instruments:

- For literacy, the Castles and Coltheart 3 (CC3) Assessment in Grade 1 (January & June 2023) and Grades 2 & 3 (September 2022 & June 2023); and the Letter Name-Sound (LeNS) Assessment (Grade 1 in January & June 2023 and Grade 2 in June only.)
- For numeracy, the provincial numeracy screening assessments (initial assessment in September 2022 for grades 2-3, and January 2023 for Grade 1; final assessment in June 2023).

	Total number of students initially assessed	Total number of students identified as being at risk on initial assessment	Total number of students identified as being at risk on final assessment	Average number of months behind grade level of at-risk students at time of initial assessment(s)	Average number of months gained at grade level by at-risk students at time of final assessment(s)
Literacy					
Grade 1	77	0 (CC3); 29 (LeNS)	0	N/A	N/A
Grade 2	69	0 (CC3)	1	N/A	N/A
Grade 3	71	3	5	7.2	- 6.4
Numeracy					
Grade 1	77	12	8	5.7	4.2
Grade 2	69	3	12	6.0	- 0.6
Grade 3	71	2	5	6.9	- 3.7

Students identified as at-risk in these assessments are supported by a variety of means. Additional attention is given to at-risk students by teachers during classroom instruction, and EA time is allocated to Division 1 classrooms for literacy & numeracy instruction. All students participate in Guided Reading to ensure that they receive literacy practice at a developmentally appropriate level. At-risk students are placed in groups led by certified teachers to provide additional targeted support.

In Grade 1, at-risk students receive additional targeted pull-out interventions. The Sue Barton Reading & Spelling Program is used in grades 2 and 3, along with Accelerated Reader program. Grade 2 additionally makes use of Super Phonics and Complete Reading to support literacy instruction.

Numeracy interventions are more individualized, though standardized programs are being investigated for future use.

Standardized Test Results

Note that provincial data for First Nations, Métis, and Inuit students are not available as we have no self-identified indigenous students enrolled.
In recognition of our role in working towards reconciliation, relevant professional learning, collaboration, and resources provided through a past AISCA grant continue to be integrated throughout K-12 course offerings.

We have too few English Second Language students enrolled to be able to report data for them separately.

As regular education programming was interrupted for several years, trend interpretation remains more challenging than usual.

Grade 6 & 9 Provincial Achievement Tests

|		Results (in percentages)								
		2019		2020	2021	2022		2023	
		A	E			A	E	A	E
English Language Arts 6	Authority	94.1	23.5			95.5	9.1	100.0	19.0
	Province	83.2	17.8			76.1	18.9	76.2	18.4
Mathematics 6	Authority	88.2	16.2			88.4	14.5	88.5	14.8
	Province	72.5	15.0			64.1	12.6	65.4	15.9
Science 6	Authority	94.1	30.9	No PATs were administered in 2020 or 2021 school years		n/a	n/a	*	*
	Province	77.6	28.6			71.5	23.7	66.7	21.8
Social Studies 6	Authority	94.1	30.9			94.2	39.1	93.4	36.1
	Province	76.2	24.4			67.8	20.1	66.2	18.0
English Language Arts 9	Authority	96.3	13.0			81.8	10.9	75.5	0.0
	Province	75.1	14.7			69.6	12.9	71.4	13.4
Mathematics 9	Authority	76.0	16.0			67.3	17.3	50.0	1.9
	Province	60.0	19.0			53.0	16.7	54.4	13.5
Science 9	Authority	94.4	27.8			85.2	25.9	84.9	13.2
	Province	75.2	26.4			68.0	22.6	66.3	20.1
Social Studies 9	Authority	92.3	19.2			72.2	16.7	83.0	11.3
	Province	68.7	20.6			60.8	17.2	58.4	15.9

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Overall summary of PAT results (grades 6 & 9):

Measure	CCS		Alberta	
	Current Result	Prev Year Result	Current Result	Prev Year Result
PAT: Acceptable	**77.9**	80.5	**63.3**	64.3
PAT: Excellence	**13.1**	22.9	**16.0**	17.7
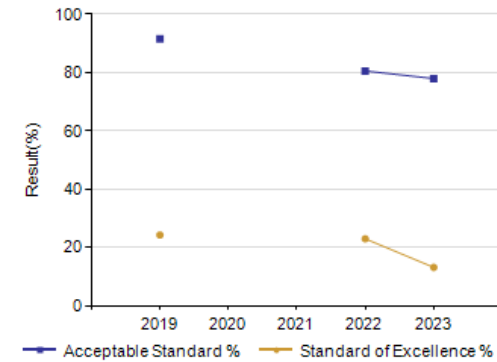
Graphs of Grade 6 Achievement Test Results by Course:
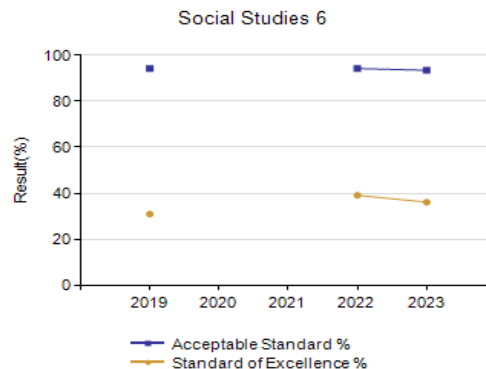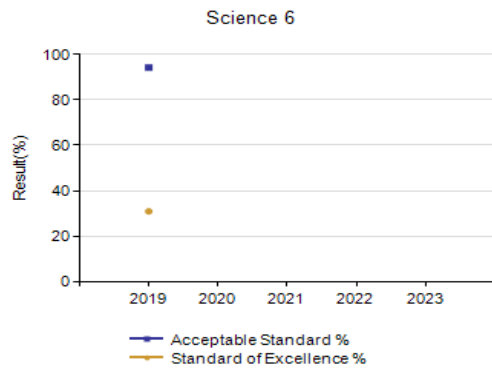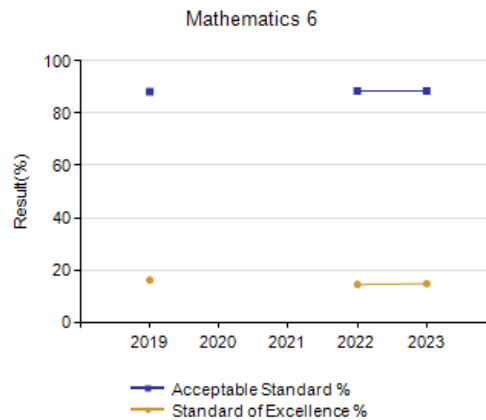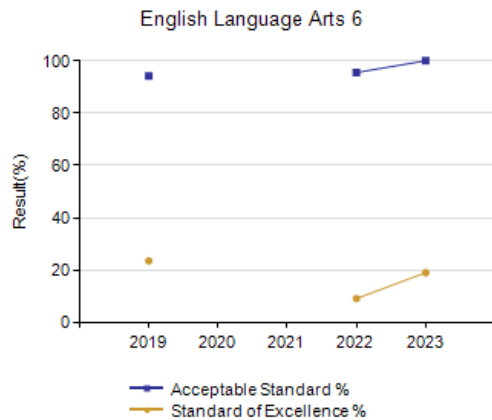
Measure Evaluation by Course – Gr. 6 PATs

Course	Measure	Achievement	CCS 2023		AB 2023
			N	%	%
English Language Arts 6	A	Very High	21	100.0	76.2
	E	High	21	19.0	18.4
Mathematics 6	A	High	61	88.5	65.4
	E	Intermediate	61	14.8	15.9
Science 6	A	*	21	*	66.7
	E	*	21	*	21.8
Social Studies 6	A	Very High	61	93.4	66.2
	E	Very High	61	36.1	18.0

Students did not write Science 6 PATs due to piloting the new science curriculum.

Graphs of Grade 9 Achievement Test Results by Course:

English Language Arts 9
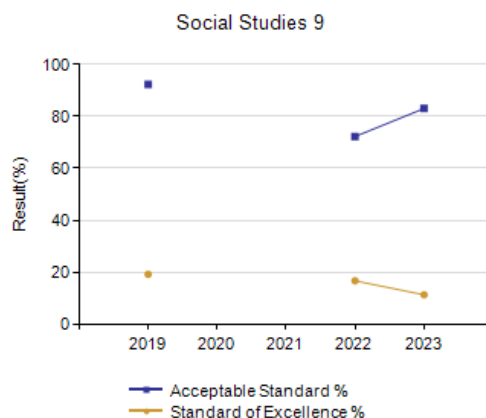
Mathematics 9

Science 9

Social Studies 9
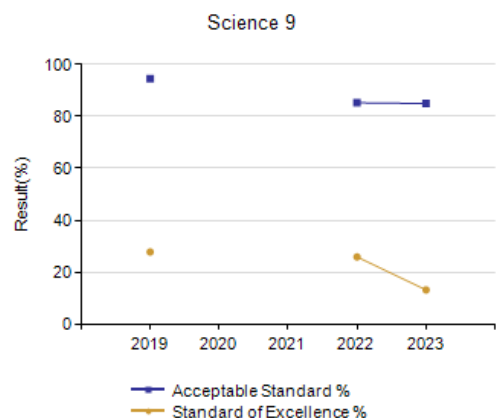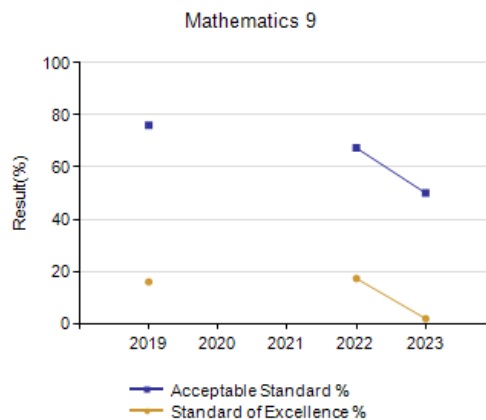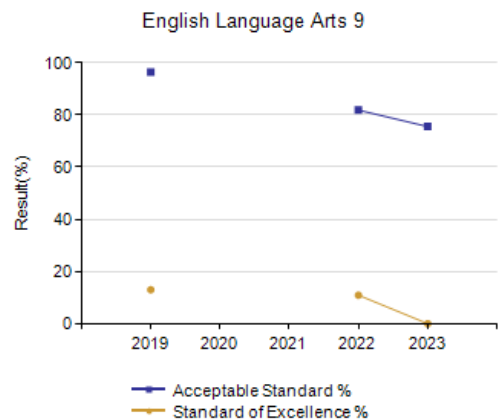
Measure Evaluation by Course – Gr. 9 PATs

Course	Measure	Achievement	CCS 2023		AB 2023
			N	%	%
English Language Arts 9	A	Low	53	75.5	71.4
	E	Very Low	53	0.0	13.4
Mathematics 9	A	Very Low	52	50.0	54.4
	E	Very Low	52	1.9	13.5
Science 9	A	Very High	53	84.9	66.3
	E	High	53	13.2	20.1
Social Studies 9	A	Very High	53	83.0	58.4
	E	Low	53	11.3	15.9

Enrolment in Grade 9 K&E courses was too low for results to be reported separately.

While grade 6 PAT results seem to be largely back to pre-COVID standards, grade 9 results continue to lag. 'Standard of Excellence' results, in particular, are even lower than in the past. Some of this is likely attributable to learning loss over years of disrupted schooling – in math, especially, there has been a strong focus on 'filling in' basic skills. A major factor, though, is the existence of staffing shortages in high school, which had a particular impact on grade 9 this year. The absence of the intended LA 9 instructor meant that a variety of temporary means had to be used. In Math 9, very large class sizes could not be completely compensated by assigning additional EA support. A larger-than-usual proportion of students went on to Math 10C the following year, however, and seem to be achieving success.

Grade 12 Diploma Exams

		Results (in percentages)									
		2019		2020		2021		2022		2023	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	94.6	10.8					97.4	17.9	100.0	0.0
	Province	86.8	12.3					78.8	9.4	83.7	10.5
English Lang Arts 30-2	Authority	94.4	0.0					91.7	8.3	94.1	0.0
	Province	87.1	12.1					80.8	12.3	86.2	12.7
Mathematics 30-1	Authority	75.0	30.0	Diploma Exams were not administered in 2020 or 2021.				n/a	n/a	68.8	6.3
	Province	77.8	35.1					63.6	23.0	70.8	29.0
Social Studies 30-1	Authority	91.3	4.3	In 2021-2022 Diploma Exams were administered, but their weighting was reduced (to 10% from 30%) relative to school course grades.				76.9	2.6	77.3	0.0
	Province	86.6	17.0					81.5	15.8	83.5	15.9
Social Studies 30-2	Authority	100.0	6.5					100.0	0.0	68.8	0.0
	Province	77.8	12.2					72.5	13.2	78.1	12.3
Biology 30	Authority	80.0	10.0					90.0	30.0	100.0	50.0
	Province	83.9	35.5					74.3	25.2	82.7	32.8
Chemistry 30	Authority	83.3	16.7					n/a	n/a	100.0	25.0
	Province	85.7	42.5					77.1	31.1	80.5	37.0

Notes:
1. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Overall summary of Grade 12 Diploma Exam results:

Measure	CCS		Alberta	
	Current Result	Prev Year Result	Current Result	Prev Year Result
Diploma: Acceptable	**86.2**	89.3	**80.3**	75.2
Diploma: Excellence	**9.5**	12.3	**21.2**	18.2

We once again see a significant discrepancy between 'acceptable' and 'excellent' results overall. Some of the observed results are due to characteristics of the single classes undertaking each exam. A lot of staff turnover in diploma examination course teachers also contributes (as seen from school-awarded marks quite a bit higher than diploma marks in several cases), and we trust that experience with diploma exam prep will result in improved performance.

While we are thankful to have been able to contract distance learning providers to extend our course offerings, a shortage of qualified staff continues to hamper the quality and continuity of our program.
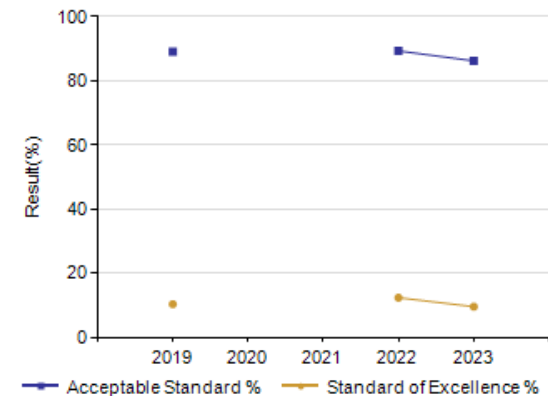
Graphs of Diploma Examination Results by Course

English Lang Arts 30-1

English Lang Arts 30-2

Measure Evaluation by Course – Gr. 12 Diploma Exams

Course	Measure	Achievement	CCS 2023 N	CCS 2023 %	AB %
English Lang Arts 30-1	A	Very High	21	100.0	83.7
	E	Very Low	21	0.0	10.5
English Lang Arts 30-2	A	Intermediate	17	94.1	86.2
	E	Very Low	17	0.0	12.7
Mathematics 30-1	A	n/a	16	68.8	70.8
	E	n/a	16	6.3	29.0
Social Studies 30-1	A	Low	22	77.3	83.5
	E	Very Low	22	0.0	15.9
Social Studies 30-2	A	Very Low	16	68.8	78.1
	E	Very Low	16	0.0	12.3
Biology 30	A	Very High	16	100.0	82.7
	E	Very High	16	50.0	32.8
Chemistry 30	A	Very High	8	100.0	80.5
	E	Intermediate	8	25.0	37.0

Social Studies 30-1

Social Studies 30-2

Biology 30

Chemistry 30

Mathematics 30-1
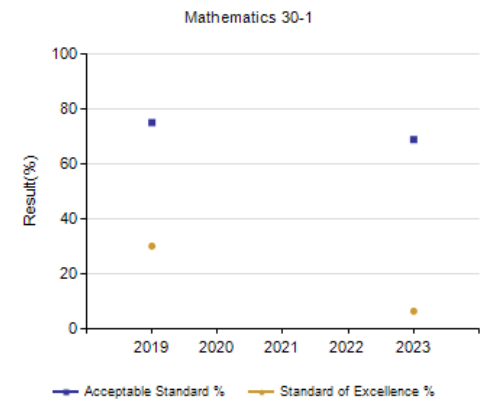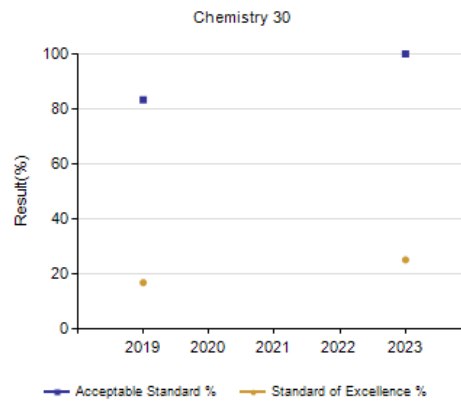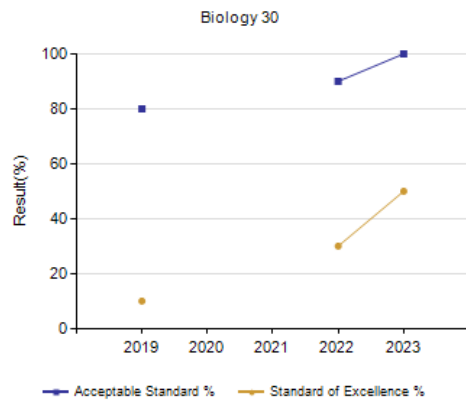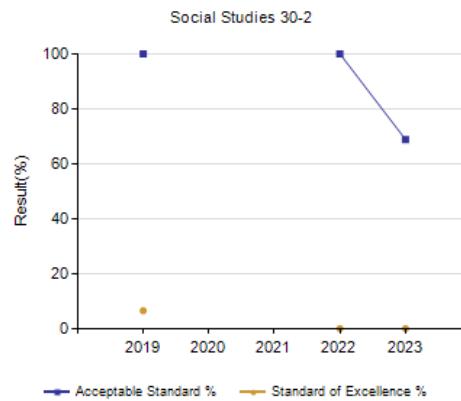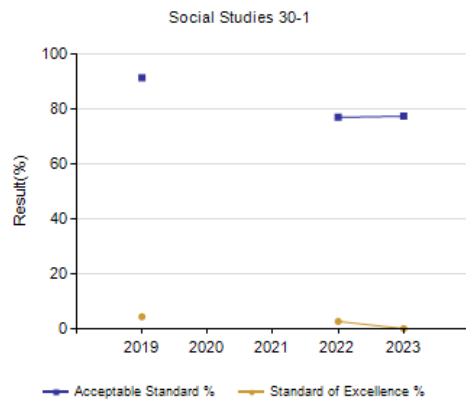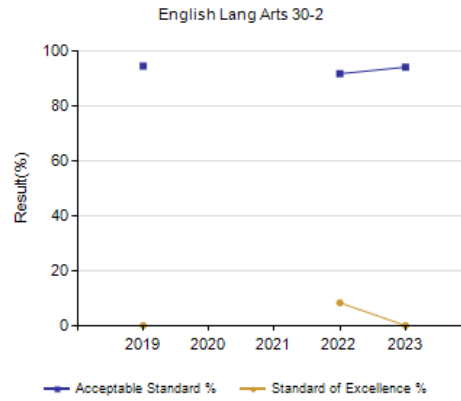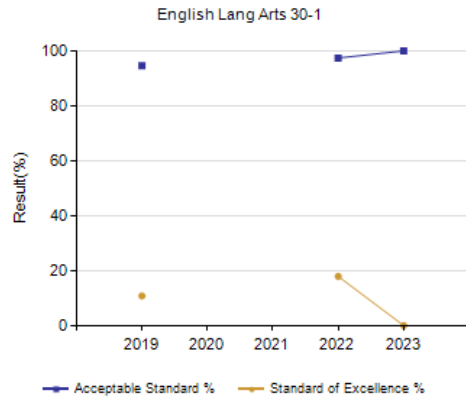
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	63	90.7	62	92.0	52	88.5	63	92.7	57	93.6	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	54	90.9	63	90.9	62	93.9	52	96.5	63	92.5	Very High	Maintained	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	61	96.9	54	90.9	63	92.4	62	93.9	52	96.5	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Trend: Three-Year Completion Results

Trend: Five-Year Completion Results
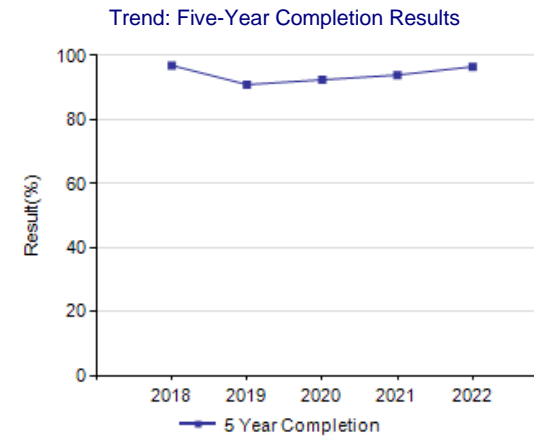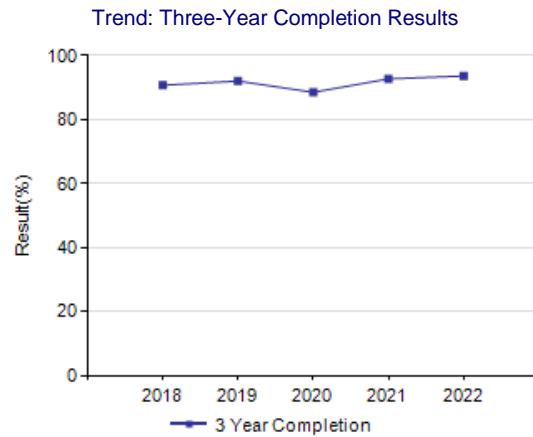
Drop Out Rate – annual dropout rate of students aged 14 to 18

	Authority										Measure Evaluation			Province										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	231	0.7	234	1.5	231	1.5	224	1.4	219	2.5	Very High	Maintained	Excellent	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	1	*	2	*	4	*	4	*	4	*	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

High School to Post-secondary Transition Rate of students within four and six years of entering Grade 10

	Authority											Measure Evaluation			Province										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	54	48.8	63	56.9	62	43.6	52	49.9	63	31.2	Intermediate	Declined Significantly	Issue	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	57	47.1	61	74.7	54	56.5	63	68.2	62	55.9	Intermediate	Declined	Issue	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

Trend – Post-Secondary Transition

4 Year (%)

Trend – Post-Secondary Transition

6 Year (%)
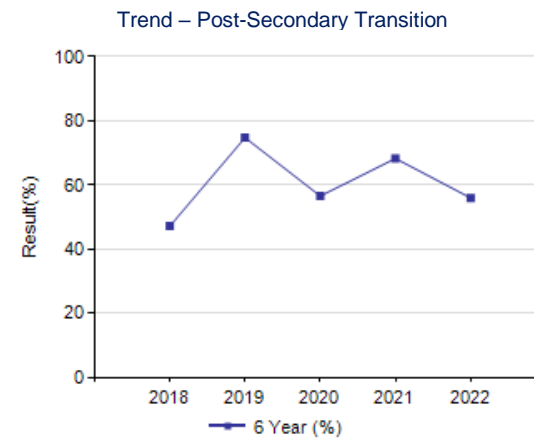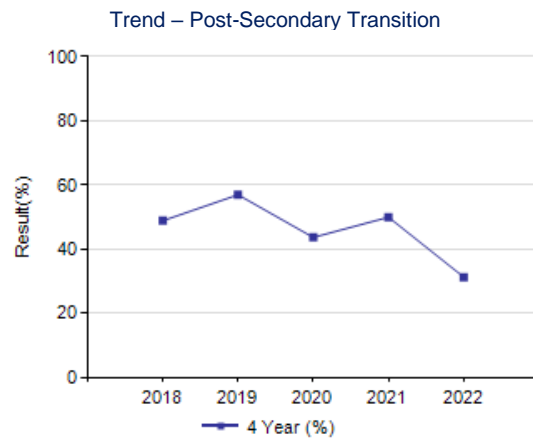
Many of our students traditionally choose life or career paths that prioritize family formation or experiential learning over post-secondary achievement. This existing reality was exacerbated by post-secondary institutions' COVID policies, which have affected program choices and completion among our graduates.

Rutherford Eligibility Rate – Percentage of Grade 12 students eligible for a Rutherford Scholarship.

|	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	59	86.4	57	82.5	48	79.2	56	64.3	52	82.7	Very High	Maintained	Excellent	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

Details:

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2018	59	50	84.7	44	74.6	23	39.0	51	86.4
2019	57	46	80.7	45	78.9	24	42.1	47	82.5
2020	48	38	79.2	32	66.7	17	35.4	38	79.2
2021	56	36	64.3	34	60.7	25	44.6	36	64.3
2022	52	42	80.8	38	73.1	23	44.2	43	82.7

Note: Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Trend – Rutherford Eligibility Rate
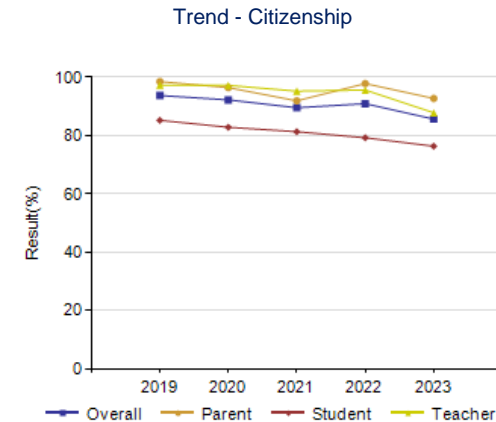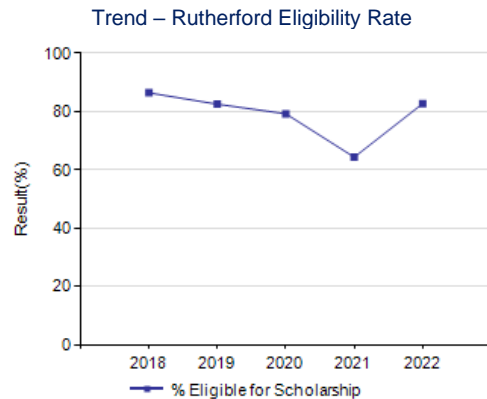
Trend - Citizenship

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	724	93.7	794	92.2	668	89.5	694	90.9	646	85.6	Very High	Declined Significantly	Acceptable	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	206	98.5	270	96.4	140	91.9	155	97.8	130	92.7	Very High	Declined	Good	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	488	85.2	495	82.8	503	81.3	507	79.2	483	76.3	Very High	Declined	Good	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	30	97.3	29	97.2	25	95.2	32	95.6	33	87.8	Intermediate	Declined	Issue	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Note: The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

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

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	725	96.4	794	95.5	668	92.7	695	93.1	646	91.3	Very High	Declined Significantly	Acceptable	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	206	98.2	270	97.8	140	94.2	155	97.4	130	97.8	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	489	93.7	495	91.1	503	87.2	508	86.5	483	85.8	Intermediate	Declined	Issue	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	30	97.2	29	97.7	25	96.6	32	95.3	33	90.3	Low	Maintained	Issue	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Trend – Education Quality

Trend: Program of Studies
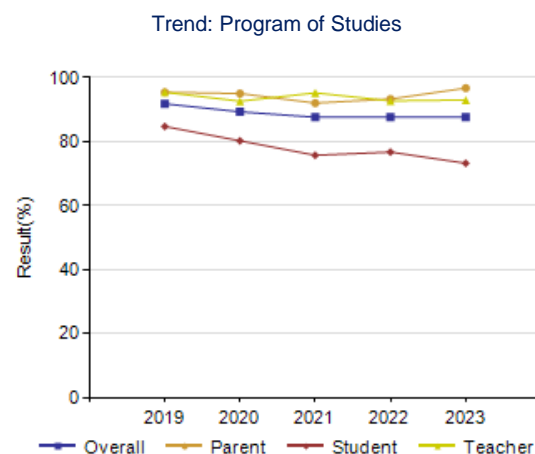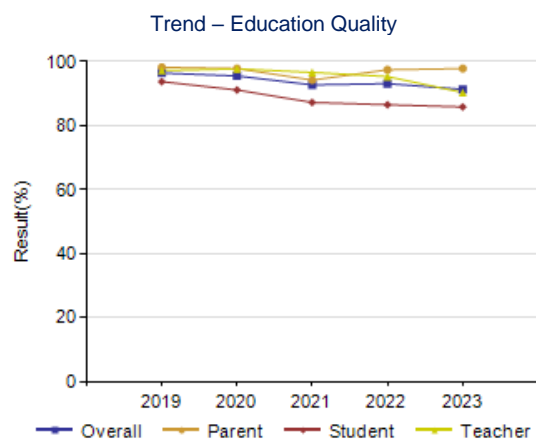
Program of Studies – Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	536	91.8	605	89.3	480	87.6	485	87.6	451	87.6	Very High	Maintained	Excellent	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	205	95.4	270	95.0	140	92.0	155	93.3	130	96.7	Very High	Improved	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	301	84.7	306	80.2	315	75.7	298	76.7	288	73.2	High	Declined	Acceptable	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	30	95.4	29	92.6	25	95.2	32	92.7	33	93.0	Very High	Maintained	Excellent	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Work Preparation – Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	229	97.8	286	99.0	161	98.2	181	97.4	157	98.0	Very High	Maintained	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	199	99.0	257	98.1	136	96.3	150	98.0	125	99.2	Very High	Maintained	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	30	96.7	29	100.0	25	100.0	31	96.8	32	96.9	Very High	Maintained	Excellent	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Trend – Work Preparation

Trend – Lifelong Learning
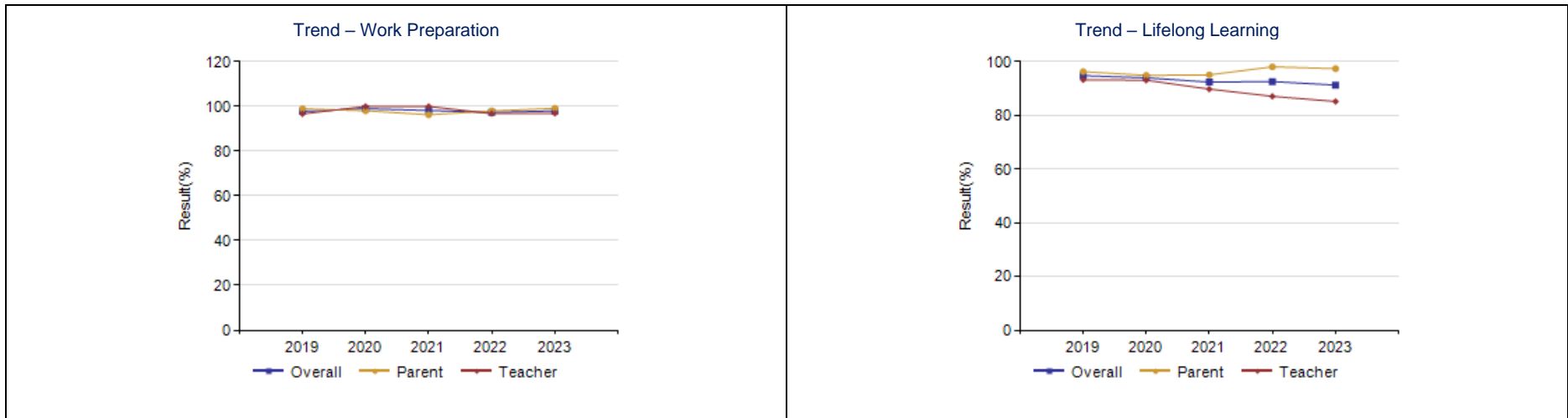
Lifelong Learning – Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

|	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	229	94.8	286	94.0	161	92.4	187	92.6	159	91.3	Very High	Maintained	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	199	96.3	257	94.9	136	95.1	155	98.1	126	97.4	Very High	Maintained	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	30	93.3	29	93.1	25	89.8	32	87.1	33	85.2	Intermediate	Maintained	Acceptable	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Student internalization of Christian worldview; Character PD

Last year's analysis of our Bible program revealed that most areas of dogmatics are being covered in various places throughout the middle & high school Bible courses and through links in other courses. Explicit work on addressing gaps and further aligning assessment was superseded by other priorities in 2022-23, and will be resumed in future DV.

After quite a number of years without a school-wide PD focus, this year we began with a full-staff focus on student character development. Staff chose character panels to participate in, and documented a variety of attempts to have character development more fully integrated into all aspects of school life. A sharing session in December provided a showcase for what had been accomplished – most noteworthy was the range of ways that student reflection on their own choices and behaviours had been prioritized. A number of these meaningful initiatives have been adopted by other teachers and/or as part of divisional processes. A shift from character panels to individual follow-up in second semester meant that school-wide PD was much less visible. It was clear from staff feedback that this, likely combined with a less 'pedagogical' professional learning focus, resulted in much less of a sense of progress in professional learning. This was reflected in staff survey results as well; while almost all staff agreed that professional learning was "focused on the priorities of the jurisdiction", nearly a quarter indicated that it failed to "significantly contribute to their on-going professional growth." A return to more focused divisional and/or group PD will hopefully allow staff to experience more noticeable professional growth.

In-service Jurisdiction Needs – The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Teacher	30	94.4	29	95.4	25	98.7	30	94.3	31	80.4	Low	Declined	Issue	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Trend: In-Service Jurisdiction Needs
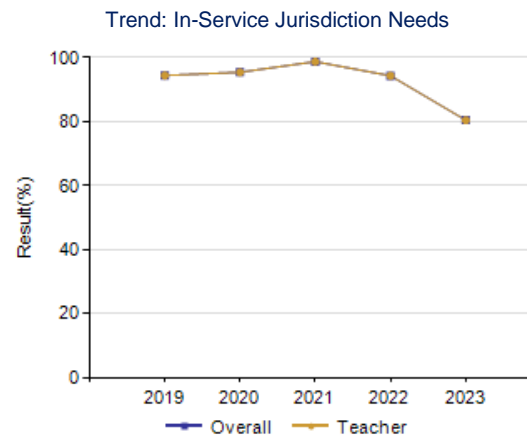
Goal 2: Nourish Individuals

We are thankful for ongoing positive relationships among staff, reflected in general staff room atmosphere as well as in the way staff step in to support colleagues not only when major adjustments are needed but also in smoothing the little strains throughout the year. Staff surveys indicate a high degree of satisfaction for the support received from the admin team, though provision of specific pedagogical support for teachers is a growth area (as also reflected in the PD item above). Our EA wage grid was updated to better reflect the relevance of staff training and experience, and the responsibility of EA's tutoring role especially in secondary. Our Operations Manager continues to provide direction and support for non-educational staff members.

It was a privilege to welcome several new teachers again, including three who are alumni of this school. Mentorship supports for new staff continue to be valued. Formal teacher evaluation played a larger part this year, as six teachers were evaluated by a Designated Signing Authority from AISCA. All received positive recommendations for permanent professional certification.
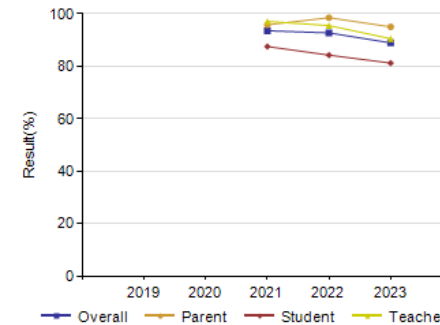
Safe and Caring – Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	720	96.1	793	94.8	668	95.0	692	94.1	646	91.9	Very High	Declined	Good	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	206	99.1	270	98.2	140	97.6	155	99.0	130	97.2	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	484	89.9	494	89.0	503	89.0	505	87.2	483	83.8	Very High	Declined	Good	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	30	99.3	29	97.2	25	98.4	32	96.3	33	94.5	High	Maintained	Good	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Trend – Safe and Caring
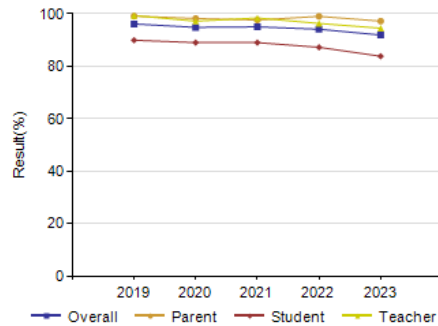
Trend – Welcoming, Respectful and Safe Learning Environments


Welcoming, Caring, Respectful and Safe Learning Environments – Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

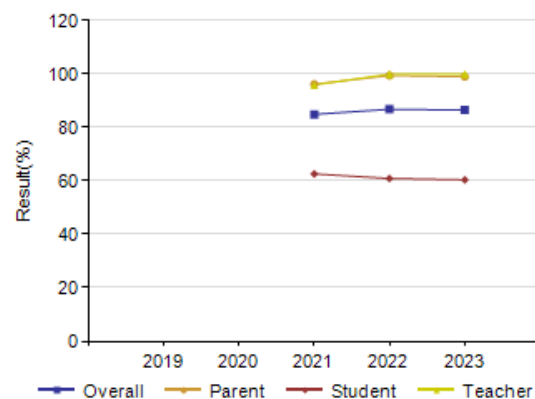|	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	669	93.5	693	92.7	646	88.9	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	140	95.8	155	98.5	130	95.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	504	87.5	506	84.2	483	81.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	25	97.1	32	95.5	33	90.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

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.

	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	719	92.0	788	91.5	661	87.3	689	89.4	638	87.6	Very High	Declined	Good	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	205	89.0	266	92.9	136	89.9	155	95.6	130	93.5	Very High	Maintained	Excellent	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	484	90.3	493	86.0	500	83.4	502	84.8	476	82.7	High	Declined	Acceptable	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	30	96.7	29	95.4	25	88.7	32	87.8	32	86.6	High	Maintained	Good	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Trend – Access to Supports & Services
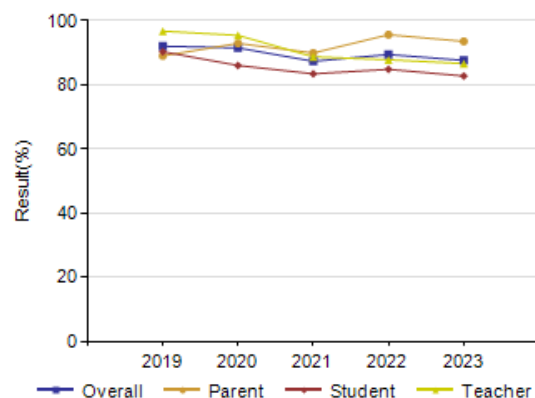
Trend – Student Learning Engagement

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

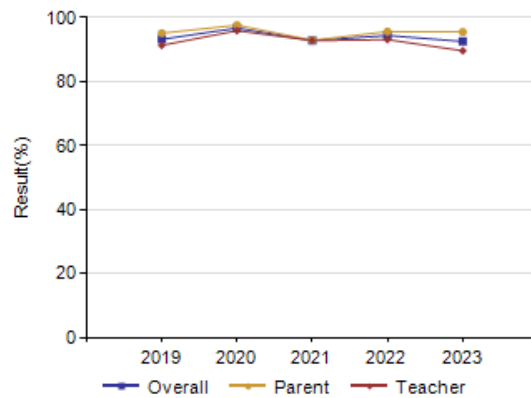|	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	669	84.9	693	86.8	644	86.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	140	96.2	155	99.4	130	99.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	504	62.6	506	60.9	481	60.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	25	95.9	32	100.0	33	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Goal 3: Strengthen Community

As indicated in the year overview at the beginning of this document, we were pleased to be able to host a variety of parent and community sessions throughout the year. Parents and alumni have been welcomed to the school both for general events as well as by invitation for presentations or celebrations in specific classes.
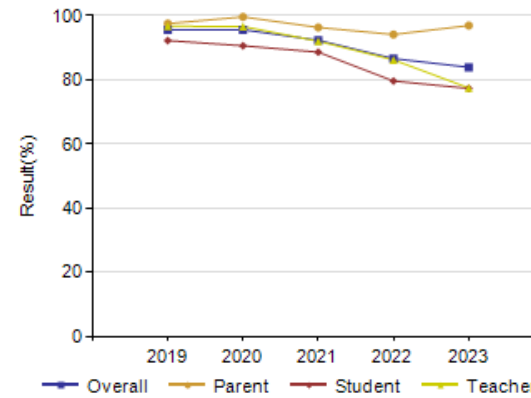
Parental Involvement – Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	236	93.2	299	96.7	165	92.8	186	94.4	163	92.5	Very High	Declined	Good	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	206	95.1	270	97.6	140	92.9	154	95.6	130	95.5	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	30	91.3	29	95.9	25	92.8	32	93.1	33	89.6	Intermediate	Maintained	Acceptable	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Trend – Parental Involvement

Trend – School Improvement

School Improvement – Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	720	95.5	791	95.6	659	92.3	681	86.6	633	83.9	Very High	Declined Significantly	Acceptable	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	203	97.5	267	99.6	135	96.3	153	94.1	129	96.9	Very High	Maintained	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	487	92.2	495	90.6	499	88.6	499	79.6	473	77.3	Intermediate	Declined Significantly	Issue	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	30	96.7	29	96.6	25	92.0	29	86.2	31	77.4	Intermediate	Declined	Issue	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Goal 4: Adapt Infrastructure to support our work

Governance and operational practices continue to be refined and formalized. Some progress was made on a centralized database to ensure staff information is kept up-to-date and shared in a timely manner. Further refinement is ongoing and we hope to add more automatic reporting features.

Initial discussion of facility expansion opportunities was undertaken, in preparation for sharing at next year's society meeting.

Summary of Financial Results

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

This was anticipated to be a 'tight year' financially, and it proved to be so. Along with careful use of resources within the school, continued strong support from our community plus several Alberta Education grants (to support new curriculum and dual credit initiatives) meant that, despite some unanticipated spending needs, we were able to avoid drawing on operating reserves.

In the 2022-2023 school year, Calvin Christian School had an operating shortfall of $43,306. Inclusion of $416,966 amortization (a non-cash item), results in a net cash surplus of $373,660. Capital expenditures in the 2022-23 school year included one school bus, several furniture and equipment upgrades, building and grounds improvements.

Full audited financial statements were presented at the Annual General Meeting on October 26, 2023.

	2022-2023 BUDGET	2022/2023 ACTUALS
REVENUE SUMMARY		
Alberta Government	4,828,888	4,921,983
Tuition Fees	1,730.417	1,720,462
Gifts and Donations	1,632,000	1,577,029
Other Income	575,000	673,406
Other	90,000	105,279
Total Revenues	**8,856,305**	**8,998,159**
EXPENDITURE SUMMARY		
Salaries & Benefits	7,098,744	6,975,379
Services, contracts & supplies	1,513,200	1,655,124
Other	5,000	6,136
Total Expenditures	**8,616,944**	**8,636,639**

Whistleblower Protection

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

Timelines and Communication

The school's AERR and three-year education plan are available to school community members on the school's website (www.ccschool.ca). Notice of the posting of the reports is delivered to parents and the broader school community via the monthly school newsletter.

All parents and members of the CCS community have access to the financial reports, which were also shared at the annual school meeting held on October 26, 2023. Copies are available from the school upon request at any time during the year.

Overall AEAM Summary

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Calvin Christian School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.5	86.8	86.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.6	90.9	91.5	80.3	81.4	82.3	Very High	Declined Significantly	Acceptable
	3-year High School Completion	93.6	92.7	91.1	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	96.5	93.9	92.4	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	77.9	80.5	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	13.1	22.9	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	86.2	89.3	n/a	80.3	75.2	n/a	High	n/a	n/a
	Diploma: Excellence	9.5	12.3	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	91.3	93.1	94.3	88.1	89.0	89.7	Very High	Declined Significantly	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	92.7	92.7	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	91.6	93.8	93.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	92.5	94.4	95.6	79.1	78.8	80.3	Very High	Declined	Good

Notes:
1. 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.
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
7. 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.

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Calvin Christian School Society			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	37.1	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	2.5	1.4	1.5	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	80.4	94.3	94.9	82.2	83.7	84.3	Low	Declined	Issue
Lifelong Learning	91.3	92.6	93.3	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	87.6	87.6	88.4	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	91.4	94.0	93.5	81.2	81.9	83.4	Very High	Declined	Good
Rutherford Scholarship Eligibility Rate	82.7	64.3	75.3	71.9	70.2	68.3	Very High	Maintained	Excellent
Safe and Caring	91.9	94.1	94.5	87.5	88.8	89.1	Very High	Declined	Good
Satisfaction with Program Access	87.6	89.4	90.4	72.9	72.6	73.9	Very High	Declined	Good
School Improvement	83.9	86.6	91.1	75.2	74.2	77.9	Very High	Declined Significantly	Acceptable
Transition Rate (6 yr)	55.9	68.2	66.5	59.7	60.3	60.2	Intermediate	Declined	Issue
Preparation	98.0	97.4	98.2	83.1	84.9	84.5	Very High	Maintained	Excellent