

CALVIN CHRISTIAN SCHOOL

ANNUAL EDUCATION RESULTS REPORT

on the 2020/2021 school year



November 2021

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, 2020, our enrolment stood at 853 students. On June 25, 2021, 53 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 | <i>Living consistently with our beliefs in public and private.</i> |
| Respect | <i>Showing reverence for God, obedience to authority, and respect for others.</i> |
| Stewardship | <i>Demonstrating contentment and gratitude by using God's gifts responsibly and diligently.</i> |
| Compassion | <i>Caring for those around us and serving them with love and empathy.</i> |
| Harmony | <i>Cooperating with others to seek the good of our community.</i> |

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 2020/2021 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 2020/2021 was approved by the Board on November 30, 2021.

A handwritten signature in black ink, appearing to be a stylized name or set of initials, located at the bottom right of the page.

Trends, Issues, and Noteworthy Events

After an inconclusive, 'distanced,' end to the previous school year, we were thankful to be able to begin the year with in-person classes again. Remaining restrictions and all the COVID-related circumstances testified of the Lord's continued judgments in the earth. There were also more direct and personal callings; in July and October, graduates from each of the two preceding graduating classes were tragically killed in car accidents. How solemnly these empty places speak to staff and students alike, as well as to their families and the whole community. Other family and community members also passed away during the year. Despite a cold winter and sometimes treacherous roads, however, bus drivers, students, and staff were all spared throughout the year.

Serious callings in our own community and in world events have pointed us to the urgency of preparation for an all-decisive eternity. Only by God's Word and Spirit may we be made wise unto salvation. What a blessing, then, that the Scriptures could be opened and explained in our Christian school for another year! God's Word came not only in classes, but also by way of addresses to students by local ministers. While 'assemblies' had to be virtual instead of physical, we could still gather around the truth of the Bible expounded by God's servants. The arrival of a new pastor for the Nobleford congregation meant that there were three local pastors able to join in leading assemblies. We are thankful for continued opportunities to experience this link with our supporting churches. May the Lord grant His blessing upon Bible instruction in every form.

Other assemblies provided instruction on timely practical matters and connected students to our mission team in Bolivia. The work of the NAGM was also supported by a fundraiser, and we were further gratified to see strong support again also for the Food Bank, the Eventide home, and other good causes. The work of the mission was again featured near the end of the year during a Mission Day that formed a key part of our online CCS Showcase.

While we are glad that many of these events and programs could still take place, it was definitely not a 'normal' year. Several events had to be re-organized or postponed to work around absences and closures. Almost every class had a week or two of required isolation; all of grades 7-12 were home for a number of weeks, and the whole school in January and again in May. The restrictions in place throughout the year, along with the instability and uncertainty that were experienced, took their toll on students, staff, and families. Extra preparations were required from teachers, extra attention and effort from students, and extra direction and involvement from parents. Nevertheless, we were able to act on lessons learned from the previous year to try to provide as solid a learning experience as possible under the circumstances. Despite feelings of fear, confusion, anxiety, and division, there was overall a spirit of willingness and cooperation for which we are very thankful.

Along with health measures to which we had to respond, several other external changes were also significant. Alberta Education's introduction of a new funding and accountability system for schools required a fair bit of adjustment. This was the last year of operation for ADLC, whose Distance Education offerings have been an important part of our high school program for many years. Alberta Ed also moved forward with plans for a curriculum revision in K-6. We are fortunate to have had the support of AISCA and other partners in dealing with these ongoing changes.

A re-organization of our administrative structure brought the addition of an Operations Manager this year, a role that we trust will continue to be profitable for the school by allowing the focus of the remaining admin team members to be more directly on academic programming.

Internally, we were privileged to take part in meaningful conversations leading to development of a set of Core Values in alignment with the Board's strategic planning work. We hope that these values – Integrity, Respect, Stewardship, Compassion, Harmony – may not simply be words, but that we may all see our responsibility to strive to live them out in practice.

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Calvin Christian School Societ			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	84.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	89.5	92.2	93.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	88.5	92.0	91.2	83.4	80.3	79.6	High	Maintained	Good
	5-year High School Completion	92.4	90.9	93.8	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	91.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	23.0	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	84.2	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	11.0	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.7	95.5	95.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.5	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	92.8	96.7	95.3	79.5	81.8	81.4	n/a	n/a	n/a

- Notes:
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
 - Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
 - The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
 - 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).
 - Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
 - 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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Calvin Christian School Societ			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	37.1	45.2	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	1.5	1.5	0.9	2.6	2.7	2.6	Very High	Maintained	Excellent
Program of Studies	87.6	89.3	90.1	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	79.2	82.5	83.3	68.0	66.6	64.9	Very High	Maintained	Excellent
Safe and Caring	95.0	94.8	95.2	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	92.3	95.6	94.4	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	56.5	74.7	62.8	60.0	60.3	59.5	Intermediate	Maintained	Acceptable
Work Preparation	98.2	99.0	98.3	85.7	84.1	83.2	n/a	n/a	n/a

- Notes:
- Only supplemental measures with Achievement standards are included in the Supplemental AEA – Overall Summary.
 - Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
 - Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Note that a new Alberta Education Assurance Framework has come into effect since the previous report was prepared. Therefore, several measures and categories vary from what was presented in the 2020 AERR, and trend data is not yet available for new measures. For detailed information on the statistical measures and calculations on which the Achievement and Improvement evaluations are based, please contact the school.

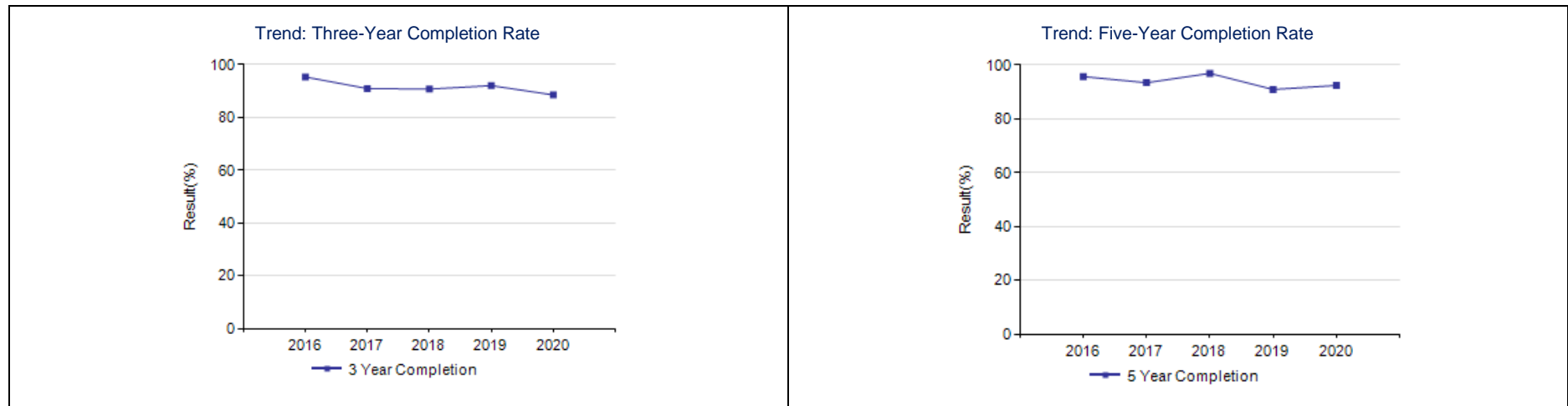
Outcome One: Alberta's students are successful

Due to the COVID-19 pandemic, Provincial Achievement Tests and Diploma Examinations were not administered during the 2020/2021 school year. Since we now have two missing years of provincial assessment data, past trend information is not included here either. In June 2021, middle and high school students did write course final exams, but these internal results are not directly comparable to previous provincial assessments. Qualitatively, while periods of at-home learning during the 2020/2021 school year did impact educational delivery, committed efforts by our staff and dedicated assistance by parents enabled most students to make meaningful progress academically. Feedback from school staff indicates that the range of student abilities and basic skills within each class has become wider over the year; additional supports have been implemented (including educational testing where appropriate) to help mitigate these differences.

The single required measure in the previous AERR related to Diploma Exam completion: the “percentage of students writing four or more diploma exams within three years of entering Grade 10.” Since no Diploma Exams have been written since the 2019 data summary, we are unable to demonstrate progress on this measure. We are pleased that this measure will no longer be included in future reports under the new Assurance Framework, as it was not very meaningful in our context. While the vast majority of our students complete the required two Diploma Exams in grade 12, and all also complete Bible 30, our strong shop (CTS) and Off-Campus Education programs mean that many students successfully complete their graduation requirements without enrolling in four or more Diploma Exam courses.

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

	Authority										Province												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	61	95.3	54	90.9	63	90.7	62	92.0	52	88.5	High	Maintained	Good	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	57	93.4	61	96.9	54	90.9	63	90.9	62	93.9	Very High	Maintained	Excellent	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	43	95.7	57	93.4	61	96.9	54	90.9	63	92.4	Very High	Maintained	Excellent	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



Notes:

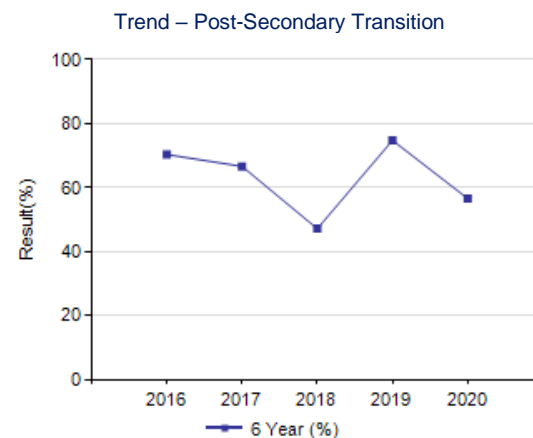
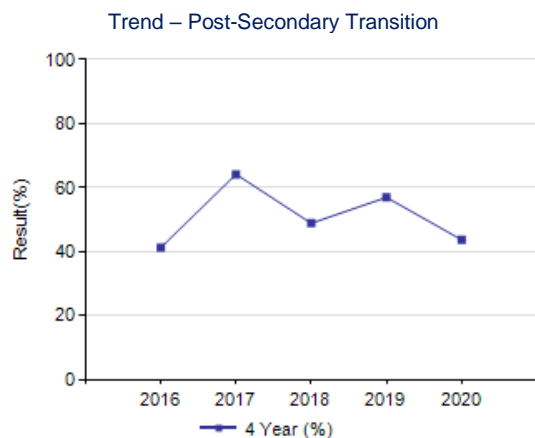
- 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Drop Out Rate – annual dropout rate of students aged 14 to 18

	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	228	0.6	235	0.4	231	0.7	234	1.5	231	1.5	Very High	Maintained	Excellent	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	1	*	2	*	1	*	2	*	4	*	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

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

	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	57	41.2	61	64.1	54	48.8	63	56.9	62	43.6	Intermediate	Declined	Issue	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	46	70.3	43	66.6	57	47.1	61	74.7	54	56.5	Intermediate	Maintained	Acceptable	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0



Notes:
 1. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

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

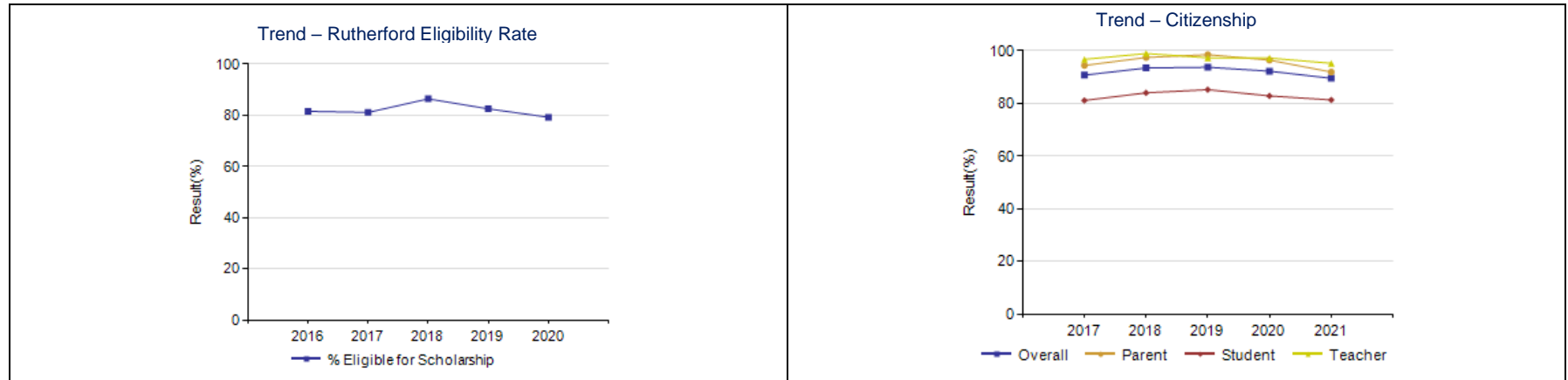
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	54	81.5	53	81.1	59	86.4	57	82.5	48	79.2	Very High	Maintained	Excellent	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

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
2016	54	41	75.9	37	68.5	33	61.1	44	81.5
2017	53	42	79.2	33	62.3	24	45.3	43	81.1
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

Notes:

- Starting in 2019, 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.



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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	784	90.7	794	93.4	724	93.7	794	92.2	668	89.5	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	231	94.4	247	97.4	206	98.5	270	96.4	140	91.9	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	523	81.1	512	84.0	488	85.2	495	82.8	503	81.3	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	30	96.7	35	98.9	30	97.3	29	97.2	25	95.2	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

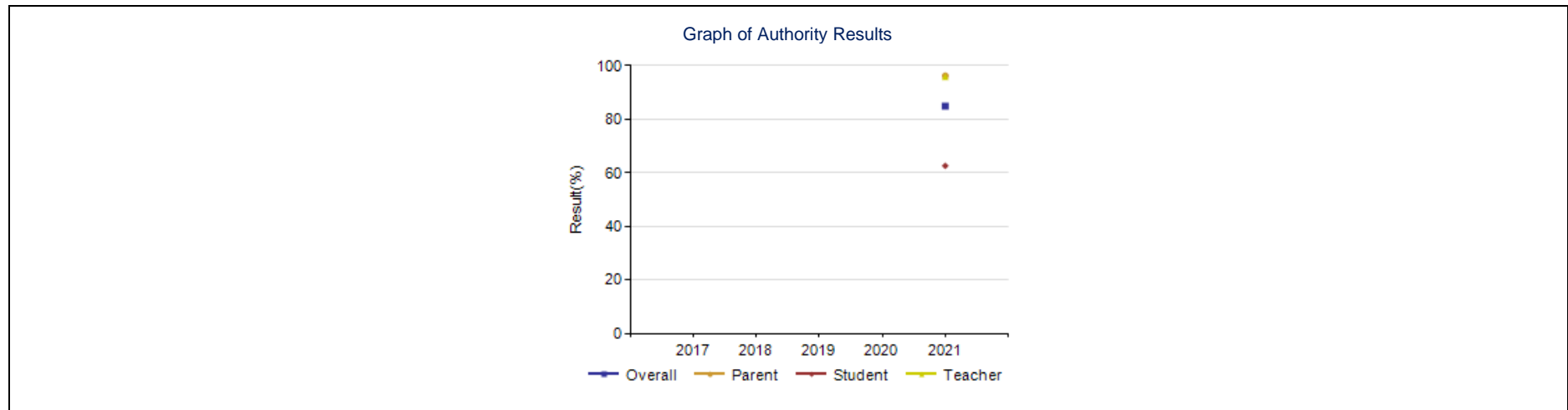
Notes:

- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

“Student Learning Engagement” is a new measure introduced in the Assurance Framework. As such, we have no comparator data, but it is striking to see the significantly lower result for student than adult evaluation of this measure. This is congruent with some indicators from OurSchool surveys, particularly pointing to a limited number of students in the ‘high ability – high challenge’ quadrant. We have already implemented some shifts in course offerings in high school, and attention has been paid to programming for exceptional learners in elementary; we hope that these will have positive results, but also recognize this as an area that will require ongoing focused attention.

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

	Authority - 2021		Province - 2021	
	N	%	N	%
Overall	669	84.9	230,956	85.6
Parent	140	96.2	30,994	89.0
Student	504	62.6	169,789	71.8
Teacher	25	95.9	30,173	96.0



Notes:

1. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

While there are no self-identified indigenous students enrolled at our school, we recognize our role in working towards reconciliation after past injustices.

A school-wide emphasis through professional learning, collaboration, and resources provided through a past AISCA grant continue to be integrated throughout K-12 course offerings.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Comments

It is unusual to see the drop in student evaluation alongside the rise in teacher evaluation of the 'Program of Studies' measure. Most likely, disruptions to learning due to COVID were recognized, while teachers were more able to see the sacrifices made to maintain the level of programming that we did. The closure of ADLC has significantly impacted our high school programming; while we have made a relatively smooth transition to new program delivery options, it will be interesting to see whether this impacts future results in this measure.

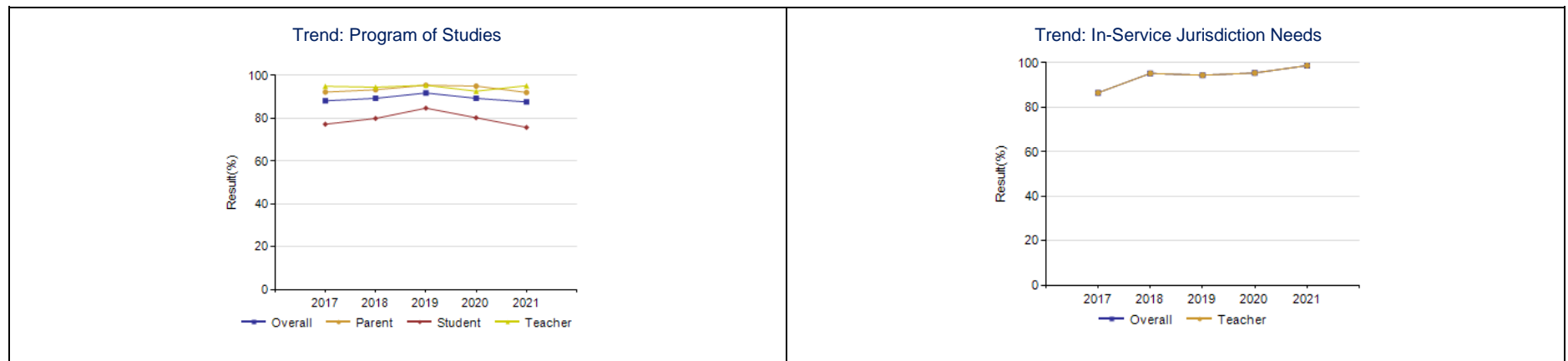
We are pleased to see that a more focused approach to Professional Learning seems to be valued by our staff, and we hope to continue seeing the benefits of this training.

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										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	595	88.1	598	89.3	536	91.8	605	89.3	480	87.6	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	231	92.2	247	93.3	205	95.4	270	95.0	140	92.0	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	334	77.2	316	79.9	301	84.7	306	80.2	315	75.7	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	30	94.9	35	94.5	30	95.4	29	92.6	25	95.2	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

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										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	30	86.5	35	95.2	30	94.4	29	95.4	25	98.7	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	30	86.5	35	95.2	30	94.4	29	95.4	25	98.7	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9



Notes: 1. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Outcome Four: Alberta’s K-12 education system is well governed and managed

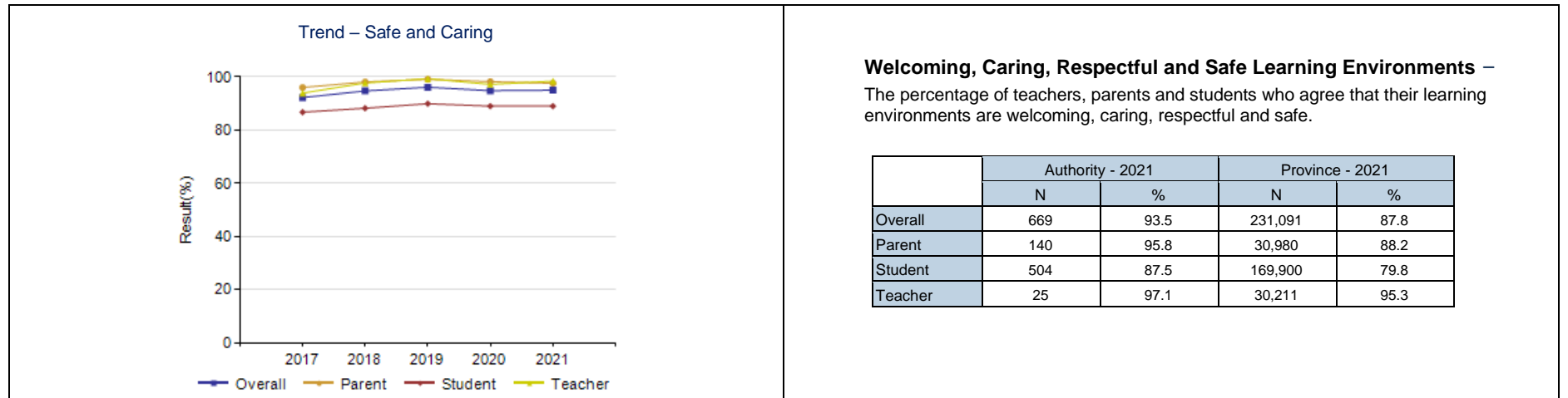
Comments

While no ‘measure evaluation’ is provided for these aspects of the report, last year’s AERR had “Very High” Achievement and an overall “Excellent” evaluation for each of these measures. Particularly gratifying is that the “safe and caring” measure actually increased this year, despite all the disruptions of a COVID year. The new Assurance measure (Welcoming, Caring, Respectful and Safe Learning Environments) shows very similar results.

A few other survey measures dropped slightly (in some cases, merely reverting to their historical mean). Some of this is likely due to limitations brought about by at-home learning transitions and other COVID responses; while increased parent-teacher communication did result for some classes, in-person meetings were limited and special community-building events throughout the year were cancelled or significantly altered. All measures remain above comparable provincial ratings, and we are pleased that there continues to be a high degree of alignment between different stakeholders.

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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	784	92.2	790	94.7	720	96.1	793	94.8	668	95.0	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	231	96.0	247	98.1	206	99.1	270	98.2	140	97.6	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	523	86.7	508	88.2	484	89.9	494	89.0	503	89.0	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	30	93.9	35	97.7	30	99.3	29	97.2	25	98.4	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4



Notes:

- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	781	94.3	794	95.6	725	96.4	794	95.5	668	92.7	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	231	95.7	247	96.8	206	98.2	270	97.8	140	94.2	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	520	90.0	512	91.9	489	93.7	495	91.1	503	87.2	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	30	97.2	35	98.1	30	97.2	29	97.7	25	96.6	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7



Notes:

- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

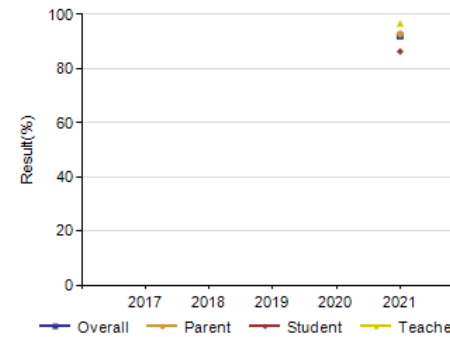
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	257	90.8	278	95.8	236	93.2	299	96.7	165	92.8	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	227	87.0	243	95.2	206	95.1	270	97.6	140	92.9	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	30	94.7	35	96.5	30	91.3	29	95.9	25	92.8	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Notes:

- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

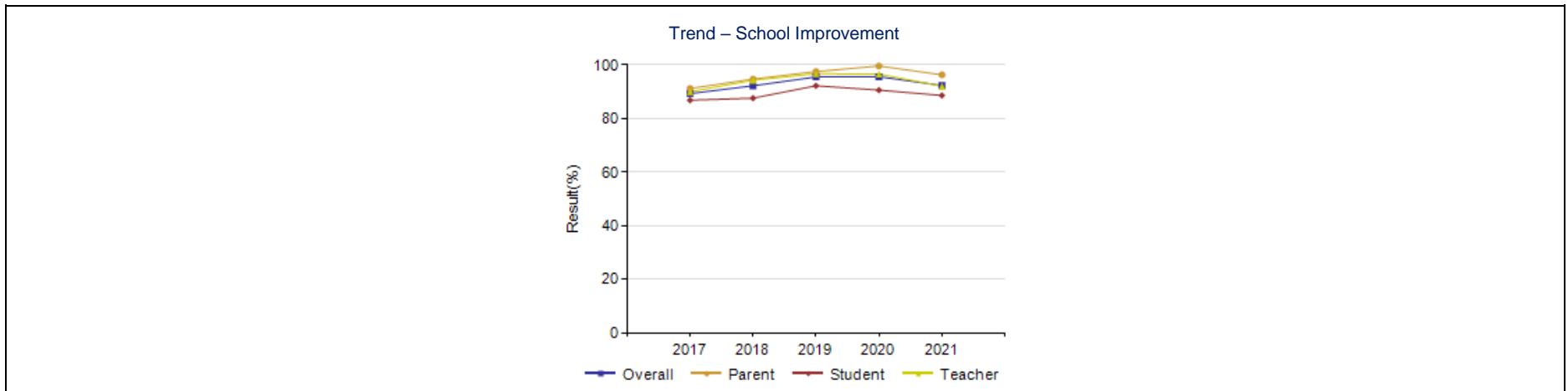
Access to Supports & Services – The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority - 2021		Province - 2021	
	N	%	N	%
Overall	668	92.0	230,761	82.6
Parent	140	92.8	30,936	78.9
Student	503	86.3	169,631	80.2
Teacher	25	96.7	30,194	88.7



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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	779	89.3	787	92.2	720	95.5	791	95.6	659	92.3	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	226	91.2	244	94.7	203	97.5	267	99.6	135	96.3	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	523	86.8	508	87.6	487	92.2	495	90.6	499	88.6	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	30	90.0	35	94.3	30	96.7	29	96.6	25	92.0	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4



Notes:

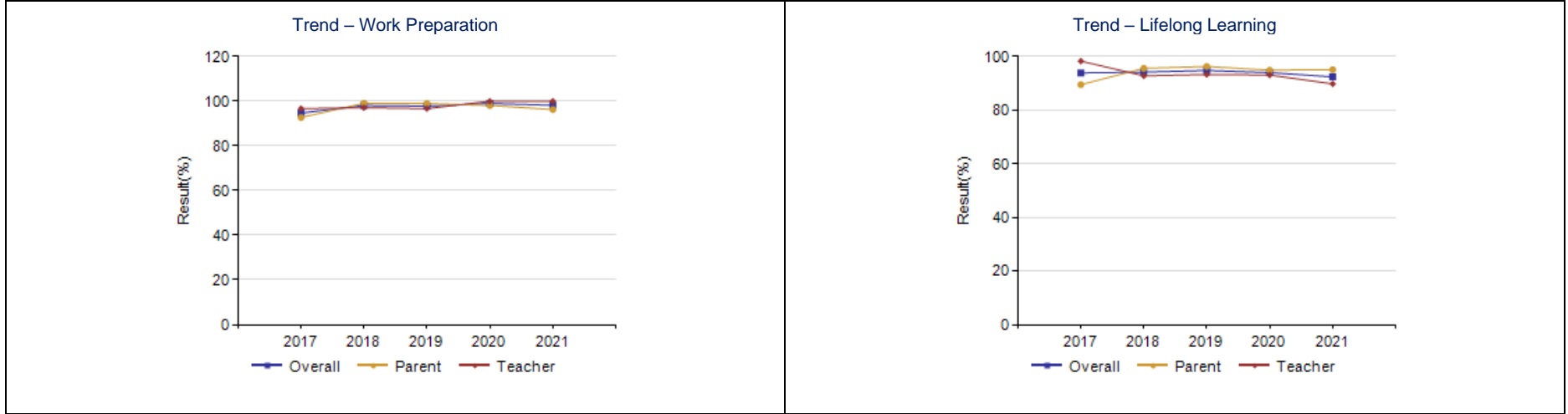
1. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	248	94.7	257	98.1	229	97.8	286	99.0	161	98.2	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	218	92.7	222	99.1	199	99.0	257	98.1	136	96.3	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	30	96.7	35	97.1	30	96.7	29	100.0	25	100.0	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Notes:

1. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	249	93.9	260	94.2	229	94.8	286	94.0	161	92.4	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	219	89.5	225	95.6	199	96.3	257	94.9	136	95.1	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	30	98.3	35	92.8	30	93.3	29	93.1	25	89.8	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Notes:

1. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

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.

Budgeting for the 2020/2021 school year was challenging. Lower-than-expected enrolment led to reduced tuition and Alberta Education funding, while COVID-related programs (including the federal wage subsidy) being paid through resulted in artificially high personnel costs.

		2020/2021 ACTUALS	2020/2021 BUDGET
REVENUE SUMMARY			
Alberta Government		4,886,851	5,055,806
Tuition Fees		1,491,519	1,500,000
Gifts and Donations		1,387,717	1,224,000
Other Income		441,278	425,000
Capital - Amortization		37,442	37,442
Total Revenues		8,224,807	8,242,248
EXPENDITURE SUMMARY			
Salaries & Benefits		6,394,388	6,118,567
Services, contracts & supplies		1,520,833	1,494,033
Capital and debt services		428,142	383,000
Bad Debt Recovery		-24,498	
Total Expenditures		8,318,867	7,995,600

In the 2020-2021 school year, Calvin Christian School had an operating deficit of \$74,060. Inclusion of \$386,191 amortization, a non-cash item, results in a net surplus of \$312,131. An expected capital expenditure on a school bus was delayed from the supplier; this year's work on our major capital project, a new welding shop addition was able to be funded using operating cash flows. We expect to use some of the reserve amounts next year to complete the welding shop project. To date we have \$2,300,000 in Capital Reserves and \$2,000,000 in Operating Reserves.

Full audited financial statements were presented at the Annual General Meeting on November 4, 2021.

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 November 4, 2021. Copies are available from the school upon request at any time during the year.