

CALVIN CHRISTIAN SCHOOL

ANNUAL EDUCATION RESULTS REPORT

on the 2023/2024 school year



November 2024

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, 2023, our enrolment stood at 794 students. On June 28, 2024, 40 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 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023/2024 was approved by the Board on Nov. 19, 2024.



Board Chair



Principal

Trends, Issues, and Noteworthy Events

During the summer of 2023, CCS was privileged to welcome educators from across North America and beyond as we took our turn to host the NRCEA Teacher's Convention. We appreciate the hospitality shown by our community and have profited from a range of topics and discussions that re-affirmed the bond we share with our sister schools despite the distances separating us: a desire to see children and youth educated and brought up in accordance with the holy Word of God and the Reformed doctrines based upon it.

We had the privilege throughout the year of having God's Word shared with us by four local pastors – Rev. Kleijer for the first time, and Rev. G.M. de Leeuw for the last time, along with Rev. Adams and Rev. den Hollander. Whether addressing “the fear of the Lord,” Samuel's youthful instruction, or events in the church calendar, we value these opportunities to experience the link with our supporting churches.

Along with assemblies from time to time, Biblical instruction is a daily feature of school life as well. Whereas most of our teachers have been trained at secular institutions, the NRCEA is working on a series of Biblical foundations courses to strengthen school staff in this area. The modules of professional development from the NRCEA that we were engaged in this year related to ‘telling a Bible story’ in lower grades, and planning of Bible instruction in secondary classes. We appreciate the facilitation provided by our NRCEA coordinator, Mr. Paul Verhoef, in these endeavours. Our desire, of course, is that Biblical norms and values be featured throughout school life, not just in Bible courses. While our ‘core values’ no longer receive the same explicit attention as they did in a couple of introductory years, we hope that they may remain a touchstone for all in our community, as a summary of how our mission is displayed in practice.

One of the ways our values are put into action is through service to others. We are thankful for the generosity of our students and families, displayed once again through collections for the Food Bank, pro-life, Ronald McDonald House, TBS, and NAGM. We try to use fundraisers as educational opportunities for our students about needs in the world around us, and our duty to contribute in church and community. Contributions also take place through high school community service activities, and community involvement in Highway Cleanup.

We were privileged this year to take part in what hopefully will become a regular event: a student exchange with other NRCEA schools. For this first occasion, we welcomed guests from Rehoboth (Ontario) and Mount Cheam (BC) Christian Schools, and several of our students visited those schools – an insightful opportunity, and one that helps to bind us across the NRCEA. An intern teacher from Rehoboth also joined us for a practicum, and two Dutch intern teachers contributed their talents to our school for several months as well.

As usual, we were able to welcome local community members to school for various events throughout the year. The School Market and Auction, the CCS Showcase, choir and instrumental programs, along with Parent-Teacher Conferences, are always appreciated as opportunities to connect with parents, grandparents, and other supporters in various ways. This year we also hosted a middle school information evening for the first time, as well as an information evening about the hybrid program for grades 11-12. Elementary students enjoyed the opportunity to learn from community members in our inaugural ‘Safety Day.’ A presentation about social media by the Modern Media Committee provided instruction both for older students and adults.

Several parents and staff members took part in a session to provide input into Alberta Education's planned updates to the Social Studies curriculum, while others contributed feedback through a survey. The biggest change in connection with Alberta Education this year, though, was in terms of funding. Our shop instructors successfully applied for grants to improve our trades offerings through Dual Credit programming. Even more significantly, independent schools were eligible for provincial transportation funding for the first time. Considering the importance of bussing to the operation of our school, this made a meaningful difference to our school finances.

While not without concerns, then – including an ongoing need for additional staff – we have much to be thankful for as we reflect on another year of Christian education. May the outward support and provision truly humble us, and motivate us to continual prayer that an *inward* blessing be experienced by young and old in this place the Lord has given us.

Goal 1: Provide Excellent Christian Education

Literacy & Numeracy Screening Results

Students in grades 1-3, plus grade 4 students previously identified as at-risk, were assessed with Alberta Education-provided screening instruments:

- For literacy, the Castles and Colheart 3 (CC3) Assessment (Grade 1 in January & June 2024; Grades 2-4 in September 2023 & June 2024) and the Letter Name-Sound (LeNS) Assessment (Grade 1 in January & June 2024; Grade 2 in Sept. 2023 & June 2024).
- For numeracy, provincial screening assessments in Sept. 2023 for grades 2-4; Jan. 2024 for Grade 1; and June 2024 for Gr. 1-4.

	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	79	0 (CC3); 20 (LeNS)	0 (CC3); 1 (LeNS)	N/A	N/A
Grade 2	74	0	1 (CC3); 0 (LeNS)	N/A	N/A
Grade 3	65	1	1	10.0	N/A
Grade 4	11	1	1	18.2	N/A
Numeracy					
Grade 1	79	7	5	5.3	2.6
Grade 2	74	3	3	7.2	-0.6
Grade 3	65	3	11	7.4	2.1
Grade 4	17	3	2	10+	N/A

No students were identified as ‘at-risk’ in both administrations of the provincial literacy assessment. Overall, local classroom measures are more informative about students at risk in literacy and numeracy. These students are supported by additional teacher attention 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. Weaker 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 the Accelerated Reader program. Grade 2 additionally makes use of Complete Reading to support literacy instruction. Group pull-out programming for numeracy was not found to be effective, so numeracy interventions are more individualized.

A pilot of adaptive MAP testing was completed in elementary grades, with the intent to use this for normed assessment in future years.

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.

Grade 6 & 9 Provincial Achievement Tests

		Results (in percentages)									
		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
Social Studies 6	Authority	Provincial Achievement Tests were not administered in 2020 or 2021.				94.2	39.1	93.4	36.1	92.9	32.9
	Province					67.8	20.1	66.2	18.0	68.5	19.8
English Language Arts 9	Authority					81.8	10.9	75.5	0.0	83.7	14.3
	Province					69.6	12.9	71.4	13.4	69.5	11.8
Mathematics 9	Authority					67.3	17.3	50.0	1.9	59.6	6.4
	Province					53.0	16.7	54.4	13.5	52.7	14.0
Science 9	Authority					85.2	25.9	84.9	13.2	81.3	18.8
	Province					68.0	22.6	66.3	20.1	67.6	20.8
Social Studies 9	Authority					72.2	16.7	83.0	11.3	78.7	17.0
	Province					60.8	17.2	58.4	15.9	60.5	15.8

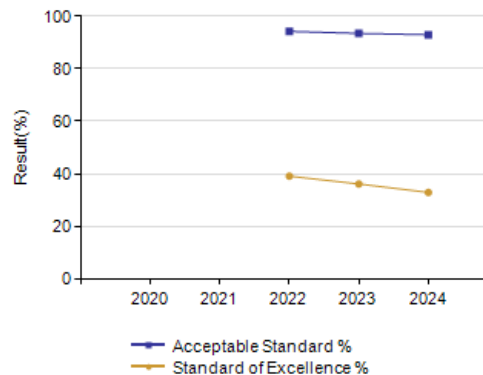
Notes:

1. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, and by fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time.
3. 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.

Grade 6 Achievement Tests:

Due to curriculum changes and piloting / optional implementation, the only grade 6 PAT administered in 2023-2024 was Social Studies 6.

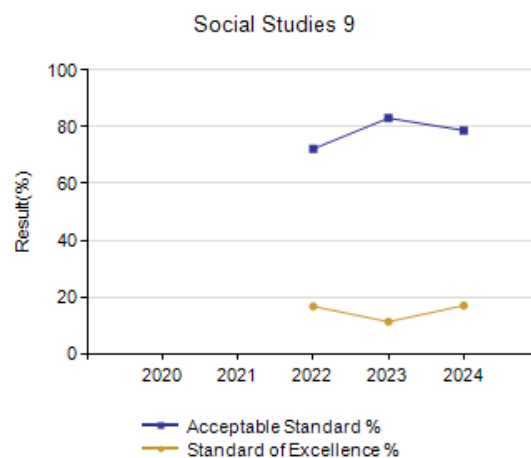
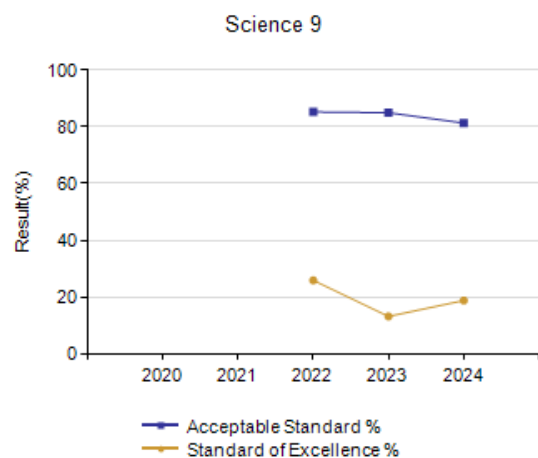
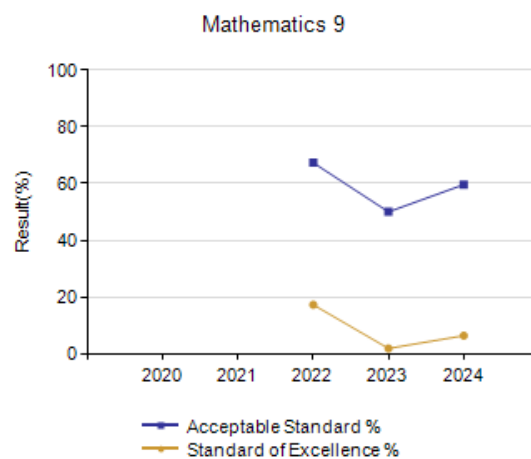
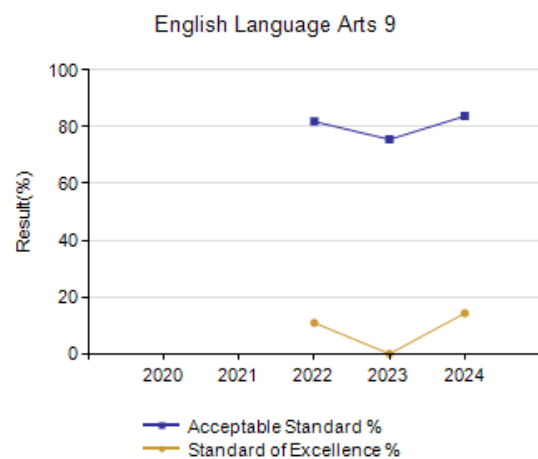
Social Studies 6



Measure Evaluation by Course – Gr. 6 PATs

Course	Measure	Achievement	CCS 2024		AB 2024
			N	%	%
Social Studies 6	A	Very High	70	92.9	68.5
	E	Very High	70	32.9	19.8

Graphs of Grade 9 Achievement Test Results by Course:



Measure Evaluation by Course – Gr. 9 PATs

Course	Measure	Achievement	CCS 2024		AB 2024
			N	%	%
English Language Arts 9	A	Intermediate	49	83.7	69.5
	E	Intermediate	49	14.3	11.8
Mathematics 9	A	Low	47	59.6	52.7
	E	Very Low	47	6.4	14.0
Science 9	A	Very High	48	81.3	67.6
	E	Very High	48	18.8	20.8
Social Studies 9	A	High	47	78.7	60.5
	E	Intermediate	48	17.0	15.8

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

We were glad to see an overall increase in the proportion of students achieving the ‘standard of excellence’ on Grade 9 PATs. Results for this year (based on total student enrolment) are affected somewhat by a larger-than-usual number of grade 9 students excused from writing PATs. The low results in math are especially due to the non-calculator component of the exam, pointing to a need for increased emphasis on mental math. Staffing shortages in high school do also continue to impact the provision of a stable program, particularly in Math and ELA 9.

Grade 12 Diploma Exams

		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	Diploma Exams were not administered in 2020, 2021, or January 2022.	97.4	17.9	100.0	0.0	91.7	0.0			
	Province		78.8	9.4	83.7	10.5	84.2	10.1			
English Lang Arts 30-2	Authority		91.7	8.3	94.1	0.0	100.0	12.5			
	Province		80.8	12.3	86.2	12.7	85.7	12.9			
Mathematics 30-1	Authority		n/a	n/a	68.8	6.3	76.5	17.6			
	Province		63.6	23.0	70.8	29.0	75.4	34.9			
Social Studies 30-1	Authority		Diploma Exams were administered in June 2022 but their weighting was reduced (to 10% from 30%) relative to school course grades. In 2022-2023, Diploma Exam weighting was reduced to 20%. In 2023-2024, Diploma Exam weighting returned to the previous 30%.	76.9	2.6	77.3	0.0	83.3	4.2		
	Province			81.5	15.8	83.5	15.9	85.2	18.7		
Social Studies 30-2	Authority			100.0	0.0	68.8	0.0	93.8	18.8		
	Province			72.5	13.2	78.1	12.3	77.6	12.7		
Biology 30	Authority			90.0	30.0	100.0	50.0	76.5	0.0		
	Province			74.3	25.2	82.7	32.8	83.1	33.7		
Chemistry 30	Authority			n/a	n/a	100.0	25.0	85.7	21.4		
	Province			77.1	31.1	80.5	37.0	82.9	38.0		

Notes:

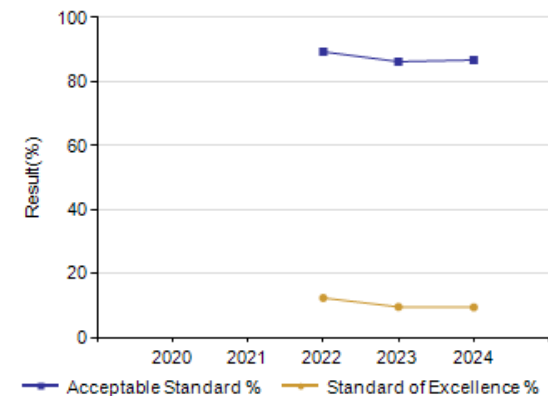
1. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Overall summary of Grade 12 Diploma Exam results:

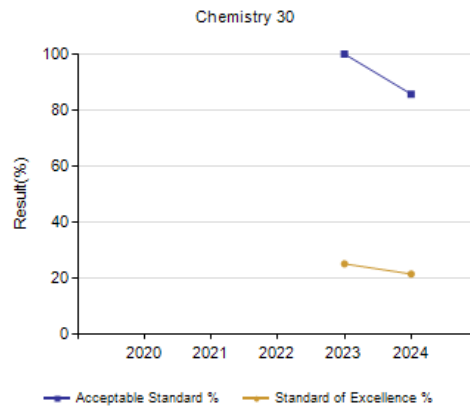
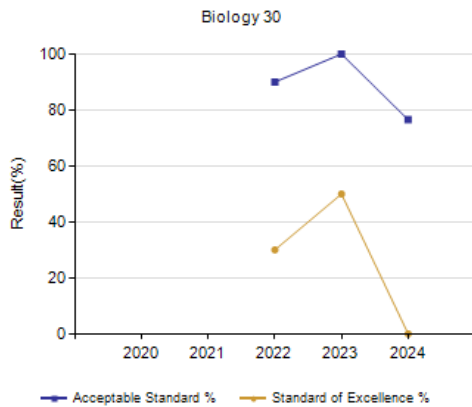
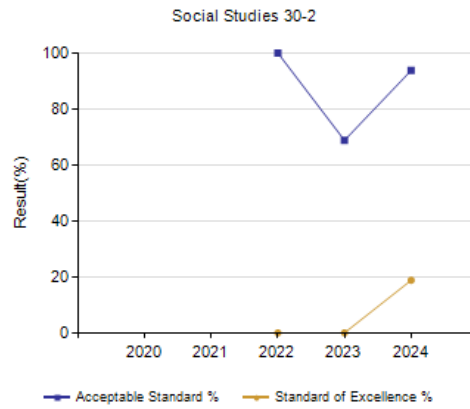
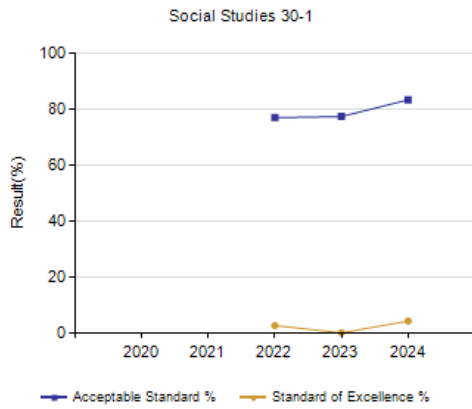
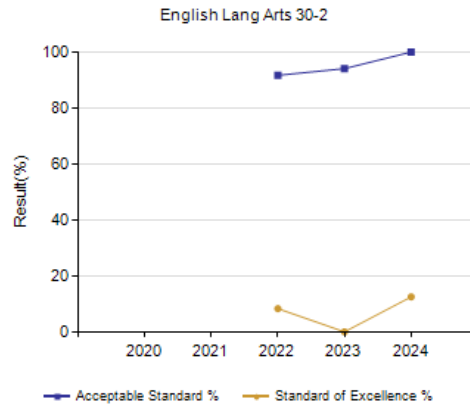
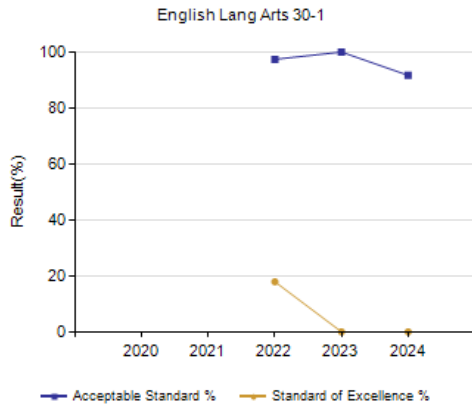
Measure	CCS		Alberta	
	Current Result	Prev Year Result	Current Result	Prev Year Result
Diploma: Acceptable	86.7	86.2	81.5	80.3
Diploma: Excellence	9.4	9.5	22.6	21.2

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, and also likely to staff turnover in some diploma examination courses.

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.

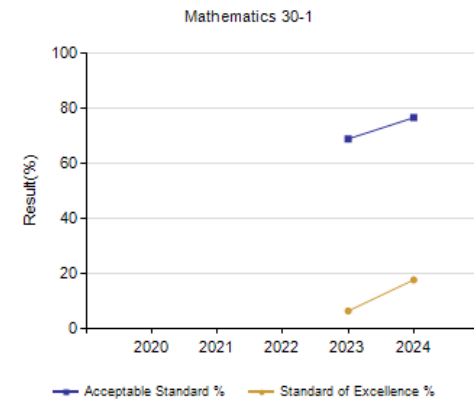


Graphs of Diploma Examination Results by Course



Measure Evaluation by Course –
Gr. 12 Diploma Exams

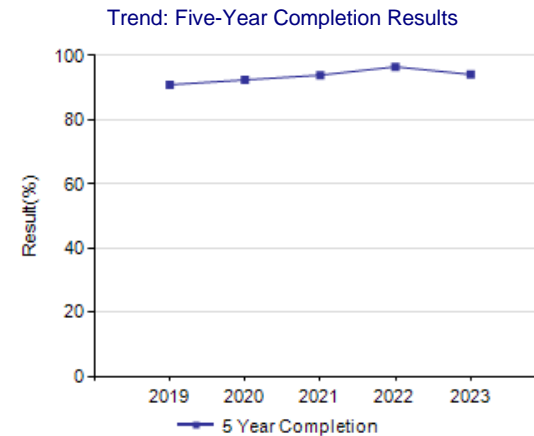
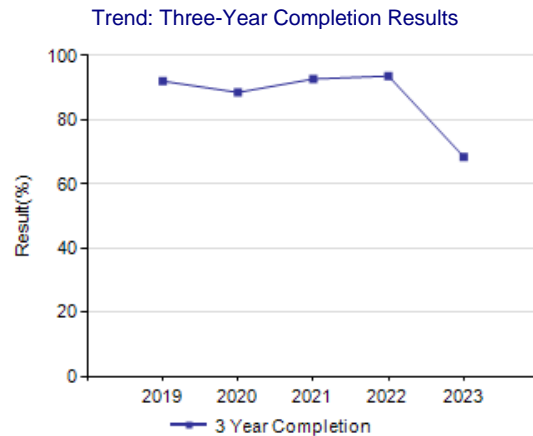
Course	Measure	Achievement	CCS 2024		AB
			N	%	%
English Lang Arts 30-1	A	High	24	91.7	84.2
	E	Very Low	24	0.0	10.1
English Lang Arts 30-2	A	Very High	16	100.0	85.7
	E	Intermediate	16	12.5	12.9
Mathematics 30-1	A	n/a	17	76.5	75.4
	E	n/a	17	17.6	34.9
Social Studies 30-1	A	Intermediate	24	83.3	85.2
	E	Low	24	4.2	18.7
Social Studies 30-2	A	Very High	16	93.8	77.6
	E	High	16	18.8	12.7
Biology 30	A	Low	17	76.5	83.1
	E	Very Low	17	0.0	33.7
Chemistry 30	A	Very High	14	85.7	82.9
	E	Intermediate	14	21.4	38.0



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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	62	92.0	52	88.5	63	92.7	57	93.6	53	68.4	Low	Declined Significantly	Concern	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	63	90.9	62	93.9	52	96.5	63	92.5	57	93.5	Very High	Maintained	Excellent	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	54	90.9	63	92.4	62	93.9	52	96.5	63	94.1	Very High	Maintained	Excellent	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

The cohort of students entering grade 10 in 2020 were most directly impacted by COVID disruptions as they began high school, and a significant number of students left that year. Our move to a ‘hybrid’ online program for 2023-2024, due to shortage of teaching staff, led to several more students ending their secondary studies.

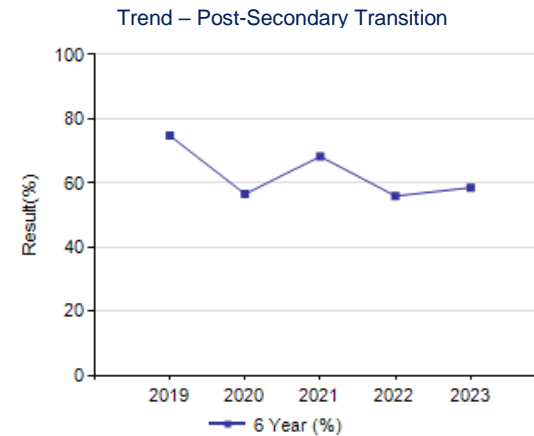
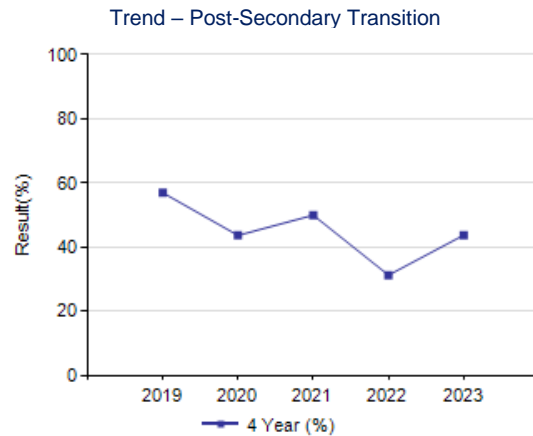


Drop Out Rate – annual dropout rate of students aged 14 to 18

	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	%
Drop Out Rate	234	1.5	231	1.5	224	1.4	219	2.5	203	1.8	Very High	Maintained	Excellent	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5

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

	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	%
4 Year Rate	63	56.9	62	43.6	52	49.9	63	31.2	57	43.7	Intermediate	Maintained	Acceptable	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Rate	61	74.7	54	56.5	63	68.2	62	55.9	52	58.5	Intermediate	Maintained	Acceptable	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1



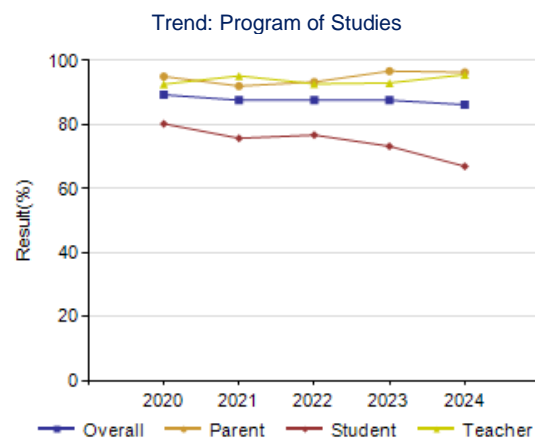
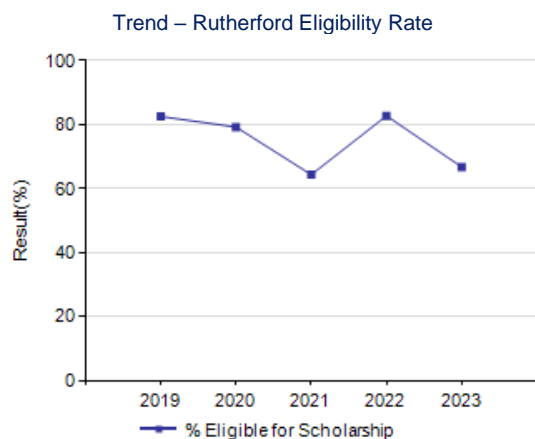
Many of our students traditionally choose life or career paths that prioritize family formation or experiential learning over post-secondary achievement. This existing reality was exacerbated by post-secondary institutions' COVID policies, which have affected program choices and completion among our graduates. We expect a further drop next year due to the 2020/2021 Grade 10 cohort appearing in the 4-year trend data.

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

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	57	82.5	48	79.2	56	64.3	52	82.7	39	66.7	Intermediate	Maintained	Acceptable	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7

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
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
2023	39	24	61.5	21	53.8	16	41.0	26	66.7



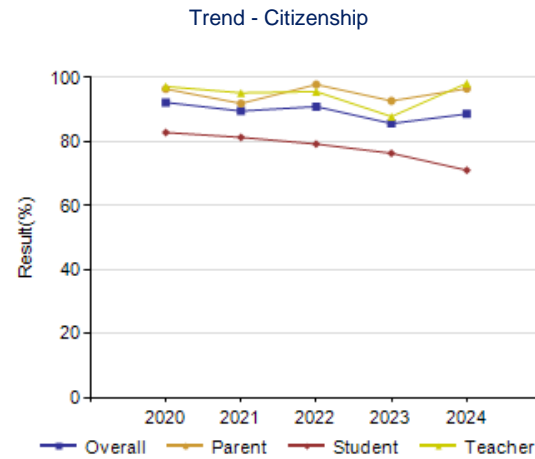
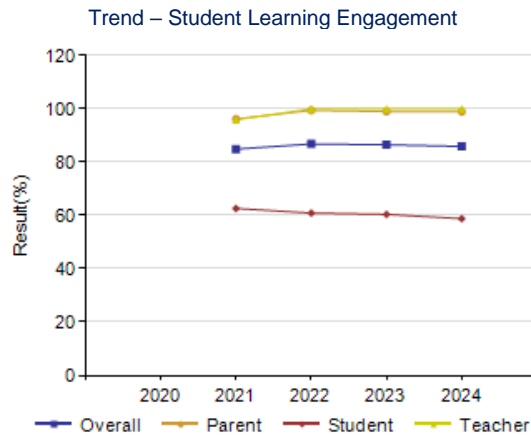
Program of Studies – Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	605	89.3	480	87.6	485	87.6	451	87.6	451	86.2	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	270	95.0	140	92.0	155	93.3	130	96.7	149	96.3	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	306	80.2	315	75.7	298	76.7	288	73.2	269	66.9	Intermediate	Declined Significantly	Issue	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	29	92.6	25	95.2	32	92.7	33	93.0	33	95.6	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

In the 2023-2024 school year, staffing shortages led to non-academic Grade 11 & 12 courses being available only online as part of a 'hybrid' program.

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	669	84.9	693	86.8	644	86.5	642	85.9	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	140	96.2	155	99.4	130	99.0	149	98.9	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	504	62.6	506	60.9	481	60.4	460	58.8	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	25	95.9	32	100.0	33	100.0	33	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1



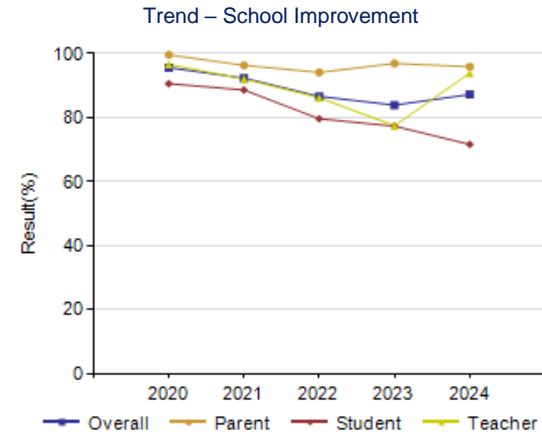
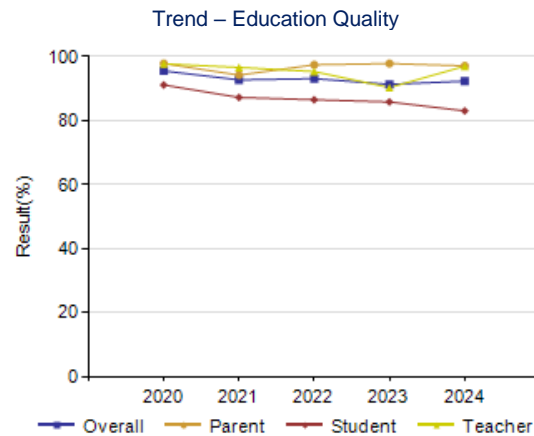
Citizenship – Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	794	92.2	668	89.5	694	90.9	646	85.6	640	88.6	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	270	96.4	140	91.9	155	97.8	130	92.7	149	96.5	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	495	82.8	503	81.3	507	79.2	483	76.3	458	71.0	High	Declined Significantly	Issue	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	29	97.2	25	95.2	32	95.6	33	87.8	33	98.2	Very High	Improved	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	794	95.5	668	92.7	695	93.1	646	91.3	645	92.3	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	270	97.8	140	94.2	155	97.4	130	97.8	149	97.1	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	495	91.1	503	87.2	508	86.5	483	85.8	463	83.0	Low	Declined	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	29	97.7	25	96.6	32	95.3	33	90.3	33	97.0	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	791	95.6	659	92.3	681	86.6	633	83.9	635	87.2	Very High	Improved	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	267	99.6	135	96.3	153	94.1	129	96.9	148	95.9	Very High	Maintained	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	495	90.6	499	88.6	499	79.6	473	77.3	454	71.6	Low	Declined Significantly	Concern	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	29	96.6	25	92.0	29	86.2	31	77.4	33	93.9	Very High	Improved	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	286	99.0	161	98.2	181	97.4	157	98.0	180	98.3	Very High	Maintained	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	257	98.1	136	96.3	150	98.0	125	99.2	147	96.6	Very High	Declined	Good	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	29	100.0	25	100.0	31	96.8	32	96.9	33	100.0	Very High	Improved	Excellent	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7



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

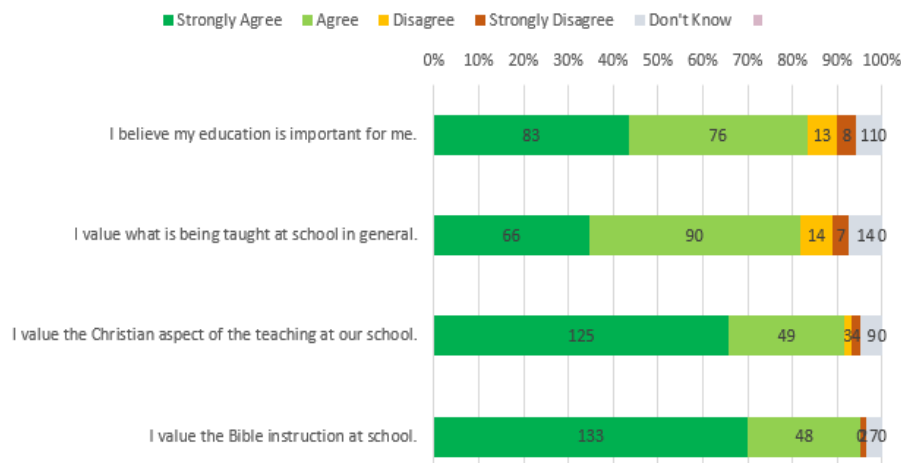
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	286	94.0	161	92.4	187	92.6	159	91.3	179	96.6	Very High	Improved	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	257	94.9	136	95.1	155	98.1	126	97.4	146	96.6	Very High	Maintained	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	29	93.1	25	89.8	32	87.1	33	85.2	33	96.7	Very High	Improved	Excellent	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

Outcome: Student internalization of Christian worldview

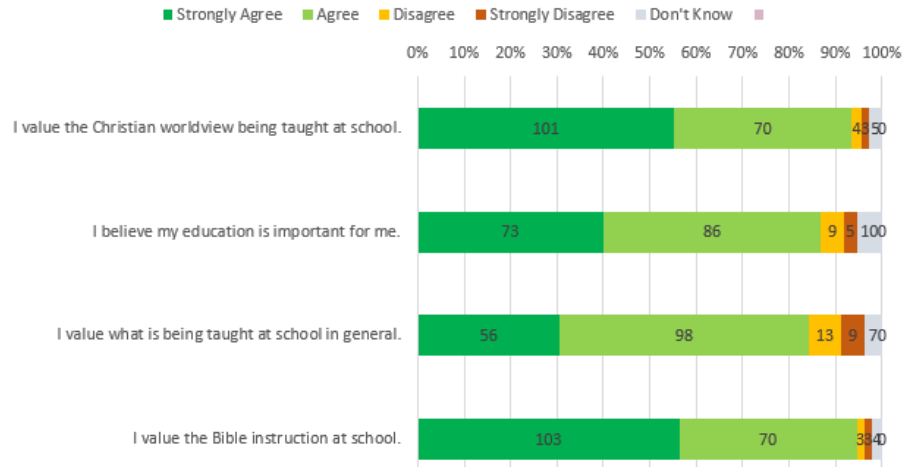
Analysis of the middle & high school Bible program confirmed that dogmatics themes are being well-addressed across the years. Adjustments continue, especially to ensure that assessment is aligned with these key themes. A new focus this year was the development of a ‘key terms’ document for teacher and student reference, which has been refined and will be shared with students next year.

Internal surveys indicate that students overwhelmingly value the Biblical aspects of instruction at our school, even more than educational outcomes in general:

Value School Outcomes, Middle School



Value School Outcomes, High School



Goal 2: Nourish Individuals

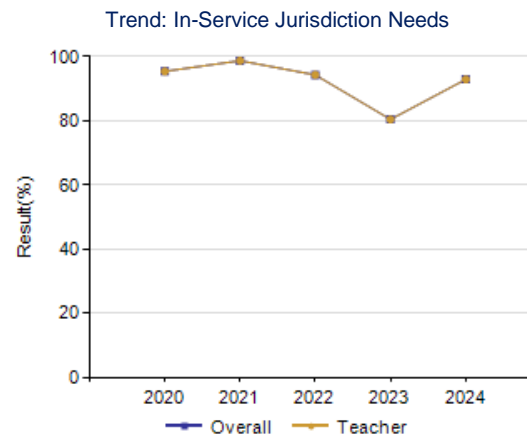
Overall, student survey results reflect a less positive picture of the school environment than do parent and teacher responses. We have made a point of sharing survey results (particularly from our internal student survey) with students, and this has perhaps drawn more attention to some areas for growth. Selected middle school students participated in ‘snack with the VP’ sessions: one about transition to middle school, and one about bullying in middle school. We hope to follow up with high school focus groups next year and seek further insight into what’s behind some of these responses. Behaviours that undermine respectful learning environments did become more of a focus especially over the second part of the year; addressing these matters will be a focus in the coming year, and hopefully will lead to a more positive student experience as well.

Internal staff surveys continue to demonstrate a high degree of satisfaction with supports provided. As seen in a number of survey items above, teacher responses are again in close alignment with parent responses on a number of items including ‘school improvement’. We are once again thankful for the positive cooperation and mutual support shown in covering staff absences and emergent challenges.

A new staff committee was formed to maintain a connection with alumni who are pursuing education degrees. We were glad to have good participation in several events, and a number of pre-service teachers joining the summer NRCEA conference as well.

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.

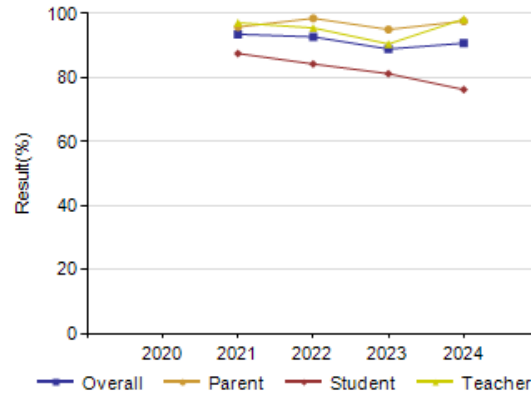
	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	29	95.4	25	98.7	30	94.3	31	80.4	33	92.9	Very High	Maintained	Excellent	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	29	95.4	25	98.7	30	94.3	31	80.4	33	92.9	Very High	Maintained	Excellent	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1



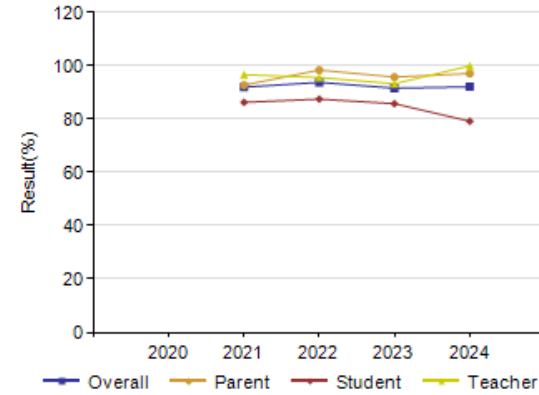
Welcoming, Caring, Respectful and Safe Learning Environments – Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	669	93.5	693	92.7	646	88.9	644	90.7	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	140	95.8	155	98.5	130	95.0	149	97.6	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	504	87.5	506	84.2	483	81.2	462	76.2	n/a	Declined Significantly	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	25	97.1	32	95.5	33	90.5	33	98.3	n/a	Improved	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Trend – Welcoming, Caring, Respectful and Safe Learning Environments



Trend – Access to Supports & Services



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.

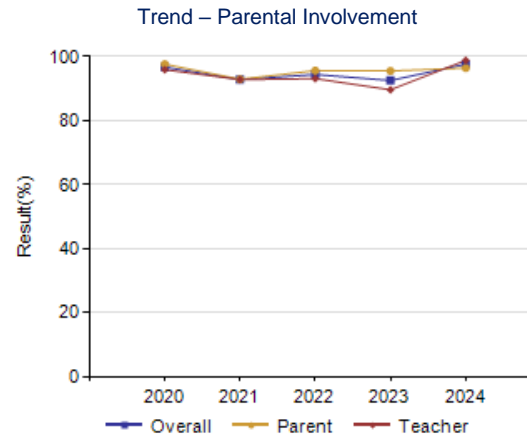
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	668	92.0	692	93.8	645	91.6	640	92.1	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	140	92.8	155	98.4	130	95.8	149	97.1	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	503	86.3	505	87.5	482	85.8	458	79.2	n/a	Declined Significantly	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	25	96.7	32	95.6	33	93.3	33	100.0	n/a	Improved	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Goal 3: Strengthen Community

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. Post-event surveys and conversations indicate that these opportunities are valued.

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	299	96.7	165	92.8	186	94.4	163	92.5	182	97.6	Very High	Improved	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	270	97.6	140	92.9	154	95.6	130	95.5	149	96.4	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	29	95.9	25	92.8	32	93.1	33	89.6	33	98.8	Very High	Improved	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



Goal 4: Adapt Infrastructure to support our work

Financial controls and separation of duties were more formally implemented and documented this year, with newly-required governance and financial policies developed in preparation for Sept. 2024.

Following member approval in October 2023, planning continued for addition of a new gym with commercial kitchen. Building committee incorporated feedback from staff and user groups to develop a costed proposal for the 2024 society AGM. Our Operations Manager once again played a vital role in ensuring that necessary information was available and communications took place.

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.

Access to provincial transportation funding was a very significant change for us in the 2023-2024 year, especially given the importance of transportation to our budget. The budget flexibility provided by having transportation costs essentially covered by provincial funding meant that the Board could provide cost-of-living increases to staff wages while also reducing tuition fees for parents. Strong fundraising and donation support meant that a significant surplus was available to be dedicated to our capital reserve fund for anticipated building projects.

In the 2023-2024 school year, Calvin Christian School had an operating surplus of \$838,102. Inclusion of \$399,748 amortization (a non-cash item) results in a net cash surplus of \$1,237,850. Capital expenditures in the 2023-24 school year included one school bus, several furniture and equipment upgrades, building security enhancements, and further building and grounds improvements.

Full audited financial statements were presented at the Annual General Meeting on October 24, 2024.

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 24, 2024. Copies are available from the school upon request at any time during the year.

	2023-2024 BUDGET	2023/2024 ACTUALS
REVENUE SUMMARY		
Alberta Government	6,028,897	6,249,967
Tuition Fees	1,450,000	1,450,628
Gifts and Donations	1,400,000	1,547,414
Other Income	717,500	849,547
Total Revenues	9,596,397	10,097,556
EXPENDITURE SUMMARY		
Salaries & Benefits	7,237,825	7,208,236
Services, contracts & supplies	1,690,000	1,649,887
Other	5,000	1,583
Total Expenditures	8,932,825	8,859,706

Overall AEAM Summary

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Calvin Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.9	86.5	86.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.6	85.6	88.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	68.4	93.6	91.6	80.4	80.7	82.4	Low	Declined Significantly	Concern
	5-year High School Completion	94.1	96.5	94.3	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	92.9	93.4	93.4	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	32.9	36.1	36.1	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	75.5	73.7	73.7	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	13.9	7.0	7.0	15.4	15.5	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	86.7	86.2	86.2	81.5	80.3	80.3	High	Maintained	Good
Diploma: Excellence	9.4	9.5	9.5	22.6	21.2	21.2	Very Low	Maintained	Concern	
Teaching & Leading	Education Quality	92.3	91.3	92.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	88.9	90.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	92.1	91.6	92.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	97.6	92.5	93.5	79.5	79.1	78.9	Very High	Improved	Excellent

Notes:

- 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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.
- 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 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Calvin Christian School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	26.6	0.0	n/a	52.7	3.5	n/a	Very Low	n/a	n/a
Drop Out Rate	1.8	2.5	1.8	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	92.9	80.4	87.4	81.1	82.2	83.0	Very High	Maintained	Excellent
Lifelong Learning	96.6	91.3	91.9	79.9	80.4	80.7	Very High	Improved	Excellent
Program of Studies	86.2	87.6	87.6	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	91.7	91.4	92.7	80.6	81.2	81.5	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	66.7	82.7	75.4	70.7	71.9	70.0	Intermediate	Maintained	Acceptable
Safe and Caring	91.9	91.9	93.0	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	90.3	87.6	88.5	71.9	72.9	72.7	Very High	Improved	Excellent
School Improvement	87.2	83.9	85.2	75.8	75.2	74.7	Very High	Improved	Excellent
Transition Rate (6 yr)	58.5	55.9	60.2	60.1	59.7	60.0	Intermediate	Maintained	Acceptable
Work Preparation	98.3	98.0	97.7	82.8	83.1	84.0	Very High	Maintained	Excellent

The basis of the 'Measure Evaluation' by Alberta Education is laid out in [this reference document](#).