CALVIN CHRISTIAN SCHOOL

ANNUAL EDUCATION RESULTS REPORT

on the 2025/2026 school year

November 2026

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 seven 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, 2025, our enrolment stood at 817 students. On June 26, 2026, 43 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 2025/2026 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Independent 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 2025/2026 was approved by the Board on Nov. 17, 2026.

Board Chair

Principal

Trends, Issues, and Noteworthy Events

The social and political world of Alberta impacted our school more than usual this year. An ATA strike in the fall disrupted classes in most schools across the province. We were thankfully able to continue with classes as normal, but the January PATs and Diploma Exams were cancelled also for our students, and we replaced them with internal final exams. During the strike, independent schools became the target of a provincial defunding campaign and petition. The petition didn't get enough support to move forward, but media coverage and polling showed clearly that there is little understanding among the public about the place and value of independent schools in our province. Hopefully some of the initiatives developed to respond to the petition – research confirming the financial benefits of school choice, the establishment of various public advocacy groups, and new campaigns and resources from AISCA – will continue to have positive effects into the future. Despite the public agitation, we are thankful that government support for school choice remains strong.

The lives of all our students and staff were spared through this year, though there were times of mourning for families within our community. There were also students who passed away in sister NRCEA schools, which made all the more poignant the anniversaries of our own students' deaths the previous year. We were led to reflect on the brevity of life and the reactions to these losses in an assembly led by Rev. Adams in the spring. He also joined us for other assemblies throughout the year, as did Rev. Kleijer and Rev. den Hollander. Whether for special school themes, for events in the liturgical year, or for free topics, we are thankful for our local pastors' willingness to join us and reinforce the school's connection with our supporting churches.

In addition to our ministers, we were privileged to have a variety of other speakers and organizations present to our students as well. Student and community presentations in the fall laid out God's good design revealed through Biblical teaching about men and women, marriage and family. Given increasing attacks on the order of creation in our time, this was timely; so too was a presentation about a Christian response to AI. Later in the year, representatives from the Canadian Lord's Day Association explained how their Bible course ministers to prisoners, and a presentation from Ezra for Israel gave insight into how this Synodical committee is seeking to fulfil its mandate to connect with the Jewish people.

Both of these last two assemblies served as springboards for fundraisers to help support the efforts of these important organizations. The newly established Kavana Community Care Center was also a fundraising target. Also supported was Lethbridge and District Pro-Life, as part of a student-led "Life Week" that also saw a flag display erected in view of the highway to draw attention to the ongoing tragedy of abortion in Canada. As usual, elementary took part in monthly fundraising for our Bolivia mission. Food drives for the Food Bank and various community service initiatives gave further opportunities to share some of our many blessings for the benefit of our neighbours.

By the spring, it became increasingly clear that staffing shortages would be a major concern for the coming year. A parent survey and two community meetings were held to discuss the situation and try to find the best way forward. With parents indicating a desire to see a K-12 program continue, even if limited, plans were developed to implement that as much as possible and to find suitable DL options where necessary. At the same time, attention was devoted to addressing policy & procedural concerns, and to strengthening the student behaviour support and discipline system especially in secondary. We hope that these efforts may be blessed to enable the continued successful operation of our school.

Goal 1: Provide Excellent Christian Education

Literacy & Numeracy Assessment Results

Students in grades 1-3 were assessed with Alberta Education-provided screening instruments in September 2025 and/or January 2026 (initial assessment) and in June 2026 (final assessment).

- For literacy, the Phonological Awareness Screening Test (PAST) and Rapid Automatized Naming (RAN) assessment for Kindergarten and Grade 1; the Castles and Coltheart 3 (CC3) Assessment and the Letter Name-Sound (LeNS) Assessment for Grades 1-3.
- For numeracy, the provincial numeracy screening assessment.

	Total number of students initially assessed	Total number of students identified as requiring additional supports on initial assessment	Total number of students identified as requiring additional supports on final assessment		Total number of students initially assessed	Total number of students identified as requiring additional supports on initial assessment	Total number of students identified as requiring additional supports on final assessment
Literacy				**Numeracy**			
Kindergarten	74	0	N/A	Kindergarten	74	20	N/A
Grade 1	74	19	0	Grade 1	74	15	7
Grade 2	63	0	2	Grade 2	63	5	4
Grade 3	79	0	0	Grade 3	79	16	6

Those students identified as requiring additional supports, whether through teacher observation and/or these screening tools, are supported by additional teacher attention during classroom instruction. EA time is allocated to Division 1 classrooms during 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, identified 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.

Elementary assessments

In the absence of grade 3 PATs or other standardized provincial assessments, MAP assessments were carried out throughout elementary. Overall results last year showed us at the 57th percentile for Math and 66th percentile for Reading. The math results appeared to increase nicely, but these percentiles are based on new norms which include the post-Covid slump. Our RIT scores (difficulty level at which students have a 50% probability of answering correctly) stayed quite similar.

After discussion we decided not to extend MAP testing to middle school. New mandatory curricula (K-3 social studies) were implemented, along with optional implementation in grade 5.

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. We therefore have no strategies for improving outcomes, nor for addressing a systemic education gap, for First Nations, Métis and Inuit students. To implement Truth and Reconciliation Commission recommendations, we integrate relevant outcomes and resources throughout K-12 course offerings, and make available relevant professional learning opportunities for staff.

We have too few students with English as an Additional Language enrolled to be able to report data for them separately.

Grade 6 & 9 Provincial Achievement Tests

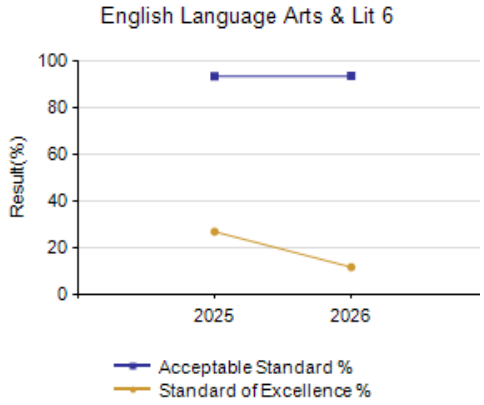
(based on number enrolled)		2022		2023		2024		2025		2026	
		A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	93.3	26.7	93.4	11.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7	71.3	8.9
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	41.7	10.0	86.9	24.6
	Province	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1	53.0	18.3
Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95.1	36.1
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.7	20.7
Social Studies 6	Authority	94.2	39.1	93.4	36.1	92.9	32.9	55.0	28.3	93.4	39.3
	Province	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5	64.5	18.7
English Language Arts 9	Authority	81.8	10.9	75.5	0.0	83.7	14.3	92.6	7.4	75.7	10.8
	Province	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1	70.0	11.4
Mathematics 9	Authority	67.3	17.3	50.0	1.9	59.6	6.4	66.0	12.0	75.0	11.1
	Province	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0	50.7	15.1
Science 9	Authority	85.2	25.9	84.9	13.2	81.3	18.8	94.3	22.6	83.8	10.8
	Province	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1	65.3	20.4
Social Studies 9	Authority	72.2	16.7	83.0	11.3	78.7	17.0	88.7	28.3	74.5	16.4
	Province	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1	57.5	16.3

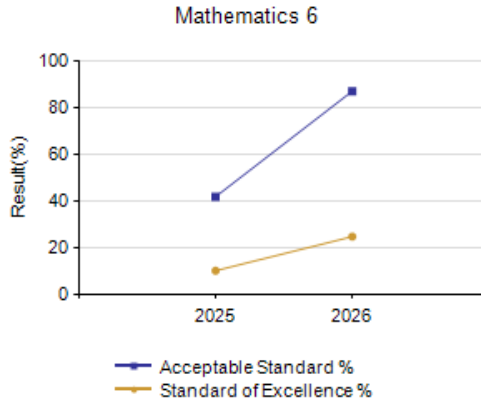
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. “A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement 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 in 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24, and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
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.

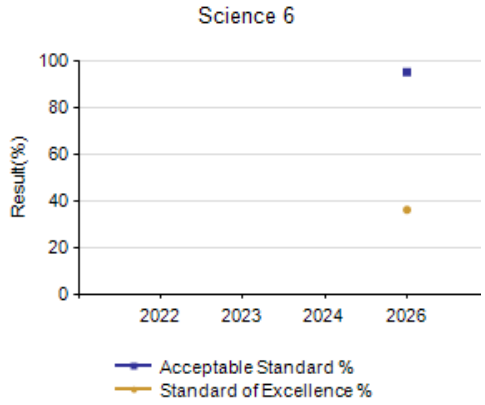
Grade 6 Achievement Test Results

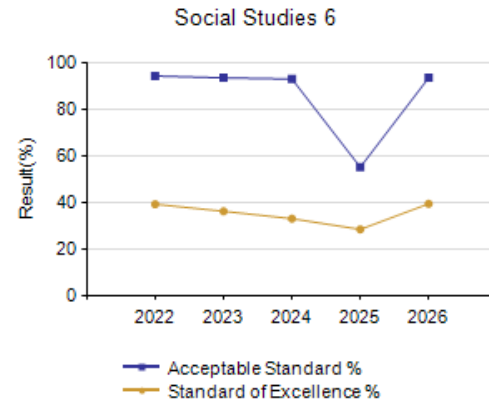
Due to provincial curriculum changes, grade 6 ELA and math PATs were not administered for several years. We are thankful to see that, now that these exams have resumed, our students show strong mastery of the material. Analysis of the ELA 'standard of excellence' results has identified writing as a focus for special attention. (Note that 2025 results for math and social studies appear unusually low due to a high absence rate.)

		Calvin Christian School Society							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts & Lit 6	Acceptable Standard	n/a	Maintained	n/a	61	93.4	60	93.3	63,866	71.3	61,670	69.1
	Standard of Excellence	n/a	Declined Significantly	n/a	61	11.5	60	26.7	63,866	8.9	61,670	12.7
Mathematics 6	Acceptable Standard	n/a	Improved Significantly	n/a	61	86.9	60	41.7	63,820	53.0	61,656	53.1
	Standard of Excellence	n/a	Improved Significantly	n/a	61	24.6	60	10.0	63,820	18.3	61,656	15.1
Science 6	Acceptable Standard	n/a	n/a	n/a	61	95.1	n/a	n/a	63,740	65.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	61	36.1	n/a	n/a	63,740	20.7	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	61	93.4	64	80.4	29,449	64.5	56,171	66.3
	Standard of Excellence	Very High	Maintained	Excellent	61	39.3	64	32.4	29,449	18.7	56,171	18.8





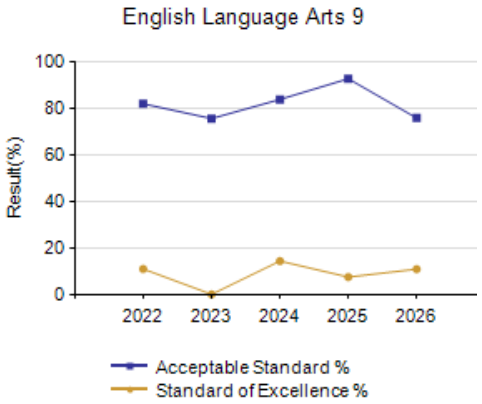


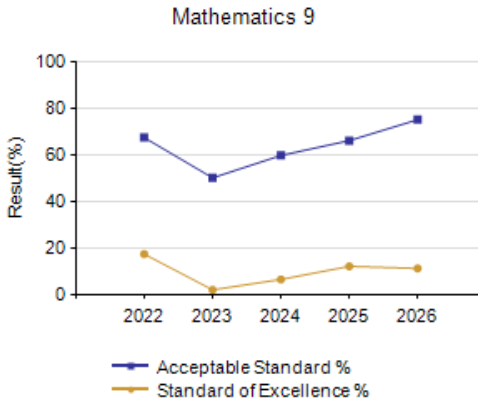


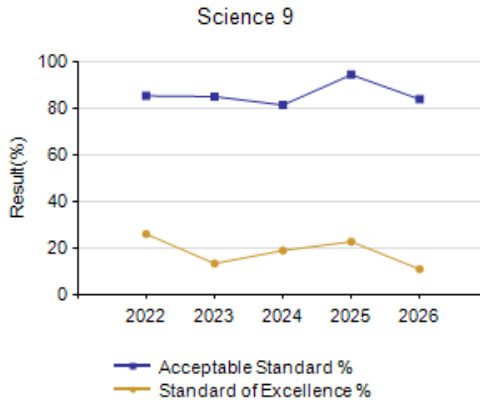
Grade 9 Achievement Test Results

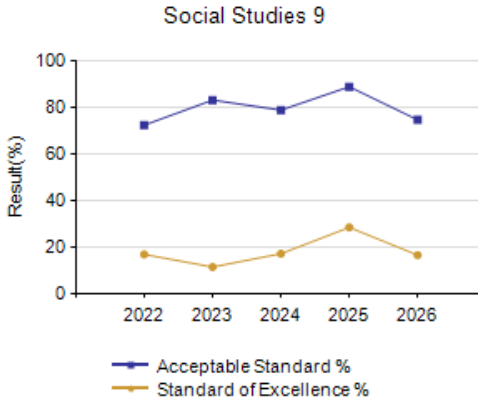
This year's grade 9 PAT results reflect our experience of a somewhat less academic class. We were glad to see some continued gains from a focus on basic math skills; the non-calculator component of the exam continues to pose the greatest challenge for our students.

		Calvin Christian School Society							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	37	75.7	52	83.9	58,077	70.0	58,247	70.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	37	10.8	52	7.2	58,077	11.4	58,247	12.1
Mathematics 9	Acceptable Standard	High	Improved	Good	36	75.0	50	58.5	56,398	50.7	57,645	52.9
	Standard of Excellence	Low	Maintained	Issue	36	11.1	50	6.8	56,398	15.1	57,645	13.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	37	83.8	51	86.8	54,620	65.3	58,279	67.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	37	10.8	51	18.2	54,620	20.4	58,279	20.7
Social Studies 9	Acceptable Standard	High	Declined	Acceptable	55	74.5	51	83.5	55,336	57.5	58,302	59.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	55	16.4	51	18.9	55,336	16.3	58,302	16.3









Grade 12 Diploma Exams

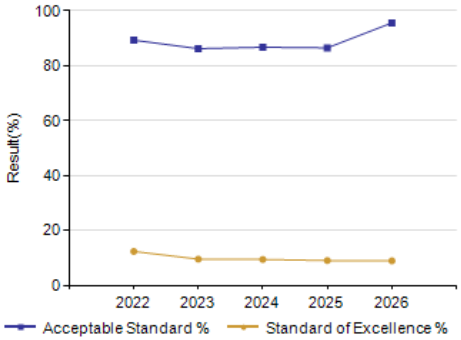
Diploma Exam Results By Students Writing Measure History													
	Calvin Christian School Society					Measure Evaluation			Alberta				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	51	38	40	39	37	n/a	n/a	n/a	58,444	67,294	72,444	78,236	69,902
Acceptable Standard %	89.3	86.2	86.7	86.5	95.6	n/a	n/a	n/a	75.2	80.3	81.5	82.0	80.2
Standard of Excellence %	12.3	9.5	9.4	9.0	8.9	n/a	n/a	n/a	18.2	21.2	22.6	23.0	22.9

Overall summary of Grade 12 Diploma Exam results:

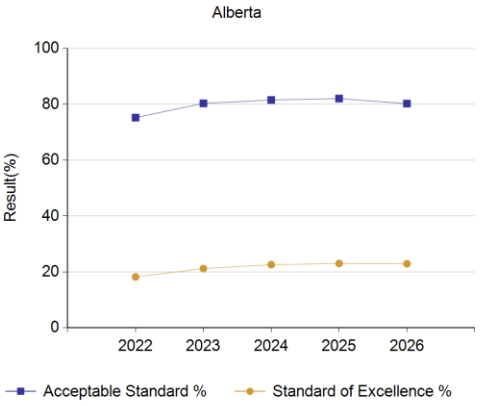
		Results (in percentages)									
		2022		2023		2024		2025		2026	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	Authority	97.4	17.9	100.0	0.0	91.7	0.0	95.7	4.3	n/a	n/a
	Province	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9	82.9	11.9
English Language Arts 30-2	Authority	91.7	8.3	94.1	0.0	100.0	12.5	93.3	0.0	n/a	n/a
	Province	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3	82.3	9.5
Mathematics 30-1	Authority	n/a	n/a	68.8	6.3	76.5	17.6	71.4	14.3	n/a	n/a
	Province	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1	73.9	33.0
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3	69.4	16.6
Social Studies 30-1	Authority	76.9	2.6	77.3	0.0	83.3	4.2	87.5	6.3	94.1	0.0
	Province	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8	83.7	16.2
Social Studies 30-2	Authority	100.0	0.0	68.8	0.0	93.8	18.8	80.0	0.0	95.0	5.0
	Province	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3	78.4	15.0
Biology 30	Authority	90.0	30.0	100.0	50.0	76.5	0.0	89.5	26.3	n/a	n/a
	Province	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8	82.1	35.0
Chemistry 30	Authority	n/a	n/a	100.0	25.0	85.7	21.4	*	*	100.0	37.5
	Province	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6	81.9	39.7
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6	82.5	40.4

Notes:
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3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic in 2021/22 and the cancellation of the January 2026 Diploma Exam administration. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Trend: Diploma Examination Results - Overall



As usual we see a significant discrepancy between 'acceptable' and 'excellent' results relative to provincial averages. Our student / community culture places a high degree of importance on out-of-school work, which impacts time spent on homework and overall academic achievement.



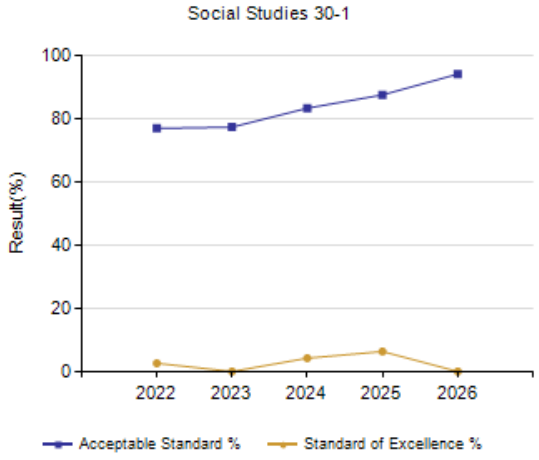
Diploma Exam Results by Course

We were disappointed by the cancellation of January 2026 Diploma Exams. Because of this we have no ELA, math, or biology Diploma Exam results for this year. Our students did still complete cumulative final exams in these courses, but results are not directly comparable. Social Studies and Chemistry exams were written in June, and we were pleased by the strong results in these courses.

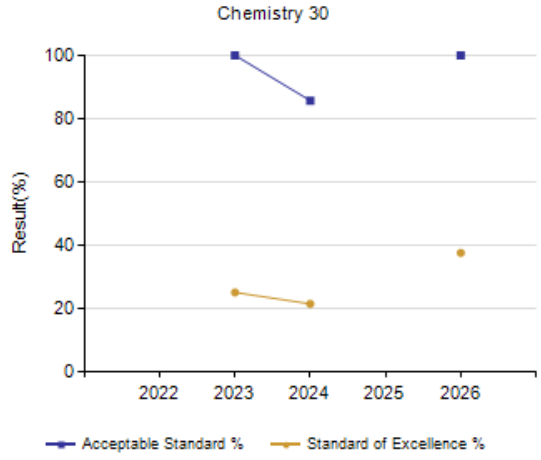
		Calvin Christian School Society							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	95.8	19,592	82.9	33,446	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	1.4	19,592	11.9	33,446	10.5
English Language Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	95.8	10,510	82.3	19,243	85.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	4.2	10,510	9.5	19,243	12.3
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	72.2	10,035	73.9	21,159	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	12.7	10,035	33.0	21,159	33.7
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	17	94.1	21	82.7	14,525	83.7	25,143	84.4
	Standard of Excellence	n/a	n/a	n/a	17	0.0	21	3.5	14,525	16.2	25,143	17.1
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	20	95.0	17	80.8	15,161	78.4	24,017	77.7
	Standard of Excellence	n/a	n/a	n/a	20	5.0	17	6.3	15,161	15.0	24,017	12.4
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	17	88.6	14,916	82.1	24,533	82.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	17	25.4	14,916	35.0	24,533	33.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	8	100.0	11	92.9	12,379	81.9	19,919	82.4
	Standard of Excellence	n/a	n/a	n/a	8	37.5	11	23.2	12,379	39.7	19,919	38.5

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic in 2021/22 and the cancellation of the January 2026 Diploma Exam administration. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results. Caution should be used when interpreting trends over time

Graphs of Diploma Examination Results by Course



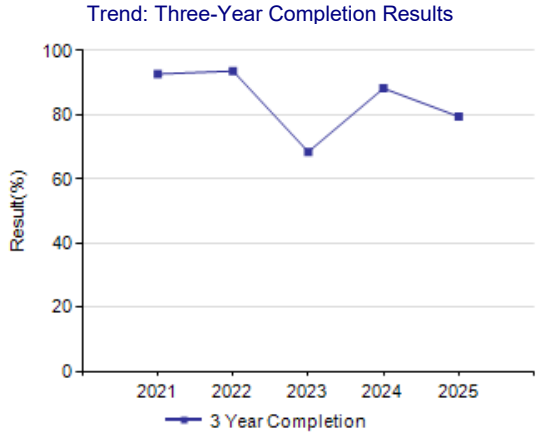


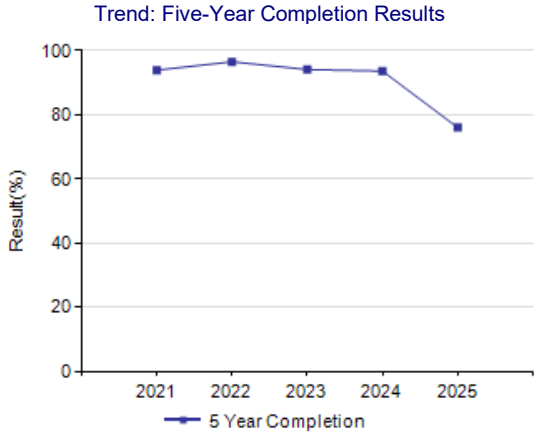


High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority													Province								
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	63	92.7	57	93.6	53	68.4	50	88.2	52	79.4	Intermediate	Maintained	Acceptable	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4	55,307	82.1
4 Year Completion	52	96.5	63	92.5	57	93.5	53	74.1	50	90.1	High	Maintained	Good	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7	51,145	85.5
5 Year Completion	62	93.9	52	96.5	63	94.1	57	93.6	53	76.0	Low	Declined Significantly	Concern	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1	49,291	86.7

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. As predicted, this cohort is now appearing in our five-year results.





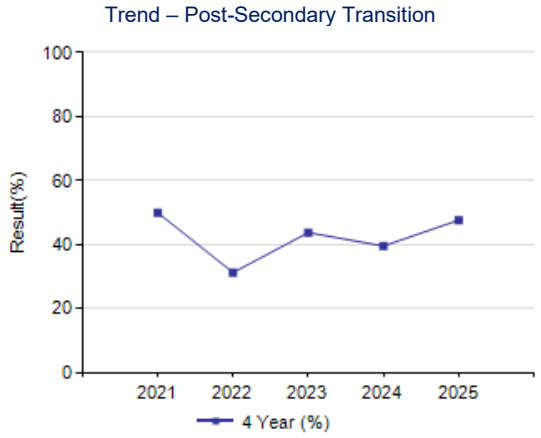
Drop Out Rate – annual dropout rate of students aged 14 to 18

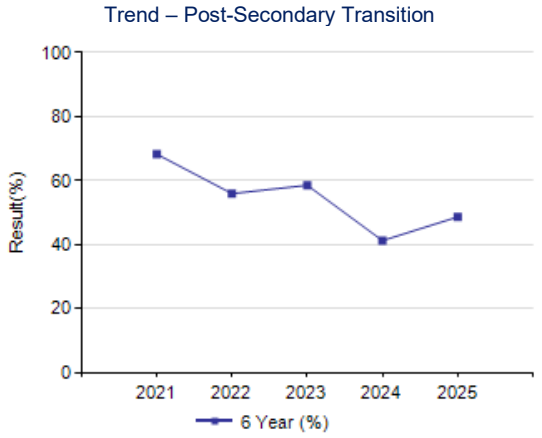
	Authority													Province								
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	224	1.4	219	2.5	203	1.8	191	6.0	185	2.3	Very High	Maintained	Excellent	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4	219,080	2.4
Returning Rate	4	*	4	*	6	0.0	4	*	12	17.4	n/a	n/a	n/a	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2	6,740	18.9

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

Many of our students traditionally choose life or career paths that prioritize family formation or experiential learning over post-secondary achievement. This reality is exacerbated by a social and policy environment in many post-secondary institutions that is increasingly at odds with our worldview, impacting program choices and completion among our alumni.

	Authority													Province								
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	52	49.9	63	31.2	57	43.7	53	39.5	50	47.6	High	Maintained	Good	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5	51,145	44.0
6 Year Rate	63	68.2	62	55.9	52	58.5	63	41.2	57	48.6	Low	Maintained	Issue	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9	48,296	61.0





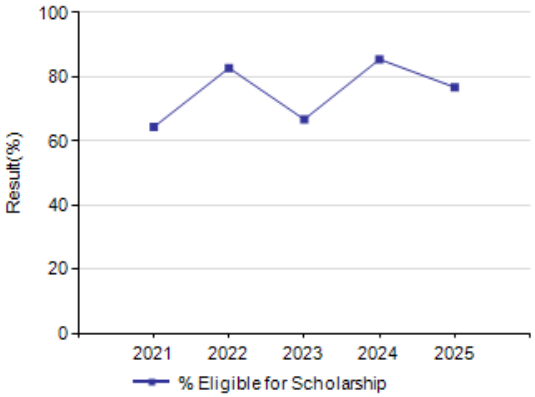
Rutherford Eligibility Rate – Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority										Measure Evaluation			Province								
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	56	64.3	52	82.7	39	66.7	41	85.4	43	76.7	Very High	Maintained	Excellent	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4	69,072	68.8

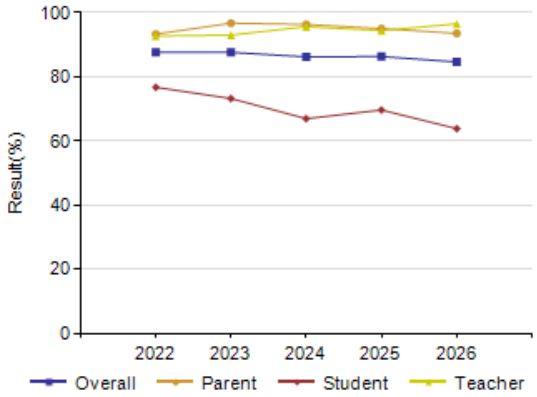
Details:

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
2021	56	36	64.3	34	60.7	2021	56	36	64.3
2022	52	42	80.8	38	73.1	2022	52	42	80.8
2023	39	24	61.5	21	53.8	2023	39	24	61.5
2024	41	34	82.9	35	85.4	2024	41	34	82.9
2025	43	33	76.7	30	69.8	2025	43	33	76.7

Trend – Rutherford Eligibility Rate



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.

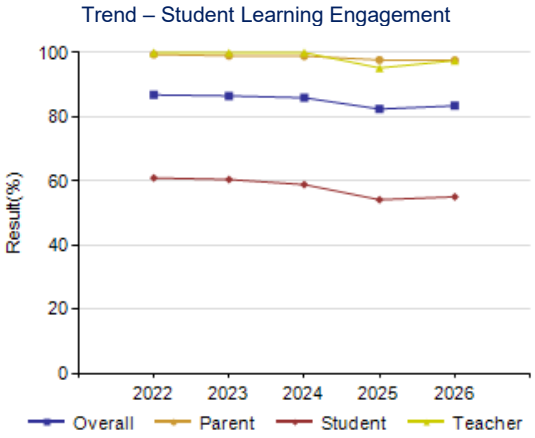
	Authority										Measure Evaluation			Province								
	2022		2023		2024		2025		2026					2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	485	87.6	451	87.6	451	86.2	447	86.3	417	84.6	Very High	Maintained	Excellent	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0	196,028	83.4
Parent	155	93.3	130	96.7	149	96.3	132	95.0	113	93.5	Very High	Maintained	Excellent	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	37,119	82.5
Student	298	76.7	288	73.2	269	66.9	287	69.6	277	63.8	Low	Declined	Issue	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0	125,148	78.5
Teacher	32	92.7	33	93.0	33	95.6	28	94.4	27	96.5	Very High	Maintained	Excellent	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5	33,761	89.3

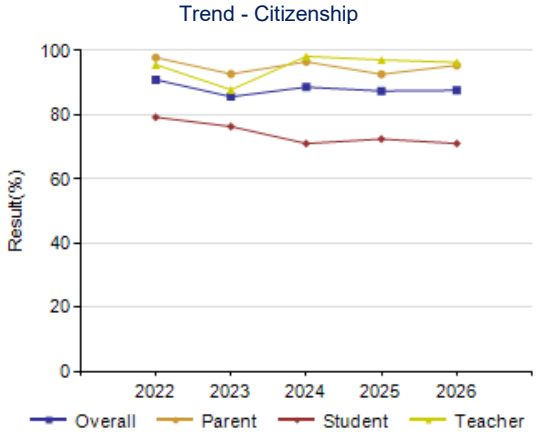
Due to staffing shortages, we continue to offer non-academic Grade 11 & 12 courses only through a ‘hybrid’ (partially online) program. We strive to ensure that a full range of course choices remain available through distance learning, and also offer many dual credit and off-campus education options. The lack of taught courses, however, is reflected especially in student perceptions both here and in the ‘education quality’ measure below.

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

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	693	86.8	644	86.5	642	85.9	629	82.4	606	83.4	Intermediate	Maintained	Acceptable	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	278,809	84.2
Parent	155	99.4	130	99.0	149	98.9	132	97.7	113	97.6	Very High	Maintained	Excellent	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	37,185	87.6
Student	506	60.9	481	60.4	460	58.8	469	54.1	466	55.0	Very Low	Maintained	Concern	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	207,847	70.2
Teacher	32	100.0	33	100.0	33	100.0	28	95.2	27	97.5	High	Maintained	Good	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	33,777	94.7

Student responses to this item differ markedly by division. While high school student responses have also declined somewhat, by far the lowest results are among grade 4-6 students. This is likely due to the phrasing of the question in the student survey: grade 4-6 students are asked 'do you like learning math/LA', while older students are instead asked if they 'understand how [subjects] are useful', and whether '[each subject] is interesting.'





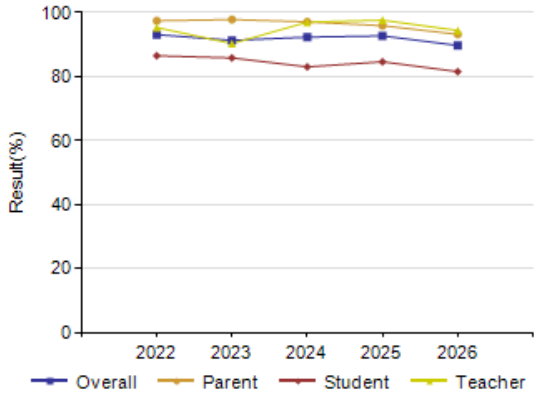
Citizenship – Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	694	90.9	646	85.6	640	88.6	630	87.4	606	87.6	Very High	Maintained	Excellent	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	278,858	81.2
Parent	155	97.8	130	92.7	149	96.5	132	92.6	113	95.4	Very High	Maintained	Excellent	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6	37,180	80.1
Student	507	79.2	483	76.3	458	71.0	470	72.4	466	71.0	High	Maintained	Good	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	207,891	72.7
Teacher	32	95.6	33	87.8	33	98.2	28	97.1	27	96.3	Very High	Maintained	Excellent	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	33,787	90.9

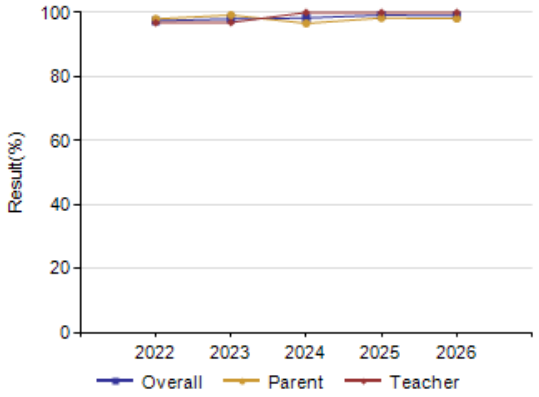
Education Quality – Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	695	93.1	646	91.3	645	92.3	632	92.7	611	89.7	Very High	Declined	Good	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	279,339	87.8
Parent	155	97.4	130	97.8	149	97.1	132	95.9	113	93.2	Very High	Declined	Good	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	37,209	84.2
Student	508	86.5	483	85.8	463	83.0	472	84.6	471	81.5	Very Low	Declined	Concern	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	208,329	85.8
Teacher	32	95.3	33	90.3	33	97.0	28	97.6	27	94.4	Intermediate	Maintained	Acceptable	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	33,801	93.5

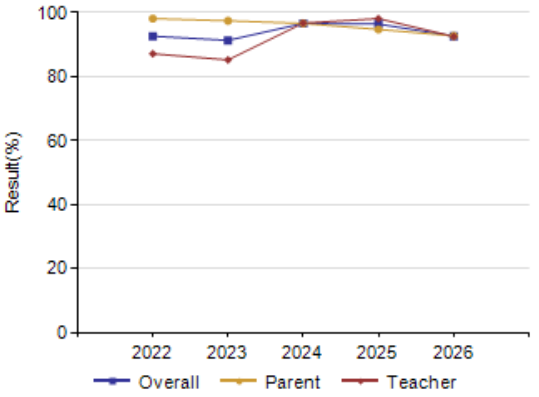
Trend – Education Quality



Trend – Work Preparation



Trend – Lifelong Learning



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													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	181	97.4	157	98.0	180	98.3	148	99.2	130	99.0	Very High	Maintained	Excellent	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7	66,650	84.2
Parent	150	98.0	125	99.2	147	96.6	121	98.3	103	98.1	Very High	Maintained	Excellent	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0	34,404	76.7
Teacher	31	96.8	32	96.9	33	100.0	27	100.0	27	100.0	Very High	Maintained	Excellent	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4	32,246	91.7

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

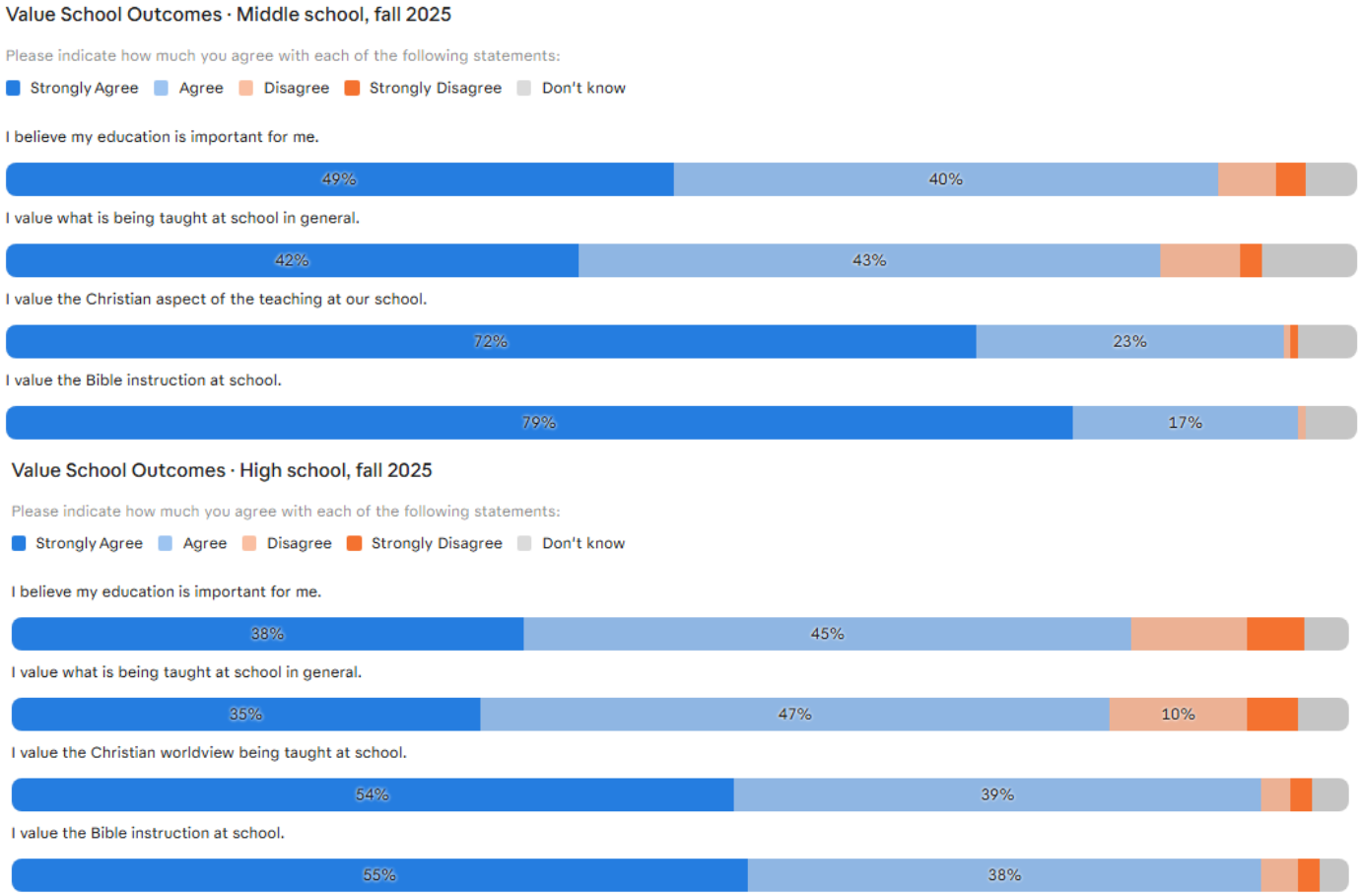
	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	187	92.6	159	91.3	179	96.6	155	96.4	135	92.6	Very High	Maintained	Excellent	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8	68,123	81.2
Parent	155	98.1	126	97.4	146	96.6	128	94.7	108	92.7	Very High	Declined	Good	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5	35,211	75.1
Teacher	32	87.1	33	85.2	33	96.7	27	98.1	27	92.5	Very High	Maintained	Excellent	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1	32,912	87.2

Outcome: Student internalization of Christian worldview

A draft Life & Human Development program from the NRCEA was reviewed by administration and the Board/admin committee. After some revision, the scope & sequence was then shared with staff for evaluation of what was already being covered, along with identification of gaps and opportunities for program enhancement. Reflections on this new scope & sequence will be incorporated into planning next year.

The framework of a cyclical Church History program was developed by the NRCEA as well; it was shared for inspiration this year but with no expectation of new material being developed. The elementary memory work list was revised, and overviews of memory work across divisions were shared with parents.

Internal surveys indicate that students continue to value the Biblical worldview components of instruction at our school.



Goal 2: Nourish Individuals

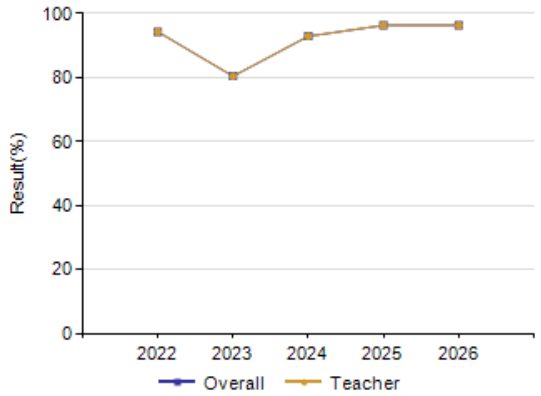
Behaviour initiatives & procedures from the previous year, including clipboards for elementary recess reminders and more stringent consequences for infractions of bus rules, were continued. Discussions with staff, parents, students, and Board indicated a need for a more fundamental revision of the discipline system particularly in middle and high school. Conversations were held throughout the spring to develop changes for implementation next year. The overall framework relates to student "skill and will": more structured instruction about learning and behaviour strategies (social / emotional learning) in elementary, with higher expectations and a shift of more responsibility to students by high school.

Several tools were developed in the course of these conversations which will be helpful long-term. A dashboard to allow visualization and analysis of trends in student survey data was prepared, providing useful materials to share with staff and others, and we look forward to realizing its further utility. An annual PD calendar prepared at the beginning of the year was effective in 'spacing' discussion of school-wide and divisional projects, though it of course needed to be adjusted in response to emergent circumstances.

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								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	30	94.3	31	80.4	33	92.9	28	96.3	27	96.3	Very High	Maintained	Excellent	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	81.0
Teacher	30	94.3	31	80.4	33	92.9	28	96.3	27	96.3	Very High	Maintained	Excellent	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7	33,047	81.0

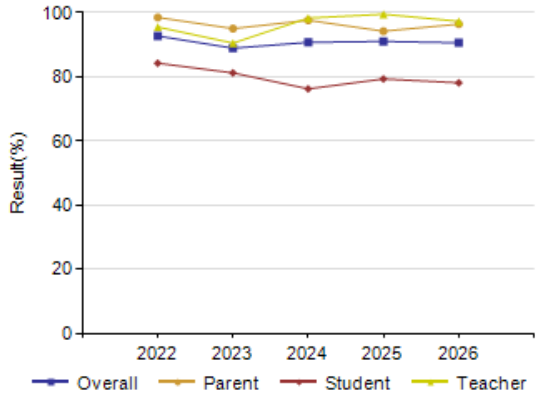
Trend: In-Service Jurisdiction Needs



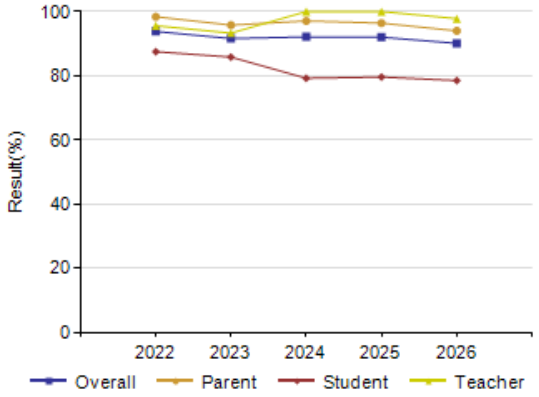
Welcoming, Caring, Respectful and Safe Learning Environments – Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	693	92.7	646	88.9	644	90.7	630	91.0	606	90.6	Very High	Maintained	Excellent	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4	279,038	85.8
Parent	155	98.5	130	95.0	149	97.6	132	94.2	113	96.4	Very High	Maintained	Excellent	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	37,197	86.6
Student	506	84.2	483	81.2	462	76.2	470	79.3	466	78.1	Intermediate	Maintained	Acceptable	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	208,049	77.9
Teacher	32	95.5	33	90.5	33	98.3	28	99.5	27	97.3	Very High	Maintained	Excellent	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	33,792	92.9

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													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	692	93.8	645	91.6	640	92.1	630	92.0	605	90.1	Very High	Declined	Good	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	278,459	79.5
Parent	155	98.4	130	95.8	149	97.1	132	96.4	112	94.0	Very High	Maintained	Excellent	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	37,104	74.8
Student	505	87.5	482	85.8	458	79.2	470	79.6	466	78.5	Intermediate	Declined	Issue	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	79.4
Teacher	32	95.6	33	93.3	33	100.0	28	100.0	27	97.8	Very High	Maintained	Excellent	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	33,769	84.3

Analysis of the student responses for this measure were interesting; the largest number of those not agreeing (35% in grades 4-6!) are “don’t know” rather than “disagree” responses. We suspect that for many students, especially in lower grades, it may not even occur to them to “get help at school with problems that are not about school work”, as they (appropriately) turn to their parents first.

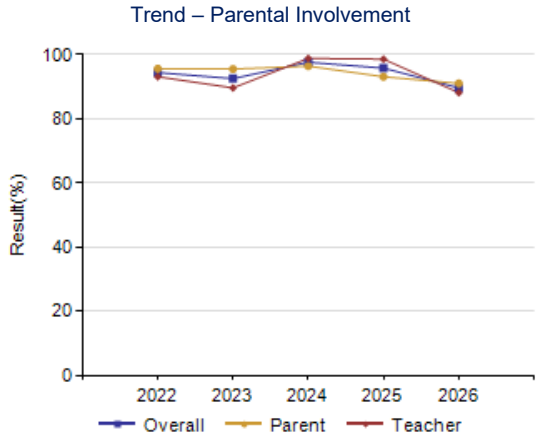
Goal 3: Strengthen Community

The planned parent meeting about the new Life & Human Development program did not take place, as materials were not yet at a stage ready for sharing. Development continues and we hope to follow up with parent discussions when completed. The intended alumni contacts were also not able to be pursued yet this year.

Several parent/community meetings were held in the spring in relation to staffing and plans for next year. Challenges surfaced at these sessions led to a number of follow-up items to be pursued next year. Conversations around this difficult situation did also bring to light the valued place of the school in the community, and we hope that working together towards solutions may further strengthen connections.

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

	Authority													Province								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	186	94.4	163	92.5	182	97.6	158	95.8	140	89.6	Very High	Declined	Good	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	70,601	79.9
Parent	154	95.6	130	95.5	149	96.4	130	93.1	113	91.0	Very High	Declined	Good	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	37,020	75.7
Teacher	32	93.1	33	89.6	33	98.8	28	98.6	27	88.1	Intermediate	Declined	Issue	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	33,581	84.1



Goal 4: Adapt Infrastructure to support our work

Our school fundraising store, Country Rose, was successfully moved to a new facility across the road. Fundraising towards a planned gym & kitchen expansion came in relatively slowly, at least in part because of anticipated reductions in enrolment, connected to our staffing shortage, reducing the need for additional space. It was decided to proceed with a previously-delayed kitchen renovation rather than waiting for a new facility to come into use.

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.

In the 2025-2026 school year, Calvin Christian School had an operating surplus of $226,251. Inclusion of $341,113 amortization (a non-cash item) results in a net cash surplus of $567,364. Capital expenditures in the 2025-26 school year included two new school buses along with a variety of furniture, equipment, building, and grounds improvements.

Full audited financial statements were presented at the Annual General Meeting on October 29, 2026.

	2025-2026 BUDGET	2025-2026 ACTUALS
REVENUE SUMMARY		
Alberta Government	6,203,433	5,997,523
Tuition Fees	1,629,350	1,623,096
Gifts and Donations	1,525,000	1,575,622
Other Income	680,000	820,760
Total Revenues	**10,037,783**	**10,017,001**
EXPENDITURE SUMMARY		
Salaries & Benefits	7,755,970	7,644,416
Services, contracts & supplies	1,730,700	1,796,816
Other	6,000	8,405
Total Expenditures	**9,492,670**	**9,449,637**

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 29, 2026. Copies are available from the school upon request at any time during the year.

Overall AEAM Summary

Fall 2026 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	**83.4**	82.4	84.9	**84.2**	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	**87.6**	87.4	87.2	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**79.4**	88.2	83.4	**82.1**	81.4	80.8	Intermediate	Maintained	Acceptable
	5-year High School Completion	**76.0**	93.6	94.7	**86.7**	87.1	87.9	Low	Declined Significantly	Concern
	PAT9: Acceptable	**77.0**	85.3	78.1	**60.8**	62.5	62.6	High	Maintained	Good
	PAT9: Excellence	**12.7**	19.2	13.4	**15.5**	15.6	15.5	Low	Maintained	Issue
	Diploma: Acceptable	**95.6**	86.5	86.5	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**8.9**	9.0	9.3	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**89.7**	92.7	92.1	**87.8**	87.7	87.8	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**90.6**	91.0	90.2	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**90.1**	92.0	91.9	**79.5**	80.1	80.2	Very High	Declined	Good
Governance	Parental Involvement	**89.6**	95.8	95.3	**79.9**	80.0	79.5	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24, and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23 including the cancellation of the January 2026 Diploma Exam administration. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. 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.
9. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Fall 2026 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)	**25.2**	32.1	29.3	**54.4**	54.5	53.6	Very Low	Maintained	Concern
Drop Out Rate	**2.3**	6.0	3.4	**2.4**	2.4	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	**96.3**	96.3	89.9	**81.0**	81.7	81.7	Very High	Maintained	Excellent
Lifelong Learning	**92.6**	96.4	94.8	**81.2**	80.8	80.4	Very High	Maintained	Excellent
Program of Studies	**84.6**	86.3	86.7	**83.4**	83.0	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	**89.2**	91.5	91.5	**80.2**	80.5	80.8	High	Declined	Acceptable
Rutherford Scholarship Eligibility Rate	**76.7**	85.4	78.2	**68.8**	69.4	70.7	Very High	Maintained	Excellent
Safe and Caring	**92.3**	92.0	91.9	**88.3**	87.3	87.3	Very High	Maintained	Excellent
Satisfaction with Program Access	**89.7**	90.5	89.5	**71.8**	72.1	72.3	Very High	Maintained	Excellent
School Improvement	**84.2**	88.1	86.4	**76.3**	76.6	75.9	Very High	Declined	Good
Transition Rate (6 yr)	**48.6**	41.2	51.9	**61.0**	59.9	59.9	Low	Maintained	Issue
Work Preparation	**99.0**	99.2	98.5	**84.2**	83.7	83.2	Very High	Maintained	Excellent

Measure evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.