

# **CALVIN CHRISTIAN SCHOOL**

## **ANNUAL EDUCATION RESULTS REPORT**

on the 2017/2018 school year

and

## **THREE YEAR EDUCATION PLAN**

(2018/2019 to 2020/2021)



*November 2018*

# **Accountability Statement**

## **for the Combined Annual Education Results Report and Three-Year Education Plan**

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2018 for the Calvin Christian School Society of the Netherlands Reformed Congregations were prepared under the direction of the Board in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017-2018 school year and the three-year Education Plan for 2018-2021 on November 20, 2018.

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### **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.

### **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 instill 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.

## School Profile



Calvin Christian is an independent K-12 rural school operated by a Society consisting of members of three local Netherlands Reformed Congregations, and is located west of Lethbridge.

The board consists of six appointed members and six elected members, who function as the governing body of the school. The principal acts as advisory member on the board.

There are 855 students enrolled who are bussed in from the surrounding areas.

There are connected elementary, middle, and high school wings, plus a separate industrial education building.

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## Trends, Issues, and Noteworthy Events

We are thankful that the families of our supporting community continue to entrust their children to our school, and that we may still offer education on the basis of God's Word, attempting to fulfil the purpose for which CCS was instituted nearly forty years ago. The rediscovery of the Biblical truths we espouse can be traced to the Protestant Reformation, which in October of 2017 we were able to commemorate with a Reformation 500 Open House. Staff and students were able to share their learning about various aspects of God's work in this momentous time. We hope that the Reformers' foundation, the absolute and singular authority of Holy Scripture, may not only be a matter for reflection in the past, but also continue to function equally vitally in our own lives. Then the passion of our school's namesake, John Calvin, for the glory of God above all will also be ours.

A major concern occupying us throughout the 2017-18 school year has been the threat to the continued operation of our school posed by government directives imposing a particular worldview to be expressed through a Safe and Caring School policy. While we share Alberta Education's concern for the safety and inclusion of students and staff, the very existence of our school is based on approaching these policy matters – just as with all other aspects of operation and governance – in accordance with our Biblical principles. Threats expressed in the media and (eventually) directly to our school have made clear that the Education Minister is unwilling to accept any alternatives to the direction expressed in recent legislation. Regretfully, our Board has therefore found it necessary to join a legal action, along with other schools and parents across Alberta, to defend our freedom of religious belief and practice, and the responsibility of parents to provide for the education of their children in accordance with their beliefs. A great deal of time and effort has been expended on these matters. While we are thankful for the support shown and for those working on our behalf, we certainly hope that the Lord may direct an end to this controversy, that we may be able to return our focus to the education and upbringing of children in concert with home and churches.

Given the uncertainty of the political and funding situation, a planned expansion for our currently at-capacity high school program has been put on hold. Another ongoing, but very serious, concern is the provision of sufficient certified staff; with several teachers having left the employ of the school, we are experiencing critical needs both in high school and elsewhere. We hope that those currently studying for teaching degrees may be prospered and may be able to join the staff in due time, and that the shortages may be provided for in the intervening years.

The staff we do have, both certified and non-certified, continue to provide an excellent education to our students. We are grateful for their selfless dedication! Beyond regular classroom instruction, participation in our biennial Career Fair, numerous community service initiatives, and a range of assemblies and events have provided a wide range of opportunities for our students. Local and visiting ministers have been able to lead assemblies, underscoring our connection to our supporting congregations and denomination. Finally, the support and participation shown by our families and broader community are deeply valued, and we hope to be enabled to continue to work together for the welfare of our children and young people.

## Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Calvin Christian School Societ			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.7	92.2	92.7	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	89.3	88.1	87.6	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	95.6	94.3	94.3	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	0.4	0.6	0.5	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	90.9	95.4	94.9	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	90.9	88.0	87.9	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	22.0	18.2	22.1	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.3	83.8	77.4	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	11.7	8.1	8.1	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	53.8	51.0	41.4	55.7	54.9	54.7	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	81.1	81.5	77.3	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	66.6	70.3	76.6	58.7	57.9	59.0	High	Declined	Acceptable
	Work Preparation	98.1	94.7	96.4	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	93.4	90.7	90.7	83.0	83.7	83.7	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	95.8	90.8	92.0	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	92.2	89.3	89.2	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  - Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
  - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
  - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
  - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
  - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
  - Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  - Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
  - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
  - Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
  - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

### Note on Measure Evaluation:

The table below illustrates how Achievement and Improvement evaluations are combined to arrive at an overall evaluation of each accountability measure. For detailed information on the statistical measures and calculations on which the Achievement and Improvement evaluations are based, please contact the school.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

# Outcome One: Alberta's students are successful

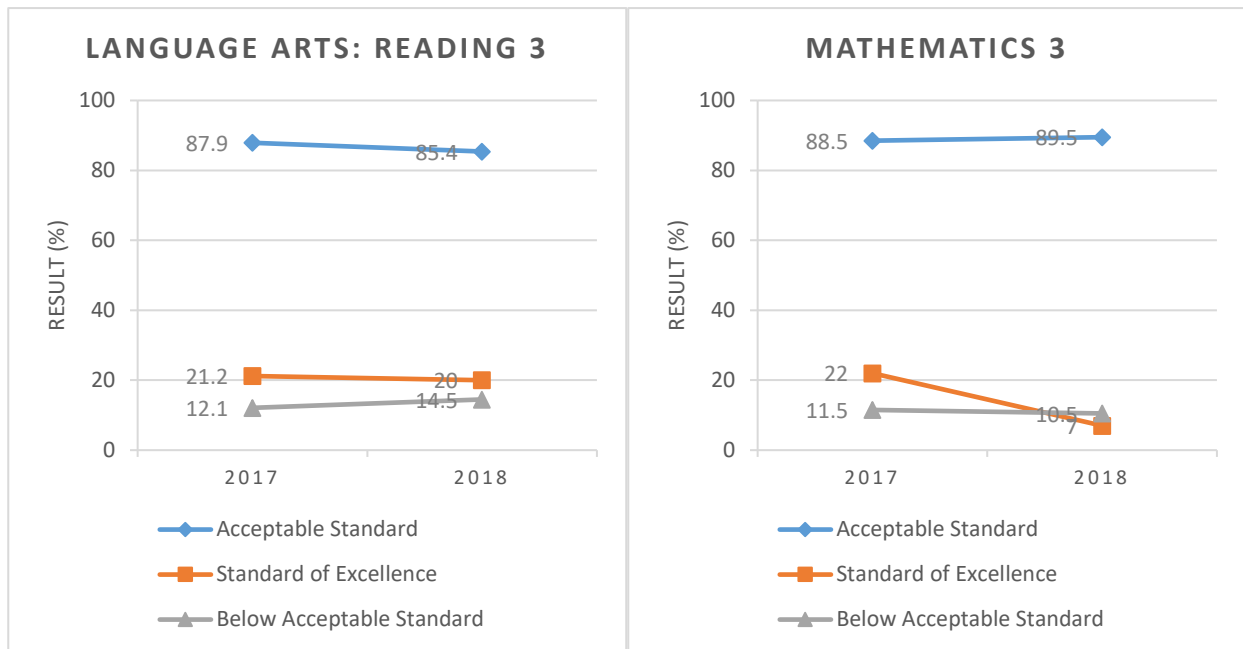
## Grade 3 Achievement Tests

	Language Arts: Reading		Mathematics: Concepts	
	2017	2018	2017	2018
Acceptable Standard (>60%)	87.9 %	85.4 %	88.5 %	89.5 %
Standard of Excellence (>90%)	21.2%	20.0 %	22.0 %	7.0 %
Below Acceptable Standard (<60%)	12.1%	14.5 %	11.5%	10.5 %
Average Test Score (% correct/40)	76.5%	76%	77%	74%

### Comments

Having grade 3 data for comparison is useful, so following the end of grade 3 PATs, we decided to develop our own testing instruments to obtain year-to-year data for comparison. It will be several years before meaningful trends are apparent.

## Grade 3 Achievement Test Trends



## Grade 6 & 9 Provincial Achievement Tests

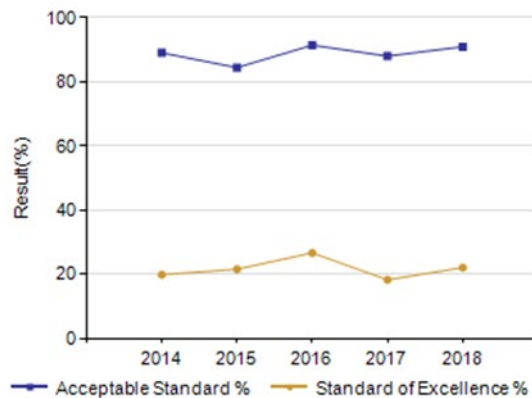
Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.0	84.4	91.4	88.0	90.9	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.8	21.5	26.6	18.2	22.0	High	Maintained	Good

### Comments

Our students continue to show a strong foundation in basic skills. A focus on early literacy and numeracy, with improved awareness and intervention in lower elementary, should contribute further to all students being enabled to achieve positive results in academic areas.

Following analysis of PAT results each year, efforts continue to be undertaken to identify areas of consistent weakness, and to address them directly and by strengthening prerequisite skills and abilities.

**Trend: Overall PAT Results**



## Details – Grade 6 PATs

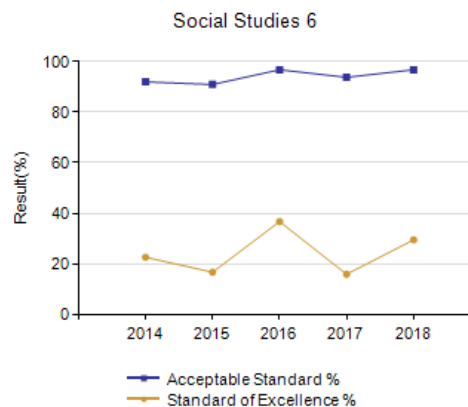
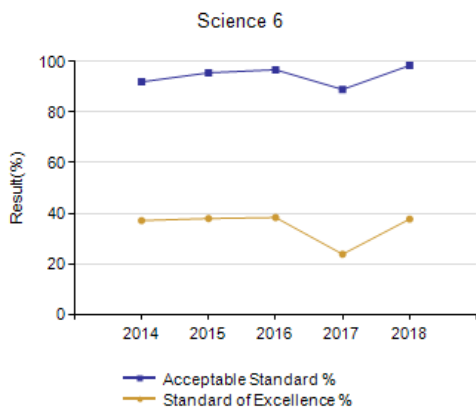
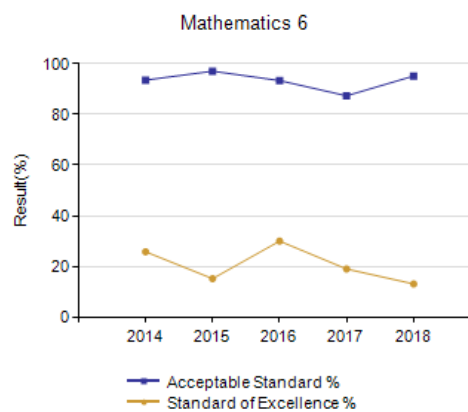
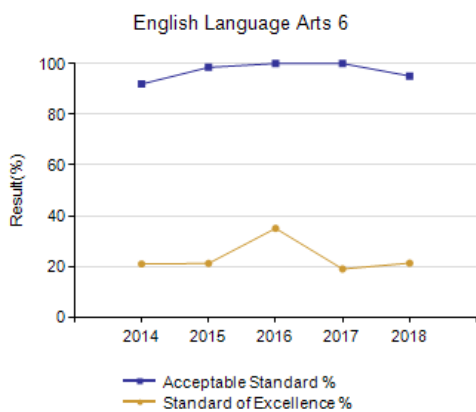
### Results with Measure Evaluation

Course		Calvin Christian School Society							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Declined	Good	61	95.1	63	99.5	51,540	83.5	48,248	82.7
	Standard of Excellence	High	Maintained	Good	61	21.3	63	25.1	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	61	95.1	63	92.5	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Declined	Issue	61	13.1	63	21.4	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Improved	Excellent	61	98.4	63	93.7	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Maintained	Excellent	61	37.7	63	33.3	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	61	96.7	63	93.7	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintained	Good	61	29.5	63	23.1	51,525	23.2	48,170	20.6

Grade 6 PAT Course by Course Results by Number Enrolled

		Results (in percentages)									
		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E
<b>English Language Arts 6</b>	<b>Authority</b>	<b>91.9</b>	<b>21.0</b>	<b>98.5</b>	<b>21.2</b>	<b>100.0</b>	<b>35.0</b>	<b>100.0</b>	<b>19.0</b>	<b>95.1</b>	<b>21.3</b>
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9
<b>Mathematics 6</b>	<b>Authority</b>	<b>93.5</b>	<b>25.8</b>	<b>97.0</b>	<b>15.2</b>	<b>93.3</b>	<b>30.0</b>	<b>87.3</b>	<b>19.0</b>	<b>95.1</b>	<b>13.1</b>
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0
<b>Science 6</b>	<b>Authority</b>	<b>91.9</b>	<b>37.1</b>	<b>95.5</b>	<b>37.9</b>	<b>96.7</b>	<b>38.3</b>	<b>88.9</b>	<b>23.8</b>	<b>98.4</b>	<b>37.7</b>
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5
<b>Social Studies 6</b>	<b>Authority</b>	<b>91.9</b>	<b>22.6</b>	<b>90.9</b>	<b>16.7</b>	<b>96.7</b>	<b>36.7</b>	<b>93.7</b>	<b>15.9</b>	<b>96.7</b>	<b>29.5</b>
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2

### Gr. 6 PAT Trends by Course



## Details – Grade 9 PATs

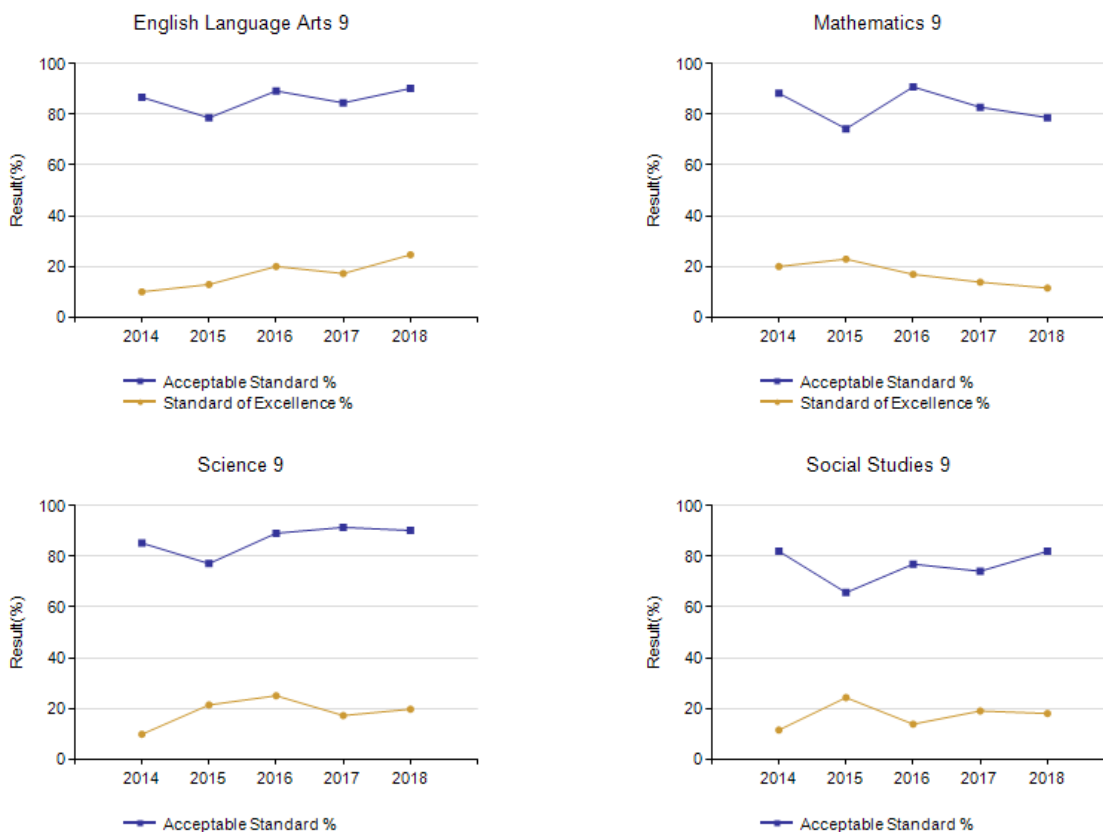
### Results with Measure Evaluation

Course		Calvin Christian School Society							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	High	Improved	Good	61	90.2	64	84.1	46,822	76.1	44,296	76.5
	Standard of Excellence	Very High	Improved	Excellent	61	24.6	64	16.7	46,822	14.7	44,296	14.9
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	61	78.7	64	82.6	46,603	59.2	43,851	66.8
	Standard of Excellence	Low	Declined	Issue	61	11.5	64	17.9	46,603	15.0	43,851	18.1
Science 9	Acceptable Standard	Very High	Maintained	Excellent	61	90.2	64	85.9	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Maintained	Excellent	61	19.7	64	21.2	46,810	24.4	44,341	22.2
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	61	82.0	64	72.3	46,840	66.7	44,267	65.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	18.0	64	19.0	46,840	21.5	44,267	19.4

### Grade 9 PAT Course by Course Results by Number Enrolled

		Results (in percentages)									
		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 9	Authority	86.7	10.0	78.6	12.9	89.2	20.0	84.5	17.2	90.2	24.6
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7
Mathematics 9	Authority	88.3	20.0	74.3	22.9	90.8	16.9	82.8	13.8	78.7	11.5
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0
Science 9	Authority	85.2	9.8	77.1	21.4	89.1	25.0	91.4	17.2	90.2	19.7
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4
Social Studies 9	Authority	82.0	11.5	65.7	24.3	76.9	13.8	74.1	19.0	82.0	18.0
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5

### Gr. 9 PAT Trends by Course





## Outcome One: Alberta's students are successful (cont.)

### Grade 12 Diploma Exams

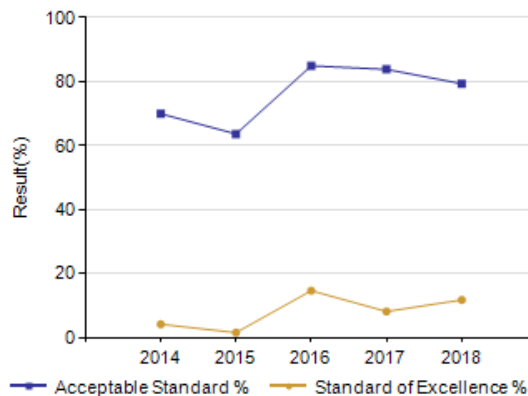
Performance Measure	Results (in percentages)					Evaluation			Targets		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	69.9	63.6	84.9	83.8	79.3	Intermediate	Maintained	Acceptable	82	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	4.1	1.5	14.6	8.1	11.7	Low	Maintained	Issue	12	15	20

#### Comments

Diploma exam results continue to be the weakest area of our school's achievement. Changes were made last year to the course selection process in high school, which we hope will result in more students being placed in courses appropriate to their background and abilities. It will take several years to see the results of this initiative; meanwhile, we hope that students may also come to see their responsibility for full use of the talents they have been given.

Meetings to analyze Diploma Exam results have intentionally been broadened to connect to grade 9 PAT results, and to include teachers of non-Diploma courses, in an effort to address underlying skill deficits that may be a partial cause of the weakness in Diploma results. We have seen success in certain course areas, and we hope to be able to learn from those cases to benefit other classes as well.

**Trend: Overall Diploma Exam Results**



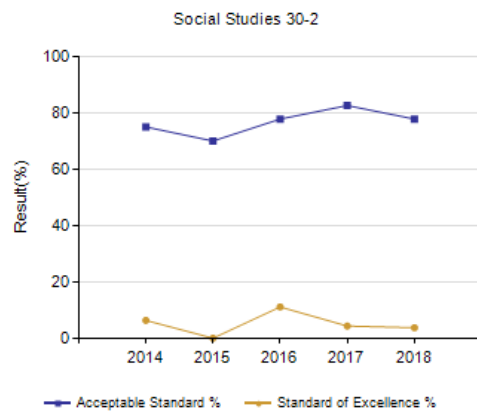
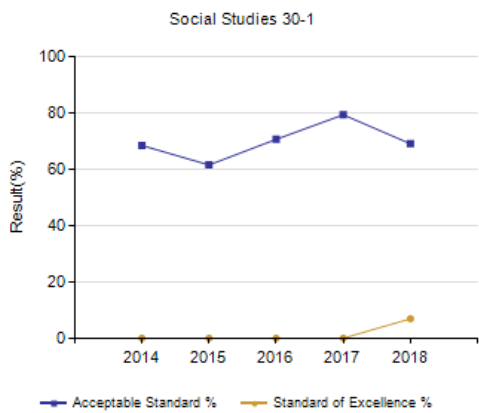
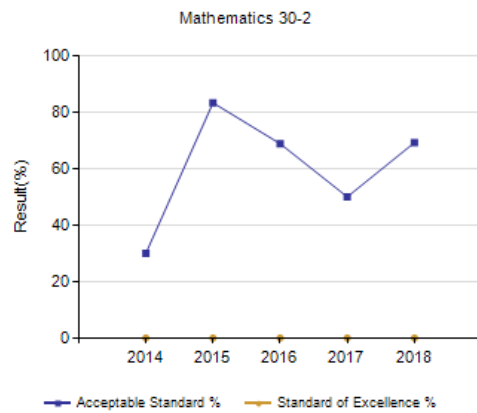
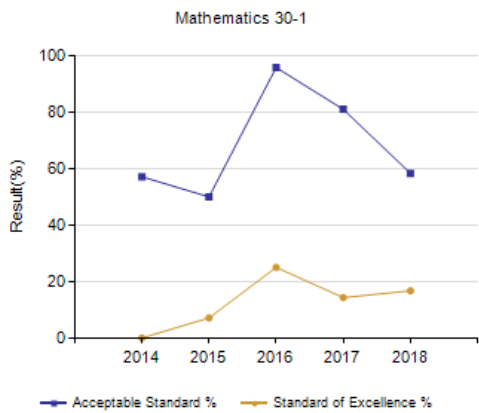
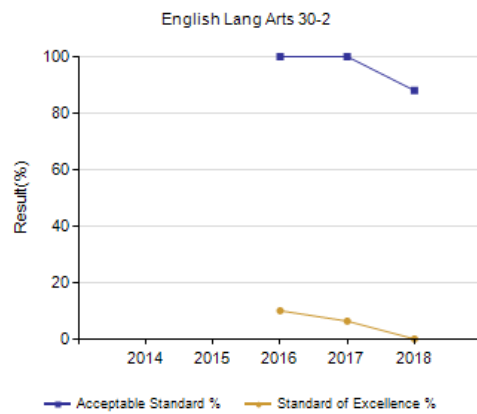
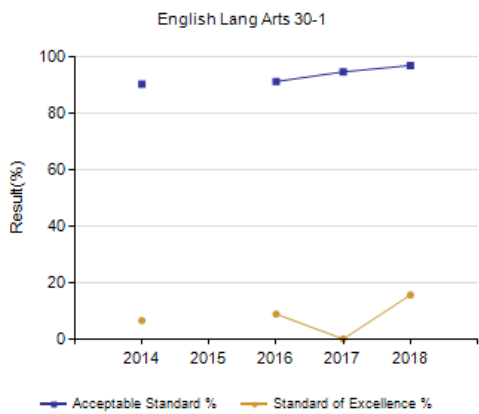
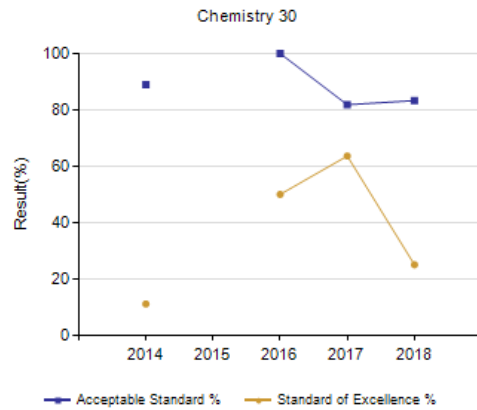
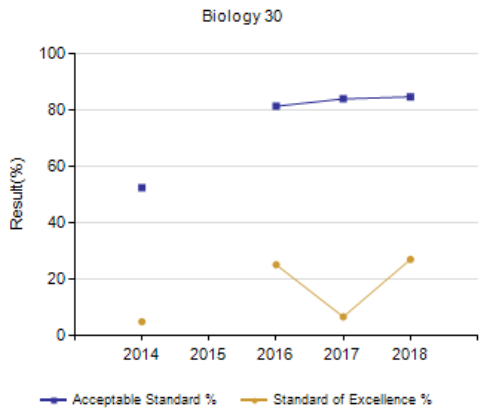
## Gr. 12 Diploma Exams – Results with Measure Evaluation

Course		Measure		Calvin Christian School Society						Alberta				
				Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	32	96.9	36	92.9	30,393	87.5	29,349	86.6		
	Standard of Excellence	High	Improved	Good	32	15.6	36	4.4	30,393	13.2	29,349	11.3		
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	25	88.0	18	100.0	16,184	88.0	16,632	89.1		
	Standard of Excellence	Very Low	Declined	Concern	25	0.0	18	8.1	16,184	13.1	16,632	11.7		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	24	58.3	20	75.6	20,148	77.8	20,605	73.3		
	Standard of Excellence	n/a	n/a	n/a	24	16.7	20	15.5	20,148	35.3	20,605	29.4		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	13	69.2	11	67.4	14,362	74.2	13,516	74.7		
	Standard of Excellence	n/a	n/a	n/a	13	0.0	11	0.0	14,362	16.4	13,516	16.1		
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	29	69.0	30	70.5	21,793	86.2	21,941	86.0		
	Standard of Excellence	Low	Improved	Acceptable	29	6.9	30	0.0	21,793	17.7	21,941	15.1		
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	27	77.8	20	76.8	20,391	78.8	19,847	81.0		
	Standard of Excellence	Very Low	Maintained	Concern	27	3.7	20	5.2	20,391	12.2	19,847	12.7		
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	26	84.6	32	82.6	23,026	86.6	22,263	85.0		
	Standard of Excellence	Intermediate	Improved	Good	26	26.9	32	15.7	23,026	36.6	22,263	32.6		
Chemistry 30	Acceptable Standard	High	Maintained	Good	12	83.3	13	90.9	18,770	83.6	19,031	82.3		
	Standard of Excellence	Intermediate	Declined	Issue	12	25.0	13	56.8	18,770	38.3	19,031	35.8		

## Diploma Examination Results – Measure Details

		Results (in percentages)									
		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	90.3	6.5	n/a	n/a	91.2	8.8	94.6	0.0	96.9	15.6
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2
English Lang Arts 30-2	Authority	*	*	n/a	n/a	100.0	10.0	100.0	6.3	88.0	0.0
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1
Mathematics 30-1	Authority	57.1	0.0	50.0	7.1	95.8	25.0	81.0	14.3	58.3	16.7
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3
Mathematics 30-2	Authority	30.0	0.0	83.3	0.0	68.8	0.0	50.0	0.0	69.2	0.0
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4
Social Studies 30-1	Authority	68.4	0.0	61.5	0.0	70.6	0.0	79.3	0.0	69.0	6.9
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7
Social Studies 30-2	Authority	75.0	6.3	70.0	0.0	77.8	11.1	82.6	4.3	77.8	3.7
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2
Biology 30	Authority	52.4	4.8	n/a	n/a	81.3	25.0	83.9	6.5	84.6	26.9
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6
Chemistry 30	Authority	88.9	11.1	n/a	n/a	100.0	50.0	81.8	63.6	83.3	25.0
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3

## Trends - Diploma Examination Results by Course



## Outcome One: Alberta's students are successful (cont.)

### Non-test measures

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	97.8	95.8	93.5	95.4	90.9	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.7	0.5	0.4	0.6	0.4	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.1	82.0	77.4	70.3	66.6	High	Declined	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	73.1	81.5	81.1	n/a	Maintained	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	37.0	46.7	26.5	51.0	53.8	Intermediate	Improved	Good

### Comments

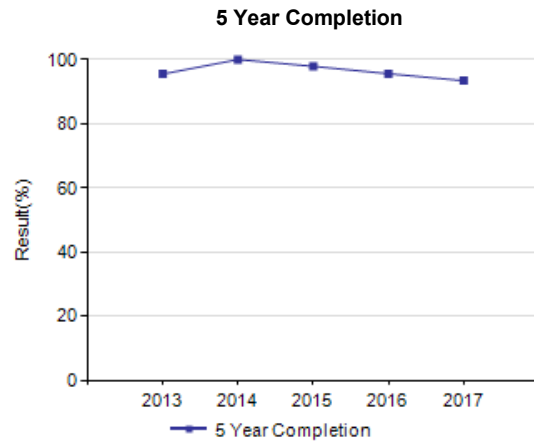
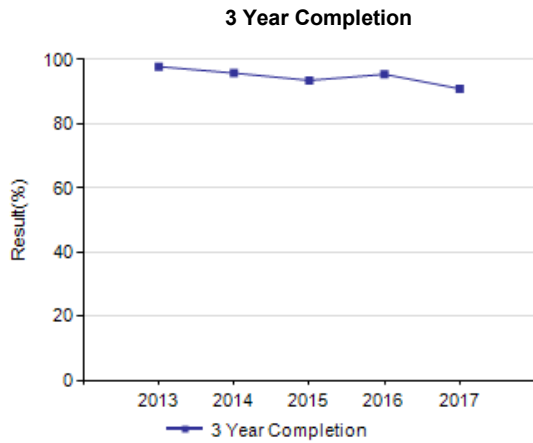
We are happy to see a continued high level of high school completion. As always, the vast majority of students complete the minimum two Diploma Exams in grade 12. Beyond that, required credits can be obtained by various means other than by taking more academic courses, including off-campus options in which our students do very well. It is gratifying, then, to see more students opting for multiple Diploma-level courses that are not strictly required, particularly in a high school environment where we are still able to teach fewer courses than we would wish.

The reason for the decline in the post-secondary transition rate is not clear to us. We note that the last cohort reported here is from 2017, not 2018, and we are interested to see whether the most recent cohort will continue in the trend observed here.

### Details – non-test measures

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	97.8	95.8	93.5	95.4	90.9	75.3	76.5	76.5	78.0	78.0
4 Year Completion	100.0	97.8	95.8	93.3	96.9	79.6	79.9	81.0	81.2	82.6
5 Year Completion	95.5	100.0	97.9	95.6	93.4	81.5	82.0	82.1	83.2	83.4

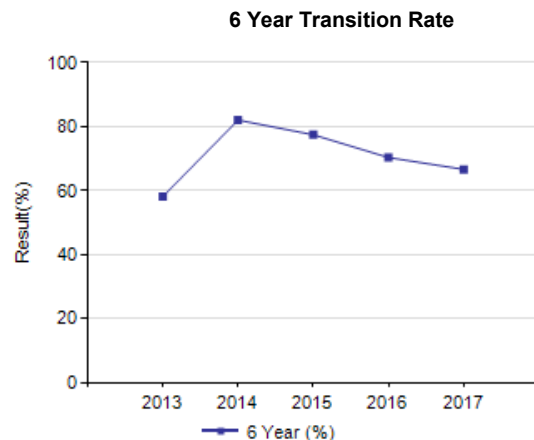
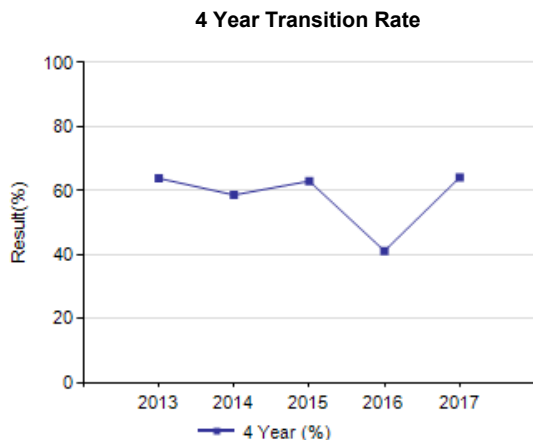


**Drop Out Rate** – annual dropout rate of students aged 14 to 18

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	0.7	0.5	0.4	0.6	0.4	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	*	*	*	*	20.7	20.9	18.2	18.9	19.9

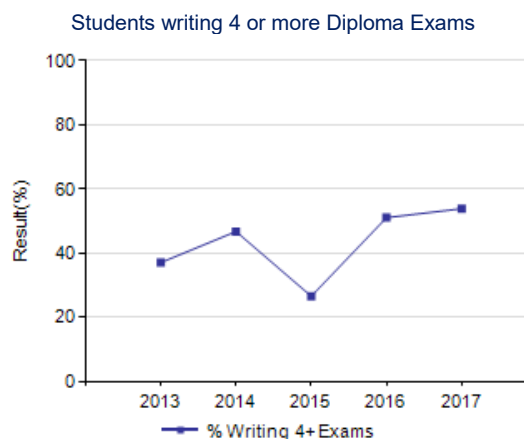
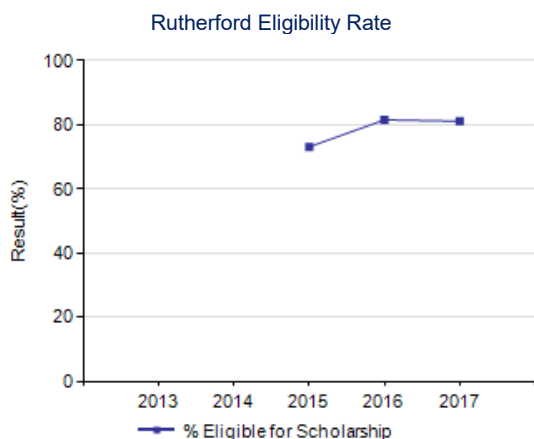
**High School to Post-secondary Transition Rate** of students within four and six years of entering Grade 10.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	63.8	58.6	62.9	41.1	64.1	39.7	38.3	37.0	37.0	39.3
6 Year Rate	58.1	82.0	77.4	70.3	66.6	59.0	59.7	59.4	57.9	58.7



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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	73.1	81.5	81.1	n/a	n/a	60.8	62.3	63.4



**Diploma Examination Participation Rate – Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.**

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	6.5	4.2	8.2	6.3	7.2	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	93.5	95.8	91.8	93.7	92.8	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	93.5	95.8	91.8	93.7	92.8	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	56.5	72.4	53.0	69.1	55.7	63.3	65.0	64.7	65.2	66.1
<b>% Writing 4+ Exams</b>	<b>37.0</b>	<b>46.7</b>	<b>26.5</b>	<b>51.0</b>	<b>53.8</b>	<b>50.1</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>
% Writing 5+ Exams	10.9	14.0	8.8	21.4	18.6	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	2.2	0.0	1.8	13.2	5.6	11.4	13.1	13.8	13.6	13.9

**Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school**

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	50.0	74.4	45.6	55.7	63.0	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	43.5	20.9	45.6	37.7	27.8	27.1	28.0	28.7	28.7	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>93.5</b>	<b>95.3</b>	<b>91.2</b>	<b>93.4</b>	<b>90.7</b>	<b>78.7</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>
Social Studies 30-1	47.8	58.1	56.1	59.0	53.7	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	47.8	37.2	35.1	34.4	38.9	33.7	35.2	36.7	35.8	36.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>93.5</b>	<b>95.3</b>	<b>91.2</b>	<b>93.4</b>	<b>92.6</b>	<b>78.8</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>
Mathematics 30-1 (+Pure Math 30, for AB 2013)	28.3	32.6	28.1	37.7	35.2	36.9	37.4	37.1	36.4	35.5
Mathematics 30-2 (+Applied Math 30, for AB 2013)	17.4	27.9	14.0	26.2	18.5	16.9	21.4	22.4	23.7	25.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>45.7</b>	<b>60.5</b>	<b>42.1</b>	<b>63.9</b>	<b>53.7</b>	<b>52.1</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>
Biology 30	43.5	48.8	36.8	54.1	51.9	42.2	41.4	40.6	40.7	41.7
Chemistry 30	10.9	20.9	8.8	23.0	18.5	31.5	34.7	35.7	35.6	35.1
Physics 30	6.5	2.3	1.8	13.1	11.1	17.3	20.0	19.9	19.3	18.6
Science 30	0.0	0.0	0.0	0.0	0.0	9.8	12.8	14.1	15.7	16.9
<b>Total of 1 or more Science Diploma Exams</b>	<b>47.8</b>	<b>58.1</b>	<b>36.8</b>	<b>55.7</b>	<b>55.6</b>	<b>57.3</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>

## Outcome One: Alberta's students are successful (cont.)

### Survey measures

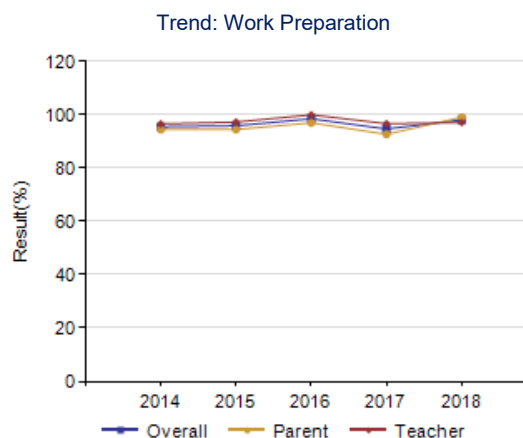
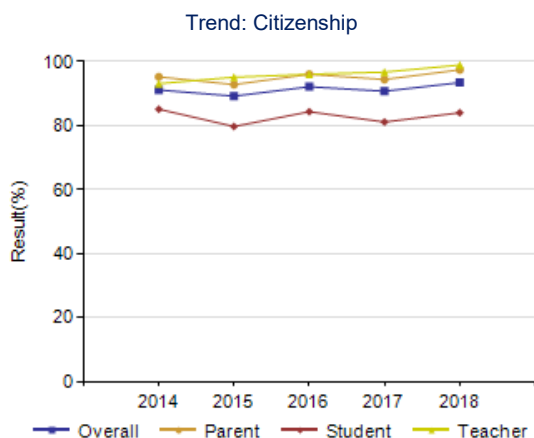
Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.1	89.2	92.1	90.7	93.4	Very High	Improved Significantly	Excellent
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.	95.5	95.9	98.5	94.7	98.1	Very High	Improved	Excellent

### Comments

Survey results continue to reflect a high degree of satisfaction with the programming available, and its results in achieving the aims of the school. Close agreement between parent and teacher survey results on most indicators is encouraging as a sign of shared purpose.

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.1	89.2	92.1	90.7	93.4	83.4	83.5	83.9	83.7	83.0
Teacher	93.1	95.1	96.0	96.7	98.9	93.8	94.2	94.5	94.0	93.4
Parent	95.2	92.8	96.0	94.4	97.4	81.9	82.1	82.9	82.7	81.7
Student	85.1	79.7	84.3	81.1	84.0	74.5	74.2	74.5	74.4	73.9



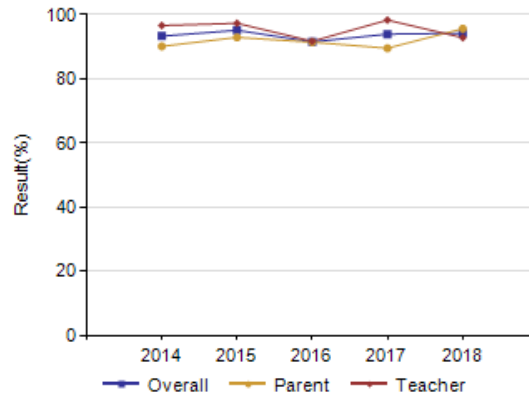
#### Work Preparation - Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	95.5	95.9	98.5	94.7	98.1	81.2	82.0	82.6	82.7	82.4
Teacher	96.6	97.3	100.0	96.7	97.1	89.3	89.7	90.5	90.4	90.3
Parent	94.5	94.5	97.0	92.7	99.1	73.1	74.2	74.8	75.1	74.6

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.3	95.1	91.5	93.9	94.2	69.5	70.0	70.7	71.0	70.9
Teacher	96.6	97.3	91.7	98.3	92.8	76.0	76.0	77.3	77.3	77.8
Parent	90.1	92.9	91.4	89.5	95.6	63.0	64.0	64.2	64.8	64.0

Trend: Lifelong Learning





## Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

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

As part of our school opening PD, our staff participated in activities relating to First Nations history, including a ‘Blanket Exercise’. An analysis of First Nations outcomes in provincial programs of studies was carried out, and resources are being sought and purchased to fill identified gaps. A grant received from AISCA will help to support these efforts.

## Outcome Three: Alberta’s education system respects diversity and promotes inclusion

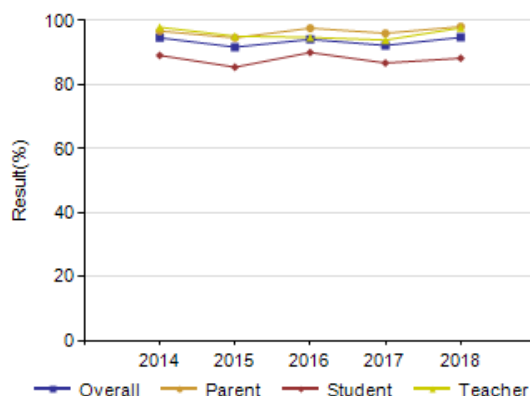
Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.6	91.7	94.1	92.2	94.7	Very High	Improved	Excellent

Once again, shared agreement on this fundamental aspect of our school is a positive sign. We continue to prioritize the safety of all students and staff.

**Safe and Caring** – Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Authority					Province				
2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
94.6	91.7	94.1	92.2	94.7	89.1	89.2	89.5	89.5	89.0
97.9	95.1	94.7	93.9	97.7	95.3	95.4	95.4	95.3	95.0
96.7	94.6	97.6	96.0	98.1	88.9	89.3	89.8	89.9	89.4
89.1	85.4	90.0	86.7	88.2	83.1	83.0	83.4	83.3	82.5

Trend: Safe and Caring



## Outcome Four: Alberta has excellent teachers, school and school authority leaders

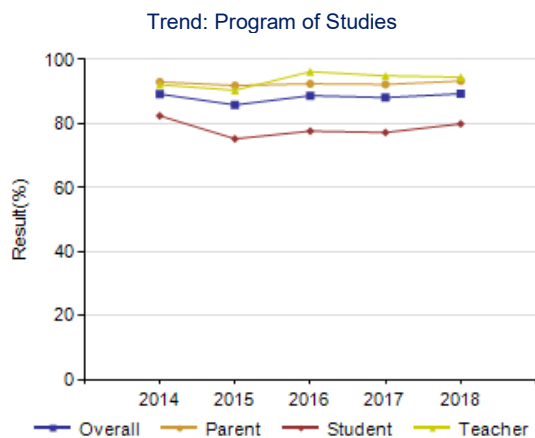
Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	89.2	85.8	88.7	88.1	89.3	Very High	Maintained	Excellent

### Comments

Limitations due to staff shortages continue to be felt, especially in high school. Nevertheless, graduating students identify the range of course options available as one of the greatest strengths of the school.

**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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.2	85.8	88.7	88.1	89.3	81.3	81.3	81.9	81.9	81.8
Teacher	92.1	90.4	96.2	94.9	94.5	87.5	87.2	88.1	88.0	88.4
Parent	93.0	91.9	92.4	92.2	93.3	79.9	79.9	80.1	80.1	79.9
Student	82.4	75.2	77.6	77.2	79.9	76.6	76.9	77.5	77.7	77.2



## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
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.	93.8	87.0	91.2	89.3	92.2	Very High	Improved Significantly	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.0	92.8	92.3	90.8	95.8	Very High	Improved	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.9	92.1	96.4	94.3	95.6	Very High	Improved	Excellent

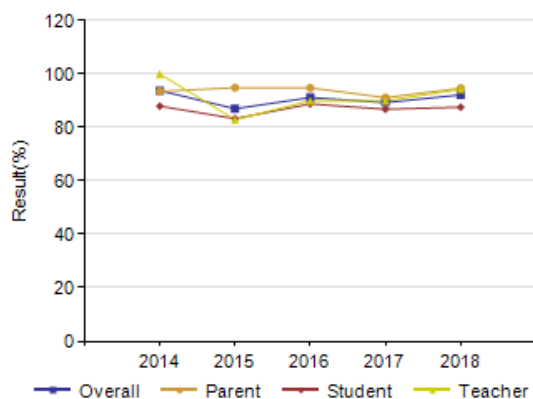
### Comments

We are pleased that ongoing improvement initiatives, and efforts to involve parents and the community meaningfully in decision-making, are recognized as having a beneficial effect.

**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.

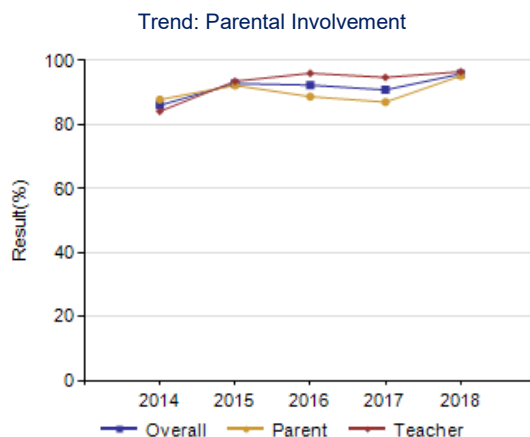
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.8	87.0	91.2	89.3	92.2	79.8	79.6	81.2	81.4	80.3
Teacher	100.0	82.9	90.0	90.0	94.3	81.3	79.8	82.3	82.2	81.5
Parent	93.5	94.9	94.8	91.2	94.7	77.0	78.5	79.7	80.8	79.3
Student	88.0	83.3	88.8	86.8	87.6	81.2	80.7	81.5	81.1	80.2

Trend: School Improvement



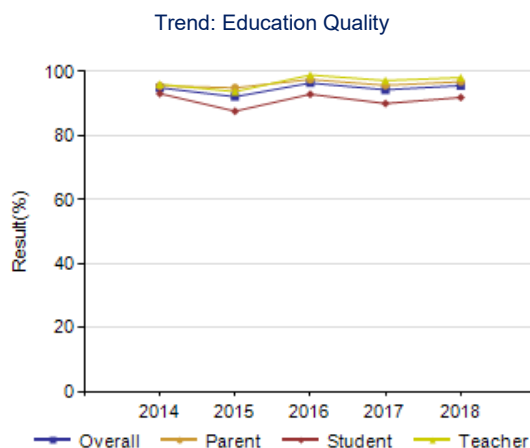
**Parental Involvement – Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.**

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.0	92.8	92.3	90.8	95.8	80.6	80.7	80.9	81.2	81.2
Teacher	84.1	93.5	96.0	94.7	96.5	88.0	88.1	88.4	88.5	88.9
Parent	87.8	92.2	88.7	87.0	95.2	73.1	73.4	73.5	73.9	73.4



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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	94.9	92.1	96.4	94.3	95.6	89.2	89.5	90.1	90.1	90.0
Teacher	96.0	93.7	98.9	97.2	98.1	95.5	95.9	96.0	95.9	95.8
Parent	95.5	94.9	97.5	95.7	96.8	84.7	85.4	86.1	86.4	86.0
Student	93.1	87.6	92.9	90.0	91.9	87.3	87.4	88.0	88.1	88.2



## 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.

	2018/2019 BUDGET	2017/2018 ACTUALS	2017/2018 BUDGET
<b>REVENUE SUMMARY</b>			
Alberta Government	4,701,692	4,766,697	4,688,081
Tuition Fees	1,434,590	1,517,636	1,525,000
Gifts and Donations	1,185,000	1,183,319	1,175,000
Other Income	529,200	448,623	342,800
Capital - Amortization	37,442	37,442	37,442
<b>Total Revenues</b>	<b>7,887,924</b>	<b>7,953,717</b>	<b>7,768,323</b>
<b>EXPENDITURE SUMMARY</b>			
Salaries & Benefits	5,748,616	5,450,619	5,602,573
Services, contracts & supplies	1,542,384	1,366,861	1,417,317
Capital and debt services	330,564	356,677	330,514
<b>Total Expenditures</b>	<b>7,621,564</b>	<b>7,174,157</b>	<b>7,350,404</b>

In the 2017-18 school year, Calvin Christian School had an operating surplus of \$642,314. Capital expenditures of \$187,053 for a bus, photocopier, computers, and power transformer were paid out. In addition to this, \$400,000 was put into our capital reserve. To date we have \$900,000 in Capital Reserves. The net result depicts a surplus of \$353,200.

The existence of a capital reserve and surplus is positive given the necessity of a school expansion in the near future. The building committee, together with an architect, is currently developing a building plan for a high school/gymnasium expansion, which will be presented to the members in the future to be voted on for final approval.

The budget for 2017-18 reflects a small decrease in Alberta Education Funding, a result of a cap on the number of CEU's which may be claimed each year. A salary increase as well as additional staff hired accounts for the increased budget for salaries and benefits. A surplus of \$417,919 is budgeted, with capital expenditures of \$245,000 as well as an additional \$100,000 to be put into capital reserves, leaving us with a net surplus of \$362,361.

The budget and audited financial statements are provided to members and explained at the AGM in October of each year.

## 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](http://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 made available at the annual school meeting held on October 25, 2018. Copies are available from the school upon request at any time during the year.