

Annual Education Results Report (AERR) for School Authority: 9078 Canadian Reformed School Society of Neerlandia

Accountability Statement

The Annual Education Results Report for the 2022-2023 school year for the Canadian Reformed School Society of Neerlandia were prepared under the direction of the Board in accordance with its 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 and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2022-2023 school year on November, 2023.

[[ORIGINAL SIGNED]]

Mr. Errol Hooimeyer
Canadian Reformed School Society of Neerlandia
Board Chairman

Foundation Statements (optional)

Constitution

ARTICLE I NAME

The name of the Society shall be Canadian Reformed School Society of Neerlandia.

ARTICLE II BASIS

The basis of the Society is the infallible Word of God as confessed in the Three Forms of Unity.

ARTICLE III PURPOSE

The purpose of the Society is to establish and maintain a school providing Reformed Education in accordance with Article II of this constitution.

ARTICLE IV MEMBERS

Any member of one of the Canadian Reformed Churches, or any Church with whom they have ecclesiastical fellowship, may be a member of the Society. Although husband and wife constitute only one membership, the wife may represent her husband in his absence.

ARTICLE V STAFF

Only members of the Canadian Reformed Churches may be employed as Principal or Vice Principal. Teachers must be members of the Canadian Reformed Churches, or one of those Churches with whom it has Ecclesiastical Fellowship.

ARTICLE VI ENROLLMENT

Enrollment is open to members of the Canadian Reformed Churches, or any Church with whom they have ecclesiastical fellowship. Any other enrollment is subject to approval of the Board.

ARTICLE VII AMENDMENTS

- 1) No amendment is permitted regarding Articles II and III.
- 2) Any other amendment needs $\frac{3}{4}$ approval by society membership.

ARTICLE VIII NON-PROFIT STATUS

The Society shall be carried on as a nonprofit organization; any surplus may be used to promote the purpose of the Association or for specific reserve funds upon approval of the membership of the Society.

ARTICLE IX DISSOLUTION

The decision to dissolve the Society shall require the approval of 90% of the membership provided that three weeks written notice has been sent to each member stating the reason(s). Upon the dissolution or winding up of the Society, all its remaining assets after payment of liabilities, shall be distributed to one or more registered charitable organizations in Canada which adhere to the doctrine expressed in the standards of the Canadian Reformed Churches, as at the date of the organization of the Association.

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Covenant Can. Reformed School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.6	88.2	88.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	89.7	93.1	93.4	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	100.0	100.0	98.1	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	100.0	94.5	91.6	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	79.5	82.7	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	21.9	21.8	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	79.4	81.8	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	12.7	11.4	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	92.3	94.9	96.0	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.3	95.0	95.0	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	88.8	91.7	91.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	98.9	99.7	98.6	79.1	78.8	80.3	Very High	Maintained	Excellent

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 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-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.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

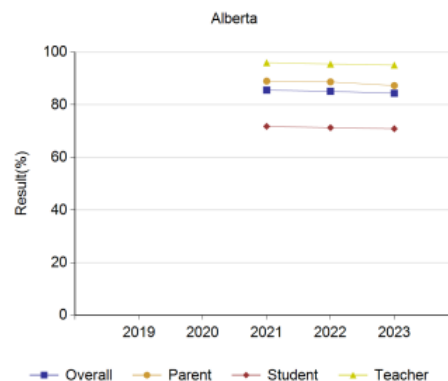
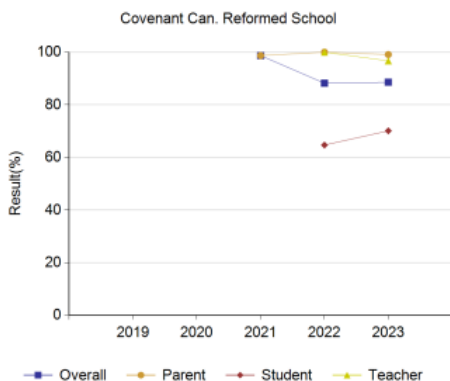
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Domain: Student Growth and Achievement

Student Learning Engagement – Measure Details

	Covenant Can. Reformed School											Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	25	98.7	201	88.2	199	88.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	25	98.7	34	100.0	38	99.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	155	64.7	151	70.1	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	10	96.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results:

Of note under this category is that we maintained most levels and we still rank above the provincial average overall. Our students have ranked this category at 64.7 in 2022 and improved by 5.4% during the past year. This figure is still below the provincial average; however, we are gaining. Our teachers have ranked this category at 96.7%. The discrepancy between the students and the teachers will require some further study as it seems impossible there could be such a divide between what is deemed engagement or what illustrates engagement in learning. Our PAC and Administration will investigate why students still feel disconnected and formulate a plan accordingly. We do note that the pandemic effects have been felt at our school and their impact is proving more widespread. Students now know that teaching and tech go together and want more tech in classes. This is how our students interact and are used to. As a school we do use tech in our classrooms, but will evaluate the use of it to its full extend. This is one area where we will need to, as CCRS Board and Staff, give some careful thought to increasing our student engagement.

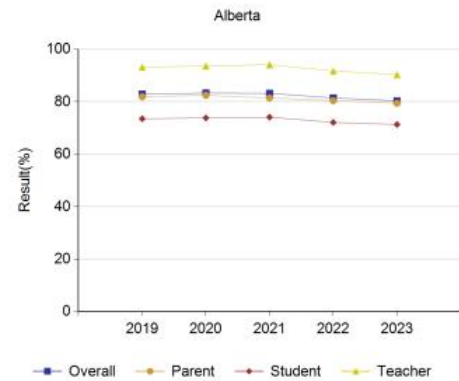
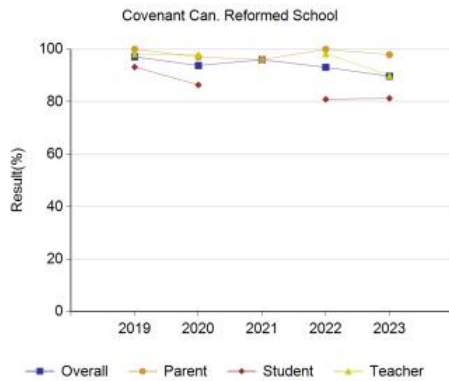
In previous years we had challenges regarding staffing. We are glad that at the moment we have retained and gained new staff. This will hopefully ensure a better relationship between students and teachers. In the years to come we hope to spend more time in cultivating or maintaining a vibrant school culture with many opportunities to engage students both inside the classroom and outside it.

CCRS is located in a rural area, and has not had any First Nation, Metis and Inuit students in our High School in the last 5 years. We do however have 2 students in Elementary.

Last year our focus was on assessment practices and their connection to valid evaluations and student engagement in this. We are continuing that Professional Development topic this year and are hopeful more intentional and varied assessment will translate into better engagement scores. We will focus on learner engagement and quality of teaching in the coming year.

Citizenship – Measure Details

	Covenant Can. Reformed School													Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	263	97.1	243	93.8	25	96.0	201	93.1	199	89.7	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	95	100.0	74	97.0	25	96.0	34	100.0	38	97.9	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	157	93.2	159	86.4	n/a	n/a	155	80.9	151	81.3	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	11	98.2	10	98.0	n/a	n/a	12	98.3	10	90.0	Intermediate	Maintained	Acceptable	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

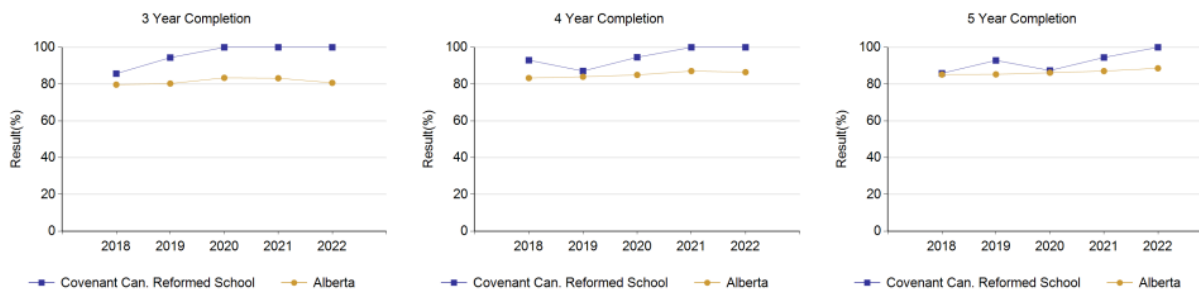
Comment on Results:

Overall, the percentage of respondents who are satisfied that our CCRS students model the characteristics of active citizenship dropped slightly from last year, although it is still about 10% higher than the provincial average. Our school community values active involvement in the community – local and beyond. As noted last year, our ARPA (Association for Reformed Political Action) student group on campus is a vibrant club which frequently organizes awareness-raising activities and facilitates ways for our students to become involved politically. This continues to be an ongoing project at CCRS and we hope to be hosting a Youth Conference in 2024.

Beyond this, our school is characterized by an over-arching “unity of purpose” which serves to unite us under a common goal of reformed Christian education. Integral to our faith is the incorporation of our faith with our deeds. We are all members of the church society and form a group with one goal. Our identity in Christ must colour who we are as responsible stewards of this earth and responsible Canadian citizens. This is a necessary component in each course taught at CCRS and this will continue to be so.

High School Completion Rate – Measure Details

	Covenant Can. Reformed School										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	14	85.7	16	94.4	14	100.0	14	100.0	21	100.0	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	13	93.0	14	87.1	16	94.6	14	100.0	14	100.0	Very High	Maintained	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	11	85.9	13	92.9	14	87.4	16	94.5	14	100.0	Very High	Improved	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

Comment on Results:

We are very satisfied with our 3- and 4-year high school completion rates as they have steadily increased over the past number of years. As all categories are 100% we aim to maintain these results in the coming years.

This is explained with having every one of our students able to receive their Alberta High School Diploma within their Grade 10-12 stay with us in the past number of years.

This can be credited to an increased focus on our students who struggle academically and offering them more individualized supports to help them master course content and pass their high school courses.

CCRS is located in a rural area, and has not had any First Nation, Metis and Inuit students in our High School in the last 5 years. We do however have 2 students in Elementary.

Provincial Achievement Test Results – Measure Details

		Covenant Can. Reformed School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	n/a	n/a	21	90.5	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	21	28.6	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	n/a	n/a	21	76.2	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	21	42.9	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	High	n/a	n/a	21	90.5	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	21	66.7	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	21	52.4	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	21	9.5	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	13	92.3	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	13	15.4	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	13	92.3	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	13	15.4	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	13	92.3	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	13	53.8	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	13	84.6	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	13	23.1	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comment on Results

When considering our PAT results, we are very satisfied with the standing CCRS students have earned last year. We have generally scored significantly higher than the province in both acceptable and exemplary results and we have mostly maintained our standings from previous years. The one concern we do have are the results in Social 6 in the past two years. This will be investigated and we will aim to improve the results steadily over the next 3 years.

We are finding students are significantly weaker than pre-pandemic, especially in areas of **reading comprehension, critical thinking, and math problem solving**. These areas are all still under intentional focus in our instruction this year and will continue to be so moving forward. We have also managed to keep some consistent staffing in these courses which has really helped us prepare well for our PATs.

CCRS is located in a rural area, and has not had any First Nation, Metis or Inuit students in our High School in the last 5 years. We do however have 2 students in Elementary.

Diploma Examination Results – Measure Details

		Covenant Can. Reformed School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	10	90.0	n/a	n/a	31,493	83.7	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	10	0.0	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	17,112	86.2	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	19,763	70.8	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	8	100.0	n/a	n/a	14,418	71.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	8	25.0	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	9	100.0	n/a	n/a	24,023	83.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	9	0.0	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	21,045	78.1	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	82.7	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	15	46.7	n/a	n/a	18,364	80.5	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	15	20.0	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	9	88.9	n/a	n/a	9,241	82.3	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	9	22.2	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	79.4	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	23.1	n/a	n/a

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 from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comment on Results

Unfortunately, last year's data is not very informative in this measure, given that there are no results to compare them with. Although we would like to perform better in the coming years.

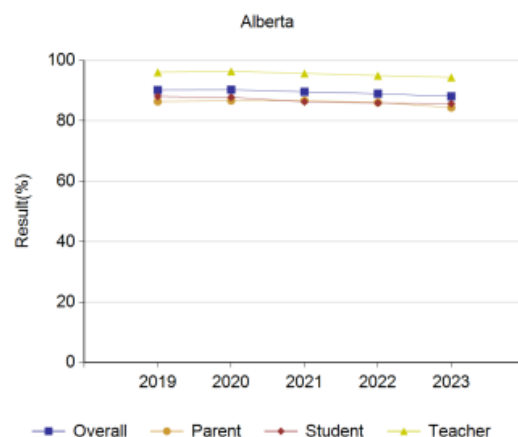
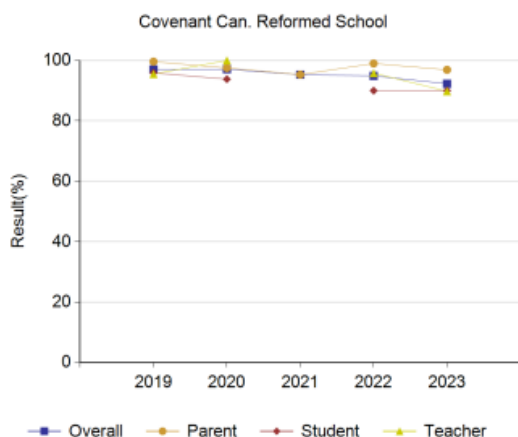
CCRS is located in a rural area, and has not had any First Nation, Metis and Inuit students in our High School in the last 5 years. We do however have 2 students in Elementary.

Domain: Teaching and Leading

Education Quality – Measure Details

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

	Covenant Can. Reformed School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	264	97.0	244	97.1	25	95.3	201	94.9	200	92.3	Very High	Declined	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	96	99.6	74	97.5	25	95.3	34	99.0	38	96.9	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	157	95.9	160	93.8	n/a	n/a	155	90.0	152	90.0	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	11	95.5	10	100.0	n/a	n/a	12	95.8	10	89.8	Low	Maintained	Issue	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

We are satisfied that our overall respondent satisfaction with our quality of education remains in the high-very high range. Moving forward in a post-pandemic world, our goal is to continue to offer quality education to our students. Surveying our students to hear what they deem quality education and striving to implement student suggestions may be an area to focus on in the future, given the decline in this category.

In previous years, staff discussion on this measure brought up the question of what do our students see as a “quality education”.

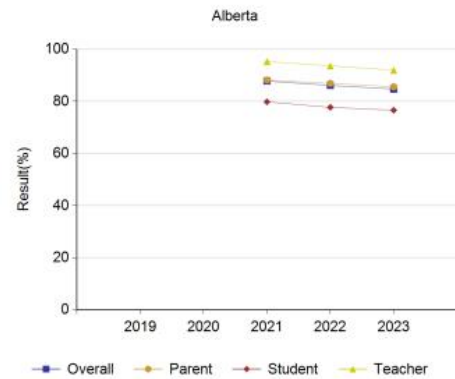
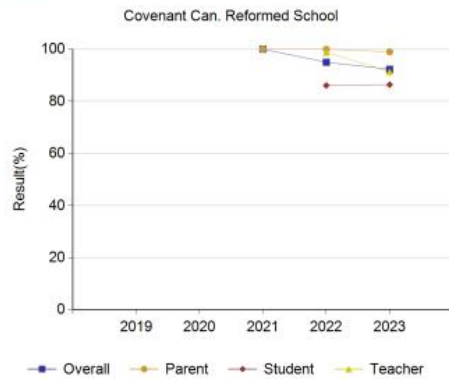
We will follow this up with our own anonymous Google form so we can check what their understanding of this is – what is their definition of a quality education and how can we meet in the middle? As soon as we know what they are measuring it against we will know how to address this matter

As for the results of teachers the outcome is 89.9 %. As this is a small group it could just be one person. However our staff were under immense pressure the last few years due to staffing issues. We are glad that this has been resolved in the meantime.

Domain: Learner Supports

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

	Covenant Can. Reformed School													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	25	100.0	201	95.0	199	92.3	n/a	Declined	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	25	100.0	34	100.0	38	99.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	n/a	n/a	155	86.1	151	86.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	98.8	10	91.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



Notes:

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

Comment on Results

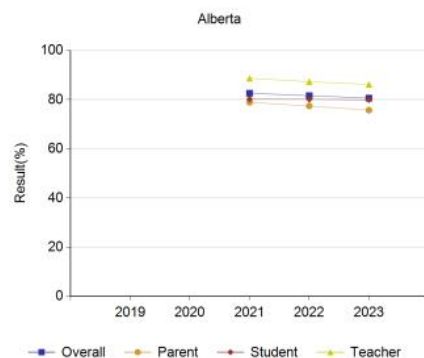
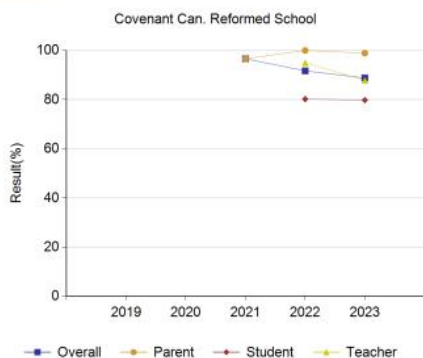
The consistently high results in this measure are heartening for us to read. We see our school as a community of like-minded believers who view each other as brothers and sisters. To that end, peace and love in all our dealings is paramount. As CCRS Administration, the focus on school culture, especially at the high school level, has been a discussion point. A focus on revamping our student leadership committees, offering more extracurricular options, and hosting more school spirit events have been areas of growth of late.

The results of this measure generated a lot of discussion amongst our staff. While the overall percentage is quite high, even this would translate into 2 students/class feeling either unwelcome, uncared for, or unsafe. If we look at the overall picture we are still above the provincial average, however we want every student to feel welcome and safe. We will keep on working on this to ensure this will be the case.

A google form has been made available to students to report bullying, needing to talk to the principal or any other teacher regarding a matter or just when having a bad day.

Access to Supports & Services – Measure Details

	Covenant Can. Reformed School														Alberta										
	2019		2020		2021		2022		2023		Measure Evaluation				2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	25	96.6	201	91.7	199	88.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6		
Parent	n/a	n/a	n/a	n/a	25	96.6	34	100.0	38	98.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7		
Student	n/a	n/a	n/a	n/a	n/a	n/a	155	80.2	151	79.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	95.0	10	87.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2		



Notes:

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

Comment on Results

Offering a wider range of supports in improving our special education program has been an area of focus for our school in the past number of years.

Our school philosophy is that each child belongs and, official diagnosis or not, we strive to offer each student what they need to be successful. This is clearly reflected in a healthy special education budget where we privately contract out OT and SLP supports as well as employ many Educational Assistants to carry out student supports and alternate programming.

A large component of this is also educating our parental community on various exceptionalities and offering advice and resources on how to best support their children in these.

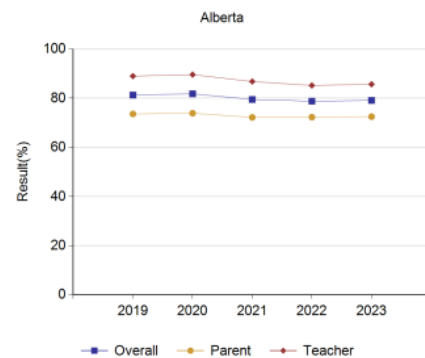
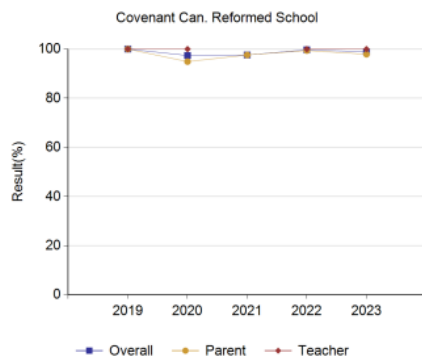
We will focus on dual credit courses in the coming years. This is to give students more opportunities than what the school itself can offer.

Focus for now will be on Healthcare and IT courses.

Domain: Governance

Parental Involvement – Measure Details

	Covenant Can. Reformed School													Alberta									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	107	100.0	84	97.4	25	97.6	46	99.7	48	98.9	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	96	100.0	74	94.9	25	97.6	34	99.4	38	97.9	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	11	100.0	10	100.0	n/a	n/a	12	100.0	10	100.0	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



Notes:

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

Comment on Results

Our PAC committee is going for the second year and has once again committed itself to engaging with our parental community throughout the year through various surveys corresponding to goals on our Education Plan. Results are communicated to our community through our monthly communication bulletin and our weekly parental newsletter. Through these means, coupled with a copious amount of parent volunteers on many communities, we are thankful for a high level of parental engagement. We have solid turn out for parent-teacher interviews and parental communication is an intentional aspect of each teacher's practice. Parents will attend meetings in person if needed to discuss any challenges or ideas.

We have broadened our PowerSchool application in the previous year and parents have been using it to its full extend. This enables the parents to see all academic marks and comments regarding behaviour in class.

Grades 4-6 are scheduled to join the PowerSchool community in the near future.

EARLY YEARS LITERACY AND NUMERACY ASSESSMENT

<u>Grade</u>	<u>Tests</u>	<u>Average time behind</u>	<u>Support strategies</u>
Kindergarten	Reading Readiness Screening Tool	2 students 3-6 months behind	Aides and pull outs
Grade 1 (12 learners tested)	Letter Name-Sound (LeNS) Castle & Coltheart3 (CC3) The Provincial Numeracy Screening Assessment Reading Readiness Screening tool Words Their Way	3 students 3 Months behind	Pull outs
Grade 2 (22 students Tested)	Letter Name-Sound (LeNS) Castle & Coltheart3 (CC3) The Provincial Numeracy Screening Words Their Way	4 students 3 months behind and need support with reading	Full time EA Pull outs Speech therapy
Grade 3 (16 Students tested)	Letter Name-Sound (LeNS) Castle & Coltheart3 (CC3) The Provincial Numeracy Screening Words Their Way	2 Students 3 months behind	EA in the mornings Pull outs

Summary of Financial Results 2022/2023

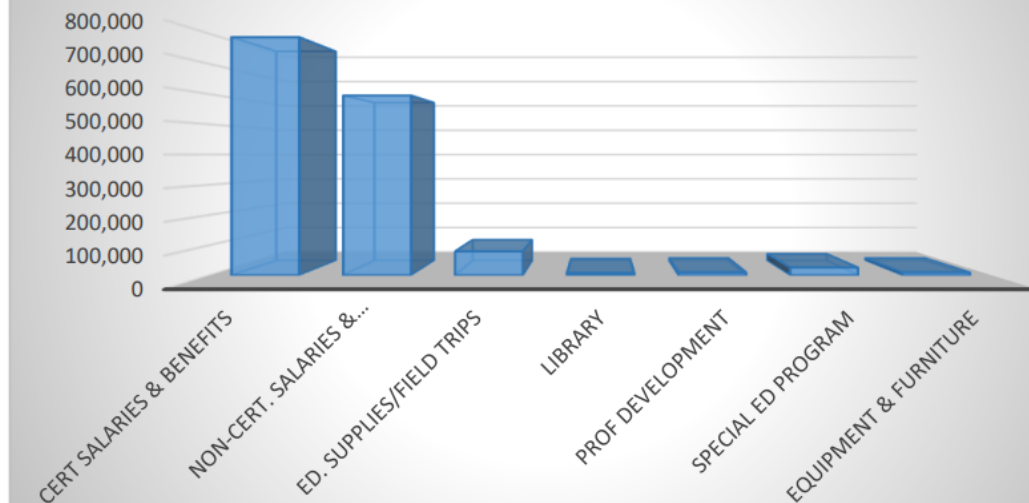
REVENUE

AB Education	1,461,463
Donations & Tuition	933,953
Other	50,969
Total Revenue:	\$2,446,385

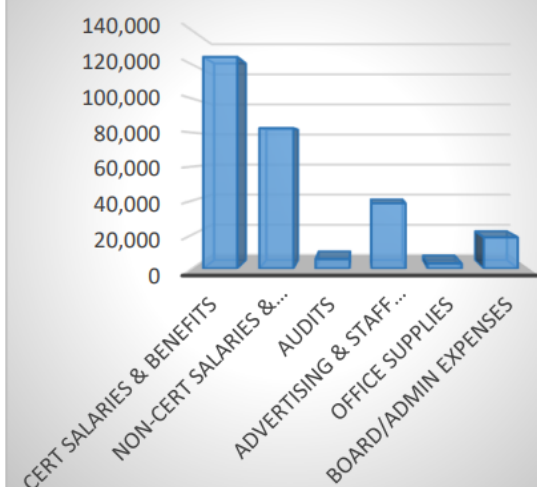
EXPENSES

Instruction	1,517,112 <i>(see graph A)</i>
Administration	272,553 <i>(see graph B)</i>
Oper. & Maint.	275,577 <i>(see graph C)</i>
Transportation	236,102
Other	9,992
Capital & Debt Serv.	36,334
Total Expenses:	\$2,347,670

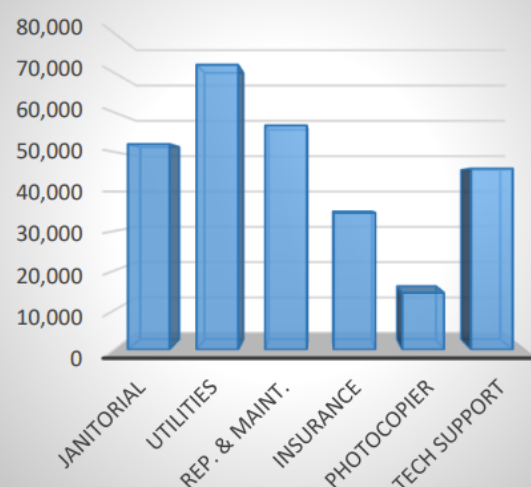
Graph A - INSTRUCTION



Graph B - ADMIN



Graph C - O & M



Please contact Mrs. M. Steenbergen if you need more information regarding the financials at ccrsbookkeeper@outlook.com

Domain: Local and Societal Context

Timelines and Communication

Communication between home and school takes place via weekly newsletters, email, phone, monthly bulletins, membership meetings, report cards, school website, and in parent-teacher conferences. In late October our school usually holds its fall membership meeting where our school's Combined Three-Year Education Plan and AERR are usually presented by the principal. Prior to this meeting (two weeks before) a summary of financial results and a budget summary are sent to the entire membership (these reports, in summary form, can be found in a financial section located elsewhere in this report). The treasurer goes over these reports at the meeting and answers questions. Hard copies are made available at school for the parents. Our Education Plan and AERR can be found on our website (covenantschool.ca).

Whistleblower Protection

A comprehensive policy has been developed and placed in the Staff Handbook (that all staff receive). This policy is also addressed in our August staff meeting and the details of it are briefly discussed. Staff are also informed at this time that more specifics can be found in the Staff Handbook. Extra copies of this policy can also be accessed by the staff in the office.

There were no disclosures during the 2022-2023 reporting period.