

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

Accountability Statement

The Annual Education Results Report for the 2021-2022 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 2021-2022 school year on January 30, 2023.

[[ORIGINAL SIGNED]]



Mr. Morris Vogelzang

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 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. 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	Can Reformed Sch - Neerlandia			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	88.2	98.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	93.1	96.0	95.5	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	100.0	100.0	93.4	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	94.5	87.4	88.7	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	86.0	n/a	88.0	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	25.0	n/a	20.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	81.8	n/a	81.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	11.4	n/a	16.9	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.9	95.3	97.1	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.0	100.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	91.7	96.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	99.7	97.6	98.7	78.8	79.5	81.5	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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 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

Authority/School FNMI Report – This report contains the authority results for self-identified First Nations, Métis and Inuit students. Survey measures are not available as the Alberta Education Assurance (AEA) survey does not have demographic identifiers.

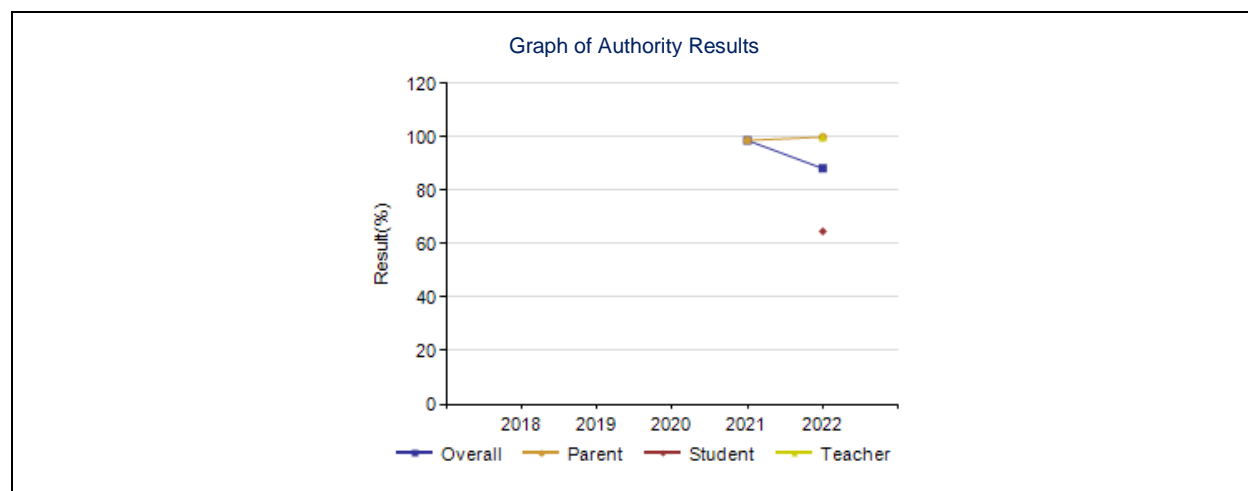
Authority/School ESL Report – This report contains the authority results for English as Second Language students. Survey measures are not available as the Alberta Education Assurance (AEA) survey does not have demographic identifiers.

Domain: Student Growth and Achievement

Student Learning Engagement – Measure Details

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

	Authority										Measure Evaluation			Province													
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022					
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	98.7	201	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	25	98.7	34	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	64.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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 the significant decrease from last year’s score, although we still rank above the provincial average overall. Our students have ranked this category at 64.7, a concerning figure below the provincial average. However, our teachers have ranked this category at 100%. 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. We do note that the pandemic effects have been felt at our school and their impact is proving more widespread and deeper than we originally counted on. Extra-curricular activities can look different now than pre-pandemic and we are also finding that the pandemic opened students up to alternate ways of receiving an education – no longer is our school their only option. Instead, they are able to work and earn money (as many did during the at-home online portions of Covid schooling) while taking some courses online. This is one area where we will need to, as CCRS board and staff, give some careful thought to increasing our student engagement.

Another reason for low student engagement could be the result of the significant staffing challenges we’ve experienced in the last two years. Many staff are taking on far more than a standard work load and this results in less time spent in cultivating or maintaining a vibrant school culture with many opportunities to engage students both inside the classroom and out.

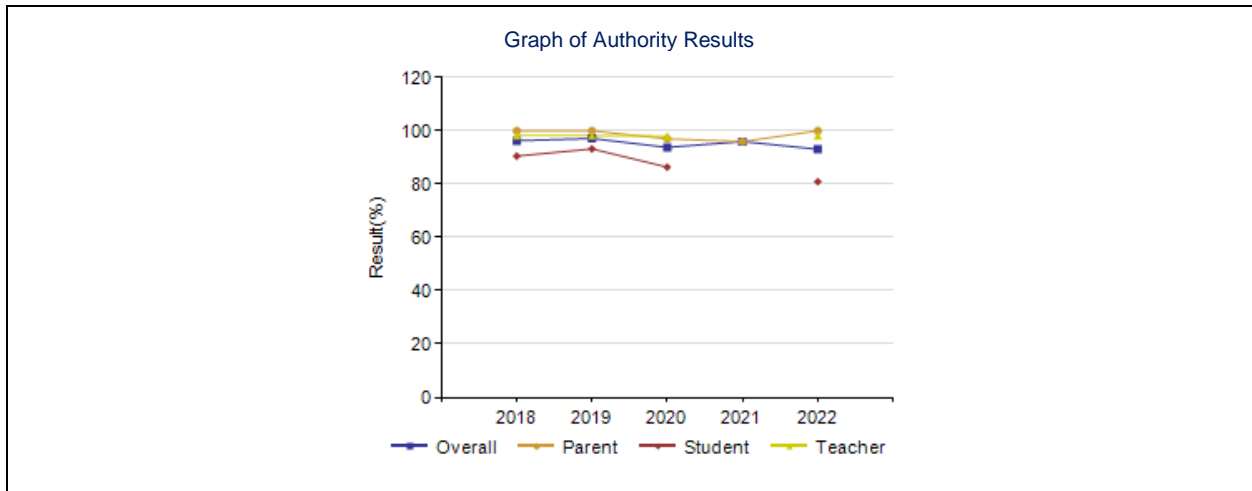
When discussed as a staff, we questioned whether our students had a sufficient understanding of what it means to be engaged in learning. Our plan is to follow this up with our own anonymous Google Form to inquire further about this and solicit suggestions from our students on how to improve in this measure.

Last year our focus was on assessment practices and their connection to valid evaluations and student engagement in this. We have continued that Professional Development topic this year and are hopeful more intentional and varied assessment will translate into better engagement scores.

Citizenship – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	247	96.3	263	97.1	243	93.8	25	96.0	201	93.1	Very High	Declined	Good	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	80	100.0	95	100.0	74	97.0	25	96.0	34	100.0	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	155	90.5	157	93.2	159	86.4	n/a	n/a	155	80.9	Very High	Declined Significantly	Acceptable	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	12	98.3	11	98.2	10	98.0	n/a	n/a	12	98.3	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 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.
 - The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

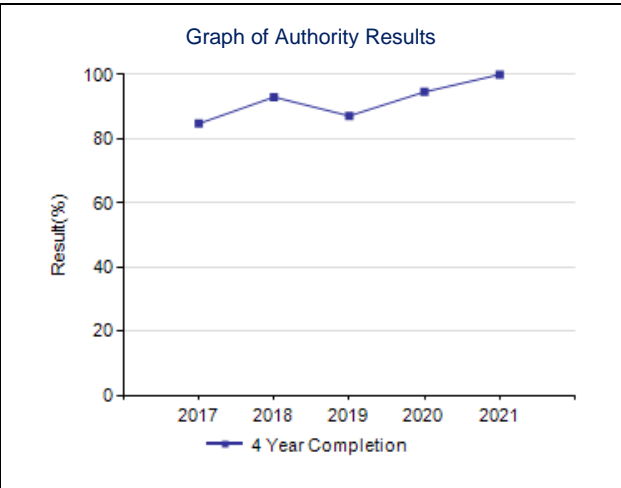
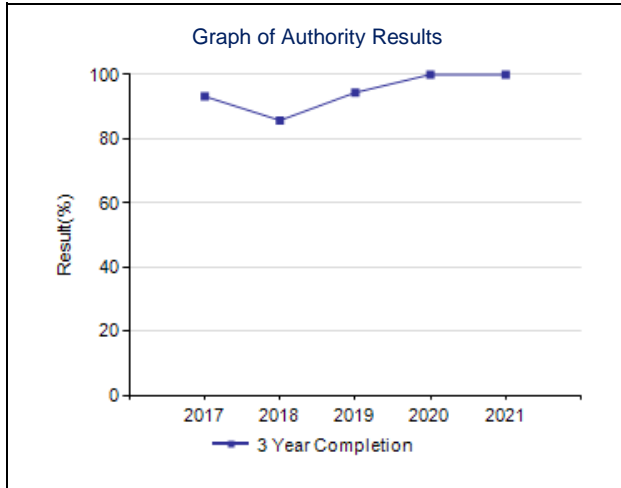
Comment on Results:

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 over 10% higher than the provincial average. The parental group of respondents actually increased by 4%. Our school community values active involvement in the community – local and beyond. As noted last year, our ARPA (Association for Reformed Political Action) group on campus is a vibrant club which frequently organizes awareness-raising activities and facilitates ways for our students to become involved politically. 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. 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

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

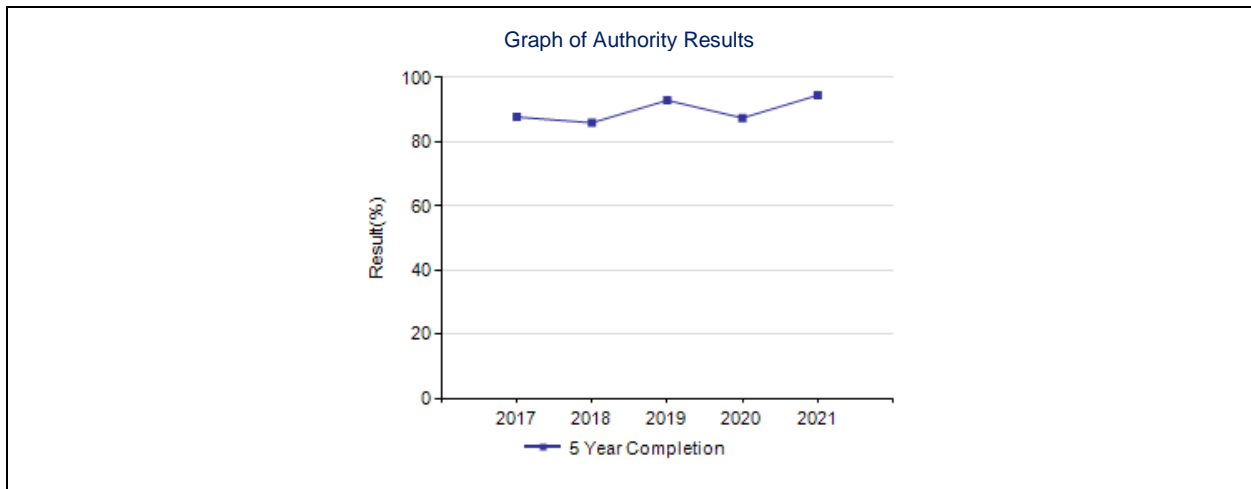
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	13	93.2	14	85.7	16	94.4	14	100.0	14	100.0	Very High	Maintained	Excellent	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	11	84.7	13	93.0	14	87.1	16	94.6	14	100.0	Very High	Improved	Excellent	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	8	87.7	11	85.9	13	92.9	14	87.4	16	94.5	Very High	Maintained	Excellent	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1



Notes:

- 7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 8. Participation in the 2019/20 and 2020/21 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.

High School Completion Rate – Measure Details



Notes:

- 9. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 10. Participation in the 2019/20 and 2020/21 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:

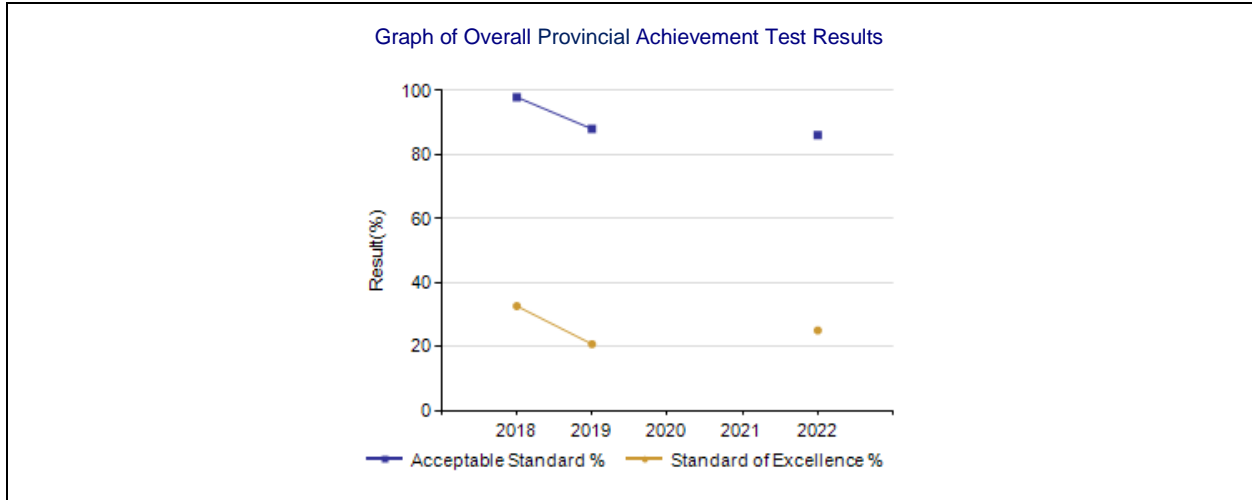
We are very satisfied with our 3- and 4-year high school completion rates as they have steadily increased over the past number of years. The one “off year” we consistently have is now the 5-year completion category. However, this is explained with having every one of our students able to receive their 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. Moving forward, this focus on high school special education supports will continue and it is our goal to expand this to include more students.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	18.2	95.8	16.7	n/a	n/a	n/a	n/a	94.4	33.3		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	Authority	100.0	36.4	87.5	41.7	n/a	n/a	n/a	n/a	88.9	11.1		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	Authority	100.0	63.6	95.8	33.3	n/a	n/a	n/a	n/a	94.4	50.0		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	Authority	90.9	22.7	83.3	25.0	n/a	n/a	n/a	n/a	66.7	5.6		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language Arts 9	Authority	100.0	21.4	86.4	4.5	n/a	n/a	n/a	n/a	91.3	4.3		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	Authority	100.0	28.6	81.8	4.5	n/a	n/a	n/a	n/a	78.3	21.7		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	Authority	100.0	28.6	90.9	22.7	n/a	n/a	n/a	n/a	95.7	52.2		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	Authority	92.9	35.7	81.8	13.6	n/a	n/a	n/a	n/a	78.3	21.7		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
- 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.



Notes:

16. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
17. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
18. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
19. 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. There has been a slight decrease in some subject areas since 2019 but this can largely be attributed to the effects of the pandemic on our education. 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 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.

Diploma Examination Results – Measure Details

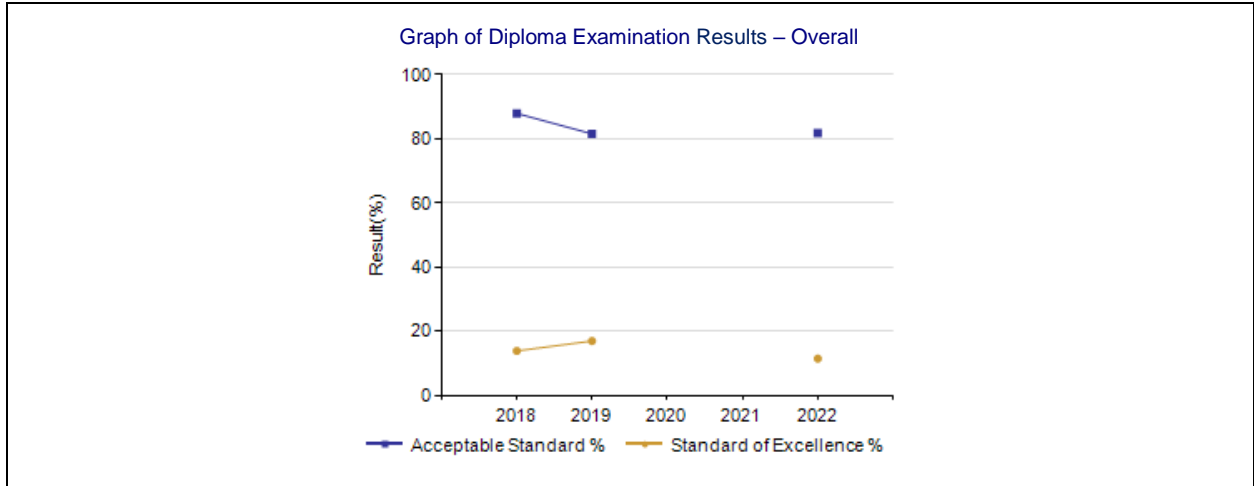
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	91.7	8.3	84.6	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	Authority	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	Authority	100.0	16.7	81.8	27.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	Authority	90.0	0.0	61.5	7.7	n/a	n/a	n/a	n/a	66.7	0.0		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	Authority	*	*	*	*	n/a	n/a	n/a	n/a	100.0	11.1		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	Authority	85.7	19.0	n/a	n/a	n/a	n/a	n/a	n/a	82.6	17.4		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	Authority	n/a	n/a	78.6	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	Authority	n/a	n/a	100.0	33.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

Notes:

20. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
21. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
22. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
23. 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 our students only wrote Social Studies and Biology diploma exams. We are very satisfied with our Social Studies -2 results as well as with the Biology results, seeing as both are well beyond the provincial standard. Our Social Studies -1 was on the lower side, something in line with 2019. This will be an area of focus in the upcoming year to investigate ways to improve this score.



Notes:

24. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

25. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

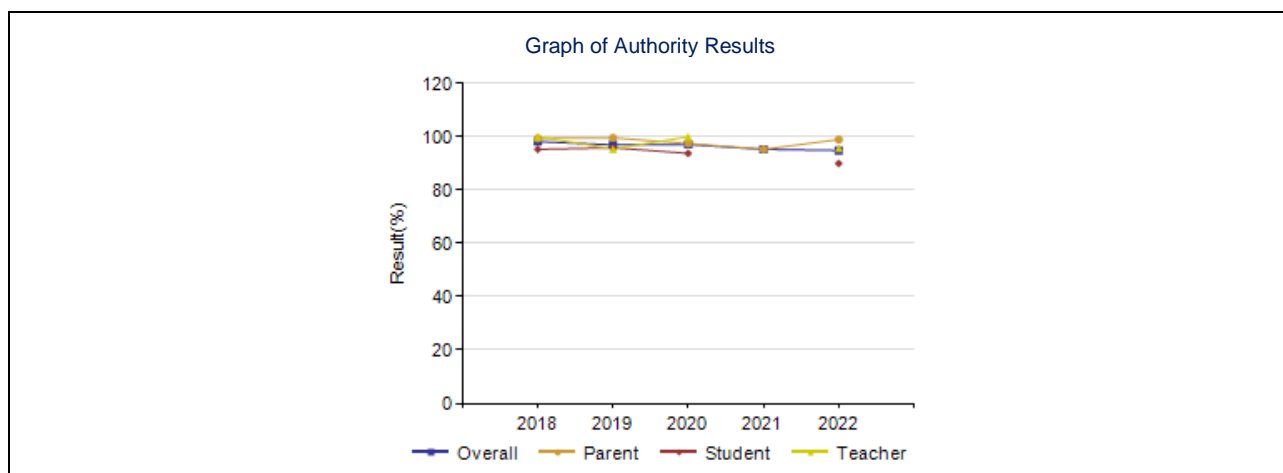
Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time

Domain: Teaching and Leading

Education Quality – Measure Details

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

	Authority										Province												
	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	%
Overall	247	98.2	264	97.0	244	97.1	25	95.3	201	94.9	Very High	Declined	Good	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	80	99.4	96	99.6	74	97.5	25	95.3	34	99.0	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	155	95.3	157	95.9	160	93.8	n/a	n/a	155	90.0	Very High	Declined	Good	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	12	100.0	11	95.5	10	100.0	n/a	n/a	12	95.8	High	Maintained	Good	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



Notes:

26. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

27. 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. Arguably the effects of the pandemic coupled with staffing challenges have taken their toll on consistent quality instruction. 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.

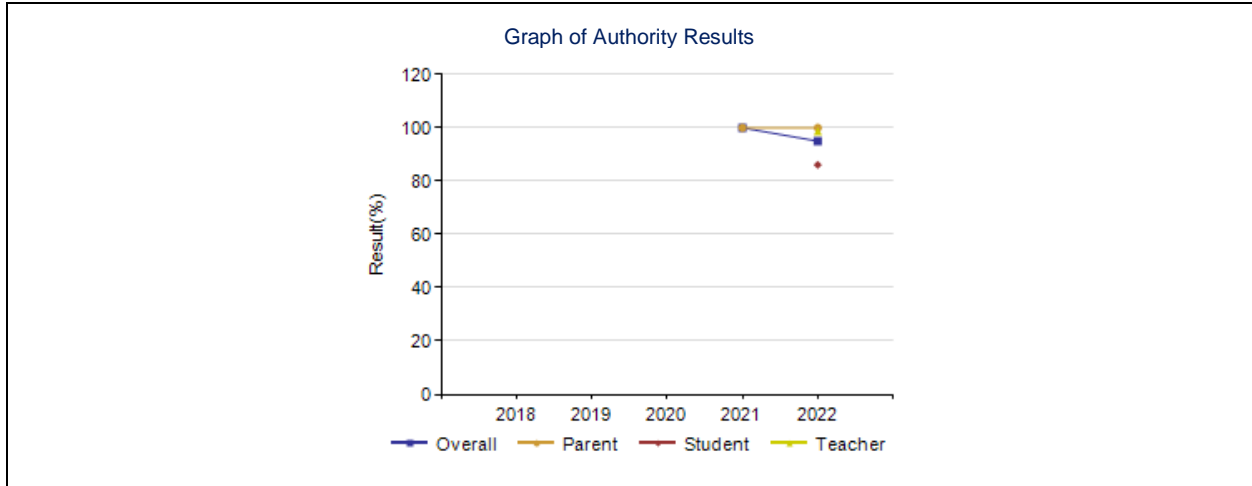
Our staff discussion on this measure brought up the question of what do our students see as a “quality education”. We plan to follow this up with our own anonymous Google form so we can check what their understanding of this is – what is their definition of a quality education and how can we meet in the middle?

Domain: Learner Supports

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Province												
	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	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	100.0	201	95.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	25	100.0	34	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	86.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	98.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6



Notes:

- 28. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 29. 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

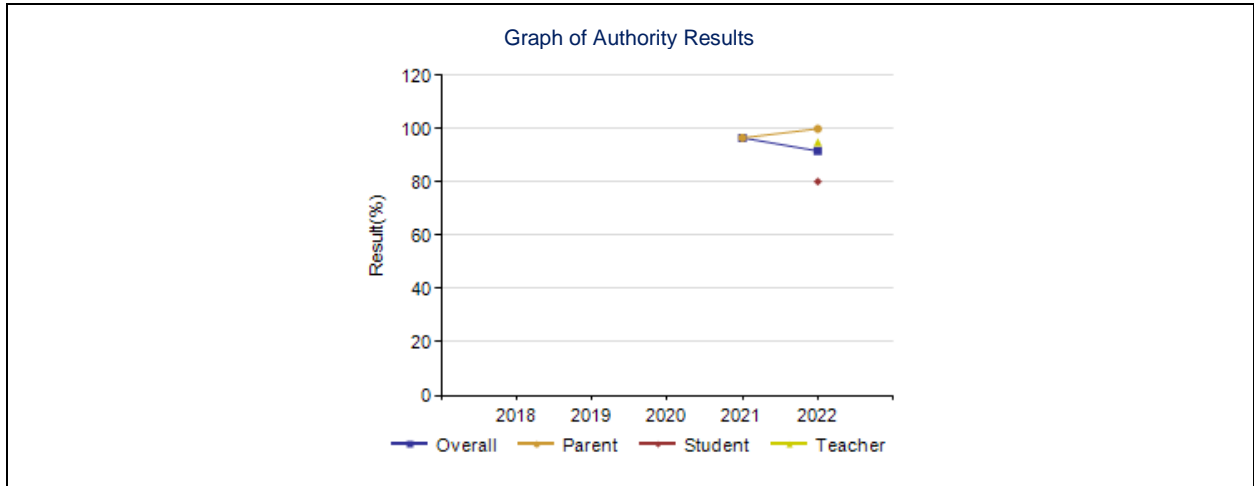
The consistently high results in this measure are heartening for us to read. We see our school as a community of like-minded believers who view each other as brothers and sisters. To that end, peace and love in all our dealings is paramount. As CCRS administration, the focus on school culture, especially at the high school level, has been a discussion point. On the social plane, our high school students have been the group most detrimentally affected by the pandemic and we are seeing this play out in our post pandemic scene. A focus on revamping our student leadership committees, offering more extracurricular options, and hosting more school spirit events has been an area 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. We think that these three words actually denote quite different concepts and plan to follow this up with our own Google Form wherein we will break down the question into three distinct parts and ask for explanation if a student indicates they feel unsafe, unwelcome, or uncared for.

Access to Supports & Services – Measure Details

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	96.6	201	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	25	96.6	34	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	80.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	95.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3



Notes:

- 30. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 31. 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.

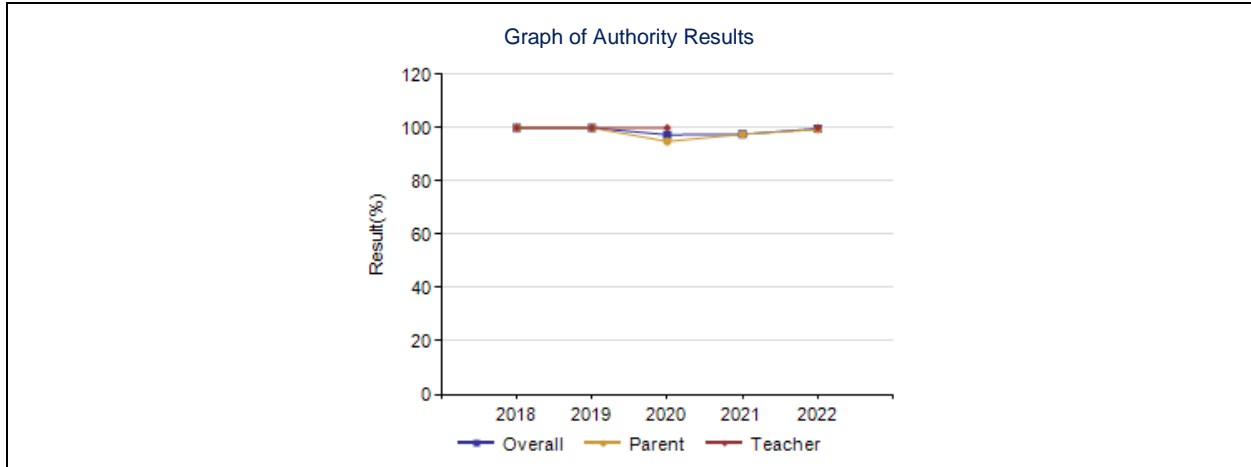
Comment on Results

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.

Domain: Governance

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	92	100.0	107	100.0	84	97.4	25	97.6	46	99.7	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	80	100.0	96	100.0	74	94.9	25	97.6	34	99.4	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	12	100.0	11	100.0	10	100.0	n/a	n/a	12	100.0	Very High	Maintained	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



Notes:

- 32. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 33. 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 new PAC committee has committed itself to engaging with our parental community each month through various surveys corresponding to goals on our Education Plan. Results are communicated to our community through our monthly communication newsletter 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. We have recently broadened our PowerSchool capacity and have encouraged our parental community to log in and keep abreast of their child's grades through this means. This has been very well-received in our community and we plan to include more grades as we become more familiar with this software.

Summary of Financial Results 2021/2022

REVENUE

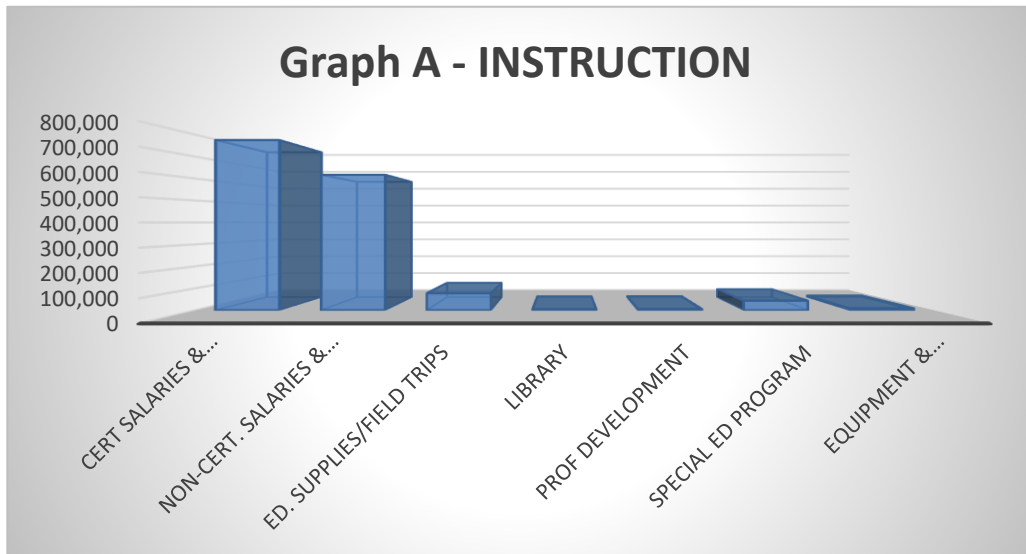
AB	
Education	1,486,119
Donation & Tuition	789,455
Other	34,465
Total	\$2,310,039
Revenue:	9

EXPENSES

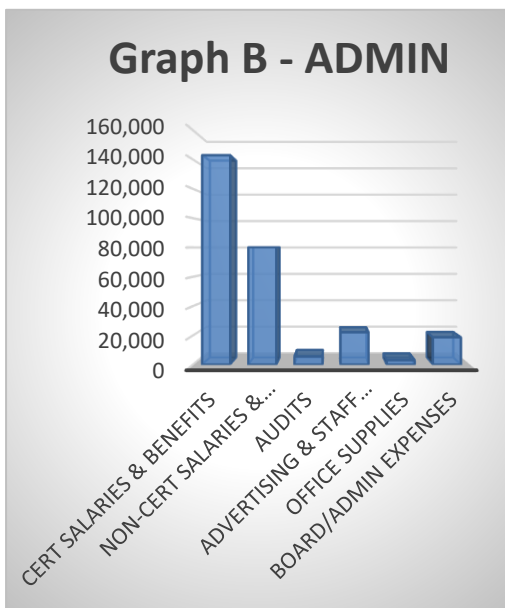
Instruction	1,535,288	(see graph A)
Administration	272,628	(see graph B)
Oper. & Maint.	237,290	(see graph C)
Transportation	215,657	
Other	9,977	
Capital & Debt Serv.	33,865	
Total	\$2,304,704	
Expenses:	4	

Further financial information can be obtained by contacting Mrs. Marie Steenbergen, the bookkeeper for CCRS, at ccrsbookkeeper@outlook.com

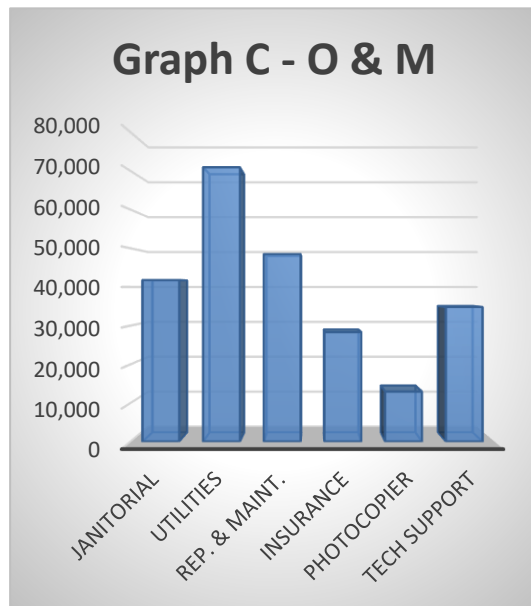
Graph A - INSTRUCTION



Graph B - ADMIN



Graph C - O & M



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 2021-2022 reporting period.