

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

Accountability Statement

The Annual Education Results Report for the 2023-2024 school year for the Canadian Reformed School Society of Neerlandia was 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 2023-2024 school year in November, 2024.

[[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 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	87.2	88.6	88.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.0	89.7	91.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	100.0	100.0	100.0	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	100.0	100.0	94.0	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	80.0	52.4	52.4	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	20.0	9.5	9.5	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	83.8	90.4	90.4	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	29.4	26.9	26.9	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	70.5	79.4	79.4	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	12.8	12.7	12.7	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	91.9	92.3	93.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.6	92.3	93.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	92.2	88.8	90.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	97.7	98.9	99.3	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 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.

	Achievement				
Improvement	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

Summary of intervention programming in 2023/2024 school year

Grade 1 : Small group instruction, 2 on 1 sessions with EA for approximate 30 minutes every other day.

Grade 2 : The 2 identified students had UFLI instruction with an EA for 30 minutes, 4 days a week(Literacy)

Small group instruction and pull out with an EA for 30 minutes 2 times a week.(Numeracy)

Grade 3: Lowest student received day instruction in UFLI for 30 minutes(one-on-one) with an EA.

The other 2 students had 2 on 1 UFLI instruction 2 times a week for 30 minutes(Literacy)

Lowest student had daily one on one instruction with an EA for 30 minutes. Other student had small group instruction.

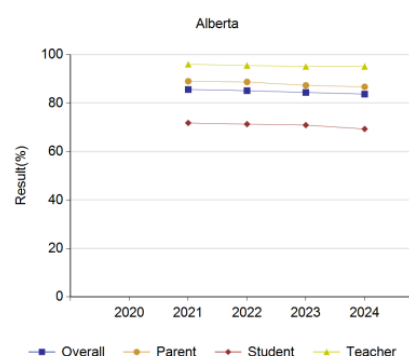
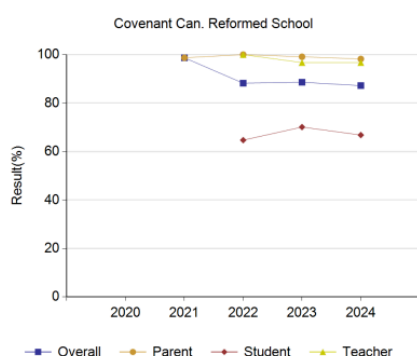
	Name of Alberta Education approved screening assessments	Total number of students assessed	Total number of students identified as being at risk on initial assessment	Total number of students identified as being at risk on final assessment	Average number of months behind grade level.	Average number of months gained at grade level by at-risk students
Literacy						
Grade 1	CC3	11	0	0	N/A	N/A
Grade 2	CC3	22	2	2	8	0
Grade 3	CC3	16	3	3	10	2
Numeracy						
Grade 1	Provincial Numeracy screening assessment	11	2	0	4	4
Grade 2	Provincial Numeracy screening assessment	22	2	1	6	0
Grade 3	Provincial Numeracy screening assessment	16	2	2	9	1

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.

	Covenant Can. Reformed School													Alberta											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	25	98.7	201	88.2	199	88.6	189	87.2	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7		
Parent	n/a	n/a	25	98.7	34	100.0	38	99.1	38	98.2	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7		
Student	n/a	n/a	n/a	n/a	155	64.7	151	70.1	141	66.8	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3		
Teacher	n/a	n/a	n/a	n/a	12	100.0	10	96.7	10	96.7	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1		



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:

Notably, under this category, we have maintained most levels and continue to rank above the provincial average overall. In 2023, our students scored 66.8 in this category, which represents a 3.2% decrease over the past year. Although still below the provincial average, we are committed to improvement. Our teachers rated this category at 96.7%. The significant gap between student and teacher perceptions of engagement warrants further investigation, as it seems unlikely that such a divide exists in what is considered or demonstrated as engaged learning. Our PAC and administration will explore why students still feel disconnected and develop a plan to address this. Numerous questionnaires were distributed to parents and students last year, with more planned for the upcoming year.

We acknowledge the continued impact of the pandemic on our school community, with effects that appear more widespread than anticipated. Students now recognize the connection between teaching and technology and are requesting more tech in classrooms. This is how they interact and engage, and as a school, we do incorporate technology in our classrooms. However, we will evaluate how we can fully maximize its use. This is one area where the CCRS board and staff will need to carefully consider how to further enhance student engagement. In addition, a no cell phone use policy was implemented in 2023.

In previous years, staffing challenges were a concern. However, we are pleased to have retained current staff, welcomed new members, and secured additional staff for May 2025. This should foster stronger relationships between students and teachers. In the future, we plan to focus on cultivating and maintaining a vibrant school culture, offering many opportunities for students to engage both inside and outside the classroom.

Last year, we focused on refining assessment practices and ensuring they align with valid evaluations and student engagement as per our Education Plan. We have continued this professional development topic this year, and we are optimistic that more intentional and varied assessment methods will lead to improved engagement scores. Our focus in the upcoming year will be on learner engagement and the

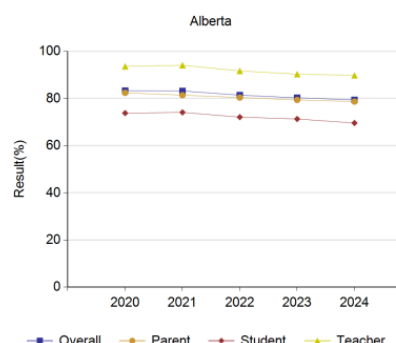
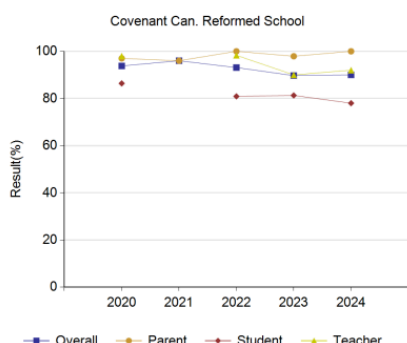
quality of teaching. For 2024/2025, we will place particular emphasis on student well-being mentally and the importance of planning.

We have also adopted a new ELA program (UFLI), which we hope will significantly improve early literacy skills (As per point 2 of our Education Plan - Increase growth in literacy outcomes). Additionally, progress monitoring for K-8 students will help identify learning challenges early, preventing issues from growing and easing students' transitions from grade to grade, rather than continuously reexamining the same problems year after year.

Citizenship – Measure Details

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

	Covenant Can. Reformed School										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	243	93.8	25	96.0	201	93.1	199	89.7	189	90.0	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4		
Parent	74	97.0	25	96.0	34	100.0	38	97.9	38	100.0	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7		
Student	159	86.4	n/a	n/a	155	80.9	151	81.3	141	78.0	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6		
Teacher	10	98.0	n/a	n/a	12	98.3	10	90.0	10	92.0	Intermediate	Maintained	Acceptable	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8		



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 with how our CCRS students model the characteristics of active citizenship has slightly decreased from last year, though it remains approximately 10% higher than the provincial average. Our school community highly values active involvement both locally and beyond. As mentioned last year, our ARPA (Association for Reformed Political Action) group on campus is a vibrant club that regularly organizes awareness-raising activities and provides opportunities for students to engage politically. This initiative continues to be an important part of life at CCRS, with events hosted in 2024/2025.

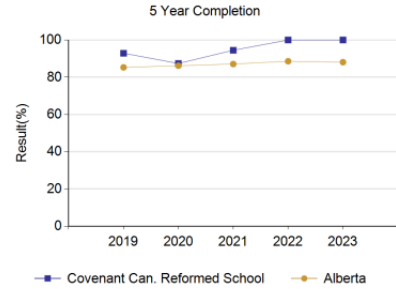
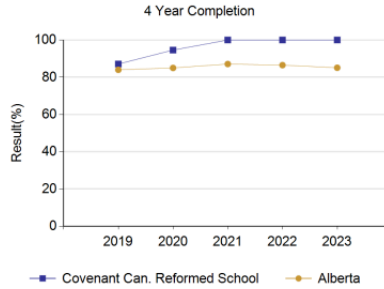
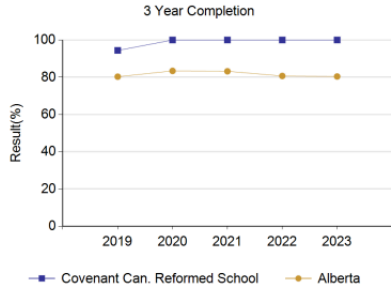
Additionally, our school is defined by an overarching “unity of purpose,” bringing us together with a shared commitment to Reformed Christian education. Central to our faith is the integration of belief with action. As members of the church community, we are united by the goal of living out our faith in all aspects of life. Our identity in Christ shapes who we are as responsible stewards of the earth and engaged Canadian citizens. This principle is embedded in every course taught at CCRS and will continue to be a fundamental part of our educational approach.

Regarding how we address FNMI perspective in our teaching at CCRS, here are just a few examples on how we have addressed this in different grades:

- We use Mathology resources which seamlessly integrate FNMI stories, vocabulary, and concepts into the curriculum.
- In Social Studies we focus on the life of the Inuit People, with a main focus on their traditions, their customs, their belief system, and their success in their economies.
- Grade 6 studies the novel *Lost in Barrens*, which focuses on a Cree boy and a city boy who live in the “arctic wastelands” and help their starving indigenous neighbours. This book covers many native customs and traditions.
- Our senior high ELA classes read through indigenous short stories. For example ELA 10 read a Canadian short story from a First Nations perspective (*Borders*, by Thomas King) in which a First Nation woman insisted on declaring her nationality as Blackfoot rather than Canadian at the Canadian border crossing. This lent itself to a rich discussion on how our identity and dignity are so closely entwined and what constitutes as prejudice.

High School Completion Rate – 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	%
3 Year Completion	16	94.4	14	100.0	14	100.0	21	100.0	14	100.0	Very High	Maintained	Excellent	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	14	87.1	16	94.6	14	100.0	14	100.0	21	100.0	Very High	Maintained	Excellent	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	13	92.9	14	87.4	16	94.5	14	100.0	14	100.0	Very High	Maintained	Excellent	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Comment on Results:

We are very pleased with our 3- and 4-year high school completion rates, which have steadily increased and been consistently maintained over the past several years. With all categories at 100%, our goal is to continue sustaining these results in the years to come.

This success can be attributed to our ability to ensure that every student earns their Alberta High School Diploma during their time with us in Grades 10-12. A key factor in this achievement has been our increased focus on students who face academic challenges, providing them with more individualized support to help them master course content and successfully complete their high school courses.

Provincial Achievement Test Results – Measure Details

Course	Measure	Covenant Can. Reformed School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Very High	Improved	Excellent	10	100.0	21	90.5	53,806	68.8	54,859	66.7
	Standard of Excellence	Very High	Maintained	Excellent	10	60.0	21	66.7	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	High	Improved	Good	10	80.0	21	52.4	60,804	68.5	57,655	66.2
	Standard of Excellence	High	Maintained	Good	10	20.0	21	9.5	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	High	Maintained	Good	17	88.2	13	92.3	59,096	69.5	56,255	71.4
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	13	15.4	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Intermediate	Declined	Issue	17	70.6	13	92.3	58,577	52.7	55,447	54.4
	Standard of Excellence	Very High	Improved	Excellent	17	47.1	13	15.4	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	17	94.1	13	92.3	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Maintained	Excellent	17	47.1	13	53.8	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	17	82.4	13	84.6	59,125	60.5	56,309	58.4
	Standard of Excellence	High	Maintained	Good	17	23.5	13	23.1	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Several schools have returned over the last few days of the 2024/25 PAT administration window. Students must be notified by these schools as they have been excluded from the provincial

Comment on Results

We are very pleased with the results of our students on the PATs last year. CCRS students consistently scored significantly higher than the provincial average in both acceptable and exemplary results, and we have largely maintained our strong standing from previous years.

However, we have observed that students are notably weaker in certain areas compared to pre-pandemic levels, particularly in reading comprehension, critical thinking, and math problem-solving. These areas remain a primary focus in our instruction this year and will continue to be emphasized moving forward.

Additionally, we have been able to maintain consistent staffing in these key subjects (as per our Education Plan), which has greatly contributed to our thorough preparation for the PATs. We have also introduced a new ELA program (UFLI) that we hope will have a significant and lasting impact on early literacy skills (As per point 6 of our Education Plan - Familiarizing ourselves with and continuing implementing the new K-6 curriculum). Furthermore, progress monitoring for K-8 students will help identify learning challenges early, preventing issues from escalating and making transitions from grade to grade smoother, rather than continually revisiting the same problems year after year.

Diploma Examination Results – Measure Details

Course		Measure		Covenant Can. Reformed School						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	20	55.6	10	96.0	33,001	84.2	31,493	83.7		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	20	5.0	10	0.0	33,001	10.1	31,493	10.5		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	19,219	85.7	17,112	86.2		
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	19,219	12.9	17,112	12.7		
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.0	1,236	6.1		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	190	99.4	127	99.2		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	190	26.3	127	30.7		
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	21,035	75.4	10,763	70.8		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	21,035	34.9	10,763	29.0		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Declined	n/a	14	85.7	8	100.0	15,676	70.9	14,418	71.1		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	14	28.6	8	25.0	15,676	15.4	14,418	15.2		
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	16	43.8	9	100.0	25,167	85.2	24,023	83.5		
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	16	6.0	9	0.0	25,167	18.7	24,023	15.9		
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	23,985	77.6	21,045	76.1		
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	23,985	12.7	21,045	12.3		
Biology 30	Diploma Examination Acceptable Standard	High	n/a	n/a	17	88.2	n/a	n/a	24,414	83.1	23,270	82.7		
	Diploma Examination Standard of Excellence	Low	n/a	n/a	17	17.6	n/a	n/a	24,414	33.7	23,270	32.8		
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	46.7	19,955	82.9	18,364	80.5		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	20.0	19,955	38.0	18,364	37.0		
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	88.9	9,955	85.1	9,241	82.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	22.2	9,955	43.1	9,241	39.9		
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	81.3	8,007	79.4		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	24.6	8,007	23.1		

Notes:

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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 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comment on Results

We are not satisfied with the current results in ELA 30 and Social 30 and believe there is potential for improvement. Teachers who have administered standardized tests have been asked to review and address the results, whether positive or negative.

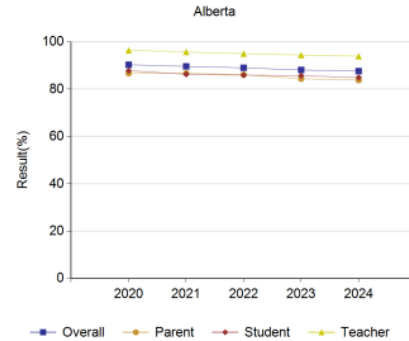
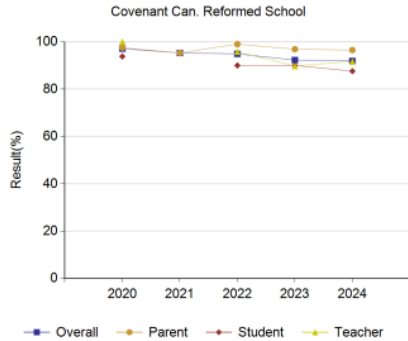
In response, administration is exploring strategies to enhance performance, including encouraging teachers to participate in diploma preparation courses themselves. Additionally, all staff teaching diploma courses will attend an online diploma prep session to gain a deeper understanding of how diploma exam questions are formulated, and to better equip them to prepare their students effectively.

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										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	244	97.1	25	95.3	201	94.9	200	92.3	189	91.9	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6		
Parent	74	97.5	25	95.3	34	99.0	38	96.9	38	96.5	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8		
Student	160	93.8	n/a	n/a	155	90.0	152	90.0	141	87.6	High	Maintained	Good	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9		
Teacher	10	100.0	n/a	n/a	12	95.8	10	89.8	10	91.7	Low	Maintained	Issue	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9		



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 pleased that overall satisfaction with the quality of education at our school remains in the high-to-very-high range. As we move forward in a post-pandemic world, our goal is to continue providing high-quality education to our students. In light of a decline in this category, we believe that surveying students to understand their definition of "quality education" and incorporating their suggestions could be an area of focus in the future.

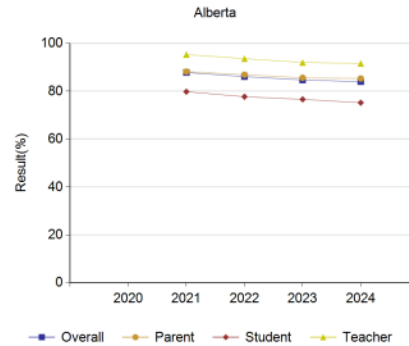
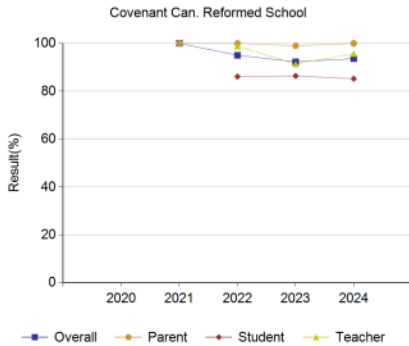
Regarding teacher satisfaction, the result was 91.7%. Given that this is a small group, this figure could reflect the opinion of just one person. However, it's important to note that our staff faced significant pressure in recent years due to staffing challenges, and we are glad that these issues have now been resolved.

As administration, we have become more systematic and timely in conducting class visits, as well as in providing written reports to teachers. These reports are discussed with teachers to foster a constructive dialogue aimed at continuous improvement.

Domain: Learner Supports

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

	Covenant Can. Reformed School										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	25	100.0	201	95.0	199	92.3	189	93.6	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0		
Parent	n/a	n/a	25	100.0	34	100.0	38	99.0	38	100.0	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3		
Student	n/a	n/a	n/a	n/a	155	86.1	151	86.4	141	85.2	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2		
Teacher	n/a	n/a	n/a	n/a	12	98.8	10	91.4	10	95.7	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6		



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 encouraging for us to read. We view our school as a community of like-minded believers who see each other as brothers and sisters, and as such, peace and love in all our interactions are of utmost importance. As CCRS administration, we have made school culture, particularly at the high school level, a key area of focus. Efforts to revamp our student leadership committees, offer more extracurricular options, and host additional school spirit events have been significant areas of growth recently.

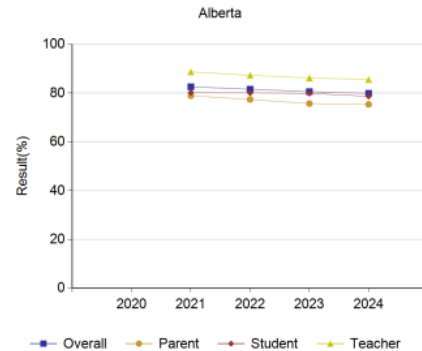
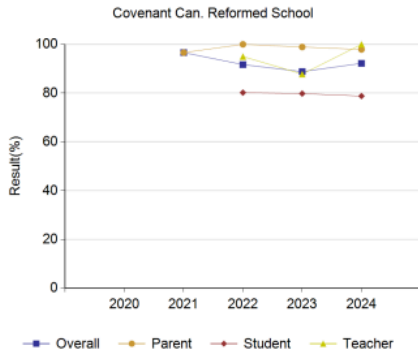
The results of this measure sparked extensive discussion among our staff. While the overall percentage is high, it still suggests that, on average, two students per class may feel unwelcome, uncared for, or unsafe. Although we remain above the provincial average, we are committed to ensuring that every student feels welcome and safe. This will remain a priority as we continue to work towards improving the student experience.

To further support this effort, a Google form has been made available to students to report bullying, request a conversation with the principal or any teacher, or simply reach out if they're having a difficult day.

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.

	Covenant Can. Reformed School										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	25	96.6	201	91.7	199	88.8	189	92.2	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9		
Parent	n/a	n/a	25	96.6	34	100.0	38	98.9	38	97.9	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4		
Student	n/a	n/a	n/a	n/a	155	80.2	151	79.8	141	78.8	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7		
Teacher	n/a	n/a	n/a	n/a	12	95.0	10	87.8	10	100.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6		



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

Expanding the range of supports to improve our special education program has been a key focus for our school over the past several years.

Our school philosophy emphasizes that every child belongs, and regardless of official diagnoses, we are committed to providing each student with the necessary support to succeed. This is evident in our robust special education budget, which allows us to privately contract Occupational Therapy (OT) and Speech-Language Pathology (SLP) services, as well as employ many Educational Assistants to support students and deliver alternate programming.

A significant part of this effort also involves educating our parent community about various exceptionalities and providing resources and guidance on how best to support their children.

Looking ahead, we will focus on expanding opportunities for students through dual credit courses, offering them more choices beyond what the school itself can provide. (As per point 3 of our Education Plan to Expand High School potential for students). We have made significant progress in this area, particularly with our new contract with Olds College and the planning of a summer course. We are also grateful to have received a grant from Alberta Education to support this initiative.

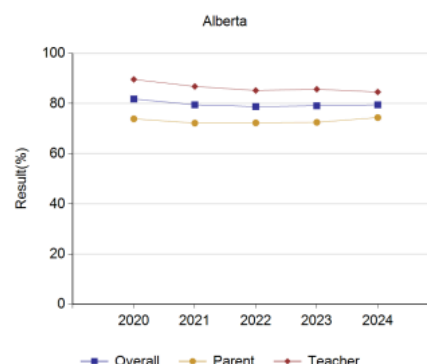
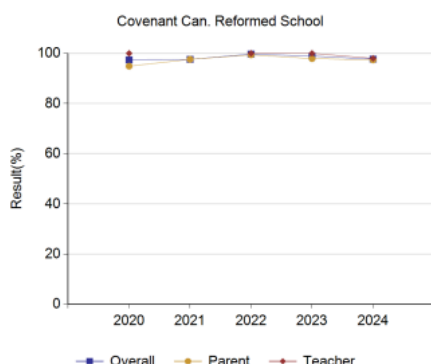
For now, our primary focus will be on healthcare, IT, and work readiness courses, which will help prepare students for future career paths.

Domain: Governance

Parental Involvement – Measure Details

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

	Covenant Can. Reformed School										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	84	97.4	25	97.6	46	99.7	48	98.9	48	97.7	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	74	94.9	25	97.6	34	99.4	38	97.9	38	97.4	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	10	100.0	n/a	n/a	12	100.0	10	100.0	10	98.0	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



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 now in its second year and remains dedicated to engaging with our parental community through various surveys aligned with the goals outlined in our Education Plan. Survey results are shared with our community via our monthly communication bulletin and weekly parental newsletter. With the support of numerous parent volunteers across different areas, we are grateful for the high level of parental engagement. We consistently see strong attendance at parent-teacher interviews, and effective communication with parents is a key focus for all teachers. Parents are encouraged to attend meetings in person if needed to discuss challenges or ideas.

Over the past year, we have expanded our use of the PowerSchool application, and parents are now fully utilizing it. This platform allows parents to view all academic marks and behavior comments for their child.

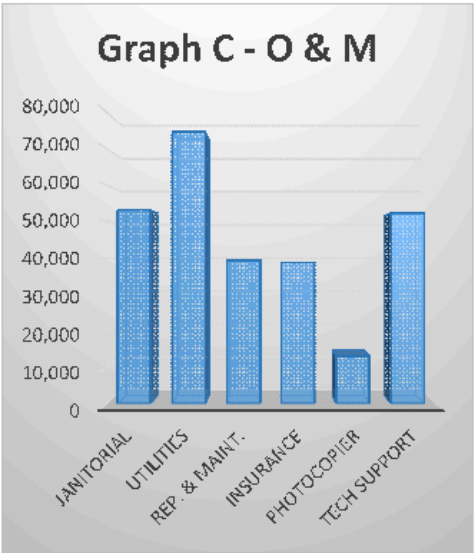
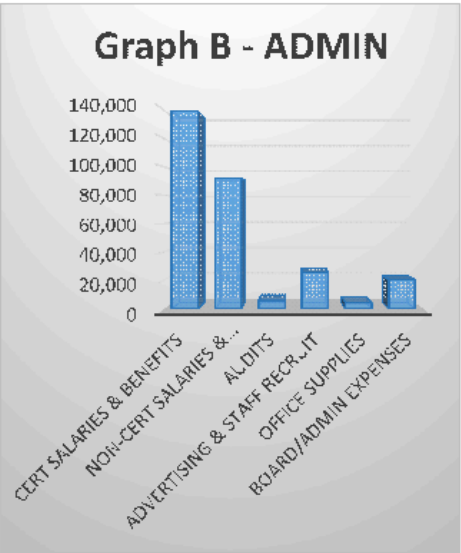
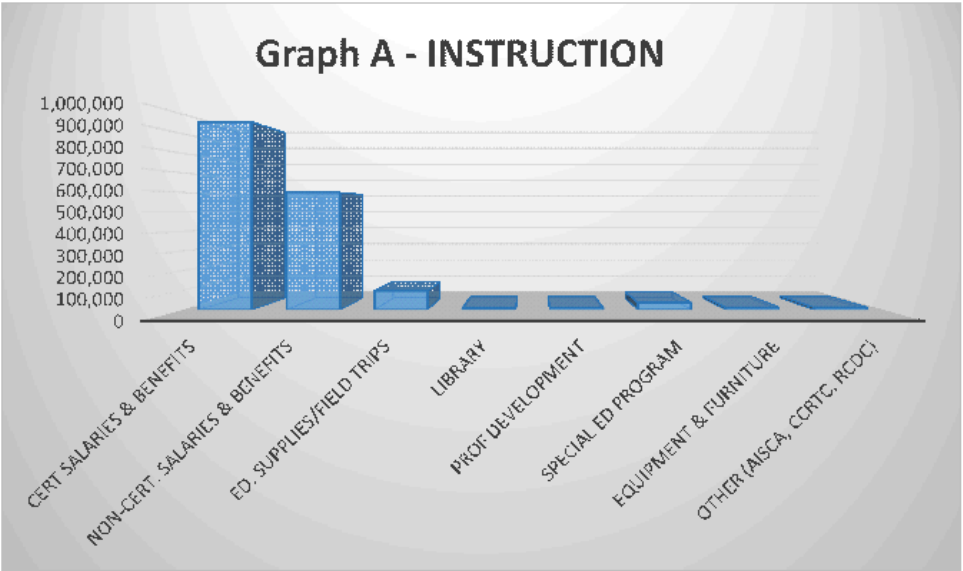
In the near future, students in Grades 4-6 will also join the PowerSchool community.

As administration, we have become more systematic and timely in conducting class visits and providing written reports to teachers, which are then discussed with them.

Additionally, staff participated in an online course of their choice focused on Indigenous peoples and land use. It was recommended that all staff register for an account with ERLC to complete this course, which will be part of their personal development plans.

Summary of Financial Results 2023-2024

REVENUE		EXPENSES	
AB Education	1,497,764	Instruction	1,742,351 (see graph A)
Donations & Tuition	936,742	Administration	287,460 (see graph B)
Other	60,301	Oper. & Maint.	271,213 (see graph C)
Total Revenue: \$2,494,807		Transportation	5,132
		Capital & Debt Serv.	124,033
		Total Expenses: \$2,430,189	



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 2023-2024 reporting period.

APPENDIX – Meas

The following pages include tables and gra
measures. Authorities may include these un
help in interj