

The Canadian Reformed School Society of
Calgary – Authority 9938
(Operating Tyndale Christian School - 9984)



2022-2023
Annual Education Results Report

'for a life of responsible stewardship in God's kingdom....'

Accountability Statement

The Annual Education Results Report for the Canadian Reformed School Society of Calgary for the 2022/2023 school year was prepared under the direction of the Board of directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board on November 28, 2023.



David Schriemer
Board Chairperson

November 29, 2023
Date

Message from the Board

The board of Tyndale Christian School presents the following annual education results report for the 2022/2023 school year.

The purpose of Tyndale Christian School is to assist parents in the education of their covenant children. It was set up to enable parents to carry out the promise they made at the baptism of their children “to instruct and have them instructed in the doctrine of salvation to the utmost of their power”. The parents envision TCS as a place where students and teachers are engaged in the study of various subjects taught in accordance with the Word of God, as confessed in the Belgic Confession, the Heidelberg Catechism and the Canons of Dort. TCS will strive to develop the students’ talents so that they acquire the knowledge, skills and attitudes needed for a life of Christian stewardship. We firmly believe that all our endeavours and attitudes must be clearly focused on seeking God’s glory in our service to Him and our neighbour. Therefore our mission statement says that the “purpose of our Christian school is to assist parents to educate their children to develop their talents and potential to acquire the knowledge, skills and attitudes for a life of responsible stewardship in God’s kingdom.”

The board of Tyndale Christian School is excited to be experiencing continued modest growth. Construction has been recently completed resulting gymnasium and additional classroom space. It is our hope and prayer that the school can balance these plans for the future identified previously in our education plan with maintenance and improvement of current programming by means of this report.

The board is pleased and thankful for continued positive results from its parents, students, and teachers. Delivering a quality education program requires dedication from many stakeholders in the broader community, and we’re thankful for continued operation under God’s providence at Tyndale Christian School.

All Domains: Overall Measure Summary

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

| Assurance Domain | Measure | The Cdn Reformed Sch. of Cal | | | 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 | 82.2 | 86.4 | 86.4 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 92.6 | 91.9 | 93.4 | 80.3 | 81.4 | 82.3 | Very High | Maintained | Excellent |
| | 3-year High School Completion | * | * | 96.2 | 80.7 | 83.2 | 82.3 | * | * | * |
| | 5-year High School Completion | 100.0 | 96.0 | 96.0 | 88.6 | 87.1 | 86.2 | Very High | Maintained | Excellent |
| | PAT: Acceptable | 87.2 | 87.1 | n/a | 63.3 | 64.3 | n/a | Very High | n/a | n/a |
| | PAT: Excellence | 15.4 | 16.1 | n/a | 16.0 | 17.7 | n/a | Intermediate | n/a | n/a |
| | Diploma: Acceptable | 93.8 | 58.8 | n/a | 80.3 | 75.2 | n/a | Very High | n/a | n/a |
| | Diploma: Excellence | 33.3 | 17.6 | n/a | 21.2 | 18.2 | n/a | Very High | n/a | n/a |
| Teaching & Leading | Education Quality | 94.6 | 94.0 | 96.1 | 88.1 | 89.0 | 89.7 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 94.9 | 94.3 | 94.3 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 91.5 | 88.4 | 88.4 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 96.4 | 98.8 | 98.7 | 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.

Commentary:

The board continues to be pleased to maintain high standards on all required Alberta Education measures. Please see the remainder of this report for discussion of each assurance domain and corresponding measures.

Domain: Student Growth and Achievement

Required AEAM: Student Learning Engagement

| The percentage of teachers, parents and students who agree that students are engaged in their learning at school. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|-----|------|-----|------|------|------|-------|------|-------|--------------------|-------------|---------|------|-----|------|-----|---------|------|---------|------|---------|------|
| | Authority | | | | | | | | | | | Province | | | | | | | | | | | |
| | 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 | 84 | 88.0 | 104 | 86.4 | 100 | 82.2 | 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 | 22 | 98.5 | 26 | 96.1 | 28 | 100.0 | n/a | Improved | 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 | 62 | 77.5 | 72 | 63.1 | 72 | 64.5 | n/a | Maintained | 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 | 5 | * | 6 | 100.0 | 4 | * | * | * | * | n/a | n/a | n/a | n/a | 30,173 | 96.0 | 30,944 | 95.5 | 32,323 | 95.1 |

Commentary:

Noteworthy here is the difference in perception between parents and students, where parents nearly unanimously agree that students are engaged but a portion of our students do not. Recent presentations and discussions with the parent community have focused on school culture and an overall improvement of engagement. We want to work with parents to accomplish this by way of a stronger commitment to issues such as absenteeism and punctuality, improved and strengthened timetables and expectations for high school students, as well as growth in extracurricular activities.

Required AEAM: Citizenship

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|-------|------|------|------|-------|------|------|--------------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | | | | | | | | Province | | | | | | | | | | | |
| | 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 | 88 | 94.7 | 99 | 94.9 | 84 | 90.2 | 104 | 91.9 | 100 | 92.6 | Very High | Maintained | Excellent | 265,614 | 82.9 | 264,413 | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 |
| Parent | 25 | 99.2 | 34 | 99.4 | 22 | 96.3 | 26 | 97.7 | 28 | 99.3 | 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 | 63 | 90.2 | 59 | 85.4 | 62 | 84.2 | 72 | 78.2 | 72 | 86.0 | 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 | n/a | n/a | 6 | 100.0 | 5 | * | 6 | 100.0 | 4 | * | * | * | * | 33,277 | 93.2 | 33,945 | 93.6 | 30,197 | 94.1 | 30,961 | 91.7 | 32,347 | 90.3 |

Commentary:

The mission statement identified by the parents supporting Tyndale Christian School values 'a life of responsible stewardship' as a priority for the stakeholders at Tyndale Christian School. Citizenship is part of this and is achieved through participation in political clubs and other broader community events. The results are generally consistent, and we're also pleased to see an improvement in the student results for 2022-2023.

Required AEAM: High School Completion

| 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 | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | 5 | * | 13 | 92.3 | 9 | 100.0 | 2 | * | 4 | * | * | * | * | 44,978 | 79.7 | 45,354 | 80.3 | 46,245 | 83.4 | 47,675 | 83.2 | 48,340 | 80.7 |
| 4 Year Completion | 5 | * | 5 | * | 13 | 96.3 | 9 | 100.0 | 2 | * | * | * | * | 44,994 | 83.3 | 44,980 | 84.0 | 45,351 | 85.0 | 46,242 | 87.1 | 47,660 | 86.5 |
| 5 Year Completion | 4 | * | 5 | * | 5 | * | 13 | 96.0 | 9 | 100.0 | Very High | Maintained | Excellent | 44,842 | 85.2 | 44,988 | 85.3 | 44,972 | 86.2 | 45,344 | 87.1 | 46,238 | 88.6 |

Commentary:

Tyndale Christian School continues to enjoy consistent results in terms of high school completion. This is due in large part to small classes and an excellent teacher to student ratio, an active guidance program, and excellent learning supports and identification for those students that might be at risk of not completing high school.

Required AEAM: PAT Acceptable/Excellence

| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|-----|------|-----|-------|------|-------|------|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | 2023 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 6 | Authority | * | * | n/a | n/a | n/a | n/a | 100.0 | 27.3 | 90.9 | 9.1 | | |
| | Province | 83.2 | 17.8 | n/a | n/a | n/a | n/a | 76.1 | 18.9 | 76.2 | 18.4 | | |
| 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 | 87.7 | 15.7 | n/a | n/a | n/a | n/a | 76.9 | 10.6 | 77.6 | 12.5 | | |
| 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 | 90.3 | 24.6 | n/a | n/a | n/a | n/a | 83.0 | 20.2 | 78.9 | 19.4 | | |
| Mathematics 6 | Authority | * | * | n/a | n/a | n/a | n/a | 90.9 | 9.1 | 54.5 | 0.0 | | |
| | Province | 72.5 | 15.0 | n/a | n/a | n/a | n/a | 64.1 | 12.6 | 65.4 | 15.9 | | |
| Science 6 | Authority | * | * | n/a | n/a | n/a | n/a | 81.8 | 9.1 | 90.9 | 18.2 | | |
| | Province | 77.6 | 28.6 | n/a | n/a | n/a | n/a | 71.5 | 23.7 | 66.7 | 21.8 | | |
| Social Studies 6 | Authority | * | * | n/a | n/a | n/a | n/a | 90.9 | 0.0 | 81.8 | 0.0 | | |
| | Province | 76.2 | 24.4 | n/a | n/a | n/a | n/a | 67.8 | 20.1 | 66.2 | 18.0 | | |
| English Language Arts 9 | Authority | * | * | n/a | n/a | n/a | n/a | * | * | 100.0 | 14.3 | | |
| | Province | 75.1 | 14.7 | n/a | n/a | n/a | n/a | 69.6 | 12.9 | 71.4 | 13.4 | | |
| 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 | 57.4 | 5.4 | n/a | n/a | n/a | n/a | 50.5 | 5.0 | 50.2 | 5.7 | | |
| 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 | 82.9 | 12.3 | n/a | n/a | n/a | n/a | 73.5 | 9.9 | 76.1 | 10.9 | | |
| 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 | 88.6 | 26.0 | n/a | n/a | n/a | n/a | 80.0 | 25.0 | 81.6 | 22.3 | | |
| Mathematics 9 | Authority | * | * | n/a | n/a | n/a | n/a | * | * | 85.7 | 14.3 | | |
| | Province | 60.0 | 19.0 | n/a | n/a | n/a | n/a | 53.0 | 16.7 | 54.4 | 13.5 | | |
| 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 | 59.6 | 13.2 | n/a | n/a | n/a | n/a | 55.3 | 11.1 | 52.7 | 11.3 | | |
| Science 9 | Authority | * | * | n/a | n/a | n/a | n/a | * | * | 85.7 | 28.6 | | |
| | Province | 75.2 | 26.4 | n/a | n/a | n/a | n/a | 68.0 | 22.6 | 66.3 | 20.1 | | |
| 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 | 61.7 | 10.7 | n/a | n/a | n/a | n/a | 57.8 | 11.0 | 52.9 | 10.9 | | |
| Social Studies 9 | Authority | * | * | n/a | n/a | n/a | n/a | * | * | 85.7 | 28.6 | | |
| | Province | 68.7 | 20.6 | n/a | n/a | n/a | n/a | 60.8 | 17.2 | 58.4 | 15.9 | | |
| 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 | 55.9 | 15.0 | n/a | n/a | n/a | n/a | 53.2 | 14.1 | 49.6 | 10.6 | | |

PAT Results with Measure Evaluation

| | | The Cdn Reformed Sch. of Cal | | | | | | 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 | 11 | 90.9 | n/a | n/a | 52,106 | 76.2 | n/a | n/a |
| | Standard of Excellence | Low | n/a | n/a | 11 | 9.1 | 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 | Very Low | n/a | n/a | 11 | 54.5 | n/a | n/a | 52,551 | 65.4 | n/a | n/a |
| | Standard of Excellence | Very Low | n/a | n/a | 11 | 0.0 | n/a | n/a | 52,551 | 15.9 | n/a | n/a |
| Science 6 | Acceptable Standard | Very High | n/a | n/a | 11 | 90.9 | n/a | n/a | 54,859 | 66.7 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 11 | 18.2 | n/a | n/a | 54,859 | 21.8 | n/a | n/a |
| Social Studies 6 | Acceptable Standard | High | n/a | n/a | 11 | 81.8 | n/a | n/a | 57,655 | 66.2 | n/a | n/a |
| | Standard of Excellence | Very Low | n/a | n/a | 11 | 0.0 | n/a | n/a | 57,655 | 18.0 | n/a | n/a |
| English Language Arts 9 | Acceptable Standard | Very High | n/a | n/a | 7 | 100.0 | n/a | n/a | 56,255 | 71.4 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 7 | 14.3 | 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 | 7 | 85.7 | n/a | n/a | 55,447 | 54.4 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 7 | 14.3 | 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 | 7 | 85.7 | n/a | n/a | 56,311 | 66.3 | n/a | n/a |
| | Standard of Excellence | Very High | n/a | n/a | 7 | 28.6 | 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 | 7 | 85.7 | n/a | n/a | 56,309 | 58.4 | n/a | n/a |
| | Standard of Excellence | Very High | n/a | n/a | 7 | 28.6 | 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 |

Commentary:

Tyndale Christian School is pleased that for 2022-2023, Tyndale Christian School exceeded the provincial acceptable standard in nearly all Grade 6 and Grade 9 core courses, with the exception of Grade 6 Math. This data is helpful as we consider new resources and new curriculum training in K-6 Math. Similarly, in a variety of Grade 6 and 9 courses students were able to reach the standard of excellence. A continued benefit of small teacher to student ratios allows many of our elementary students to be well-prepared as they approach their junior high and high school classes.

Required AEAM: Diploma Exam Acceptable/Excellence

| Diploma Exam Course by Course Results by Students Writing. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|-----|------|-----|------|------|-------|------|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | 2023 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | Authority | 100.0 | 33.3 | n/a | n/a | n/a | n/a | n/a | n/a | 100.0 | 25.0 | | |
| | Province | 86.8 | 12.3 | n/a | n/a | n/a | n/a | 78.8 | 9.4 | 83.7 | 10.5 | | |
| English Lang Arts 30-2 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | * | * | | |
| | Province | 87.1 | 12.1 | n/a | n/a | n/a | n/a | 80.8 | 12.3 | 86.2 | 12.7 | | |
| 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 | 91.5 | 10.1 | n/a | n/a | n/a | n/a | 91.9 | 6.8 | 93.1 | 6.1 | | |
| 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 | 98.6 | 29.5 | n/a | n/a | n/a | n/a | 98.8 | 44.2 | 99.2 | 30.7 | | |
| Mathematics 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | * | * | * | * | | |
| | Province | 77.8 | 35.1 | n/a | n/a | n/a | n/a | 63.6 | 23.0 | 70.8 | 29.0 | | |
| Mathematics 30-2 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | * | * | * | * | | |
| | Province | 76.5 | 16.8 | n/a | n/a | n/a | n/a | 61.5 | 11.8 | 71.1 | 15.2 | | |
| Social Studies 30-1 | Authority | 100.0 | 25.0 | n/a | n/a | n/a | n/a | * | * | 100.0 | 57.1 | | |
| | Province | 86.6 | 17.0 | n/a | n/a | n/a | n/a | 81.5 | 15.8 | 83.5 | 15.9 | | |
| Social Studies 30-2 | Authority | * | * | n/a | n/a | n/a | n/a | * | * | * | * | | |
| | Province | 77.8 | 12.2 | n/a | n/a | n/a | n/a | 72.5 | 13.2 | 78.1 | 12.3 | | |
| Biology 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | * | * | 100.0 | 33.3 | | |
| | Province | 83.9 | 35.5 | n/a | n/a | n/a | n/a | 74.3 | 25.2 | 82.7 | 32.8 | | |
| Chemistry 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | * | * | n/a | n/a | | |
| | Province | 85.7 | 42.5 | n/a | n/a | n/a | n/a | 77.1 | 31.1 | 80.5 | 37.0 | | |
| Physics 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 71.4 | 0.0 | | |
| | Province | 87.5 | 43.5 | n/a | n/a | n/a | n/a | 78.5 | 34.6 | 82.3 | 39.9 | | |
| Science 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 85.7 | 31.2 | n/a | n/a | n/a | n/a | 75.7 | 17.2 | 79.4 | 23.1 | | |

Diploma Exam History

| Diploma Exam Results By Students Writing Measure History | | | | | | | | | | | | | |
|--|------------------------------|------|------|------|------|--------------------|-------------|---------|---------|------|------|--------|--------|
| | The Cdn Reformed Sch. of Cal | | | | | Measure Evaluation | | | Alberta | | | | |
| | 2019 | 2020 | 2021 | 2022 | 2023 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 | 2022 | 2023 |
| N | 13 | n/a | n/a | 9 | 18 | n/a | n/a | n/a | 65,117 | n/a | n/a | 58,444 | 67,294 |
| Acceptable Standard % | 100.0 | n/a | n/a | 58.8 | 93.8 | Very High | n/a | n/a | 83.6 | n/a | n/a | 75.2 | 80.3 |
| Standard of Excellence % | 32.0 | n/a | n/a | 17.6 | 33.3 | Very High | n/a | n/a | 24.0 | n/a | n/a | 18.2 | 21.2 |

Diploma Results with Measure Evaluation

| | | The Cdn Reformed Sch. of Cal | | | | | | | 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 | Acceptable Standard | Very High | n/a | n/a | 8 | 100.0 | n/a | n/a | 31,493 | 83.7 | n/a | n/a |
| | Standard of Excellence | Very High | n/a | n/a | 8 | 25.0 | n/a | n/a | 31,493 | 10.5 | n/a | n/a |
| English Lang Arts 30-2 | Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 17,112 | 86.2 | n/a | n/a |
| | Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 17,112 | 12.7 | n/a | n/a |
| French Language Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,236 | 93.1 | n/a | n/a |
| | 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 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 127 | 99.2 | n/a | n/a |
| | 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 | Acceptable Standard | * | * | * | 3 | * | n/a | n/a | 19,763 | 70.8 | n/a | n/a |
| | Standard of Excellence | * | * | * | 3 | * | n/a | n/a | 19,763 | 29.0 | n/a | n/a |
| Mathematics 30-2 | Acceptable Standard | * | * | * | 5 | * | n/a | n/a | 14,418 | 71.1 | n/a | n/a |
| | Standard of Excellence | * | * | * | 5 | * | n/a | n/a | 14,418 | 15.2 | n/a | n/a |
| Social Studies 30-1 | Acceptable Standard | Very High | n/a | n/a | 7 | 100.0 | n/a | n/a | 24,023 | 83.5 | n/a | n/a |
| | Standard of Excellence | Very High | n/a | n/a | 7 | 57.1 | n/a | n/a | 24,023 | 15.9 | n/a | n/a |
| Social Studies 30-2 | Acceptable Standard | * | * | * | 2 | * | n/a | n/a | 21,045 | 78.1 | n/a | n/a |
| | Standard of Excellence | * | * | * | 2 | * | n/a | n/a | 21,045 | 12.3 | n/a | n/a |
| Biology 30 | Acceptable Standard | Very High | n/a | n/a | 15 | 100.0 | n/a | n/a | 23,270 | 82.7 | n/a | n/a |
| | Standard of Excellence | High | n/a | n/a | 15 | 33.3 | n/a | n/a | 23,270 | 32.8 | n/a | n/a |
| Chemistry 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 18,364 | 80.5 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 18,364 | 37.0 | n/a | n/a |
| Physics 30 | Acceptable Standard | Low | n/a | n/a | 7 | 71.4 | n/a | n/a | 9,241 | 82.3 | n/a | n/a |
| | Standard of Excellence | Very Low | n/a | n/a | 7 | 0.0 | n/a | n/a | 9,241 | 39.9 | n/a | n/a |
| Science 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 8,007 | 79.4 | n/a | n/a |
| | 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 |

Commentary:

For the first year in a number of years, with class sizes large enough for data reporting Tyndale is happy to provide Diploma Exam results. The past school year brought about a renewed focus on Diploma Exam preparation with the phased resumption of regular Diploma Exam administration. Tyndale is happy with a *Very High* acceptable standard result for all Grade 12 courses except Physics, with similar results for the Standard of Excellence. Physics was taught for the first time at Tyndale in 2022-2023 which provides some possible context for the current year results and data to inform practice moving forward.

Required Local Component: Early Years Literacy/Numeracy Assessments

| Grade One | | | | | | |
|---------------------------------------|------------------------|---|--|--|---|---|
| Assessment | # of students assessed | # of at-risk students after initial assessments | Approx. # of months behind grade level after initial assessments | # of at-risk students after end of school year | Approx. # of months gained at grade level after final assessments | Summary of support strategies |
| <i>Letter Name-Sound (LeNS)</i> | 6 | 1 | 7 | 1 | 4 | - <i>1-on-1 work with EA.</i> - <i>Explicit sight word practice.</i> - <i>Work with SLP and OT.</i> - <i>At-home summer supplemental work.</i> |
| <i>Castles and Coltheart 3 (CC3)</i> | 6 | 1 | 10 | 1 | 2 | |
| <i>Numeracy Screening Assessments</i> | 7 | 2 | 3 | 0 | 2 | - <i>1-on-1 work with EA.</i> - <i>Use of visual aids and manipulatives.</i> - <i>At-home summer supplemental work.</i> |

| Grade Two | | | | | | |
|---------------------------------------|------------------------|--|---|--|---|-------------------------------|
| Assessment | # of students assessed | # of at-risk students after initial assessment | # of months behind grade level after initial assessment | # of at-risk students after end of school year | # of months gained at grade level after final assessments | Summary of support strategies |
| <i>Letter Name-Sound (LeNS)</i> | 5 | 0 | - | - | - | - |
| <i>Castles and Coltheart 3 (CC3)</i> | 5 | 0 | - | - | - | - |
| <i>Numeracy Screening Assessments</i> | 6 | 0 | - | - | - | - |

| Grade Three | | | | | | |
|---------------------------------------|------------------------|--|--|--|---|--|
| Assessment | # of students assessed | # of at-risk students after initial assessment | Approx. # of months behind grade level after initial assessments | # of at-risk students after end of school year | # of months gained at grade level after final assessments | Summary of support strategies |
| <i>Castles and Coltheart 3 (CC3)</i> | 10 | 1 | 3 | 0 | 3 | - <i>EA support in classroom during Reading and English.</i> |
| <i>Numeracy Screening Assessments</i> | 11 | 0 | - | - | - | - |

Domain: Teaching and Leading

Required AEAM: Education Quality

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|-------|------|-------|------|------|------|------|--------------------|-------------|-----------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 88 | 95.1 | 100 | 98.1 | 84 | 97.0 | 104 | 94.0 | 100 | 94.6 | Very High | Maintained | Excellent | 265,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 |
| Parent | 25 | 95.3 | 34 | 98.0 | 22 | 100.0 | 26 | 97.4 | 28 | 98.8 | 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 | 63 | 94.8 | 60 | 96.4 | 62 | 94.1 | 72 | 87.5 | 72 | 90.3 | 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 | n/a | n/a | 6 | 100.0 | 5 | * | 6 | 97.2 | 4 | * | * | * | * | 33,297 | 96.1 | 33,953 | 96.4 | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 |

Commentary:

Perhaps most noteworthy here is that nearly all respondent parents are satisfied with the overall quality of basic education. Covenantal schools are sometimes referred to as ‘parental schools’ and a result suggesting strong satisfaction at the parental level is critical. We are happy to see the student results back above 90% after a slight dip in the previous year. These results are consistent and also demonstrate that, despite constant need for reflection, the trends are positive for the various stakeholders at Tyndale. This also speaks to the ability of a staff that, despite being small in number, is composed of highly qualified and committed professionals.

Required Local Component: Professional Learning, Supervision, and Evaluation

Commentary:

On the leadership and governance end, the Tyndale Christian School board of directors has completed a revamped governance handbook for board members and administration after thorough reflection and evaluation of their own internal and external practices.

A newly formed education advisory committee (EAC) has been completing policy work around technology implementation, curriculum review cycles, learning assistance and special education, and finally – and perhaps most relevant to Teaching and Leading – a teacher growth, supervision, and evaluation policy (TGSE) more focused on supporting building teacher capacity. Most of the teaching staff completed formal evaluations in the 2022-2023, supporting quality of teaching and professional growth of staff.

All teachers are required to submit their growth plans – specifically referencing the Alberta Education Teaching Quality Standard (TQS) – by October 15 so that administration can support their own professional growth. This has recently included a commitment to increasing budget allocations for professional development.

Domain: Learning Supports

Required AEAM: Welcoming, Caring, Respectful, and Safe Learning Environment

| The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|-----|------|-----|------|------|------|-------|------|-------|--------------------|-------------|---------|----------|-----|------|-----|---------|------|---------|------|---------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 84 | 94.2 | 104 | 94.3 | 100 | 94.9 | n/a | Maintained | 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 | 22 | 98.9 | 26 | 100.0 | 28 | 100.0 | 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 | 62 | 89.6 | 72 | 82.9 | 72 | 89.7 | n/a | Improved | 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 | 5 | * | 6 | 100.0 | 4 | * | * | * | * | n/a | n/a | n/a | n/a | 30,211 | 95.3 | 30,968 | 93.6 | 32,350 | 92.0 |

Commentary:

As a Christian school that intends to support and value all learners as God’s children, this domain is significant and perhaps this measure is especially worthy of careful consideration. Despite this measure having no more recent data, a quick look at the previous accountability framework and it’s evident that this continues to be an area of strength for the school carried over from previous years. Last year, we noted a discrepancy between parent and student agreement levels and are thankful to see an improvement in the student data. As a school, we continue to experience moderate growth and maintaining the community feel of a small school is something to be mindful of during those periods of growth.

Along with the student growth, Tyndale Christian School has been developing more extra-curricular opportunities for all students (sports, politics, yearbook, drama productions) to promote a welcoming, caring, respectful, and safe learning environment – not just inside the classroom – so that students can thrive as they seek to serve God and others in their work at school.

Required AEAM: Access to Support & Services

| 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 | | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % | |
| Overall | n/a | n/a | n/a | n/a | 84 | 89.6 | 104 | 88.4 | 100 | 91.5 | n/a | Maintained | n/a | 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 | 22 | 97.2 | 26 | 99.2 | 28 | 97.7 | n/a | Maintained | n/a | 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 | 62 | 81.9 | 72 | 75.9 | 72 | 85.2 | n/a | Improved | n/a | 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 | 5 | * | 6 | 90.0 | 4 | * | * | * | * | n/a | n/a | n/a | n/a | n/a | 30,194 | 88.7 | 30,951 | 87.3 | 32,342 | 86.2 |

Commentary:

Tyndale Christian School is pleased to see consistent numbers from our parent supporters around appropriate supports and services, as well as an improvement in general satisfaction with the student body.

Required Local Component: Access to a Continuum of Supports and Services

Commentary:

Recognizing that as a school grows, this can become an area requiring intentional planning, the board has invested time and money into developing a stronger learning assistance program with investments into personnel, referral and learner support services, and policy work around learning assistance. Our board and staff have actively made leveraged RCSD and Learning Supports grants negotiated through AISCA. The board has also recently hired a learning assistance coordinator and a guidance counsellor within the school to support school growth.

Required Local Component: First Nations, Metis, and Inuit Student Success

Commentary:

In a school whose demographic is predominantly homogenous, addressing First Nations, Inuit and Metis perspectives is a challenge, and an area that requires intentional planning. During the 2022-2023 school year, one of the school's social studies teachers attended an 'Indigenous Perspectives' conference, which included various keynotes, working and brainstorming sessions, and visits to First Nations communities to discuss and hear various perspectives. With more recent events, our political action club has also grown awareness around the history and legacy of residential schools with recent events and commemorative days for the student body and broader school community.

Domain: Governance

Required AEAM: Parental Involvement

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------|------|------|-------|------|-------|------|-------|------|------|--------------------|-------------|-----------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 25 | 98.4 | 40 | 98.5 | 22 | 100.0 | 32 | 98.8 | 28 | 96.4 | 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 | 25 | 98.4 | 34 | 97.0 | 22 | 100.0 | 26 | 97.7 | 28 | 96.4 | 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 | n/a | n/a | 6 | 100.0 | 5 | * | 6 | 100.0 | 4 | * | * | * | * | 33,172 | 89.0 | 33,821 | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 |

As a parentally governed school, we are pleased to see general consistent satisfaction with parental involvement. Tyndale Christian School is a covenantal school that supports unity of home, school, and church, and this result speaks to that high level of unity. Our most recent annual general meeting invited a speaker to discuss school culture through a parental involvement lens and this continues to be a priority for Tyndale Christian School. Our board is also composed of parent volunteers, and we also have a high level of parental involvement in building maintenance, volunteering in the school, coaching, and other capacities.

Required AEAM: Budget-Actual Comparison

The total budgeted expense was \$1,191,059 with an actual expense of \$1,003,607, with a net surplus of \$48,237 for the end of fiscal year. The primary reasons for the differences were increased donations and increases to Alberta Education grants, as well as cash flow and changes in assets due to the completed capital project.

Required Local Component: Summary of Financial Results

Tyndale Christian School is thankful that it continues to be blessed with the means necessary to operate due to funding through Alberta Education and generous community donations. The school board was recently able to complete a capital project school expansion over the past year. More information is outlined in our 2023-2026 Education Plan, which can be found on our website www.tyndalecalgary.ca. With a recent uptick in donations, as well as plenty of volunteer labor, we have finished with a surplus budget in operating costs in conjunction with the capital project completion.

Required Local Component: Audited Financial Statements and Financial Information Contact

The full Audited Financial Statements can be found [here](#) and more financial information is available at the Tyndale Christian School main office.

Required Local Component: Stakeholder Engagement

The board of the Canadian Reformed School Society operating Tyndale Christian School, of which the majority are parents of children in the school, continues to reflect on annual survey results in assuring that Alberta Education and our broader school community have confidence in the work done at Tyndale Christian School. The school continues to communicate regularly with the stakeholders of the school community by way of the weekly *Tyndale Tidbits*, the bi-monthly board publication *Tyndale Times*, and regular society meetings at least twice per year.

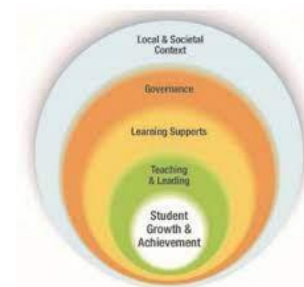
This annual education results report, as well as the education plan, incorporate regular feedback from these various stakeholders and intend to represent the priorities of the membership. Copies of this report are available from the office or on the school website, www.tyndalecalgary.ca.

Required Local Component: Accountability/Assurance System

In recent years, Alberta Education shifted reporting guidelines for school authorities from an *Accountability* Framework to an *Assurance* Framework, intended to engage more stakeholders and provide assurance that the Alberta Education system was meeting the needs of students successfully.

The Assurance Framework, developed collaboratively with education partners, outlines key guiding principles, domains and processes for enhancing public trust and confidence that the education system is meeting the needs of students and students are successful. The Assurance Framework model makes use of the following five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local & Societal Context



(2023-2024 AB Ed Funding Manual)

For the purposes of the description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below. (Page 19, AB Education 2023-2024 Funding Manual)

For more information about the shift to the Assurance Framework and overall reporting requirements for Alberta schools, please visit <https://www.alberta.ca/education.aspx>.

Required Local Component: Accountability Statement

See page 2 of this report.

Required Local Component: Annual Report of Disclosures

Pursuant to section 32 of the *Public Interest Disclosure Act (2013)*, no disclosures were received to date.

For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.

Domain: Local & Societal Context

Required Local Component: Contextual Information

Tyndale Christian School serves the needs of families from various faith-based communities in the Calgary area, with nearly 100 Kindergarten – Grade 12 students from Calgary, Airdrie, Chestermere, and Langdon. The school employs approximately 8 teachers, 4 support staff, as well as one administrative staff. Students graduate from Tyndale Christian School with an Alberta high school diploma.

We are a small, tight-knit community committed to the unity of church, home, and school in the education of our students. We believe that parents and the involvement of the home and community have a critical role to play in student success.

Some of the most important characteristics of our school include:

- An exceptionally high opportunity for and commitment to parental involvement
- A safe learning environment that promotes Christian love for staff and students
- A strong focus on core subjects including literacy and numeracy
- A high level of academic rigor
- Promoting inclusive learning opportunities and learning assistance for the diverse needs of all students
- Consistently high survey measures as indicated in most recent AERR
- Growing opportunities for extra-curricular involvement in various capacities