

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



2023-2024
Annual Education Results Report

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

1. Required Local Component: Accountability Statement

The Annual Education Results Report for the Canadian Reformed School Society of Calgary for the 2023/2024 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 2023/2024 was approved by the Board on November 29, 2024.



David Schriemer
Board Chairperson

November 30, 2024

Date

2. Message from the Board

The Board of Directors of Tyndale Christian School presents the following Annual Education results report for the 2023/2024 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 a time of change and development. This report reflects on the 2023/2024 school year, in which the construction of a new gymnasium and high school wing was completed. The 2023/2024 also marked the last year of our established administrative team with our principal of six years moving out of province and our administrative assistant of ten years putting her talents to use in other meaningful causes. We were blessed with being able to secure a new administrative team and are excited

about the development opportunity that comes with this. It is our hope and prayer that the school can balance the plans identified previously in our education plan with the maintenance and improvement of current programming.

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.

3. Required Local Component: Contextual Information

Tyndale Christian School serves the needs of families from various faith-based communities in the Calgary area, with just over 100 Kindergarten – Grade 12 students from Calgary, Airdrie, Chestermere, and Langdon. The school employs 8 teachers, 3 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 the most recent AERR
- Growing opportunities for extra-curricular involvement in various capacities

4. Required AEAM: All Domains: Overall Measure 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	88.5	82.2	84.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	95.4	92.6	92.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	100.0	*	100.0	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	*	100.0	98.0	88.1	88.6	87.3	*	*	*
	PAT6: Acceptable	100.0	81.8	81.8	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	75.0	89.3	89.3	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	16.7	21.4	21.4	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	78.8	93.8	93.8	81.5	80.3	80.3	Intermediate	Declined	Issue
	Diploma: Excellence	12.1	33.3	33.3	22.6	21.2	21.2	Low	Declined	Issue
Teaching & Leading	Education Quality	95.2	94.6	94.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.9	94.9	94.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	93.5	91.5	89.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	100.0	96.4	97.6	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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).
- 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.
- 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.
- 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.
- 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.
- 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 of Directors has reviewed this data and remains pleased with the results in the Teaching & Leading, Learning Supports, and Governance domains. They are also pleased with

Student Learning Engagement, Citizenship, and 3-year High School Completion aspects of the Student Growth and Achievement Domain. Of concern are the results of last year’s PATS and Diploma examinations. Broadly speaking, teacher turnover in the grades that write these province-wide assessments has led to challenges in student achievement. The Board and administration are well aware of these challenges and are working with staff to provide appropriate scaffolding to support both teacher and student growth. Please see the remainder of this report for a discussion of each assurance domain and corresponding measures.

Additional Note About Data for FNMI and ELL Supports:

There are no students self-identifying as FNMI. ELL supports are available for those required, however there are no students currently enrolled requiring these supports. For FNMI and ELL, data suppression for fewer than 6 students is marked with an asterisk (*), while N/A indicates that there is no data available.

5. Required AEAM: Student Learning Engagement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	84	88.0	104	86.4	100	82.2	95	88.5	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	22	98.5	26	96.1	28	100.0	22	100.0	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	62	77.5	72	63.1	72	64.5	66	65.4	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	5	*	6	100.0	4	*	7	100.0	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

Commentary:

Again, noteworthy there is the difference in perception between parents and students, where parents unanimously agree that students are engaged but a portion of our students do not. This is something that the former administrative team focussed on specifically through presentations and discussions, with the parent community focused on school culture and an overall improvement of engagement. Strengthened policies and procedures around absenteeism and punctuality and an improved timetable are having an effect on this area in our current school year. There has also been an emphasis placed on extracurricular activities in the current year, which is bearing fruit in the form of a positive school culture.

6. Required AEAM: Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	99	94.9	84	90.2	104	91.9	100	92.6	95	95.4	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	34	99.4	22	96.3	26	97.7	28	99.3	22	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	59	85.4	62	84.2	72	78.2	72	86.0	66	86.2	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	6	100.0	5	*	6	100.0	4	*	7	100.0	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

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 contributing to other broader community events.

7. Required AEAM: High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	13	92.3	9	100.0	2	*	4	*	9	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	5	*	13	96.3	9	100.0	2	*	4	*	*	*	*	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	5	*	5	*	13	96.0	9	100.0	2	*	*	*	*	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

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.

8. Required AEAM: Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
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	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3		
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	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5		
Science 6	Authority	n/a	n/a	n/a	n/a	81.8	9.1	90.9	18.2	100.0	11.1		
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	90.9	0.0	81.8	0.0	100.0	0.0		
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	*	*	100.0	14.3	83.3	16.7		
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
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	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6		
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	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6		
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	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	*	*	85.7	14.3	50.0	0.0		
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
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	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9		
Science 9	Authority	n/a	n/a	n/a	n/a	*	*	85.7	28.6	83.3	33.3		
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
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	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	*	*	85.7	28.6	83.3	16.7		
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		
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	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Measure		The Cdn Reformed Sch. of Cal						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	Maintained	Excellent	9	100.0	11	90.9	53,806	68.8	54,859	66.7		
	Standard of Excellence	Very Low	Maintained	Concern	9	11.1	11	18.2	53,806	24.8	54,859	21.8		
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	9	100.0	11	81.8	60,804	68.5	57,655	66.2		
	Standard of Excellence	Very Low	Maintained	Concern	9	0.0	11	0.0	60,804	19.8	57,655	18.0		
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	6	83.3	7	100.0	59,096	69.5	56,255	71.4		
	Standard of Excellence	High	Maintained	Good	6	16.7	7	14.3	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	Very Low	Declined	Concern	6	50.0	7	85.7	58,577	52.7	55,447	54.4		
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	7	14.3	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	6	83.3	7	85.7	59,072	67.6	56,311	66.3		
	Standard of Excellence	Very High	Maintained	Excellent	6	33.3	7	28.6	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	6	83.3	7	85.7	59,125	60.5	56,309	58.4		
	Standard of Excellence	Intermediate	Maintained	Acceptable	6	16.7	7	28.6	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		

Commentary:

For the incoming administrative team, some of the PAT results from the 2023/2024 school year were concerning to read. A couple of factors led to these results. First, we have had considerable staff turnover in the grades assessed. Some of these staff members are new to teaching, and some are new to the province. Second, our classes are very small, so specific student weaknesses are overweighted in PAT score averages. Grade nine math is a good example of this, where there were six students total, two of which are on IPPs with general math skills as an area of concern. Third, in the case of grade six, socials 6 and science 6 are taught on a rotating basis with socials 5 and science 5 in a combined 5/6 classroom. Last year the students were assessed on the grade 6 curriculum they had been taught in grade 5.

9. Required AEAM: Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	25.0	100.0	14.3		
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9		
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	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6		
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	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7	99.4	26.3		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	*	*	100.0	57.1	*	*		
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7		
Biology 30	Authority	n/a	n/a	n/a	n/a	*	*	100.0	33.3	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	12.5		
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6		

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	The Cdn Reformed Sch. of Cal					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	9	18	11	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	58.8	93.8	78.8	Intermediate	Declined	Issue	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	17.6	33.3	12.1	Low	Declined	Issue	n/a	n/a	18.2	21.2	22.6

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	The Cdn Reformed Sch. of Cal						Alberta				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	8	100.0	33,001	84.2	31,493	83.7
	Standard of Excellence	High	Maintained	Good	7	14.3	8	25.0	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	19,219	85.7	17,112	86.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	19,219	12.9	17,112	12.7
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Acceptable Standard	*	*	*	5	*	n/a	n/a	21,035	75.4	19,763	70.8
	Standard of Excellence	*	*	*	5	*	n/a	n/a	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	15,676	70.9	14,418	71.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	*	*	*	4	*	7	100.0	25,167	85.2	24,023	83.5
	Standard of Excellence	*	*	*	4	*	7	57.1	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	23,985	77.6	21,045	78.1
	Standard of Excellence	*	*	*	5	*	n/a	n/a	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	100.0	24,414	83.1	23,270	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	33.3	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,955	82.9	18,364	80.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	71.4	9,955	85.1	9,241	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	Very High	n/a	n/a	8	100.0	n/a	n/a	8,439	81.3	8,007	79.4
	Standard of Excellence	Low	n/a	n/a	8	12.5	n/a	n/a	8,439	24.6	8,007	23.1

Commentary:

We are pleased, once again, that many different diploma exams were written at Tyndale during the 2023/2024 school year. All the diploma exam results, with the exception of ELA 30-1 and Science 30, were suppressed for the sake of this report due to having less than 6 students writing them. Nevertheless, the results for all diploma exams have been reviewed with relevant teachers with a focus on what we can take away from the provided data. As noted earlier, there has been significant turnover in high school staff in the last years; our small staff is now made up exclusively of young and inexperienced teachers. This creates a considerable obstacle for diploma preparation where hard-won wisdom and experience is favoured. Our staff will be taking advantage of the various diploma prep programs made available to students and teachers alike and have adjusted their own teaching orientation and proclivities towards preparing senior students for both the materials and types of questions they can expect on diploma examinations.

10. Required Local Component: Early Years Literacy/Numeracy Assessments

Grade One Literacy and Numeracy Screening

Assessment	# of students assessed	# of at-risk students after initial AX	Grade equivalent (Year. Month) after initial AX	# of at-risk students at end of school year	Grade equivalent gained (Year. Month) after final AX	Summary of support strategies
Letter Name Sound (LeNS)	6	0	-	-	-	-
Castles and Colheart 3 (CC3)	6	0	-	-	-	
Numeracy Screening Assessment	6	0	-	-	-	

Grade Two Literacy and Numeracy Screening

Assessment	# of students assessed	# of at-risk students after initial AX	Grade equivalent (Year. Month) after initial AX	# of at-risk students at end of the school year	Grade equivalent gained (Year. Month) after final AX	Summary of support strategies
Letter Name Sound (LeNS)	7	1	1.4	0	+0.7	Classroom EA support Parent support at home (spending extra time reading/ supplemental work)
Castles and Colheart 3 (CC3)	7	0	-	-	-	
Numeracy Screening Assessment	7	1	1.8	0	+0.2	Classroom EA support Use of manipulatives (eg. base ten blocks, hundred chart, unifix cubes)

Grade Three Literacy and Numeracy Screening

Assessment	# of students assessed	# of at-risk students after initial AX	Grade equivalent (Year. Month) after initial AX	# of at-risk students at end of the school year	Grade equivalent gained (Year. Month) after final AX	Summary of support strategies
Castles and Coltheart 3 (CC3)	7	0	-	-	-	-
Numeracy Screening Assessment	7	0	-	-	-	-

Commentary:

We have a strong Learning Assistance Program and are working closely with Renfrew Educational Services to access whole and small group interventions for primary students who are struggling, working with a Speech-Language Pathologist (SLP), Occupational Therapist (OT), and Registered Provisional Psychologist.

11. Required AEAM: Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	100	98.1	84	97.0	104	94.0	100	94.6	95	95.2	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	34	98.0	22	100.0	26	97.4	28	98.8	22	98.5	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	60	96.4	62	94.1	72	87.5	72	90.3	66	87.3	High	Maintained	Good	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	6	100.0	5	*	6	97.2	4	*	7	100.0	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Commentary:

Once again, 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. These results are consistent and also demonstrate that, despite the 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.

12. Required Local Component: Professional Learning, Supervision, and Evaluation

Commentary:

The new administrative team at Tyndale comes in with some previous experience in the realm of teacher growth, supervision, and evaluation and is currently working to implement an achievable teacher capacity-building protocol built around the Alberta Education Teaching Quality Standard (TQS) and the core aspects of TCS that make it distinct within the wider context of Alberta school choice.

The new administrative team is heavily focused building capacity for parental and student voice through the education advisory committee (EAC).

The Board of Directors, operating within the structures of its newly adopted governance handbook, is involved in monthly strategic planning sessions, with a view to building capacity across multiple domains at Tyndale Christian School.

The community and staff are enthusiastic about this organizational orientation towards building capacity and support these current efforts.

13. Required AEAM: Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	84	94.2	104	94.3	100	94.9	95	95.9	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	22	98.9	26	100.0	28	100.0	22	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	62	89.6	72	82.9	72	89.7	66	87.7	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	5	*	6	100.0	4	*	7	100.0	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

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. It's evident that this continues to be an area of strength for the school carried over from previous years. Tyndale Christian School continues 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.

14. Required AEAM: Access to Supports & Services – Measure Details

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

	Authority											Measure Evaluation			Province									
	2020		2021		2022		2023		2024			Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N				%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	84	89.6	104	88.4	100	91.5	95	93.5	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	22	97.2	26	99.2	28	97.7	22	95.3	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	62	81.9	72	75.9	72	85.2	66	85.1	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	5	*	6	90.0	4	*	7	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	

Commentary:

Tyndale Christian School is pleased to see consistently high numbers in this particular AEAM, as we work hard, within the constraints of a small community and a small staff, to meet all the various needs of our diverse student population. We will continue to strive for improvement here; however, we are pleased to see that the vast majority of students and parents feel the right support is being consistently given.

15. 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 of Directors 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. As mentioned earlier our staff have actively leveraged Renfrew Educational Services through a grant acquired through AISCA.

16. 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 2023-2024 school year, the entire staff attended a professional development session that centred on the Christian call to love our Indigenous neighbours, especially through active support and work on the relevant calls to action from the Truth and Reconciliation Commission. Sustained professional development has also begun at our school which, in part, focuses on building capacity to adequately meet the fifth TQS.

17. Required AEAM: Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	40	98.5	22	100.0	32	98.8	28	96.4	29	100.0	Very High	Maintained	Excellent	70,37	81.8	60,91	79.5	62,41	78.2	63,93	79.1	64,94	79.5
Parent	34	97.0	22	100.0	26	97.7	28	96.4	22	100.0	Very High	Maintained	Excellent	36,55	73.6	30,88	72.2	31,59	72.8	31,72	72.0	33,07	74.4
Teacher	6	100.0	5	*	6	100.0	4	*	7	100.0	Very High	Maintained	Excellent	33,82	89.1	30,03	86.3	30,81	85.4	32,21	85.5	31,87	84.6

Commentary:

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 Board of Directors, Education Advisory Committee, and many other committees are 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.

18. Required AEAM: Budget-Actual Comparison

The total budgeted expense for 2023/2024 was \$1,115,059 with an actual expense of \$1,157,052 and a net deficit of \$12,475 for the end of the fiscal year. The primary reasons for the differences were increased costs having to do with inflation and the completion of a capital project.

19. 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 completed a significant capital project school expansion in the 2023/2024 school year. More information is outlined in our 2024-2027 Education Plan, which can be found on our website www.tyndalecalgary.ca.

20. 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.

21. Required Local Component: Stakeholder Engagement

The Board of Directors 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 intends to represent the priorities of the membership. Copies of this report are available from the office or on the school website, www.tyndalecalgary.ca.

22. Required Local Component: Annual Report of Disclosures

Pursuant to section 32 of the *Public Interest Disclosure (Whistleblower Protection) 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.

23. 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 Board of Directors sees Alberta Education as a valuable resource and partner in creating a more successful school to meet the needs of our students, and we are committed to working within the assurance framework to reflect on current practice and build capacity on going-forward basis.

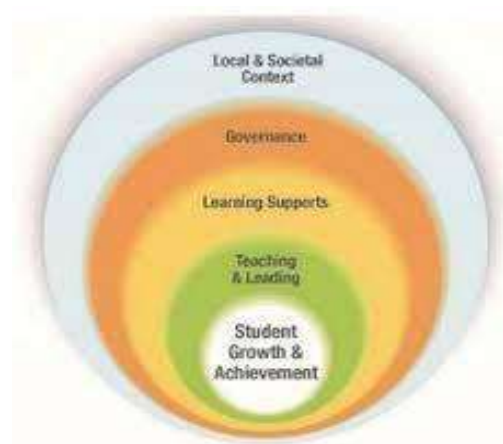
“The Assurance Framework, developed collaboratively with education partners, outlines key guiding principles, domains and processes for enhancing public trust and confidence that the education system is meeting the needs of students and students are successful.

In the Assurance Framework, all education partners accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions and is responsive to the needs of students in their local contexts.”

(pg. 25, AB Education 2024-2025 Funding Manual)

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



(pg. 26, AB Ed 2024-2025 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 [above].” (pg. 26, AB Education 2024-2025 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>.