

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



2024-2025
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 Tyndale Christian School for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The operator and/or governing body 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 2024/2025 was approved by the Board on November 28, 2025.



David Schriemer
Board Chairperson

November 29, 2025

Date

2. Message from the Board

The Board of Directors of Tyndale Christian School presents the following Annual Education results report for the 2024/2025 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 2024/2025 school year, in which the school brought on a new administrative team, including a Principal who has previously served in schools in Ontario, Manitoba and British Columbia. The Board also undertook the work of developing a formal five-year strategic plan, and presenting it to the school membership for approval. This strategic plan, alongside the most recently submitted Alberta Education Plan, has provided a blueprint for continuous improvement as the board, staff, and committees of Tyndale Christian School work out its mandate to provide faithful and excellent Christian education to the children of its members.

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 110 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	91.3	88.5	85.7	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	96.5	95.4	93.3	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	94.8	100.0	100.0	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	*	*	98.0	87.1	88.1	87.9	*	*	*
	PAT9: Acceptable	92.9	75.0	82.1	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	7.1	16.7	19.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	91.7	78.8	86.3	82.0	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	0.0	12.1	22.7	23.0	22.6	21.9	Very Low	Declined	Concern
Teaching & Leading	Education Quality	97.2	95.2	94.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.9	95.9	95.0	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	95.2	93.5	91.1	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	99.4	100.0	98.4	80.0	79.5	79.1	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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. While maintaining a very high level of acceptable achievement, very few students achieved excellence. With very small numbers of students represented in these data there will be year-to-year fluctuations in these categories. Additionally, with a staff of eight teachers across kindergarten to grade twelve, achievement is also closely linked to the teacher available for teaching these key measure courses. The teachers currently teaching these courses are, in general, young and less experienced - three or less years of teaching, and trained and experienced in other provinces. This gap has been identified by administration and the board and teacher capacity building in the areas of diploma / PAT prep as well as a general strategies for ensuring curriculum adherence have been put in place this year and remains an area of

focus for professional learning. 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. Parents and students are given the opportunity to self-identify as such of yearly registration forms and not a single student or parent did so.

Regardless, applying foundational knowledge about First Nations, Métis and Inuit remains a focus for our teaching staff and a recurring theme in professional development.

As of today about 5% of our student body population fits the description for English Language Learners. This is a significant increase as the school took on new families over the course of last year. These ELL learners are in the primary grades and thus do not contribute to the data found in the AEAMs, PATs, or Diplomas. They are, however, represented in the Early Years Literacy and Numeracy data. We look forward to seeing how this change in school population creates new opportunities for professional growth in our school. ELL supports are in place for these learners, however, there is still room for our staff to learn how best to support these learners.

5. Required AEAM: Student Learning Engagement – Measure Details

		Authority										Province												
		2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	I	84	88.0	104	86.4	100	82.2	95	88.5	124	91.3	Very High	Improved	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent		225	98.5	265	96.1	280	100.0	220	100.0	49	98.6	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student		625	77.5	725	63.1	726	64.5	66	65.4	68	75.2	High	Improved	Good	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher		5	*	60	100.4	*	70	100.0	70	100.0	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	

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 current administrative team has focussed on specifically through extra-curricular opportunities, intentional culture building practices, 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. Of note, the trend for the student data seems to be headed in the right direction, and, when compared to overall provincial numbers, paints the picture of a positive outlook on the school from a student perspective. It is anticipated that a number of students will almost always maintain a somewhat

negative attitude towards school simply due to cultural narratives of school as well as the student's level of maturity and insight.

6. Required AEAM: Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	84	90.2	104	91.9	100	92.6	95	95.4	124	96.5	Very High	Improved	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	22	96.3	26	97.7	28	99.3	22	100.0	49	99.2	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	62	84.2	72	78.2	72	86.0	66	86.2	68	90.4	Very High	Improved	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	5	*	60	100.4	*	70	100.7	70	100.0	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	

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. These data remain exceptionally high, a point the board and administration are very pleased to observe.

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										Province											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	
9	100.0	2	*	4	*	9	100.0	11	94.8	Very High	Maintained	Excellent	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
13	96.3	9	100.0	2	*	4	*	9	100.0	Very High	Maintained	Excellent	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5	*	13	96.0	9	100.0	2	*	4	*	*	*	*	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

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	
		2021		2022		2023		2024		2025			
		A	E	A	E	A	E	A	E	A	E		
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.7	14.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.4	28.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1		
Social Studies 6	Authority	n/a	n/a	90.9	0.0	81.8	0.0	100.0	0.0	n/a	n/a		
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5		
English Language Arts 9	Authority	n/a	n/a	*	*	100.0	14.3	83.3	16.7	100.0	10.0		
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1		
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	50.5	5.0	50.2	5.7	49.6	5.6	47.4	5.2		
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	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3		
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	80.0	25.0	81.6	22.3	83.1	19.7	84.8	16.4		
Mathematics 9	Authority	n/a	n/a	*	*	85.7	14.3	50.0	0.0	83.3	8.3		
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	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	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11.0		
Science 9	Authority	n/a	n/a	*	*	85.7	28.6	83.3	33.3	90.0	0.0		
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1		
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	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9	50.3	7.9		
Social Studies 9	Authority	n/a	n/a	*	*	85.7	28.6	83.3	16.7	100.0	10.0		
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1		
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	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		The Cdn Reformed Sch. of Cal							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	90.9	50,053	64.1	59,230	67.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	0.0	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	7	91.7	59,391	69.8	57,676	70.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	10.0	7	15.5	59,391	11.1	57,676	12.6

K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,469	47. 4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	3,134	75. 2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	578	84. 8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	578	16. 4	595	21.0
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	12	83.3	7	67.9	58,911	51. 7	57,012	53.5
	Standard of Excellence	Low	Maintained	Issue	12	8.3	7	7.1	58,911	14. 0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,940	49. 7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	10	90.0	7	84.5	59,45 3	68. 6	57,692	66.9
	Standard of Excellence	Very Low	Declined	Concern	10	0.0	7	31.0	59,45 3	21. 1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,454	50. 3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	10	100. 0	7	84.5	59,47 2	60. 5	57,717	59.4
	Standard of Excellence	Very Low	Maintained	Concern	10	10.0	7	22.6	59,47 2	17. 1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,434	50. 3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,434	10. 6	1,246	10.9

Commentary:

As discussed in on earlier section, PAT results at the grade nine level, in particular, are a concern. Headwinds exist in this area that are being remedied. Teacher inexperience is a major concern. Professional development has been designed to address this. Additionally, small classes mean the make up of a particular groups has an outsized affect on data. Last year's grade nine group contains students for whom certain academic tasks remain a real challenge. Our Learning Assistance Department continues to work with these students in anticipation of the grade twelve diploma examinations. Finally, we have some timetable issues with how Science 9 and Socials 9 in particular are taught. These will hopefully be addressed with an anticipated timetable update for the 2026-2027 school year.

9. Required AEAM: Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.												
		Results (in percentages)										Target
		2021	2022	2023	2024	2025	2025	2025	2025	2025	2025	2025
		A	E	A	E	A	E	A	E	A	E	A
English Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	100.0	25.0	100.0	14.3	*	*	

	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9	
English Language Arts 30-2	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a	
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3	
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0	
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	98.8	44.2	99.2	30.7	99.4	26.3	99.4	23.0	
Mathematics 30-1	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a	
	Province	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1	
Mathematics 30-2	Authority	n/a	n/a	*	*	*	*	*	*	*	*	
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3	
Social Studies 30-1	Authority	n/a	n/a	*	*	100.0	57.1	*	*	*	*	
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8	
Social Studies 30-2	Authority	n/a	n/a	*	*	*	*	*	*	n/a	n/a	
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3	
Biology 30	Authority	n/a	n/a	*	*	100.0	33.3	n/a	n/a	83.3	0.0	
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8	
Chemistry 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6	
Physics 30	Authority	n/a	n/a	n/a	n/a	71.4	0.0	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6	
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	12.5	n/a	n/a	
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2	

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				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	9	18	11	7	n/a	n/a	n/a	n/a	58,44 4	67,29 4	72,44 4	78,23 6
Acceptable Standard %	n/a	58.8	93.8	78.8	91.7	Very High	Maintained	Excellent	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	17.6	33.3	12.1	0.0	Very Low	Declined	Concern	n/a	18.2	21.2	22.6	23.0

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	The Cdn Reformed Sch. of Cal							Alberta			
		Achievement	Improvement	Overall	2025	Prev 3 Year Average	2025	Prev 3 Year Average	N	%	N	%
English Language Arts 30-1	Acceptable Standard	*	*	*	2	*	8	100.0	35,845	85.3	32,247	83.9
	Standard of Excellence	*	*	*	2	*	8	19.6	35,845	10.9	32,247	10.3

<i>English Language Arts 30-2</i>	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	21,398	85.6	18,166	85.9
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	21,398	11.3	18,166	12.8
<i>French Language Arts 30-1</i>	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	1,234	6.0	1,218	7.4
<i>Français 30-1</i>	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	174	99.4	144	99.3
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	174	23.0	144	28.5
<i>Mathematics 30-1</i>	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	22,680	77.8	20,399	73.1
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	22,680	37.1	20,399	32.0
<i>Mathematics 30-2</i>	Acceptable Standard	*	*	*	2	*	n/a	n/a	17,430	73.6	15,047	71.0
	Standard of Excellence	*	*	*	2	*	n/a	n/a	17,430	17.3	15,047	15.3
<i>Social Studies 30-1</i>	Acceptable Standard	*	*	*	2	*	7	100.0	26,238	84.6	24,595	84.4
	Standard of Excellence	*	*	*	2	*	7	57.1	26,238	16.8	24,595	17.3
<i>Social Studies 30-2</i>	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	27,021	77.5	22,515	77.8
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	27,021	12.3	22,515	12.5
<i>Biology 30</i>	Acceptable Standard	Intermediate	Declined	Issue	6	83.3	15	100.0	25,916	82.7	23,842	82.9
	Standard of Excellence	Very Low	Declined	Concern	6	0.0	15	33.3	25,916	34.8	23,842	33.2
<i>Chemistry 30</i>	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	21,438	83.8	19,160	81.7
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	n/a	n/a	21,438	40.6	19,160	37.5
<i>Physics 30</i>	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	7	71.4	11,366	85.6	9,598	83.7
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	7	0.0	11,366	43.6	9,598	41.5
<i>Science 30</i>	Acceptable Standard	n/a	n/a	n/a	n/ a	n/a	8	100.0	9,027	79.6	8,223	80.3
	Standard of Excellence	n/a	n/a	n/a	n/ a	n/a	8	12.5	9,027	26.2	8,223	23.9

Commentary:

We are pleased, once again, that many different diploma exams were written at Tyndale during the 2024/2025 school year. All the diploma exam results, with the exception of Biology 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, inexperience of the teaching staff is a significant headwind when it comes to diploma exam performance. The board and administration have identified instructional and professional learning strategies intended to address these results.

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

Kindergarten Literacy and Numeracy Screening

Assessment	# of students assessed	# of at-risk students after initial AX	# of months below grade level after initial AX	# of at-risk students at end of school year	# of months below grade level after final AX	Summary of support strategies
Phonological Awareness Screening Test (PAST)	7	3	4.5	2	2.5	<ul style="list-style-type: none"> - multi-sensory approach (ex. clapping/ stomping syllables/sounds) - visual supports - small group practice - SLP support
Letter Name-Sound (LeNS)	7	2	4	0	0	<ul style="list-style-type: none"> - small group practice - universal SLP working on targeted letter sounds
Rapid Automatized Naming (RAN)	7	4	3	0	-	<ul style="list-style-type: none"> - multi-sensory approach (tactile, rhymes/ songs, manipulatives) - visual supports (ex. number lines) - direct modelling - Renfrew consultation
Numeracy Screening Assessment	8	1	3.5	0	0	

Grade One Literacy and Numeracy Screening

Assessment	# of students assessed	# of at-risk students after initial AX	# of months below grade level after initial AX	# of at-risk students at end of school year	# of months below grade level after final AX	Summary of support strategies
Phonological Awareness Screening Test (PAST)	6	2	3	0	0	<ul style="list-style-type: none"> - visual supports - small group practice - SLP support
Rapid Automatized Naming (RAN)	6	2	2	0	0	<ul style="list-style-type: none"> - small group practice - universal SLP working on targeted letter sounds
Letter Name-Sound (LeNS)	6	0	-	-	-	-

Castles and Coltheart 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	# of months below grade level after initial AX	# of at-risk students at end of school year	# of months below grade level after final AX	Summary of support strategies
Letter Name-Sound (LeNS)	9	0	-	0	-	
Castles and Coltheart 3 (CC3)	9	0	-	0	-	
Numeracy Screening Assessment	9	3	6.6	2	7.5	<ul style="list-style-type: none"> - Small group EA support during math class - Consistent use of diagrams & manipulatives (base ten blocks, Unifix cubes) - Renfrew consultation

Grade Three Literacy and Numeracy Screening

Assessment	# of students assessed	# of at-risk students after initial AX	# of months below grade level after initial AX	# of at-risk students at end of school year	# of months below grade level after final AX	Summary of support strategies
Castles and Coltheart 3 (CC3)	7	1	13.2	1	14.5	<ul style="list-style-type: none"> - EA support - Support in the library to find books to read at ability level
Numeracy Screening Assessment	7	1	8.5	0	0	<ul style="list-style-type: none"> - EA support - Visual support (manipulatives) - Focus on number sense practice

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. ELL students are a part of the data presented. Our Learning Assistance department continues to grow in its ability to support the specific needs of these students.

11. Required AEAM: Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	84	97.0	104	94.0	100	94.6	95	95.2	124	97.2	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	22	100.0	26	97.4	28	98.2	28	98.5	49	97.9	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	62	94.1	72	87.5	72	90.3	66	87.3	68	93.8	Very High	Improved	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	5	*	6	97.2	4	*	7	100.0	7	100.0	Very High	Maintained	Excellent	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	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

Below is a chart of local data concerning Professional Learning, Supervision, and Evaluation

Annual Growth Plans	100% of staff submitted AGPs, each had at least two follow-on meetings, an October meeting establishing plan supports and accountability structures, and a May meeting reporting results
Staff Professional Development	100% of staff attended at least one educational conference during the school year, with the majority attending a second as well; 50% of the classroom teaching staff took other expert led PD during the school year

Principal Oversight	25% of the staff received formal evaluations by the Principal; the rest received informal feedback and observations throughout the school year; one staff member moved from interim professional certification to permanent professional certification in February 2025
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Commentary:

The administrative team at Tyndale comes in with some previous experience in the realm of teacher growth, supervision, and evaluation and has implemented a teacher capacity-building protocol built around the Alberta Education Teaching Quality Standard (TQS) and TCS's foundation Reformed Christian identity that make it distinct within the wider context of Alberta school choice.

Over the past year the new administrative team has intentionally built avenues for parental and student voice, primarily through a revitalized Education Committee, made up of parents from within the school membership.

The Board of Directors, operating within the structures of its governance handbook, is involved in monthly strategic planning sessions, with a view to building capacity across multiple domains at Tyndale Christian School. This work is guided by a strategic plan, adopted by the membership in May 2025.

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										Province						2021		2022		2023		2024		2025	
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%			
Overall	84	94.2	104	94.3	100	94.9	95	95.9	124	97.9	Very High	Improved	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4			
Parent	22	98.9	260	100.0	280	100.0	22	100.0	49	99.5	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2			
Student	62	89.6	72	82.9	72	89.7	66	87.7	68	94.1	Very High	Improved	Excellent	169,900	79.8	187,258	77.7	193,156	76.20	200,022	75.2	201,268	75.7			
Teacher	55	*	60	100.0	44	*	77	100.0	77	100.0	n/a	Maintained	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3			

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.															Province							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	84	89.6	104	88.4	100	91.5	95	93.5	124	95.2	Very High	Improved	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	22	97.2	262	99.2	287	97.2	95.3	49	97.4	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	
Student	62	81.9	729	75.9	722	85.2	66	85.1	68	88.3	Very High	Improved	Excellent	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	5	*	60	90.0	4	*	7	100.0	7	100.0	n/a	Maintained	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

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

IIP Implementation	Just over 10% of the student population at TCS have IPPs to support their learning; throughout the course of the school year all parents of students on IPPs were invited to a meeting with our Learning Assistance Coordinator, classroom teacher, and either the Principal or Vice-Principal to review and update the IPP, over half of such parents were invited to school for more than one meeting; IPPs are updated annually on an established schedule or more frequently as needed; IPP progress reports are part of all
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	regular report card intervals
Renfrew Partnership	Close to 35% of the student population was supported through Renfrew services, including SLP small group work, OT observations and recommendations, and Education Psychologist presentations.
Psych. Ed. Assessments	Two students went through formal psych ed assessments over the course of the school year, leading to significant updates to IPPs and increased success across their learning.

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

Tyndale Christian School received \$0 in First Nations, Métis and Inuit (FNMI) grant funding in the 2024/2025 school year and had no self-identified FNMI students

Regardless, our staff have been busy this year working out the education specific Truth and Reconciliation Commission (TRC) Calls to Action, predominately focussing on 63, which calls all teachers to: “Develop and implement age-appropriate curriculum on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. Share information and best practices on teaching curriculum related to residential schools and Aboriginal history. Build student capacity for intercultural understanding, empathy, and mutual respect. Identify teacher-training needs relating to the above.”

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. We are meeting all curriculum requirements to teach, with accuracy and empathy, foundational information and perspectives on Aboriginal peoples in Canadian history and the history and legacy of residential schools. Our students, many of who do not yet have ties to Aboriginal communities in Canada, are learning the understanding and empathy necessary for the fulfilment of all the TRC’s Calls to Action as future age-of-majority citizens of Canada.

Specifically during the 2024-2025 school year, the entire staff participated in a school wide professional development program focussed on the six competencies of the Alberta TQS. The fifth competency, and how we work that out within our local school and within our individual classrooms became an important focus. Additionally, we invited experts from Concordia University, Dean of Education Dr. Tim Cusack and Associate Professor Dr. Simmee Chung to

discuss Braided Pathways as an appropriate and evidence-based approach to working out this fifth competency.

17. Required AEAM: Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	22	100.0	32	98.8	28	96.4	29	100.0	56	99.4	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	20	100.0	26	97.7	28	96.4	22	100.0	49	98.8	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	5	*	6	100.0	4	*	7	100.0	7	100.0	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

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 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 Local Components: AEP Local Measures

The 2025-2028 AEP identified multiple additional local measures, some significant few of which are outlined below, followed by a progress report:

Local Measure	Result	Use of Results
Student Engagement and Interest (Gr. 4–12)	Student engagement remained higher in Grades 7–12 than in Grades 4–6. Interest in mathematics and select core subjects continued to lag other subject areas.	<i>Results informed increased use of hands-on and inquiry-based instructional strategies, particularly in Grades 4–6.</i>

Academic Excellence on PATs and Diplomas	Acceptable Standard achievement remained stable; Excellence results in several subjects remained below provincial comparison levels.	<i>Data informed curriculum review priorities and planned staff participation in provincial exam marking and professional learning.</i>
Graduate Preparedness Feedback	Graduates reported confidence in foundational academic skills and clarity regarding post-secondary pathways, with suggestions for broader exposure to post-secondary options.	<i>Feedback supported planning for course sequencing, guidance programming, and dual-credit exploration.</i>
Curriculum Review Progress	Education Committee-led curriculum reviews progressed according to the established review cycle, with subject revisions completed during the year.	<i>Review outcomes informed instructional alignment and ongoing curriculum development.</i>
Teacher Growth and Evaluation	All teachers completed annual professional growth plans aligned with TQS priorities. Formal and informal classroom supervision occurred throughout the year.	<i>Evidence guided professional learning focus and instructional support.</i>
Early Literacy and Numeracy Screening (K–2)	All students in Kindergarten through Grade 2 participated in literacy and numeracy screening, with targeted supports provided to identified students.	<i>Screening data guided early intervention and resource allocation.</i>
FNMI Awareness and Capacity Building	Staff participation in FNMI-related professional learning was documented, with classroom integration observed.	<i>Documentation supports compliance with reporting requirements and informs future professional learning.</i>
Governance Communication and Engagement	General membership meetings were well attended, and governance documents were made accessible through regular communication and the school website.	<i>Engagement data informed ongoing communication and transparency practices.</i>

19. Required AEAM: Budget-Actual Comparison

The total budgeted expense for 2024/2025 was \$1,267,681 with an actual expense of \$1,232,340 and a net deficit of \$2,416 for the end of the fiscal year. Financial results remained stable and aligned with priorities identified in the Education Plan, particularly the school's commitment to instructional quality, safe facilities, and responsible stewardship of public funding.

Consistent with Alberta Education expectations, the majority of expenditures continued to support direct instruction and student learning.

20. 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.

Consistent with Alberta Education expectations, the majority of expenditures continued to support direct instruction and student learning.

Program Expenditure Summary

Category	Amount (\$)	% of Total
Instruction (Salaries & Benefits)	883,230	71.6%
Facilities & Maintenance	90,640	7.4%
Administration & Operations	62,858	5.1%
Utilities & Insurance	52,864	4.3%
Student Programming & Professional Learning	14,764	1.2%
Debt Servicing & Interest	16,773	1.4%
Other Operating Costs*	111,211	9.0%
Total Operating Expenses	1,232,340	100%

*Includes services and supplies, audit costs, furniture and equipment, communications, banking charges, and memberships.

Significant Year-over-Year Changes

- Instructional costs increased modestly, reflecting staffing and compensation adjustments aligned with enrollment and instructional needs.
- Facilities repair and maintenance costs decreased from the prior year, following completion of more significant maintenance activities in 2024.
- Debt-related costs declined as mortgage principal continued to be reduced.

These changes reflect prudent financial management and alignment with multi-year operational planning.

Budget Position and Corrective Actions

The minor operating deficit is being addressed through existing unrestricted reserves and ongoing expenditure monitoring. No reductions to instructional programming or student services are required. Financial management remains consistent with both the Education Plan and Alberta Education funding requirements.

As noted earlier: Tyndale Christian School received \$0 in First Nations, Métis and Inuit (FNMI) grant funding in the 2024/2025 school year and had no self-identified FNMI students.

More information is outlined in our 2025-2028 Education Plan, which can be found on our website www.tyndalecalgary.ca.

21. Required Local Component: Audited Financial Statements and Financial Information Contact

The full Audited Financial Statements can be found at <https://tcsalgary.ca/about-tyndale-2/reports/> and more financial information is available at the Tyndale Christian School main office or by reaching out to treasurer@tyndalecalgary.ca.

22. Required Local Component: Stakeholder Engagement

Stakeholders involved	parents/society members, students (via surveys), teachers and staff, board and committees, pastors/partner church.
Engagement methods	annual Assurance surveys, society meetings, Education Committee feedback, informal focus conversations.
Sharing of results	summarized in Tidbits/Times, AGM presentation, website posting of AERR/AEP, classroom newsletters.

Commentary:

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.

23. 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.

24. Required Local Component: Accountability/Assurance System

The Canadian Reformed School Society of Calgary maintains an accountability and assurance system intended to support continuous improvement in student learning, teaching practice, and organizational effectiveness, consistent with Alberta Education's Assurance Framework.

The school operates within an annual planning and reporting cycle that includes the development and implementation of the Assurance and Education Plan (AEP) and the publication of the Annual Education Results Report (AERR). School-level goals, strategies, and local measures are aligned to identified assurance priorities and are reviewed throughout the year by school leadership and the Board of Directors.

The Board of Directors, comprised primarily of parent members, provides oversight and direction through regular review of student achievement data, Alberta Education Assurance Measures results, and progress toward the priorities identified in the AEP. An Education Committee of the Board supports this work by examining evidence, supporting planning, and monitoring the implementation of strategies intended to improve student outcomes.

School administration is responsible for implementing assurance processes at the operational level. This includes supervision and support of instructional practice, professional learning aligned with the Teaching Quality Standard, and the use of school-based and provincial data to inform decision-making. Evidence gathered through these processes is reviewed with staff and used to adjust instructional practices and supports as needed.

Stakeholder engagement is an ongoing component of the school's assurance approach. Parents, students, and staff provide feedback through Alberta Education Assurance Surveys, school-based surveys, and informal consultation. These perspectives inform both annual planning and reporting.

Information related to assurance priorities, results, and improvement actions is shared with the school community through society meetings, parent communications, newsletters, and by making the AEP and AERR available through the school office and on the school's website. Through this process, the school seeks to maintain transparency and accountability while supporting ongoing improvement.