

# **MOUNTAIN VIEW ACADEMY**



## **Three Year Education Plan/AERR Combined 2017-2020**

## Message From The Board Chair

It is our pleasure to report to our school Society, Board of Directors and to Alberta Education, the following information about Mountain View Academy as it pertains to its operation. We strongly believe that parents and the school are partners in education and we are committed to ensuring that all Society members and school family members are kept informed of what is happening at Mountain View Academy. We consider it an honour to work with the families of Mountain View Academy and continue to strive to improve our product each and every year. To that end, we present our combined Three Year/AERR plan for your consideration.

**Miss Jan P. Nikiforuk,  
Board Chair**

**Prepared By,  
Miss Colleen D. Ryan  
Principal**

# ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2017 school year and the Education Plan for the three years commencing September 1, 2017 for Mountain View Academy were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan for 2017- 2020 on November 21, 2017.

## Mission

# DEVELOPING LEARNERS AND LEADERS FOR LIFE!

The Mission of Mountain View Academy is to honour and nurture the potential of every child. We expand the traditional boundaries of education, taking into account the unique qualities of every student, including their level of confidence, emotional readiness, past experiences, as well as their learning styles. We are fostering future generations of accomplished young men and women.

### **Our mission is to:**

- challenge students to be the best that they can be by helping them develop a feeling of self-worth and a belief in their own ability that will allow them to pursue their goals;
- focus on our students' social development to ensure that they are able to interact fully with others and accept responsibility for their own actions and develop awareness of how their actions impact others;
- deliver the curriculum in such a way as to meet the needs of the individual student, enriching the program where necessary;
- recognize parents as partners in education and
- establish a life-long love of learning.

### **Mountain View Academy will strive to meet the needs of the twenty-first century family by offering:**

- An outstanding education program that prepares each child for the life challenges that they will face;
- A low student/teacher ratio of 16:1 to provide undivided care and attention;
- Individualized, unique and creative projects that incorporate the Alberta curriculum;

- Teachers with diverse academic backgrounds to provide an enriched environment;
- Extensive extra-curricular activities that augment classroom-based learning;

The development of a child's self-esteem is a core component of our school's philosophy and is therefore a pivotal point in the planning and execution of the daily lessons and activities. Options and core academic subjects are all delivered according to our belief in a multi-faceted teaching approach. To promote a sense of belonging and to create a climate of social and economic equality, we ask that all children attending Mountain View Academy wear a uniform bearing our logo and colors.

## Vision

To prepare students for entry into our rapidly changing society of the 21<sup>st</sup> Century, each student will master the fundamental elements in core subjects, **learn how to learn** through self-directed research, problem solving, communication skills and a diverse knowledge base.

### **Mountain View Academy's vision includes these aspects:**

- Ensuring the development and implementation of quality programs and high standards for each individual student;
- Accessing all available resources for the individual;
- Involving the school community in policy decisions regarding school programs;
- Supporting the vital role of teachers and
- Being accountable to the school community.

## Beliefs and Core Values

**Mountain View Academy is founded on two core beliefs:**

- The importance of the individual student and the maximization of the individual's potential by providing intense attention, both academic and personal.
- The necessity for active participation of all members of the school community.

**The following belief and core value statements also serve to guide decision and policy-making within Mountain View Academy:**

- We believe that all persons deserve to be treated with love, respect and dignity.
- We believe that each person has unique gifts and talents, which, in collaboration with others, advances the learning of each student. As a school we have the responsibility to help develop those gifts.
- We are not just a service provider; we are a community that includes families, students, teachers and staff.
- We value parents as partners in the education of their children in a mutually supportive and respectful environment.
- We believe that parents are given the responsibility for the education of their children and the school works closely with the family to achieve this goal.

## ABOUT OUR PROGRAM

Mountain View Academy provides a secure, nurturing environment with a varied selection of materials that both stimulate and facilitate questions, discussion and interest. By employing active listening skills and taking a genuine interest in answering student questions, we promote the enthusiasm and interest of the children.

In order to accommodate the diverse needs of our students, we incorporate a variety of high quality teaching strategies and materials. Careful planning allows all students the opportunity to explore, experiment and develop their thinking skills. We believe strongly in the implementation of hands on activities, and fostering independence, cooperation and constructive work habits in children. We also believe that a blend of small and large group activities encourages the development of appropriate communication skills, in a monitored, safe environment, to enhance the self-esteem of all students and assist in the total development of each child at his/her own pace.

# ***MOUNTAIN VIEW ACADEMY***

## **PROFILE**

### **Background**

Mountain View Academy (MVA) was founded in 1996. That year it employed one teacher, and had 3 preschool students and one kindergarten student registered. Over the past 20 years the school has continued to evolve.

### **Current Situation**

Mountain View Academy currently operates at 3915 34 Street NE and houses a student population of 93 students from **Kindergarten to Grade Twelve**. The school employs ten teachers, two administrators and two administrative support staff.

The school's administration team currently consists of Miss. Colleen Ryan, Principal and Mrs. Jane Lizotte, Assistant Principal. Both Miss. Ryan and Mrs. Lizotte possess extensive administrative and teaching experience and are looking forward to moving MVA into the future.

### **Highlights**

This year continued the challenging times in Alberta. Once again, our school community joined together to benefit local, national and international charities. On a local level, the Veteran's Food Bank was the recipient of the donations collected by our students. Nationally, we were proud to be a part of the Terry Fox Run again this year. Monies were raised through a pizza fun lunch, dress down days and a variety of afternoon games and activities. On the international stage, MVA continued its engagement with Free the Children and We Day. MVA also participated in the "Plastic Bag Challenge" and won second place, earning a \$750.00 donation towards environmental initiatives at our school.

Our school community enjoyed the Drama Club's performance of "The Snow White Variety Show" as well as our Christmas concert entitled "The Hero in Us All." The younger students enjoyed the day at the Children's Festival, which included a presentation by author Deborah Ellis. The 'Clay for Kids' organization was brought in for the entire school to have an opportunity to create a memento for Canada's 150 birthday. These events were great opportunities to connect with both old and new families and help continue to strengthen our school community.

**Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure	Mountain View Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.5	88.5	90.0	89.5	89.5	89.3	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	67.9	77.6	84.3	81.9	81.9	81.5	Low	Declined Significantly	Concern
	Education Quality	88.9	91.3	92.4	90.1	90.1	89.6	High	Maintained	Good
	Drop Out Rate	3.8	0.0	2.4	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	*	88.4	86.1	77.9	76.5	76.1	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.3	70.6	81.9	73.4	73.6	73.2	Very Low	Declined	Concern
	PAT: Excellence	10.0	5.9	14.5	19.5	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	46.7	*	57.0	83.0	82.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	*	7.9	22.2	21.2	21.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	*	50.5	56.3	54.9	54.6	53.1	*	*	*
	Rutherford Scholarship Eligibility Rate	*	87.5	87.5	62.3	60.8	60.8	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	74.6	100.0	92.7	57.9	59.4	59.3	Very High	Declined	Good
	Work Preparation	94.4	92.9	89.3	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	79.6	85.1	89.7	83.7	83.9	83.6	High	Declined	Acceptable
Parental Involvement	Parental Involvement	81.4	94.6	90.2	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	62.8	84.5	82.3	81.4	81.2	80.2	Very Low	Declined Significantly	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.8	89.3	85.7	70.6	63.3	63.5	Very Low	Declined	Concern	63.6	63.7	63.8
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.7	23.2	14.3	5.9	10.0	10.1	Low	Maintained	Issue	10.2	10.3	10.4

### Comment on Results

Each year, our focus is on improving our scores on standardized tests. As an inclusive school, we have students with varying abilities and needs, which will cause our results to fluctuate. Some students come to our school with two to three grade level deficits. In addition, we do not use a standardized entrance test to screen our applicants. Our teachers work diligently to meet the needs of each student to ensure each student achieves their level of excellence. For many students, simply controlling their anxiety in order to write the test is a success and not everyone performs well on Standardized Tests. Furthermore, our small cohort makes a valid assessment difficult; with only six students writing these exams, one struggling student can deeply impact our results. Our goal is to continue to make progress with the students we serve; that progress might not show up as a great standardized test score, but it will be there when students are gaining the skills and confidence to do their best, whatever that may be.

### Strategies

- Maintain the low 16-1 student-teacher ratio for optimum learning opportunities.
- Continue working with the Alberta Assessment Consortium to refine our assessment practices.
- Continue to provide peer-tutoring opportunities and after-school diploma preparation classes.
- Continue to incorporate reading and writing activities and strategies in all core subjects.
- Continue to emphasize problem solving, making inferences and drawing conclusions skills.
- Implement the 'Fountas and Pinnell' classroom guided reading program for our Kindergarten-Grade 2 students in an effort to assist them in achieving benchmarks and thereby setting them up for future success.
- Continue to analyze data provided by Alberta Education in an effort to better prepare students for exams.
- Continue to send praise notes home to students to encourage and reward hard work and effort.
- Introduce Principal's Advisory Group which will meet with current grade 7 and grade 10 students to discuss their experiences with the PAT and solicit information and suggestions that could be implemented for the upcoming grade 6 and 9 students.
- Implement a 'growth mindset' focus to move students who might be 'fixed' into a space where they believe they can be successful; offer mindset classes in elementary and middle school.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

## Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.0	70.5	43.5	*	46.7	46.8	Very Low	Maintained	Concern	46.9	47.0	47.1
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	2.9	11.4	4.3	*	0.0	2.0	Very Low	Maintained	Concern	2.1	2.2	2.3

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	87.5	90.0	79.9	88.4	*	88.6	*	*	*	88.7	88.8	88.9
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.0	3.0	4.3	0.0	3.8	0.0	High	Maintained	Good	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	64.0	100.0	78.1	100.0	74.6	75.0	Very High	Declined	Good	76.0	77.0	78.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	87.5	*	80.0	*	*	*	81.0	82.0	83.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	87.5	40.0	62.1	50.5	*	51.5	*	*	*	52.0	53.0	54.0

### Comment on Results

For the measure "High School Completion Rates," it is important to understand the context of the calculation. This measure reflects students who started in Grade 10 anywhere in Alberta, not necessarily MVA, and tracks how many of those grade ten students who began in Alberta completed high school in the next three years IN ALBERTA. This number does not take into account students who choose to repeat a high school grade to improve their skills and knowledge or sensitive family issues that might have occurred that have delayed the graduation for a student. In addition, Alberta Education tracks only those students who stay in Alberta. This is a concern for MVA because at any given time, 5% of our student population may be comprised of families employed in the petroleum industry and are often relocated and complete their high school education elsewhere, but are not tracked and thus, this negatively impacts our results. For those students who start Grade 10, regardless of whether or not this is their first or second year in Grade 10, subsequently move through to Grade 12 and complete the MVA program, 100% graduate. We are proud of the success of our students.

The "Drop Out Rate" measure is also misleading. The figures represent students who did not return to school in Alberta within one year of leaving school anytime between the ages of 14 (Grade 9) and 18 (Grade 12). Again, this measure includes students whose families moved out of Alberta and are not tracked by Alberta Education and are thus counted as "Drop Outs" when they very likely have attended school in their new jurisdiction. As stated earlier, there has never been a case of a student failing to graduate from MVA.

The "High School to Post-Secondary Transition Rate" is another measure that is Alberta specific. It only includes students who attend post-secondary institutions in Alberta, and does not track students who attend elsewhere. At MVA, we are proud that our graduates are attending universities both outside Alberta and outside of Canada. Our own monitoring suggests that 95% of our graduates go on to attend universities and colleges across Canada and the world. However, in this economy, many students are forced to work in order to save up enough money to attend post-secondary. In addition, we are also noticing the maturity level of students is dropping; as a result, many are simply not ready for the demands of post-secondary studies directly out of high school.

MVA continues to work towards improving both our Diploma Exam scores and our Provincial Exam scores. MVA is pleased to be able to offer an intimate environment of 16-1 students to teacher ratio; however, these small numbers can often skew the government test results, making it difficult to report the overall success of our students. In addition, our inclusive school contains students with a variety of learning needs, gifts and challenges, which may cause results to fluctuate. We have finally had success with communicating to our parents that Math 30-1 is not necessary for all students. We are hopeful that by being able to offer both Math 30-1 and Math 30-2 our results will be more positive. Furthermore, we have reworked our assessment criteria for the classroom portion of the diploma exam mark to be more heavily weighted on the summative assessment, rather than the formative. We believe this will close the gap between class-awarded marks and those earned on the diploma.

We have also noticed a reduction in the number of our students who are interested in pursuing all of the 30 level Sciences. This accounts for the decrease in the % of students writing four or more diploma exams.

## Strategies

- Effectively program students by placing only those with acceptable pre-requisite scores in the dash one level courses.
- Refocus our priorities so that mastery of literacy and numeracy are the school's primary goals.
- Maintain the low 16-1 student-teacher ratio for optimum learning opportunities.
- Support educators with appropriate Professional Development opportunities
- Continue to provide peer tutoring opportunities and after-school diploma preparation classes for students.
- Continue to teach study skills, organizational skills and time management skills.
- Re-teach material when a student scores below 70% on a major unit exam.
- Continue to revisit assessment strategies to ensure they align as closely as possible with Alberta Education.
- Continue to prepare younger students for the rigors of Diploma Examinations by gradually increasing the length and complexity of their final examinations.
- Continue regular and detailed communication to stakeholders in an effort to improve home support for students.

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
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 Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

## Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.2	91.6	92.4	85.1	79.6	80.0	High	Declined	Acceptable	81.0	82.0	83.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	88.2	81.3	93.8	92.9	94.4	95.0	Very High	Maintained	Excellent	95.5	96.0	96.5

### Comment on Results

MVA works diligently to ensure our students are prepared to be active citizens. However, we have a large number of ESL parents and it is possible they did not understand the questions or perhaps new families were not clear on the work that is done in this area. We will need to raise more awareness of our commitment to creating active citizens and successful graduates. Our participation rate in this survey was only 12% of our parent population, which makes obtaining an accurate assessment challenging.

### Strategies

- Promote active citizenship by providing workshops and special fundraising opportunities for both local and international charities, including Free the Children, the Terry Fox Foundation and the Veteran's FoodBank.
- Continue school-wide Student Council involvement.
- Implement our own parent survey
- Continue "Outdoor Ambassador Project" for high school students to assist in conflict resolution at recess, when necessary.
- Continue to mandate Current Events awareness in Social Studies.
- Continue to update Health and Career and Technology classes to ensure students are being well prepared for life after school.
- Continue to participate in We Day and Me to We activities.
- Continue operation of school store.
- Continue with school-wide recycling projects; expand to include Grade 4 Waste Reduction Challenge.
- Continue with the Plastic Bag Challenge.
- Use the newsletter /Facebook page to inform parents of examples of active citizenship around the school.
- Implement Character Pins for recognition of students who demonstrate active citizenship.
- Rebrand the "Principal's Shout Out" program to "Principal's Pillars" to recognize students for demonstrating active citizenship and other character traits that promote positivity in the building.

### Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

## Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	80.7	78.5	87.1	89.7	85.0	85.5	n/a	n/a	n/a	86.0	87.0	88.0

### Comment on Results

MVA is pleased to see that we are holding relatively steady in this area. We strive to be role models in this area for our students.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

## **Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated**

### **Strategies**

Currently, MVA does not have any registered FNMI students. However, creating awareness of the culture and history of FNMI peoples has always been an integral part of the Social Studies curriculum. In addition, a unit on First Nations religions is a key component of our World Religion 30 course. MVA will continue to update classroom resources and library materials and provide off-campus activities such as Heritage Park and the Glenbow Museum to better reflect the FNMI perspective, sharing the belief that when one culture is disadvantaged, we all lose.

Teachers are currently augmenting their libraries with books featuring the FNMI perspective and all grades will have at least one reading project based on the FNMI perspective featured in a novel.

### **Notes:**

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

## Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.2	88.5	93.0	88.5	83.5	83.6	Intermediate	Declined	Issue	83.7	83.8	83.9

### Comment on Results

The satisfaction of our students, parents and teachers has always been an integral part of the philosophy of MVA. At MVA, we actively promote individual opportunities for acceptance, belonging and participation within the community, allowing and encouraging children to form friendships, build social skills and develop positive attitudes and share experiences with people of varied abilities and backgrounds. However, we must also be realistic enough to realize that although we welcome parental input the suggestions may not always be feasible. Furthermore, student responses can also be skewed depending on the type of day that particular student is having. MVA believes it is important to have constant informal dialogue with students in an effort to discover what they are enjoying about school and how their experiences could be improved. Students who are identified as consistently not following school expectations are not invited back. We had several students last year who, despite interventions, were simply not interested in acting appropriately and I believe from the student and teacher report data, this is the reason for the decline, as the survey results show a consistent decline across the grades, particularly in the area of “other students treat me well.”

The most frustrating part of this year’s results is that only 12% of our parents responded. This makes data analysis tricky and does not, in my opinion, provide a fair reflection of the school. Furthermore, of those parents who did respond, 11% chose “I Don’t Know.” It is frustrating to see that parents are completing a survey but are not taking the time to learn what is happening in the school. Our monthly updates and daily Facebook updates will hopefully help spread the information about the positive things happening in our school.

On a positive note, MVA continues to score well in the category of “Teachers care about your child” with an 89% combined score for “Strongly Agree” and “Agree.” Furthermore, MVA earned the same score for the measure “Your child is treated fairly by the adults at your school.” It is good to see that the Character Pillars we expect from our students are being modeled by our staff.

### Strategies

- Continue to engage with our representatives from the Calgary Police service and the Calgary Fire Department to practice fire drills and lockdowns.
- Maintain security procedures such as secure entry procedures, current police checks for all staff and volunteers, updated lockdown procedures and sign in and out procedures.
- Continue to model appropriate conflict resolution strategies.
- Continue to emphasize respect and compassion for others through reading buddy opportunities and other mentoring opportunities.
- Ensure that all possible precautions are taken and all codes for physical safety are adhered to.
- Establish clear expectations for students through the Student Handbook and Monday assembly time.
- Implementation and modelling of Character Pillars and recognition of students through Principal’s Pillar awards and Character Pillar pins.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.0	85.0	90.4	77.6	67.9	68.0	Low	Declined Significantly	Concern	68.5	69.0	69.5

### Comment on Results

As a result of our small location and small student population, we are not able to offer the diverse range of courses available to larger schools and consequently, our scores in this measure have been declining for some time. However, each year we attempt to gauge the interests of students and, when possible, offer courses to meet their needs. For example, the Enterprise and Innovation courses will be opened up again as there are a number of high school students who are interested in learning more about starting a business and we have also registered to use courses offered by LDCOMS.

Drilling down into the results reveals some problems. All students participate in Physical Education, and those in Kindergarten to Grade 9 take Health and French, so those grades should have reported a 'satisfactory' selection when asked about the 'opportunities to learn' for these courses. Yet, time after time the reports come back with 'dissatisfied or I don't know' from parents and 'poor or very poor' from students. This is not an accurate reflection of what is happening in the school and is very frustrating. I am beginning to think the questions are being misinterpreted; it almost appears some of them are being taken as "do you like what you are studying" rather than the opportunity to study the subject. Perhaps the most frustrating component was the responses to the 'computers' section; students at our school begin learning about computers in Kindergarten and technology is integrated into every course. Our Parent Council also funded the purchase of over 30 new Chromebooks which are being used by the older students for everything from essay writing to CTF presentations. Despite this, 21% of our students in grades 7-9 choose 'poor' as their response for that section. Furthermore, over \$20,000 was spent on the Wi-Fi upgrade which was listed as an important priority for our students.

Finally, the Quebec-Ottawa trip was offered again and once again we did not have enough interest. It appears that families are more interested in investing their money into family holidays throughout the year than they are in a school trip.

### Strategies

- Continue to invite organizations to the school to speak to students and augment the current curriculum.
- Continue after-school homework club to increase student achievement and provide academic support.
- Continue Physical Education program using the facilities of the North East Sportsplex and other off-campus locations..
- Maintain technology opportunities for all students through IPADS, laptops, chrome books and SMART technology.
- Continue to expand, when appropriate, opportunities for student travel.
- Re-introduce sports teams.
- Introduce Forensic Science option for students who are not interested in pursuing other 30level Sciences.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.6	84.1	78.3	84.5	62.8	63.0	Very Low	Declined Significantly	Concern	63.2	63.4	63.6
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.6	79.7	96.3	94.6	81.4	82.0	High	Maintained	Good	82.5	83.0	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.6	91.1	94.7	91.3	88.9	90.0	High	Maintained	Good	91.0	92.0	93.0

### Comment on Results

The satisfaction of our students, parents and teachers has always been an integral part of the philosophy of MVA. MVA encourages and supports family connection with their children's experience, growth and development within the school. We support an Open Door practice which encourages families to visit the school, to observe and participate in programs and activities.

Drilling down into the results is important to understand the complexities of performance measure one. The school has not been at this location for three years and therefore, not all families have been with us for three years. Clearly, these results cannot be accepted as accurate. To further complicate the results is the low participation rate of parents.

### Strategies

- Promote Parent Orientation night as well as High School Information Evenings tailored to each grade.
- Continue "Try a Grade" experience where younger students get to move up a grade for the day to see what the experience will be like and to reduce anxiety over the transition.
- Continue the use of agendas and communication folders for all grades to promote organization and time management development.
- Continue to promote volunteer opportunities for students both within the school and in the community.
- Continue to develop and support the Governance of the Board of Directors and the Parent Advisory Council.
- Ensure collaboration and consultation with all stakeholders through meetings, newsletters, phone calls, school website, parent/teacher interviews, social events and various school reports.
- Continue to work with Student Council to effectively increase the student voice in MVA's planning and development.
- Maintain low student-teacher ratio.
- Maintain open lines of communication between the home and the school.
- Continue on-going progress reporting, including, when necessary, daily email updates and phone calls home.
- Continue to recruit, mentor and retain excellent teachers.
- Invite and encourage family participation in events and fundraising initiatives.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

## Future Directions and Financial Matters

Over the next few years Mountain View Academy has plans to:

- Recruit outstanding board members who embrace MVA's Vision, Mission and Values.
- Focus on enhancing program quality at all times.
- Ensure attention to student learning outcomes in accordance with the Alberta Programs of Study.
- Improve in the areas where academic results do not exceed provincial average through our work with the Alberta Assessment Consortium.
- Detail work on ensuring that past Achievement /Diploma exams are reviewed for weaknesses and strengths.
- Develop, encourage and strengthen student local, national and international community service.
- Increase our enrolment now that we have secured a more stable location.

For more information about the combined 2017-2020 AERR document, please contact the school at 403-217-4346 or visit our website:

[www.mountainviewacademy.ca](http://www.mountainviewacademy.ca)

For more information on our financial summary, please contact Mr. John Janssen at 403-217-4346.

## **Whistleblower Protection Act**

Pursuant to Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2016-2017 school year.

## Summary of Financial Results

This is a summary of the highlights of the Audited Financial Statements for the year ending August 31, 2017.

The 2016-2017 fiscal year ended with a \$70,178 Surplus.

- Based on the approved budget reflecting decreased enrollment in 2017-2018, the Academy would operate at a small deficit. Actual enrollment numbers are currently well ahead of the budgeted enrollment.
- Based on the ADO Plan, the school is expected to eliminate the Accumulated Deficit by the end of the 2020-2021 school year.

For interested school parents, the complete Audited Financial Statements are available for viewing in the Administrative Office.

Significant Business and Financial Risks:

- The Society's ability to operate is highly dependent on maintaining adequate student levels.
- The business is highly dependent on government funding. Although the current government is committed to stable education funding, changes in funding rates could severely impact operations.
- The business is highly sensitive to fluctuations in the economy.

## Budget Highlights

Mountain View Academy continues to carry Bonds Payable and an Accumulated Operating Deficit. Together these items present a moderate risk to the continued operation of the school. As a result, MVA is working closely with Alberta Education to mitigate this risk. Part of this strategy is the development and constant monitoring of an Accumulated Operating Deficit Elimination Plan.

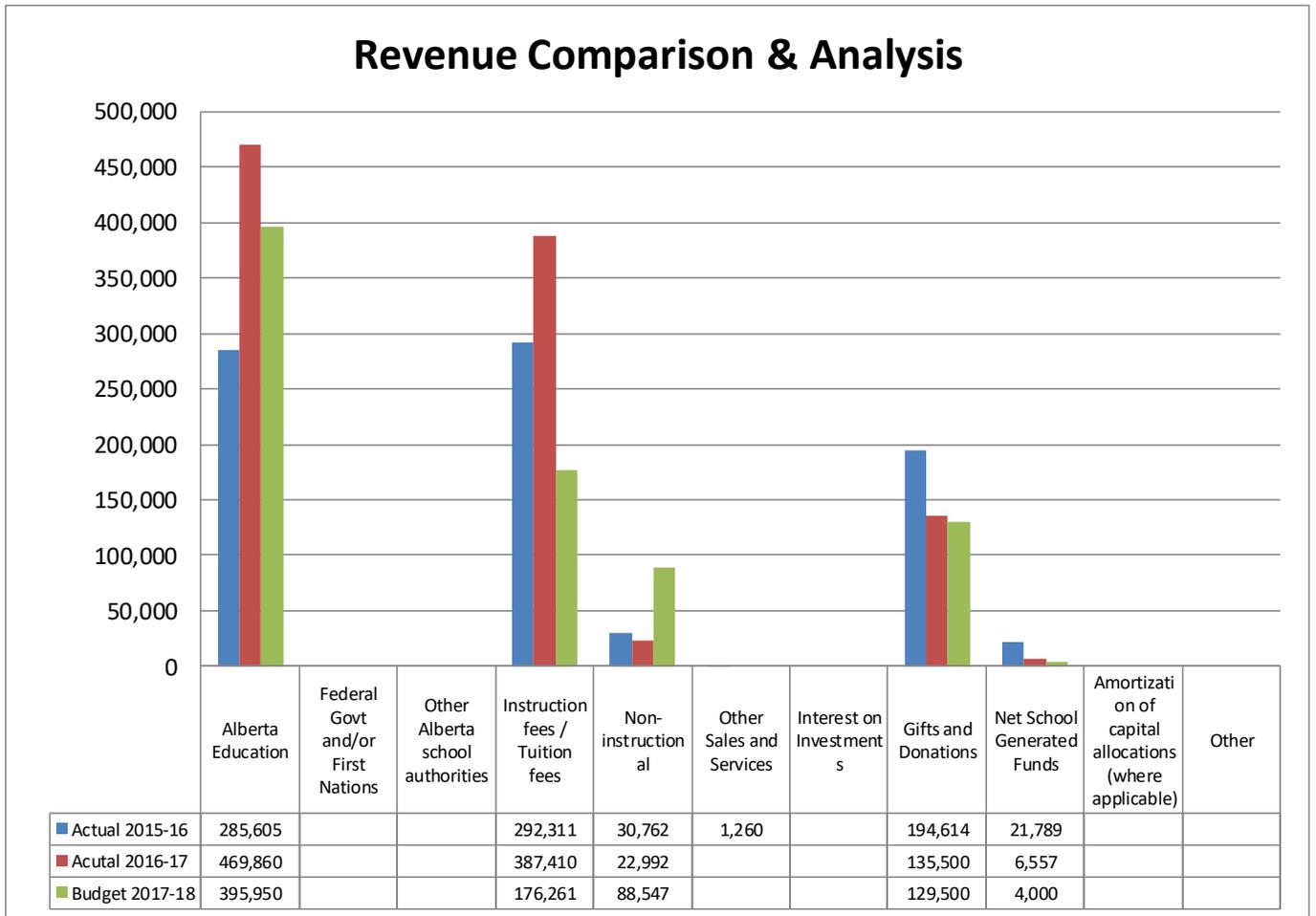
We are continuing to adhere to the commitments outlined in our Accumulated Operating Deficit Elimination Plan. The school will focus on increasing enrolment to 97 students for the 2018-2019 school years and beyond.

For interested school parents, the complete Budget Report and Accumulated Operating Deficit Elimination Plan are available for viewing in the Administrative Office.

# Revenue

Student enrolment is estimated as follows:

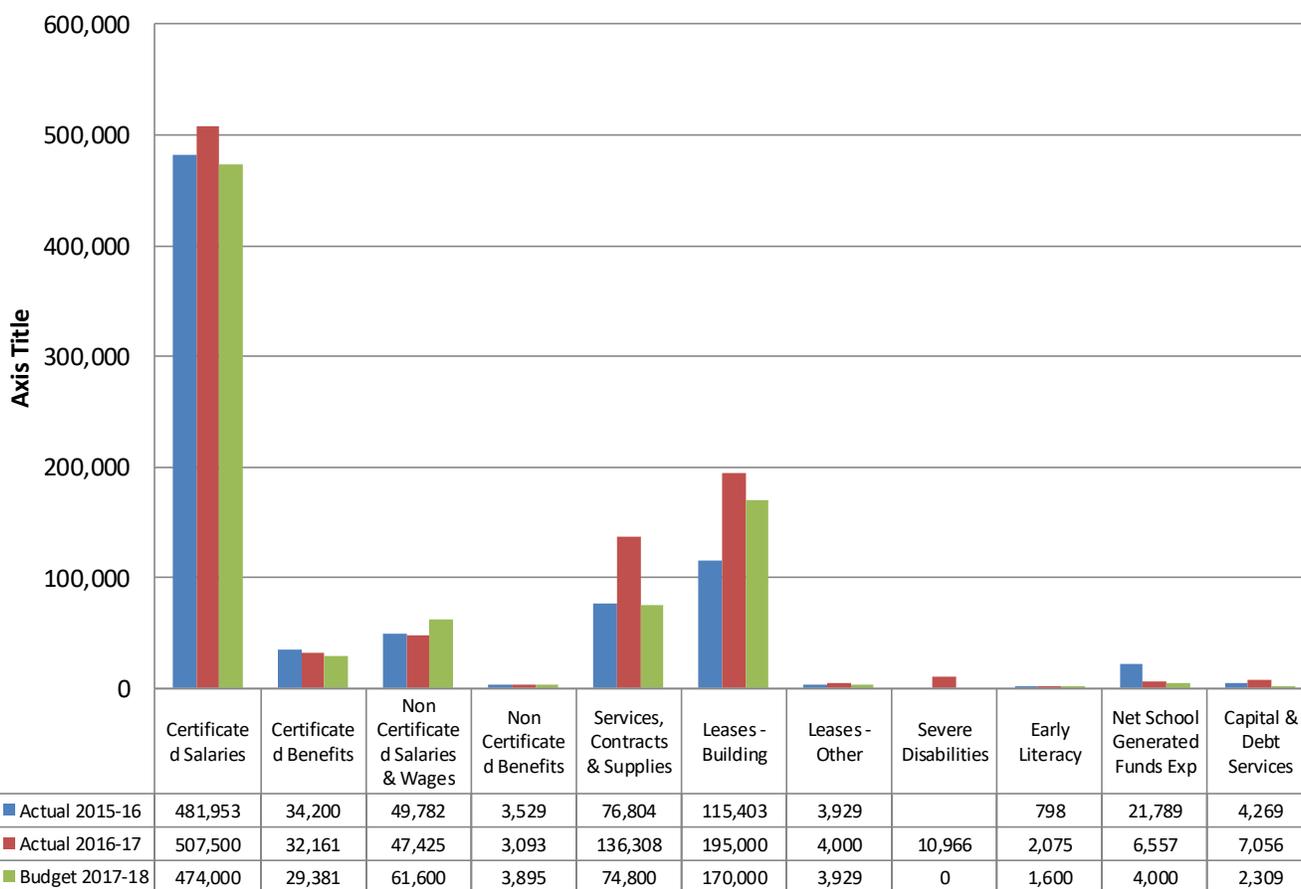
- ✓ Local 71
- ✓ Alberta Education funding rates for 2017-2018 have been applied in the calculation of revenues from Government funding.
- ✓ There has been no increase in school fees for 2017-2018, although bursaries have increased
- ✓ Gifts and Donations are the anticipated results of successful applications to the Parents Choice Bursary Program.
- ✓ School Generated Funds include proceeds from the Parent Council sponsored bingos.



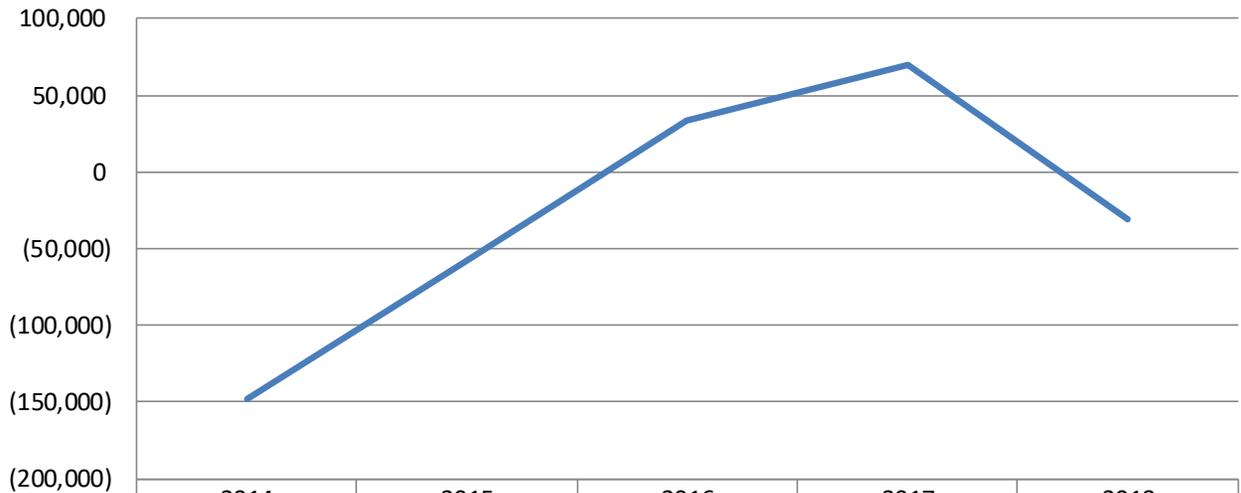
## Expenses

- Salaries and benefits are expected to remain near last year's levels. Additional costs are required to assist students approved for other supplementary funding.
- Staff payroll cost increases for 2018-2019 and beyond are estimated to increase by .5 FTE.
- Building lease cost has increased to reflect contract rates for the budget period, while the 2015-2016 costs were reduced due a refund on the Currie Barracks location.
- Services, Contracts and Supplies are forecast based on historical trends, adjusted for inflation and enrolment. 2016-2017 includes an increased provision for doubtful accounts receivable.
- School Generated Fund expenses included costs associated with raising School Generated Fund Revenues and approved programming expense. School Generated Funds are no longer approved for a portion of the school's monthly rent payments, salaries or wages.

### Expense Comparison & Analysis



## Yearly Comparison of Operating Surplus/Deficit



End of Three Year/AERR Plan for 2017-2020.





































