

MOUNTAIN VIEW ACADEMY



Three Year Education
Plan/AERR Combined
2019-2022

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 2018-2019 school year and the Three Year Education Plan commencing September 1, 2019 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019- 2022 on December 18, 2019.

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 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, 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;
- Developing a growth mindset for both staff and students;
- 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.



Grade 9 'adopted' animals for WWF!

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.



Grade 2 Wax Museum ‘Einstein’

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 23 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 128 students from **Kindergarten to Grade Twelve**. The school employs eleven teachers, two administrators and two administrative support staff.

Highlights

Mountain View Academy continued our work to reduce the gap between class awarded marks and provincial exam scores. Over the past two years, we have been focusing on improving our formative and summative assessment techniques by working with the Alberta Assessment Consortia and through using the works of Dylan Wiliam, Myron Dueck and John Hattie, in an effort to ensure consistent and fair assessment across our grades. We are beginning to see a closer relationship between the class awarded marks and the provincial achievement marks in both Social Studies and English Language Arts. We will continue our work in this area over the coming years.

MVA continued its tradition of supporting the Terry Fox Foundation with our annual Terry Fox day. Staff and students also supported fundraising efforts in support of the Humboldt Broncos. Students also did an incredible job with their fundraising for Jump Rope for Heart; our small school raised \$2500.00! Our Science 9 students held a bake sale and raised enough money to ‘adopt’ two animals from the World Wildlife Fund. Students in Grades 3 and 4 presented a “Wax Museum” where they dressed up like a famous person and presented highlights of that person’s life and their accomplishments. The regular “Talent Show” idea was updated to support Jump Rope for Heart; our elementary students each developed their unique talent and presented it in the form of ‘busking’ while the older students went around and donated to their favorite acts. It was a delightful experience for everyone involved! Christmas consisted of students from Grades 9 and 10 taking a day to volunteer at the Mustard Seed and raising money for gift cards for clients. Our annual

participation in the Calgary Youth Science Fair was our most successful ever with one of our Grade 10 students earning the University of Calgary Department of Geoscience Secondary Runner Up award. Our spring concert focused on our environmental impact with a presentation of “The Lorax” and our year-end celebration consisted of a carnival for a friendly afternoon of fun.

This school year also saw my participation in Peter Gamwell’s “Leadership to Power” series. On the final day, each school was required to present something that represented their ‘Wonder Wall’ and demonstrated creativity in their school. MVA presented our ‘Monster Project.’ This project represented a collaboration between students from Kindergarten to Grade 9. The basic premise of the idea was that the students in our CTF programs would create the ‘monsters’ that were drawn by our Kindergarten-Grade 4 students. The idea was ambitious and required our CTF students to really work hard to create as close of a representation as possible to the drawings. The CTF students had to learn how to sew in order to create the monsters and they felt a great responsibility to their younger classmates to “get it right.” It was the most extraordinary project I have even been involved with. Everyone was so excited! After the monsters were made, students collaborated on story-writing about their monsters and some students even created short movies featuring the monsters. This project provided students to call upon multiple skill sets and develop some new ones; it was cross-curricular and a huge hit. Some students even purchased clothes for their monsters and carried them around like babies! It was a great project!



MVA’s ‘Monster Mash’ presentation for Leadership to Power.

Combined 2019 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	90.6	89.6	87.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	68.9	64.9	70.1	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	93.3	92.0	90.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	4.1	2.6	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	83.3	85.9	79.1	78.0	77.5	*	*	*
	PAT: Acceptable	55.3	72.5	68.8	73.8	73.6	73.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	3.9	17.5	11.1	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	58.3	*	46.7	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	8.3	*	0.0	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	*	66.7	58.6	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	87.5	64.8	63.4	62.2	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	73.1	65.1	79.9	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	100.0	94.4	93.9	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	88.3	84.2	83.0	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.4	84.4	86.8	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	71.7	73.2	73.5	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 fires in May to June 2016 and May to June 2019. 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 fires in May to June 2016 and May to June 2019. 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 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

Notes:

12. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
13. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
14. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
15. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
16. 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.
17. 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.
18. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
19. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
20. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful.

Performance Measure	Results (in percentages)						Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019	Achievement		Improvement	Overall	2020	2021	2022	
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.7	70.6	63.3	72.5	55.3	56.0	Very Low	Maintained	Concern	56.2	56.4	56.6	
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.3	5.9	10.0	17.5	3.9	4.0	Very Low	Maintained	Concern	4.2	4.4	4.6	

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 in various areas.

We have long recognized the need to improve our achievement scores, particularly in the area of math. We understand that our school population has changed and that many students are carrying heavy math deficits and we understand it will take a team effort to make lasting improvements. Our hope is to maintain students from K-12 so that we are able to have consistently strong teaching in order to better prepare students for both exams and life. However, we realize that we will likely have students come to us at various stages of their learning journey, so we need to put more supports in place for them.

Our goals in math are as follows:

1. To establish a common agreement regarding the essential mathematical understandings all students must possess at the end of each grade;
2. To identify how teachers can better utilize instructional time for a more targeted focus on the essential understandings and spend less time around the 'nice to know' areas that we might get caught up in;
3. To use these essential understandings to create an assessment document to administer which will determine areas of strength and weakness for students for the purpose of improving instruction and learning outcomes.

We believe we are starting to see the results of our literacy and math interventions and our students are showing solid improvement in number sense. As a learning community, teachers are working to identify the essential understandings required in math at all levels so that all teachers are able to provide support to students.

MVA will also be continuing with the guided reading program from Fountas and Pinnell in an effort to further support struggling students. A guided math program has also been instituted and the Literacy and Math coach position has been continued into the next school year.

Finally, we are beginning to recognize that many students are coming to us with very limited "world" experience. Some students are newcomers to Canada, either having come here as immigrants or refugees. Other students are first generation Canadian. As such, they lack in many experiences that would be valuable as background knowledge. This is a factor that definitely impacts both vocabulary and ultimately reading comprehension scores. Since reading comprehension is an underlying skill in all exams, this deficiency has the potential to impact all subject areas.

Strategies

- Maintain the low student-teacher ratio for optimum learning opportunities.
- Continue working with the Alberta Assessment Consortium to refine our assessment practices.
- Implement dedicated meeting time for school-wide math professional development.
- 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.

- Continue 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 to students to encourage and reward hard work and effort.
- Continue a 'growth mindset' focus to move students who might be 'fixed' into a space where they believe they can be successful.
- Gather input from current grade 7 and 10 students to determine ways the school could better prepare students for the PAT exams, based on their experiences from last year.
- Continue our participation in the *Governor General's Chancellery of Honors Awards* to motivate students to earn the distinction of this honor.
- To be mindful about offering experiences, such as fieldtrips, guest speakers, etc., to enhance worldly knowledge, vocabulary and life experiences. In conjunction with Outcome 4, can we have a couple of family event nights, perhaps designed with subject matter in mind eg. Family Fun Math Night, to aid in bringing parents into the community more.

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 fires in May to June 2016 and May to June 2019. 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	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	43.5	*	46.7	*	58.3	58.5	Very Low	Maintained	Concern	58.7	58.9	60.1	
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	4.3	*	0.0	*	8.3	8.5	Very Low	Maintained	Concern	8.7	8.9	9.1	

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	79.9	88.4	*	83.3	*	84.0	*	*	*	85.0	86.0	87.0	
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	62.1	50.5	*	66.7	*	67.0	*	*	*	68.0	69.0	70.0	
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.3	0.0	3.8	4.1	0.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0	
High school to post-secondary transition rate of students within six years of entering Grade 10.	78.1	100.0	74.6	65.1	73.1	74.0	Very High	Maintained	Excellent	75.0	76.0	77.0	
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	87.5	*	*	*	88.0	*	*	*	89.0	90.0	91.0	

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 and are pleased to see our score maintained in this area.

Although we have achieved success in this area, 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 and we are pleased with our score in this area.

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. In addition, many students are choosing to upgrade courses, which prevents them from entering post-secondary as soon as they would like to. Nevertheless, our score increased eight percentage points this year, so we are pleased our students are able to take advantage of post-secondary opportunities.

MVA continues to work towards improving both our Diploma Exam scores and our Provincial Exam scores. MVA is pleased to be able to offer a low student-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 to include more formative opportunities. We believe this will close the gap between class-awarded marks and those earned on the diploma and our first results have indicated a much closer relationship between class awarded mark and diploma grade.

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 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 and provide re-test opportunities 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. 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. 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 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019	Achievement		Improvement	Overall	2020	2021	2022	
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.4	85.1	79.6	84.2	88.3	90.0	Very High	Maintained	Excellent	91.0	92.0	93.0	

Comment on Results

MVA works diligently to ensure our students are prepared to be active citizens. The gains we have made indicate our programs and practices are resonating with students.

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 Calgary FoodBank.
- Open Leadership Club up to as many students as possible and allow them choice in activities they participate in.
- Implement our own parent survey.
- 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 operation of school store.
- Continue with school-wide recycling projects.
- Use the newsletter /Facebook page to inform parents of examples of active citizenship around the school.
- Continue to use Character Pins for recognition of students who demonstrate active citizenship.
- Continue to use "Principal's Pillars" to recognize students for demonstrating active citizenship and other character traits that promote positivity in the building.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful.

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. Teachers are continuing to augment 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. Administration and several teaching staff members have also completed Donna Ross' *Education for Reconciliation* e-course in an effort to broaden their awareness in this area. This year, all teachers will be required to complete Donna Ross' *Education for Reconciliation* e-course as a contract requirement. We were also able to add to our library collection with the purchase of the Indigenous Peoples Atlas of Canada. This is an ongoing area of interest for our 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 fires in May to June 2016 and May to June 2019. 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 fires in May to June 2016 and May to June 2019. 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 2015/16 school year. Caution should be used when interpreting trends over time.

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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders.

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	90.4	77.6	67.9	64.9	68.9	70.0	Low	Maintained	Issue	72.0	74.0	76.0	

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 are also continuing to offer the very popular "Forensics Science" LDCOM. This year, we will be offering Science 30 to an entire class of students for the first time.

I am pleased to see that this year we have slightly improved in this area, increasing our score almost four percentage points, which indicates some of the measures we have taken are paying off. To expand our ability to offer more programs, students will be able to take distance learning courses from ADLC if the courses are not offered at our school. This will allow students a broader range of choice in their program of study.

Drilling down into the results still reveals some problems. All students participate in Physical Education, and those in Kindergarten to Grade 6 take French and Kindergarten-Grade 9 students all take Health, 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. It is interesting to note that we actually now offer more programs than we did three years ago, yet we are still below the score we earned three years ago, which seems counterintuitive.

In an effort to augment our Physical Education program, I have continued my lead in planning all of the off-campus activities for the 2019-2020 school year. After meeting with students, I invested a great deal of time into researching some new activities for students to participate in that will accurately cover the curriculum objectives. In addition, MVA now has middle and high school students off-campus for all scheduled PE days, rather than just on Tuesdays and the occasional Fridays. I hope this investment in time and resources will improve our responses in this area. A substantial amount of time and resources have been directed into improvement in this area.

Again this year, MVA has extended Music into our middle school program for our grades 5 and 6 students and it continued to be well received.

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.
- Augment Physical Education program using the facilities of the North East Sportsplex and other off-campus locations on both PE days.
- 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, when numbers allow.
- Continue Forensic Science option for students who are not interested in pursuing other 30- level Sciences.
- Continue Music program for grades 5 and 6; consider lunch hour lessons for students in higher grades.
- Increase student choice by offering high school students the option of enrolling in on-line option courses of their choice through ADLC.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta's K-12 education system is well governed and managed.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	93.0	88.5	83.5	89.6	90.6	92.0	Very High	Maintained	Excellent	94.0	96.0	98.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.7	91.3	88.9	92.0	93.3	94.0	Very High	Maintained	Excellent	95.0	96.0	97.0
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.	93.8	92.9	94.4	94.4	100.0	100.0	Very High	Improved	Excellent	100.0	100.0	100.0
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 that do not have grades 10-12.)</i>	87.1	89.7	85.0	85.8	78.3	80.0	n/a	n/a	n/a	82.0	84.0	86.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	96.3	94.6	81.4	84.4	90.4	92.0	Very High	Maintained	Excellent	94.0	96.0	98.0
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.	78.3	84.5	62.8	73.2	71.7	73.0	Intermediate	Maintained	Acceptable	75.0	77.0	79.0

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. The fact that we are able to maintain our high rating in this category indicates that our practices are working.

We are still experiencing challenges in increasing our parental engagement. Our monthly updates and daily Facebook updates will hopefully help spread the information about the positive things happening in our school.

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 and to further complicate the results is the low participation rate of parents. The language barrier continues to become a heavier burden for families. From our end, we do our best to talk to our parents at every opportunity to obtain their feedback in an effort to improve our school.

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.
- Continue Character Pillars and recognition of students through Principal's Pillar awards and Character Pillar pins.
- 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 Leadership Club 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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Whistleblower Protection Act

Pursuant to Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2018-2019 school year.

Future Directions and Financial Matters

Over the next few years Mountain View Academy has plans to work to eliminate the operating deficit as soon as possible.

For more information about the combined 2019-2022 AERR document, please contact the school at 403-217-4346 or visit our website and look under the “ABOUT” tab:

www.mountainviewacademy.ca

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

Summary of Financial Results

This is a summary of the highlights of the Audited Financial Statements for the year ending August 31, 2019. The 2018-2019 fiscal year ended with a \$79,904 Surplus.

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.
- 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 that end.
- Based on the ADO Plan, the school is expected to eliminate the Accumulated Deficit by the end of the 2020-21 school year.

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

Budget Highlights

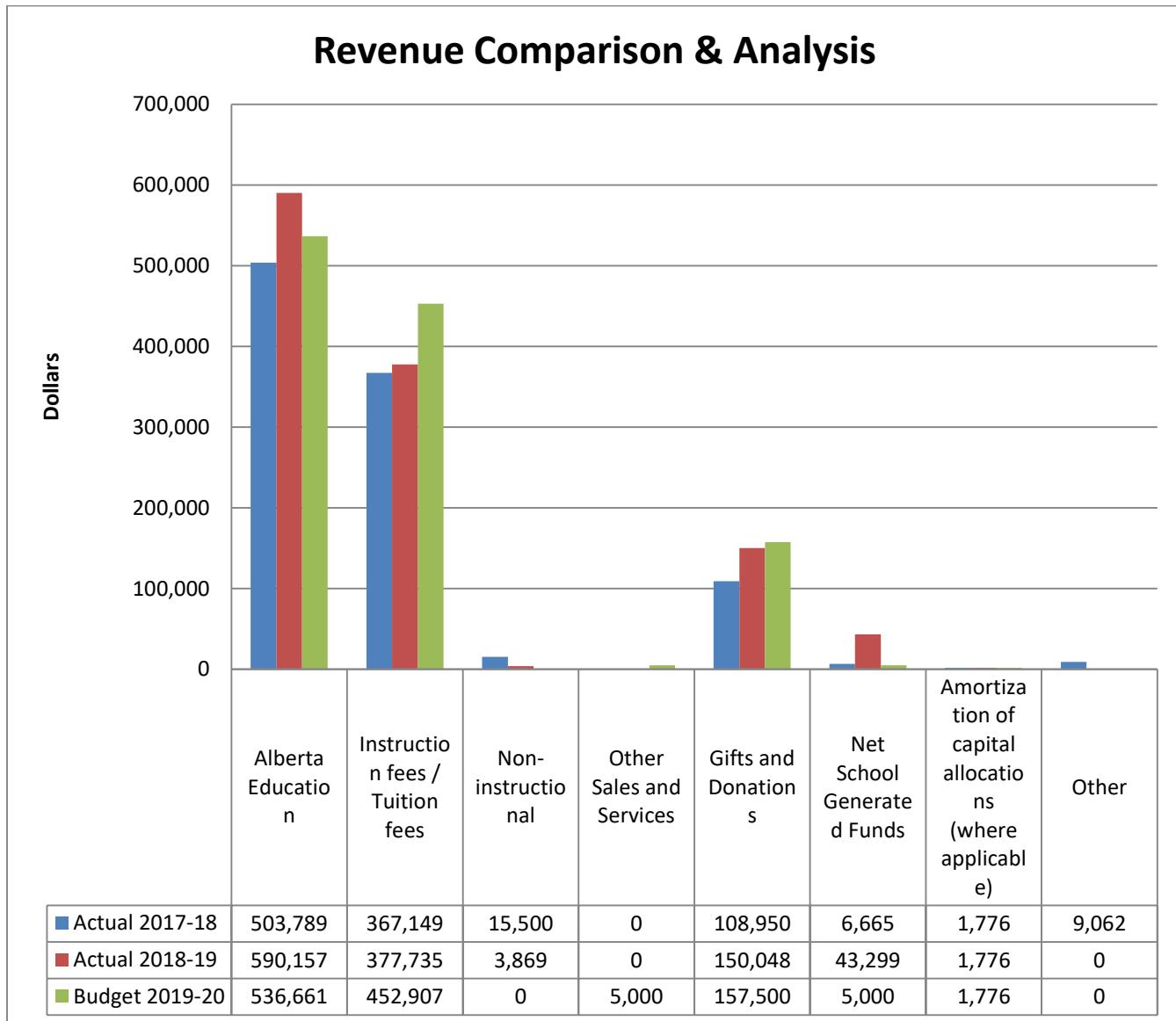
- Based on the approved budget reflecting enrolment of 124 students in 2019-2020, the Academy would operate at a \$79,904 surplus. Actual enrolment numbers are currently at the budgeted levels.
- Alberta Education funding rates for 2019-2020 have been applied in the calculation of revenues from Government funding.
- There has been no increase in school fees charged by the school for 2019-2020.
- Total instruction and non-instructional fees are budgeted at \$452,907 which is \$75,172 greater than 2018-19 due to more students not receiving bursary assistance and a greater enrollment of international students.
- Gifts and Donations are the anticipated results of successful applications to the Parents Choice Bursary Program.
- Certificated Salaries and benefits are budgeted to increase by .4 FTE in 2019-2020
- Building lease cost has increased to reflect contract rates for the budget period, which increased by \$1,000 per month.
- Services, Contracts and Supplies are forecast based on historical trends, adjusted for inflation and enrolment.

For interested school parents, the complete Budget Report is available for viewing in the Administrative Office.

Revenue

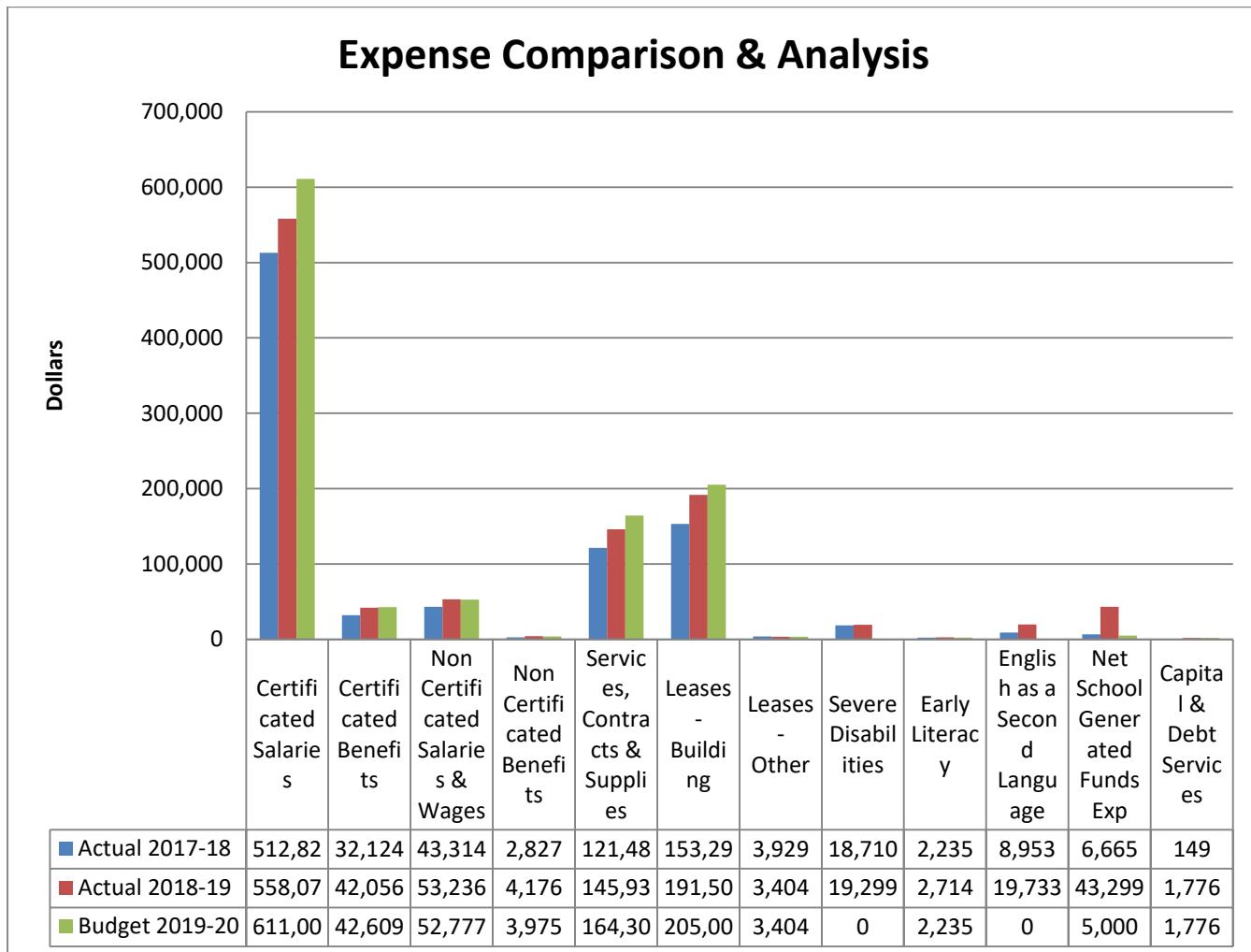
Student enrolment is estimated as follows:

- ✓ Local 128
- ✓ There has been no increase in school fees for 2019-2020. Beginning in 2016-17, Alberta Education required schools to report non-instructional fees, defined as fees charged to cover facility operation and maintenance, and Board and System costs, separately.
- ✓ Other Sales and Services included Membership Fees and Admin and Finance Fees charged in 2018-19 were previously categorized as Non-instructional fees.
- ✓ 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 casino.

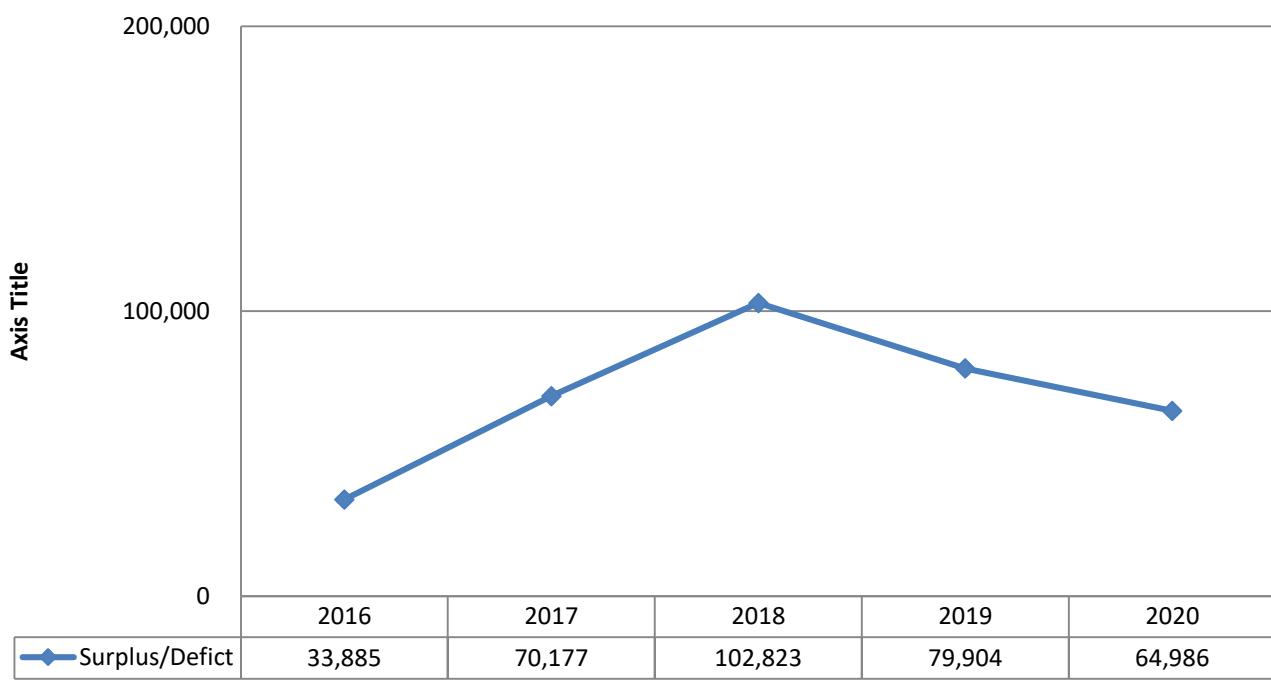


Expenses

- Salaries and benefits are expected to increase by .4 FTE in 2019-2020
- The increased benefits cost reflect a higher employer contribution to medical insurance premiums.
- Staff payroll costs for 2019-2020 and beyond are estimated to increase for merit based salary adjustments.
- Building lease cost has increased to reflect contract rates for the budget period, while the 2017-2018 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. Both 2016-17 and 2017-18 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 only approved for items that directly impact students, not including most salaries.



Yearly Comparison of Operating Surplus/Deficit





Miss. Ryan with one of MVA's 'Monsters' at the April 2 Leadership to Power presentation.