

MOUNTAIN VIEW ACADEMY



Three Year Education Plan/AERR Combined 2020-2023

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.

Mr. William J. Best,
Board Chair

Prepared By,
Miss Colleen D. Ryan
Principal

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2020 school year and the Education Plan for the three years commencing September 1, 2020 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 2019/2020 school year and the Three-Year Education Plan for 2020- 2023 on November 26, 2020.

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;
- 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.

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 24 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 114 students from **Kindergarten to Grade Twelve**. The school employs twelve 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. This work continues into this year as well, and is expected to form the permanent foundational pillars of our school assessment policies and procedures.

MVA continued its tradition of supporting the Terry Fox Foundation with our annual Terry Fox day, as well as supporting the Alberta Animal Rescue Crew Society. Our Christmas fundraiser was 'Adopt a Grandparent' and our small school was able to raise \$1500.00 to support vulnerable seniors. Sadly, our plans for the spring were cancelled due to the school shutdown and going forward, many events and activities will need to be reconsidered or reworked.

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	85.4	90.0	87.9	89.4	89.0	89.2	High	Maintained	Good
	Program of Studies	66.1	66.9	67.2	82.4	82.2	82.0	Low	Maintained	Issue
Student Learning Opportunities	Education Quality	88.0	85.3	91.4	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	4.2	0.0	2.6	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	73.1	*	83.3	79.7	79.1	78.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT - Acceptable	65.3	72.5	68.8	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT - Excellence	3.9	17.5	11.1	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma - Acceptable	65.3	*	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 (All Exams)	73.1	*	66.7	86.4	86.3	85.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	87.5	*	n/a	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (3 yr)	*	73.1	70.9	60.1	59.0	58.5	-	-	-
	Work Preparation	100.0	100.0	96.3	84.1	83.0	82.7	Very High	Maintained	Excellent
	Literacy	79.3	86.3	84.0	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	90.0	90.4	85.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.0	71.7	69.2	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Cur5CHOOL/TTFM (Tell Them From Me) survey tool.
 4. 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 IAE), Français (6e et 9e années), French Language Arts (6e et 9e années), Mathematics (Grades 6, 9, 9 IAE), Science (Grades 6, 9, 9 IAE), Social Studies (Grades 6, 9, 9 IAE).
 5. Participation in Provincial Achievement Tests was impacted by the break 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.
 6. 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, Social Studies 30-2.
 7. Participation in Diploma Examinations was impacted by the break 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.
 9. 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.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.3	85.7	70.6	63.3	72.5	55.3	Very Low	Maintained	Concern	57.0	60.0	63.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.3	5.0	10.0	10.0	17.5	3.9	Very Low	Maintained	Concern	6.0	8.0	10.0

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.

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 a Literacy and Math coach position has been continued into the next school year and we are seeing some positive results of our literacy and math interventions and our students are showing solid improvement in number sense.

Strategies

- Maintain the low 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.
- 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 participation in the *Governor General's Chancellery of Honors Awards* to motivate students to earn the distinction of this honor.

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	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	43.5	*	46.7	n/a	48.5	58.3	n/a	n/a	n/a	60.5	62.5	64.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	4.3	*	0.0	n/a	1.5	8.3	n/a	n/a	n/a	9.0	9.5	10.5

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	*	73.1	Intermediate	Maintained	Acceptable	75.0	77.0	79.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.3	0.0	3.8	4.1	0.0	4.2	High	n/a	n/a	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	*	*	*	*	75.0	77.0	79.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	87.5	*	*	*	87.5	Very High	n/a	n/a	88.0	89.0	90.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	62.1	50.5	*	66.7	*	73.1	Very High	Maintained	Excellent	75.0	77.0	79.0

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. Based on the trends at our school, I am expecting this to continue.

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.
- 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 2020	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2021	2022	2023
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	79.3	High	Maintained	Good	82.0	84.0	86.0
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	100	Very High	Maintained	Excellent	100	100	100

Comment on Results

MVA works diligently to ensure our students are prepared to be active citizens.

Strategies

- Promote active citizenship by providing workshops and special fundraising opportunities for charities, including Adopt an Animal from the WWF, the Terry Fox Foundation, Adopt a Senior 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. (COVID dependent)
- 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" and other praise notes 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. 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 One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
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>	78.5	87.1	89.7	85.0	85.8	87.0	n/a	n/a	n/a	88.0	89.0	90.0

Comment on Results

MVA is pleased to see that we have increased our score 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/TTFM (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 (Done)

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.

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 respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	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	85.4	High	Maintained	Good	87.9	88.5	89.5

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. However, we would like to get back to our three year average of 87.9% so this will be a focus for us.

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.

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.
- Increase security with the addition of an alarm system.
- 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.

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/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		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
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	68.1	Low	Maintained	Issue	69.0	70.0	71.0

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. Again this year, we will be offering Science 30.

This year we have partnered with Vista Virtual School in an effort to provide more choice for our students and will hopefully demonstrate improvement in this area.

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.

For 2020, MVA has invested in a Physical Education Specialist teacher who has been hired to bring more stability and excitement to our PE programs, as the PE program had poor ratings from students in the past.

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

Strategies

- Continue to invite organizations to the school to speak to students and augment the current curriculum. (COVID dependent)
- Continue after-school tutorials 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.
- Re-introduce sports teams. (COVID dependent)
- Continue Forensic Science option for students who are not interested in pursuing other 30- level Sciences.
- Continue Music program for Grades 5 and 6.
- Add Distance Learning choices for students, where appropriate.

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 2020	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2021	2022	2023
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	85.0	Very High	Improved Significantly	Excellent	86.0	87.0	88.0
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	90.0	Very High	Maintained	Excellent	91.0	92.0	93.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.7	91.3	88.9	92.0	93.3	88.0	High	Maintained	Good	90.0	92.0	94.0

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. We are pleased with our results in this area and hope to improve again next year.

Strategies

- 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. (COVID dependent)
- 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. (COVID dependent)

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.

Financial Matters

For more information about the combined 2020-2023 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.

Whistleblower Protection Act

Pursuant to Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2019-2020 school year.

Summary of Financial Results

Summary of the highlights of the Audited Financial Statements for the year ending August 31, 2020.

- Operating Surplus of \$164,597, driven by strong enrolment numbers, including 3 international students.
- The Accumulated Operating Deficit was retired.
- Flooding on June 13th necessitated replacement of some instructional materials and furniture.
- The COVID-19 pandemic resulted in increased expenses prior to the fall term re-opening.

Significant Business and Financial Risks

The Society's ability to operate is highly dependent on:

- Maintaining adequate student enrolment
- A robust local economy
- Consistent government funding at current levels

Alberta Education has implemented a new funding framework which uses a rolling 3 year weighted average for enrolment numbers.

The COVID-19 pandemic presents threats to both revenue and expenses. The accompanying economic uncertainty is leading to reduced enrolment and a reduction in the tuition that families are able to pay. To comply with COVID-19, extra costs are being incurred to insure proper social distancing, hygiene and cleaning.

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

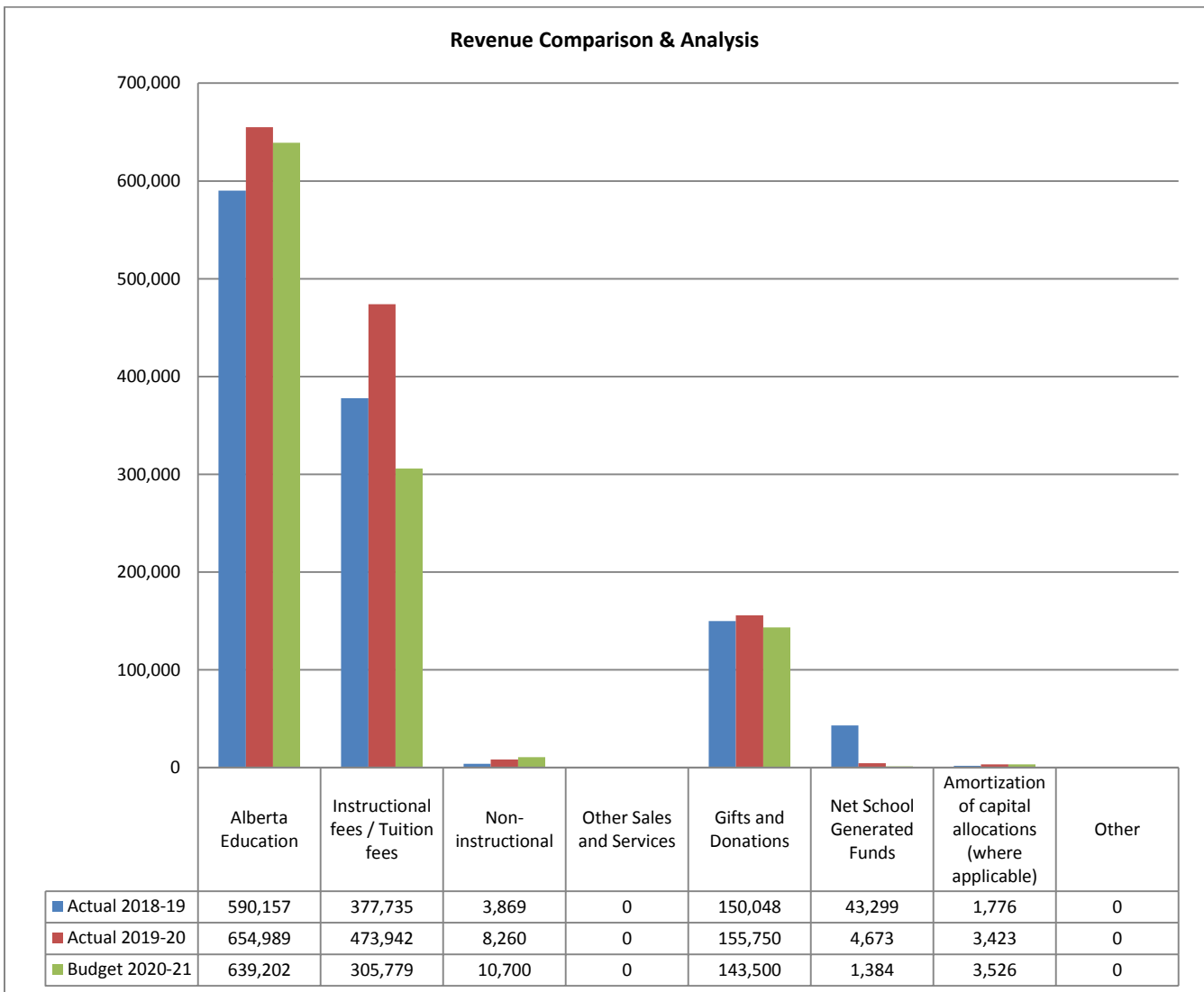
- Based on the approved budget reflecting enrolment of 107 students in 2020-2021, the Academy would operate at a \$5,566 deficit. Actual enrolment numbers are currently exceeding budgeted levels.
- Alberta Education funding rates for 2020-2021 have been applied in the calculation of revenues from Government funding.
- There has been a 3% increase in school fees charged by the school for 2020-2021.
- Total instruction and non-instructional fees are budgeted at \$316,480, which is \$165,722 less than 2019-20 due to a decreased enrolment of both regular and international students.
- Gifts and Donations are the anticipated results of successful applications to the Parents Choice Bursary Program.
- Building lease cost has increased due to some savings realized during the closure of the school from mid-March to the end of June.
- Services, Contracts and Supplies are forecast based on historical trends, adjusted for inflation, enrolment and COVID-19 response.

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

Revenue

Student enrolment is estimated as follows:

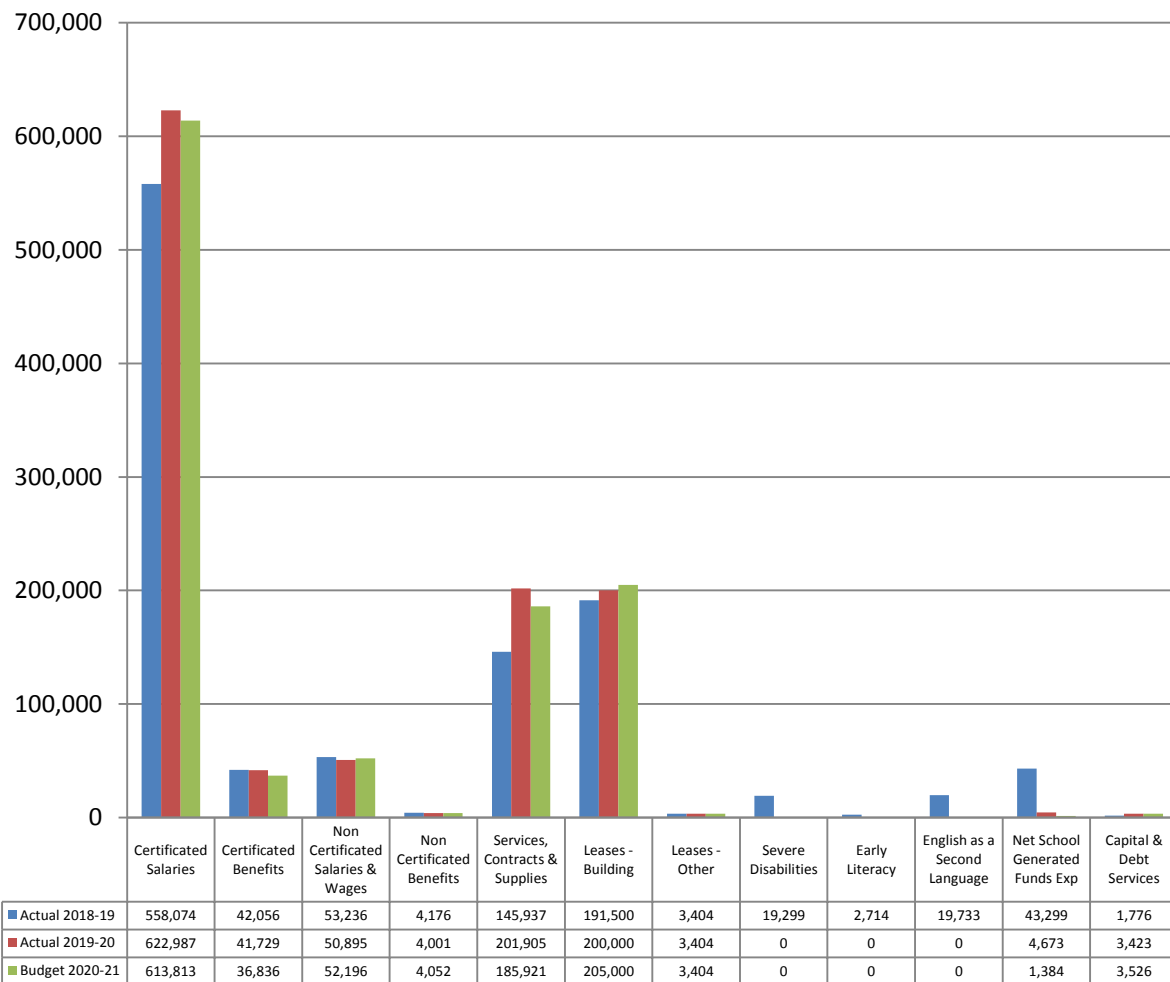
- ✓ Local 107
- ✓ There has been a 3% increase in school fees for 2020-2021. Beginning in 2016-17, Alberta Education required schools to report non-instructional fees, defined as fees charged to cover facility operation and maintenance, and Board and System costs, separately.
- ✓ Non-instructional fees include Membership Fees and Admin and Finance Fees.
- ✓ Gifts and Donations are the anticipated results of successful applications to the Parents Choice Bursary Program.
- ✓ School Generated Funds in 2018-19 include proceeds from the Parent Council sponsored casino.



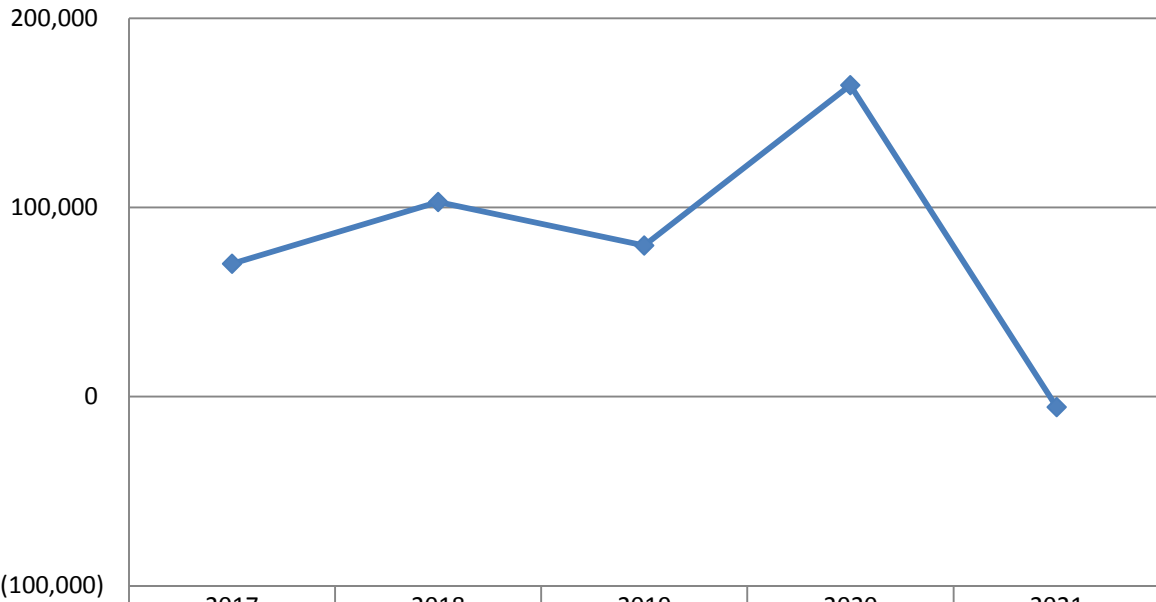
Expenses

- 2019-2020 Certificated Salaries increased because there were no allocations to Severe Disabilities or English as Second Language.
- Staff payroll costs for 2020-2021 and beyond are estimated to increase for merit based salary adjustments.
- Building lease cost has increased due to some savings realized in the 2019-2020 fiscal period.
- Services, Contracts and Supplies are forecast based on historical trends, adjusted for inflation and enrolment. 2019-2020 includes additional costs incurred due to the pandemic.
- 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.

Expense Comparison & Analysis



Yearly Comparison of Operating Surplus/Deficit



—◆ Surplus/Deficit

2017

2018

2019

2020

2021

70,177

102,823

79,904

164,597

(5,567)