

OLDS MOUNTAIN VIEW CHRISTIAN SCHOOL

ANNUAL EDUCATION RESULTS REPORT 2021-2022

Context

Located in the hamlet of Harmattan, Olds Mountain View Christian School (OMVCS) is a small K-12 school, serving the rural community in the area, as well as the homeschool community throughout Alberta. We are a nondenominational private school led by parents who are committed to their children's academic and spiritual upbringing, providing Biblically sound education in Mountain View County.

For Grades K-9, we use the Accelerated Christian Education (ACE) curriculum infused with Enrichment Lessons to ensure the goals for the Program of Studies, set by Alberta Education, are met. Grades 10-12 use courses from Learn Alberta to adhere to the Program of Studies, graduating with an Alberta Diploma.

We recognize that each student is an individual who understands and learns differently in each area, therefore, we diagnose each student individually, in each subject area, to determine what level of learning each is at and prescribe curriculum accordingly. This world-renowned curriculum is an educational experience based upon individualized instruction, and mastery learning. In essence, each child is his own class. Each is looked upon as an individual whose needs, abilities, and potential are all taken into consideration. A student is not pushed ahead with a class if not ready and is not held back by the class if ready to progress. This individualized approach to education allows a child to learn effectively, giving them a sense of achievement. The curriculum incorporates character building and wisdom principals which develop skills essential to lifelong learning, and for good, active citizenship.

Our staff are carefully chosen by the board, in cooperation with the principal, to provide the highest level of guidance to the students. They do their best to encourage each student to strive for excellence in all areas, whether academic, physical, social, or spiritual. The elected board consists of parents and other interested community members who have a personal relationship with Christ Jesus.

Accountability Statement

The Annual Education Results Report for Olds Mountain View Christian School Authority for the 2021/2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report was approved by the Board on January 31, 2023.

Message from the Board Chair

Olds Mountain View Christian School (OMVCS) is a private, independent school operating in the rural area of Harmattan, Alberta. It is our goal at OMVCS to offer a high quality; Jesus Christ-centered education to the attending students. To achieve this goal, it is our mandate to use board-approved Bible-based curriculum and materials that follow the Alberta Program of Studies as well as rules and guidelines set by the Alberta Department of Education, thus enabling our students to obtain an Alberta High School Diploma.

It is our desire that, upon completing the student educational time with OMVCS, they will have developed a strong moral character and have achieved a high academic standard. These traits are highly regarded by post-secondary education and the work force.

With much prayer, time and energy devoted to daily and future planning, OMVCS will continue to be accountable to God and thus our government.



Board Chair, Ted Harrison

Priorities

The mission of Olds Mountain View Christian School is to provide quality, Bible-based education to our students; to develop each child's character academically, mentally, socially, physically, and spiritually, that each child may reach their full potential within a Christ-centered learning environment.

Train up a child in the way he should go; and when he is old, he will not depart from it. Proverbs 22:6

At Olds Mountain View Christian School our stakeholders are valued, and their voices heard. With the advisement of the board, staff, parents, students, and the local church community, OMVCS has identified the following three goals as priorities:

- 1) To provide students a quality, Bible-based education
- 2) To provide a safe and caring learning environment
- 3) To prepare students to be conscientious and productive, contributing members of society

Successes and Challenges

Olds Mountain View Christian School has been growing. We are pleased that parents, especially, see value in our small school and in the aspects that make us unique. This has been both a blessing and a challenge. Trying to keep up with the growth, some things have been overlooked that previously had been attended to. One such thing is the strong encouragement to families to fill out the Alberta Education Assurance Measures Surveys. As a small school, it is very important that as many participants as possible fill these out. Any results with fewer than 6 participants are redacted and as such, our AEAMs for the last 2 years are very sparse.

GOAL 1:

TO PROVIDE STUDENTS A QUALITY, BIBLE-BASED EDUCATION

Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports

OMVCS believes that all people are created equally and in the image of God, but with unique characteristics that make each an individual. As such, an individualized approach to education is used.

Many students that come to OMVCS have struggled to keep up academically, and sometimes socially, at their previous school(s). When a student first comes to OMVCS, he is given a diagnostic test in each of Math, English, reading, and spelling to assess where the student's learning strengths and weaknesses are. Each student is assigned work based on where those tests indicate each student should be learning, and grade levels are essentially ignored. This means that a student may even be in a different grade level in each of his subjects. This is both an area of excellence for our school, and a challenge.

We have seen students flourish beyond recognition as they are now placed at a level they are both challenged at but can still understand and accomplish. The students realize that they now, in fact, CAN achieve in school, and the self-esteem of the students begins to grow, sometimes exponentially. As the self-esteem grows, students begin to lessen the gap that once existed between them and their peers.

A challenge with this type of learning is that a student may be Grade 6 age, and maybe even Grade 6 level in one subject, but doing most subjects several grades lower. This makes assigning a grade level to the child difficult, and when PATs or standardized testing occur, these students often struggle.

Measure 1

Target: 95% of OMVCS students will increase a minimum of one full grade-level per core subject within the school year.

Each subject is broken into 12 units per grade. Advancing one grade-level would equate to advancing 12 units beyond the student's starting point.

Results: 62% of OMVCS students increased a minimum of one full grade-level in each core subject.

With COVID still being an issue throughout most of the 2021-2022 school year, many students were absent more frequently than usual. We had also grown in student body numbers to a place where it was difficult for the current staff to stay on top of all the studies that were or weren't being done at home. Before COVID, the school had special honour roll days (fun field trips) and other rewards for students who had successfully completed each quarter's work, but for the last 2 years, all field trips and excursions were cancelled. In the 2022-2023 school year, field trips and honour roll days, etc. have been added back in to the regular school year. We are hopeful that this will help the motivation of students, as well as the general attitude of students. We have found that there are a number of students who still have not rebounded from the anxiety and depression that the pandemic caused. We have reached out to others for mental health help, and have hired extra staff to help our students stay on track better. We are expecting the percentage to be higher next year.

Measure 2

Target: 90% of OMVCS students are reading at or above grade level.

Literacy is one of the most important keys when it comes to academic success. OMVCS studies require high amounts of reading. Phonics are taught comprehensively to the younger students and reviewed often throughout the rest of the students' education. While students often enter OMVCS below grade level, it often does not take long for students to catch up or surpass grade-level reading. Provincial Reading Assessments help to determine a student's reading level, as well as areas in need of additional support.

Results: 86% of OMVCS students are reading at or above grade level.

With our small student body, one more student at reading level would reach the target of 90%. We are using the new LeNS and CC3 Literacy Surveys and are using these to help inform us.

Measure 3

Target: 100% of parents and 90% of students answered on the survey that they are satisfied with the overall quality of education.

Results: Inconclusive. Too few answered the survey questions (see Successes and Challenges on p. 2).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	100.0	22	99.4	39	95.4	10	100.0	n/a	n/a	n/a	n/a	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	
Parent	9	100.0	13	98.7	16	100.0	4	*	5	*	*	*	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	
Student	n/a	n/a	9	100.0	23	90.7	10	100.0	n/a	n/a	n/a	n/a	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	
Teacher	1	*	2	*	2	*	1	*	n/a	n/a	n/a	n/a	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

GOAL 2:

TO PROVIDE A SAFE AND CARING LEARNING ENVIRONMENT

Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Local and Societal Context

The pandemic did a number on students and staff alike. Canada no longer felt like the safe place it once did. Neighbors, friends, and family turned on each other in disagreement. The world was thrown into upheaval and the social, mental, and emotional well-being of students was greatly impacted.

Staff at OMVCS show concern for each individual student, adapting, where possible, to each student's needs. Staff work at being Christ-like examples for all students. Older students work at modeling characteristics and behaviors of active, successful citizens for the younger students. No matter a person's culture or heritage, we believe that all people are created in the image of God and therefore should be treated with respect and love.

Measure 1

Target: 100% of parents and a minimum of 95% of students will positively answer the survey questions that they feel like the school is a safe and caring environment.

Result: Inconclusive. Too few answered the survey questions (see Successes and Challenges on p. 2).

Safe and Caring – Measure Details

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.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	100.0	2	98.9	3	98.9	1	90.0	n/a	n/a	n/a	n/a	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	
Parent	9	100.0	1	100.0	1	100.0	4	*	5	*	*	*	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	
Student	n/a	n/a	9	97.8	2	97.7	1	90.0	n/a	n/a	n/a	n/a	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	
Teacher	1	*	2	*	2	*	1	*	n/a	n/a	n/a	n/a	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	10	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	10	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

GOAL 3: TO PREPARE STUDENTS TO BE CONSCIENTIOUS AND PRODUCTIVE, CONTRIBUTING MEMBERS OF SOCIETY

Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Local and Societal Context

Processes and practices that enable students to be contributing members of society, not only when they are adults, but even now, are woven throughout the school procedures and mentality. The local churches are also a very important part of our school community as we strive toward the same goals of spiritually educating the children, developing them into active citizens.

Throughout the year, students raise money for supporting the physical and educational needs of a child from a 3rd world country. Students also participate in Operation Christmas Child, a ministry through Samaritan's Purse that collects toys, school supplies, and grooming essentials into shoeboxes to give to kids in need around the globe.

Students are active participants in their own learning at the school and learn to daily, weekly, and quarterly set their own goals and plans to achieve them. Student learning is largely self-directed, and goal oriented.

Measure 1

Target: 97% of parents and 95% of students will answer positively that they are satisfied with the active citizenship question of the AEAM survey.

Result: Inconclusive. Too few answered the survey questions (see Successes and Challenges on p. 2).

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	100.0	2	98.6	3	95.6	1	97.0	97.5	n/a	n/a	n/a	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	
Parent	9	100.0	1	100.0	1	97.5	4	*	5	*	*	*	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	
Student	n/a	n/a	9	97.2	2	93.7	1	97.0	97.5	n/a	n/a	n/a	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	
Teacher	1	*	2	*	2	*	1	*	n/a	n/a	n/a	n/a	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Olds Mountain View Christ Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	50.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	n/a	97.5	97.1	81.4	83.2	83.1	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	83.2	83.4	81.1	*	n/a	n/a
	5-year High School Completion	n/a	*	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	34.4	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	0.0	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	100.0	97.4	89.0	89.6	90.3	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	90.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	93.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	97.7	78.8	79.5	81.5	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma 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.

Provincial Achievement Tests and Diploma Exams

All PAT results for OMVCS Authority from 2018 through to 2022 were redacted as there were fewer than 6 students in each of Grade 6 and Grade 9. OMVCS had NO High School students in 2021-2022, therefore no diploma exams were written.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Olds Mountain View Christ Sch							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

2021-2022 Financial Summary

The 2021-2022 Audited Financial Statement was approved by the board in November 2022. [Our budget and Financial Summary can be found at the bottom of our Academics page on OMVCS.ca](#) Our budget and Financial Summary can be found at the bottom of our Academics page on OMVCS.ca