

OLDS MOUNTAIN VIEW CHRISTIAN SCHOOL

ANNUAL EDUCATION RESULTS REPORT 2023-2024

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 seen as an individual whose needs, abilities, and potential are all considered. 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 principles 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 2023/2024 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 December 5, 2024. – Board Chair, Terry Waldner (as originally signed).

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, Christ-centered education to the attending students. To achieve this goal, it is our mandate to use board-approved, Bible-based curriculum and materials to achieve the Alberta Program of Studies, thus enabling our students to obtain an Alberta High School Diploma.

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

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, Terry Waldner (as originally signed).

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

Stakeholders

OMVCS stakeholders are identified as the students, staff, parents, other family, and the local church community. As a small school with family values, families within the school are seen as the family of the school. With constant connection from the Get-To-Know-You BBQ at the start of the year, to the Christmas play, to Whole-family field trips, the families at OMVCS get to know each other well. Many parents enter the school daily to visit with the teachers, and communication books, emails, phone calls, and text messages are often sent back and forth between parents and the staff. The board of OMVCS is comprised mainly of parents and grandparents of the students and all families are invited to attend the meetings. Several local churches are represented in our student body, and many of the pastors from the churches come regularly to the school to offer support and speak with the students. Aside from the surveys sent out by the government, OMVCS requests each family of the school to fill out an anonymous in-house survey. The results of the survey and notification of posting of the AERR to the school's website are emailed to the stakeholders when completed.

Professional Learning, Supervision and Evaluation

School authorities are responsible for supporting teaching and leadership quality through professional learning, supervision and evaluation processes in the pursuit of excellence each teacher at our school will engage in life-long learning. Each teacher, throughout his or her career here is expected to engage in professional growth related to his or her professional responsibilities including, but not limited to, taking graduate or post-graduate courses, engaging in research and writing projects, and participating in professional seminars and workshops which promote academics, leadership qualities, and social or behaviour development. Teachers attend yearly Teacher Conventions and other seminars that are appropriate to each teacher's areas of study. OMVCS will assist the teacher by providing adequate resources and assist in funding to supervise and evaluate the teacher's professional growth. This year, as new curriculum is used, staff benefitted from support regarding the curriculum at the AISCA Teacher's Convention. Yearly staff reviews are held one-on-one with either the principal or a board member. Teachers are expected to submit yearly professional growth plans to the principal. The principal does staff evaluations throughout the year teachers are managing their classes.

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. We have outgrown our building space and have been operating short-handed. It has been great to see parents and students in support of the school, but it is difficult to continually operate with fewer than ideal numbers in staffing. It is tough knowing where the students could be helped more while recognizing it is not currently in our capacity to do so.

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 a student may be in a different grade level in each subject. 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 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.

It is important to note that while OMVCS doesn't currently have any FNMI students, we believe in the importance of treating those students just as any other in the school -- any educational gap that may exist is diagnosed through ACE diagnostic tests and then the student begins where they need to for optimal learning and understanding. Students at OMVCS learn about FNMI heritage and culture throughout their studies, particularly in Social Studies and through field trips. All students are created in the image of God, and no matter their identity, are loved just the same.

Measure 1

Target: 80% 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. Students who test at a lower grade level in some subjects may be given more of that subject and less of another to gain ground.

Results: 72% of OMVCS students increased a minimum of one full grade-level in each core subject.

While the percentage is not as high as we had hoped, it is roughly equal to the previous year. There are several students who have learning difficulties, and those account for most of the difference between the desired results and the actual results. These students are currently in the process of being coded and we are hopeful that with the extra funding we will be able to get these students the help they need to succeed.

Measure 2

Target: 80% 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. Weaker students read to an adult and use a Videophonics course to strengthen their abilities to read. A Readmaster program is used on the computers, which helps the students improve both the speed and comprehension of their reading. 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 determine a student's reading level and areas in need of more support.

Results: 100% of OMVCS students are reading at or above grade level. 100% of students Grades 1-3 are reading at or above grade level. Grade 3 this year had 6 students which were all at or above grade level in their literacy testing, using LeNS and CC3. There were no at-risk students in any category. One Grade 1 Student was "At Risk" in Literacy for the January testing but improved during the remainder of the year.

According to our in-house data, 95% of students from Kindergarten through Grade 12 are reading at or above their grade level.

Grade Level	Assessments Used	Number of Students Assessed	Number of Students Identified as Being "At Risk" - Beginning of Year	Number of Students Identified as Being "At Risk" - End of Year	Average Number of Months Behind After Initial Assessment for "At Risk" Students	Average Number of Months Gained After Final Assessment for "At Risk" Students
1	LeNS	3	1	0	5.5	5.5
	Numeracy	3	0	0	N/A	N/A
2	LeNS, CC3, Numeracy	3	0	0	N/A	N/A
3	CC3, Numeracy	6	0	0	N/A	N/A

Measure 3

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

Using the ACE curriculum, Bible ideologies are woven throughout all the subjects. Each day begins with a devotional, learning about a Biblical character trait and how to apply it. Students are taught patience, kindness, humility, and a strong work ethic among the skills and knowledge gained from their schoolwork.

Results: 98.6% of parents and 90.4% of students surveyed agreed that they are satisfied with the overall quality of education.

Education Quality – Measure Details

Parents, teachers, and students are generally pleased with the level of education received at OMVCS since the education is tailored to the specific needs of each student.

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	39	95.4	10	100.0	n/a	n/a	7	100.0	33	94.5	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	16	100.0	4	*	5	*	7	100.0	12	98.6	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	23	90.7	10	100.0	n/a	n/a	n/a	n/a	21	90.4	Very High	n/a	n/a	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	2	*	1	*	n/a	n/a	2	*	2	*	*	*	*	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.

Student Learning Engagement – Measure Details

Students are very engaged in learning at OMVCS as the material is mostly self-directed. Students sometimes equate the word engaging to entertaining, then the subjects that interest them is what they find “engaging.” Teachers and parents typically realize that since our students are responsible for their own learning, they must engage in order to learn anything and typically, most students are engaged. This year, our results show a decrease in overall score of reported student engagement, that is due to the fact that not enough students answered the survey in the previous two years to be counted, so only the parent results were averaged into the score. When compared with the last year that enough students answered the survey (2021), the student score improved from 50% to 70.7%, a sizeable increase. Overall, the comparison with the province, shows we are right on track.

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	10	50.0	n/a	n/a	7	100.0	33	83.9	n/a	Declined	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	4	*	5	*	7	100.0	12	97.1	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	10	50.0	n/a	n/a	n/a	n/a	21	70.7	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3

Teacher	n/a	n/a	1	*	n/a	n/a	2	*	2	*	*	*	*	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1
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Notes:

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Access to Supports & Services – Measure Details

When support is needed, we do our best to ensure our students and parents get the support they need, whether that be through the school or providing information about how to access that support through outside service providers. For the first time in years, the school has received funding for students with Severe Disabilities, this has enabled us to provide more staffing and support to those children. With staff hired directly to work with the Severe Disabilities students, these students receive a lot of one-on-one attention enabling them to reach their goals and attain success in their school work.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	10	93.3	n/a	n/a	7	71.4	33	89.3	n/a	Improved	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	4	*	5	*	7	71.4	12	90.0	n/a	Improved	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	10	93.3	n/a	n/a	n/a	n/a	21	88.5	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	1	*	n/a	n/a	2	*	2	*	*	*	*	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Notes:

3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
4. 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.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	15	93.3	n/a	n/a	n/a	n/a	7	92.3	12	90.9	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,719	79.9
Parent	15	93.3	4	*	5	*	7	92.3	12	90.9	Very High	Maintained	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	2	*	1	*	n/a	n/a	2	*	2	*	*	*	*	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

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.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. 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

OMVCS did not have any students that identify as First Nation, Metis, or Inuit, however, we are open to students from any nationality and desire our students to be informed and respectful of other cultures.

With no students identifying as FNMI, there are no Alberta Education Assurance Measures to report.

OMVCS strives for Truth and Reconciliation by reading FNMI stories during devotional time and in Enrichment learning, attending FNMI presentations, and museums that showcase FNMI history and culture.

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 teachers and parents, and 95% of students will agree that their learning environments are welcoming, caring, respectful and safe.

OMVCS staff work hard at maintaining a consistent and caring environment so that all feel that school is a comfortable and safe place to be. There are few students and they watch out for each other like family.

Result: 100% of parents and 96% of students surveyed agreed that the school is a safe environment. Teacher numbers are redacted as there are fewer than 6.

Measure 2

Target: Previously, fundraising was done for a new playground structure, and the process of acquiring the new playground has been researched. **Update: The priority has changed as we have outgrown our current school rental property and need to focus on a new building. We have extended our play structure by adding a swing and jungle gym and have maintained the older structure.**

Result: Students enjoy the playground, especially the addition of the swing. A building committee has been established and has been seeking out potential new properties. As of yet, none have been suitable. In the meantime, fundraising continues so that when a property is found, it may be purchased and fitted for our purposes.

Measure 3

Target: Staff will attend weekly devotions.

Result: Staff have been having DAILY devotional time together. It has helped to improve morale, relationships, and gives a chance for daily information to be shared.

Safe and Caring – Measure Details

Students at OMVCS have constant interaction with each other. Grades 2-12 are in the same classroom together, the entire school does recess together, and students and staff get to know each other often over a period of many years. It feels like a family environment, and we look out for each other.

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	39	98.9	10	90.0	n/a	n/a	7	100.0	33	98.0	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	16	100.0	4	*	5	*	7	100.0	12	100.0	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	23	97.7	10	90.0	n/a	n/a	n/a	n/a	21	96.1	Very High	n/a	n/a	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	2	*	1	*	n/a	n/a	2	*	2	*	*	*	*	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

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

Over the years of interaction, there grows a genuine love for each other -- students and staff alike, as if we were all one big family. As such, students feel accepted and welcome, almost as if it were home. Sharing the love of God with each other, and sharing in that faith together, we are brothers and sisters in the Lord.

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	10	90.0	n/a	n/a	7	100.0	33	97.8	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	4	*	5	*	7	100.0	12	100.0	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	10	90.0	n/a	n/a	n/a	n/a	21	95.7	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	1	*	n/a	n/a	2	*	2	*	*	*	*	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Notes:

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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 to support 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 with guidance, set their own goals and plans to achieve them daily, weekly, and quarterly. Student learning is largely self-directed, and goal oriented. Biblical values and concepts are considered foundational to relationships and productive, responsible living are conveyed throughout the curriculum in such a way as to become life-shaping influences regarding patriotism, responsibility to community and others, honesty, integrity, and a Christian worldview.

Measure 1

Target: 90% of parents and 85% of students will answer the active citizenship question on the AEAM survey that they are satisfied.

Learning to be an active citizen instead of a passive bystander is important in any society. OMVCS works to give its students the opportunity to learn and grow in their knowledge, understanding, and participation in both the local and global communities.

Result: 100% of parents and 92.1% of students surveyed agreed that the school promotes active citizenship.

Citizenship – Measure Details

Every year students at OMVCS have opportunities to get involved in Highway cleanup, sponsoring a child in a 3rd world country, packing shoeboxes with gifts for those from these countries who have likely never received a gift before. Students can get involved in Student Council which holds regular monthly meetings and hosts the hot lunches at our school among other things which teach skills by putting the students in these leadership positions.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																								
	Authority										Measure Evaluation			Province										
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	39	95.6	10	97.5	n/a	n/a	7	91.4	33	96.0	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	
Parent	16	97.5	4	*	5	*	7	91.4	12	100.0	Very High	Improved	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	
Student	23	93.7	10	97.5	n/a	n/a	n/a	2	n/a	21	92.1	Very High	n/a	n/a	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	2	*	1	*	n/a	n/a	2	*	2	*	*	*	*	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	

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.

Measure 2

Target: 60% of students will go on to post-secondary education within 6 years of grade 10.

For many professions, a college or university education is a requirement. To be a successful member of society, students must be given the opportunity to attend post-secondary education. Those who do not attend post-secondary school within a few years of graduation are unlikely to do so later.

Result: Numbers are suppressed due to having fewer than 6 students entering Grade 10 in any given year. While not privy to all former students, local data suggests that we are closer to the provincial average of 40%. Post secondary education has simply been too costly for many these days.

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	3	*	n/a	n/a	3	*	3	*	2	*	*	*	*	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Rate	1	*	1	*	3	*	n/a	n/a	3	*	*	*	*	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1

Notes:

4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure 3

Target: 90% of students will achieve High School completion within 3 years of commencement.

Students who drop out of High School are not as likely to be successful, contributing members of society, and are more likely to get involved in crime and other destructive behaviors. Students who tarry too long in High School, are less likely to complete High School.

Result: OMVCS has had no FNMI students in the past 5 years. FNMI data is suppressed -- there is no report. OMVCS has a very high percentage of overall completion rate, but if ever a student doesn't complete High School, it impacts our yearly percentage greatly since we typically have a graduating class of between 1-4 students. In the last 3 years, we have not had any graduates, as 4 years ago, our oldest students were in Grade 9. Those Grade 9 students have moved on to other schools, but all should be graduating this year.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	3	*	3	*	2	*	n/a	n/a	n/a	n/a	n/a	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	3	*	n/a	n/a	3	*	3	*	2	*	*	*	*	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	1	*	3	*	n/a	n/a	3	*	3	*	*	*	*	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure History (EAL)

	Olds Mountain View Christ Sch (EAL)											Alberta (EAL)												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Drop Out Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1	1	16,918	2.2	17,440	2.6	17,919	2.2	17,453	2.5	16,545	2.6
Returning Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	520	18.4	506	19.8	593	17.1	510	15.6	567	17.1	

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Starting in 2018/19, 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.

Provincial Achievement Tests and Diploma Exams

All PAT results for OMVCS Authority from 2020 through to 2024 were suppressed as there were fewer than 6 students in each of Grade 6 and Grade 9. OMVCS had NO students writing diploma exams in 2023-2024. **As OMVCS has had no FNMI nor EAL students write PATs in the past 5 years, there is no report.** Despite the fact that the results from the Provincial Exams cannot be shared, students are learning according to the provincial standards. Though using the ACE Curriculum, each time provincial standards change, the curriculum is compared with the program of studies to ensure that expectations are met or exceeded. Concepts that are not covered by the ACE curriculum are added to Enrichment Classes for the students, or given to the students in modules.

Provincial Achievement Test Results – Grade 6 PAT By Number Enrolled Measure History

Grade 6 PAT Results By Number Enrolled Measure History													
	Olds Mountain View Christ Sch					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	4	4	5	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	20.1	18.0	19.8

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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: Social Studies (Grades 6).
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

Provincial Achievement Test Results – Grade 6 PAT By Number Enrolled Measure History (EAL)

Grade 6 PAT Results By Number Enrolled Measure History													
	Olds Mountain View Christ Sch (EAL)					Measure Evaluation			Alberta (EAL)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	1	1	2	n/a	n/a	n/a	n/a	n/a	9,378	10,098	11,278
Acceptable Standard %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	68.4	65.4	64.6
Standard of Excellence %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	17.9	15.7	16.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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: Social Studies (Grades 6).
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Olds Mountain View Christ Sch					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024

N	n/a	n/a	4	n/a	2	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	*	n/a	*	*	*	*	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	*	n/a	*	*	*	*	n/a	n/a	16.8	15.5	15.4

Notes:

12. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
13. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
14. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
15. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
16. 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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5		
Science 6	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9		
Science 9	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*		

	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3		

Notes:

17. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
18. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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.
19. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
20. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
21. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
22. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Olds Mountain View Christ Sch							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	*	*	*	5	*	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	*	*	*	2	*	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

23. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
24. 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.
25. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
26. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
27. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
28. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (EAL)

		Olds Mountain View Christ Sch (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	74.5	188	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	12.7	188	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1
Science 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	10,323	63.8	9,728	64.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	11,278	64.6	10,098	65.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	11,278	16.5	10,098	15.7
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,249	56.9	6,989	62.2

	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,249	5.4	6,989	6.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	46.7	149	34.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	4.0	149	1.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	67.8	194	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	9.2	194	11.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,201	46.7	6,930	50.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,201	11.5	6,930	12.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	49.7	177	39.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	12.2	177	5.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,236	57.7	6,975	59.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,236	14.2	6,975	15.0
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	41.1	151	33.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	5.5	151	3.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,249	49.4	6,986	50.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,249	9.6	6,983	11.0
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	44.4	137	39.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	7.4	137	1.5

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 COVID-19 pandemic from 2019/20 to 2021/22. School years 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those

school authorities affected by these events.

5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being

piloted or optionally implemented.

6. 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.

Diploma Examination Results – By Students Writing Measure History

[No Data for Diploma Exam Results By Students]

Notes:

29. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
30. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. 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.
31. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
32. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

Notes:

33. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
34. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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 examinations.
35. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
36. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

Notes:

37. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
38. 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 examinations.
39. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
40. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

[No Data for Diploma Achievement Evaluation Reference]

Notes:

41. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
42. 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 examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

[No Data for Diploma Improvement Reference]

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

[No Data for Diploma Overall Evaluation Reference]

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	n/a	3	3	2	n/a	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	n/a	*	*	*	n/a	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	n/a	*	*	*	n/a	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	n/a	*	*	*	n/a	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	n/a	*	*	*	n/a	67.1	n/a	n/a	20.0	64.7
% Writing 4+ Exams	n/a	*	*	*	n/a	56.6	n/a	n/a	3.5	52.7
% Writing 5+ Exams	n/a	*	*	*	n/a	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	n/a	*	*	*	n/a	13.7	n/a	n/a	0.0	8.4

Notes:

43. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
44. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.
45. Participation in Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	n/a	3	3	2	n/a	45,354	46,245	47,675	48,340	49,297
English Language Arts 30-1	n/a	*	*	*	n/a	55.9	n/a	n/a	27.7	56.4
English Language Arts 30-2	n/a	*	*	*	n/a	29.0	n/a	n/a	13.3	28.1
Total of 1 or more English Diploma Exams	n/a	*	*	*	n/a	81.7	n/a	n/a	40.5	81.3
Social Studies 30-1	n/a	*	*	*	n/a	44.3	n/a	n/a	22.5	45.0
Social Studies 30-2	n/a	*	*	*	n/a	38.0	n/a	n/a	17.4	36.2
Total of 1 or more Social Diploma Exams	n/a	*	*	*	n/a	81.7	n/a	n/a	39.8	80.6
Mathematics 30-1	n/a	*	*	*	n/a	35.4	n/a	n/a	10.9	32.1
Mathematics 30-2	n/a	*	*	*	n/a	26.1	n/a	n/a	12.1	24.6
Total of 1 or more Math Diploma Exams	n/a	*	*	*	n/a	59.3	n/a	n/a	22.9	54.8
Biology 30	n/a	*	*	*	n/a	42.4	n/a	n/a	18.0	38.1
Chemistry 30	n/a	*	*	*	n/a	35.2	n/a	n/a	15.6	32.5
Physics 30	n/a	*	*	*	n/a	17.7	n/a	n/a	9.0	16.7
Science 30	n/a	*	*	*	n/a	18.2	n/a	n/a	7.9	14.3
Total of 1 or more Science Diploma Exams	n/a	*	*	*	n/a	62.1	n/a	n/a	41.4	59.4
Français 30-1	n/a	*	*	*	n/a	0.3	n/a	n/a	0.1	0.2
French Language Arts 30	n/a	*	*	*	n/a	2.6	n/a	n/a	1.3	2.5
Total of 1 or more French Diploma Exams	n/a	*	*	*	n/a	2.9	n/a	n/a	1.5	2.7

Notes:

46. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
47. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.
48. Participation in Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

[No Data for Diploma Exam Results]

Parental Involvement

Parents have every opportunity to get involved at OMVCS. The board is parent-run, and parents help in the classroom daily. Communication is increasingly difficult as the school grows and people get busier in their lives.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	16	100.0	n/a	n/a	n/a	n/a	77.1	77.1	96.2	96.7	Very High	Improved	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	16	100.0	4	*	5	*	77.1	77.1	96.2	96.7	Very High	Improved	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	2	*	1	*	n/a	n/a	2	*	2	*	*	*	*	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Notes:

49. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 50. 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.

Overall Summary

Fall 2024 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	83.9	100.0	100.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	96.0	91.4	91.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	*	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	*	*	n/a	88.1	88.6	87.3	*	n/a	n/a
	PAT6: Acceptable	*	*	n/a	68.5	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	19.8	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	94.5	100.0	100.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.8	100.0	100.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.3	71.4	71.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	96.7	77.1	77.1	79.5	79.1	78.9	Very High	Improved	Excellent

Notes:

51. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 52. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 53. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
 54. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

55. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
56. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
57. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
58. 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.
59. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary (EAL)

Assurance Domain	Measure	Olds Mountain View Christ Sch (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	*	*	n/a	64.6	65.4	65.4	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	16.5	15.7	15.7	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Fall 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	*	*	5.6	2.5	2.5	2.4	*	*	*

In-Service Jurisdiction Needs	n/a	n/a	n/a	81.1	82.2	83.0	n/a	n/a	n/a
Lifelong Learning	90.9	92.3	92.3	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	83.1	52.9	52.9	82.8	82.9	82.9	Very High	Improved	Excellent
Program of Studies - At Risk Students	88.7	71.4	71.4	80.6	81.2	81.5	High	Improved	Good
Rutherford Scholarship Eligibility Rate	*	n/a	n/a	70.7	71.9	70.0	*	n/a	n/a
Safe and Caring	98.0	100.0	100.0	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	94.6	85.7	85.7	71.9	72.9	72.7	Very High	Maintained	Excellent
School Improvement	91.8	n/a	n/a	75.8	75.2	74.7	Very High	n/a	n/a
Transition Rate (6 yr)	*	n/a	n/a	60.1	59.7	60.0	*	n/a	n/a
Work Preparation	100.0	100.0	100.0	82.8	83.1	84.0	Very High	Maintained	Excellent

Notes:

60. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 61. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Fall 2024 Supplemental Alberta Education Assurance Measures – Overall Summary (EAL)

Measure	Olds Mountain View Christ Sch (EAL)			Alberta (EAL)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	46.1	4.6	n/a	n/a	n/a	n/a
Drop Out Rate	*	n/a	n/a	2.6	2.5	2.4	*	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	56.8	60.3	60.0	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	65.2	62.7	64.7	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

2023-2024 Financial Summary

The 2022-2023 Audited Financial Statement was approved by the board in November 2023. Our Audited Financial Statements can be found at: <https://omvcs.ca/wp-content/uploads/2024/01/Financial-Summary.pdf>

The 2023-2024 Audited Financial Statement is still at the auditors and will be posted at the above link when received.

Additional financial information can be found by calling the school at (403)556-1551.

The provincial roll up of jurisdictions' Audited Financial Statements is provided at: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources,

please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca. Olds Mountain View Christian School Authority did not have any disclosures this year, therefore, there is nothing to report.