

OLDS MOUNTAIN VIEW CHRISTIAN SCHOOL

ANNUAL EDUCATION RESULTS REPORT

2024-2025



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.

Accountability Statement

The Annual Education Results Report for Olds Mountain View Christian School Authority for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under *the Private Schools Regulation* and the *Ministerial Grants Regulation*. The operator and/or governing body is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and 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 for 2024/2025 was approved by the operator and/or governing body on November 30, 2025. – Board Chair, Jennavieve McCall (original signed)

Contextual Information

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 independent 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. 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.

Grades 10-12 use courses from Learn Alberta and other Christian curriculum that adheres 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.

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 personal relationships with Christ Jesus.

What Stakeholders are Involved

The OMVCS board of directors is comprised mainly of parents and grandparents of the students attending the school. **As parents make up more than half the board, OMVCS does not have a parent advisory council.** All other parents are invited to join board meetings as non-voting but participatory members and are asked to take part in the parent committee. Our stakeholders are identified as the staff, students, parents, other family members, and the local church community.

How Stakeholders are Engaged

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. Parents volunteer regularly in and out of the classroom and are very familiar with the inner workings of the school. Several local churches are represented in our student body, and many of the pastors from the churches regularly come to the school to offer support and speak with the students.

Parents are strongly encouraged to fill out the Alberta Education Assurance Measures surveys and in-house surveys are given to both parents and students of the school. Meetings between the board and the principal are frequent. School staff participate in daily devotions in which school concerns are discussed.

How Stakeholders are Informed

Survey results, as well as results of provincial assessments, are shared by the principal with board members at a board meeting upon completion of both the Provincial Survey and our Local Survey. Parents are invited to attend. Information is also passed to the local churches that support OMVCS through means of email and bulletin inserts.

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 aid in funding to supervise and evaluate the teacher's professional growth. 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 as teachers are managing their classes.

In the past year, staff benefitted from attendance at ACE's Christian Educator's Convention, and especially at AISCA's Teacher's Convention in February. The sessions were generally very applicable and interesting, and the keynote speaker was incredible! Staff have participated in Bible studies directed at improving leadership. During the summer, staff attended local heritage sites to improve knowledge of FNMI people and spoke with people respected in the Indigenous communities to learn more about the history and culture of FNMI.

Priority #1 from our Education Plan

Provide Students with a Quality, Bible-based Education

OUTCOMES: OMVCS wants to **build leadership** among the students, so that peers can encourage others to be more **participatory**, hopefully fostering a greater sense of **responsibility for one's own learning**. We also want to maintain our excellence in **quality of education, access to services, success in lifelong learning, and a strong Bible-based** environment.

MEASURES: To appropriately measure if successful in our goals, OMVCS will aim for the following:

-OMVCS will maintain or improve upon the percentage of students, parents, and staff who will answer affirmatively that they are satisfied with the **quality of education** OMVCS provides on provincial survey. **OMVCS maintained its percentage of students, parents, and staff who are satisfied with the overall quality of basic education. Teacher numbers are always suppressed since we do not have more than 6 teachers at the school. In 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.**

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority													Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	100.0	n/a	n/a	7	100.0	3	94.5	2	96.9	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	4	*	5	*	7	100.0	1	98.6	8	100.0	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	10	100.0	n/a	n/a	n/a	n/a	2	90.4	2	93.8	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	1	*	n/a	n/a	2	*	2	*	1	*	*	*	*	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

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 AECA 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.

-OMVCS will maintain or improve upon the percentage of students, parents, and staff who will answer affirmatively that they are satisfied with **appropriate access to supports and services** on provincial survey. **The results on the survey indicate that OMVCS improved in the estimation of the parents but declined in the estimation of the students; overall, OMVCS maintained its percentage of those who agree that students have access to appropriate supports and services. Parents have been better informed about assistance for those students who may be struggling with academics, possibly lending to the higher results from the parents. More investigation is needed to determine why the students responded the way they did. Teacher numbers are always suppressed since we do not have more than 6 teachers at the school.**

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. As ACE curriculum is designed to be individualized, students have

access to a continuum of supports and services. Each student takes a diagnostic test upon admission to the school in reading, math, English, and spelling. From there, students are placed where they are at in their learning. Students move at their own academic pace through their learning and are neither pushed ahead before ready, nor detained while the rest of the class catches up. OMVCS has hired more staff to help with the diverse learning needs, and those who need the extra support receive it. OMVCS also accesses ASPIRE (through AISCA) to help ensure that students who are learning divergent are receiving the help needed.

Access to Supports & Services – Measure Details

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							
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%
Overall	10	93.3	n/a	n/a	7	71.4	3	89.3	2	85.4	High	Maintained	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	4	*	5	*	7	71.4	1	90.0	8	97.5	Very High	Improved	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	10	93.3	n/a	n/a	n/a	n/a	2	88.5	2	73.3	Very Low	Declined	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	1	*	n/a	n/a	2	*	2	*	1	*	*	*	*	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

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 AECA 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.

-OMVCS will maintain or improve upon the percentage of students, parents, and staff who will answer affirmatively that they are satisfied that **students are engaged in their learning** at school. **Though 100% of parents agree that students are engaged in their learning at school, the number of students who agree declined. Our overall result declined only because of the students. Parents and students see engagement differently. Parents recognize that students are actively participating in their own learning. Students think that engagement is the same as entertainment. More things have been applied in this current school year (2025-2026) to try to engage the students in a more entertaining way so next year's results will show if this is helping the students feel more engaged. Teacher numbers are always suppressed since we do not have more than 6 teachers at the school.**

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																					
	Authority										Measure Evaluation			Province							
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%
Overall	10	50.0	n/a	n/a	7	100.0	3	83.9	2	80.2	Very Low	Declined	Concern	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	4	*	5	*	7	100.0	1	97.1	8	100.0	n/a	Maintained	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	10	50.0	n/a	n/a	n/a	n/a	2	70.7	2	60.5	Very Low	Maintained	Concern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	1	*	n/a	n/a	2	*	2	*	1	*	*	*	*	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

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 AECA 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.

-OMVCS will maintain or improve upon the percentage of parents, and staff who will answer affirmatively that they are satisfied with **student ability to demonstrate knowledge, skills, and attitude for lifelong learning** on provincial survey. **100% of parents agree that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. Teacher numbers are always suppressed since we do not have more than 6 teachers at the school.**

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority													Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	7	92.3	12	90.9	8	100.0	Very High	Maintained	Excellent	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	4	*	5	*	7	92.3	12	90.9	8	100.0	Very High	Maintained	Excellent	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	1	*	n/a	n/a	2	*	2	*	1	*	*	*	*	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

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 AECA 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 AECA 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.

-OMVCS will maintain or improve upon the percentage of students who score at Grade level or higher on provincial **literacy and numeracy** assessments. **As OMVCS does not have many students in any given grade, the results are suppressed. Students who were assessed as needing additional support were given support by means of extra one-on-one assistance and whole-class or small group instructions, worksheets, and activities, including intervention activities provided with the provincially sourced assessments. By the end of the school year the number of students who DID require additional support had decreased from the initial assessment.**

Grade Level	Assessments Used	Number of Students Assessed – Initial Assessment	Number of Students Identified as Requiring Additional Supports -- Initial Assessment	Number of Students Assessed – End of School Year	Number of Students Identified as Requiring Additional Supports -- End of School Year
K	LeNS, PAST, RAN, Numeracy	2	*	2	*
1	LeNS, Numeracy	5	*	5	*
2	LeNS, CC3, Numeracy	3	*	3	*
3	CC3, Numeracy	1	*	1	*

Notes:

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

-OMVCS will maintain or improve upon the percentage of students who will answer affirmatively on OMVCS' local survey that they enjoy **Bible Lessons**. ***This is the first year that we have had this question on our local survey. 25 students answered the question on the survey, and 80% of the agreed or strongly agreed that they enjoy Bible Lessons. Since then, we have added more to the Bible curriculum of the younger students which involves more action and participation.***

-OMVCS will maintain or improve upon the percentage of students who will answer affirmatively on OMVCS' local survey that they are **interested and involved** at OMVCS. ***This is the first year we have had the question on our local survey. 23 students answered the question on the survey and 61% agreed that they are interested and involved. Another 30% neither agreed nor disagreed. OMVCS wants to improve on this result and is seeking ways to encourage students to be involved.***

-OMVCS students will **complete a minimum of 4 Bible PACEs** (modules) per year and score above 80%. ***This measure should have been worded differently as it doesn't specify what percentage of students we are including to be considered successful. We had 85% of our students complete a minimum of 4 Bible PACEs with an average of 80% or higher.***

-80% or more of OMVCS students will **complete a minimum of 72 PACEs** (or the equivalent) in a school year. ***This measure is a bit extreme, and we will adjust it to 60 PACEs for next year's Education Plan. 60 PACEs ensures that students complete all their core subjects and required Bible PACEs. 61% of our students completed 72 or more PACEs, but 85% completed 60 or more. Another thing to consider is that 4 of our students are working on an adapted plan according to their IPPS, which means they are not asked to do more than 60 PACEs in a year, and kindergarten students have a maximum of 60 PACEs in their year.***

-OMVCS students will average a score of equal to or better than the provincial average on **Provincial Achievement Tests and Diploma Exams**. ***OMVCS is a small school. While our Grade 6 and 9 students did write PATs, the results were suppressed as there were fewer than 6 students in each of the grades. OMVCS did not have ANY students writing diploma exams this year as there were no high school students at all. OMVCS did not have any students that identified as FNMI, nor any EAL students that were in a grade that wrote any provincial assessments so there is no data for either of those categories of students in for any assessment.***

Even though the results from the Provincial Exams cannot be shared, students are learning according to the provincial standards. Though primarily 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.

Grade 6 Provincial Achievement Test (PAT) results:

In the 2024/25 school year, the status of Grade 6 Provincial Achievement Tests (PATs) administered were:

- **New Curriculum:**
 - o English Language Arts and Literature 6, Mathematics 6
- **Optional Implementation:**
 - o Social Studies 6
- **Not Administered:**
 - o French Language Arts 6 année, Français 6 année, Science 6

Grade 6 aggregate Provincial Achievement Test (PAT) results are not available:

· Aggregate reporting is only possible for tests that have achievement standards and are administered to all students across the province. No Grade 6 tests administered in the 2024/25 school year met these criteria.

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				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	4	n/a	2	4	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	*	n/a	*	*	*	*	*	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	*	n/a	*	*	*	*	*	n/a	16.8	15.5	15.4	15.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires 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. 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	2025	Prev 3 Year Average	2025	Prev 3 Year Average	2025	Prev 3 Year Average	2025	Prev 3 Year Average
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	50,053	64.1	59,230	67.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	59,391	69.8	57,676	70.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	58,911	51.7	57,012	53.5
	Standard of Excellence	*	*	*	4	*	n/a	n/a	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	59,453	68.6	57,692	66.9
	Standard of Excellence	*	*	*	4	*	n/a	n/a	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	59,472	60.5	57,717	59.4
	Standard of Excellence	*	*	*	4	*	n/a	n/a	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

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 2020/21 to 2021/22. School years 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 wildfires 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.

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

	Olds Mountain View Christ Sch (EAL)					Measure Evaluation			Alberta (EAL)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	2	n/a	n/a	1	n/a	n/a	n/a	n/a	6,575	7,162	7,405	7,682
Acceptable Standard %	n/a	*	n/a	n/a	*	*	*	*	n/a	54.8	55.3	52.7	51.2
Standard of Excellence %	n/a	*	n/a	n/a	*	*	*	*	n/a	11.3	11.0	10.1	10.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
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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.

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

		Olds Mountain View Christ Sch (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,834	60.7	10,688	65.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,504	54.5	7,109	59.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,504	4.7	7,109	6.0
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	33.5	150	40.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	2.6	150	2.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	63.9	184	69.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	11.6	184	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	79.7	82	62.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	5.4	82	9.7
Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,506	45.2	7,066	48.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,506	11.6	7,066	11.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	51.0	187	44.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	13.4	187	8.9
Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,515	57.6	7,106	58.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,515	13.8	7,106	14.6
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	41.6	149	37.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	2.0	149	4.4
Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,509	47.9	7,116	49.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,509	10.4	7,116	10.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	48.7	136	41.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	3.2	136	4.4

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 2020/21 to 2021/22. School years 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 wildfires 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]

Graph of Diploma Examination Results - Overall

[No Data for Diploma Exam Results]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Priority #2 from our Education Plan

Provide a Safe and Caring Learning Environment

OUTCOMES: OMVCS recognizes the need for a **new facility in order to grow both in numbers and in terms of quality of education**. It is the desire of the stakeholders and board of directors that OMVCS moves from its current rental facility, as our time is nearing an end there. Students, staff, and parents alike desire a building with a gymnasium, and we have had students move on to other schools for that reason. Whether through building or renovating, OMVCS needs a new location nearby. In the next five years, OMVCS would like to be settled into a new space.

OMVCS strives to give every child the benefit of a complete, well-rounded education, recognizing that each is a unique individual, designed by God, with his or her own challenges and strengths. In consideration of the **First Nations, Metis, and Inuit** peoples, OMVCS would like to do its part by continuing to educate our students on the **truth** of Canada's history as well as promote **reconciliation** (*"If it is possible, as far as it depends on you, live at peace with everyone."* — Matthew 12:18). OMVCS would like to see its students show compassion, love, and respect to all people, no matter the culture or heritage they may have, as fellow citizens of this nation. OMVCS students learn a substantial amount of the history and cultures of FNMI throughout their PACEs (particularly Social Studies), in Enrichment classes, in devotional times, and in field trips.

MEASURES: Any forward movement on a new building will be noticeable and measurable, **from purchasing the land, to beginning the build and/or renovation, and the little steps along the way until the completion of the building, furnishing it, and finally, actually moving into the new facility**. After this point, it is expected that stakeholders will no longer be mentioning that we need a new building but will be excited about future prospects.

Should OMVCS obtain any students that identify as FNMI, they would be given diagnostic testing upon entrance to the school, just as any other student. From these tests, it will be ascertained which learning gaps are present, if any, and then the students would be given the appropriate work to meet them where they are at, so they can begin the process of moving forward at a pace conducive to their learning. This is a benefit of the ACE program the school uses; the idea is that each student is an individual and should be treated as such. Just because a student excels in one area, does not mean that he or she is at that same grade level in all areas. **Student tests, PATs, progress in each subject, and Diploma Exams**, will help determine if FNMI students and other students are successful.

OMVCS will have attained the identified outcomes of Priority #2, if:

-Property has been purchased. *The board has been searching for property, has spoken to the county and to the bank, has finances in order for the purchase of property, but as of yet, the right property has not been found.*

-Construction (new build or renovations) has begun. *OMVCS' Education Plan is a Five-Year plan. This measure can only be considered once the previous measure has been reached.*

-Construction (new build or renovations) has been completed. *OMVCS' Education Plan is a Five-Year plan. This measure can only be considered once the previous measure has been attained.*

-Students and staff have **moved into** the new facility. **OMVCS' Education Plan is a Five-Year plan. This measure can only be considered once the previous measure has been attained.**

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively that they agree their **learning environments are welcoming, caring, respectful, and safe** on the provincial survey. **Parents and students agree that OMVCS is a welcoming, caring, respectful, safe learning environment. There are fewer than 6 teachers at the school, so those numbers are suppressed. 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.**

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									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	90.0	n/a	n/a	7	100.0	33	97.8	29	96.3	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	4	*	5	*	7	100.0	12	100.0	8	100.0	n/a	Maintained	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	10	90.0	n/a	n/a	n/a	n/a	21	95.7	21	92.6	Very High	Maintained	Excellent	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	1	*	n/a	n/a	2	*	2	*	1	*	*	*	*	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

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 AECA 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.

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively that **students are safe in school, are learning the importance of caring for others and are treated fairly in school** on the provincial survey. **Students and parents agree that students are safe at OMVCS, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. 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.**

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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	90.0	n/a	n/a	7	100.0	3	98.0	2	97.6	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	4	*	5	*	7	100.0	1	100.0	8	100.0	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	10	90.0	n/a	n/a	n/a	n/a	2	96.1	2	95.2	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	1	*	n/a	n/a	2	*	2	*	1	*	*	*	*	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

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 AECA 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.

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that **OMVCS has spent an appropriate amount of time on teaching about FNMI cultures. Only 41% of students and 36% of parents answered that we spend an appropriate amount of time teaching on FNMI cultures, the remaining parents answered that they did not know. Depending on the grade of the student, more is taught about FNMI than in other grades, which may have some bearing on the results from the students. The history and culture of FNMI people is taught throughout the curriculum, we read stories in class about the FNMI people, and we assure that field trips are taken to places that talk about the history and culture of First Nation, Metis, and Inuit people. Going forward, parents should be better informed about what their children are learning in school. Parents who are heavily involved recognize that there is an appropriate amount of time spent on FNMI.**

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that **OMVCS has taken appropriate measure in teaching about FNMI cultures. The results on our local survey regarding the appropriate measures taken to teach on FNMI cultures was nearly identical to the above question regarding the amount of time spent on FNMI cultures. OMVCS recognizes that FNMI people are created in the image of God, as are all people. History is to be taught and not forgotten.**

-If applicable, the **High School completion rate of FNMI students** is equal to or greater than the provincial average. **As OMVCS has had NO FNMI students in the last 5 years, there is no report.**

-If applicable, **High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students** is equal to or greater than the provincial average. **As OMVCS has had NO FNMI students in the last 5 years, there is no report. Likewise, there is no report for EAL students, as we've not had any EAL High School students in the past 5 years. OMVCS has had NO high school students in the last couple of years, and before that, there were fewer than 6, so the data has been suppressed.**

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													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	3	*	3	*	2	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	n/a	n/a	3	*	3	*	2	*	n/a	n/a	n/a	n/a	n/a	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	3	*	n/a	n/a	3	*	3	*	2	*	*	*	*	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

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 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.

-If applicable, the percentage of self-identified **First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations** is equal to or greater than the provincial average. **As OMVCS has had NO FNMI students in the last 5 years, there is no report.**

Priority #3 of our Education Plan

Prepare students to be conscientious and productive, contributing members of society.

OUTCOMES: OMVCS students will become **active members of society**. Students will **graduate equipped to enter the workforce or prepared for post-secondary institutions**. They will have the biblical foundations necessary to **think critically about the world around them and to make informed decisions** about their lives and their roles in their families and in society. Students will have compassion on their fellow man, and experience working alongside people of different ages, cultures, and mindsets. Students will have a desire and ability to contribute to the world around them.

MEASURES: **Note: the student survey was revised to be a little more user-friendly to the students by removing several questions and rewording others, to help the students better understand the survey and not be so daunted by the size of it. The Education Plan had been done prior to this so several questions used as measures below are missing from the student survey. These will be noted, and fixed for next time, but in the meantime, there are no results from the students for several of the measures. As the staff was too few for data to be counted, the data comes solely from the parent survey.*

Since OMVCS currently has no High School students, measuring the success of many of these outcomes will only be able to begin to take place in four to five years' time. Then, the Alberta survey results for our Graduates will be considered. For now, OMVCS will consider itself on the right track if:

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that **OMVCS students take responsibility for their own choices**. *This is the first time this question has been asked on our local survey. 72% of parents agreed that OMVCS students take responsibility for their own choices. Question removed from student survey. Staff answers are suppressed. At OMVCS, students are actively involved in their own learning as they set goals for themselves in their studies. Student learning is mostly self-directed and goal oriented. Students are responsible to set daily goals to achieve their weekly, quarterly, and yearly expectations. Students are rewarded with merits and a quarterly honor roll day, when they complete what is expected. OMVCS has a high academic standard, and most students must pass each unit with 80% or higher to move on to the next. Several parents of former students have declared that their children would not have the success they do have if our school had not taught them how to manage their goals.*

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that **OMVCS students are making God-honoring choices**. *This is the first time this question has been asked on our local survey. Staff answers are suppressed. 81% of parents agreed that OMVCS students are making God-honoring choices. Question removed from student survey. 88% of students did, however, answer that OMVCS encourages them to follow Christ's example. OMVCS staff and chapel speakers do their best to encourage students to follow Christ's example and by extension, make God-honoring choices.*

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that **OMVCS students are learning to understand and think critically about life issues**. *This is the first time this question has been asked on*

our local survey. 73% of parents agree that students are learning to think critically about life issues. Question removed from student survey. Staff answers are suppressed. In the ACE curriculum, thinking critically does not occur much until the older grades, however, enrichment lessons, Bible lessons, chapels, and devotional times all challenge students to think critically.

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that OMVCS students are respectful to those in authority. This is the first time this question has been asked on our local survey. Question removed from student survey. Staff answers are suppressed. 82% of parents agree that students are respectful to those in authority. Visitors to our school, including chapel speakers, and those meeting us on field trips, often comment on what a good group of students we have. There is a section on student report cards where teachers answer if students are respectful of authority, and most students receive a positive statement on this section.

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that OMVCS students seek to make a positive difference in his/her circle of influence. Staff answers are suppressed. 64% of parents agree that his/her child tries to make a positive difference in his/her circle of influence. 60% of students agree that they try to make a positive difference in his/her circle of influence. This is the first time this question has been asked on our local survey. Student report cards have a section where teachers mark if students get along well with their peers and most students receive a positive statement in this section.

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that OMVCS helps students approach life from a biblical point of view. Staff answers are suppressed. 86% of students and 91% of parents agree that OMVCS helps students approach life from a biblical viewpoint. This is the first time this question has been asked on our local survey. Biblical values are foundational to successful relationships and productive, responsible living. These are values taught throughout the curriculum and become life-shaping influences on patriotism, responsibility to community and others, honesty, integrity, and a Christian worldview.

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that OMVCS helps students prepare for the future. Question removed from student survey. Staff answers are suppressed. 91% of parents agree that OMVCS helps students prepare for the future. This is the first time this question has been asked on our local survey. Students at OMVCS develop both a Biblical foundation and a solid work ethic, both of which help students prepare for the future. When there are High School students, OMVCS works to provide each student with specific courses of interest to the student and their future goals.

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on our local survey that they are satisfied that OMVCS helps students make positive life choices. Question removed from student survey. Staff answers are suppressed. 100% of parents answered that they agree that OMVCS helps students make positive life choices. This is the first time this question has been asked on our local survey.

-OMVCS maintains or improves upon the percentage of students, parents, and staff who answer affirmatively on the provincial survey that they are satisfied that OMVCS students model active

citizenship. Staff answers are suppressed. 100% of parents and 85.6% of students were satisfied that students model the characteristics of active citizenship. OMVCS maintained its results from previous years. It is important to OMVCS that its students are actively contributing to society even now, so they can grow into responsible adults that help the betterment of their local and global communities. OMVCS students take part in a number of activities that promote active citizenship, including the opportunity to be involved in Student Council, highway cleanup, sponsoring a child from a third-world country, and packing shoeboxes for Operation Christmas Child with Samaritan's Purse.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority													Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achieveme nt	Improveme nt	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	97.5	n/a	n/a	7	91.4	3	96.0	29	92.9	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	4	*	5	*	7	91.4	12	100.0	8	100.0	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	10	97.5	n/a	n/a	n/a	n/a	21	92.1	21	85.9	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	1	*	n/a	n/a	2	*	2	*	1	*	*	*	*	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AECA 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 AECA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Parental Involvement

Parents have every opportunity to get involved at OMVCS. The board is parent-run, parents help in the classroom daily, attend family field trips, drive, and do a lot of fundraising. With a decreased student body, this year has had the added challenge for the parents who serve as board members as they try to learn new positions during an audit year, while dealing with added responsibilities from Alberta Education (i.e. new policies, etc.), searching for an illusive new school building or school site, trying to keep the school funded, most with an added personal workload due to the rough economy. This is a lot to ask of volunteers and finding a large enough board to take on the workload has been tough, so few hands have been doing much. ***Teacher results have been suppressed, but 100% agree that they are satisfied with parental involvement in decisions about their child's education.***

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority													Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	7	77.1	12	96.7	8	100.0	Very High	Improved	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	4	*	5	*	7	77.1	12	96.7	8	100.0	Very High	Improved	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	1	*	n/a	n/a	2	*	2	*	1	*	*	*	*	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

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 AECA 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 2025 Required Alberta Education and Childcare 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	80.2	83.9	92.0	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	92.9	96.0	93.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	*	*	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	62.5	62.5	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.6	15.4	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.9	94.5	97.2	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.3	97.8	98.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	85.4	89.3	80.3	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	100.0	96.7	86.9	80.0	79.5	79.1	Very High	Improved	Excellent

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 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.
- 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).
- 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.
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.

Fall 2025 Supplemental Alberta Education and Childcare 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	n/a	54.5	52.7	52.7	n/a	n/a	n/a
Drop Out Rate	22.2	*	11.1	2.4	2.5	2.4	Very Low	Maintained	Concern
In-Service Jurisdiction Needs	n/a	n/a	n/a	81.7	81.1	82.3	n/a	n/a	n/a
Lifelong Learning	100.0	90.9	91.6	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	71.2	83.1	68.0	83.0	82.8	82.9	Low	Maintained	Issue
Program of Studies - At Risk Students	84.6	88.7	80.1	80.5	80.6	81.2	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	n/a	*	n/a	69.4	70.7	70.9	n/a	n/a	n/a
Safe and Caring	97.6	98.0	99.0	87.3	87.1	87.8	Very High	Maintained	Excellent
Satisfaction with Program Access	88.0	94.6	90.1	72.1	71.9	72.5	Very High	Maintained	Excellent
School Improvement	87.0	91.8	91.8	76.6	75.8	75.1	Very High	Maintained	Excellent
Transition Rate (6 yr)	*	*	n/a	59.9	60.1	60.0	*	n/a	n/a
Work Preparation	100.0	100.0	100.0	83.7	82.8	83.6	Very High	Maintained	Excellent

Notes:

- 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 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. 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.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Fall 2025 Required Alberta Education and Childcare 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	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	51.2	52.7	54.0	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	10.0	10.1	10.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Learning Environments (WCRSLE)									
	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 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).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

Fall 2025 Supplemental Alberta Education and Childcare 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	45.3	46.1	46.1	n/a	n/a	n/a
Drop Out Rate	*	*	n/a	3.1	2.6	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	52.0	56.8	59.5	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	64.6	65.2	64.6	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 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. 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.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

2024-2025 Financial Summary

The 2024-2025 Audited Financial Statement was approved by the board in November 2025. There are no significant changes from the prior year and no deficits. Our Financial Results Summary can be found at: <https://omvcs.ca/wp-content/uploads/2025/06/Financial-Summary-2025.xlsx.pdf>

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>

Annual Report of Disclosures

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.