



**MEADOWS  
CHRISTIAN ACADEMY**

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S O L I D E O G L O R I A

**Meadows Christian Education Society**

Annual Education Results Report: 2022-2023

# Meadows Christian Education Society: Annual Education Results Report: 2022-2023

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# Accountability Statement

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The Annual Education Results Report for Meadows Christian Education Society for the 2022-2023 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*. The Board is committed to using the results in this report to the best of its abilities, to improving outcomes for students, and to ensuring 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 2022-2023 was approved by the Board on November 21, 2023.

**Board Chair:** Kevin Williams

**Date:** November 28, 2023

**Signature:** *A signed copy of the document is kept on file at the MCES office (2215 17st NW Edmonton, Alberta T6T 1J1)*

# Mission / School Profile

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## Mission

Partnering with Christian parents to help students become more like Jesus Christ and reach their academic potential

## Values

1. **Academic Rigor:** Whether learning comes easily or through much pain and hard work, we desire that all students honor God through rigorous academic pursuit. This pursuit looks different from child to child.
2. **Biblical Worldview:** The fear of God is the beginning of wisdom. We believe that God has spoken, and we endeavor to show students that God's Word does not just flavor the subjects we teach. His Word is the foundation of the subjects that we teach.
3. **Parental Engagement:** Parents are the primary educators and disciplers of their children. Thus, we seek to intentionally engage parents in the education, discipline, and spiritual growth of their children.
4. **Christ-like Staff:** Students are perceptive. They will learn much from what we teach them explicitly; they will learn more from what we teach them through our actions.
5. **Heart Focus:** Behaviour flows from the heart. With God's grace, our staff's aim is to seek genuine heart change in our students (and ourselves).

## School History

In 2005, Meadows Baptist Academy started offering classes from kindergarten to grade nine in what is affectionately known as "the little white building." From its inception in 2005, until roughly 2013, the school remained approximately 40 students. Now, years (and a name change) later, though the school has grown significantly, MCA is still focused on the same mission: helping students grow both spiritually and academically.

## School Profile and Programs

Meadows Christian Academy is a rapidly growing, ethnically diverse school with a family feel. From 2005 to 2013, the school consisted of approximately 40 students. Since 2013, the school has grown steadily. Current projections estimate the student population to be roughly 260 students for the 2024-2025 school year. MCA serves an ethnically diverse student body with approximately 50 percent of all MCA students being English Language Learners. MCA has enrollment open to the general community, so long as families and students can abide by the parent-student handbook and statement of faith. The school's defining feature is that it desires to be a Christian school first and foremost. Teachers are tasked with teaching all subjects through a Christian worldview and desiring to reach the hearts of their students. Though MCA strives to excel academically, our chief desire is that students would grow to be like Jesus Christ.

## Challenges and Opportunities

MCA has experienced significant growth in the last decade. This increased growth is based almost exclusively on referrals from current families. Due to higher student-to-staff ratios, MCA has been able to increase teacher salaries in order to be more competitive with the public school system. However, this increased student growth has also been met with significant challenges. At this point, the main concern is lack of space.

# Stakeholder Engagement

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MCA engages its stakeholders in the following ways:

- *Teacher-Generated Parent and Student Surveys*
  - Teachers are encouraged to conduct at least one student survey (grades three to nine) and one parent survey (all grades).
- *Consistent Parent Communication*
  - Parents receive bi-weekly progress reports in all core subjects.
  - Parent-teacher interviews are offered twice a year.
- *Open Communication with Alberta Education*
  - The MCES board is committed to building positive relationships with Alberta Education. Our education managers are invited to observe our school as often as they like.
- *Engagement with Elected Officials*
  - MCA makes a practice of reaching out to our elected officials. Our local MLA has been out for a visit to MCA. MCA has also collaborated with members of Parliament and Edmonton city councilors in order to pursue the construction of the MCA playground project.
- *Engagement with Teachers*
  - Internally, MCA desires to meaningfully engage teachers. Teachers are welcome to give feedback on school policies and procedures.
- *General Parent Engagement*
  - MCA encourages a high level of parental involvement on both government- generated assurance measures and locally developed assurance measures.
  - MCA believes that parents are essential. As such, we seek to engage them early when either academic or character concerns arise.
  - Parents are welcome to meet with teachers at any time throughout the year.
- *School Board Involvement*
  - As the MCES board is made up of a majority of parents, MCA does not have a parent advisory council.
  - The school board is involved in hiring staff, developing policies, and budgeting. As all but one board member currently have children at MCA, the board has a natural vested interest in being engaged on school matters.

# Alberta Education Assurance Measures - Overall Summary

## Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

| Assurance Domain               | Measure   | Meadows Christian Education So |                  |                     | 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   | 89.3                           | 88.8             | 88.8                | 84.4           | 85.1             | 85.1                | n/a                | Maintained  | n/a       |
|                                | Citizenship   | 89.0                           | 88.3             | 88.3                | 80.3           | 81.4             | 82.3                | Very High          | Maintained  | Excellent |
|                                | 3-year High School Completion   | n/a                            | n/a              | n/a                 | 80.7           | 83.2             | 82.3                | n/a                | n/a         | n/a       |
|                                | 5-year High School Completion   | n/a                            | n/a              | n/a                 | 88.6           | 87.1             | 86.2                | n/a                | n/a         | n/a       |
|                                | PAT: Acceptable   | 74.1                           | 93.6             | n/a                 | 63.3           | 64.3             | n/a                 | Intermediate       | n/a         | n/a       |
|                                | PAT: Excellence   | 24.1                           | 38.3             | n/a                 | 16.0           | 17.7             | n/a                 | Very High          | n/a         | n/a       |
|                                | Diploma: Acceptable   | n/a                            | n/a              | n/a                 | 80.3           | 75.2             | n/a                 | n/a                | n/a         | n/a       |
| Diploma: Excellence            | n/a   | n/a                            | n/a              | 21.2                | 18.2           | n/a              | n/a                 | n/a                | n/a         |           |
| Teaching & Leading             | Education Quality   | 95.0                           | 93.8             | 93.8                | 88.1           | 89.0             | 89.7                | Very High          | Maintained  | Excellent |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 92.2                           | 92.4             | 92.4                | 84.7           | 86.1             | 86.1                | n/a                | Maintained  | n/a       |
|                                | Access to Supports and Services                                       | 90.0                           | 88.9             | 88.9                | 80.6           | 81.6             | 81.6                | n/a                | Maintained  | n/a       |
| Governance                     | Parental Involvement  | 94.9                           | 95.7             | 95.7                | 79.1           | 78.8             | 80.3                | 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 (\*).
- 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 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 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests 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.
- Participation in the Provincial Achievement Tests and 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 these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, 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.

# ESL PAT Results

| Assurance Domain               | Measure   | Meadows Christian Education So (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 | <a href="#">Student Learning Engagement</a>   | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Citizenship</a>   | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">3-year High School Completion</a>   | n/a                                  | n/a              | n/a                 | 72.8           | 78.5             | 77.1                | n/a                | n/a         | n/a     |
|                                | <a href="#">5-year High School Completion</a>   | n/a                                  | n/a              | n/a                 | 88.7           | 86.1             | 86.0                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT: Acceptable</a>   | 69.2                                 | 86.7             | n/a                 | 57.9           | 59.7             | n/a                 | Intermediate       | n/a         | n/a     |
|                                | <a href="#">PAT: Excellence</a>   | 7.7                                  | 6.7              | n/a                 | 12.2           | 13.7             | n/a                 | Very Low           | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                                  | n/a              | n/a                 | 67.1           | 59.0             | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                                  | n/a              | n/a                 | 13.8           | 10.8             | n/a                 | n/a                | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Education Quality</a>   | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Access to Supports and Services</a>                                       | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | <a href="#">Parental Involvement</a>  | 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 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 8, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and 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 these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

# Domain: Student Growth and Achievement

## Provincial Achievement Test Results – Measure Details



| PAT Course by Course Results by Number Enrolled                   |           |                          |      |      |      |      |     |      |     |       |      |
|---|-----------|--------------------------|------|------|------|------|-----|------|-----|-------|------|
| <b>A= Acceptable Standard</b><br><b>E= Standard of Excellence</b> |           | Results (in percentages) |      |      |      |      |     |      |     |       |      |
|   |           | 2018                     |      | 2019 |      | 2020 |     | 2021 |     | 2022  |      |
|   |           | A                        | E    | A    | E    | A    | E   | A    | E   | A     | E    |
| English Language Arts 6   | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a | n/a  | n/a | 89.5  | 10.5 |
|   | Province  | 83.5                     | 17.9 | 83.2 | 17.8 | n/a  | n/a | n/a  | n/a | 76.1  | 18.9 |
| Mathematics 6   | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a | n/a  | n/a | 78.9  | 10.5 |
|   | Province  | 72.9                     | 14.0 | 72.5 | 15.0 | n/a  | n/a | n/a  | n/a | 64.1  | 12.6 |
| Science 6   | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a | n/a  | n/a | 84.2  | 47.4 |
|   | Province  | 78.8                     | 30.5 | 77.6 | 28.6 | n/a  | n/a | n/a  | n/a | 71.5  | 23.7 |
| Social Studies 6  | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a | n/a  | n/a | 84.2  | 42.1 |
|   | Province  | 75.1                     | 23.2 | 76.2 | 24.4 | n/a  | n/a | n/a  | n/a | 67.8  | 20.1 |
| English Language Arts 9   | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a | n/a  | n/a | 100.0 | 14.3 |
|   | Province  | 76.1                     | 14.7 | 75.1 | 14.7 | n/a  | n/a | n/a  | n/a | 69.6  | 12.9 |
| Mathematics 9   | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a | n/a  | n/a | 100.0 | 42.9 |
|   | Province  | 59.2                     | 15.0 | 60.0 | 19.0 | n/a  | n/a | n/a  | n/a | 53.0  | 16.7 |
| Science 9   | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a | n/a  | n/a | 100.0 | 57.1 |
|   | Province  | 75.7                     | 24.4 | 75.2 | 26.4 | n/a  | n/a | n/a  | n/a | 68.0  | 22.6 |
| Social Studies 9  | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a | n/a  | n/a | 100.0 | 28.6 |
|   | Province  | 66.7                     | 21.5 | 68.7 | 20.6 | n/a  | n/a | n/a  | n/a | 60.8  | 17.2 |

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Note\* The PAT results are suppressed for MBA for the 2018-2021 school years, as MBA is technically a new school under the authority of the Meadows Christian Education Society as of the 2021-2022 school year.



## Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. |           |                          |      |      |     |      |     |       |      |      |      |
|--|-----------|--------------------------|------|------|-----|------|-----|-------|------|------|------|
|  |           | Results (in percentages) |      |      |     |      |     |       |      |      |      |
|  |           | 2019                     |      | 2020 |     | 2021 |     | 2022  |      | 2023 |      |
|  |           | A                        | E    | A    | E   | A    | E   | A     | E    | A    | E    |
| English Language Arts 6                          | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | 89.5  | 10.5 | 86.4 | 22.7 |
|  | Province  | 83.2                     | 17.8 | n/a  | n/a | n/a  | n/a | 76.1  | 18.9 | 76.2 | 18.4 |
| Mathematics 6                                    | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | 78.9  | 10.5 | 77.3 | 9.1  |
|  | Province  | 72.5                     | 15.0 | n/a  | n/a | n/a  | n/a | 64.1  | 12.6 | 65.4 | 15.9 |
| Science 6  | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | 84.2  | 47.4 | 77.3 | 31.8 |
|  | Province  | 77.6                     | 28.6 | n/a  | n/a | n/a  | n/a | 71.5  | 23.7 | 66.7 | 21.8 |
| Social Studies 6                                 | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | 84.2  | 42.1 | 72.7 | 27.3 |
|  | Province  | 76.2                     | 24.4 | n/a  | n/a | n/a  | n/a | 67.8  | 20.1 | 66.2 | 18.0 |
| English Language Arts 9                          | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | 100.0 | 14.3 | 77.8 | 22.2 |
|  | Province  | 75.1                     | 14.7 | n/a  | n/a | n/a  | n/a | 69.6  | 12.9 | 71.4 | 13.4 |
| Mathematics 9                                    | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | 100.0 | 42.9 | 66.7 | 11.1 |
|  | Province  | 60.0                     | 19.0 | n/a  | n/a | n/a  | n/a | 53.0  | 16.7 | 54.4 | 13.5 |
| Science 9  | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | 100.0 | 57.1 | 77.8 | 22.2 |
|  | Province  | 75.2                     | 26.4 | n/a  | n/a | n/a  | n/a | 68.0  | 22.6 | 66.3 | 20.1 |
| Social Studies 9                                 | Authority | n/a                      | n/a  | n/a  | n/a | n/a  | n/a | 100.0 | 28.6 | 77.8 | 33.3 |
|  | Province  | 68.7                     | 20.6 | n/a  | n/a | n/a  | n/a | 60.8  | 17.2 | 58.4 | 15.9 |

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "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.
3. 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.
4. Participation in the Provincial Achievement Tests 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 these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.

### Comment on results: PAT Results Spring 2023

Overall, we are pleased with our PAT results. It should be noted that, statistically speaking, the sample size of MCA students writing PAT exams is still quite small. Thus, all data should be taken with this in mind. Results may vary significantly year to year (even with the same teacher teaching the same subject). MCA is committed to increasing teacher capacity through collaboration and professional development in order to make students successful.

### PAT FNMI Student Results

- MCA only had 2 students that self-identified as FNMI during the 2022-2023 school year. Neither student was in a grade that wrote PAT exams.

## Local Component: Canadian Achievement Test

### Canadian Achievement Test

- Each fall, MCA students in grades 3-9 write the Canadian Achievement Test (CAT-4). The Cat-4 is a standardized Canadian test modeled to fit Canadian curricula. The CAT-4 is designed to assess essential learning outcomes in the areas of reading, language, spelling, and mathematics. Having students (G3-9) complete the CAT-4 exam at the beginning of the year gives teachers a better understanding of student strengths and weaknesses.

| Percentage of Students at or Above Stanine 4 (Grades 3-9) |                      |                           |                           |  |  |                                |                                |
|---|----------------------|---------------------------|---------------------------|--|--|--------------------------------|--------------------------------|
| Reading (Fall 2021)                                       | Reading (Fall 2022)  | Word Analysis (Fall 2021) | Word Analysis (Fall 2022) | Vocab (Fall 2021)                      | Vocab (Fall 2022)                      | Writing Convention (Fall 2021) | Writing Convention (Fall 2022) |
| 82.3  | 65.3                 | 88                        | 85                        | 84                                     | 75                                     | 90                             | 79                             |
| Spelling (Fall 2021)                                      | Spelling (Fall 2022) | Math (Fall 2021)          | Math (Fall 2022)          | Computation and Estimation (Fall 2021) | Computation and Estimation (Fall 2022) | Canadian Norm                  |                                |
| 88  | 83                   | 90                        | 78                        | 86                                     | 83                                     | 78                             |                                |

| Average Percentile Score (Grades 3-9) |                      |                           |                           |  |  |                                |                                |
|---------------------------------------|----------------------|---------------------------|---------------------------|--|--|--------------------------------|--------------------------------|
| Reading (Fall 2021)                   | Reading (Fall 2022)  | Word Analysis (Fall 2021) | Word Analysis (Fall 2022) | Vocab (Fall 2021)                      | Vocab (Fall 2022)                      | Writing Convention (Fall 2021) | Writing Convention (Fall 2022) |
| 57                                    | 49                   | 69                        | 66                        | 64                                     | 54                                     | 65                             | 59                             |
| Spelling (Fall 2021)                  | Spelling (Fall 2022) | Math (Fall 2021)          | Math (Fall 2022)          | Computation and Estimation (Fall 2021) | Computation and Estimation (Fall 2022) | Canadian Norm                  |                                |
| 70                                    | 61                   | 62                        | 55                        | 68                                     | 57                                     | 50                             |                                |

**Comment on results: CAT 4 Results**

The CAT 4 results for 2022-2023 indicated some room for improvement on a couple of given points. First, our reading average percentile score was not as high as we would have liked it to be. Though the reading score was still above the Canadian national average, we know our school can improve our reading performance, especially our reading comprehension scores. Additionally, though our writing convention scores were high, we know based on our own observations that there is room for MCA students to grow with regard to written composition.

## Early Years Literacy and Numeracy Assessments

### 1. Assessment Names / Grade Level

- a. Grades 1,2,3: Castles & Coltheart 3 (CC3) Assessment
- b. Kindergarten, Grade 1,2: Letters Name-Sound (LeNS) Assessment
- c. Kindergarten - Grade 3: Numeracy Screening Assessment

### 2. Interventions

- a. *Numeracy*: At-risk students received individual programming an average of 30 minutes/week. Students not labelled as at-risk on the Weighted Total Score Outcome, but who are at-risk in specific categories received a combination of individual and small-group instruction to target the areas where they are at-risk. Small group instruction occurred 1x weekly with an Education Assistant with a rotating focus (e.g. next numbers, addition facts, etc.)

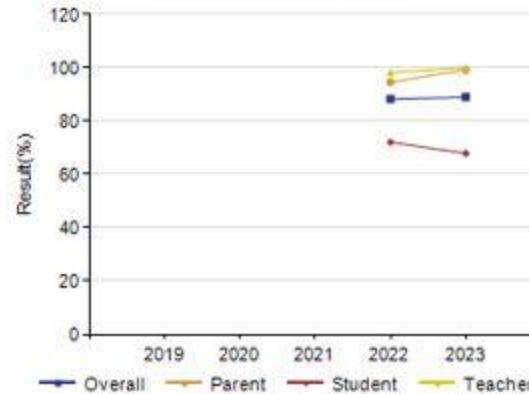
- b. *Literacy*: At-risk students received individual literacy programming for 45-60 minutes/ week. Students not labelled as at-risk on the Weighted Total Score Outcome, but who are at-risk in specific categories received a combination of individual and small-group instruction 1x/week for 20 minutes to target the areas where they are at-risk (e.g. letter sounds). Programs used during literacy interventions included the following: Phonics Pathways, UFLI, and the provincial resources provided.
- c. The Student Support Coordinator provided oversight for all interventions as well as worked with and trained 2 Educational Assistants to provide the interventions for the students. School volunteers were also utilized to review concepts with students.

| Test / Grade          | Total Assessed | At Risk (First Assessment) | Average Months Behind (At Risk Students Initial Testing) | At Risk (End of Year) | Average Months Behind (At Risk Students Final Testing) |
|-----------------------|----------------|----------------------------|--|-----------------------|--|
| CC3 Grade 1           | 44 (Jan)       | 0 (Jan)                    | N/A  | 0 (June)              | N/A  |
| CC3 Grade 2           | 21 (Sept)      | 2 (Sept)                   | 12 Months  | 2 (June)              | 9 Months   |
| CC3 Grade 3           | 22 (Sept)      | 1 (Sept)                   | 10 Months  | 0 (June)              | 7 Months   |
| LeNS Kindergarten     | 37 (Jan)       | 3 (Jan)                    | 12 Months  | NA                    | NA   |
| LeNS Grade 1          | 44 (Jan)       | 4 (Jan)                    | 14 Months  | 1 (June)              | 9 Months   |
| LeNS Grade 2          | 21 (Sept)      | 3 (Sept)                   | 15 Months  | 2 (June)              | 11 Months  |
| Numeracy Kindergarten | 37 (Jan)       | 5 (Jan)                    | 6 Months   | NA                    | NA   |
| Numeracy Grade 1      | 44 (Jan)       | 2 (Jan)                    | 14 Months  | 2 (June)              | 12 Months  |
| Numeracy Grade 2      | 21 (Sept)      | 0 (Sept)                   | N/A  | 0 (June)              | N/A  |
| Numeracy Grade 3      | 22 (Sept)      | 1 (Sept)                   | 12 Months  | 1 (June)              | 9 Months   |

## Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |           |     |      |     |      |     |      |      |      |       |                    |             |            |          |      |         |      |         |      |         |      |         |      |
|---|-----------|-----|------|-----|------|-----|------|------|------|-------|--------------------|-------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
|   | 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       | %    |
| Overall   | n/a       | n/a | n/a  | n/a | n/a  | n/a | 104  | 88.3 | 145  | 89.0  | Very High          | Maintained  | Excellent  | 265,614  | 82.9 | 264,413 | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 |
| Parent  | n/a       | n/a | n/a  | n/a | n/a  | n/a | 19   | 94.6 | 26   | 99.2  | Very High          | Maintained  | Excellent  | 35,247   | 81.9 | 36,891  | 82.4 | 30,905  | 81.4 | 31,689  | 80.4 | 31,889  | 79.4 |
| Student   | n/a       | n/a | n/a  | n/a | n/a  | n/a | 74   | 72.1 | 106  | 87.9  | Intermediate       | Maintained  | Acceptable | 197,090  | 73.5 | 193,577 | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 |
| Teacher   | n/a       | n/a | n/a  | n/a | n/a  | n/a | 11   | 98.2 | 13   | 100.0 | Very High          | Maintained  | Excellent  | 33,277   | 93.2 | 33,945  | 93.6 | 30,197  | 94.1 | 30,961  | 91.7 | 32,347  | 90.3 |

Graph of Authority 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. 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 2020/21. Caution should be used when interpreting trends over time.

### Comment on results: Citizenship

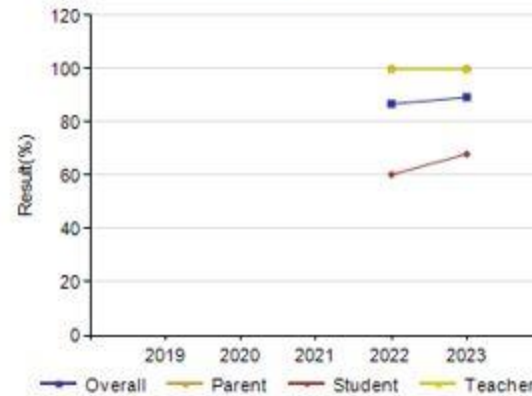
We are very pleased with this result. As a Christian school, we desire that our students acquire the skills necessary to participate as active citizens. We desire that our students apply a biblical worldview to all of life. Citizenship, as a topic, comes up naturally in numerous classroom and chapel contexts. Additionally, MCA would like to do a better job of giving students service opportunities in the community.

## Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

|         | Authority |     |      |     |      |     |      |       |      |       | Province           |             |         |      |     |      |     |      |         |      |         |      |         |      |
|---------|-----------|-----|------|-----|------|-----|------|-------|------|-------|--------------------|-------------|---------|------|-----|------|-----|------|---------|------|---------|------|---------|------|
|         | 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    | %       |      |
| Overall | n/a       | n/a | n/a  | n/a | n/a  | n/a | 103  | 86.8  | 145  | 89.3  | n/a                | Maintained  | n/a     | n/a  | n/a | n/a  | n/a | n/a  | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 |
| Parent  | n/a       | n/a | n/a  | n/a | n/a  | n/a | 19   | 100.0 | 26   | 100.0 | n/a                | Maintained  | n/a     | n/a  | n/a | n/a  | n/a | n/a  | 30,994  | 89.0 | 31,694  | 88.7 | 31,862  | 87.3 |
| Student | n/a       | n/a | n/a  | n/a | n/a  | n/a | 73   | 60.3  | 106  | 68.0  | n/a                | Improved    | n/a     | n/a  | n/a | n/a  | n/a | n/a  | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 |
| Teacher | n/a       | n/a | n/a  | n/a | n/a  | n/a | 11   | 100.0 | 13   | 100.0 | n/a                | Maintained  | n/a     | n/a  | n/a | n/a  | n/a | n/a  | 30,173  | 96.0 | 30,944  | 95.5 | 32,323  | 95.1 |

Graph of Authority Results



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.

### Comment on results: Student Learning Engagement

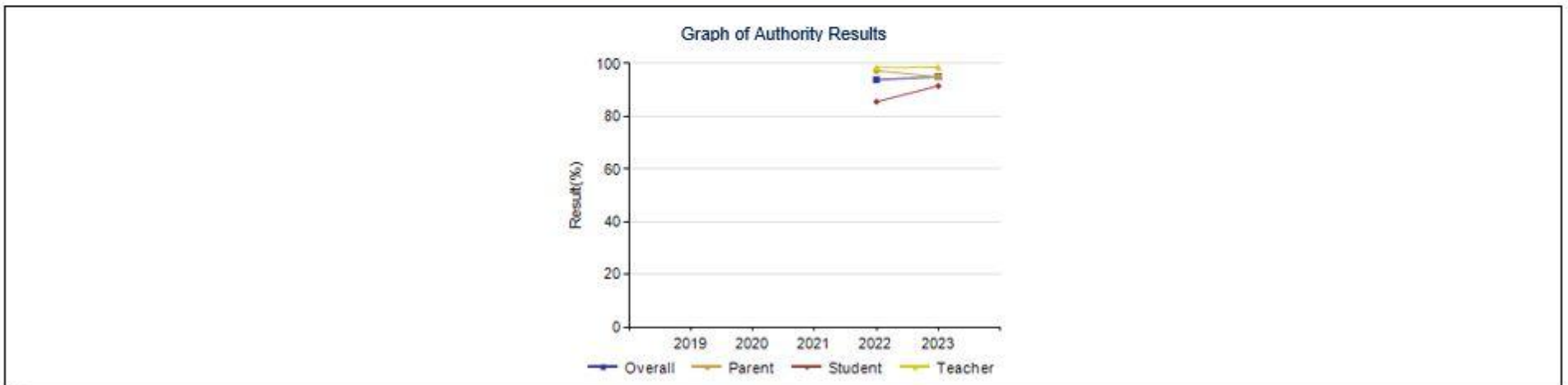
Overall, we are pleased with this result. From the current data, parents and teachers are excited about what is happening in the classroom. There continues to be room for growth in increasing student engagement in the classroom (though it did increase from last year). As a staff, we continue to collaborate with one another and to make professional development available in order to help teachers better engage students within the classroom context.

# Domain: Teaching and Leading

## Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

|         | Authority |     |      |     |      |     |      |      |      |      | Province           |             |           |         |      |         |      |         |      |         |      |         |      |
|---------|-----------|-----|------|-----|------|-----|------|------|------|------|--------------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
|         | 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       | %    |
| Overall | n/a       | n/a | n/a  | n/a | n/a  | n/a | 104  | 93.8 | 145  | 95.0 | Very High          | Maintained  | Excellent | 285,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 |
| Parent  | n/a       | n/a | n/a  | n/a | n/a  | n/a | 19   | 97.3 | 28   | 94.9 | Very High          | Maintained  | Excellent | 35,282  | 86.4 | 36,907  | 86.7 | 31,024  | 86.7 | 31,728  | 88.1 | 31,890  | 84.4 |
| Student | n/a       | n/a | n/a  | n/a | n/a  | n/a | 74   | 85.5 | 108  | 91.5 | Very High          | Improved    | Excellent | 197,282 | 88.1 | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 |
| Teacher | n/a       | n/a | n/a  | n/a | n/a  | n/a | 11   | 98.5 | 13   | 98.7 | Very High          | Maintained  | Excellent | 33,297  | 96.1 | 33,953  | 96.4 | 30,201  | 95.7 | 30,970  | 95.0 | 32,351  | 94.4 |



- 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 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.

### Comment on results: Education Quality

We are pleased with the results for this metric. We recognize that, though the student satisfaction numbers increased relative to the previous year, there is always room for improvement. Our aim is to offer affordable, quality, Christian education.

# Local component: TGSEP

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## Information summarizing implementation of our local context for Teacher Growth Supervision and Evaluation

- At MCA, we care about teacher growth. In line with the MCES Teacher Growth and Supervision policy, all MCA teachers are responsible for submitting a teacher growth plan (TGP). The teacher's TGP is submitted no later than September 30th. All TGP's are reviewed in January and at the end of the school year. Teacher growth plans are to be linked to the Alberta Teacher Quality Standards. Additionally, teachers are required to submit one spiritual growth goal on their TGP. In January and June, the teacher is required to submit a written review of their TGP.
- Teacher supervision occurs as needed, typically more with new staff. MCES is currently in the process of developing a teacher supervision framework to supervise each teacher every 2-3 years.
- Teacher evaluations occur for new teachers. Teachers in their second year of teaching are evaluated (at the discretion of the principal) for the purposes of permanent professional certification. During the 2022-2023 school year, one MCA teacher received their permanent professional teacher certification.



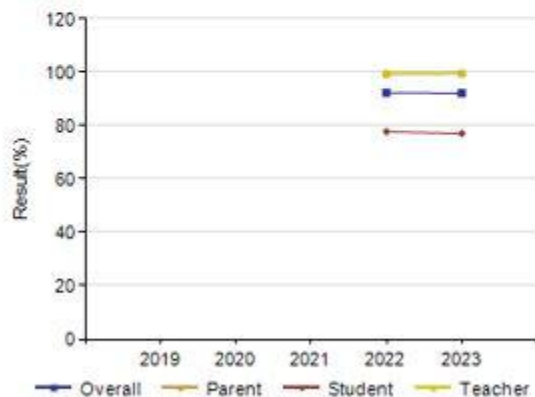
# Domain: Learning Supports

## 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 |     |      |     |         |      |         |      |         |      |
|---------|-----------|-----|------|-----|------|-----|------|-------|------|-------|--------------------|-------------|---------|----------|-----|------|-----|---------|------|---------|------|---------|------|
|         | 2019      |     | 2020 |     | 2021 |     | 2022 |       | 2023 |       | Achievement        | Improvement | Overall | 2019     |     | 2020 |     | 2021    |      | 2022    |      | 2023    |      |
|         | N         | %   | N    | %   | N    | %   | N    | %     | N    | %     |                    |             |         | N        | %   | N    | %   | N       | %    | N       | %    | N       | %    |
| Overall | n/a       | n/a | n/a  | n/a | n/a  | n/a | 104  | 92.4  | 145  | 92.2  | n/a                | Maintained  | n/a     | n/a      | n/a | n/a  | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 |
| Parent  | n/a       | n/a | n/a  | n/a | n/a  | n/a | 19   | 99.3  | 26   | 99.5  | n/a                | Maintained  | n/a     | n/a      | n/a | n/a  | n/a | 30,980  | 88.2 | 31,715  | 86.9 | 31,885  | 85.6 |
| Student | n/a       | n/a | n/a  | n/a | n/a  | n/a | 74   | 77.8  | 106  | 77.1  | n/a                | Maintained  | n/a     | n/a      | n/a | n/a  | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 |
| Teacher | n/a       | n/a | n/a  | n/a | n/a  | n/a | 11   | 100.0 | 13   | 100.0 | n/a                | Maintained  | n/a     | n/a      | n/a | n/a  | n/a | 30,211  | 95.3 | 30,968  | 93.6 | 32,350  | 92.0 |

Graph of Authority Results



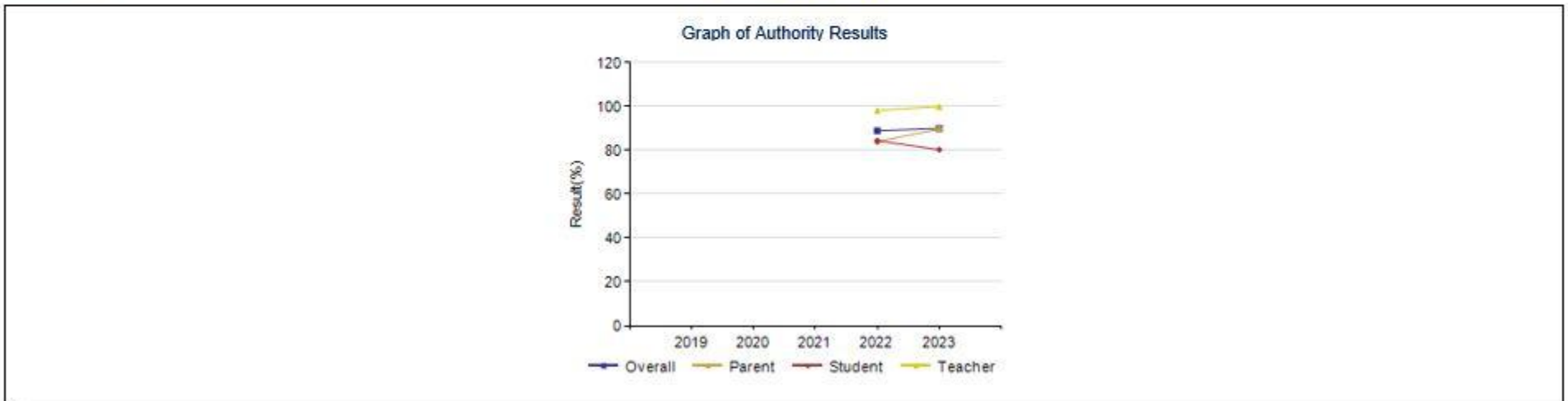
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

### Comment on results: Welcoming, Caring, Respectful and Safe Learning Environments

For this metric, our parent and teacher responses are significantly higher than our student responses. As a school authority, while we are happy with our overall score, we know there is once again room for growth regarding the student experience. We continue to strive to create a school environment where all students feel loved and cared for.

### 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 |     |      |     |      |         |      |         |      |         |      |
|  | 2019      |     | 2020 |     | 2021 |     | 2022 |      | 2023 |       | Achievement        | Improvement | Overall | 2019     |     | 2020 |     | 2021 |         | 2022 |         | 2023 |         |      |
|  | N         | %   | N    | %   | N    | %   | N    | %    | N    | %     |                    |             |         | N        | %   | N    | %   | N    | %       | N    | %       | N    | %       |      |
| Overall  | n/a       | n/a | n/a  | n/a | n/a  | n/a | 104  | 88.9 | 145  | 90.0  | n/a                | Maintained  | n/a     | n/a      | n/a | n/a  | n/a | n/a  | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 |
| Parent   | n/a       | n/a | n/a  | n/a | n/a  | n/a | 19   | 84.0 | 26   | 89.7  | n/a                | Maintained  | n/a     | n/a      | n/a | n/a  | n/a | n/a  | 30,936  | 78.9 | 31,684  | 77.4 | 31,847  | 75.7 |
| Student  | n/a       | n/a | n/a  | n/a | n/a  | n/a | 74   | 84.4 | 106  | 80.3  | n/a                | Maintained  | n/a     | n/a      | n/a | n/a  | n/a | n/a  | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 |
| Teacher  | n/a       | n/a | n/a  | n/a | n/a  | n/a | 11   | 98.2 | 13   | 100.0 | n/a                | Maintained  | n/a     | n/a      | n/a | n/a  | n/a | n/a  | 30,194  | 88.7 | 30,951  | 87.3 | 32,342  | 86.2 |



- 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.

### Comment on results: Access to Supports and Services

We are grateful that MCA was able to hire a 0.4 FTE teacher for the purpose of guiding and organizing MCA’s student support framework. The higher degree of supervision and organization of MCA’s student support services has resulted in students receiving the help they need. We are confident that, as we continue to support students well, this metric will only increase.

# Local Component: Access to Supports / FNMI Student Success

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- **Accessing a Continuum of Student Supports**

- School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. To demonstrate it is meeting this responsibility, the school authority must do the following: identify and report results from related local measures, or provide a succinct description of the related processes and strategies it has implemented.
- AISCAs received a grant from AB Education (ECLS: Expanding Capacity and Learner Supports), allowing them to facilitate student support services accessible to independent schools. As a small school with limited resources, we are very thankful that we have been able to access such a resource. Additionally, with so many needs and limited resources, we are proud of how much our small staff has accomplished with regard to supporting students that require extra assistance.
- MCA was able to access Speech Language Pathologists (SLP) and Occupational Therapists (OT) for students who required extra help. The OT's and SLP's that MCA was able to access operate on a model that seeks to increase the capacity of our teachers and educational assistants. With the increased amount of students requiring extra assistance, it became evident that we needed to hire a student support coordinator (something that happened for the 2022-2023 school year). For the 2023-2024 school year, MCA has hired a full-time staff member tasked with organizing the MCA student support program.
- In order to determine which students require extra help, MCA staff rely on CAT 4 exams, classroom performance, parent input, and a variety of anecdotal observations and conversations. Additionally, MCA has made use of whole class OT and SLP screening.
- MCA also has a number of students with a wide range of learning needs. Some of these needs require extra support (but not the support of an SLP or OT). Where possible, these students receive additional one-on-one help. Educational assistants, under the guidance of the classroom teacher, seek to provide extra support for the students who need it most. Examples of such help include (but are not limited to) the following: math help, extra time for tests/exams, reading support, phonics practice, etc.

- **Improving FNMI Student Success**

- MCA has a very limited number of students that self identify as FNMI. The FNMI students at MCA are performing very well academically.
- MCA is committed to growing in our ability to understand the history and impact of residential schools. Additionally, MCA is committed to promoting biblical reconciliation between all people groups. In an effort to better help our staff and students understand the impact of residential schools, MCA is planning more direct PD related to the topic of FNMI.
- MCA has already planned future FNMI PD and is committed to helping our staff feel more confident in this particular area.

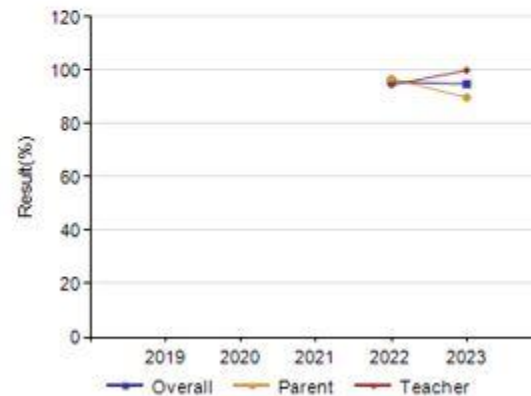
# Domain: Governance

## Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

|         | 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      | %    |
| Overall | n/a       | n/a | n/a  | n/a | n/a  | n/a | 30   | 95.7 | 39   | 94.9  | Very High          | Maintained  | Excellent | 68,116   | 81.3 | 70,377 | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 |
| Parent  | n/a       | n/a | n/a  | n/a | n/a  | n/a | 19   | 96.8 | 26   | 89.8  | Very High          | Maintained  | Excellent | 34,944   | 73.6 | 36,556 | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 |
| Teacher | n/a       | n/a | n/a  | n/a | n/a  | n/a | 11   | 94.5 | 13   | 100.0 | Very High          | Maintained  | Excellent | 33,172   | 89.0 | 33,821 | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 |

Graph of Authority 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. 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.

### Comment on results: Parental Involvement

MCA believes that parents are the primary educators of their children. We seek to offer a high degree of parental involvement. We are pleased with our results on this metric!

# Local Component: Effective Management of Resources

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- School authorities are responsible for effectively managing their resources. This includes collaborating with other school authorities, municipalities, and community agencies to address student needs and manage the use of public resources.
- MCA is a member of AISCA (Association of Independent Schools and Colleges in Alberta). The MCA principal attends AISCA leadership meetings in both the fall and spring.
- The MCA principal has networked broadly with other independent school leaders. He consults regularly with AISCA leadership and other school leaders.
- MCA has a positive working relationship with Alberta Education. MCA encourages its Alberta Education Managers to come to MCA for regular visits.
  - Additionally, MCA takes part in Alberta Education Monitoring (the process by which AB Education ensures that the school is carrying out its educational responsibilities).
- MCA is also committed to building relationships with community leaders. The local MLA has visited MCA in an effort to get to know those in his community.
- MCA is committed to working with other professionals (OT / SLP) in order to better meet the needs of our students.
- MCA abides by all government legislation and regulation with regard to the governance of an accredited private school (including a yearly financial audit).

## Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

| Measure                                    | Meadows Christian Education So |                  |                     | 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                 | 3.5            | n/a              | 56.8                | n/a                | n/a         | n/a       |
| Drop Out Rate                              | n/a                            | n/a              | n/a                 | 2.5            | 2.3              | 2.5                 | n/a                | n/a         | n/a       |
| In-Service Jurisdiction Needs              | 100.0                          | 97.0             | 97.0                | 82.2           | 83.7             | 84.3                | Very High          | Maintained  | Excellent |
| Lifelong Learning                          | 97.4                           | 85.3             | 85.3                | 80.4           | 81.0             | 76.8                | Very High          | Improved    | Excellent |
| Program of Studies                         | 83.9                           | 77.5             | 77.5                | 82.9           | 82.9             | 82.6                | Very High          | Maintained  | Excellent |
| Program of Studies - At Risk Students      | 90.3                           | 89.0             | 89.0                | 81.2           | 81.9             | 83.4                | High               | Maintained  | Good      |
| Rutherford Scholarship Eligibility Rate    | n/a                            | n/a              | n/a                 | 71.9           | 70.2             | 68.3                | n/a                | n/a         | n/a       |
| Safe and Caring                            | 94.1                           | 94.1             | 94.1                | 87.5           | 88.8             | 89.1                | Very High          | Maintained  | Excellent |
| Satisfaction with Program Access           | 68.5                           | 68.7             | 68.7                | 72.9           | 72.6             | 73.9                | Low                | Maintained  | Issue     |
| School Improvement                         | 87.8                           | 89.1             | 89.1                | 75.2           | 74.2             | 77.9                | Very High          | Maintained  | Excellent |
| Transition Rate (6 yr)                     | n/a                            | n/a              | n/a                 | 59.7           | 60.3             | 60.2                | n/a                | n/a         | n/a       |
| Work Preparation                           | 100.0                          | 94.7             | 94.7                | 83.1           | 84.9             | 84.5                | Very High          | Improved    | Excellent |

### Notes:

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

# Reporting on the 2022-2025 Education Plan

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- **School Priority #1: To maintain consistency with the mission and values of Meadows Christian Academy**
  - *Comment on results:* MCA staff are committed to keeping MCA in line with its mission and values. MCA staff consistently infuse biblical worldview and values into their classrooms. MCA staff are responsible for submitting year plans that contain an explanation of how they will teach the program of studies from a biblical worldview. Additionally, teachers do a great job of leading devotions and Bible class on a consistent basis. The message of the gospel is preached consistently during chapel messages. In the 2023-2024 school year, MCA staff will look for creative ways to involve MCA students in community service projects. Additionally, MCA staff participated in some biblical worldview training over the course of the 2022-2023 school year.
- **School Priority #2: To develop student writing skills**
  - *Comment on results:* During the 2022-2023 school year, MCA continued the process of taking the necessary steps required in order to improve student writing skills. During the start of the 2022-2023 school year, MCA staff collaborated on the school's philosophy of writing, created shared writing goals, participated in a short story competition, developed year plans, and experimented with new writing resources. There was a lot of work done in order to prepare MCA for a revamped approach to writing for the 2023-2024 school year. We are excited about what we accomplished with regard to this goal, but we are more excited about where we are heading.
- **School Priority #3: To develop student reading comprehension skills**
  - *Comment on results:* An increase in reading comprehension skills remains an outstanding goal. MCA staff are currently looking at a number of resources aimed at increasing student capacity comprehension. Now that our staff have a solid grasp on our revamped approach to writing, we are prepared to attack reading comprehension as a school-wide goal.
- **School Priority #4: To build board capacity**
  - *Comment on results:* Though the board is technically new (as we just started a new school authority), there is much experience on the board (from operating under our previous school authority). The board has reviewed a number of policies and is working on getting all board members on the same page regarding the nature and flow of board responsibilities.

# MCES Audited Financial Statement Highlights 2022-2023

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022-2023 school year. This information is also disclosed annually in our audited financial statements.

| Revenue Summary                              | Actual             | Budget             |
|--|--------------------|--------------------|
| Alberta Education (excluding home education) | \$1,242,807        | \$1,209,654        |
| Other revenue (including fundraising)        | \$118,839          | \$47,895           |
| Tuition/Instructional Fees                   | \$412,544          | \$412,370          |
| <b>Total Revenue</b>                         | <b>\$1,774,190</b> | <b>\$1,669,919</b> |
| Expense Summary                              | Actual             | Budget             |
| Instruction ECS                              | \$219,496          | \$154,041          |
| Instruction Grades 1-12                      | \$1,278,204        | \$1,199,935        |
| Operations and Maintenance                   | \$136,800          | \$115,482          |
| <b>Total Expense</b>                         | <b>\$1,634,500</b> | <b>\$1,469,458</b> |
| <b>Total Revenue Less Expense</b>            | <b>\$139,690</b>   | <b>\$200,461</b>   |

- \*Note: If you would like to view more detailed financial statements, please contact the school office @ [office@meadowschristian.ca](mailto:office@meadowschristian.ca)



## Measure Evaluation Reference (Supplemental AEAMs)

### 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.

| Measure                                    | Very Low      | Low           | Intermediate  | High          | Very High      |
|--|---------------|---------------|---------------|---------------|----------------|
| 4-year High School Completion              | 0.00 - 71.57  | 71.57 - 78.63 | 78.63 - 87.93 | 87.93 - 91.45 | 91.45 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 36.23  | 36.23 - 41.92 | 41.92 - 58.66 | 58.66 - 71.19 | 71.19 - 100.00 |
| Drop Out Rate                              | 100.00 - 9.40 | 9.40 - 6.90   | 6.90 - 4.27   | 4.27 - 2.79   | 2.79 - 0.00    |
| In-Service Jurisdiction Needs              | 0.00 - 76.10  | 76.10 - 82.23 | 82.23 - 88.14 | 88.14 - 91.80 | 91.80 - 100.00 |
| Lifelong Learning                          | 0.00 - 62.64  | 62.64 - 67.96 | 67.96 - 75.71 | 75.71 - 82.44 | 82.44 - 100.00 |
| Program of Studies                         | 0.00 - 66.31  | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Program of Studies - At Risk Students      | 0.00 - 79.62  | 79.62 - 83.27 | 83.27 - 86.63 | 86.63 - 90.44 | 90.44 - 100.00 |
| Rutherford Scholarship Eligibility Rate    | 0.00 - 47.98  | 47.98 - 55.78 | 55.78 - 68.95 | 68.95 - 74.96 | 74.96 - 100.00 |
| Safe and Caring                            | 0.00 - 77.62  | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Satisfaction with Program Access           | 0.00 - 63.98  | 63.98 - 72.31 | 72.31 - 77.46 | 77.46 - 82.95 | 82.95 - 100.00 |
| School Improvement                         | 0.00 - 65.25  | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |
| Transition Rate (4 yr)                     | 0.00 - 21.98  | 21.98 - 30.52 | 30.52 - 44.34 | 44.34 - 61.50 | 61.50 - 100.00 |
| Transition Rate (6 yr)                     | 0.00 - 35.49  | 35.49 - 49.47 | 49.47 - 62.88 | 62.88 - 72.76 | 72.76 - 100.00 |
| Work Preparation                           | 0.00 - 66.92  | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |

#### Notes:

1. For all measures except Drop Out Rate: 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%.
2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### 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.

| <b>Evaluation Category</b> | <b>Chi-Square Range</b>                         |
|----------------------------|---|
| Declined Significantly     | 3.84 + (current < previous 3-year average)      |
| Declined                   | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained                 | less than 1.00                                  |
| Improved                   | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly     | 3.84 + (current > previous 3-year average)      |