



**MEADOWS
CHRISTIAN ACADEMY**

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

Meadows Christian Education Society

Annual Education Results Report: 2023-2024

Table of Contents

Accountability Statement	Page 2
Mission / School Profile	Page 3
Stakeholder Engagement:	Page 4
Alberta Education Assurance Measures - Overall Summary	Page 5
EAL /FNMI	Page 6
Domain: Student Growth and Achievement	Pages 7-14
Domain: Teaching and Leading	Pages 14-15
Domain: Learning Support	Pages 16-19
Domain: Governance	Pages 20-21
Supplemental Alberta Education Assurance Measures	Page 22
Education Plan Report	Page 23
MCES Audited Financial Statement Highlights	Page 24
Measure Evaluation Reference	Pages 25-26

Accountability Statement

The Annual Education Results Report for Meadows Christian Education Society for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board 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 2023/2024 was approved by the Board on November 18, 2024 .

Board Chair: Kevin Williams

Date: November 18, 2024

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

Accountability / Assurance System

MCES uses the results from the Annual Education Results Report (AERR), AFS, and interaction with MCES stakeholders in order to inform the 3 Year Education Plan. The 3 Year Education plan exists to inform the school's direction for the next number of years. As a small school board, MCES is able to react quickly to the ever changing needs of the school community.

Mission / School Profile

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 9 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 continues to be a lack of space.

Stakeholder Engagement

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 3 to 9) and one parent survey (all grades).
- *Consistent Communication with Parents*
 - Parents (Grades 3-9) can check their child's grades on Gradelink.
 - Teachers (Grades K-9) update their teacher pages on Gradelink weekly.
 - 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.
- *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 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Meadows Christian Education Society			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	88.8	89.3	88.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.0	89.0	88.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	PAT6: Acceptable	83.3	72.7	72.7	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	29.2	27.3	27.3	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	75.0	75.0	75.0	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	35.0	22.2	22.2	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.3	95.0	94.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	92.2	92.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	91.0	90.0	89.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	92.8	94.9	95.3	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- 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).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 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, 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.

EAL (English as an Additional Language) PAT Results

MCA had fewer than six students coded EAL write Grade 6 and Grade 9 PAT exams. As a result, EAL specific PAT exam results have been suppressed.

FNMI PAT Results

MCA has two students that self identify as FNMI. As a result, FNMI specific PAT exam results (and other results) have been suppressed.

Domain: Student Growth and Achievement

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
Science 6	Authority	n/a	n/a	n/a	n/a	84.2	47.4	77.3	31.8	87.5	29.2	95	40
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	84.2	42.1	72.7	27.3	83.3	29.2	90	40
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	100.0	14.3	77.8	22.2	70.0	40.0	85	50
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	100.0	42.9	66.7	11.1	70.0	30.0	85	40
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
Science 9	Authority	n/a	n/a	n/a	n/a	100.0	57.1	77.8	22.2	90.0	30.0	100	40
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	100.0	28.6	77.8	33.3	70.0	40.0	85	50
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		

Notes:

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

Comment on results: PAT Results Spring 2024

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.

Local Component: School Initiated Testing

CAT-4

- 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. For the 2023-2024 school year, MCA only administered the reading portion of the CAT-4 exam.

Percentage of Students at or Above Stanine 4 (Grades 3-9)								
Reading (Fall 2021)	Reading (Fall 2022)	Reading (Fall 2023)	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	78.1	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)	Reading (Fall 2023)	Word Analysis (Fall 2021)	Word Analysis (Fall 2022)	Vocab (Fall 2021)	Vocab (Fall 2022)	Writing Convention (Fall 2021)	Writing Convention (Fall 2022)
57	49	55.6	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	

CAT-4 Continued

Comment on results: CAT 4 Results

The CAT 4 results for 2023-2024 detailed some stable results with regard to reading data (the only metric assessed for the 2023-2024 school year). 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. To that end MCA has included a significant focus on reading comprehension in the authorities 3-year Education Plan. Additionally, MCA will be transitioning away from the CAT-4 test to ReadTheory for future reading comprehension assessments.

ReadTheory

In an effort to transition away from the CAT-4, MCA started a trial run of ReadTheory. ReadTheory is an online based reading comprehension assessment / learning tool. ReadTheory uses AI to adjust excerpts and questions according to a student's reading level. Thus, a child is challenged to push their reading level just beyond their current reading ability. In the 2024-2025 school year, ReadTheory reports (denoting a child's current reading level) will be sent home two times per year. From a reporting perspective, the 2023-2024 school year was a ReadTheory trial run.

Mathinko

During the 2023-2024 school year, MCA transitioned away from CAT-4 to Mathinko. Mathinko is a locally developed, Alberta curriculum aligned, math assessment. Mathinko aims to determine where a student's math gaps may be, providing timely assessment data that can be used by both classroom teachers and parents.

Number Sense																			
Class	Overall	Overall	Overall	Whole Number	Whole Number	Whole Number	Decimal	Decimal	Decimal	Integer	Integer	Integer	Fraction	Fraction	Fraction	Mixed Number	Mixed Number	Mixed Number	Rational Number
Term	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 3
Grade 3	64.1	77.5	84	70.1	81.8	85.2							16.7	43.5	75.4				
Grade 4	74.4	82.4	74.7	75.5	83.2	83.4			45.5				65.3	76.4	59.1				
Grade 5	62.4	69.2	77.2	76	85.4	85.1	44.6	48.8	66.5				48.8	52.4	74.8			52.2	
Grade 6	63.5	73.1	75.6	80.1	84.5	89.7	58.3	62	66.2			69	50	65.9	70.2	8.3	54.2	35.7	
Grade 7	73.9	85.5	89	86.2	92.1	94.1	60.9	75.4	90.4	80.4	84.8	86.4	68.6	86	82.6	45.7	73.9	79.5	
Grade 8	86.6	90.2	88.1	95.1	94.7	93.8	78.5	78.7	80.8	76	94.7	91.2	86.5	90.7	85.2	90	100	92.3	
Grade 9	75	76.3	83	86.1	88.7	84.2	65.5	72	86.3	74	72.9	80.4	71.4	69.3	87.5	68.2	65	81.3	37.5
School Average	71.4	79.2	81.7	81.3	87.2	87.9	61.6	67.4	72.6	76.8	84.1	81.8	58.2	69.2	76.4	53.1	73.3	68.2	37.5

	Whole Math						
	Algebra	Geometry	Measurement	Patterns	Statistics	Time	Overall
Grade 2		89	73	53	85	68	73
Grade 3	82	63	58	71	79	44	64
Grade 4	65	57	68	73	76		67
Grade 5	58	57	56	76	80		64
Grade 6	70	76	60	75	67		70
Grade 7	74	74	61	63	71		68
Grade 8	86	87	87	76	76		83
Grade 9	81	58	55	56	52		62
School Average	73.7	70.1	64.8	67.9	73.3	56.0	68.9

Comment on results: Mathinko

While the 2023-2024 school year was a Mathinko trial run, some comments can be made about the results. Mathinko results generally showed a marked increase in term over term performance (indicating a growth in student math skills). We look forward to getting to know Mathinko more as an assessment tool, allowing us to target gaps in students' math performance in years to come.

Early Years Literacy and Numeracy Assessments

1. Assessment Names / Grade Level

- a. Grades 1,2,3: Castles & Coltheart 3 (CC3) Assessment
- b. Grade 1,2: Letters Name-Sound (LeNS) Assessment
- c. Grades 1,2,3 and at-risk students Grade 4: Numeracy Screening Assessment

2. Interventions

- a. **Numeracy:** At-risk students received individual programming an average of 30 minutes/week. Students not labeled 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 (CC3 and LeNS):** 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.
- a. 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	41 (Jan)	1	12 months	1	6 months
CC3 Grade 2	44 (Sept)	1	14 months	0	N/A
CC3 Grade 3	24 (Sept)	2	10 months	0	N/A
LeNS Grade 1	41 (Jan)	1	10 months	1	6 months
LeNS Grade 2	44 (Sept)	2	14 months	1	8 months
Numeracy Grade 1	41 (Jan)	8	13 months	6	6 months
Numeracy Grade 2	44 (Sept)	6	14 months	3	8 months
Numeracy Grade 3	24	3	12 months	2	8 months
Numeracy Grade 4	5	1	8 months	0	N/A

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	104	88.3	145	89.0	158	88.0	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	n/a	n/a	n/a	n/a	19	94.6	26	99.2	31	97.4	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	n/a	n/a	n/a	n/a	74	72.1	106	67.9	113	68.0	Intermediate	Maintained	Acceptable	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	n/a	n/a	n/a	n/a	11	98.2	13	100.0	14	98.6	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Notes:

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

Comment on results: Citizenship

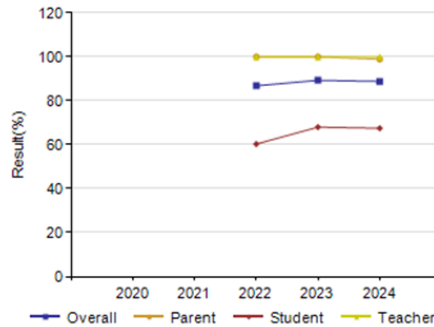
We are very pleased with this result. As a Christian school, we desire that our students acquire the skills necessary to participate as active citizens. We desire that our students apply a biblical worldview to all of life. Citizenship, as a topic, comes up naturally in numerous classroom and chapel 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										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	103	86.8	145	89.3	158	88.8	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	n/a	n/a	19	100.0	26	100.0	31	98.9	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	n/a	n/a	73	60.3	106	68.0	113	67.5	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	n/a	n/a	11	100.0	13	100.0	14	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

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: 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. 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.

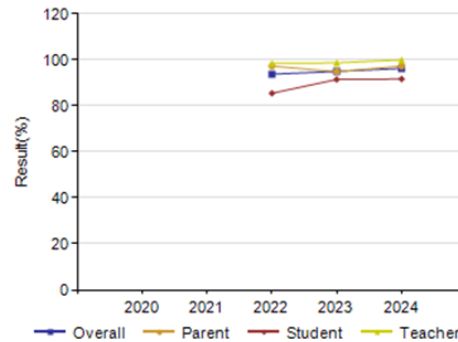
Domain: Teaching and Leading

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	104	93.8	145	95.0	158	96.3	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	n/a	n/a	n/a	n/a	19	97.3	26	94.9	31	97.3	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	n/a	n/a	n/a	n/a	74	85.5	106	91.5	113	91.7	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	n/a	n/a	n/a	n/a	11	98.5	13	98.7	14	100.0	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Graph of Authority Results



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

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

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 3 years (approximately).
- 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 2023-2024 school year, one MCA teacher received their permanent professional teacher certification.

Domain: Learning Support

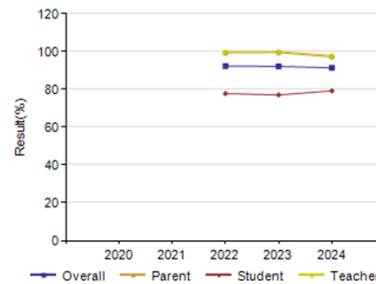
Welcoming, Caring, Respectful, and Safe Learning Environments – Measure Details

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	104	92.4	145	92.2	158	91.4	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	n/a	n/a	19	99.3	26	99.5	31	97.2	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	n/a	n/a	74	77.8	106	77.1	113	79.2	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	n/a	n/a	11	100.0	13	100.0	14	98.0	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

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

Graph of Authority Results



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

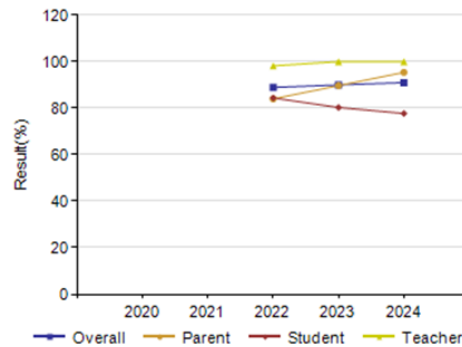
For this metric, our parent and teacher responses are significantly higher than our student responses. As a school authority, while we are happy with our overall score, we know there is once again room for growth regarding the student experience. We continue to strive to create a school environment where 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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	104	88.9	145	90.0	158	91.0	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	n/a	n/a	19	84.0	26	89.7	31	95.4	n/a	Improved	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	n/a	n/a	74	84.4	106	80.3	113	77.7	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	11	98.2	13	100.0	14	100.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

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: Access to Supports and Services

We are grateful that MCA was able to hire a full-time student support coordinator to organize 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 student supports increase, the student metric surrounding how supported they feel will also increase.

Local Component: Access to Supports / FNMI Student Success

- **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.*
- AISCA 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 2023-2024 school year).
- In order to determine which students require extra help, MCA staff rely on CAT 4 exams, early literacy and numeracy testing, PAT exams, Mathinko, ReadTheory, 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.

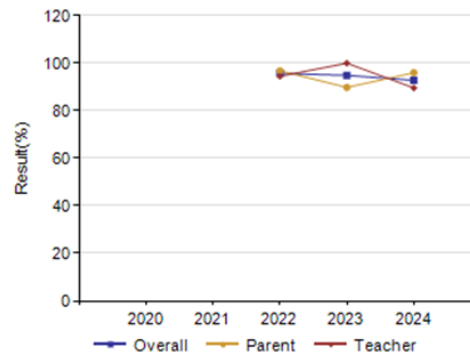
Domain: Governance

Parental Involvement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	30	95.7	39	94.9	44	92.8	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	n/a	n/a	n/a	n/a	19	96.8	26	89.8	30	96.0	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	n/a	n/a	n/a	n/a	11	94.5	13	100.0	14	89.6	Intermediate	Maintained	Acceptable	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

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

- *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.
- 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 2024 Supplemental 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
<u>In-Service Jurisdiction Needs</u>	95.0	100.0	98.5	81.1	82.2	83.0	Very High	Maintained	Excellent
<u>Lifelong Learning</u>	97.6	97.4	91.4	79.9	80.4	80.7	Very High	Improved	Excellent
<u>Program of Studies</u>	76.3	83.9	80.7	82.8	82.9	82.9	Intermediate	Maintained	Acceptable
<u>Program of Studies - At Risk Students</u>	90.7	90.3	89.7	80.6	81.2	81.5	Very High	Maintained	Excellent
<u>Safe and Caring</u>	92.8	94.1	94.1	87.1	87.5	88.1	Very High	Maintained	Excellent
<u>Satisfaction with Program Access</u>	71.8	68.5	68.6	71.9	72.9	72.7	Low	Maintained	Issue
<u>School Improvement</u>	89.2	87.8	88.5	75.8	75.2	74.7	Very High	Maintained	Excellent
<u>Work Preparation</u>	95.0	100.0	97.4	82.8	83.1	84.0	Very High	Maintained	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 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Reporting on the 2023-2026 Education Plan

- **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 stated 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 students participated in a sock drive for Hope Mission. Additionally, MCA staff participated in some biblical worldview training over the course of the 2023-2024 school year.
- **School Priority #2: To develop student writing skills**
 - *Comment on results:* During the 2023-2024 school year, MCA continued the process of taking the necessary steps required in order to improve student writing skills. During the start of the 2023-2024 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:* During the 2023-2024 school year, MCA staff participated in a PD day on the topic of ESL reading comprehension. Additionally, MCA teachers had their students participate in an online reading comprehension resource (ReadTheory). During the 2023-2024 school year, writing took the majority of the PD time, while reading comprehension will be the major focus during the 2024-2025 school year.
- **School Priority #4: To support the diverse needs of MCA students**
 - *Comment on results:* MCA is very happy with its growth in supporting the diverse needs of MCA students. For the 2023-2024 school year, MCA hired a full time student support coordinator. The student support coordinator has done a fantastic job of bringing some structure, oversight, and necessary training. MCA developed a great relationship with our ECLS grant provider (Khan Communication). Additionally, MCA staff participated in a PD day on the topic of neuro-diversity. Educational assistants, under the direction of the student support coordinator, provided numerous, targeted, in-class and one-on-one student supports.

MCES Audited Financial Statement Highlights 2023-2024

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2023-2024 school year. This information is also disclosed annually in our audited financial statements. If you would like to view more detailed financial statements, please contact the school office @ office@meadowschristian.ca

Revenue Summary	Actual	Budget
Alberta Education (excluding home education)	\$1,704,035	\$1,607,376
Other revenue (including fundraising)	\$129,785	\$56,420
Tuition/Instructional Fees	\$531,522	\$513,790
Total Revenue	\$2,365,342	\$2,177,586
Expense Summary		
Instruction ECS	\$96,285	\$102,766
Instruction Grades 1-12	\$1,675,460	\$1,646,009
Operations and Maintenance	\$201,806	\$57,971
Transportation*	\$123,306	\$93,499
Total Expense	\$2,096,857	\$1,900,245
Total Revenue Less Expense	\$268,485	\$277,341

*Notes on Actual vs. Budget: (1) Transportation flows through directly to parents. (2) MCA received more donations than were budgeted for. (3) Due to higher than expected transportation funding, AB education funding was increased over the initial budget. (4) O&M Expenses are higher due to reallocation of the MCA lease under O&M

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 (e.g., 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.

Evaluation Category	Chi-Square Range
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)