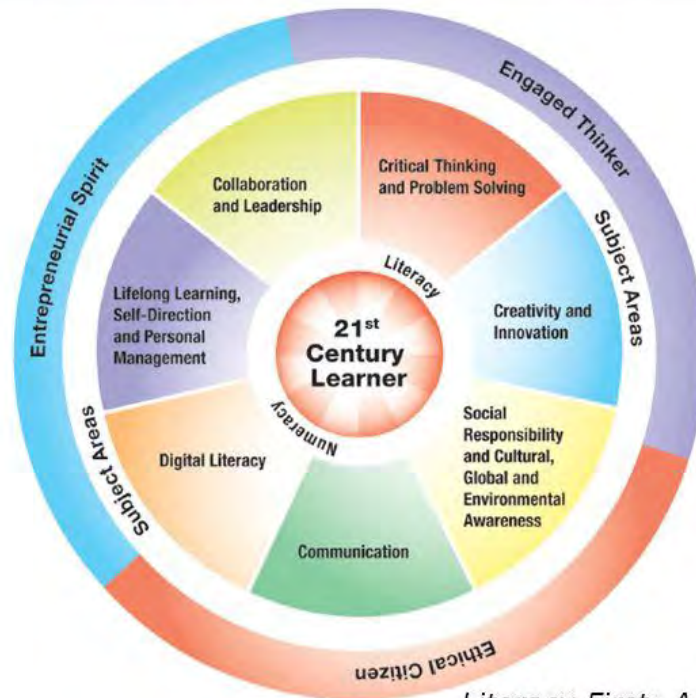


Cochrane Valley Montessori School (CVMS) - A.0307

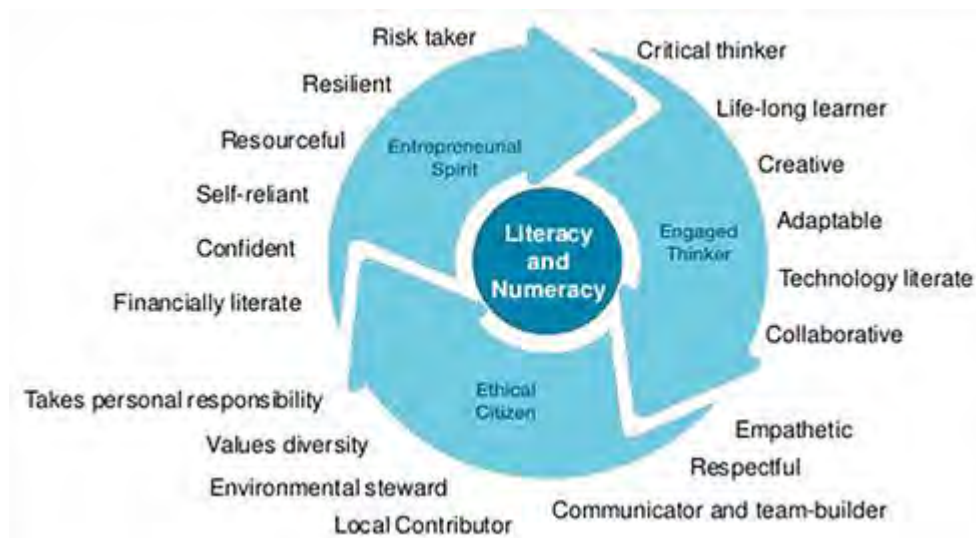
Annual Education Results Report 2024-2025



21st Century Learner



*Literacy First: A Plan for Action p. 2
Alberta Education 2010*



Message from our Board of Directors

Cochrane Valley Montessori School provides alternative Montessori education to the Town of Cochrane and the surrounding area. It is committed to serving the families and community that have considered a Montessori education for their children as an alternative educational methodology.

The Board has used the approximate targets reported in our accreditation Education Plan documentation to the best of its abilities for the three years commencing September 1, 2022, for Cochrane Valley Montessori School (CVMS). It is committed to implementing the strategies contained within our 3-year education plan to improve student learning.

Public Interest Disclosure (Whistleblower Protection) Act

In the 2024-2025 school year, there were no disclosures to report under the terms of the Public Interest Disclosure (Whistleblower Protection) Act.

Accountability Statement

The Annual Education Results Report for 1620215 Alberta Ltd. for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The operator and/or governing body is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the operator and/or governing body on Nov 30, 2025.

Alice Simmons – Chair



Nov 30, 2025

AEAM Results

The Alberta Education Assurance (AEA) survey is sent to Cochrane Valley Montessori School (CVMS) parents/guardians with students in Grades 4 and above, with teachers and students also completing the survey while at school. The survey data is collected by the province and shared; however, data is suppressed where the number of respondents is fewer than 6. As CVMS has experienced low enrolment, the total respondents were still an inadequate sample of the school community with 2 certificated teacher responses and only 1 (suppressed) parent response. The local surveys were also used as the primary data source when considering the Education Plan outcomes in this document. Due to the low enrolment count for the CVMS elementary classroom, any results are suppressed. CVMS is a preschool-Grade 6 environment, there are also no Diploma Exam percentages or High School Completion rates to report.

It should be noted that the AEA survey was introduced as a pilot, as part of Alberta Education's shift from accountability to the current assurance model. Caution should be used when interpreting trends over time.

Local And Societal Context

Land Acknowledgement

Today we acknowledge our Treaty 7 friends, where the Blackfoot meet on Elbow's bend. Soon came the Tsuut'ina from the Beaver clans, and the Lethka Stoney Nakoda who live in mountain lands. Last but not least, the Métis people from Region 3, we are all treaty people, here in and around Cochrane.

-From the Calgary Public Library's Indigenous team

Building-The Station, Cochrane	32 students	5 full and part time staff
16 Preschool children	11 Kindergarten children	5 Elementary children
14 children identified with severe/mild learning needs	10 English language learners	

Serving the Community of Cochrane, surrounding area and communities closer to Calgary

Local CVMS Measures

Outcome 1:

Cochrane Valley Montessori School has continued student success setting our program on a path towards improvement in student learning, student goal setting and directions for student accountability and engagement in their learning.

What We Measured:

Parents, students and teachers indicating satisfaction with the quality of basic education

Percentage of parents, students and teachers indicating satisfaction with the opportunities students have to learn about and participate in:

Weekly meetings about student work portfolios and goal setting as well as engagement in meeting their goals that are set in these meetings.

Assessments in PAST, CC3 and Provincial Numeracy targets for student growth

STUDENTS														
Please complete the table below. Please enter N/A for any cells that do not apply to your school or education authority.														
	2022-23				2023-24					2024-25				
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4	K	Gr 1	Gr 2	Gr 3	Gr 4	
Total number of students assessed at beginning of school year (Gr K and 1 in January)	5	N/A	1	N/A	5	2	N/A	1	10	3	1	1	N/A	
Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	4	N/A	1	N/A	5	2	N/A	1	8	3	1	1	N/A	
Total number of at-risk students in literacy who received ONLY literacy intervention programming	4	N/A	1	N/A	0	0	N/A	0	8	0	0	0	N/A	
Total number of at-risk students in numeracy who received ONLY numeracy intervention programming	5	N/A	1	N/A	0	0	N/A	0	8	0	0	0	N/A	
Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)	4	N/A	1	N/A	5	2	N/A	1	8	3	1	1	N/A	
LITERACY														
Literacy data for students in Grs 1 to 4. Please enter N/A for cells that do not apply to your school authority.														
	2022-23				2023-24					2024-25				
	Gr 1	Gr 2	Gr 3	Gr 4	Gr 1	Gr 2	Gr 3	Gr 4	K	Gr 1	Gr 2	Gr 3	Gr 4	
Name of Alberta Education- provided or approved literacy screening assessment(s) used	LENS and CC3	N/A	LENS and CC3	N/A	LENS and CC3	LENS and CC3	N/A	LENS and CC3	EYE_PR	LENS and CC3	LENS and CC3	LENS and CC3	N/A	
Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Gr K and 1)	4	N/A	1	N/A	5	2	N/A	1	10	3	1	1	N/A	
Total number of students identified as being at risk in literacy on final assessment(s) (end of year)	2	N/A	1	N/A	1	0	N/A	0	2	0	0	0	N/A	
Average number of months behind Gr level at-risk students were at in literacy at time of initial assessment(s)	12	N/A	24	N/A	12	12	N/A	12	12	0	0	0	N/A	
Average number of months gained at Gr level by at-risk students in literacy at time of final assessment(s)	8	N/A	12	N/A	8	12	N/A	12	8	9	0	0	N/A	
Please provide a brief summary of the intervention strategies that proved most effective in addressing learning gaps in literacy.														
Direct teaching of phonograms, blending of sounds and word building proved very effective.														
Consistent reading of Fountas and Pinnell labelled books, good literature and books that were deemed at the children's level of decoding and literacy meaning each day.														
Home reading program helped so parents were involved in their child's reading program.														
Building connections between writing and reading helped children to sound out words as they were writing while reading.														
Use of picture books so the children could "read" the story through the pic: Use of picture books so the children could "read" the story through the pictures before they delved into decoding the text.														
Use of manipulatives through moveable alphabets when word building.														
Using picture cards and matching word cards to help with mastery and self confidence when reading words.														

NUMERACY													
Numeracy data for students in Grs 1 to 4. Please enter N/A for cells that do not apply to your school authority.													
	2022-23				2023-24					2024-25			
	Gr1	Gr2	Gr3	Gr4	Gr1	Gr2	Gr3	Gr4	K	Gr1	Gr2	Gr3	Gr4
Name of Alberta Education- provided or approved numeracy screening assessment(s)	Provinci al Numera cy Screeni ng Assess ment	N/A	1	N/A	Provinci al Numera cy Screeni ng Assess ment	Provinci al Numera cy Screeni ng Assess ment	N/A	Provinci al Numera cy Screeni ng Assessme nt	Provinci al Numera cy Screeni ng Assess ment	Provinci al Numera cy Screeni ng Assess ment	Provinci al Numera cy Screeni ng Assess ment	Provinci al Numera cy Screeni ng Assess ment	N/A
Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Gr K and 1)	4	N/A	1	N/A	5	2	N/A	1	10	3	0	1	N/A
Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	2	N/A	N/A	N/A	0	0	N/A	0	2	0	0	1	N/A
Average number of months behind Gr level at- risk students were at in numeracy at time of initial assessment(s)	12	N/A	24	N/A	6	4	N/A	6	12	8	N/A	8	N/A
Average number of months gained at Gr level by at- risk students in numeracy at time of final assessment(s)	12	N/A	18	N/A	6	4	N/A	6	8	6	N/A	6	N/A
Please provide a brief summary of the intervention strategies that proved most effective in addressing learning gaps in numeracy.													
Providing practise each day with basic facts.													
Use of manipulatives for all work starting at the concrete level.													
Use of materials when adding and subtracting. Writing the question with the use of colour for the place values.													
Direct teaching of strategies for problem solving and making use of classroom materials through the use of imagination to help to solve the problem.													
Use of Montessori materials such as Golden beads, and stamp game to help with numeration and place values.													
Drawing the questions and using stamps to stamp the question by place value so the categories are in order and make sense through the use of colour.													
Learning the various strategies and identifying when to use the strategies to solve specific word problems.													
Working each day on building numbers with manipulative, reading the numbers and finding the number cards by place value to be able to orally read the numbers created.													

Please provide any feedback you may want to share about your school authority's experience with the Learning Loss Funding Program.

2022-23	We provided extra support to the few children who needed it through internal use of staff as well as additional learning materials to supplement the direct teaching of areas where gaps were noted. Within our program the use of materials is not new to our students and therefore the additional materials that were put on the shelf were of beneficial to all our children who knew how to use them. As all our children use materials it was not out of the ordinary to place additional materials that would supplement learning needs on our learning shelves.
2023-24	We are a small school and support the children assessed within our enrollment numbers. We have the staff to be able to address learning needs as well as the strategies within our programming as well as the additional supports we receive from external contracts and grants to help with strategies to address programming needs.
2024-25	We are a small school and support the children assessed within our enrollment numbers. We have the staff to be able to address learning needs as well as the strategies within our programming as well as the additional supports we receive from external contracts and grants to help with strategies to address programming needs.

Results

Overall, the results show Parents and teachers that students' progress through their work with portfolios of unfinished work files, finished work files and student presentations and displays of their work at parent events. Through project work presentations of student led parent conferences as well as display portfolios of more in-depth student presentations on special events books and Early Humans power point presentations as well as research project work. Students were able to orally talk about their work in presentations for kindergarten students as well as parents.

The growth through the LENS and CC3 assessments as well as the provincial numeracy assessment from beginning of the year to the end of the year showed that our program is working well for the students that were at risk and needs support for progression.

Strategies

Within Grades 1-3 we use the LENs and the CC3 to screen for any at risk needs 2 times per year as required by Alberta Education. Additionally in Gr 1-6, as our children progress through our elementary program, we monitor how our children are doing now using the Jerry John's Reading Assessment, the Monroe-Sherman Mathematical Assessment, the Edmonton Spelling Assessment and the Diagnostic Writing Assessment. In Kindergarten, we use the Early Years Assessment (EYE) -TA measuring for the 5 domains of child development at this early age. In January we use the EYE-Pre reading assessment to measure for skills at the kindergarten level as per Albert Education requirements.

As we are still a small school, our Alberta Education AEAM results are suppressed but we see individually that our students are improving as we work from the measures gathered in the classroom.

Outcome 2:

CVMS ensures all students teachers and school leaders learn about First Nations, Inuit and Metis perspectives and experiences, treaties, agreements and the history and legacy of residential schools.

What We Did:

- Added to our library collection of FNMI literature by separating the three subtopics, First Nations, Metis and Inuit storytelling literature and research.
- Continue to build on our folder within our staff resources on Indigenous information links, pictures and resources within our CVMS extranet
- Review of our Canadian History timeline adding in the details on the First Nations, Metis and Inuit history in Canada and Alberta
- Ensuring the use of Indigenous authors in the classroom (books, videos...etc.)
- Continuing the practise of inviting an elder into the classroom quarterly to expand on the work created in the classroom.

Comment on Results:

Our library of Indigenous authors has increased by 10 books from last year. We have now included books that cover a range of appropriateness and from all FNMI areas from kindergarten to Grade 6. We have also started a collection of articles in Microsoft One Note where our students at the elementary level can retrieve current events in FNMI related topics. Now that the social studies curriculum is completed, we have started reviewing and evaluating what we have on our Canadian history timeline and relating it to areas we still need to address through the different time periods of Canadian history.

During Truth and Reconciliation week, our children participated in lessons that have been published by a grant from Albert Education for Orange Shirt Day.



LG 4 Lacrosse.pdf



LG 3 Indian Relay
Races.pdf



LG 2 The White
Buffalo.pdf



LG 1 Metis Dance &
Song.pdf



LG 5 Inuit Drum
Dancing and Throat S

Outcome 3:

CVMS has excellent teachers, school leaders and school authority leaders.

CVMS will provide welcoming, high quality, learning and working environments towards meeting the needs of each student.

CVMS provides opportunities to learn appropriate citizenship values within our school.

What We Did:

- Our teachers complete yearly Teacher Professional Growth Plans to facilitate ongoing development in their knowledge, skills and attitudes as professional teachers.
- Our teachers engage in Professional Development that develops their professional knowledge in relation to current best practices in education.
- As we wanted to professionally grow within our Montessori work and methodology, we attended a Montessori conference called “Children Change The World” and our school provided funds for our teachers and support staff to participate.
- Our teachers offer curriculum that presents the Alberta Program of Studies in a very meaningful, contextualized way, using the Montessori lessons as the framework.
- Regular staff meetings between the administration and guides/teachers are scheduled every two weeks.
- All teaching faculty demonstrate the Alberta Teaching Quality Standards
- Our kindergarten teacher has worked with her designated signing authority completing her permanent professional teaching certification in May.

Comment on results

Through regular days of professional growth, our teachers work towards enriching their knowledge and understanding of both the current trends in their field of education, new curriculum initiatives that can broaden their knowledge towards ongoing changes in program of studies as well as their own professional growth. In addition, they are always eager to enrich their Montessori programming finding similarities and understandings within the Montessori community. We began using a new Montessori App called Classroom Share through a Montessori Record Keeping Portal called Montessori Compass. This work keeps all our record keeping in-house on children as they work together with programme of studies and Montessori methodology through our materials. We began using the parent portal where we share photos, pictures of

work etc. to parents via a username and password. This work will continue to be built upon within the coming years.

In order to address the needs of all our students, we are always understanding the needs of our students, reflecting on our practise and observing the work of our students. We work with professionals to help guide our practise whether it be with Speech and Language pathologists and/or specialists in many areas of need. We always revert back to our students to help guide us in what their needs are, what they need to improve their growth and provide a prepared environment that will respond to their needs.

Outcome 4:

CVMS is well governed and managed.

CVMS works to maintain strong partnerships with families and stakeholders by sharing Board information and educational parent information from our Parent Advisory Committee (PAC), electronic school newsletters and regular parent meetings/presentations and community events.

What We Did:

The prepared Montessori classroom environments at Cochrane Valley Montessori helps foster both a belief in and the practice of social skills that affirm the importance of caring for others, learning respect for others, and being treated fairly at school.

During the year, we held many events. The use of leadership throughout the classroom helped to benefit all the children. Not only in the leadership exhibited by the older children towards the younger ones but also the younger ones aspired to show leadership in their social dynamic within the classroom.

We conducted a survey of our students' ideas about citizenship and how we foster good citizenship in our classrooms.

School Citizenship	results
I share materials and supplies	85%
I feel comfortable sharing my ideas	81%
I try to follow the rules	48%
In school, I am learning how to get along with others	50%
I help other people when they need it	62%
I am friendly to people that are different than me	48%
I see other students bring bullied or teased because they are different	0
At school, people make fun of me because I am different	3%
I help to keep my school neat and clean	70%
I take responsibility for my actions	40%
I treat others with respect.	60%

Comments on

results:

Parents have the opportunity to voice their viewpoints at subsequent PAC meetings. All viewpoints were shared and taken into consideration.

As our space has now been renovated to accommodate a larger Preschool /Kindergarten and elementary classroom, the viewpoints were reflected upon and changes were made to the layout of the elementary classroom. The changes that were made from the parent suggestions have made for a dynamic use within the elementary and preschool/kindergarten space. These accommodations will allow for growth in subsequent years adding new CASA and elementary school spaces to our already existing building space.

The accommodation of Physical wellbeing and mental health is important, and we were able to accommodate these needs for the future by the differentiation of space within our building. We have been able to make use of the breakout room to help with regulation of behaviour in children who need a quiet space. We have future plans to accommodate the AV space to allow for more parent/children presentation work.

We also retained our classroom assistant within the classroom so that extra support can be given to those who need one on one support at any given time.

The survey of the childrens' ideas tells us that even at the 3,4 and 5 year old and elementary levels , we understand what it means to be a good citizen. Our children know what they do in the classroom to be welcoming, kind , sharing and responsive to others around them. They know that we are not always going to do everything all the time, maybe sometimes and definitely there are things we never do when we are a good citizen. As this was the first time we conducted this survey we are looking forward to learning from these ideas and supporting the children in future years so they understand more about citizenship.

Provincial AEAMS Assurance Measures

Required Alberta Education Assurance Measures - Overall Summary Fall 2025

Authority: 0307 1620215 Alberta Ltd.

Notes:

1. **Due to our small size our data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).**
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.

Assurance Domain	Measure	1620215 Alberta Ltd. ECS			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	83.9	83.7	84.4	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	79.8	79.4	80.4	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.4	84.0	84.9	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	80.1	79.9	80.7	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

Domain: Student Growth and Achievement

S.1 Student Learning Engagement Detail

Authority: 0307 1620215 Alberta Ltd.

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

1. Due to our small size our 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.

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
The literacy skills students are learning at your school are useful	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
The numeracy skills students are learning at your school are useful	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
The literacy skills your child is learning at school are useful	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
The numeracy skills your child is learning at school are useful	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is learning what they need to know	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Do you like learning language arts	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
Do you like learning math	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*

Domain: Student Growth in Active Citizenship

A.6 Citizenship Detail

Authority: 0307 1620215 Alberta Ltd.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

1. Due to our small size our 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.

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your child's school follow the rules	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Students at your child's school help each other when they can	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Students at your child's school respect each other	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is encouraged at school to be involved in activities that help the community	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is encouraged at school to try their best	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

Parent - Grade 4-6

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your child's school follow the rules	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Students at your child's school help each other when they can	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Students at your child's school respect each other	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is encouraged at school to be involved in activities that help the community	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is encouraged at school to try their best	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are encouraged at your school to be involved in activities that help the community	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students are encouraged at your school to try their best	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students at your school follow the rules	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students at your school help each other when they can	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students at your school respect each other	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
At school, are you encouraged to try your best	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
At school, do most students follow the rules	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
At school, do most students help each other	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
At school, do most students respect each other	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*

Teacher - Grade 4

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are encouraged at your school to be involved in activities that help the community	2021	2	*	*	*	*	*	*
	2022	1	*	*	*	*	*	*
	2023	1	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*
Students are encouraged at your school to try their best	2021	2	*	*	*	*	*	*
	2022	1	*	*	*	*	*	*
	2023	1	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*
Students at your school follow the rules	2021	2	*	*	*	*	*	*
	2022	1	*	*	*	*	*	*
	2023	1	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*
Students at your school help each other when they can	2021	2	*	*	*	*	*	*
	2022	1	*	*	*	*	*	*
	2023	1	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*
Students at your school respect each other	2021	2	*	*	*	*	*	*
	2022	1	*	*	*	*	*	*
	2023	1	*	*	*	*	*	*
	2024	2	*	*	*	*	*	*

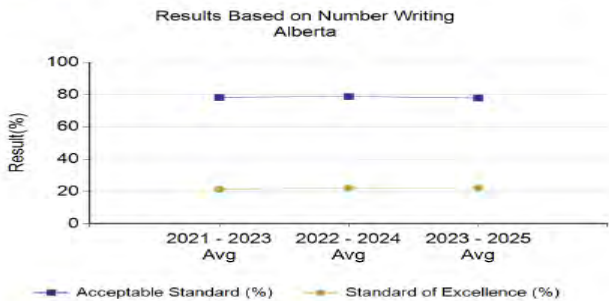
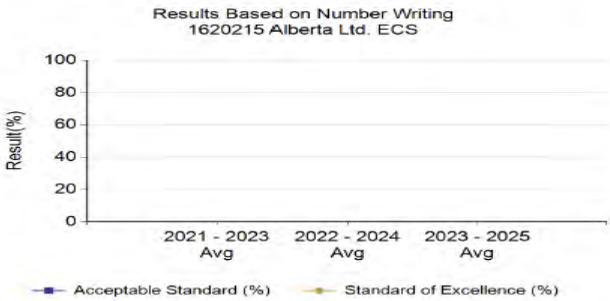
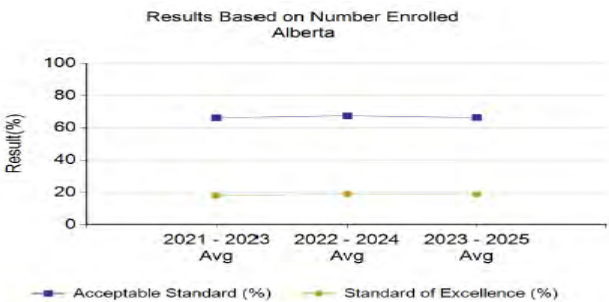
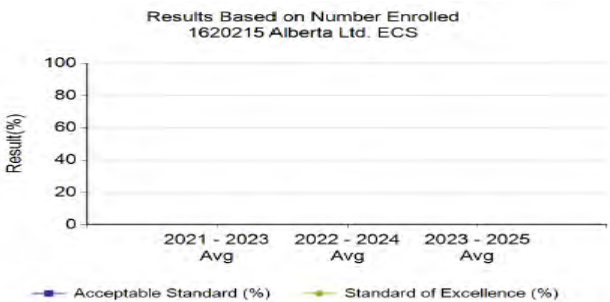
Domain: Student Growth and Achievement (Grades K-9)

1. Due to our small size our data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Grade 6 PAT Results By Students Enrolled - 3 Year Rolling Average

Authority: 0307 1620215 Alberta
Ltd. Province: Alberta

		1620215 Alberta Ltd. ECS			Alberta		
		2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2023 - 2025 Avg
Participation	Students Enrolled	n/a	n/a	n/a	57,655	59,230	56,171
	Students Writing	n/a	n/a	n/a	48,742	50,676	47,823
	Students Writing (%)	n/a	n/a	n/a	84.5	85.5	85.1
Results Based on Number Enrolled	Acceptable Standards (%)	n/a	n/a	n/a	66.2	67.4	66.3
	Standard of Excellence (%)	n/a	n/a	n/a	18.0	18.9	18.8
	Below Acceptable Standard (%)	n/a	n/a	n/a	18.4	18.2	18.8
Results Based on Number Writing	Acceptable Standards (%)	n/a	n/a	n/a	78.3	78.8	77.9
	Standard of Excellence (%)	n/a	n/a	n/a	21.3	22.1	22.1
	Below Acceptable Standard (%)	n/a	n/a	n/a	21.7	21.2	22.1



PAT Results Course By Course Summary By Enrolled With Measure
Evaluation Authority: 0307 1620215 Alberta Ltd.

		1620215 Alberta Ltd. ECS							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50,053	64.1	59,230	67.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,391	69.8	57,676	70.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,911	51.7	57,012	53.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,453	68.6	57,692	66.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,472	60.5	57,717	59.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

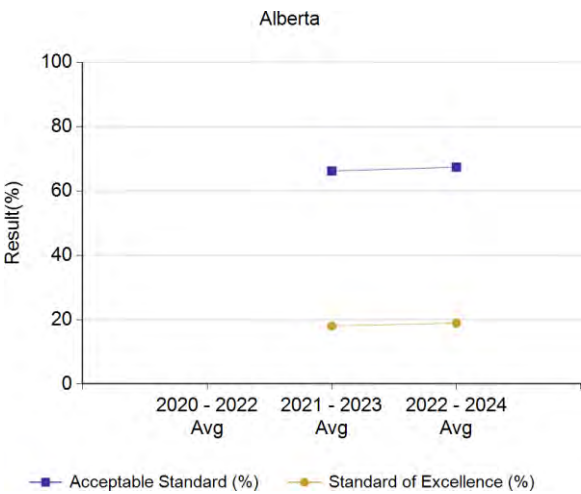
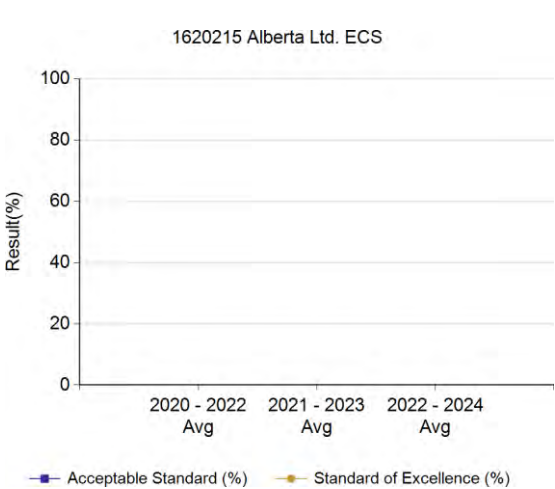
Notes:

Grade 6 PAT Results By Number Enrolled Measure History

Authority: 0307 1620215 Alberta Ltd. (EAL)

Province: Alberta (EAL)

	1620215 Alberta Ltd. ECS			Alberta		
	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg
N	n/a	n/a	n/a	n/a	57,655	59,230
Acceptable Standard (%)	n/a	n/a	n/a	n/a	66.2	67.4
Standard of Excellence (%)	n/a	n/a	n/a	n/a	18.0	18.9



PAT Results Course By Course Summary By Enrolled With Measure

Evaluation Authority: 0307 1620215 Alberta Ltd. (EAL)

		1620215 Alberta Ltd. ECS							Alberta			
Course	Measure	Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Domain: Teaching and Leading

A.4 Education Quality Detail

Authority: 0307 1620215 Alberta Ltd.

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

1. Due to our small size our 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.

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child clearly understands what they are expected to learn at school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child finds school work challenging	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child finds school work interesting	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is learning what they need to know	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of education your child is receiving at school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
How satisfied or dissatisfied are you with the quality of teaching at your child's school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students at your school clearly understand what they are expected to learn at school	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students at your school find school work challenging	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students at your school find school work interesting	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of education students at your school are receiving	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
How satisfied or dissatisfied are you with the quality of teaching at your school	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*

Student - Grade 4-6

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Are the teachers in your school	2021	2	*	*	*	*	*	*
	2022	4	*	*	*	*	*	*
	2023	4	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Do you think your school is	2021	2	*	*	*	*	*	*
	2022	4	*	*	*	*	*	*
	2023	4	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*

Local Component: Professional Learning and Teacher Evaluation

Teacher Professional Growth Plans (TPGPs) are developed, implemented and reflected on in the fall and spring terms by certificated teachers and in consultation with the principal.

- The principal develops strong working rapport with staff, as evidenced by local survey results:
- 100% of staff agreed that the principal builds positive working relationships with members of the school community and local community
- 75% of staff agreed that the principal provides opportunities for members of the school community to develop leadership capacity through the demonstration of consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives.
- A Professional Learning Community (PLC) for teachers is supported through a common prep time, sharing resources and supervision by the principal.
- Instructional leadership is provided on an ongoing basis through continued commitment to engage in building capacity for staff. Classroom visits occur, and frequent one-on-one support is offered to staff to enhance teaching practice through suggestions or modelling, assistance when authoring IPPs, responding to challenging student or parent issues, and when writing report cards.

Domain: Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail

Authority: 0307 1620215 Alberta Ltd.

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

1. Due to our small size our 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.

Parent – All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your child's school care about each other	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Students at your child's school respect each other	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Students treat each other well at your child's school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Teachers care about your child	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is safe at school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is safe on the way to and from school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child is treated fairly by adults at school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child's school is a welcoming place to be	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

Teacher – All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are safe at your school	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students are safe on the way to and from your school	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students are treated fairly by adults at your school	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students at your school care about each other	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students at your school respect each other	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students treat each other well at your school	2021	2	*	*	*	*	*	*
	2022	1	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Teachers at your school care about their students	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Are you treated fairly by the adults at your school	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
At school, do most students care about each other	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
At school, do most students respect each other	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
At school, do you feel like you belong	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
Do other students treat you well	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
Do you feel safe at school	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
Do you feel safe on the way to and from school	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*

H.1 Access to Supports and Services Detail

Authority: 0307 1620215 Alberta Ltd.

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

1. Due to our small size our 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.

Parent – All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
When your child needs it, teachers at your child's school are available to help them	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
You can get the support you need from the school to help your child be successful in their learning	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child can easily access programs and services at school to get help with school work	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
Your child can get help at school with problems that are not related to school work	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students can easily access programs and services at your school to get help with school work	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Students can get help at your school with problems that are not related to school work	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	2	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Supports and services that help students be successful in their learning are available in a timely manner	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
When students need it, teachers at your school are available to help them	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
Your school's continuum of supports and services are responsive to students' needs	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Can you get help at your school with problems that are not about your school work	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
Is it easy to get help with school work at your school if you need it	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*
When you need it, are teachers at your school available to help you	2021	2	*	*	*	*
	2022	4	*	*	*	*
	2023	4	*	*	*	*
	2024	4	*	*	*	*

Local Component responding to Learning Supports and Student Needs

Cochrane Valley Montessori School classrooms are led by Alberta certificated teachers with Montessori training. These teachers are supported by Certificated Montessori Classroom Assistants. Where required, an Educational Assistant has been engaged as part of the classroom team to further support specific learning needs.

- Individual Program Plans (IPPs) are duly established for students with identified learning needs. The IPPs serve as working documents for teachers and school staff, therapists, families and students.
- CVMS maintains successful working partnerships with external organizations to support student success. In 2024-2025, these included Outside-The Box, utilizing Speech and Language Pathologist -Aline Moreas director and Thea Jorgelson and through an Expanding Capacity and Learning Support Grant (ECLS) through Alberta Education we were able to invite professionals in for specialized periods of time to address needs and build capacity for teachers. Parents are very happy with the communication they are getting through the JANE app that Outside-the-Box uses let parents know about the therapy sessions their children are receiving, the concepts that are being worked on as well as the things that can be worked on at home to support the therapy sessions.

Parent responses to CVMS's local survey -82%

Domain: Governance

C.1 Parental Involvement Detail

Authority: 0307 1620215 Alberta Ltd.

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

1. Due to our small size our 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.

Parent - All

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's overall education	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
To what extent are you involved in decisions about your child's school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's overall education	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's school	2023	1	*	*	*	*	*	*
	2024	1	*	*	*	*	*	*

Teacher - All

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's overall education	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
To what extent are parents or guardians involved in decisions about your school	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	4	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities for parents or guardians to be involved in decisions about their children's overall education	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	3	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	2021	2	*	*	*	*	*	*
	2022	2	*	*	*	*	*	*
	2023	3	*	*	*	*	*	*
	2024	3	*	*	*	*	*	*

Local Component Comments-Governance

This AERR, our 3-year Education Plan and other key policies are [posted](#) on the school [website](#) for parents and the general public. The approval process for public policies includes consultation between the Board, parents, the Parent Advisory Council (PAC) and school staff, as appropriate.

As a small school, we see and talk with many of our parents every day and ensure we have ongoing contact personally, via email and text. Parents are highly engaged on an everyday basis regarding their child's education.

Parents and staff are engaged in-person, via ongoing email and direct SMS when necessary. Key decisions and requests for input are informed to parents as soon as practical.

The school authority actively supports school staff, both financially and developmentally in advancing their certifications to support both the school as well as their personal goals.

The authority engages in Board development activities to foster effective governance and board growth.

The board is engaged in recruiting potential parents and replacing external members to foster an effective breadth of experience on the board.

Parent members of CVMS Board of Directors as well as the Parent Advisory Committee (PAC) contribute in budget discussion, long range planning and special events planning.

There is continued sharing of information between all stakeholders at CVMS including administration, guides/teachers and assistants, the Board of Directors, parents and students.

Information about plans, goals, outcomes and programs at CVMS is shared regularly during PAC meetings. through an electronic newsletter, classroom communication, website, online discussion pages, parent information

meetings/presentations, parent education evenings as well as informal and ongoing communication, information is continually shared/discussed throughout the school year.

PAC is provided information by the administration and in turn the PAC works to give feedback to administration regarding the direction the school is taking. This includes the future Provincial Achievement test results, school planning and stakeholder initiatives, professional development plans, budget implications and new provincial requirements and initiatives. Parent questions are answered verbally and/or in print form. Feedback is encouraged and is addressed in a timely manner.

CVMS consulted with our current landlord and the Town of Cochrane regarding expansion of our space and improvements to the building. These efforts are undertaken in a careful and methodical manner to ensure that all stakeholders are in agreement with the school's proposed physical changes and further development to the building. Plans will always evolve to further accommodate growth and expansion of the programs. In the year 2023-2024 we expanded our space to enhance the floor space of our 3,4- and 5-year-old programming and we added square footage by taking on two mor bays and making a larger elementary classroom complete with kitchen, breakout room and AV room attached. Also, we now have a convenient office/staff room that is comfortable and pleasant with vaulted ceilings. This additional space equalled 1600 ft², so we now have a total building square footage square of 3200 square feet.

Local Measures Achieved

	2024-2025	Change
New classroom books purchased	25	+5
Local Cochrane businesses supported	11	+2
Local non-profit business participation	4	+1
Educational partner agencies(incl AbEd)	6	0
Staff paid development courses	6	+1
Staff paid development days	11	0
Staff paid Conferences	1	0

SUMMARY OF FINANCIAL RESULTS

Summary of Financial Results 2024-2025

To Be Finalized - Pending Audit confirmation for Jan 2026

Amounts shown reflect projected values

Revenue Summary	Budget \$	Projected Amount \$
Alberta Education	266,779	280,871
Tuition	143,630	135,000
Non-Instructional Fees	1,000	0
Other	2,000	2,100
Total Revenue	413,409	417,971
Expense Summary		
Salaries and Benefits	188,720	190,720
Classroom Services, Contracts and Supplies	126,731	120,283
Classroom Rent	85,800	88,000
Amortization	11,000	10,697
Total Expense	412,251	409,700
Total Revenue Less Expense	1,158	8,271

Financial results for the year show a minimal variance from the budget, mostly accountable to slight changes in enrolment from projections. While this is reflected in lower than budgeted expenses, the lower enrolment will not be reflected in Alberta Education revenue until the 2025/2026 school year, when the Alberta Education revenues are adjusted for enrolment changes from the previous year.

A significant portion of the classroom services and contracts relates to external services for our additional learning needs children or English language learners. The expenses vary somewhat as the budget is determined based on a projection of the classroom makeup and needs, which may vary from the eventual services required. We also made a change in our primary service provider to a more local group resulting in reduced costs.

Rent changes reflect changes out of our control such as municipal taxes and general costs to the building complex.

Budget Summary 2025-2026

Revenue Summary	2024-2025 Proj. Actual \$	2025-2026 Budget \$
Alberta Education	280,871	269,174
Tuition	135,000	121,200
Non-Instructional Fees	0	0
Other	2,100	2,000
Total Revenue	417,971	392,374
Expense Summary		
Salaries and Benefits	190,720	156,000
Classroom Services, Contracts and Supplies	120,283	132,700
Classroom Rent	88,000	92,000
Amortization	10,697	10,697
Total Expense	409,700	391,397
Total Revenue Less Expense	8,271	977

Our budget for the 2025-2026 years reflects a slightly lower enrolment as well as revenue adjustments from Alberta Education for prior year enrolment changes.

Increased expenses for rent include planned annual increase to rental rates in our negotiated 4 year leases. Classroom services changes reflect increased services for parent communication as well as additional testing resources for Student Evaluation and Progress.

Additional financial information may be requested by contacting the Treasurer at Treasurer@cvms-edu.ca.