

# Parkview Adventist Academy

Combined Annual Education Results  
Report 2019-2020

and

Three-Year Education Plan 2020-2023

November 2020

9024 Burman University

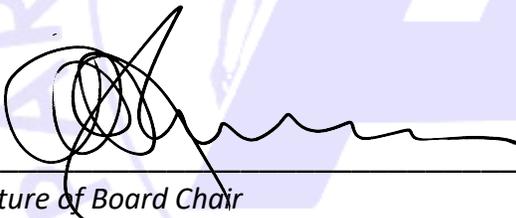
## Accountability Statement

---

### Accredited Private School Authorities:

The Annual Education Results Report for the 2019-2020 school year and Education Plan for the three years commencing September 1, 2020 for Parkview Adventist Academy, Authority 9024 Burman University was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Burman University Operating Board approved this combined Annual Education Results Report for the 2019-2020 school year and the three-year Education Plan for 2020-2023 on November 30, 2020.



---

*Signature of Board Chair*

## Foundation Statements

---

### **Our Mission**

Parkview Adventist Academy, a Seventh-day Adventist secondary school, encourages students to achieve academic excellence, to accept personal responsibility for their mind, body, and spirit and to experience spiritual growth and to serve their community.

### **Our Vision**

Parkview Adventist Academy will be the school of choice for those students seeking a quality education in an accepting Christian environment.

### **Accreditation**

Parkview Adventist Academy is classified by Alberta Education as a fully Accredited Private School, offering courses of study that meet all of the requirements for the Alberta High School Diploma. Parkview Adventist Academy is further accredited by the Board of Regents of the General Conference of Seventh-day Adventists.

## A Profile of the School Authority

---

PAA is committed to the ideals and vision in the teachings of Jesus Christ and, therefore, holds and models the following values:

### **Quality**

- \*in teaching and learning
- \*in academic programs and course content
- \*in support services
- \*in spiritual and social functions
- \*in campus appearance, workmanship, and facilities

### **Service**

- \*to God
- \*to our campus and church
- \*to local and global communities

### **Respect**

- \*for ethnic, religious, economic, and social differences
- \*for personal and campus property by being responsible

### **Integrity**

- \*in the openness, fairness, and transparency of our actions

### **Health**

- \*of body, mind, and spirit

### **Caring/Nurturing**

- \*of each individual, understanding their uniqueness and circumstances

### **Safety**

- \*by having an atmosphere where teaching, learning, discussing, and questioning is respected
- \*by having a campus where all within the community feel safe physically, socially, and emotionally

## Combined 2020 Accountability Pillar Overall Summary (Required for Public/Separate/ Francophone/Charter School Authorities and Level 2 Private Schools)

---

### Observations from the Combined 2020 Accountability Pillar Survey

1. Parkview Adventist Academy is still seen as a safe and caring school (93.0). However, this is a slight decrease from last year (96.5).
2. There has been a decline in confidence concerning the program of studies offered at Parkview Adventist Academy from (73.5) to (66.5).
3. The quality of education offered at Parkview Adventist Academy is viewed as high quality (92.0), an decrease from last year (96.4). The drop out rate has increased slightly to (4.0) from (3.7). This year, Parkview Adventist Academy's completion rate is higher than Alberta's completion rate (80.0/75.0).
4. Parkview Adventist Academy has improved in the areas of citizenship (86.7) from (93.8), parent involvement (80.0) from (85.6), and school improvement (78.1) from (87.2).

### Parkview Adventist Academy Goals:

1. To continue to grow a safe and caring environment at Parkview Adventist Academy.
2. To grow a more confident attitude when parents and students view the Parkview Adventist Academy program of studies.
3. To continue to offer and to refine the high quality academic program that Parkview Adventist Academy is known for.
4. To continue to link the academic program with career education and the world of work.
5. To develop creative ways to bring about a reduction in drop out rates.
6. To continue to increase excellence in diploma exams, citizenship, and parent involvement.

\*\*See outcome data for this section on the next page.

Authority: 9024 Burman University  
**Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/ Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure	Parkview Adventist Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.0	96.5	96.3	89.4	89.0	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	66.5	73.5	78.2	82.4	82.2	82.1	Low	Declined	Issue
	Education Quality	92.0	96.4	95.7	90.3	90.2	90.2	Very High	Maintained	Excellent
	Drop Out Rate	4.0	3.7	3.3	2.7	2.6	2.6	High	n/a	n/a
	High School Completion Rate (3 yr)	80.4	75.1	78.3	79.7	79.1	78.9	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	89.9	83.2	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	16.0	19.9	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	76.7	75.1	71.6	56.4	56.3	56.4	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	80.0	88.2	82.0	66.6	64.8	64.9	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	86.5	90.1	77.8	60.1	59.0	59.3	Very High	Maintained	Excellent
	Work Preparation	100.0	100.0	100.0	84.1	83.0	83.2	Very High	Maintained	Excellent
	Citizenship	86.7	93.8	94.3	83.3	82.9	83.0	Very High	Declined	Good
Parental Involvement	Parental Involvement	80.0	85.6	84.1	81.8	81.3	81.4	High	Maintained	Good
Continuous Improvement	School Improvement	78.1	87.2	84.4	81.5	81.0	81	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Measure Evaluation Reference (Optional)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> 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
Safe and Caring	0.00 – 77.62	77.62 – 81.05	81.05 – 84.50	84.50 – 88.03	88.03 – 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
Education Quality	0.00 – 80.94	80.94 – 84.23	84.23 – 87.23	87.23 – 89.60	89.60 – 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
High School Completion Rate (3 yr)	0.00 – 57.03	57.03 – 62.36	62.36 – 73.88	73.88 – 81.79	81.79 – 100.00
PAT: Acceptable	0.00 – 66.07	66.07 – 70.32	70.32 – 79.81	79.81 – 84.64	84.64 – 100.00
PAT: Excellence	0.00 – 9.97	9.97 – 13.44	13.44 – 19.56	19.56 – 25.83	25.83 – 100.00
Diploma: Acceptable	0.00 – 71.45	71.45 – 78.34	78.34 – 84.76	84.76 – 87.95	87.95 – 100.00
Diploma: Excellence	0.00 – 9.55	9.55 – 12.59	12.59 – 19.38	19.38 – 23.20	23.20 – 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 – 31.10	31.10 – 44.11	44.11 – 55.78	55.78 – 65.99	65.99 – 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
Transition Rate (6 yr)	0.00 – 39.80	39.80 – 46.94	46.94 – 56.15	56.15 – 68.34	68.34 – 100.00
Work Preparation	0.00 – 66.92	66.92 – 72.78	72.78 – 77.78	77.78 – 86.13	86.13 – 100.00
Citizenship	0.00 – 66.30	66.30 – 71.63	71.63 – 77.50	77.50 – 81.08	81.08 – 100.00
Parental Involvement	0.00 – 70.76	70.76 – 74.58	74.58 – 78.50	78.50 – 82.30	82.30 – 100.00
School Improvement	0.00 – 65.25	65.25 – 70.85	70.85 – 76.28	76.28 – 80.41	80.41 – 100.00

#### Notes:

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

### Improvement Table

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

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

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)

### Overall Evaluation Table

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

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation values. This is converted back to a colour using the same scale above ( e.g. 2=Excellent, 1=Good, 0=Intermediate, 1=Issue, -2=Concern).

## Outcome One: Alberta's students are successful

---

### Observations:

1. Due to COVID-19 and cancelled diploma exams for June 2020, an improvement or decline in the overall percentage of Parkview Adventist Academy students who have achieved acceptable diploma exam results cannot be determined.
2. Due to COVID-19 and cancelled diploma exams for June 2020, an improvement or decline in the overall percentage of Parkview Adventist Academy students who have achieved a standard of excellence on diploma exams cannot be determined.
3. Due to COVID-19, an improvement or decline in the percentage of Parkview Adventist Academy students who have completed high school within three years cannot be determined.
4. Due to COVID-19, an improvement or decline in the percentage of Parkview Adventist Academy students who qualify for the Rutherford Scholarship cannot be determined.

### Comment on Results:

Parkview Adventist Academy now serves students that have greater academic challenges than in the past. This inclusion has enabled Parkview Adventist Academy to create better opportunities for these students as there was previously mainly academic 30-level classes. The results also reflect a semester system that had five daily blocks instead of the standard four, resulting in students not wishing to take two to four Diploma exams at the end of a semester.

### Strategies:

1. Career counseling has become a great priority in CALM classes to help students choose classes that support a student's interest and abilities to help students complete courses needed for graduation.
2. Recommended minimum grade standards are used to help students to be prepared for classes.
3. On the class schedule an "H" is used to signify honour classes that require a more rigorous study effort.
4. To continue to provide an environment at Parkview Adventist Academy that will assist students in scoring high on diploma exams with a goal of 92.0 by 2021.
5. To continue to provide an environment at Parkview Adventist Academy that will encourage more students to complete High School in three years with a goal of 90.0 by 2021.
6. The goal for Parkview Adventist Academy is to achieve a drop out rate of 0.0 by 2021.
7. To continue to provide an environment at Parkview Adventist Academy whereby students can write four or more diploma exams within three years of entering Grade 10.
8. To continue to provide an environment in which the percentage of Grade 12 students eligible for the Rutherford Scholarship continues to increase.

\*\*See outcome data for this section on the next page.

## Outcome One: Alberta's students are successful

### Diploma Exam By Students Writing Measure History

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.7	80.6	79.0	89.9	n/a	90.3	n/a	n/a	n/a	92.0	93.0	93.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	9.1	21.8	21.9	16.0	n/a	19.1	n/a	n/a	n/a	22.6	26.1	28.3

### High School Completion Rates Measure History

### Drop Out Rate Measure History

### High School to Post-Secondary Transition Rates Measure History

### Rutherford Scholarship Eligibility Rate Measure History

### Diploma Exam Participation Rate Measure History

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate- Percentage of students who completed high school within three years of entering Grade 10.	85.6	82.4	77.3	75.1	80.4	88.5	High	Maintained	Good	90.0	92.0	94.0
Drop Out Rate – annual drop out rate of students aged 14-18.	6.6	4.0	2.1	3.7	4.0	0.0	High	n/a	n/a	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	80.2	83.5	59.7	90.1	86.5	86.5	Very High	Maintained	Excellent	87.5	88.5	89.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	73.0	73.7	84.0	88.2	80	76.7	Very High	n/a	n/a	78.0	79.0	80.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	75.7	76.5	63.3	75.1	76.7	78.5	Very High	Maintained	Excellent	79.5	80.5	81.5

## Outcome One: Alberta's students are successful (continued)

---

### Observations:

1. Parkview Adventist Academy teachers, parents, and students are largely satisfied that students model the characteristics of active citizenship although this number has decreased but is still very high (86.7). By 2021, we'd like to see a return to the higher percentages we were experiencing prior to COVID-19 (97.3) and above.
2. Parkview Adventist Academy teachers and parents believe that the attitudes and behaviours taught and learned will transfer successfully into the work world after graduation (100) and hope to maintain this into 2021 and beyond.

### Strategies:

1. To sponsor Parkview Adventist Academy Service Day activities in students' local communities and also travel to other areas to share student skills and promote healthy choices at elementary schools across Western Canada.
2. To teach students to collaborate when making decisions as well as how to work interactively to accomplish tasks thereby learning acceptance, flexibility, and leadership skills.
3. To require work to be on time and encourage prompt attendance.
4. To use the "FLEX" period for class tutoring, and progression and completion of class work.
5. To provide academic/career guidance leading to greater enrolment in higher education in cooperation with a learning coach.

\*\*See outcome data and targets for this section on the next page.

**Outcome One: Alberta’s students are successful (continued)**

**Citizenship Measure History**

Performance Measure	Parkview Adventist Academy					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.	85.2	95.7	93.4	93.8	86.7	Very High	Declined	Good	97.3	97.9	98.0



## Outcome Two: First Nations, Métis, and Inuit students are successful

---

### Strategies:

- Parkview Adventist Academy highly values the education of First Nations, Métis, and Inuit.
- As part of the 10<sup>th</sup> Grade Social Studies curriculum, students write letters to the Minister of Crown Indigenous Relations addressing government efforts at Reconciliation with First Nations, Métis, and Inuit people groups. This engages students directly with the topic of indigenous relations.
- As part of the broad spectrum of Social Studies curriculum throughout Secondary studies, students learn indigenous history, the impact of the Indian Act on First Nations, Métis, and Inuit people groups as well as the topic of systemic oppression particularly as it played out through the Residential School system.
- As part of the Social Studies curriculum, First Nations, Métis, and Inuit Community Leaders are invited to speak with students, providing them with an inside perspective on issues currently facing indigenous people groups.
- Parkview Adventist Academy seeks to invite First Nations, Métis, and/or Inuit Community Leaders to educate its teachers and staff about how to approach indigenous students, about how to implement teaching strategies that meet the needs of indigenous students and foster their success in learning.

### Notes:

1. Data values for this outcome have been suppressed where the number of respondents/students is fewer than 6.

## Outcome Two: First Nations, Métis, and Inuit students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*										
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*										
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	*										
Drop Out Rate – annual drop out rate of self-identified FNMI students aged 14 to 18.	*	*										
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	n/a										
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*										
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	*										

## Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

---

### Observations:

1. Teacher, parent, and student satisfaction with learning opportunities is low (66.5) and this is likely due to reduced class offerings because of the temporary loss of one teacher who was on maternity leave last year as well as parental dissatisfaction over having the students in online learning during the COVID-19 lockdown.

### Strategies:

1. The goal for 2021 is to bring the level of satisfaction with the program up to 90.0 2022.
2. To purchase and use technology and explain how these concepts may integrate into everyday students' lives now and/or after their schooling.
3. Parkview Adventist Academy will continue to provide Career and Technology Studies options, with small class sizes to provide better teacher-to-student ratios which impart tangible skills useful for life. These classes may form the beginning of a possible career.
4. Students will continue to have opportunities to participate in collegiate level music programs: choir and orchestra.
5. The students will be able to take digital video production classes.
6. **To provide opportunities in Foods and Art to explore cultural foods and identities which is a strong factor in citizenship.**
7. The Physical Education program will continue to be enriched with a pool, hockey rink, weight room, track and field area, baseball field, and large gymnasium.
8. Drama, Computers, French, Political Thinking, and Recreation Management are electives offered on a staggered schedule to facilitate community interest and opportunity.
9. Personal Finance will continue as an elective to educate students for success in life after school.
10. A Track and Field and Cross-Country Running Club is offered for interested students.
11. Scheduling accommodations are made for students to participate in a collegiate level gymnastics team and choir.
12. Staff meetings are scheduled monthly to help address new initiatives in education and to work together in refining the art of teaching and mentoring each other through experiences and studies. Our staff is generally young and benefit from an environment in which a unique camaraderie is both encouraged and nourished by administration in which there is a mutual exchange of excitement and energy. As a part of this, there is a beneficial open mentorship between seasoned teachers and newer teachers. Newer teachers are encouraged to contribute ideas and strategies as well as seasoned teachers. Seasoned teachers are encouraged to assist newer teachers when they are struggling with content or student relationships.
13. Parkview Adventist Academy will continue to hire, experienced, qualified, and certified teachers who will teach in their respective subject matters.

### Notes:

\*\*See outcome data for this section on the next page.

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

**Program of Studies Measure History**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.2	86.5	74.8	73.5	66.5	88.0	Low	Declined	Issue	89.0	90.0	92.0

## Outcome Four: Alberta's K-12 education system is well governed and managed

---

1. Teachers and administration take the time to know each student's name and interact with students in a variety of ways through targeted help during flex period, coaching, and weekend activities.
2. Teachers and administration bring concerns about students and peer interactions to staff meetings to create strategies to keep the students safe and successful at school.
3. Students are encouraged to create a safe and caring community through school assemblies, school clubs, and Student Association activities.
4. Students are encouraged to bring their safety concerns immediately to administration to help address issues before there is a problem and create plans to address concerns immediately.
5. Teachers and students create a culture of capacity building through biweekly Community Learning Development days to create flexible and responsive learning environments at the school/system level.
6. Teachers and administration seek to teach and develop the importance of caring for others, and respecting and including others by modeling respect, care, and inclusiveness to students. The current percentage of satisfied teachers, parents, and students is maintained as very high (93.0), a slight decrease from last year (96.5). By 2021, the goal is to have a satisfaction level of 98.0.
7. Parkview Adventist Academy encourages students from many diverse cultures to enrol, academically succeed, and complete high school by offering a dormitory for students who need to live away from home, and by working closely with each student to ensure academic success.
8. Teachers and administration prevent bullying by promoting an attitude of inclusion to students.

\*\*See outcome data for this section on the next page.

## Outcome Four: Alberta’s K-12 education system is well governed and managed

### Safe and Caring Measure History

#### Work Preparation Measure History

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.	91.4	96.8	95.5	96.5	93.0	97.2	Very High	Maintained	Excellent	98.0	99.0	99.5

Performance Measure	Parkview Adventist Academy					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.5	100.0	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0

## **Outcome Four: Alberta's K-12 education system is well governed and managed (continued)**

---

### **Observations:**

1. The percentage of teachers, parents, and students who believe that their school and schools in their jurisdiction have improved or stayed the same the last three years has decreased (78.1), but is still high. Parkview Adventist Academy's goal is to improve this to 94.0 by 2021
2. The percentage of teachers, parents, and students who are satisfied with parental involvement in decisions about their child's education has decreased (80.0), but is still high. Parkview Adventist Academy seeks to improve this satisfaction level to 87.0 by 2021.
3. The percentage of teachers, parents, and students who are highly satisfied with the overall quality of basic education has decreased slightly (92.0), but is still very high. It is Parkview Adventist Academy's goal to improve the overall satisfaction rating to 99.0 by 2022

### **Strategies:**

4. Regular emails are sent to parents. Social media platforms (Facebook and Instagram) are also used to communicate with parents and students. Announcements are posted on our website as well as Edsby, our learning management software. Through these methods of communication, it is hoped that parents will be encouraged to become actively involved in the decision-making processes as they relate to their child's education.
5. Parents and teachers are invited to communicate with Parkview Adventist Academy administration in matters of both appreciation and concern. A monthly parent meeting is conducted by the principal to inform parents about the day to day concerns of the school, to increase parental buy in, and to address their concerns.
6. Parkview Adventist Academy is governed by the "PAA Transition Committee" which is overseeing our transition from the governance of Burman University to the governance of the Alberta Conference of SDA schools.
7. Community Learning Development (CLD) days are an integral part of the Parkview Adventist Academy program.

\*\*See outcome data for this section on the next page.

**Outcome Four: Alberta’s K-12 education system is well governed and managed (continued)**

**School Improvement Measure History**

**Parental Involvement Measure History**

**Education Quality Measure History**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	73.1	89.3	76.8	87.2	78.1	92.1	High	Maintained	Good	94.0	96.0	97.0
Percentage of teachers, parents, and students satisfied with parental involvement in decisions about their child’s education.	66.6	84.3	82.5	85.6	80.0	85.2	High	Maintained	Good	87.0	90.0	92.0
Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	88.9	95.6	95.1	96.4	92.0	96.5	Very High	Maintained	Excellent	98.5	99.0	99.5

## Diploma Examination Results

### Diploma Examination Results – Measure Details (OPTIONAL)

The diploma examination results are as follows.

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	Authority	92.3	11.5	95.2	19.0	93.3	20.0	100.0	15.8	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Language Arts 30-2	Authority	85.7	0.0	85.7	0.0	55.6	0.0	100.0	0.0	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	68.4	10.5	70.6	35.3	87.5	50.0	81.8	9.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	75.0	16.7	57.1	0.0	73.3	26.7	88.9	44.4	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	75.0	8.3	70.0	10.0	92.3	23.1	100.0	13.3	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	100.0	12.5	80.0	10.0	55.6	0.0	80.0	20.0	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	84.0	8.0	93.8	43.8	93.8	18.8	88.9	27.8	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	68.8	6.3	84.6	30.8	75.0	33.3	77.8	11.1	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	*	*	85.7	42.9	*	*	*	*	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	*	*	66.7	0.0	50.0	0.0	83.3	0.0	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence – the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

**Parkview Adventist Academy**

---

**Timelines and Communications**

The AERR is communicated to parents and the public through board meetings and posted on the Parkview Adventist Academy website. To access this report online visit [www.paa.ca](http://www.paa.ca)

A print version is available to all parents and others who request it. Those interested should contact Parkview Adventist Academy's office by calling the office at 403.782.3381, extension 4112.

For more information and questions related to finances, including the school authority's Budget Report Form and Audited Financial Statement, please contact Keith Richter at [krichter@albertaadventist.ca](mailto:krichter@albertaadventist.ca).

**Whistleblower Protection**

Section 32 of the Public Interest Disclosure Act (2013) requires an annual report of disclosures.

\*No employee of Parkview Adventist Academy has made a disclosure to the school's Chief Officer for the 2019-2020 school year.

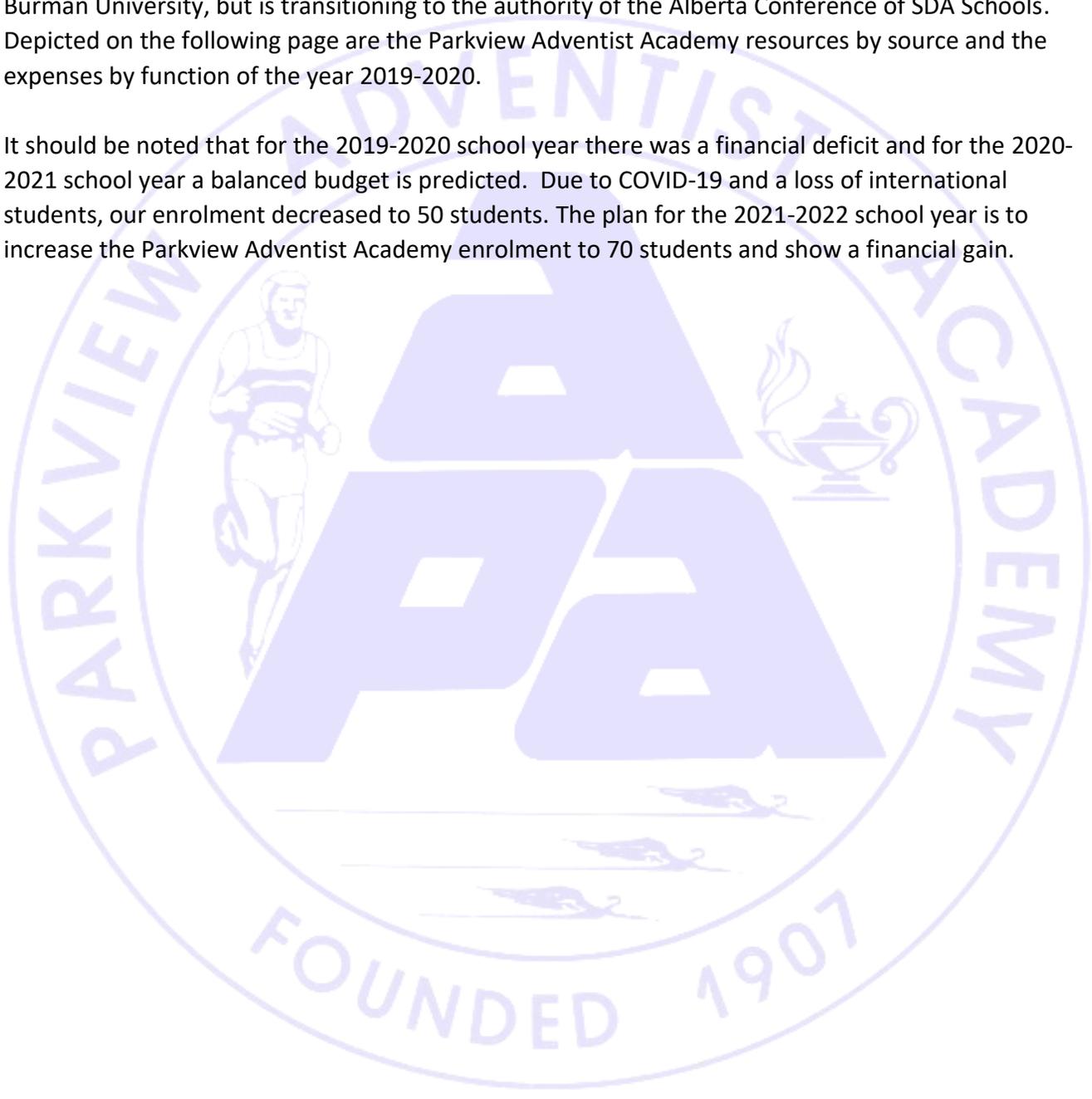
**Parkview Adventist Academy**

---

**Parkview Adventist Academy’s Financial Information and Budget**

Parkview Adventist Academy operates as an Alberta senior high school under the school authority of Burman University, but is transitioning to the authority of the Alberta Conference of SDA Schools. Depicted on the following page are the Parkview Adventist Academy resources by source and the expenses by function of the year 2019-2020.

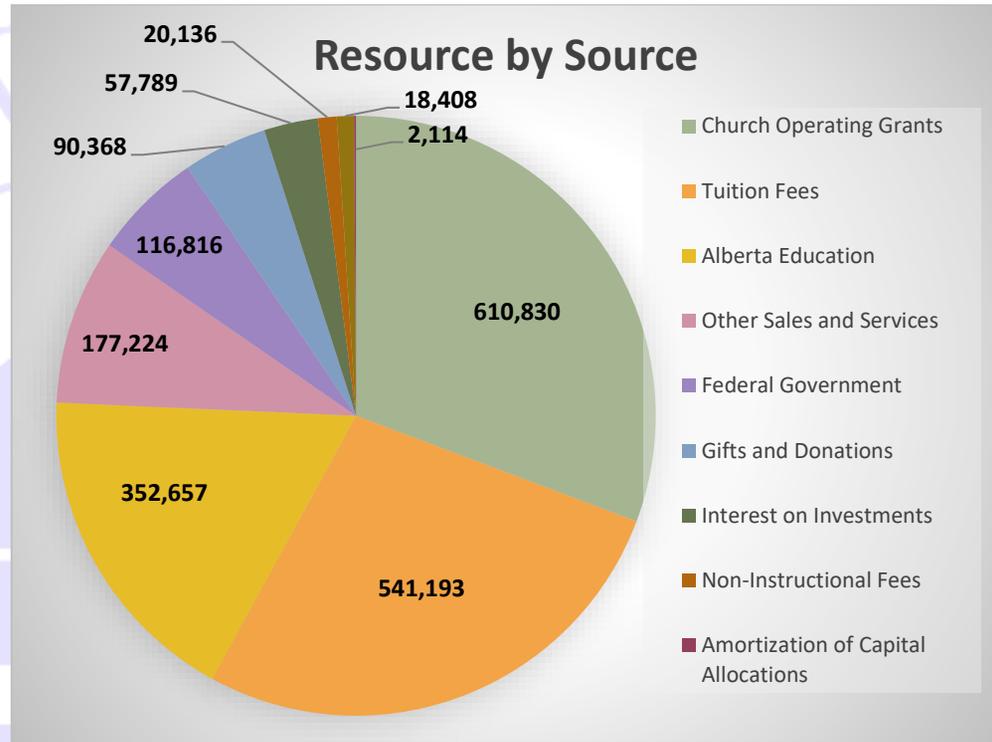
It should be noted that for the 2019-2020 school year there was a financial deficit and for the 2020-2021 school year a balanced budget is predicted. Due to COVID-19 and a loss of international students, our enrolment decreased to 50 students. The plan for the 2021-2022 school year is to increase the Parkview Adventist Academy enrolment to 70 students and show a financial gain.



**Parkview Adventist Academy**  
**AFS Summary in Chart Form**  
**Of Financial Results for the 2019-2020 School Year**

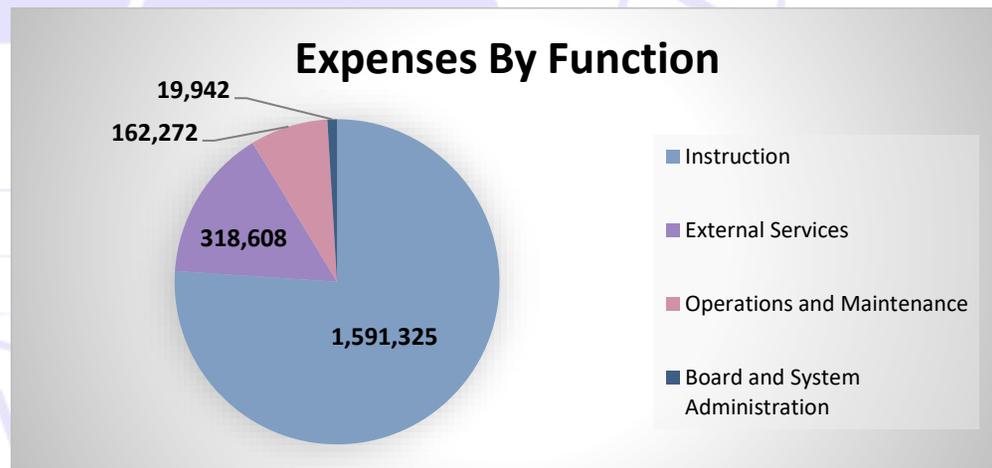
**Resources by Source:**

Church Operating Grants	610,830
Tuition Fees	541,193
Alberta Education	352,657
Other Sales and Services	177,224
Federal Government	116,816
Gifts and Donations	90,368
Interest on Investments	57,789
Non-Instructional Fees	20,136
Gross School Generated Funds	18,408
Amortization of Capital Allocations	2,114
	<hr/>
	<b>1,987,535</b>



**Expenses by Function:**

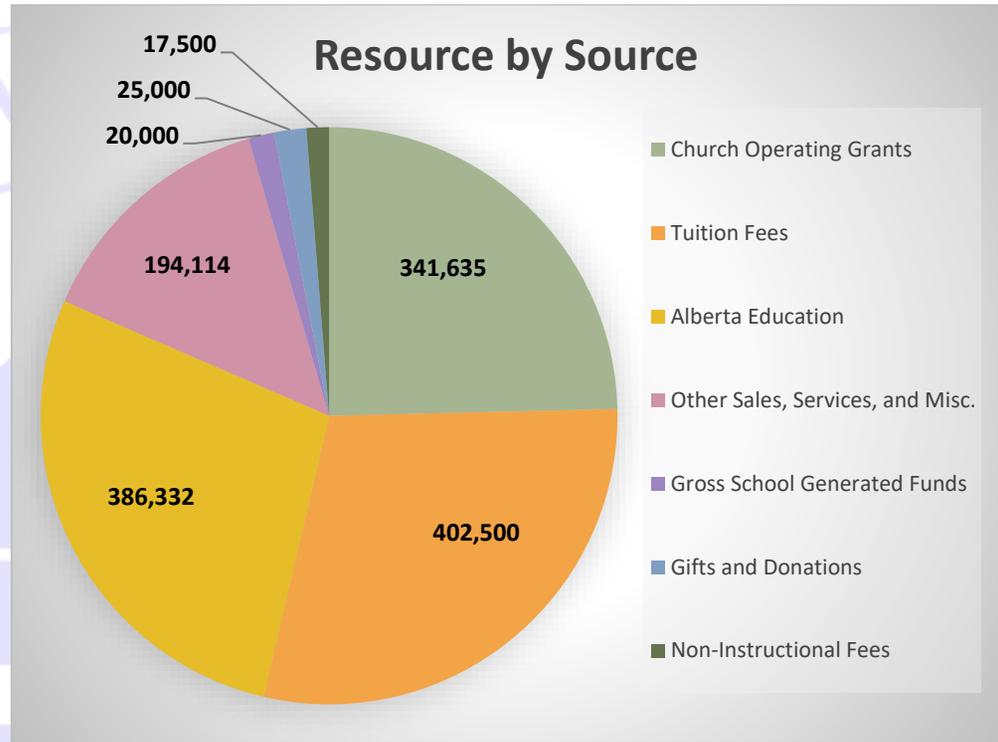
Instruction	1,591,325
External Services	318,608
Operations and Maintenance	162,272
Board and System Administration	19,942
	<hr/>
	<b>2,092,147</b>



**Parkview Adventist Academy**  
**Projected Budget Summary in Chart Form**  
**August 31, 2021**

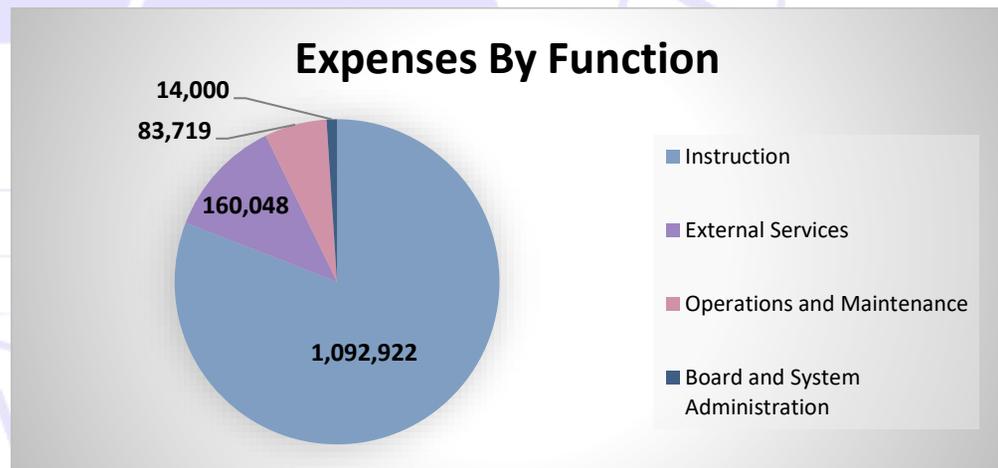
**Resources by Source:**

Church Operating Grants	341,635
Tuition Fees	402,500
Alberta Education	386,332
Other Sales, Services, and Misc.	194,114
Gross School Generated Funds	20,000
Gifts and Donations	25,000
Non-Instructional Fees	17,500
	<hr/>
	<b>1,387,081</b>



**Expenses by Function:**

Instruction	1,092,922
Operations and Maintenance	160,048
Board and System Administration	83,719
Transportation	14,000
	<hr/>
	<b>1,350,689</b>



**Parkview Adventist Academy**  
**Statement of Revenues and Expenses**  
**Budget for Year ending August 31, 2021**

<b>REVENUES</b>	<b>Amount</b>	<b>% of Income</b>	<b>Contextual Information</b>
Church Operating Grants	341,635	25%	Tuition fees and church operating grants provide a significant amount of funding and is required for a viable operation.
Tuition Fees	402,500	29%	
Alberta Education	386,332	28%	
Other Sales and Services	192,000	14%	
Gross School Generated Funds	20,000	1%	
Gifts and Donations	25,000	2%	
Non-Instructional Fees	17,500	1%	
Amortization of Capital Assets	2,114	0%	
<b>TOTAL REVENUES</b>	<b>1,387,081</b>	<b>100%</b>	
<b>REVENUES</b>	<b>Amount</b>	<b>% of Income</b>	<b>Contextual Information</b>
Certificated Salaries	629,469	45%	There is significant focus given to ensuring students have opportunity for interest based learning in addition to the core diploma requirements, while also ensuring that learning is provided by quality teaching staff.
Certificated Benefits	167,952	12%	
Non-Certificated Salaries and Wages	90,892	7%	
Non-Certificated Benefits	15,583	1%	
Services, Contracts, and Supplies	411,218	30%	Administration, operation, and maintenance support the direct instruction by providing a well organized, respectable, and safe facility.
Gross School Generated Funds	20,000	1%	
Amortization of Capital Assets	15,575	1%	
<b>TOTAL EXPENSES</b>	<b>1,350,689</b>	<b>97%</b>	
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>36,392</b>	<b>3%</b>	