

November 2009 AERR



Components and Requirements for the November 2009 AERR

Message from the Board Chair

Dear Parents,

As mandated by Alberta Education, Provincial Achievement Tests (PAT) are administered to the Year Three and Six students in May and June each year. As a Level 2 Funded School MMEC is also required to complete Accountability Pillar Surveys (APS) of all certificated teachers, parents of students in grades 4-6, and students in grades 4-6. Based on the results of our Provincial Achievement Tests and Accountability Pillar Surveys, we complete an Annual Education Results Report (AERR) each year.

Students, families and staff at Maria Montessori Education Centre have seen another amazing year of social, emotional and intellectual growth. 2008/09 was our second year of operations and as such our Annual Education Results Report is based on very limited numbers of students. Our PAT scores are based on 7 students. Our APS results are based on 9 students, as our parent and teacher numbers were too low to be reported. Although not statistically significant, Alberta Education reports on all populations greater than 5 people.

As educators and Montessorians we do not put an emphasis on grading or marks. We strive for an environment in which competition is limited and internal motivation is encouraged. Maria Montessori Education Centre does not provide graded reports, as grades are a form of external reward, or punishment. Through her observations of children Dr. Montessori saw that children naturally reject both rewards and punishments. Modern research also shows that both rewards and punishments lead to a decrease in internal motivation. As you know, internal motivation, freedom, independence, and responsibility are core tenants of Montessori education.

Thank you for putting your trust in us as we, together, build an authentic Montessori experience for all of our children.

Accountability Statement

The annual education results report for **Maria Montessori Education Centre** for the **2008/09** school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Highlights for 2008/09

Staffing Stability and Retention – Over the first two years of operations MMEC strove to acquire and retain top quality staff. We require dual certificated (Montessori and Alberta Teaching Certificated) teaching staff for all of our third year Casa (Kindergarten) and Elementary classes. In 2008/09 we were able to bring on several new dual certificated staff and one new teacher who is also a Montessori trainee. As we transitioned between 2007/08 and 2008/09 we were unable to retain any of our support staff, but between 2008/09 and 2009/10 school years we saw all of our staff return and added several new staff members to our team. 2008/09 was a team building year for us which is setting us up for stability in school staff.

Normalization of Classes – *Normalization* is a Montessori word borrowed from the field of anthropology. It means becoming a contributing member of society. Normalization describes the process that occurs in the Montessori classroom, where young children (usually with short attention spans) learn to focus and concentrate for sustained periods of time, while deriving self-satisfaction from their work.

When we came together to form the MMEC community in 2007/08 we brought families from many schools and different educational backgrounds. 2008/09 saw our classes really begin to normalize as students, staff and families developed strong routines, prepared environments and meaningful relationships. This process is ongoing.

Special Needs – The flexible, accommodating nature of Montessori Education allows us to work with a number of students with mild to moderate learning disabilities. Due to limited financial and human resources MMEC is able to accommodate a smaller number of students with severe special needs. The Administration at MMEC works hard to ensure that every family that enters the programs at MMEC can be successful. 2008/09 saw MMEC becoming more involved with various services in the community, including the Student Health Partnership.

ESL – MMEC provides language-rich environments with a depth of experiences unfolding throughout each day. Our ESL students, at all age levels, have made enormous gains.

October 2009 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Maria Montessori Education Cen			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	86.7	n/a	n/a	86.9	85.1	84.6	High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	80.3	79.4	78.7	n/a	n/a	n/a
			Education Quality	100.0	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	88.9	*	n/a	76.8	75.3	75.6	Very High	n/a	n/a
			PAT: Excellence	11.1	*	n/a	19.2	18.3	18.3	Low	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	n/a	n/a	n/a	79.6	80.1	78.1	n/a	n/a	n/a
Citizenship			83.3	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.1	78.2	77.9	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	77.8	n/a	n/a	79.4	77.0	76.7	High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. Lower values are "better"), the range of values at each evaluation level is interpreted as "greater than" the "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" 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 value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment for students.

Performance Measure			Results (in percentages)					Target**
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	86.7	if set
		Province	83.1	84.4	84.2	85.1	86.9	86
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	86.7	
		Province	77.2	78.4	78.5	79.1	81.7	

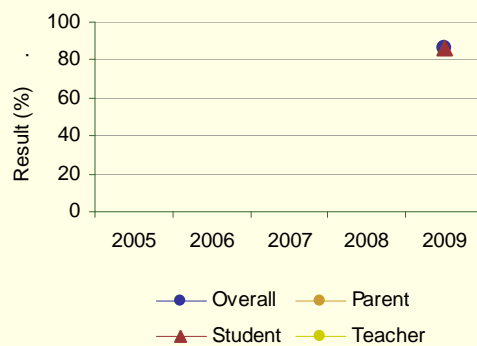
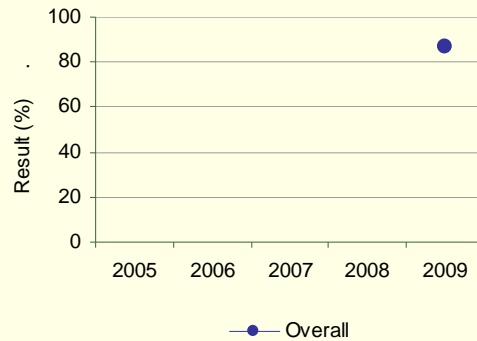
Comment on Results

Maria Montessori Education Centre had 9 students in grades four through six who participated in the Accountability Pillar Survey. Insufficient numbers of parents and teachers were available (less than 5) to make their survey results reportable. Groups of less than 6 are not reported on, as individual respondents may be picked out with such small numbers.

While we are confident that our children do feel safe and cared for at school, we must keep in mind that such a small sample of students is not statistically significant.

MMEC is pleased to be in the first year of our three year AISI cycle of our Peaceful School Initiative which will serve to strengthen the safe and caring environment at our school.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

** If authority had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

Outcome: *The education system meets the needs of all K – 12 students, society and the economy.*

[No Data for Program of Studies]

<p>Comment on Results</p> <p>MMEC incorporated the Alberta Program of Studies into the Montessori Cosmic Curriculum. Students are thus provided with the Program of Studies in an integrated way that meets their developmental needs.</p> <p>MMEC offers French at all ages, music, art, physical education, health, and technology included in the core subject areas.</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Program of Studies]</p> <p>[No Data for Program of Studies]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: *The education system meets the needs of all K – 12 students, society and the economy. (continued)*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	100.0	if set
		Province	86.1	87.7	87.6	88.2	89.3	90
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	100.0	
		Province	85.6	86.6	86.4	86.6	88.3	

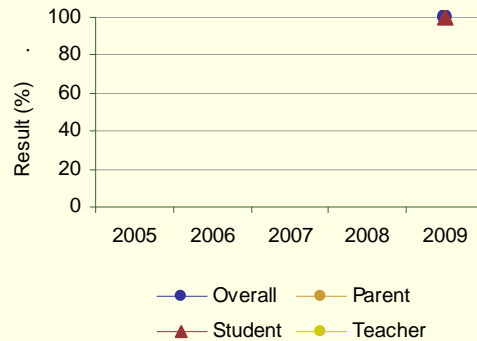
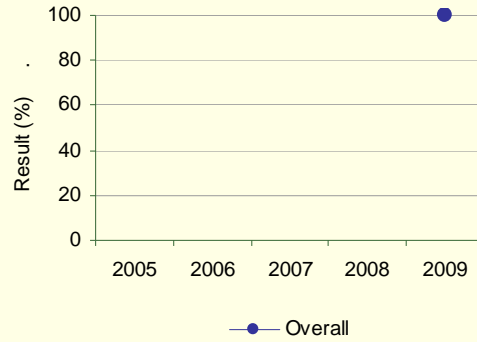
Comment on Results

Maria Montessori Education Centre had 9 students in grades four through six who participated in the Accountability Pillar Survey. Insufficient numbers of parents and teachers were available (less than 5) to make their survey results reportable. Groups of less than 6 are not reported on, as individual respondents may be picked out with such small numbers.

While we are confident that our children do receive a high quality education, we must keep in mind that such a small sample of students is not statistically significant.

The Montessori method which is used at MMEC values students as engaged learners through emphasis on independence, choice, personal responsibility, uninterrupted work blocks, and integrated subject matter.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system meets the needs of all K – 12 students, society and the economy. (continued)*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	n/a	n/a	n/a	n/a	93.8	if set
		Province	67.2	68.5	68.2	69.2	70.3	70
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	93.8	
		Province	76.7	77.1	76.8	77.7	78.4	

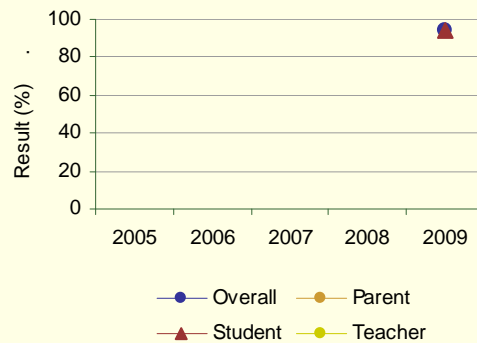
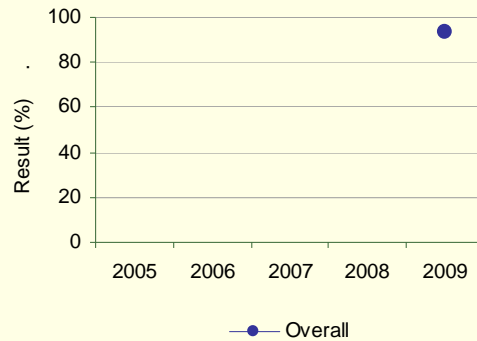
Comment on Results

Maria Montessori Education Centre had 9 students in grades four through six who participated in the Accountability Pillar Survey. Insufficient numbers of parents and teachers were available (less than 5) to make their survey results reportable. Groups of less than 6 are not reported on, as individual respondents may be picked out with such small numbers.

While we are confident that our children do, for the most part, receive the programs and services they require, we must keep in mind that such a small sample of students is not statistically significant.

Please keep in mind that MMEC is a small, low-tuition private school. As such we are unable to offer all of the programs and services that larger authorities might offer. Due to limited resources MMEC accepts only students who can be supported with the resources available at MMEC. We are a member of the Rockyview SHIP and receive some services through them. We also provide ESL and Early Literacy supports within our classrooms.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Children at risk have their needs addressed through effective programs and supports.*

[No Data for Dropout/Returning Rate]

<p>Comment on results</p> <p>Although MMEC is a K-6 school we ensure effective programs, caring relationships, participation, a strong sense of belonging and engaging intellectual pursuits for all of our children. Studies show that while at risk youth leave school in the high school years, the problems of disengagement occur much earlier. We actively seek to engage our students by using the child-focused Montessori philosophy and engaging our staff in action research to ensure best practice.</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Dropout]</p> <p>[No Data for Returning Rate]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: Children at risk have their needs addressed through effective programs and supports. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	n/a	n/a	n/a	n/a	81.5	if set
		Province	76.9	78.6	78.3	79.5	81.4	80
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	81.5	
		Province	76.1	77.1	77.0	78.0	80.3	

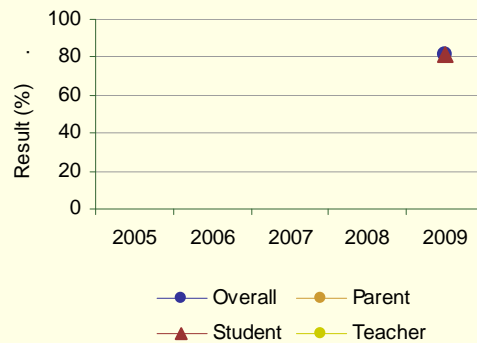
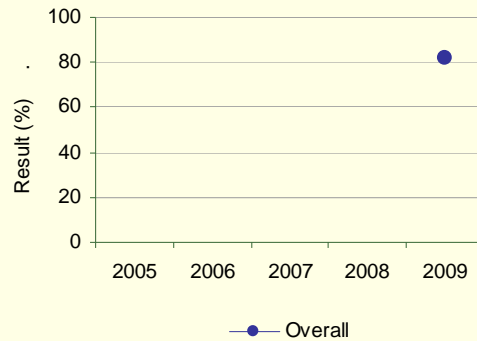
Comment on results

Maria Montessori Education Centre had 9 students in grades four through six who participated in the Accountability Pillar Survey. Insufficient numbers of parents and teachers were available (less than 5) to make their survey results reportable. Groups of less than 6 are not reported on, as individual respondents may be picked out with such small numbers.

While we provide the programs and services our students require, we must keep in mind that such a small sample of students is not statistically significant. Additionally, it is unlikely that our children understood this question as it relates to high school completion.

As a K-6 private school we tend not to have specific programs for at risk students. We offer programming to meet our students' needs, but we do not have the diversity of larger schools. Nor do we have the resources deal with the diversity that larger authorities handle. As an elementary school we do not see high school completion directly, but do actively work to engage all of our students in their learning and school community.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards.

Performance Measure		Results (in percentages)**												Target	
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		2009			
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	if set	if set	
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2			
	Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	if set	if set	
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8			
Grade 6	English Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	if set	if set		
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9			
	French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9			
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7			
	Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	if set	if set		
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8			
	Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	if set	if set		
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8			
	Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6			
Grade 9	English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7			
	French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3			
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9			
	Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6			
	Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8			
	Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4			

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	88.9	11.1	if set	if set
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course. Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA(Grades 3, 6, 9), Math(Grades 3, 6, 9), Science(Grades 6, 9), French Language Arts(Grades 6, 9), Français (Grades 6, 9).

Comment on Results

In 2008/09 MMEC had 7 students in grades three and six who wrote PATs. Alberta Education provides results for groups larger than 5, although such groups are too small to be statistically significant. At small schools each individual student who writes a PAT has an enormous impact on the overall results.

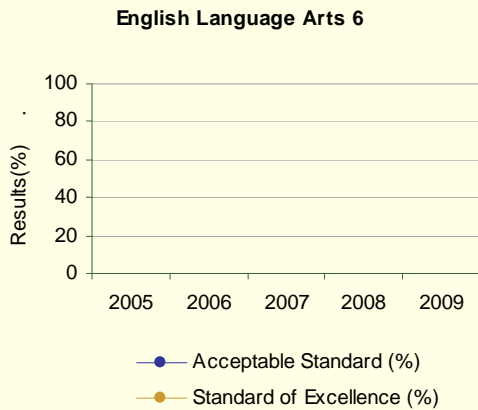
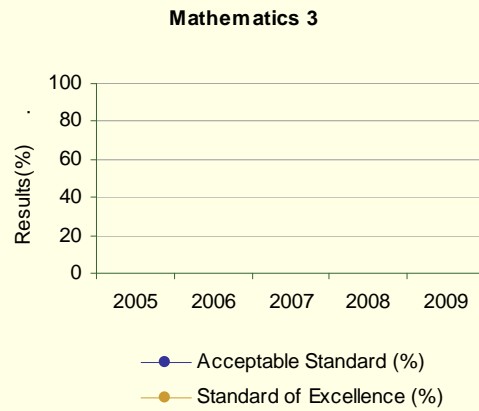
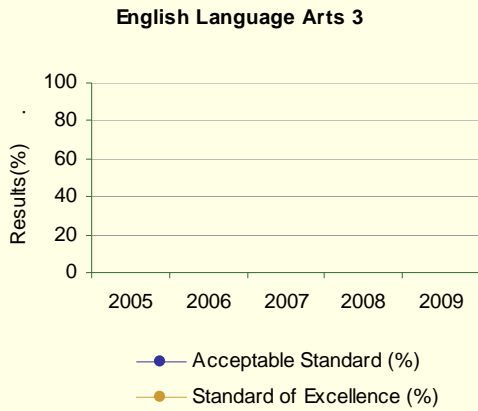
100% (7 out of 7) of MMEC's students met the Acceptable Standard or Standard of Excellence for the PATs in 2008/09. 1 out the 7 students met the Standard of Excellence (meaning they achieved an "excellent" score on most tests), although another 4 out of the 7 students achieved "excellence" on at least one test.

Graph of Overall Authority Results (optional)



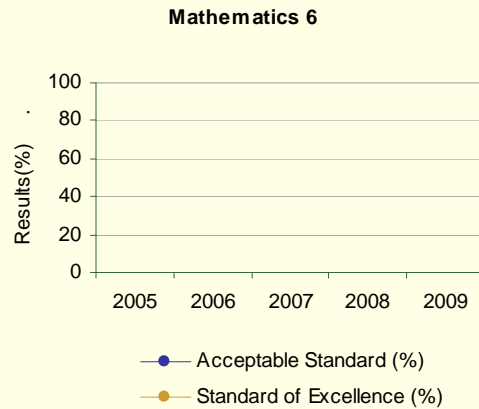
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



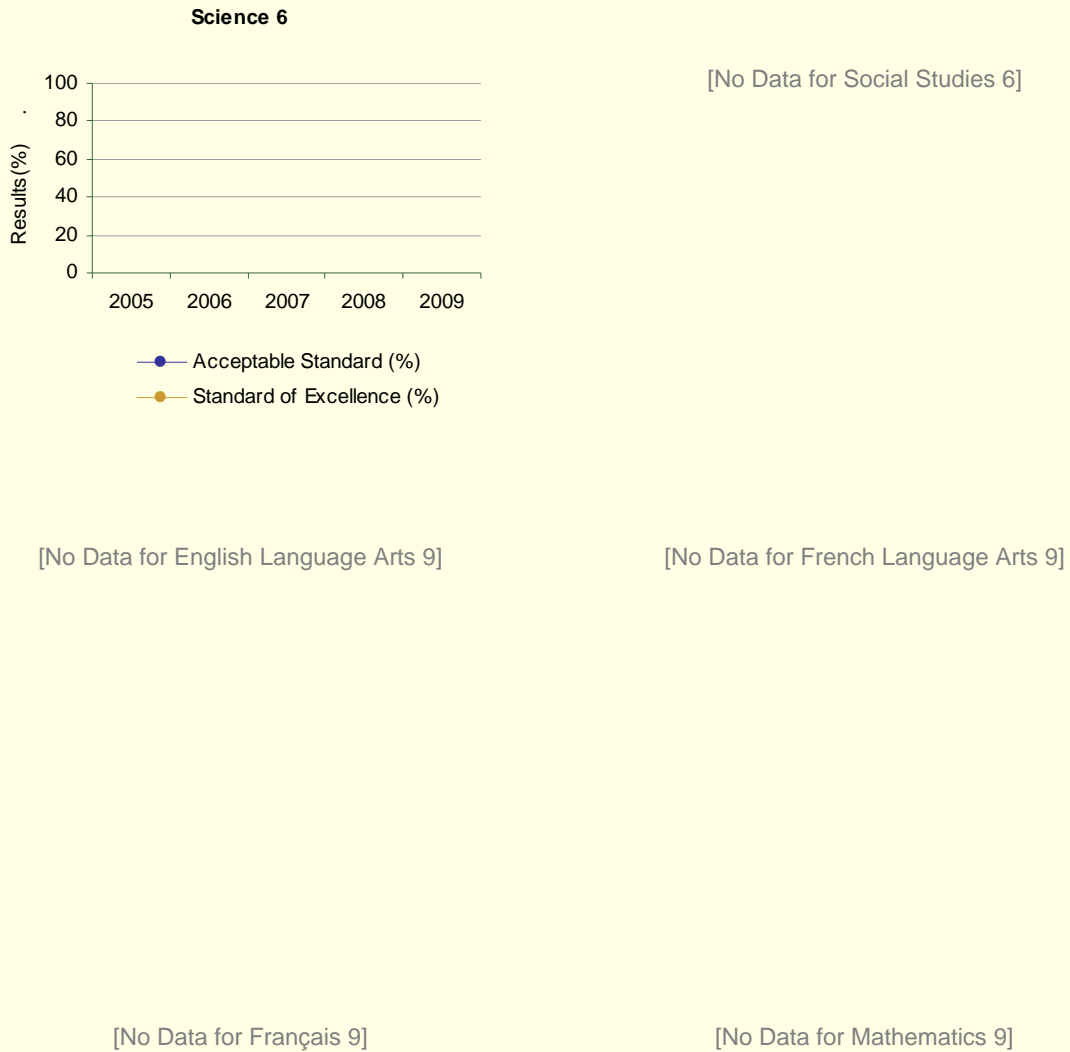
[No Data for French Language Arts 6]

[No Data for Français 6]



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

[No Data for Science 9]

[No Data for Social Studies 9]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

		Maria Montessori Education Cen						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	*	*	*	6	*	n/a	n/a	41,722	81.3	42,041	80.6
	Standard of Excellence	*	*	*	6	*	n/a	n/a	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	*	*	*	6	*	n/a	n/a	41,720	79.7	42,053	80.2
	Standard of Excellence	*	*	*	6	*	n/a	n/a	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,327	81.8	44,326	80.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,328	76.6	44,327	74.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	43,216	76.5	44,209	76.0
	Standard of Excellence	*	*	*	2	*	n/a	n/a	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,675	78.7	44,685	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,118	67.0	44,317	66.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,560	72.2	44,505	68.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,560	15.8	44,505	13.7

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Measure Evaluation Reference - 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 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

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.

	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

Diploma Exam Results By Course (Optional)

[No Data for English Lang Arts 30-1]

[No Data for English Lang Arts 30-2]

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

[No Data for Pure Mathematics 30]

[No Data for Applied Mathematics 30]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course (Optional)

[No Data for Social Studies 30]

[No Data for Social Studies 33]

[No Data for Biology 30]

[No Data for Chemistry 30 Old]

[No Data for Chemistry 30]

[No Data for Physics 30 Old]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course (Optional)

[No Data for Physics 30]

[No Data for Science 30]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

Measure Evaluation Reference - 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 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

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.

	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

Outcome: *Students demonstrate high standards. (continued)*

[No Data for Diploma Exam Participation Rate]

<p>Comment on Results</p> <p>We are a K-6 school.</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for Diploma Exam Participation Rate]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

[No Data for Diploma Exam Participation Rate]

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. (optional)

[No Data for Diploma Exam Participation Rate]

Note:

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Outcome: *Students are well prepared for lifelong learning.*

[No Data for High School to Post-Secondary Transition Rate]

<p>Comment on Results</p> <p>We are a K-6 school.</p>	<p>Graph of Overall Authority Results (optional)</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

Outcome: *Students are well prepared for lifelong learning. (continued)*

[No Data for Lifelong Learning]

Comment on Results	Graph of Overall Authority Results (optional)
<p>We are a K-6 school.</p>	<p>[No Data for Lifelong Learning]</p> <p>[No Data for Lifelong Learning]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>

Outcome: *Students are well prepared for employment.*

[No Data for Work Preparation]

Comment on Results	Graph of Overall Authority Results (optional)
<p>We are a K-6 school.</p>	<p>[No Data for Work Preparation]</p> <p>[No Data for Work Preparation]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>

Outcome: Students model the characteristics of active citizenship.

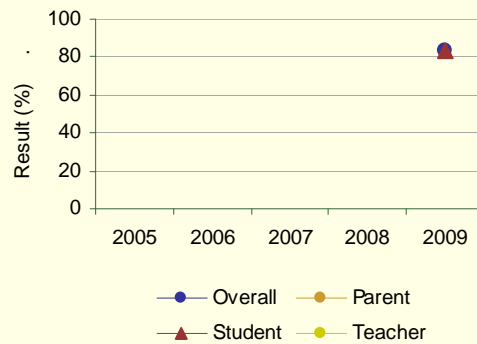
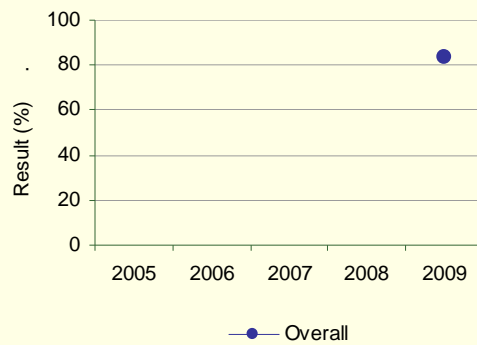
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	n/a	n/a	n/a	n/a	83.3	if set
		Province	75.3	76.8	76.6	77.9	80.3	80
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	83.3	
		Province	66.1	67.5	67.1	68.5	71.8	

Comment on Results

Maria Montessori Education Centre had 9 students in grades four through six who participated in the Accountability Pillar Survey. Insufficient numbers of parents and teachers were available (less than 5) to make their survey results reportable. Groups of less than 6 are not reported on, as individual respondents may be picked out with such small numbers.

Our students demonstrate characteristic of active citizenship such as helping, respect, community service, do their personal best, and help determine and follow rules for courteous behaviour. We must still keep in mind that such a small sample of students is not statistically significant.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Also report results on all local authority Goal Two measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 2, Goal 2 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

Goal Three: Highly Responsive and Responsible School Authority

Outcome: The private school authority demonstrates effective working relationships with partners and stakeholders.

[No Data for Parental Involvement]

Comment on Results	Graph of Overall Authority Results (optional)
<p>MMEC is operated under Montessori principles. MMEC was intentionally set up as a not-for-profit corporation to ensure that these principles could not be compromised. Parents make the choice to attend a private Montessori school like ours. In doing so they agree to our philosophy and educational methodology. Parents have some input and involvement in their child's education, but our mission and operational principles are not open to debate. Parents who determine that this Montessori setting does not suit them will move on to schools that more appropriately meet their needs.</p> <p>Private schools by their nature are schools of choice and are not meant to meet the diverse needs, or wants, of all families.</p>	<p>[No Data for Parental Involvement]</p> <p>[No Data for Parental Involvement]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>

Outcome: The private school authority demonstrates leadership and continuous improvement.

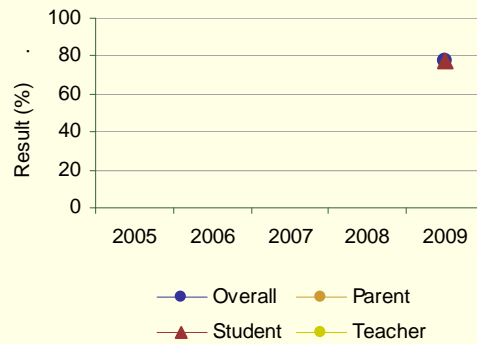
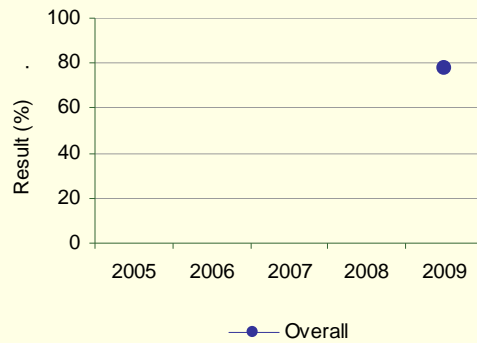
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall (required)	Authority	n/a	n/a	n/a	n/a	77.8	if set
		Province	73.9	76.8	76.3	77.0	79.4	78
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	*	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	77.8	
		Province	77.9	79.4	79.3	79.5	81.8	

Comment on Results

Maria Montessori Education Centre had 9 students in grades four through six who participated in the Accountability Pillar Survey. Insufficient numbers of parents and teachers were available (less than 5) to make their survey results reportable. Groups of less than 6 are not reported on, as individual respondents may be picked out with such small numbers. We must still keep in mind that such a small sample of students is not statistically significant.

2008/09 was MMEC's second year of operations. Most students are very happy at the school and likely feel that the school started strong and has remained strong.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Future Challenges

- Facility – Within the next year we are planning a transition from a shared facility to one of our own. This will have some financial implications as the lease amount will increase and there will be tenant improvements needed to the site. At the same time, we will have a higher degree of facility stability and the site will be renovated with the Montessori philosophy and the specific needs and ages of our students in mind.
- Finances – As we gain experience in administering a school and complete our first few years (2008/09 was our second year) we grow in our understanding of our financial needs. We see that we have underestimated some of our projections around staffing, salaries, lease rates and class sizes. This impacts our bottom line and will be largely addressed through changes to our tuition and tuition payment structure
- Staffing – Finding dual certified Alberta and Montessori teaching staff is always a challenge. We have begun Montessori training with two B.Ed. staff members, and continue to advertise, hire, and train with the long term staffing needs of the school in mind.
- Curriculum Connections – The work is ongoing at MMEC to ensure full integration of the Montessori Cosmic Curriculum and the Alberta Program of Studies. As the Program of studies is updated, our staff meet to discuss quality implementation to ensure all students are able to meet their fullest potential.
- Standard of Excellence in PATs - We note that our results appear as “low” for the Standard of Excellence in our PATs. Our teachers strive for continual academic improvement through regular study, reflection, professional development and their professional learning community. We caution any judgments being made regarding this result as only 7 students wrote the PATs between grades three and six. With such a small sample statistical significance is not possible and each individual student has a huge impact on the overall results.

Summary of Financial Results

Maria Montessori Education Centre operates as a not-for-profit corporation. The school programs operate with standard government funding supplemented by shareholder loans from the corporation, and a low tuition charge. We receive government funding for all school aged children to enable us to operate. We fundraise as a means of keeping tuition at a minimum.

Guiding principles used in financial planning include the following:

- To provide a quality Montessori program for Calgary’s children and their families regardless of economic means. We therefore offer as low tuition as possible.
- It is fundamental to our program to have skilled teachers with accredited Montessori training. In order to recruit and maintain appropriate teachers and support staff, we must offer competitive salaries and benefit packages

Our financial changes over 2007/08 were:

- As of 2008/9 we began receiving funding for our Elementary programs.
- We increased student numbers and therefore tuition income.
- Through our Parents Community’s fundraising efforts we were able to raise over \$19,000 towards our programs.
- Salaries increased as we added one more Casa class, in addition to a dedicated Upper Elementary class, to our programs.
- Lease costs were higher than the previous year as the costs were staggered to repay some of the leasehold improvements.
- New programs required additional Montessori materials. The acquisition of these new assets are reflected in the amortization amount.

Our Audited Financial Statements show:

Revenues	
Alberta Education	\$262,113
Other Government of Alberta	\$7,146
Federal Government	\$211
Other Alberta School Authorities	\$0
Instructional fees/Tuition fees	\$330,042
Non-instructional fees	\$7,787
Other sales and service	\$41,290
Interest in investments	\$0
Gifts and donations	\$2,926
Net school generated funds	\$3,723
Amortization of capital allocations	\$0
Other: Fundraising	\$33,972
Total Revenues	\$689,210
Expenses	
Certificated salaries	\$240,310
Certificated benefits	\$23,878
Non-certified salaries and wages	\$161,881
Non-certified benefits	\$22,853
Services, contracts and supplies	\$226,656
Net school generated funds	\$3,723
Capital and debt services	
Amortization of capital assets	\$15,727
Interest on capital debt	
Other interest charges	\$4,205
Losses(gains) on disposal of capital assets	
Other: Fundraising	\$14,888
Total Expenses	\$714,121
Surplus (Deficit) of Revenues over Expenses	(\$24,911)

Further information regarding the 3 Year Educational Plan, Audited Financial Statements, and Budget Report are available at mmec.ca or by contacting the school at info@mmec.ca or (403) 668-8538.

Publication and Communication

The Maria Montessori Education Centre Annual Education Results Report is available at mmec.ca, or by contacting the school at info@mmec.ca or (403) 668-8538.

Parents are informed of the location of the Maria Montessori Education Centre Annual Education Results Report in the December and June newsletters, and at the December and June Parents' Community meetings and fall AGM.

