
**St. Louis School
Three Year Education Plan
2014 – 2017**



The Math /Language Focus School

Medicine Hat Catholic Board of Education



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School Staff

Principal	Mr. Patrick Weisgerber
Kindergarten	Mrs. Amy Jacober
Grade One-two	Mrs. Maureen Woelfle
Grade Two-Three	Mr. Ray Hoger
Grade Four-Five	Mrs. Sharon Martin
Grade five-Six	Mrs. Susan Flanagan/ Mr. Patrick Weisgerber
LLI instructor	Mrs. Susan Flanagan
Music	Mrs. Patricia Swan

Support Staff

Secretary	Mrs. Charlotte Eresman
Paraprofessionals	Mrs. Louise Lafonde, Mrs. Charlene Smith, Mrs. Sonja McCue
Librarian:	Judy Graham
Custodian	Mr. John MacNeil
Behavioural Associate	Mrs. Tory Beach
CPC Team:	Teachers, Behaviour associate, Principal, Lisa Coderre and Rhonda Hayward (Mental health), Jade Flewell (occupational therapy), Sunah Jeon (Speech language)
Community Worker	Mrs. Robbie Fairhurst

St. Louis School Profile

St. Louis school in the city of Medicine Hat is in an area known as the Flats.

The school is the hub of specialized programs servicing students with a wide variety of educational and behavioural needs. At the center of all of our specialized programs is a dedicated staff of, teachers, paraprofessionals, and other support workers who model Christ in all that they do.

Inclusion for our students will continue to be an important goal this year. These students have learning disabilities and require appropriate support. This year these students will be integrated at their grade level for the entire day. Students in division one, experiencing language delays are able to take advantage of our Leveled literacy intervention program, as well as individualized intervention from experienced teaching staff. Students in Division two are placed at their skill level in Language arts, yet still be integrated with their peers. The combination of small class sizes and an individualized academic program allows our students to progress at their own level and pace creating a positive and meaningful educational experience.

A strong academic commitment to language arts and mathematics, a solid behavioral and academic support plan, and an outstanding staff who use Christ as their guide has made St. Louis School a center of caring for its students and their families in our community.

Students presenting with more severe behavioral issues from grades one to six are able to benefit from our DEN Program. Students are offered individualized educational and behavioral programming which provides a strong focus on core academic success, social, behavioral, and cognitive growth, all intertwined with a strong faith component.

A strong academic commitment to language arts and mathematics, a solid behavioral plan, and an outstanding staff who use Christ as their guide has made St. Louis School a center of caring for students and families in our community.

Enrollment Trends

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
143	135.5	138.5	139.5	116	118	115	107.5	100	110	107	96	84	71

District Foundation Statements:

District Mission

In partnership with family, Church, and community, we provide Catholic Education of the highest quality to our students.

District Vision

A Gospel-centered community committed to:

- *Learning Excellence*
- *Christian service*
- *Living Christ*

District Values

We believe that Catholic Education is a ministry that is at the heart of the Church. In our ministry we value and celebrate:

- *Teaching and living our Catholic faith*
- *Our Catholic traditions*
- *Our ability to offer a full range of educational programs for all students*
- *The uniqueness of each child (That each child is special)*

District Principles of Practice

In our ministry we are called, always and everywhere, to:

- *Model Christ*
- *Prayer*
- *Service*
- *Strive for Excellence*
- *Build Community*

St. Louis School Vision:

“Creating successful citizens with socially appropriate Christian behavior equipped with necessary literacy and math skills.”

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	St. Louis School			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	Excellent	Safe and Caring	94.5	97.2	89.0	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	87.0	87.5	81.3	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	96.4	98.6	94.5	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	81.0	78.3	62.2	74.0	75.3	75.5	Intermediate	Improved	Good
		PAT: Excellence	11.9	10.0	7.5	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	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	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	100.0	100.0	100.0	81.2	80.3	80.0	Very High	Maintained	Excellent
		Citizenship	93.5	93.4	79.5	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	96.6	91.4	87.4	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	88.8	90.1	80.2	79.8	80.6	80.2	Very High	Improved	Excellent

Notes:

1. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

DIVISION GOAL 1: THE ENHANCEMENT OF CATHOLIC EDUCATION

Provincial Goal One: High Quality Learning Opportunities for All

Catholicity (Division Wide)

As a Catholic Division our faith must be our cornerstone. In all that we do we must do as Christ would have done. As a division and as individual schools it must be understood and further practiced that all decisions be consistent with our mission, vision, values and goals. Over the next three years we will enhance our Catholicity through focused discussion and action.

School Goal 1.- Keeping Christ as the centre for our school.

Outcome: Our Catholic faith and values permeates our school/program curriculum and is reflected in the presence of Catholic symbols and art, religious celebrations, and the respectful relationships, attitudes and behaviour of students and staff.

Strategies-

- Faith Development day to begin the school year.- Carrying the Light of Christ into the world (common faith development theme)
- Morning Prayer opportunity for staff
- Continue to offer faith formation to all new teaching staff (Divisional)
- Continue to utilize Catholic resources in the St. Louis library and in classrooms
- Focus on permeation strategies for all subjects (PD Fridays)
- Gather as a school for faith-based celebrations throughout the school year.
- All celebrations and liturgies will be open to parents, community and central office. Invitations to all events will be included in our school newsletters and through email correspondence.
- Classroom lessons and activities that reflect the teachings of the Gospel
- The principal will facilitate a teaching on the Gospels at each Tuesday morning assembly
- The choir will sing Christmas carols at senior's homes in December
- During the month of October and May the students and staff will reflect on the rosary during religion class, and at assembly.
- The teachers will inform/promote the students and parents about the various sacraments through newsletters and religion class.
- The principal will recognize students that complete sacramental prep programs at an assembly
- Faith/Prayer centers in each classroom.
- Daily Morning Prayer over announcements as well as prayer in each classroom during the day in the school.
- Invite and encourage parish priest and parish staff to visit and participate in St. Louis School activities, and sponsor a Sunday Mass.
- Display our school banner and tri fold with school accomplishments at Holy Family Parish on Catholic Education Day.
- Staff will continue to develop new partnerships with local parishes, other agencies, schools and school divisions.
- Students will continue to have the chance to take a more active role in the school celebrated liturgies by becoming involved as readers, and servers.

Goal two: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	61.5	46.7	78.3	81.0	n/a	Intermediate	Improved	Good	n/a	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	10.3	2.2	10.0	11.9	n/a	Low	Maintained	Issue	n/a	n/a	n/a

Comment on Results

- As a result of differentiated assessment practices, students are given the opportunity to achieve outcomes in different ways, some of these strategies are not incorporated in a formative written assessment

Strategies

- The principal will be available to help all teachers plan, instruct, and assess for differentiation and inclusion in the classroom
- Continuous monitoring and communication with IPP's.
- Every teacher will continue to be personally responsible for achieving the school goals.(inclusion)
- School administrator will monitor Professional Growth Plans and long ranges plans, and perform classroom supervision so the improvement of teacher quality will continue to be a priority for improving daily instruction and student learning.
- Communicate effectively with staff, students, parents, Central Office and our Parish by using our school newsletter, e-mail and telephone.
- Enter student projects into the Medicine Hat Science Fair.
- Staff will meet with each other during PD Fridays and in grade level PLC's to ensure continuity from grade to grade with respect to the achievement of Alberta Learning Goals as well as the fulfillment of the curriculum.
- All staff will attempt to develop positive relationships with parents through communication defined by student success and need using written progress reports, telephone calls, face to face meetings, agenda notes and email.
- Staff will meet with each other during the school year for the purpose of sharing strategies and methods of improving teacher instruction and student learning (Student learning being our essential focus).
- Analysis & Improvement- we will complete a comprehensive analysis to determine "what pieces are missing" work on the development of final exams that are similar in format to the SLA exams (e.g. stem, distracters, vocabulary, etc)
- encourage teachers to visit other master teacher classrooms; also share resources through Access shared folders more readily
- try to keep the same teachers in courses/grades from year to year
- identify "difficult" areas and develop those through PD
- teacher-teacher conferences, peer coaching (district strategies), cross classroom observation
- Professional Discussion Activities during Staff meetings; Time is set aside in every staff meeting to allow for staff discussion on school improvement, 3 year Ed planning, inclusion, differentiation, "hot spots" in the school, and overall support.
- Assessment/differentiation focus –outcome based reporting
- Teachers collect exemplars of student work (high, mid, low levels) for comparison and growth.
- Teachers will continue to support the "got it" or "second chance" contract. This will be done by each grade.
- Use Resources and PD for Balanced Literacy, Learning A-Z, and RAZ Kids
- Keep home informed of tests and activities through study guides for all exams, student- friendly rubrics, and monthly highlights
- Use Differentiated Learning (balanced literacy) strategies in Language Arts.
- Literacy incentive program
- Development of local and division wide spelling B

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.1	83.3	61.7	93.4	93.5	85	Very High	Improved	Excellent	95	100	100
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.	100.0	100.0	n/a	100.0	100.0	100	Very High	Maintained	Excellent	100	100	100

Comment on Results

Continuous improvement in this performance outcome

Strategies

- Parent Council to have more of a direct role in assistance to improve active citizenship
- Plan with students; outline of what to include (e.g. take feast days of liturgical year, focus on a saint)
- In-servicing for teachers could come from Religion Reps and colleagues
- Each homeroom will complete a charity-based mission project preferably not monetary,
- A project that makes students responsible and promotes a greater sense of community such as, food bank, visits to senior homes, choirs to sing at senior homes that culminates with a year-end celebration that is school-wide
- Attempt to track sacraments
- Inform parents of sacramental prep in the churches regularly
Promoting Citizenship – giving back to the community
- Collection of non-perishable food items for the food bank
- Mission Mexico Fundraiser
- Monitor attendance and habitual lates to develop responsibility and the importance of commitment to education for parent and student
- Zero tolerance for bullying or violence
- Develop a transition plan for our grade 6 Students who will be going to Notre Dame Academy or St. Mary’s
- School tours of both NDA and St. Mary’s
- More independence taught in Grade 6 classroom to promote – ownership of students’ individual learning
- Promote leadership within the school to improve self esteem
- Continue to build Business/community partnerships
- Community support of daily breakfast program
- Promote and support Random acts of kindness
- Community support of healthy lunch initiative
- Use of our “den program” to promote social skills as well as to develop lagging skills with students
- Continue to involve students in healthy school initiative.
- “Get active” partnership program with local YMCA
- Development of student council.
- Development of policies in regards to attendance and school bullying plan to address encouraged behaviour

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	73.6	75.0	n/a	87.5	87.0	90	Very High	Maintained	Excellent	95	98	100

Comment on Results

- Strategies**
- Continue to offer exceptional programming in fine arts (music), technology (integration of computers in curriculum), health, and Physical education (5 times per week)
 - Support mental health and family liaison workers in schools
 - PLC focus at school level
 - Decisions are made as much as possible with focus of ground up
 - Monthly PLC teacher directed time
 - Monthly school based PD time
 - Review all Administrative Procedures
 - Staff are involved in the majority of decision making aspects
 - Support and development of policies from all staff and parent council
 - Share best practices for dealing with inappropriate behaviours with other schools
 - Continue with analysis of PAT results- share with Parent Council
 - Share Accountability Results/budget with Parent Council
 - Update the school website regularly
 - Admin/staff presence and support at all School Council Activities – ex.
 - Continue to work on School Council relationships (Principal/Teachers/Parents)
 - Continue to hold Parent Teacher Interviews twice a year
 - Wrap around CPC meetings
 - Continue collaborative after school program with community schools

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	93.0	83.3	n/a	91.4	96.6	100	Very High	Maintained	Excellent	97	98	99
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.3	93.9	90.9	98.6	96.4	95	Very High	Maintained	Excellent	97	98	99

Comment on Results
Excellent improvement in this area

- Strategies**
- Teachers have access to posting homework via the school website.
 - Continue with analysis of PAT results- share with Parent Council
 - Share Accountability Results/budget with Parent Council
 - Update the school website regularly
 - Admin/staff presence and support at all School Council Activities – (ex. movie night, Halloween activities, dances, math night.)
 - Continue to have Meet the Teacher BBQ sponsored by School Council
 - Continuation of monthly newsletter to parents
 - Continue to work on School Council relationships (Principal/Teachers/Parents)
 - Continue to hold Parent Teacher Interviews twice a year
 - Use of our “den program” to promote social skills with students
 - Use of “den program” to develop lagging skills to at risk students
 - Parent Council to have more of a direct role in assistance to improve active citizenship
 - inform parents of sacramental prep in the churches regularly

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017	
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.	90.0	87.7	82.1	97.2	94.5	95	Very High	Maintained	Excellent	96	97	98	
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.	88.9	68.8	81.8	90.1	88.8	85	Very High	Improved	Excellent	90	91	92	

Comment on Results

very high results in this measure

Strategies

- Teachers to record student behavioral issues into school logic, anecdotal notes
- Parents are asked to wait at the front entrance of the school until the final bell rings (at 3:10 pm).
- We are continuing to enforce our policy of students leaving with a parent/guardian only (unless otherwise indicated).
- We are continually reviewing our security procedures. All classroom doors are locked during the day.
- We conduct 5-6 fire drills and 2-3 lockdown practices during each school year.
- We continue to review our allergy /anaphylaxis policies on an annual basis.
- Focus on creating and maintaining a safe and orderly environment
- Continue to Support resource officer placement in schools
- Support the new EPIC program
- Continue to offer exceptional programming in fine arts (music), technology (integration of computers in curriculum), health, and Physical education (5 times per week)
- Support mental health and family liaison workers in schools
- Review all Administrative Procedures
- Share best practices for dealing with inappropriate behaviours with other schools
- Continue to support the Youth Advisory Council Ministry
- Share Accountability Results/budget with Parent Council
- Update the school website regularly
- Admin/staff presence and support at all School Council Activities
- Continue to have Meet the Teacher BBQ sponsored by School Council
- Continue to have a parent contact night before the first reporting period
- Continuation of monthly newsletter to parents
- Continue to work on School Council relationships (Principal/Teachers/Parents)
- Continue to hold Parent Teacher Interviews twice a year
- Wrap around CPC meetings
- Continue collaboration with community schools, “ get active program” After school program with North Flats association.

St. Louis

DATE	ACTIVITY	RESPONSIBILITY
Aug. 28	<ul style="list-style-type: none"> Faith Formation- Carrying the light of Christ into the world 	School/staff/division
August 29	<ul style="list-style-type: none"> School Start Up/division PD/Grade level PD 	Division
September 12	<ul style="list-style-type: none"> Division Professional learning community Staff Professional discussion Professional Growth Plan 	School/Division Inclusion
October 10	<ul style="list-style-type: none"> Division Professional learning community Staff Professional discussion Professional Growth Plan 	Division Inclusion
Nov. 10	<ul style="list-style-type: none"> Division Professional learning community Staff Professional discussion Professional Growth Plan 	School/Division Inclusion
Dec.19	<ul style="list-style-type: none"> Division Professional learning community Staff Professional discussion Professional Growth Plan 	School/Division inclusion
Jan 23	<ul style="list-style-type: none"> School PLC/PD AISI//Grade Level/Subject Area 	School/Division
March 20	<ul style="list-style-type: none"> Faith Formation PD Christian Service 	Division
April 17	<ul style="list-style-type: none"> Division Professional learning community Staff Professional discussion Professional Growth Plan 	
May 15	<ul style="list-style-type: none"> Division Professional learning community Staff Professional discussion Professional Growth Plan 	School/Division
June 5	<ul style="list-style-type: none"> Division Professional learning community Staff Professional discussion Professional Growth Plan 	School/Division
June 27	<ul style="list-style-type: none"> School Closing Day 	School

Professional Dialogue

- For the 2014-2015 school year staff at St. Louis have identified a number of areas requiring enrichment and improvement. Through professional dialogue at staff meeting the areas above will be addressed:

Parent Council Participation

St. Louis is very pleased to have filled all of the positions on our parent council. Parent council was given an opportunity to be included in the process through discussion and input.

The School Council will play an important role at St. Louis School. The School Council executive consists of parents who have a keen interest in the functions of the school. To that end the Fundraising Society works hard to ensure that the students are able to participate in as many activities as possible, through the generous donation of funds.

School administration will work closely with the School Council to enhance the school culture. The 3-Year Education Plan and AERR Report will be shared with the School Council. Any/all feedback from the members of the School Council will be incorporated into the 2014-2017 School Plan.

Contact Information

The staff and parents of St. Louis School are committed to providing quality education to the students entrusted in our care. We thank you for your interest in this document.

Should you require additional information about our Three-Year Education Plan please contact:

Pat Weisgerber

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St. Louis School
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email:pat.weisgerber@mhcbe.ab.ca



APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students or respondents 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.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

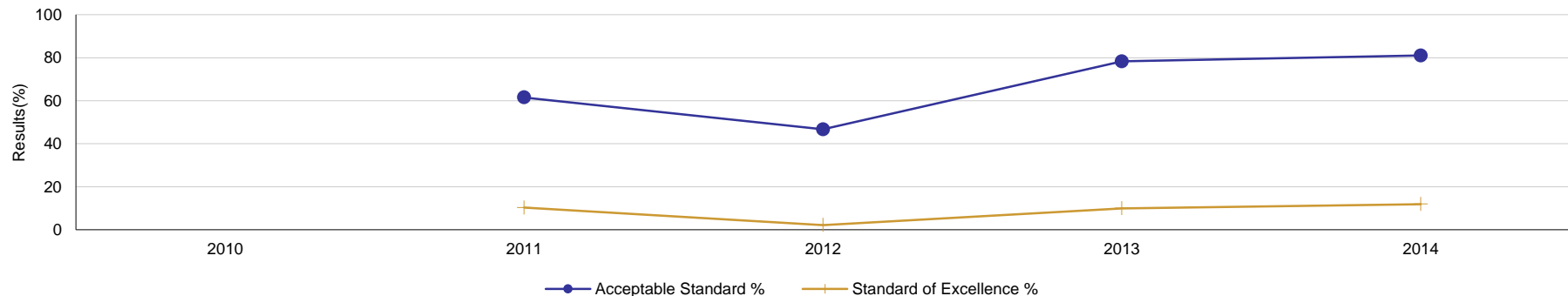
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	76.9	15.4	66.7	0.0	85.0	0.0	85.7	0.0	N/A	N/A
	Authority	90.9	17.0	94.0	15.2	94.4	17.3	88.2	17.3	93.4	18.9		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
Mathematics 6	School	n/a	n/a	61.5	0.0	33.3	0.0	65.0	10.0	78.6	14.3	N/A	N/A
	Authority	n/a	n/a	85.2	21.2	81.1	17.9	70.9	11.8	84.7	15.8		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	School	n/a	n/a	76.9	15.4	46.7	6.7	80.0	25.0	78.6	28.6	N/A	N/A
	Authority	83.4	19.1	90.4	36.9	82.7	37.8	80.2	28.7	91.1	29.9		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	School	n/a	n/a	30.8	0.0	26.7	0.0	70.0	5.0	78.6	7.1	N/A	N/A
	Authority	75.9	13.3	81.2	21.2	77.0	18.9	80.2	20.3	84.1	19.2		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		

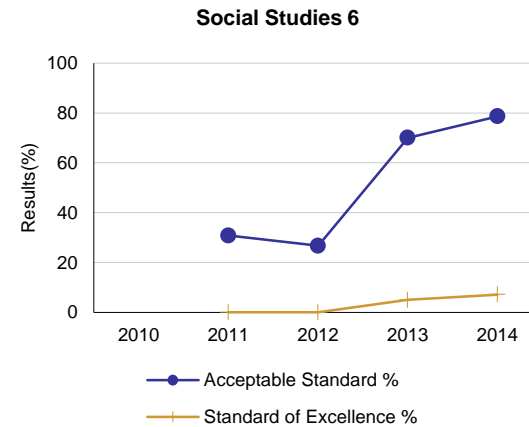
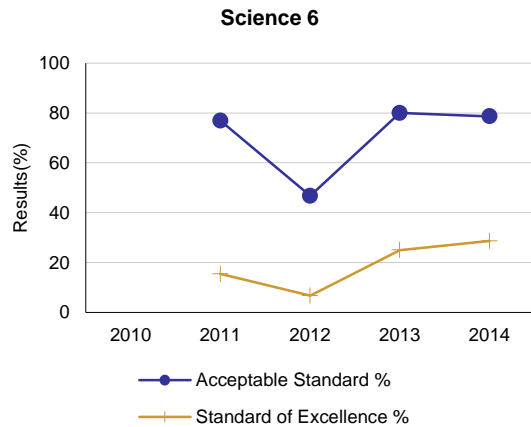
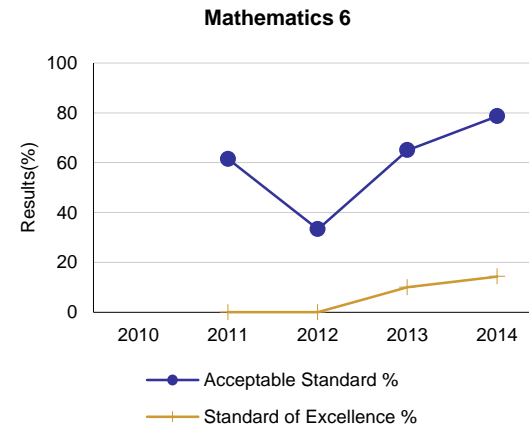
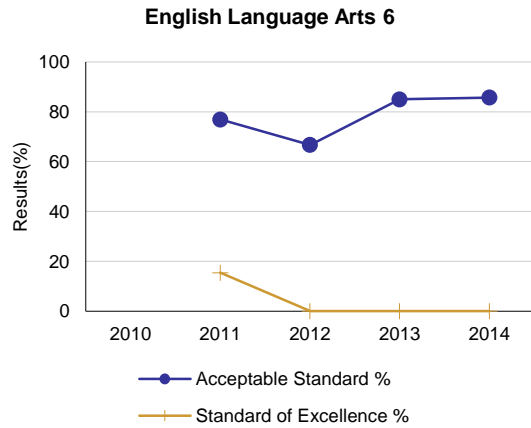
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

Graph of Overall Provincial Achievement Test Results



Graph of Provincial Achievement Test Results by Course



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Louis School							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	14	85.7	16	76.2	45,704	81.9	43,581	82.7
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	16	5.1	45,704	17.6	43,581	17.5
Mathematics 6	Acceptable Standard	Intermediate	Improved	Good	14	78.6	16	53.3	45,617	73.5	43,599	73.8
	Standard of Excellence	Intermediate	Improved	Good	14	14.3	16	3.3	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	14	78.6	16	67.9	45,608	75.9	43,551	77.2
	Standard of Excellence	High	Maintained	Good	14	28.6	16	15.7	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	High	Improved Significantly	Good	14	78.6	16	42.5	45,593	70.4	43,540	72.3
	Standard of Excellence	Very Low	Maintained	Concern	14	7.1	16	1.7	45,593	16.6	43,540	19.0

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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 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
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 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
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00

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.

Overall Evaluation Table

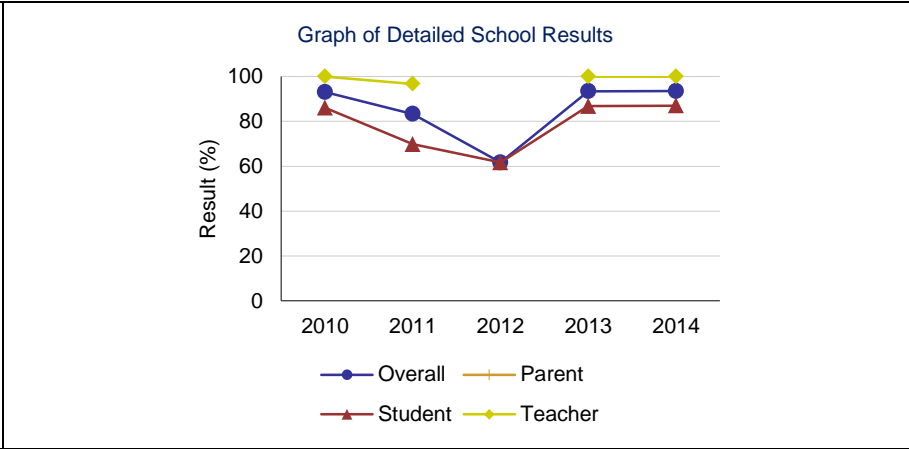
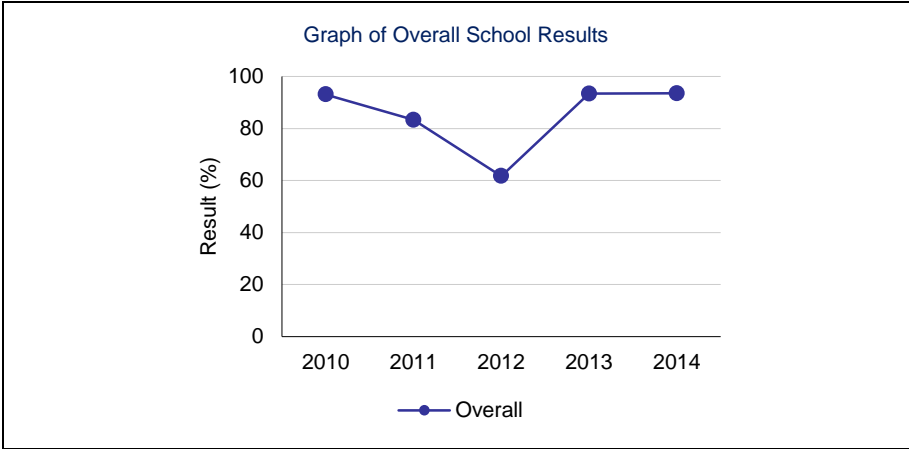
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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)

	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

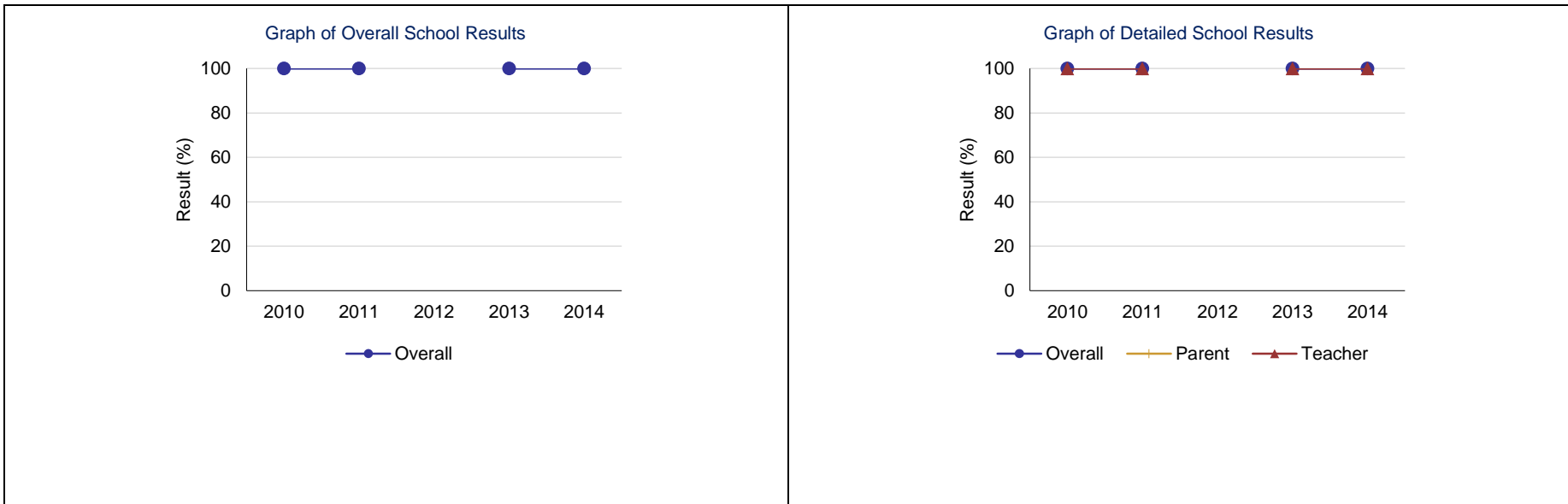
Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	93.1	83.3	61.7	93.4	93.5	85.1	84.0	85.1	86.0	88.2	81.4	81.9	82.5	83.4	83.4
Teacher	100.0	96.7	*	100.0	100.0	97.2	95.1	96.1	97.6	98.3	93.0	92.7	93.1	93.6	93.8
Parent	*	*	*	*	*	81.9	80.2	80.8	78.9	83.6	78.5	78.6	79.4	80.3	81.9
Student	86.1	69.8	61.7	86.8	87.0	76.1	76.5	78.2	81.7	82.8	72.7	74.5	75.0	76.2	74.5



Work Preparation – Measure Details

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.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	100.0	100.0	n/a	100.0	100.0	82.8	80.7	83.3	83.1	84.2	79.9	80.1	79.7	80.3	81.2
Teacher	100.0	100.0	*	100.0	100.0	96.7	92.7	93.7	96.5	92.1	90.0	89.6	89.5	89.4	89.3
Parent	*	*	*	*	*	68.9	68.7	72.8	69.6	76.3	69.8	70.6	69.9	71.1	73.1

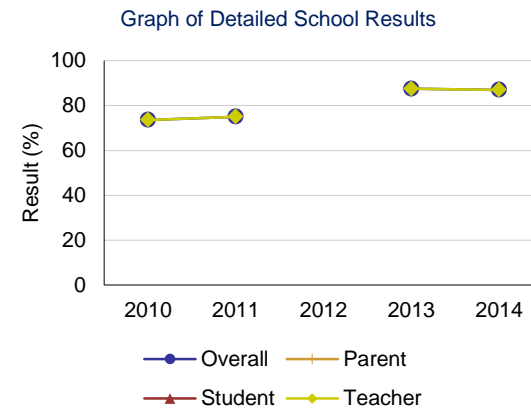
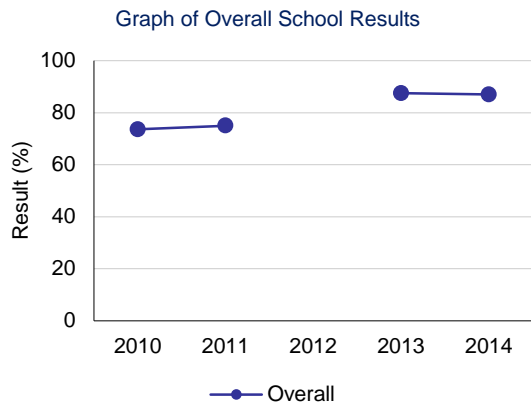


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

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.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	73.6	75.0	n/a	87.5	87.0	86.3	81.4	82.2	79.6	80.9	80.5	80.9	80.7	81.5	81.3
Teacher	73.6	75.0	*	87.5	87.0	91.7	87.7	88.5	88.9	84.4	87.7	87.6	87.3	87.9	87.5
Parent	*	*	*	*	*	83.0	81.5	79.0	73.1	77.2	78.0	78.3	78.1	78.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	84.0	75.0	79.3	76.7	81.2	75.9	76.9	76.9	77.8	76.6

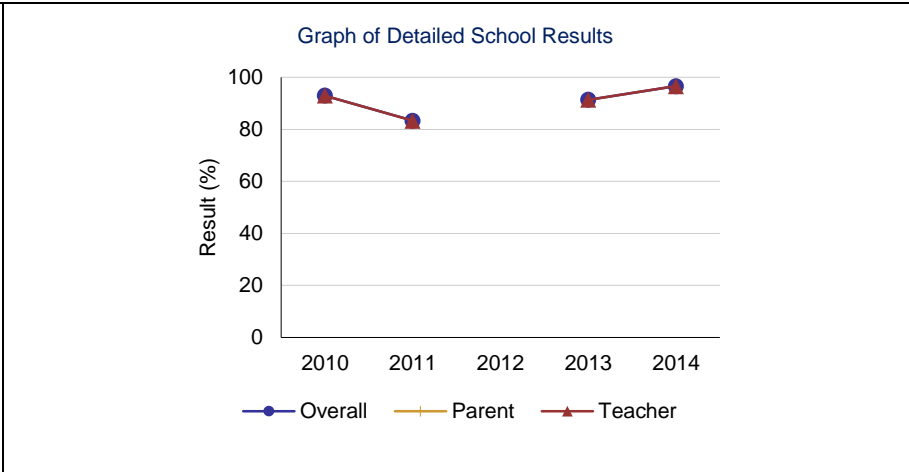
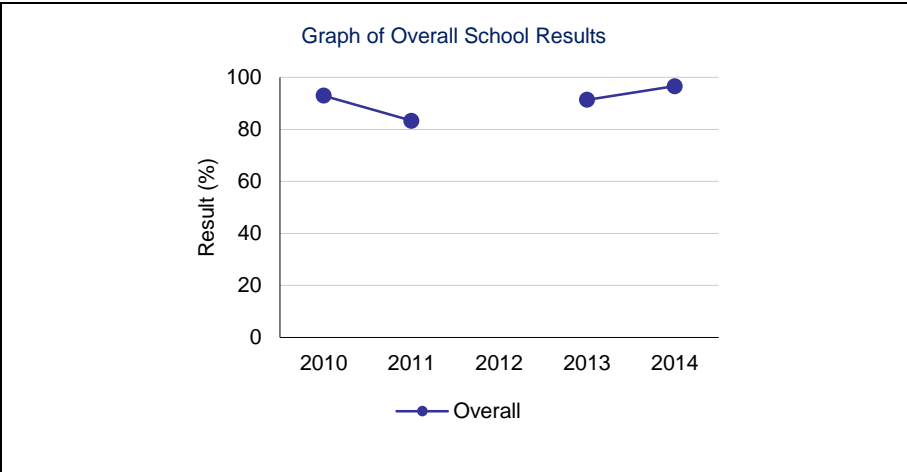


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

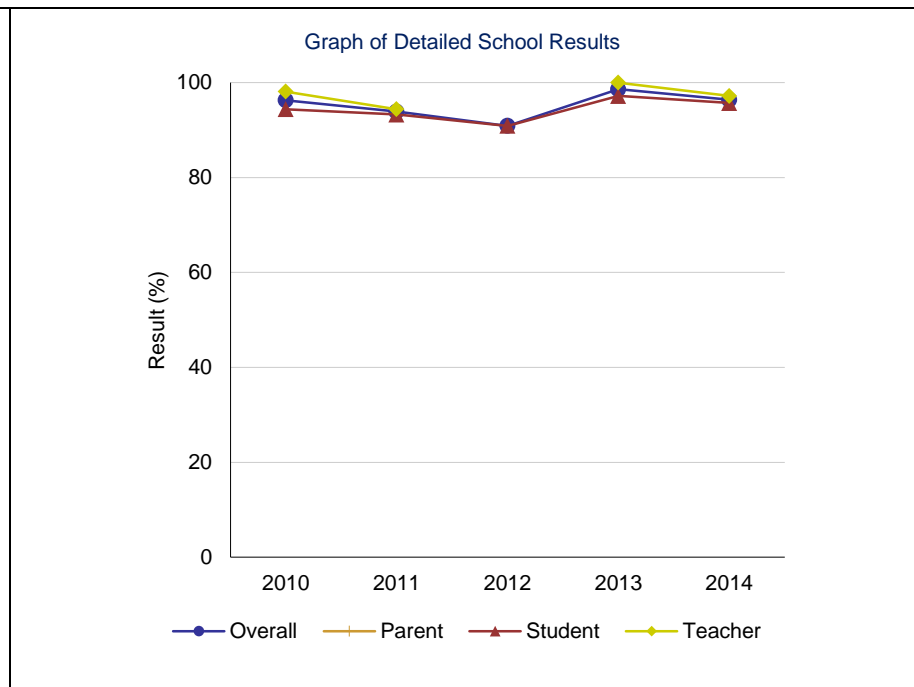
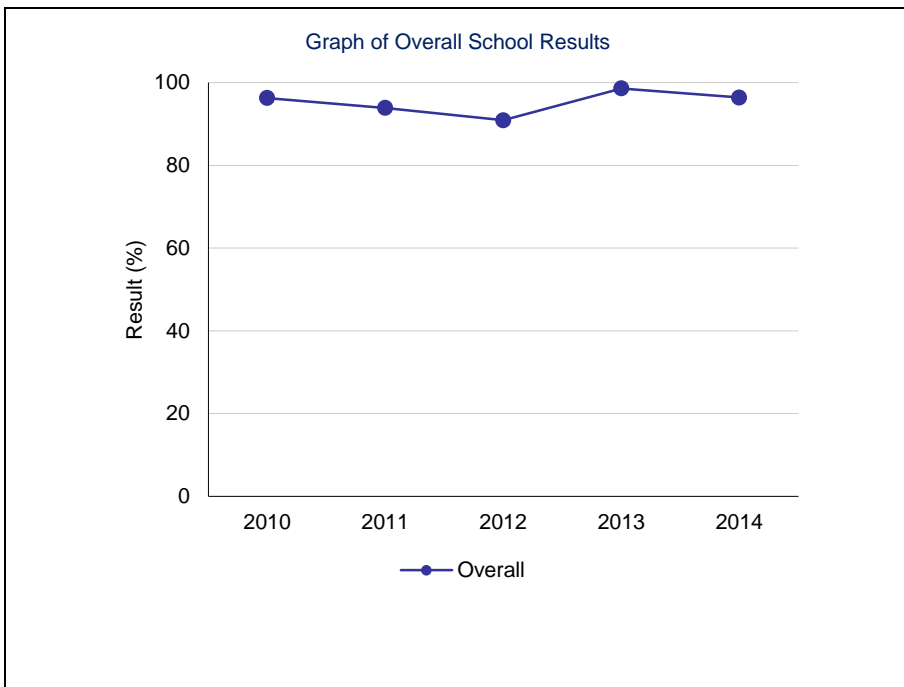
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	93.0	83.3	n/a	91.4	96.6	85.4	85.1	82.8	85.7	83.2	80.0	79.9	79.7	80.3	80.6
Teacher	93.0	83.3	*	91.4	96.6	94.8	93.1	93.9	95.7	91.5	88.6	88.1	88.0	88.5	88.0
Parent	*	*	*	*	*	75.9	77.0	71.7	75.8	74.9	71.3	71.7	71.4	72.2	73.1



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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	96.3	93.9	90.9	98.6	96.4	92.6	91.3	91.8	91.7	92.6	89.2	89.4	89.4	89.8	89.2
Teacher	98.1	94.4	*	100.0	97.2	99.2	96.6	97.3	97.7	99.2	95.6	95.5	95.4	95.7	95.5
Parent	*	*	*	*	*	88.0	86.6	87.9	86.5	88.1	83.9	84.2	84.2	84.9	84.7
Student	94.4	93.3	90.9	97.2	95.7	90.6	90.6	90.1	90.9	90.7	88.2	88.5	88.6	88.7	87.3

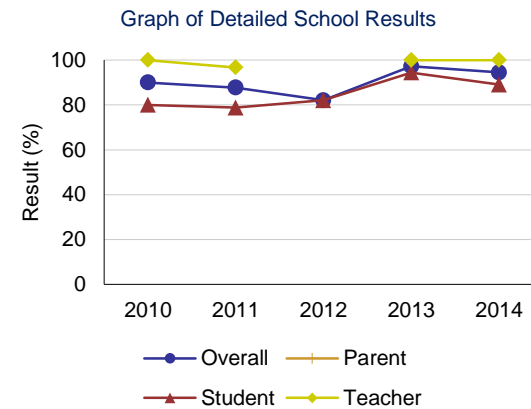
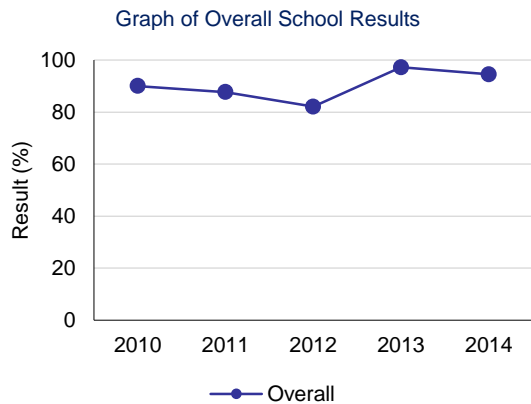


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

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.

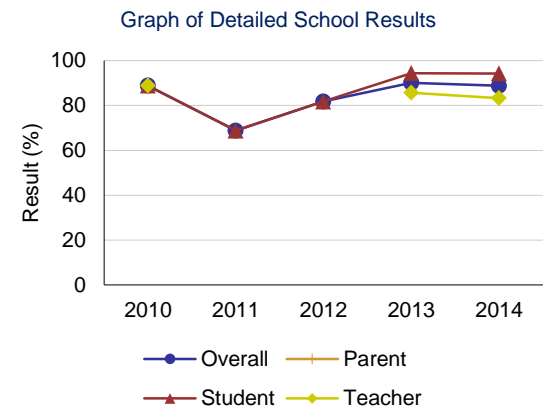
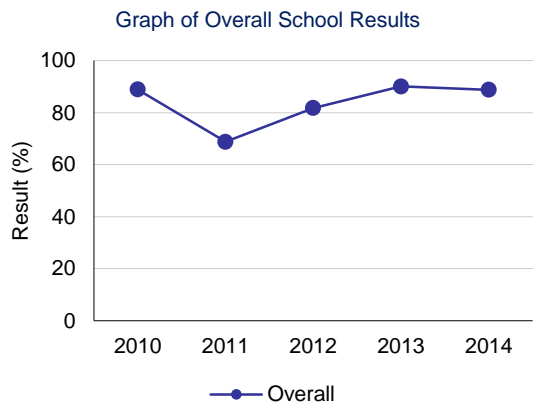
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	90.0	87.7	82.1	97.2	94.5	90.7	90.2	90.6	91.3	92.7	87.6	88.1	88.6	89.0	89.1
Teacher	100.0	96.7	*	100.0	100.0	96.7	95.1	96.6	97.4	98.0	94.4	94.5	94.8	95.0	95.3
Parent	*	*	*	*	*	89.4	89.5	88.9	88.8	90.9	86.1	86.6	87.4	87.8	88.9
Student	80.0	78.8	82.1	94.4	89.1	86.0	86.0	86.4	87.7	89.0	82.2	83.3	83.7	84.2	83.1



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

School Improvement – Measure Details

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.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	88.9	68.8	81.8	90.1	88.8	86.6	86.1	86.0	82.8	84.5	79.9	80.1	80.0	80.6	79.8
Teacher	88.9	*	*	85.7	83.3	91.7	90.0	89.7	84.7	87.6	80.8	80.1	81.1	80.9	81.3
Parent	*	*	*	*	*	80.2	82.8	79.8	76.9	77.3	77.0	77.3	76.2	77.9	77.0
Student	88.9	68.8	81.8	94.4	94.3	88.0	85.5	88.6	86.7	88.5	81.8	82.9	82.7	82.9	81.2



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