Combined 3-Year Education Plan and Annual Education Results Report (AERR) for St. Matthew Lutheran School

Message from the Board Chair (optional)

MESSAGE FROM THE BOARD CHAIR

The Board is pleased to present the 2013-2016 Three Year Education plan for the St. Matthew Evangelical Lutheran Church school.

It is the position of the Board that through our collaborative approach of working with our staff, parents and students we will provide quality educational programming that extends from the classroom to the home. Our objective of providing an alternate education model which includes a prescribed curriculum enhanced by Christian beliefs will be achieved through the delivery outlined during the planning cycle.

Mr. Kevin Struik
Chairman of the Board

Accountability Statement

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2013 school year and the Education Plan for the three years commencing September 1, 2013 for St. Matthew Evangelical Lutheran Church was prepared under the direction of the Board in accordance with its responsibilities under the 'Private Schools Regulation and the Education Grants Regulation'. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2012/2013 school year and the three-year Education Plan for 2013-2016 on December 16, 2013.

PUBLICATION

The Three Year Education Plan is posted on our website at:
http://st-matthew.com/

As well, copies of the report will be available from the school upon request from parents. The availability of the report will be communicated to the parents via the school newsletter.

Foundation Statements (optional)

THE MISSION

The mission of St. Matthew Lutheran School is to teach and model the saving Gospel of Jesus Christ.

VISION

The vision of St. Matthew Lutheran School is to provide an education that will develop the whole child; Spiritually, Physically, Intellectually and Psychologically. Our purpose will be:

* To provide a Christ-centered Education.
* To equip children and families for Eternity.
* To provide a safe, caring, loving and encouraging atmosphere.
* To engage students in the learning process.
* To equip students with skill for life.
* To provide a Christian/Biblical point of view in all curriculum.
* To equip students to boldly confess the faith.
* To equip students to be respectful citizens in their communities.
* To provide all students confidence based on their saving relationship with the Lord and their God-given abilities.
* To encourage supportive parents to assist in the mission of the school.
* To provide training for children in the usage of technology in an ever changing environment.
* For teachers to stimulate learning, excite students to learn, motivate students to grow spiritually and academically and to engage students in non-threatening interaction with teachers and fellow students.

THE MANDATE

The mandate of St. Matthew Lutheran School is to provide educational programs that respond to the learning needs of its students based on a Christian foundation while maintaining the goals and objectives of the Alberta Program of Studies.

STATEMENT OF PRINCIPLES AND BELIEFS

St. Matthew Lutheran School is a independent Christian School that is an integral part of and operated by St. Matthew Evangelical Lutheran Church of Stony Plain. The Board of Education of St. Matthew believes that:

1. The overarching goal of Christian Education is to help children know and trust in Jesus Christ as their Saviour.

2. Christian Education is primarily the responsibility of faithful parents.

3. Our main task is to assist parents in forming their children's spiritual life and values by offering a high standard of educational opportunities for all students through the use of available resources.

4. Our school should be open to all children and families who desire the benefits of Lutheran education, regardless of race, religion or social and economic standing. Each person possesses inherent worth and dignity and is deserving of respect.

5. It is essential for St. Matthew to promote a school environment of respect for God's Word, those in authority, for classmates and other people, for their bodies and God given talents, for the learning process and the classroom environment and for our school, personal property and the property of others.

6. As a successful school, to provide a safe, caring and orderly environment for learning.

A Profile of the School Authority (optional)

PROFILE

St. Matthew Lutheran School, operating as part of the ministry of St. Matthew Evangelical Lutheran Church of Stony Plain, is situated in Stony Plain, a community of 15,000 residents. Our school also serves the residents of Spruce Grove, 22,000 residents, and Parkland County, 30,000 residents. As our school began in 1905, we celebrated the Centennial along with the Province of Alberta at that time. Our academic program is inclusive from Kindergarten through Grade Nine.

The eight member board meets monthly at the school. All board members are elected by congregational members of St. Matthew Lutheran Church.

Our program of studies consists of the full Alberta Curriculum along with a strong Christ-centered Christian Studies Program, a strong sports program with students participating in the West Central Junior High Athletic Association in Cross Country Running, Volleyball, Basketball, Badminton and Track and Field and an up-to-date computer lab. Smart Boards, iPads and Document Cameras complement each of our classrooms engaging students in the learning process. Our complementary courses include Art, Structures and Design, Computer Technology, Foods, Hunter Education, Student Leadership, Photo Shop, Web Page Design, Hero's, Drama, Current Events and 2nd Language (French and German) option.

Our staff consists of seven full time equivalent teachers, one half time kindergarten teacher, one full time teacher/administrator, two half time teaching assistants, one part time librarian, a full time custodian and one full time administrative assistant.

This year the student enrollment is 101 students. The enrollment policy is an open policy to all students regardless of race, colour or religious backgrounds. However, families who enroll their children at St. Matthew Lutheran School must comply with the vision and policies of the school.

Our low student/teacher ratio allows us to effectively meet the needs of all students, including those with learning difficulties and those requiring enrichment activities.

Trends and Issues (optional)

TRENDS AND ISSUES

1. We have been working on improving the technology that is accessible to both teachers and students. Last year through private funding we were able to install Duo Smart Boards and Document Cameras in each classroom. These have recently been complimented with at least one iPad in each classroom.

2. While we offer 12 different Complementary Courses, we are finding it difficult to compete with our Public School neighbours offering 20 options. While enrollment has stabilized, this continues to be an ever increasing challenge.

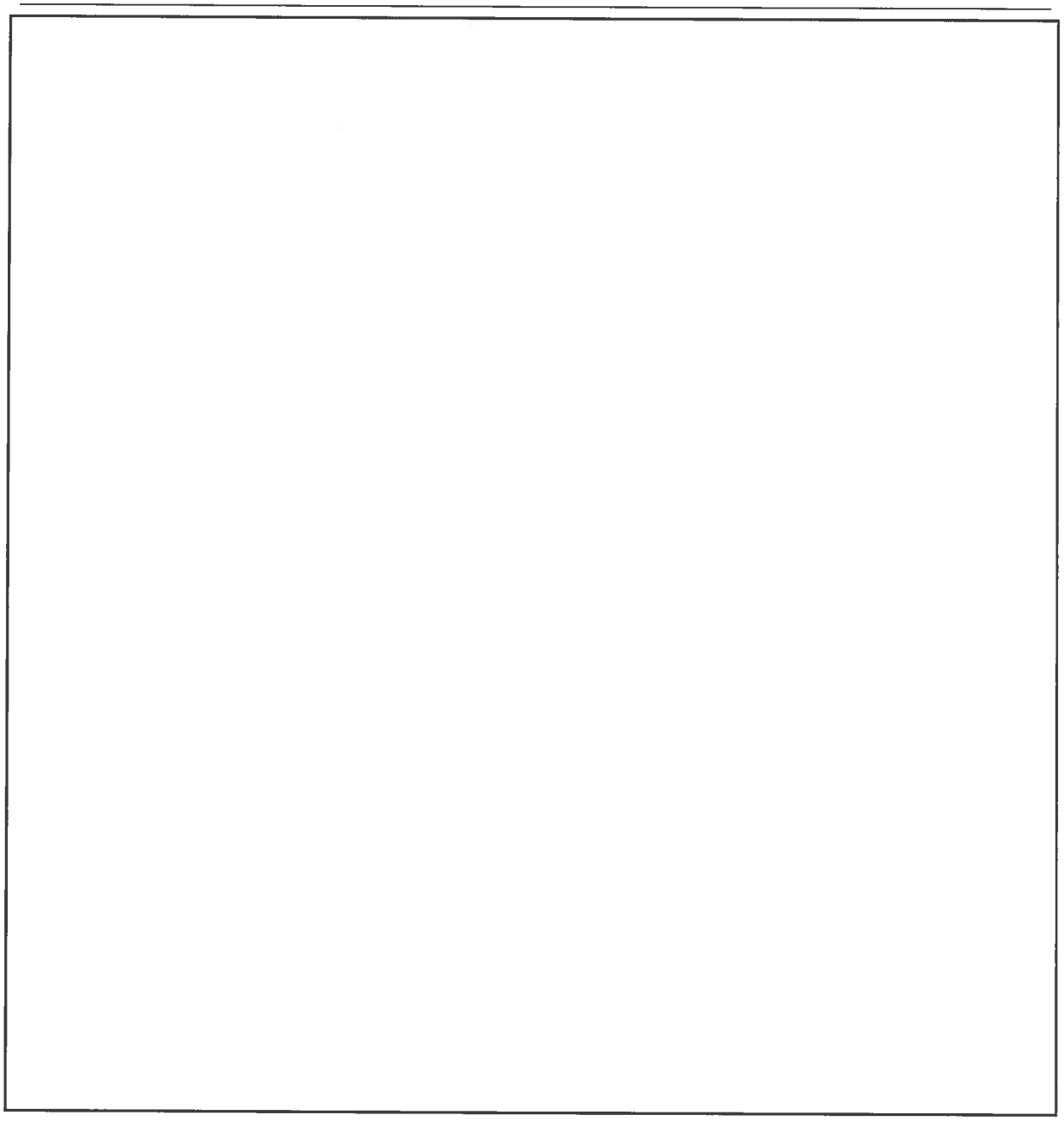
3. Enrollment is often an issue of concern facing St. Matthew Lutheran School. The school continues to focus on increasing its numbers so that a greater variety of programs can be offered to our students.

4. While we scored "very high" in the area of students achieving an Acceptable Standard on the June 2013 Provincial Achievement Tests, we scored "very low" with the number of those who scored within Standard of Excellence on the Grade 6 Science and Social Studies tests. We realize that these exams are very much a single "snapshot" of the entire year, and one must be very careful not to over emphasize the importance of the results, especially in a small school like St. Matthew where only 11 Grade 6 students were writing the exam. A good example of this was in 2010 when 50% of our students writing the exams achieved the Standard of Excellence. Small class numbers allow for large swings in percentages. That being said, we have addressed the issue and we are confident that with proper attention the numbers for the 2013-14 year will be higher in this area.

5. At this time we are blessed to have second-language teachers for our German and French complimentary courses. It is a struggle to find teachers with such abilities.

6. We were very saddened by the government's decision to stop funding the AISI initiative. This program was very beneficial to our school and others while it was available.

7. Next year we plan to abbreviate our name and operate under the name "SML Christian Academy." We hope this will allow us to reach out to a wider base of students.



Summary of Accomplishments (optional)

Summary of Accomplishments

While we encountered challenges over the 2012-2013 school year, we also experienced many blessings. Meeting with the parents in 2010 enlightened us with their perceived shortcomings, and we embarked on a program in making St. Matthew Lutheran School the "School of Choice" in Parkland County.

1. Our Principal, Mr. Glenn Schmitke retired at the end of the 2013 school year. He had been principal at St. Matthews for 12 years and the school has benefited greatly from his leadership.

2. St. Matthew has set a personal goal that 90% of all students will meet the required standard of achievement on the Provincial Achievement Tests. Last year we were very pleased to meet that goal with 91.7% of students achieved the acceptable standard of achievement. This is compared to 79.0% across the province.

3. Our student population had remained relatively stable over the past few years. That being said, our numbers are down this year. We are currently operating at 101 students for the 2013-14 school year. Last year we had 109 students.

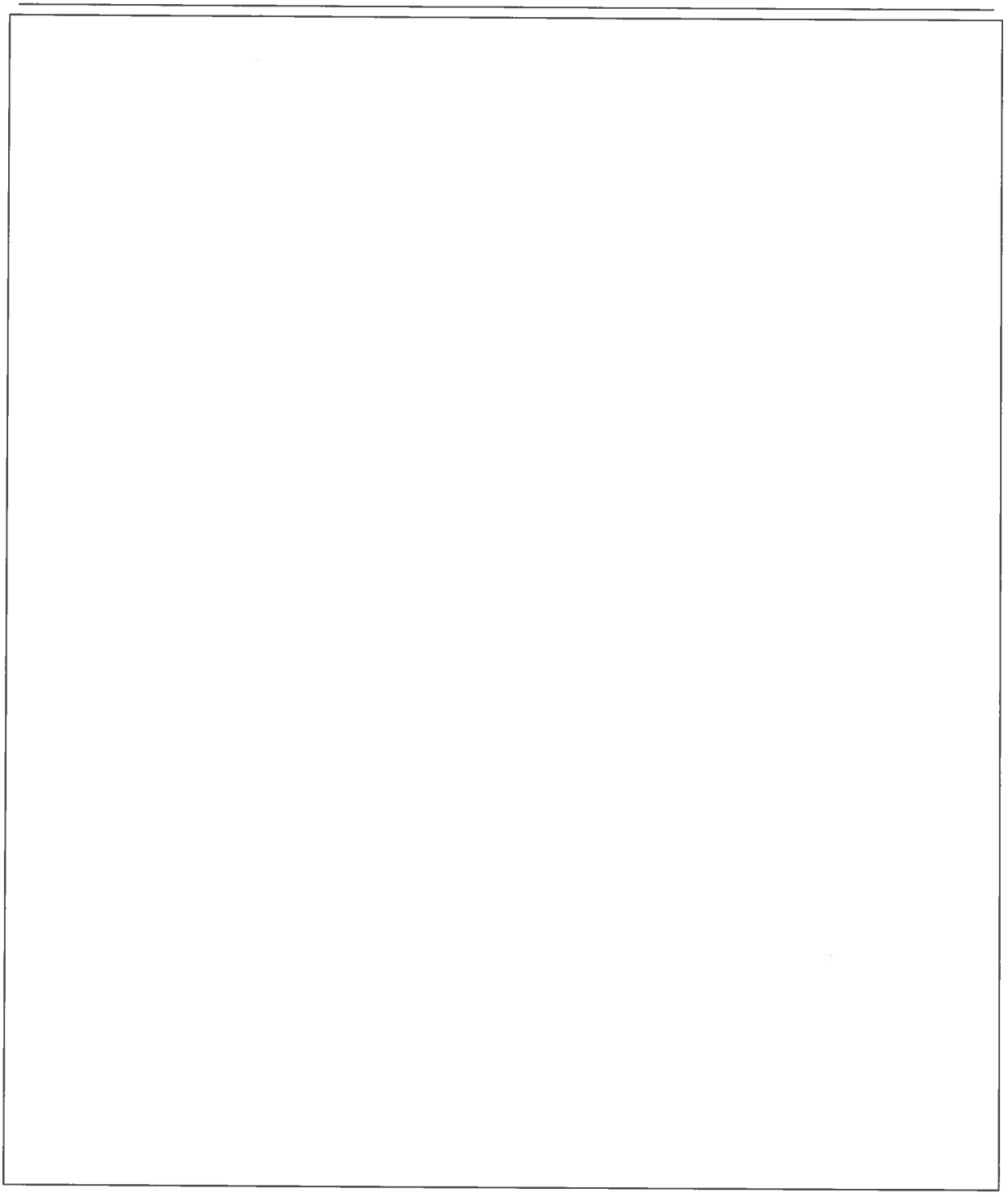
4. We switched our Language Program from French and Spanish to French and German so our program would better reflect the second language program offered at our local high school.

5. We continued to participate in the Parkland County Athletic Association to provide opportunities for our students to engage in interscholastic sports.

6. We introduced Drama as one of our Complimentary Courses to enhance Fine Arts opportunities in the school.

7. Our PAC enabled us to purchase iPads to each classroom to better compliment the technology that was previously added.

8. We also offered the "Rainbows"; a program to assist young children to deal with family issues such as family deaths, separations or divorce.



Combined 2013 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	St. Matthew Luthern			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	**95.2**	91.4	92.9	**89.0**	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	**92.0**	70.5	74.2	**81.5**	80.7	80.7	Very High	Improved Significantly	Excellent
		Education Quality	**96.9**	82.1	86.8	**89.8**	89.4	89.3	Very High	Improved Significantly	Excellent
		Drop Out Rate	**0.0**	n/a	0.0	**3.5**	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	**n/a**	n/a	n/a	**74.8**	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	**91.7**	93.5	86.2	**79.0**	79.1	79.2	Very High	Maintained	Excellent
		PAT: Excellence	**11.1**	26.1	31.4	**18.9**	20.8	19.9	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	**n/a**	n/a	n/a	**84.6**	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	**n/a**	n/a	n/a	**21.7**	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	**n/a**	n/a	n/a	**56.6**	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	**n/a**	n/a	n/a	**61.3**	61.5	59.4	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	**59.5**	58.4	59.2	n/a	n/a	n/a
		Work Preparation	**94.7**	71.4	74.3	**80.3**	79.7	79.9	Very High	Improved	Excellent
		Citizenship	**92.3**	91.4	91.5	**83.4**	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	**98.4**	67.1	80.3	**80.3**	79.7	79.8	Very High	Improved Significantly	Excellent
Continuous Improvement	Excellent	School Improvement	**86.2**	85.7	83.7	**80.6**	80.0	80.0	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. 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.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. 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.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. 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.

Combined 2013 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

Notes:
1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. 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.
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 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.

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 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:
1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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

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

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

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

	Achievement				
Improvement	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)

Charter Goal: (For Charter Schools Only)

Outcome: (Charter Outcome)

- *Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 35 of the School Act, per the charter schools' purpose/mandate)*

Performance Measures	Results (in percentages)					Target*	Targets		
	2009	2010	2011	2012	2013	2013	2014	2015	2016
Locally Determined Performance Measure(s)									

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

* Target set for 2012/13 in the three year education plan 2012/13 – 2014/15.

Goal One: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

Comment on Results (OPTIONAL)
Strategies One of the programs St. Matthew has recently employed to ensure that students develop in social, emotional, and intellectual ways is to group the students into teams made up of members of each grade. This allows the younger ones to be mentored by the older ones, and builds community within the school.

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	0.0	0.0	n/a	0.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

We are very happy to have a drop out rate of 0%.

Strategies

We continue to encourage students to stay in school, by reminding them of the importance of a solid education.

Notes:

1. 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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
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 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.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.4	83.3	81.8	93.5	91.7	90	Very High	Maintained	Excellent	90%	90%	90%
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.2	50.0	18.2	26.1	11.1	20	Very Low	Declined	Concern	20%	20%	20%

Comment on Results (OPTIONAL)

We are pleased that 91.% of the students writing the exams were found to be of an acceptable standard. While the number of students achieve the Standard of Excellence does cause us to ponder the results, we must remember that this percentage represents a very small number of students writing the exams. If, for instance, only one more students have achieve the Standard of Excellence in our grade three class, then that class of ten students would have met the goal of 20% reaching the Standard of Excellence.

Strategies

St. Matthew Lutheran School will continue to upgrade it resourses including: written materials, professional development in the areas of Differentiated Learning, Math, Technology and Language Arts. We will place iPads and Apple TV units into each room, and we will emphasize "effort based" learning with students.

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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.5	89.8	93.3	91.4	92.3	85	Very High	Maintained	Excellent	90	90	90
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.	72.8	72.9	78.6	71.4	94.7	90	Very High	Improved	Excellent	90	90	90

Comment on Results (OPTIONAL)

We attribute this strong number on citizenship to programs like our Spirit Teams, Citizenship Awards, and the D.A.R.E. program, as well as the countless ways that we reach out and support the community we live in. The school clearly has the confidence of the parents that their children are being well prepared for the workplace.

Strategies

St. Matthew will continue to help students and parents focus on socially acceptable behaviours and responsibilities through:

* the use of Daily Agenda's as an effective organizational tool.
* reinforcing the values of consistent effort, teamwork and tolerance of individual differences.
* encouraging goal-setting and meeting deadlines of assignments.
* providing for an awareness of and service opportunities to those in need in the Parkland and Edmonton areas.

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

Outcome: *Students demonstrate citizenship and entrepreneurship.* *(continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. *(This measure is required for charter and private school authorities with only K-9 schools)*	57.1	48.6	58.4	50.0	68.2	85	n/a	n/a	n/a	90	90	90

Comment on Results (OPTIONAL)

While our number has improved by 18.2% over the previous year, we are still concerned about this low number. It doesn't seem to match the very high numbers of the previous two questions even though it is very similar in nature.

Strategies

We will be sure to better communicate to our parents (through newsletters, emails, public announcements, and Facebook posts) ways that the school truly is establishing skills and attitudes among our students necessary for lifelong learning.

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

Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

[No Data for Overall FNMI Results]

Comment on Results (OPTIONAL)

We have nothing to comment as we have no declared FNMI students.

Strategies

N/A

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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. 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.

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		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	58.6	67.8	84.3	70.5	92.0	85	Very High	Improved Significantly	Excellent	90	90	90

Comment on Results (OPTIONAL)

We are very pleased with the increase of over 20% in this area.

Strategies

We will continue to offer a variety of courses as we are able. We have been blessed with a staff that has diverse gifts and we will continue to support the staff as they expand their gifts and knowledge through professional development.

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

Goal Four: Engaged and effective governance

Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.6	93.0	80.8	67.1	98.4	85	Very High	Improved Significantly	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.8	86.9	91.3	82.1	96.9	85	Very High	Improved Significantly	Excellent	90	90	90

Comment on Results (OPTIONAL)

Parental involvement was one of the greatest areas of improvement from last year's Accountability Pillar. Great effort was made to ensure parental involvement at the school.

Strategies

At St. Matthew we encourage parents to have significant and regular interaction with the school regardi their child. That message is consistently communicated through:

* listening to concerns and addressing them in a meaningful and timely manner.
* scheduled and un-scheduled parent-teacher interviews, Meet the Teacher events
* active Parent Advisory Committee.
* invitations to parents for participation in reading programs, student assistance, field trips, etc.
* regular written, email, phone, and Facebook communication
* recognize staff for involving parents.
* encourage staff to greet and interact with all parents at every opportunity.

We recognize the diversity of skills and knowledge base of our students, we feel that it is important that all our students experience all that we have to offer, including the writing of the Provincial Achievement Tests. This includes all students, even those on IPP's. While we know that they may impact the overall scores of the PAT's in a negative sense, we celebrate the gifts that they have been given and contribute to St. Matthew Lutheran School. Our focus will be one of developing well rounded students who are exposed to a host of educational and relational experiences, including:

* to employ differentiated learning strategies, assessment of and for learning.
* to continue to offer a broad range of co-curricular and extra-curricular activities.
* increased communication about the school results and its programs with parents in newsletters, website, Facebook, school council and local newspapers.
* inviting guest speakers to share information regarding various professions
* invite parents to speak about their professions.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	90.1	93.4	93.8	91.4	95.2	90	Very High	Maintained	Excellent	90	90	90
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.	72.3	86.8	78.7	85.7	86.2	90	Very High	Maintained	Excellent	90	90	90

Comment on Results (OPTIONAL)

We feel that we have been successful in accomplishing a positive approach to a safe and caring environment. This is higher than the provincial average of 89.9%. We will continue with a similar approach over the next year, and then will reevaluate.

Strategies

St. Matthew consciously reinforces respectful behaviour. Specifically:

* promote the 6 Respect Statements for Students and Staff.
* staff model caring behaviour and promote moral character.
* maintain high visibility of administration and teaching staff in hallways and on school grounds.
* publicly acknowledge student accomplishments.
* focus on involving every student in at least one or more school activities.

* Professional Development will be based on our PD program and the effort of the school to provide personal and corporate opportunities for teacher development and growth. PD will remain a high priority at the school and teachers will be encouraged to seek PD beyond what is being offered at the school.

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

Note:

- Including strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) http://www.education.gov.ab.ca/k_12/specialneeds

- Reporting on programs, services and results for students with special needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004) http://www.education.gov.ab.ca/k_12/specialneeds

Future Challenges (Optional)

We are in the planning stages of a "rebranding," and by next year we plan to abbreviate our name and operate under the name "SML Christian Academy."

Summary of Financial Results

This document is attached.

Budget Summary

This document is attached.

Capital and Facilities Projects

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Summary of Facility and Capital Plans

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Parental Involvement

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Timelines and Communication

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

APPENDIX – Measure Details (OPTIONAL)

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

Diploma Examination Results – Measure Details (OPTIONAL)

[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.

Graph of Diploma Examination Results – Overall (optional)

[No Data for Diploma Exam Results]

Note: 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.

Diploma Examination 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 Mathematics 30-1]

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

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.

Diploma Examination Results by Course (optional)	
[No Data for Applied Mathematics 30]	[No Data for Mathematics 30-2]
[No Data for Social Studies 30]	[No Data for Social Studies 30-1]
[No Data for Social Studies 33]	[No Data for Social Studies 30-2]

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

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.

Diploma Examination Results by Course (optional)	
[No Data for Biology 30]	[No Data for Chemistry 30 Old]
[No Data for Chemistry 30]	[No Data for Physics 30 Old]
[No Data for Physics 30]	[No Data for Science 30]

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

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.

Diploma Examination 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 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 examinations.

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.

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.

[No Data for Diploma Achievement Evaluation Reference]

Notes:

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

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 examinations.

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.

[No Data for Diploma Improvement Reference]

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.

[No Data for Diploma Overall Evaluation Reference]

High School Completion Rate – Measure Details (OPTIONAL)

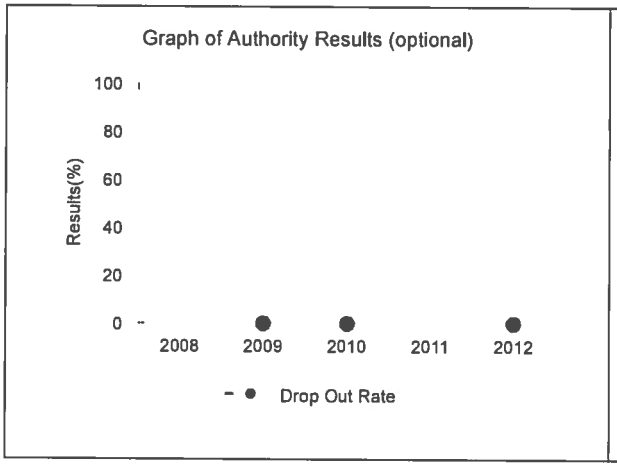
[No Data for High School Completion Rate]

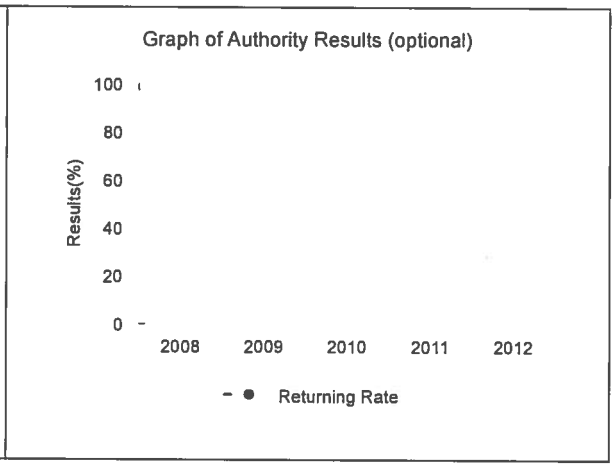
Graph of Authority Results (optional) [No Data for High School Completion Rate]	Graph of Authority Results (optional) [No Data for High School Completion Rate]
Graph of Authority Results (optional) [No Data for High School Completion Rate]	

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

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	*	0.0	0.0	n/a	0.0	4.8	4.3	4.2	3.2	3.5
Returning Rate	*	n/a	n/a	n/a	n/a	19.8	23.5	27.9	23.4	23.0





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

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

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

Graph of Authority Results (optional)	Graph of Authority Results (optional)
[No Data for High School to Post-Secondary Transition Rate]	[No Data for High School to Post-Secondary Transition Rate]

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]

Graph of Authority Results (optional)

[No Data for Rutherford Eligibility Rate]

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

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

[No Data for Diploma Exam Participation Rate]

Graph of Authority Results (optional)

[No Data for Diploma Exam Participation Rate]

[No Data for Diploma Exam Participation Rate]

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

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 (OPTIONAL)

PAT Course by Course Results by Number Enrolled.

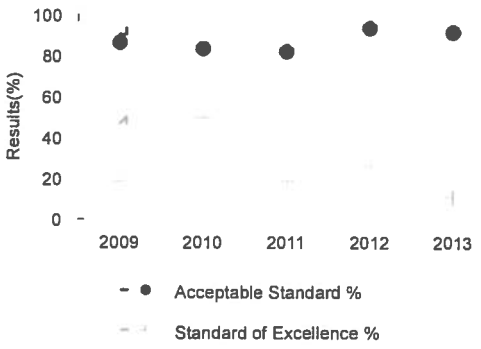
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	100.0	16.7	100.0	66.7	82.4	5.9	100.0	35.7	100.0	10.0		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	76.5	17.6	92.9	7.1	90.0	0.0		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	Authority	100.0	33.3	*	*	81.8	18.2	*	*	100.0	18.2		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
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		
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	72.7	0.0	*	*	90.9	9.1		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	Authority	100.0	22.2	*	*	81.8	36.4	*	*	90.9	9.1		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	Authority	n/a	n/a	*	*	63.6	18.2	*	*	90.9	0.0		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	Authority	60.0	10.0	n/a	n/a	87.5	12.5	90.9	27.3	*	*		
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
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		
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	75.0	25.0	81.8	18.2	*	*		
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		
Science 9	Authority	80.0	10.0	n/a	n/a	75.0	25.0	81.8	18.2	*	*		
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	75.0	25.0	81.8	27.3	*	*		
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

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.

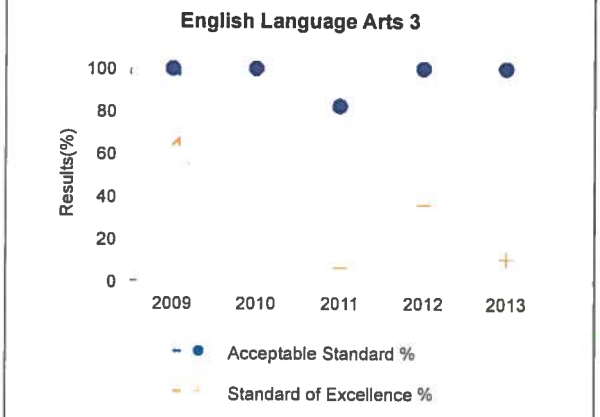
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Overall Provincial Achievement Test Results (optional)



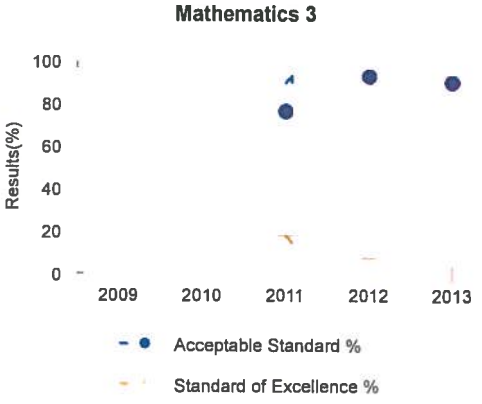
Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

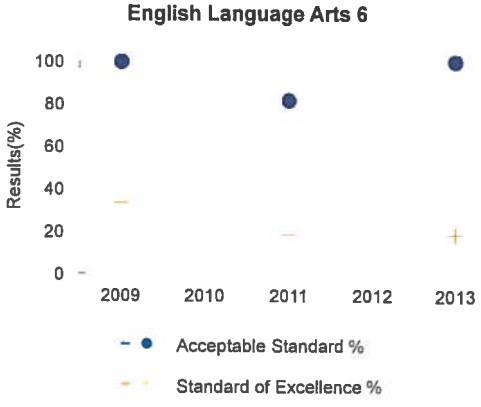
Graph of Provincial Achievement Test Results by Course (optional)



[No Data for French Language Arts 3]

[No Data for Français 3]





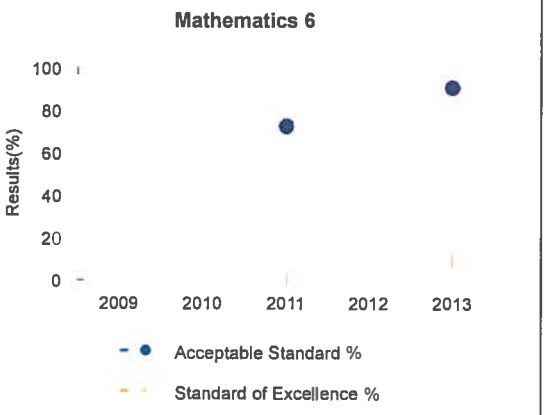
[No Data for French Language Arts 6]

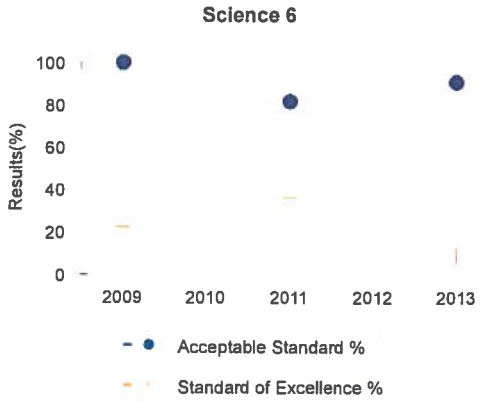
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

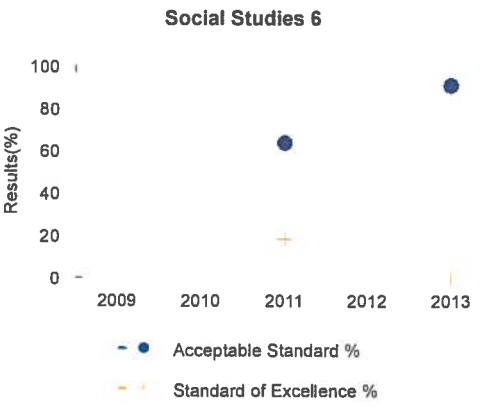
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

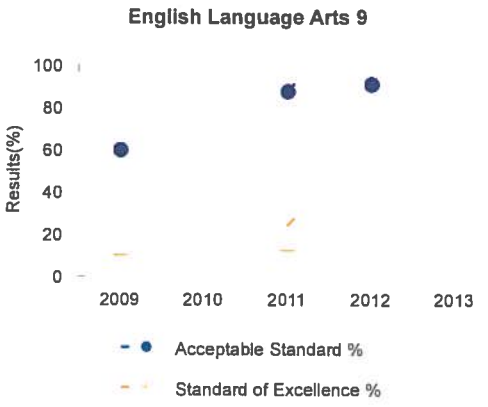
Graph of Provincial Achievement Test Results by Course (optional)

[No Data for Français 6]









[No Data for English Lang Arts 9 KAE]

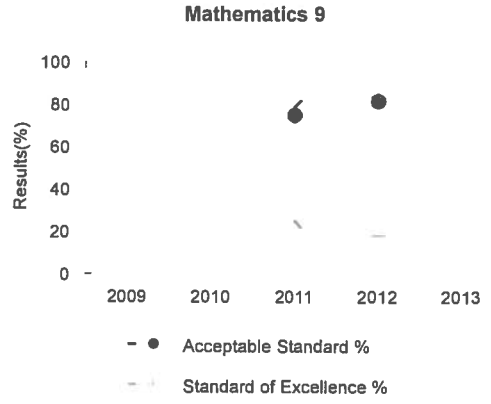
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

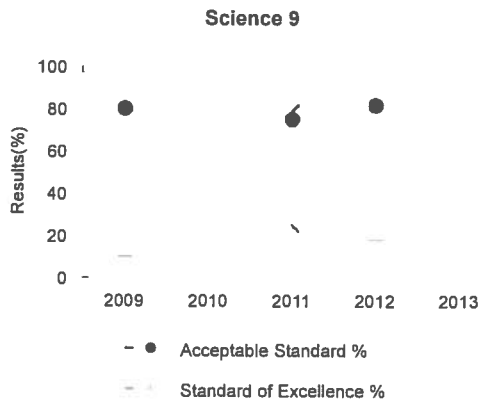
Graph of Provincial Achievement Test Results by Course (optional)

[No Data for French Language Arts 9]

[No Data for Français 9]



[No Data for Mathematics 9 KAE]

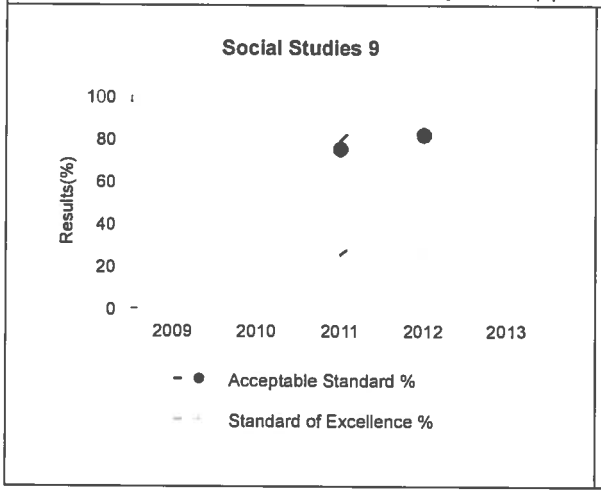


[No Data for Science 9 KAE]

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

Graph of Provincial Achievement Test Results by Course (optional)



[No Data for Social Studies 9 KAE]

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

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

		St. Matthew Luthern							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	12	94.1	46,095	81.5	43,231	81.8
	Standard of Excellence	Low	Declined	Issue	10	10.0	12	36.1	46,095	17.8	43,231	19.2
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	79.7	3,192	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,399	12.4	3,192	15.6
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	10	90.0	16	84.7	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	Declined	n/a	10	0.0	16	12.4	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	11	100.0	11	81.8	44,141	82.5	43,401	83.0
	Standard of Excellence	High	Maintained	Good	11	18.2	11	18.2	44,141	16.3	43,401	18.4
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	88.6	2,571	89.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	16.3	2,571	16.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	11	90.9	11	72.7	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	Improved	n/a	11	9.1	11	0.0	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	Very High	Maintained	Excellent	11	90.9	11	81.8	44,138	77.5	43,341	76.9
	Standard of Excellence	Very Low	Declined	Concern	11	9.1	11	36.4	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	11	90.9	11	63.6	43,914	72.7	43,436	71.8
	Standard of Excellence	Very Low	Declined	Concern	11	0.0	11	18.2	43,914	19.0	43,436	18.1
English Language Arts 9	Acceptable Standard	*	*	*	2	*	10	89.2	28,137	76.4	42,995	78.6
	Standard of Excellence	*	*	*	2	*	10	19.9	28,137	14.7	42,995	15.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	62.4	1,616	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,450	4.3	1,616	7.2
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	87.2	2,359	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,485	13.9	2,359	13.2

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Please note that participation in Grade 9 Provincial Achievement Tests was substantially 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.

		St. Matthew Luthern							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	*	*	*	2	*	10	78.4	28,155	66.5	42,224	66.3
	Standard of Excellence	*	*	*	2	*	10	21.6	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	65.9	1,924	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	*	*	*	2	*	10	78.4	28,825	72.6	42,870	74.2
	Standard of Excellence	*	*	*	2	*	10	21.6	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	68.4	1,562	68.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	*	*	*	2	*	10	78.4	29,021	65.3	43,109	68.4
	Standard of Excellence	*	*	*	2	*	10	26.1	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	64.6	1,573	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,370	13.0	1,573	14.4

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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
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 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
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
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
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 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 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

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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)

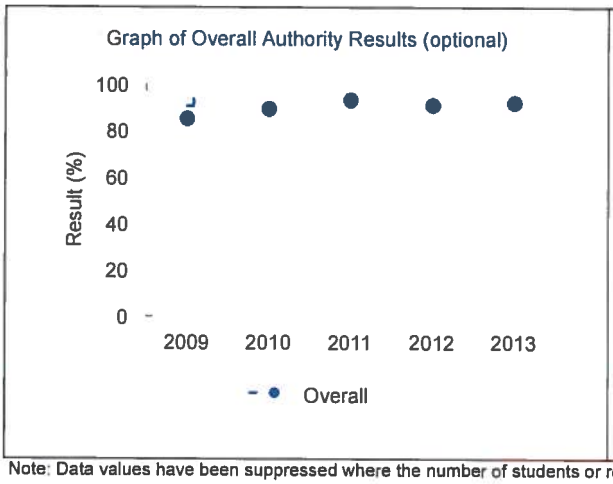
Overall Evaluation Table

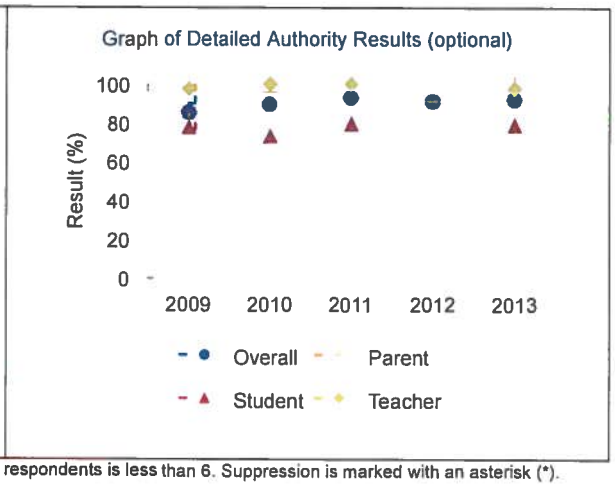
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	85.5	89.8	93.3	91.4	92.3	80.3	81.4	81.9	82.5	83.4
Teacher	97.5	100.0	100.0	n/a	97.8	91.8	93.0	92.7	93.1	93.6
Parent	81.1	96.0	100.0	91.4	100.0	77.4	78.5	78.6	79.4	80.3
Student	77.9	73.4	79.8	n/a	79.2	71.8	72.7	74.5	75.0	76.2





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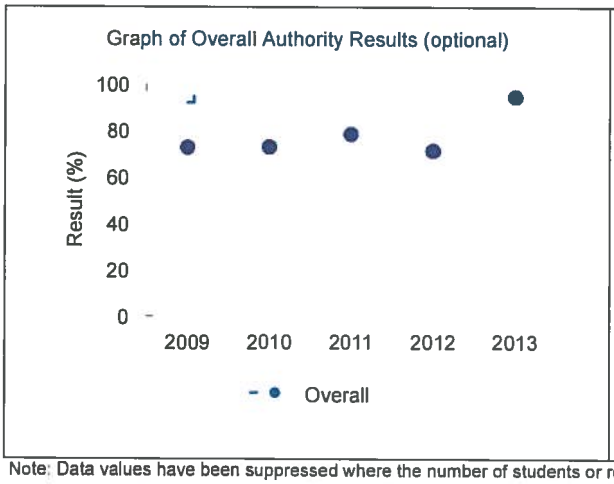
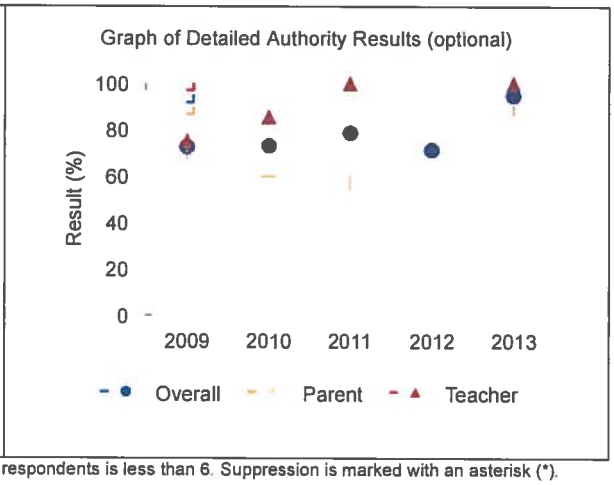
Work Preparation – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	72.8	72.9	78.6	71.4	94.7	79.6	79.9	80.1	79.7	80.3
Teacher	75.0	85.7	100.0	n/a	100.0	88.9	90.0	89.6	89.5	89.4
Parent	70.6	60.0	57.1	71.4	89.5	70.2	69.8	70.6	69.9	71.1





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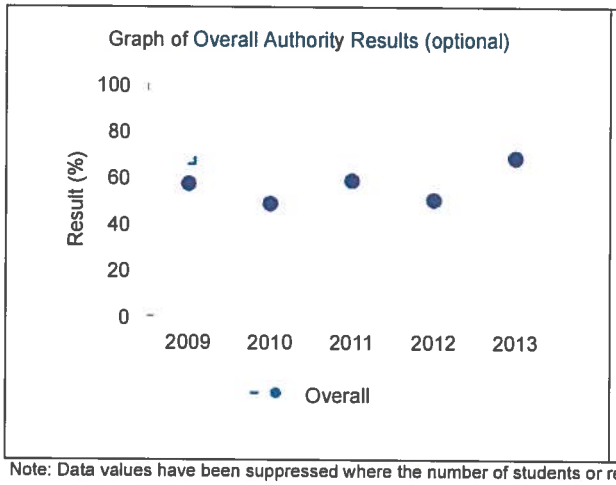
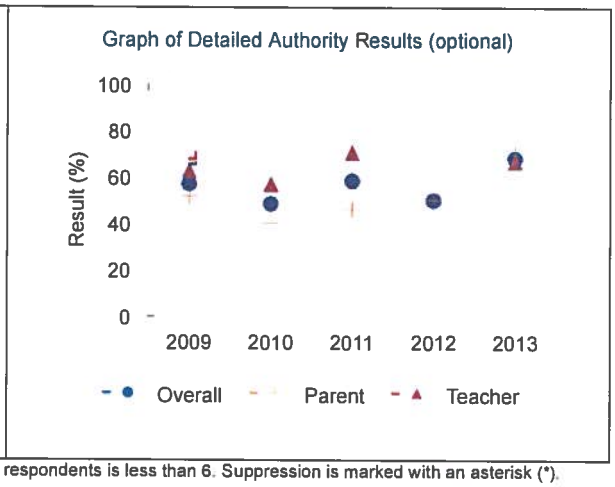
Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	57.1	48.6	58.4	50.0	68.2	67.4	67.6	67.9	68.0	68.5
Teacher	62.5	57.1	70.6	n/a	66.7	74.0	75.4	75.3	75.8	75.7
Parent	51.7	40.0	46.2	50.0	69.7	60.8	59.8	60.6	60.2	61.2





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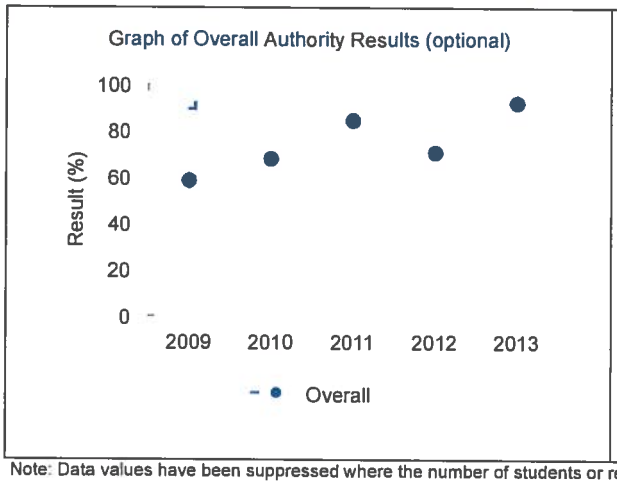
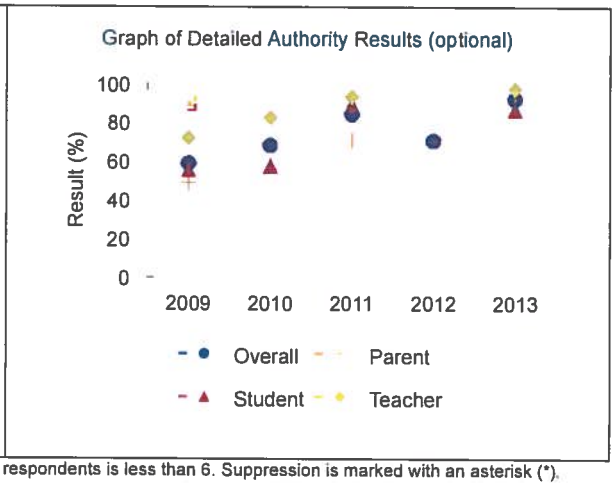
Program of Studies – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	58.6	67.8	84.3	70.5	92.0	80.3	80.5	80.9	80.7	81.5
Teacher	71.9	82.1	93.1	n/a	97.2	86.8	87.7	87.6	87.3	87.9
Parent	48.6	63.5	70.4	70.5	92.0	78.7	78.0	78.3	78.1	78.9
Student	55.3	57.6	89.4	n/a	86.7	75.3	75.9	76.9	76.9	77.8





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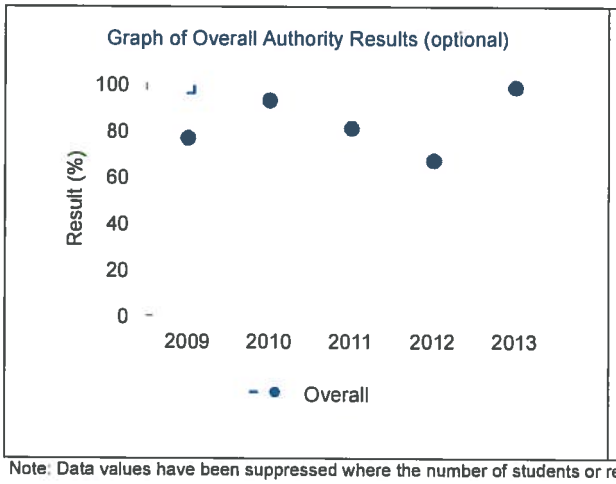
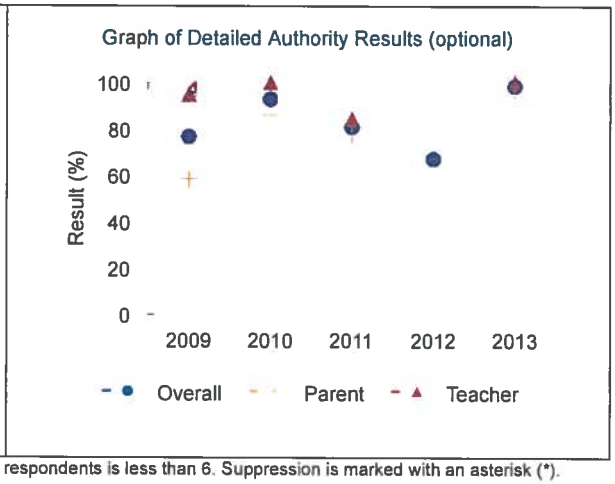
Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	76.6	93.0	80.8	67.1	98.4	80.1	80.0	79.9	79.7	80.3
Teacher	94.9	100.0	84.4	n/a	100.0	88.0	88.6	88.1	88.0	88.5
Parent	58.4	86.0	77.1	67.1	96.8	72.2	71.3	71.7	71.4	72.2

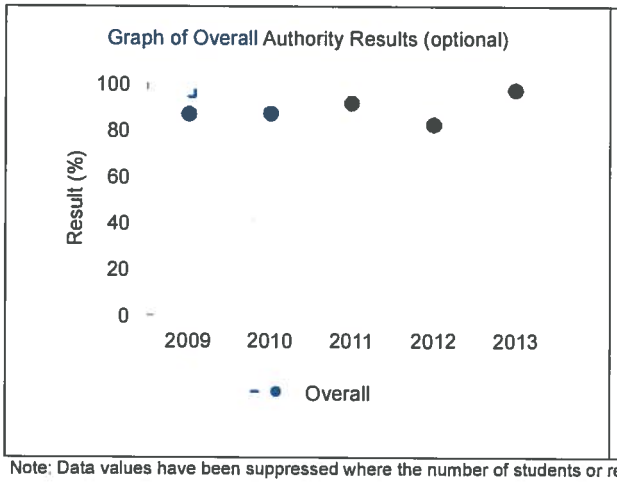


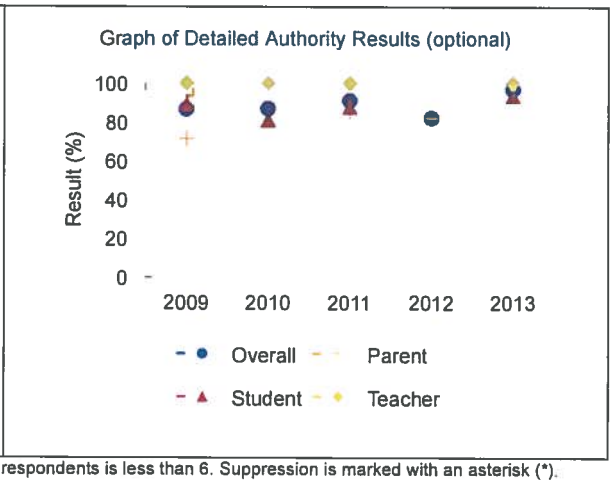


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	86.8	86.9	91.3	82.1	96.9	89.3	89.2	89.4	89.4	89.8
Teacher	100.0	100.0	100.0	n/a	100.0	95.3	95.6	95.5	95.4	95.7
Parent	71.3	79.3	85.7	82.1	96.8	84.4	83.9	84.2	84.2	84.9
Student	89.1	81.4	88.1	n/a	94.0	88.3	88.2	88.5	88.6	88.7



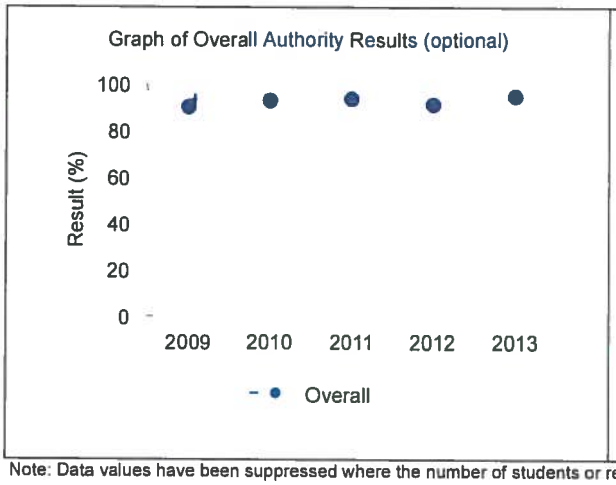


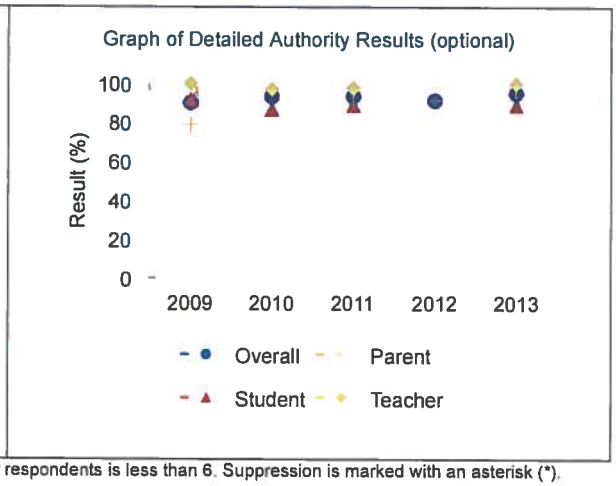
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	90.1	93.4	93.8	91.4	95.2	86.9	87.6	88.1	88.6	89.0
Teacher	100.0	97.1	97.8	n/a	100.0	93.8	94.4	94.5	94.8	95.0
Parent	78.7	96.0	94.3	91.4	96.2	85.3	86.1	86.6	87.4	87.8
Student	91.7	87.1	89.4	n/a	89.4	81.7	82.2	83.3	83.7	84.2



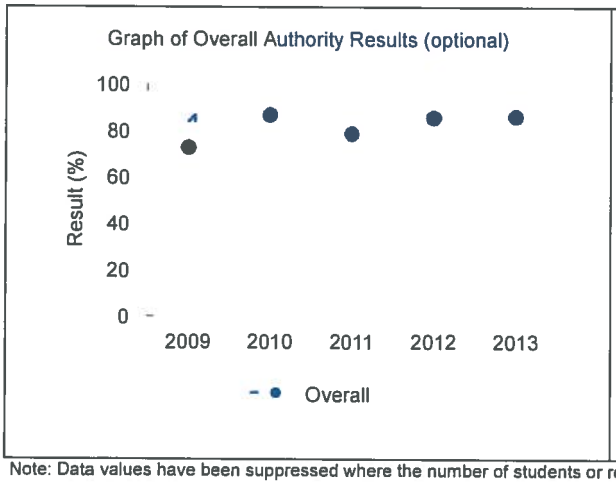


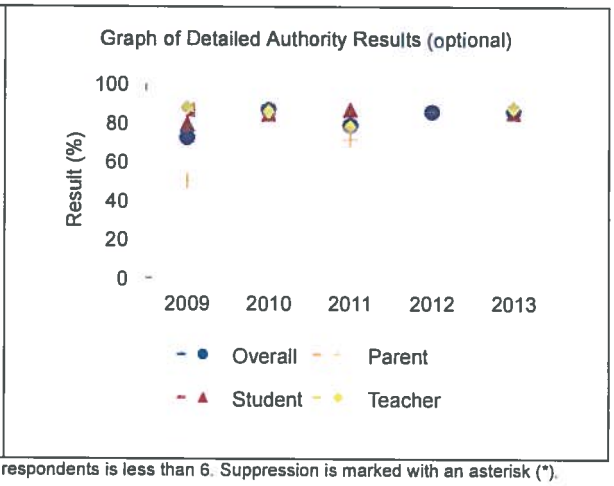
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

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.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	72.3	86.8	78.7	85.7	86.2	79.4	79.9	80.1	80.0	80.6
Teacher	87.5	85.7	77.8	n/a	87.5	78.2	80.8	80.1	81.1	80.9
Parent	50.0	90.0	71.4	85.7	85.7	78.1	77.0	77.3	76.2	77.9
Student	79.4	84.7	86.9	n/a	85.4	81.8	81.8	82.9	82.7	82.9





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

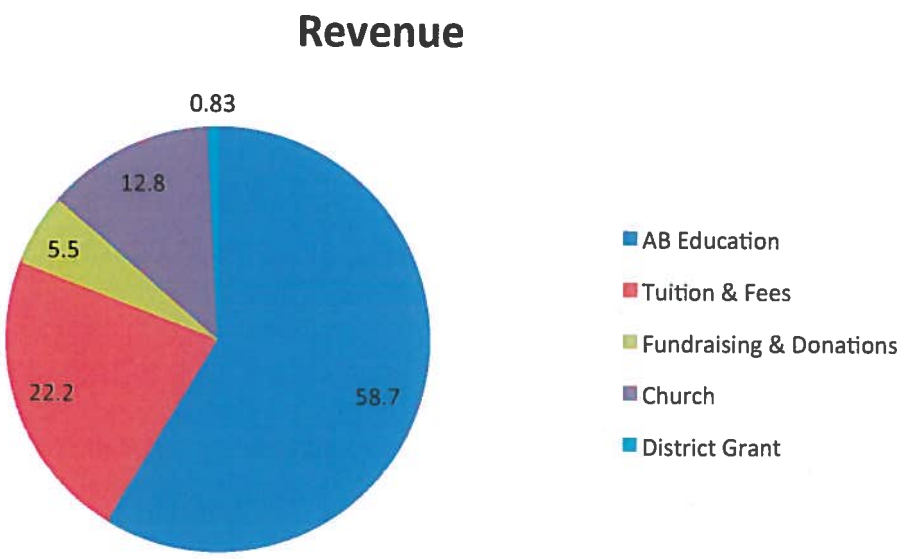
Summary of Financial Results

Budget Plan

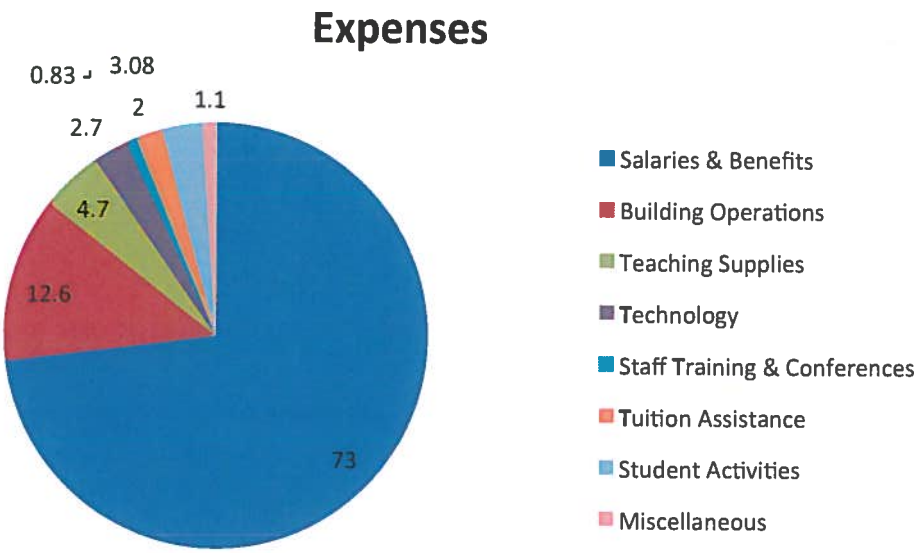
St. Matthew Lutheran School operates on a very frugal budget while endeavouring to provide the students with the best possible academic instruction, assisted by up-to-date instructional technology.

The 2012-2013 school years were completed with a small operating surplus, amounting to $23,162.00. The school, with the assistance of the parent church, was able to retire a small accumulated deficit which had resulted from a couple of years prior.

Revenues: The revenue for the school comes from four primary sources: Alberta Education; Client paid tuition and instructional fees; Fundraising & Donations within the school and from St. Matthew Church transfers and fundraising. During the school year, the revenues totalled $963,955.00. This is further illustrated as follows:



Expenses: As referenced, expenditures for the school are closely monitored and optimized to the fullest possible extent. The total expenses for the school year totalled $940,793.00 and are illustrated as follows:



The audited financial statements for the school are available for review and discussion with any of our interested clients. This may be arranged by contacting the school. In addition, the audited statements are filed with the Alberta Government, Education department and may be accessed through the following link: http://st-matthew.com/

Private School Authority Code: 9018
School Code: 2290

STATEMENT OF FINANCIAL POSITION
as at
(in dollars)

			AFS August 31, 2013	AFS August 31, 2012 NOTE 2	AFS September 1, 2011 NOTE 2
ASSETS					
Current assets					
Cash and temporary investments	(Note 4)		$1,594	$0	$0
Accounts receivable (net after allowances)					
Province of Alberta			$0	$0	$0
Federal Government and/or First Nations			$0	$0	$0
Other accounts receivable	(Note 5)		$21,419	$35,281	$61,183
Prepaid expenses			$15,882	$13,946	$12,694
Other current assets			$0	$0	$0
Total current assets			$38,895	$49,227	$73,877
School generated assets	(Note 11)		$0	$0	$0
Trust assets			$0	$0	$0
Other assets			$0	$0	$0
Capital assets					
Land at cost			$300,000	$300,000	$300,000
Buildings at cost		$1,024,717			
Less: accumulated amortization		$1,024,717	$0	$917	$3,411
Leasehold improvements at cost		$40,069			
Less: accumulated amortization		$40,069	$0	$0	$0
Equipment at cost		$468,254			
Less: accumulated amortization		$438,701	$29,553	$33,169	$36,785
Vehicles at cost		$0			
Less: accumulated amortization		$0	$0	$0	$0
Total capital assets	(Note 6)		$329,553	$334,086	$340,196
TOTAL ASSETS			$368,448	$383,313	$414,073
LIABILITIES					
Current liabilities					
Bank indebtedness	(Note 7)		$0	$40,329	$64,411
Accounts payable and accrued liabilities					
Province of Alberta			$0	$0	$0
Federal Government and/or First Nations			$0	$0	$0
Other payables and accrued liabilities	(Note 8)		$17,645	$18,518	$25,448
Capital payables			$0	$0	$0
Deferred revenue	(Note 9)		$24,980	$17,510	$15,060
Deferred capital allocations			$0	$0	$0
Current portion of long term debt			$0	$0	$0
Total current liabilities			$42,625	$77,357	$104,919
School generated liabilities	(Note 11)		$0	$0	$0
Trust liabilities			$0	$0	$0
Other liabilities			$0	$0	$0
Long term debt					
Debentures & Bonds			$0	$0	$0
Capital loans			$0	$0	$0
Capital leases			$0	$0	$0
Mortgages			$0	$0	$0
Other loans			$0	$0	$0
Less: Current portion of long term debt			$0	$0	$0
Unamortized capital allocations	(Note 10)		$26,361	$29,656	$32,951
Total long term liabilities			$26,361	$29,656	$32,951
TOTAL LIABILITIES			$68,986	$107,013	$137,870
NET ASSETS					
Unrestricted net assets			($3,731)	($28,131)	($31,043)
Operating reserves			$0	$0	$0
Total accumulated surplus (deficit) from operations			($3,731)	($28,131)	($31,043)
Investment in capital assets			$303,193	$304,431	$307,246
Capital reserves			$0	$0	$0
Total capital funds			$303,193	$304,431	$307,246
Total net assets			$299,462	$276,300	$276,203
TOTAL LIABILITIES AND NET ASSETS			$368,448	$383,313	$414,073

Private School Authority Code: 9018
School Code: 2290

STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31
(in dollars)

		AFS 2013	Budget 2013	AFS 2012 NOTE 2
REVENUES				
Alberta Education (excluding Home Education)		$565,623	$531,555	$502,664
Alberta Education - Home Education		$0	$0	$0
Other Government of Alberta		$0	$0	$0
Federal Government and/or First Nations		$0	$0	$0
Other Alberta school authorities		$0	$0	$0
Instructional fees/Tuition fees		$205,038	$198,475	$207,165
Non-instructional fees (O&M, Transportation, Admin, etc.)		$9,008	$28,950	$17,633
Other sales and services		$46,995	$88,250	$75,181
Interest on investments		$0	$100	$77
Gifts and donations		$8,000	$10,500	$6,710
Gross school generated funds	(Note 11)	$27,865	$10,000	$36,318
Amortization of capital allocations		$3,295	$3,295	$3,295
Other	(Note 15)	$98,131	$62,500	$45,000
Total Revenues		$963,955	$933,625	$894,043
EXPENSES				
Certificated salaries (excluding home education)	(Note 12)	$465,459	$443,537	$414,845
Certificated benefits	(Note 12)	$127,810	$135,071	$118,433
Non-certificated salaries and wages (excluding home education)	(Note 12)	$73,865	$79,480	$69,644
Non-certificated benefits	(Note 12)	$16,672	$17,489	$15,644
Services, contracts and supplies (excluding home education)		$224,589	$240,734	$232,952
Home Education:				
Certificated salaries		$0	$0	$0
Certificated benefits		$0	$0	$0
Non-certificated salaries & wages		$0	$0	$0
Non-certificated benefits		$0	$0	$0
Payments to parents who provided home education programs to students		$0	$0	$0
Contracted services		$0	$0	$0
Supplies and services		$0	$0	$0
Gross school generated funds	(Note 11)	$27,865	$10,000	$36,318
Capital and debt services				
Amortization of capital assets:				
From restricted funds		$3,295	$3,295	$3,295
From unrestricted funds		$1,238	$2,815	$2,815
Total amortization of capital assets		$4,533	$6,110	$6,110
Interest on capital debt		$0	$0	$0
Other interest charges		$0	$0	$0
Losses (gains) on disposal of capital assets		$0	$0	$0
Other		$0	$0	$0
Total Expenses		$940,793	$932,421	$893,946
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES		$23,162	$1,204	$97