



Peter Lougheed School

148 Saddletree Close NE, Calgary, AB T3J 5J1

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<http://school.cbe.ab.ca/school/peterlougheed/>

highlights | 2018-19 school results report

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements.

Alberta Education Outcomes

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta has excellent teachers, and school and school authority leaders.
- Alberta's education system is well governed and managed.

introduction

As part of the accountability system, Alberta Education requires schools to prepare a report of the school's results each year and share these results with their school community. This report includes results relative to the achievement targets set in the 2018-19 School Development Plan, the school's Accountability Pillar results, and provincial testing results.

school council involvement

Our parents are an integral part of our school community. Our active and supportive school council is informed and provides input into decision-making processes. All parents and guardians are part of our School Council, whether or not they attend the monthly meetings. Meetings are held on the 3rd Thursday of each month. School Council minutes are available on our school website.

At the October 2019 School Council meeting, parents/guardians and school administration engaged in discussion about our 2019-20 School Development Plan and were provided information about the initial phases of the school development plan process that staff had undertaken for the 2018-19 school year

At the November 2019 Student Conferences, school administration held a School Development Plan engagement session that welcomed all parents into the School Development Plan engagement process. This provided parents with an overview of our data story, our school results, and the achievement goals and instructional goals that the school had identified. Parents also had the opportunity to ask questions and provide feedback on the 2019-20 School Development Plan.

At the November 2019 School Council Meeting, the principal shared that the Board of Trustees meetings agendas, reports and minutes, are available on the [Board of Trustee](#) page on the CBE website.

school development plan highlights

Achievement Goal

For 2018-19 our school's goal was:

- Students will demonstrate increased intellectual engagement and achievement in literacy, numeracy and critical thinking

Achievement Targets

The targets we set for the goal stated above were:

- 40% of students will achieve 3's on "writes to develop, organize, & express information & ideas" stem on report card.
- 40% of students will achieve 3's on "Reads to explore, construct and extend understanding" stem on report card.
- 40% of students will achieve 3's on "Uses mathematical reasoning to analyze and solve problems" stem on report card.





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- 40% of students will achieve 3's on "Analyzes and solves problems through scientific reasoning" stem on report card.
- 80% of students will achieve EV or EX on Personal Development outcome "sets and works towards learning goals".
- 80% of students will achieve EV or EX on Personal Development outcome "engages in learning with confidence and persistence".
- Number of students responding "yes" to the CBE Student Survey question "there is at least one adult at school who I really connect with" will increase to 70%.
- Number of students indicating "sometimes or often" on the CBE Student Survey question "in the last 6 months I have felt nervous or anxious about my learning" will decrease from 52.5% to 45%.student results

Reporting on Achievement Targets

- 40% of students will achieve 3's on "writes to develop, organize, & express information & ideas" stem on report card.
 - Previous year's result: 36%
 - Current year result:35%
 - This target was not met
 - Factors that contributed to changes in results:
 - Staff work on calibrating reporting measures and expectations to improve consistency may have affected what teachers scored as a 2 versus a 3.
- 40% of students will achieve 3's on "Reads to explore, construct and extend understanding" stem on report card.
 - Previous year's result 36%
 - Current year result: 40%
 - This target was met
 - Factors that contributed to changes in results:
 - Intentional work with students around comprehension strategies to be used when reading
- 40% of students will achieve 3's on "Uses mathematical reasoning to analyze and solve problems" stem on report card.
 - Previous year's result: 37%
 - Current year result: 37%
 - This target was not met
 - Factors that contributed to changes in results:
 - Staff need to spend time in terms of calibration and clearly define expectations and criteria for indicators
 - Common task design – ensure that students are getting the opportunity to work on a variety of tasks that allow them to build on their problem solving skills.
- 40% of students will achieve 3's on "on "Analyzes and solves problems through scientific reasoning" stem on report card.
 - Previous year's result: 36%
 - Current year result: 41%
 - This target was met
 - Factors that contributed to changes in results:
 - Conscious effort to design tasks that allow for problem solving in science





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- 80% of students will achieve EV or EX on Personal Development outcome "sets and works towards learning goals".
 - Previous year's result: 75%
 - Current year result: 72.9%
 - This target was not met
 - Factors that contributed to changes in results:
 - All students did create learning plans in Iris around learning plans but more explicit follow through in terms of creating manageable goals would be valuable to examine.
 - Re-visiting the goals at regular times throughout the year so they continue to be meaningful for students is key.
 - Staff need to spend time in terms of calibration and clearly define expectations and criteria for indicators.

- 80% of students will achieve EV or EX on Personal Development outcome "engages in learning with confidence and persistence".
 - Previous year's result: 72%
 - Current year result: 73.9%
 - This target was not met
 - Factors that contributed to changes in results:
 - Students had challenges in being able to articulate and document evidence of their learning in ways that demonstrates understanding
 - Staff need to spend time in terms of calibration and clearly define expectations and criteria for indicators.
 - While the increase did not meet our target, gains were made

- Number of students responding "yes" to the CBE Student Survey question "there is at least one adult at school who I really connect with" will increase to 70%.
 - Previous year's result: 52.5%
 - Current year result: 61.2%
 - This target was not met
 - Factors that contributed to changes in results:
 - Teachers will be mindful to provide, demonstrate and teach a variety of regulatory strategies in all areas of the school.
 - Teachers were mindful of trying to build positive relationships with students
 - While the increase did not meet our target, gains were made

- Number of students indicating "sometimes or often" on the CBE Student Survey question "in the last 6 months I have felt nervous or anxious about my learning" will decrease from 52.5% to 45%
 - Previous year's result: 52.5%
 - Current year result: 61.2%
 - This target was not met
 - Factors that contributed to changes in results:
 - Some students are feeling overwhelmed with school work
 - Instructional strategy stating that teachers will be more intentional of using student wellness as a task design filter in their instructional planning and PLC conversations was not clearly defined enough for staff to actualize
 - More work to be done in terms of student understanding of coping mechanisms and/or ways to help with anxiety in relation to school work





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Alberta Education Accountability Pillar¹ Results

The Accountability Pillar evaluates school improvement by comparing the current year result with the school's previous three-year average for each measure, using a statistical test to determine the extent of change. More information can be found on [Alberta Education's Accountability Pillar](#) page.

Summary

Measure Category	Measure	Peter Lougheed 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	Safe and Caring	78.8	81.9	85.7	89.0	89.0	89.3	Low	Declined	Issue
Student Learning Opportunities	Program of Studies	77.6	79.4	77.2	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	84.6	87.1	89.0	90.2	90.0	90.1	Intermediate	Declined	Issue
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.6	65.9	71.3	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	12.3	10.4	10.5	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	92.1	73.4	81.3	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	68.4	75.3	79.5	82.9	83.0	83.5	Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	79.5	73.5	74.1	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	65.5	68.4	65.8	81.0	80.3	81.0	Low	Maintained	Issue

Improvements

- Students, parents, and staff continued to appreciate the access to a variety of programs and opportunities for students
- PAT results indicate that students are achieving acceptable levels at a similar levels (slightly below) to the provincial data
- There were improvements in how parents perceived their students were being prepared for the world of work
- Parents were satisfied in terms of the amount of involvement they have in terms of decision making or providing input at school.

Declines

- Number of students who are achieving at the level of excellence in both Gr. 6 and 9 PAT's
- Parents, students, and staff indicated decreases in the level of citizenship demonstrated by students – including declines in: students following the rules, students helping each other, and students respecting each other
- 38% of students indicated that they don't find their school work interesting (increase of 12% over last year)

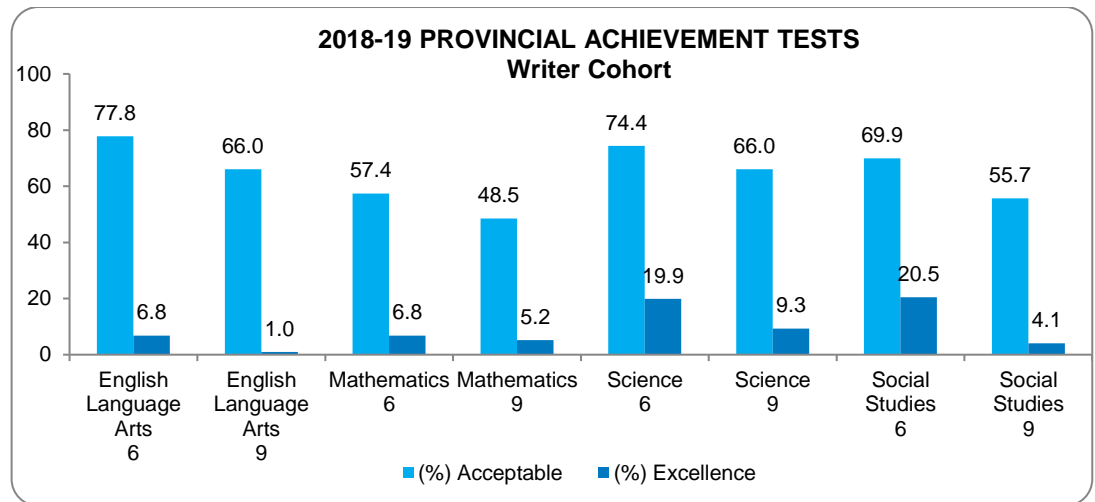
¹ A printed copy of the school's October 2019 Accountability Pillar is available in the Main Office.




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 Provincial Achievement Tests/Diploma Examination Results²


- **Successes**
 - Students achieving at an acceptable level very similar to the province in Gr. 6 Science & Gr. 9 Social Studies
 - Higher than provincial average levels of achievement at the acceptable level in Gr. 6 Social studies
 - Overall improvement shown in Gr. 6 Math in comparison to 2017-18 school results
- **Areas for Improvement**
 - Number of students who are achieving at the level of excellence on all PAT tests
 - Reading comprehension levels are an area of need in both Gr. 6 & 9
 - Items on exams that require multi-step thinking or problem solving showed as an area of growth in both Gr. 6 & 9 on all exams
- **Participation Rates**

Course	2017-18		2018-19	
	School	Province	School	Province
ELA 6	93.8	90.2	98.2	90.5
Mathematics 6	94.9	91.1	98.8	90.8
Science 6	95.5	90.9	98.2	90.7
Social Studies 6	94.9	90.7	98.8	90.6
ELA 9	96.9	88.9	95.1	88.5
Mathematics 9	96.9	88.7	96.5	89.0
Science 9	96.9	89.7	96.5	89.0
Social Studies 9	94.8	89.5	97.2	89.1

² For a complete report of CBE and provincial results visit the CBE webpage at <http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>





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For the Provincial Testing Multi-year Report 2018-19 of student provincial assessment results visit our school webpage at <http://school.cbe.ab.ca/school/peterlougheed/>. The report can be found under the About Us > Our School tab.

achievement goals and targets for 2019-20

Based on our results, we have targeted the following areas for improvement in our School Development Plan 2019-20:

Achievement Goals

For 2019-20 our school's goals are:

- Students achievement in reading comprehension will improve
- Students will increase their understanding of the size of numbers and what they represent in order to assess the reasonableness of answers
- Students will demonstrate acts of empathy and self regulation

Achievement Targets

The targets we set for the goals stated above is/are:

- In 2019-20 there will be an improvement over 2018-19 results in the percentage of students achieving 3's & 4's on the "Reads to explore, construct and extend understanding" report card stem
- In 2019-20, there will be improvement over the 2018-19 results in the percentage of students achieving at the acceptable level on Gr. 6 ELA PAT Exam - Part B
- In 2019-20, there will be improvement over the 2018-19 results in the percentage of students achieving at the acceptable level on Gr. 9 ELA PAT Exam - Part B
- In 2019-20, we will be determining a baseline for the new math stems
- In 2019-20, there will be improvement over the 2018-19 results in the percentage of students achieving at the acceptable level on Gr. 6 Mathematics PAT Exam (Part B)
- In 2019-20, there will be improvement over the 2018-19 results in the percentage of students achieving at the acceptable level on Gr. 9 Mathematics PAT Exam (Part B)
- In 2019-20, there will be improvement over the 2018-19 results in the percentage of students who say "yes" when answering the CBE Survey question "there is at least one adult at school who I really connect with"
- In 2019-20, there will be improvement over the 2018-19 results in the 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
- In 2019-20, we will be determining a baseline for the students using Iris to identify positive self regulation strategies

A detailed copy³ of our 2019-20 School Development Plan is on our school webpage at <http://school.cbe.ab.ca/school/peterlougheed/> under the About Us > Our School tab.

³ A printed copy of the school's 2019-20 School Development Plan is also available in the Main Office



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our school

Peter Lougheed School is a dynamic and innovative middle school of 952 students located in and serving the community of Saddle Ridge. Students and staff learn in collaborative and interdisciplinary ways ensuring that learning is authentic, significant and worthy for all students. In addition to rigorous classroom instruction, students have access to extensive co-curricular and extra-curricular programs that provides them with many opportunities outside of the classroom to connect their learning and passions. Our school moto is “Make Your Mark” which challenges students to think about ways that they can positively contribute and impact our school community.

other reports

Class Size

For a detailed report on the school and CBE average class sizes go to:

<http://www.cbe.ab.ca/FormsManuals/Class-Size-Survey-Jurisdiction-Report.pdf>

School Fees⁴

The detailed Report to Parents/Guardians on Fees 2019-20 is on our school webpage at <http://school.cbe.ab.ca/school/peterlougheed> under the Registration > Fee tab.

⁴ A printed copy of the school's 2018-19 Report to Parents/Guardians on School Fees is also available in the Main Office.