

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2017**  
**Authority: 4481 Holy Spirit Roman Catholic Separate Regional Division No. 4**



Measure Category	Measure	Holy Spirit Roman CSRD No. 4			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	91.8	90.9	90.3	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	83.1	82.6	83.8	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	92.2	90.4	90.7	90.1	90.1	89.6	Very High	Improved Significantly	Excellent
	Drop Out Rate	2.8	1.8	2.7	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	87.2	83.1	81.1	77.9	76.5	76.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.5	73.2	72.2	73.4	73.6	73.2	Intermediate	Improved	Good
	PAT: Excellence	17.5	16.3	15.1	19.5	19.4	18.8	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.0	79.2	82.4	83.0	82.7	83.1	Low	Declined Significantly	Concern
	Diploma: Excellence	14.2	15.0	16.5	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	58.1	59.4	58.3	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	74.4	72.4	72.4	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	72.5	66.4	65.5	57.9	59.4	59.3	Very High	Improved	Excellent
	Work Preparation	84.6	83.3	83.3	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	87.4	85.8	85.5	83.7	83.9	83.6	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	82.9	83.3	83.9	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.5	83.9	84.1	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
  4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
  5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
  8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
  11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.