

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2019**  
**Authority: 4010 The Calgary Roman Catholic Separate School Division**



Measure Category	Measure	Calgary Roman Catholic Separat			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	87.8	87.8	88.9	89.0	89.0	89.3	High	Declined Significantly	Issue
Student Learning Opportunities	Program of Studies	81.9	82.8	82.7	82.2	81.8	81.9	Very High	Declined	Good
	Education Quality	89.2	89.4	89.6	90.2	90.0	90.1	High	Declined	Acceptable
	Drop Out Rate	1.2	1.0	1.3	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	86.9	86.3	85.5	79.1	78.0	77.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.8	76.2	76.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	21.8	21.6	21.4	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.5	86.4	85.3	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	23.9	25.3	23.1	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	63.7	64.2	64.1	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	68.6	67.1	66.3	64.8	63.4	62.2	Intermediate	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	70.6	70.4	70.1	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	81.0	79.9	80.1	83.0	82.4	82.6	High	Improved	Good
	Citizenship	81.9	82.5	83.9	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	80.1	80.9	80.1	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	76.8	76.7	78.8	81.0	80.3	81.0	High	Declined Significantly	Issue

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  - Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
  - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  - 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - 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.
  - 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.
  - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.