



Holy Spirit Catholic School Division
Alberta Assurance Statement for Administration

Area	School	AB	Diff	Analysis
Student Learning & Engagement <i>The literacy and numeracy skills your child is learning at school are useful, and your child is learning what they need to know.</i>	84%	83.7%		This category purports to measure engagement, but focuses reductively on literacy, numeracy, and whether the students are learning what they should. It's not a very accurate way of measuring engagement and the category title is misleading. It's really measuring whether stakeholders think math and English Language Arts are taught well and then whether they think the other things students learn are valuable.
Citizenship <i>Students at your child's school: follow the rules; help each other when they can; respect each other; are encouraged at school to be involved in activities that help the community; and are encouraged at school to try their best</i>	83.2%	79.4%		This category measures citizenship well. An examination of the questions reveals that both modeling and teaching the Catholic faith can impact these areas strongly. School service projects have the same impact. It is very much a corollary measure of faith.
3-Year HS Completion <i>The % of students who graduate high school within 3 years of entering grade 10.</i>	N/A	80.4%		This category measures the extent to which students not only graduate, but also graduate on time.
5-Year HS Completion <i>The % of students who graduate high school within 5 years of entering grade 10.</i>	N/A	88.1%		This category measures the extent to which students eventually graduate, despite not graduating on time.
<u>6 PAT: Acceptable</u>	73.1	68.5%		This has been and continues to be a strength at SJS. Almost all of our students are able to succeed at their PAT. While we are still higher than the province on this measure this is a slight decrease from the previous year. This year students only wrote Science and Social PATs due to the new curriculum. The smaller sample size has an impact on our data.
<u>6 PAT: Excellence</u>	11.5	19.8%		This has been a point of focus for us at SJS. How do we challenge and support our students to achieve the standard of excellence? There is discrepancy from course to course and we did see an improvement this year. This year students only wrote Science and Social PATs due



				to the new curriculum. The smaller sample size has an impact on our data.
9 PAT: Acceptable	78.8	62.5%		This has been and continues to be a strength at SJS. Almost all of our students are able to succeed at their PAT
9 PAT: Excellence	12.5	15.4%		This has been a point of focus for us at SJS. How do we challenge and support our students to achieve the standard of excellence? There is discrepancy from course to course and we did see an improvement this year in all courses.
Diploma: Acceptable	N/A	81.5%		
Diploma: Excellence	N/A	22.6%		
Education Quality <i>Your child: clearly understands what they are expected to learn at school; finds school work challenging; finds school work interesting; and is learning what they need to know. You are satisfied with the quality of education your child is receiving at school.</i>	83.5%	87.6%		This is a very important question as the category is a measure of overall satisfaction with what kids are learning, how well our teachers are teaching it, and the extent to which we find learning interesting and challenging.
Welcoming, Caring, Respectful, Safe and Caring Learning Environments <i>Students at your child's school: care about each other; respect each other; treat each other well. Teachers care about your child. Your child is safe at school and on the way to and from school and is treated fairly by adults at your school. Your child's school is a welcoming place to be.</i>	87.6%	84%		This category is a good measure of the extent to which the schools are safe and caring. Teaching and modeling our faith should impact results. It is very much a corollary measure of faith.
Access to Supports and Services <i>At school, there are appropriate supports and services available to your child to help with their learning. When your child needs it, teachers at your child's school are available to help them. You can get the support you need from the school to help your child be successful in their</i>	68.8%	79.9%		This category measures how the division serves students with learning needs, both through targeted support and classroom support.



<i>learning. Your child can easily access programs and services at school to get help with school work and can get help at school with problems that are not related to school work.</i>				
Parental Involvement <i>To what extent are you involved in decisions about your child's education and decisions at your child's school? How satisfied or dissatisfied are you that your input into decisions at your child's school is considered and you have the opportunity to be involved in decisions about your child's education. How satisfied or dissatisfied are you with the opportunity to be involved in decisions and at your child's school.</i>	74.3%	79.5%		This is a critical question in Catholicism because we consider parents as partners and primary educators of their children.

Analysis of School

- Only 7 parents completed the form. How can we increase parental involvement?
- 59 students completed the form. However, there seems to be some missing data. We will need to support our teachers in completing this survey with their students moving forward.
- As a small school with only 1 grade 6 and 1 grade 9 class on a yearly basis we can see some big changes year over year due to the small sample size
- Our grade 9 results are consistently higher than grade 6 results. This is due to relationship building and consistent expectations for 4 years of education.
- SJS has almost all of their students write PATs. This is a much higher rate than the province. Last year 1 grade 6 and 2 grade 9 students did not write due to attendance issues.