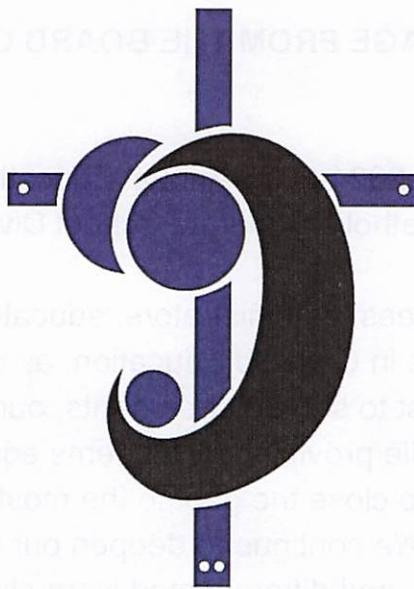




MESSAGE FROM THE CHAIR



Holy Family

Catholic Regional Division

2024-2025

Annual Education Results Report



MESSAGE FROM THE BOARD CHAIR

I am pleased to present the 2024-2025 Annual Education Results Report on behalf of the Holy Family Catholic Separate School Division Board of Trustees.

Our team of dedicated trustees, administrators, educators, and support staff strive to produce excellence in Catholic Education, as evidenced in this report. Guided by the Light of Christ to serve our students, our schools continue to grow and shine outstandingly while providing all students equitable access to learning and technology. We strive to close the gap so the most vulnerable students can achieve their full potential. We continue to deepen our focus on learning strategies, universal design, and differentiated instruction to meet the learning needs of all students and increase critical thinking skills while remaining rooted in Gospel values. The Holy Family Catholic Separate School Division remains firmly and proudly committed to offering a range of programs for our diverse student demographic while offering the highest quality of Catholic Education.

The Board of Trustees wishes to thank all our staff and partners who collaborated on preparing this report and its positive results. As partners in serving our world through education, we fervently hope that the education provided will continue to create and celebrate inclusive and accepting environments in our School and Board communities where all students and staff feel safe, valued, and heard.

Kelly Whalen,
Board Chair



Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Holy Family Catholic Regional Division for the 2024/2025 school year was prepared under the direction of the Board/Board of Directors following the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. To the best of its abilities, the Board is committed to using the results in this report to improve student outcomes and ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. The Board approved this Annual Education Results Report for 2024/2025 on December 17th, 2025.

Kelly Whalen
Board Chair

Victoria Cornick
Superintendent

Stakeholder Engagement

- The Director of Educational Services met with each school-based admin team and reviewed their school's assessment data, PAT results and Diploma results during their Collaborative Response Meetings.
- School-based admin teams then met with their teachers to review their data.
- School-based admin teams will review their AERR data with their School Councils to inform and collect feedback to share with senior administration. PAT and Diploma results were released late and therefore stakeholder engagement could not happen before January 2026.
- Senior administration reviewed the division data and AERR with school-based admin teams.

Whistleblower Protection

Following Section 32 of the Public Interest Disclosure Act (2012), Holy Family Catholic Regional Division had no incidents of public disclosure during the 2024-2025 school year.

Division Profile

The Holy Family Catholic Regional Division was formed on September 1, 1997, by the regionalization of the former Holy Family Catholic Separate Regional Division No. 17 and North Peace R.C.S.S.D. No. 43.

The Division provides Catholic education in the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie, Fairview, and Valleyview. An agreement with Fort Vermilion School Division No. 52 stipulates that it operates St. Mary's Elementary School, which receives Catholic education through Holy Family Catholic Regional Division.

With approximately 1,900 students enrolled across nine schools, Holy Family Catholic School Division offers a variety of programming in the following schools:

- ❖ École Providence School - McLennan
- ❖ Glenmary School - Peace River
- ❖ Good Shepherd School - Peace River
- ❖ Holy Family School - Grimshaw
- ❖ Rosary School - Manning
- ❖ St. Andrew's School - High Prairie
- ❖ St. Stephen's School - Valleyview
- ❖ St. Thomas More School - Fairview

Mission

Student Success in a Catholic community guided by Christ

Overall Alberta Education Assurance Summary - Fall 2025

Required Alberta Education Assurance Measures

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Holy Family Catholic Separate			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.1	83.7	86.4	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	83.0	82.0	84.1	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	74.6	69.5	74.7	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	80.8	85.0	87.6	87.1	88.1	87.9	Low	Declined	Issue
	PAT9: Acceptable	45.0	49.2	49.2	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	7.2	7.0	7.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	68.5	66.8	71.1	82.0	81.5	80.9	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	9.3	13.9	13.9	23.0	22.6	21.9	Very Low	Maintained	Concern
	Education Quality	88.6	88.1	89.8	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	84.9	87.2	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	85.4	84.3	84.2	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	81.2	85.3	83.9	80.0	79.5	79.1	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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 Exam 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



Assurance Domain	Measure	Holy Family Catholic Separate (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	62.5	55.6	65.7	59.8	58.6	58.4	Very Low	Maintained	Concern
	5-year High School Completion	74.7	82.5	77.7	69.7	69.4	69.6	Low	Maintained	Issue
	PAT9: Acceptable	24.3	29.7	29.7	41.6	41.4	40.4	Very Low	Maintained	Concern
	PAT9: Excellence	5.2	0.4	0.4	6.3	6.1	5.7	Very Low	Improved	Issue
	Diploma: Acceptable	76.1	60.5	63.1	77.5	76.9	75.9	Low	Maintained	Issue
	Diploma: Excellence	2.2	5.8	6.9	11.9	11.8	11.6	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion-rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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 Exam 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Alberta Education Assurance First Nations, Metis, and Inuit Required Measures

Alberta Education Assurance English as an Additional Language Required Measures

Assurance Domain	Measure	Holy Family Catholic Separate (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<u>Student Learning Engagement</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<u>Citizenship</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<u>3-year High School Completion</u>	*	*	n/a	73.5	72.0	74.4	*	n/a	n/a
	<u>5-year High School Completion</u>	*	*	n/a	85.3	88.1	87.6	*	n/a	n/a
	<u>PAT9: Acceptable</u>	*	*	n/a	51.2	52.7	54.0	*	n/a	n/a
	<u>PAT9: Excellence</u>	*	*	n/a	10.0	10.1	10.5	*	n/a	n/a
	<u>Diploma: Acceptable</u>	42.9	*	n/a	67.4	66.3	66.7	Very Low	n/a	n/a
	<u>Diploma: Excellence</u>	0.0	*	n/a	14.8	14.0	13.9	Very Low	n/a	n/a
	<u>Education Quality</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<u>Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<u>Access to Supports and Services</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<u>Parental Involvement</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Fall 2025 Supplemental Alberta Education and Childcare Assurance Measures – Overall Summary

Measure	Holy Family Catholic Separate			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	42.6	42.7	42.7	54.5	52.7	52.7	Intermediate	Maintained	Acceptable
Drop Out Rate	3.0	1.9	1.6	2.4	2.5	2.4	High	Declined	Acceptable
In-Service Jurisdiction Needs	86.8	89.0	86.4	81.7	81.1	82.3	Intermediate	Maintained	Acceptable
Lifelong Learning	82.1	83.2	83.7	80.8	79.9	80.4	High	Maintained	Good
Program of Studies	76.9	81.0	80.7	83.0	82.8	82.9	Intermediate	Declined	Issue
Program of Studies - At Risk Students	85.2	84.3	84.3	80.5	80.6	81.2	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	67.7	66.2	68.4	69.4	70.7	70.9	Intermediate	Maintained	Acceptable
Safe and Caring	90.3	87.9	89.6	87.3	87.1	87.8	Very High	Maintained	Excellent
Satisfaction with Program Access	78.7	78.3	80.0	72.1	71.9	72.5	High	Maintained	Good
School Improvement	76.2	80.6	79.6	76.6	75.8	75.1	Intermediate	Declined	Issue
Transition Rate (6 yr)	56.0	57.2	50.2	59.9	60.1	60.0	Intermediate	Maintained	Acceptable
Work Preparation	86.2	86.1	85.6	83.7	82.8	83.6	Very High	Maintained	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. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event..

Measure Evaluation Reference (Required AECAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: 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%.

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



Overriding Domain: Faith Permeation

Goal is to ensure faith permeation opportunities for growth and learning for all students, staff, and board members. It is a priority to provide quality Catholic education, build catholic citizens, strive for excellence of individual God-given talents and model Christ in a fair, equal and permeated learning environment.

- a. Maintain and expand faith development opportunities and evangelization for students**
- b. Maintain and expand faith development opportunities and evangelization for staff**
- c. Maintain and expand faith development opportunities and evangelization for Board of Trustees**
- d. Ensure quality teaching and learning of religious studies curriculum**
- e. Provide opportunities and supports for staff to become more engaged with their faith**
- f. Ensure student and staff feel safe and welcomed in their environments**
- g. Create and support environmental spaces within the school, classrooms and facilities**

Comments:

HFCRD continued to strengthen Catholic identity and faith formation by encouraging increased staff participation in Mass attendance, ministry leadership, and faith-related professional development. Additional support was offered to schools and coordinators for sacrament preparation, retreats, music licensing, and the use of approved resources. The division also prioritized the hiring and evangelization of Catholic staff to strengthen its mission and ensure alignment with Catholic teachings and values.

Domain 1: Student Growth and Achievement

- a. Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.**
- b. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.**
- c. Students are active, healthy and well.**
- d. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.**



Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	645	85.6	634	86.5	584	89.1	568	83.7	662	85.1	Intermediate	Maintained	Acceptable	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	60	80.6	80	92.5	58	97.1	62	87.6	60	88.8	High	Maintained	Good	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	462	79.1	448	73.3	416	73.9	410	68.2	504	71.4	Intermediate	Maintained	Acceptable	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	123	97.3	106	93.6	110	96.3	96	95.5	98	95.2	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) The literacy skills your child is learning at school are useful; 2) the numeracy skills your child is learning at school are useful; and 3) your child is learning what they need to know. Further student questions query their perspective on subject usefulness and interest.

Comment on Results:

HFCRD's overall rate of student engagement was 85.1%, which is slightly above the provincial rate and slightly higher than the previous year of 83.7%. It is encouraging that our division maintained rates above the provincial average in all areas of student learning engagement; parents, students and teachers.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	645	84.3	634	83.8	584	86.6	569	82.0	662	83.0	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	60	75.1	80	84.3	58	87.8	62	79.9	60	83.6	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	462	80.2	448	71.3	416	75.7	411	69.9	504	71.9	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	123	97.7	106	95.6	110	96.2	96	96.0	98	93.6	High	Maintained	Good	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Students at your child's school follow the rules; 2) students at your child's school help each other when they can; 3) students at your child's school respect each other; 4) your child is encouraged at school to be involved in activities that help the community; and 5) your child is encouraged at school to try their best.

Comment on Results:

HFCRD's overall rate of citizenship was 83%, which is slightly above the provincial rate and slightly higher than the previous year of 82%. As a Catholic division, we are pleased that our division has maintained rates above the provincial average in all areas of citizenship; parents, students and teachers.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
3 Year Completion	126	81.6	117	79.9	120	74.6	83	69.5	104	74.6	Intermediate	Maintained	Acceptable	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	112	87.5	120	88.8	116	84.6	119	79.7	83	72.7	Low	Declined Significantly	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	129	78.8	112	88.7	120	89.1	115	85.0	119	80.8	Low	Declined	Issue	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Comment on Results:

HFCRD's overall rate of high school completion was 74.6%, which is 5% higher than the previous year. It is noted that our 4 year and 5 year completion are declining and further investigation will be taken to address the concern.

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History															
		Holy Family Catholic Separate					Measure Evaluation				Alberta				
		2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025	
N		n/a	130	89	143	157	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071	
Acceptable Standard %		n/a	50.9	43.1	49.2	45.0	Very Low	Maintained	Concern	n/a	62.9	62.6	62.5	62.5	
Standard of Excellence %		n/a	8.9	3.3	7.0	7.2	Very Low	Maintained	Concern	n/a	16.8	15.5	15.4	15.6	

Comment on Results:

HFCRD's Acceptable Standard rate on Provincial Achievement Test remains a concern at 45% which is below the provincial average. Our Standard of Excellence of 7.2% has recovered from our 2023 rate of 3.3% but still remains below the provincial average and a concern.



Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.1	9.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.6	7.6
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1
Social Studies 6	Authority	n/a	n/a	64.3	12.3	54.5	11.7	60.3	10.3	61.8	13.4
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5
English Language Arts 9	Authority	n/a	n/a	65.4	8.5	60.7	5.6	61.5	7.0	59.2	4.5
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1
K&E English 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	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6	47.4	5.2
French Language Arts 9 année	Authority	n/a	n/a	87.5	0.0	53.8	0.0	84.6	15.4	66.7	8.3
	Province	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3
Français 9 année	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	80.0	25.0	81.6	22.3	83.1	19.7	84.8	16.4
Mathematics 9	Authority	n/a	n/a	36.9	6.2	28.1	0.0	33.6	4.2	28.7	5.7
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0
K&E Mathematics 9	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	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11.0
Science 9	Authority	n/a	n/a	55.4	13.8	42.0	3.4	55.9	10.5	54.1	12.7
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1
K&E Science 9	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	57.8	11.0	52.9	10.9	52.3	8.9	50.3	7.9
Social Studies 9	Authority	n/a	n/a	43.8	7.7	39.8	4.5	42.7	5.6	36.3	5.7
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1
K&E Social Studies 9	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	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6

Notes:

2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
3. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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 tests.
4. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Holy Family Catholic Separate						Alberta		
		Achievement	Improvement	Overall	2025		Prev 3 Year Average	2025		Prev 3 Year Average
					N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	157	61.8	156	60.3	50,053	64.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	157	13.4	156	10.3	50,053	18.5
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	157	59.2	143	61.5	59,391	69.8
	Standard of Excellence	Very Low	Maintained	Concern	157	4.5	143	7.0	59,391	11.1
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2
French Language Arts 9 année	Acceptable Standard	Very Low	Declined	Concern	12	66.7	13	84.6	3,134	75.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	12	8.3	13	15.4	3,134	9.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	157	28.7	143	33.6	58,911	51.7
	Standard of Excellence	Very Low	Maintained	Concern	157	5.7	143	4.2	58,911	14.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0
Science 9	Acceptable Standard	Low	Maintained	Issue	157	54.1	143	55.9	59,453	68.6
	Standard of Excellence	High	Maintained	Good	157	12.7	143	10.5	59,453	21.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	157	36.3	143	42.7	59,472	60.5
	Standard of Excellence	Very Low	Maintained	Concern	157	5.7	143	5.6	59,472	17.1
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6

Comment on Results:

HFCRD's rate of improvement on the Acceptable Standard for grade 9 PATs has been maintained with the exception of FLA 9 and Social 9. Grade 6 ELA is above the provincial average, however, the grade 6 PAT results for Social Studies and Math are below. It is promising that the results are within 5% for the acceptable standard. HFCRD acknowledges that the overall results on Provincial Achievement Tests in all subjects is a concern.

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Holy Family Catholic Separate					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	97	68	95	82	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	76.5	75.4	66.8	68.5	Very Low	Maintained	Concern	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	8.6	14.0	13.9	9.3	Very Low	Maintained	Concern	n/a	18.2	21.2	22.6	23.0

Comment on Results:

HFCRD rate of improvement has maintained, however remains a concern.



Diploma Examination Results – Measure Details

		Results (in percentages)									
		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	Authority	n/a	n/a	68.0	0.0	86.0	2.3	77.2	7.0	78.7	6.4
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9
English Language Arts 30-2	Authority	n/a	n/a	89.5	0.0	76.5	5.9	72.4	6.9	79.3	0.0
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Province	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0
Français 30-1	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	98.8	44.2	99.2	30.7	99.4	26.3	99.4	23.0
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	56.0	16.0	57.1	25.0	68.2	9.1
	Province	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	55.6	22.2	58.8	5.9	46.7	6.7
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3
Social Studies 30-1	Authority	n/a	n/a	79.2	4.2	58.8	0.0	65.5	6.9	70.3	2.7
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8
Social Studies 30-2	Authority	n/a	n/a	63.9	5.6	76.9	3.8	55.6	0.0	54.5	0.0
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3
Biology 30	Authority	n/a	n/a	72.1	11.6	83.9	29.0	61.9	21.4	75.0	30.0
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8
Chemistry 30	Authority	n/a	n/a	90.0	20.0	80.0	26.7	65.8	26.3	59.4	21.9
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6
Physics 30	Authority	n/a	n/a	n/a	n/a	89.5	36.8	78.9	42.1	66.7	22.2
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.3	16.7	*	*
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2

Notes:

8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
9. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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.
10. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
11. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0021 The Holy Family Catholic Separate School Division (FNMI)

Alberta
Government

Course	Measure	Holy Family Catholic Separate (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	50	48.0	62	41.9	3,434	43.7	4,444	47.0
	Standard of Excellence	Very Low	Maintained	Concern	50	4.0	62	1.6	3,434	7.9	4,444	6.9
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	62	32.3	57	45.6	4,495	50.7	4,420	49.3
	Standard of Excellence	Very Low	Maintained	Concern	62	4.8	57	1.8	4,495	4.7	4,420	4.5
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	400	43.5	343	43.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	400	5.3	343	4.3
French Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	165	63.0	148	64.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	165	5.5	148	5.0
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	84.2	22	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	5.3	22	11.3
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	62	12.9	57	15.8	4,390	27.4	4,279	28.7
	Standard of Excellence	Very Low	Improved	Issue	62	4.8	57	0.0	4,390	4.7	4,279	4.3
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	508	41.5	483	46.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	508	8.5	483	8.7
Science 9	Acceptable Standard	Very Low	Maintained	Concern	62	32.3	57	35.1	4,512	47.7	4,429	44.1
	Standard of Excellence	Low	Improved	Acceptable	62	6.5	57	0.0	4,512	8.9	4,429	7.8
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	44.9	327	47.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	6.8	327	7.7
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	62	16.1	57	21.1	4,528	38.6	4,446	36.6
	Standard of Excellence	Very Low	Improved	Issue	62	3.2	57	0.0	4,528	6.4	4,446	5.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	367	43.1	307	45.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	367	9.3	307	8.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



Student Growth and Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 0021 The Holy Family Catholic Separate School Division (FNMI)

Course	Measure	Holy Family Catholic Separate (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025	% N	2025	% N
					N	%	N	%				
English Language Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	13	76.9	1,632	80.6	1,344	80.0
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	8	0.0	13	7.7	1,632	5.3	1,344	6.5
English Language Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	9	88.0	11	65.7	2,182	88.6	1,922	86.2
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	9	0.0	11	0.0	2,182	0.3	1,922	10.4
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	43	88.0	37	88.3
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	43	2.3	37	1.4
French 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	100.0	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	25.0	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	8	12.5	690	67.8	600	62.5
	Diploma Examination Standard of Excellence	*	*	*	3	*	8	0.0	690	23.2	600	16.0
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	932	71.6	764	65.3
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	932	11.5	764	11.1
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	5	*	11	63.6	1,264	77.5	1,029	76.1
	Diploma Examination Standard of Excellence	*	*	*	5	*	11	9.1	1,264	9.1	1,029	9.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	10	50.0	14	58.3	2,325	72.1	2,012	72.6
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	10	0.0	14	5.6	2,325	5.7	2,012	6.0
Biology 30	Diploma Examination Acceptable Standard	*	*	*	3	*	11	54.5	1,112	74.0	972	72.7
	Diploma Examination Standard of Excellence	*	*	*	3	*	11	9.1	1,112	20.3	972	18.0
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	2	*	6	75.0	700	75.6	582	74.1
	Diploma Examination Standard of Excellence	*	*	*	2	*	6	8.3	700	22.9	582	23.7
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	353	78.5	265	76.2
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	353	30.3	265	25.0
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	507	77.9	475	76.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	507	18.5	475	18.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comment on Results:

Although we have maintained or improved in both acceptable standard and standard of excellence, with the majority of our subjects, with the exception of ELA 30-1 and ELA 30-2 (Acceptable Standard), each subject remains a concern.



Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0021 The Holy Family Catholic Separate School Division (EAL)



Course	Measure	Holy Family Catholic Separate (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	9,834	60.7	10,688	65.0
	Standard of Excellence	*	*	*	6	*	n/a	n/a	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	7,504	54.5	7,109	59.6
	Standard of Excellence	*	*	*	5	*	n/a	n/a	7,504	4.7	7,109	6.0
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	33.5	150	40.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	2.6	150	2.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	63.9	184	69.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	11.6	184	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	79.7	82	62.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	5.4	82	9.7
Mathematics 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	7,506	45.2	7,066	48.4
	Standard of Excellence	*	*	*	5	*	n/a	n/a	7,506	11.6	7,066	11.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	51.0	187	44.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	13.4	187	8.9
Science 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	7,515	57.6	7,106	58.5
	Standard of Excellence	*	*	*	5	*	n/a	n/a	7,515	13.8	7,106	14.6
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	41.6	149	37.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	2.0	149	4.4
Social Studies 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	7,509	47.9	7,116	49.9
	Standard of Excellence	*	*	*	5	*	n/a	n/a	7,509	10.4	7,116	10.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	48.7	136	41.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	3.2	136	4.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comment on Results:

Since the number of EAL students is fewer than 6, the data values have been suppressed.



Student Growth and Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 0021 The Holy Family Catholic Separate School Division (EAL)

Course	Measure	Holy Family Catholic Separate (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	2,611	64.7	2,289	62.3
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	2,611	3.3	2,289	3.2
English Language Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	2,932	67.4	2,309	70.7
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	2,932	4.5	2,309	5.4
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	96.0	24	85.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	8.0	24	9.5
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	96.2	19	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	7.7	19	10.1
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,977	67.6	1,629	62.6
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,977	30.8	1,629	25.4
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,657	63.3	1,289	58.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,657	13.4	1,289	9.4
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,322	72.5	1,263	71.6
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,322	9.2	1,263	9.8
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	3,551	63.2	2,827	62.9
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	3,551	8.3	2,827	8.1
Biology 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,803	69.2	1,650	71.3
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,803	25.3	1,650	24.1
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,600	74.7	1,422	73.3
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,600	33.1	1,422	29.8
Physics 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	771	75.0	680	73.5
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	771	32.0	680	32.6
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	752	66.0	653	68.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	752	17.7	653	16.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Comment on Results:

Since the number of EAL students is fewer than 6, the data values have been suppressed.

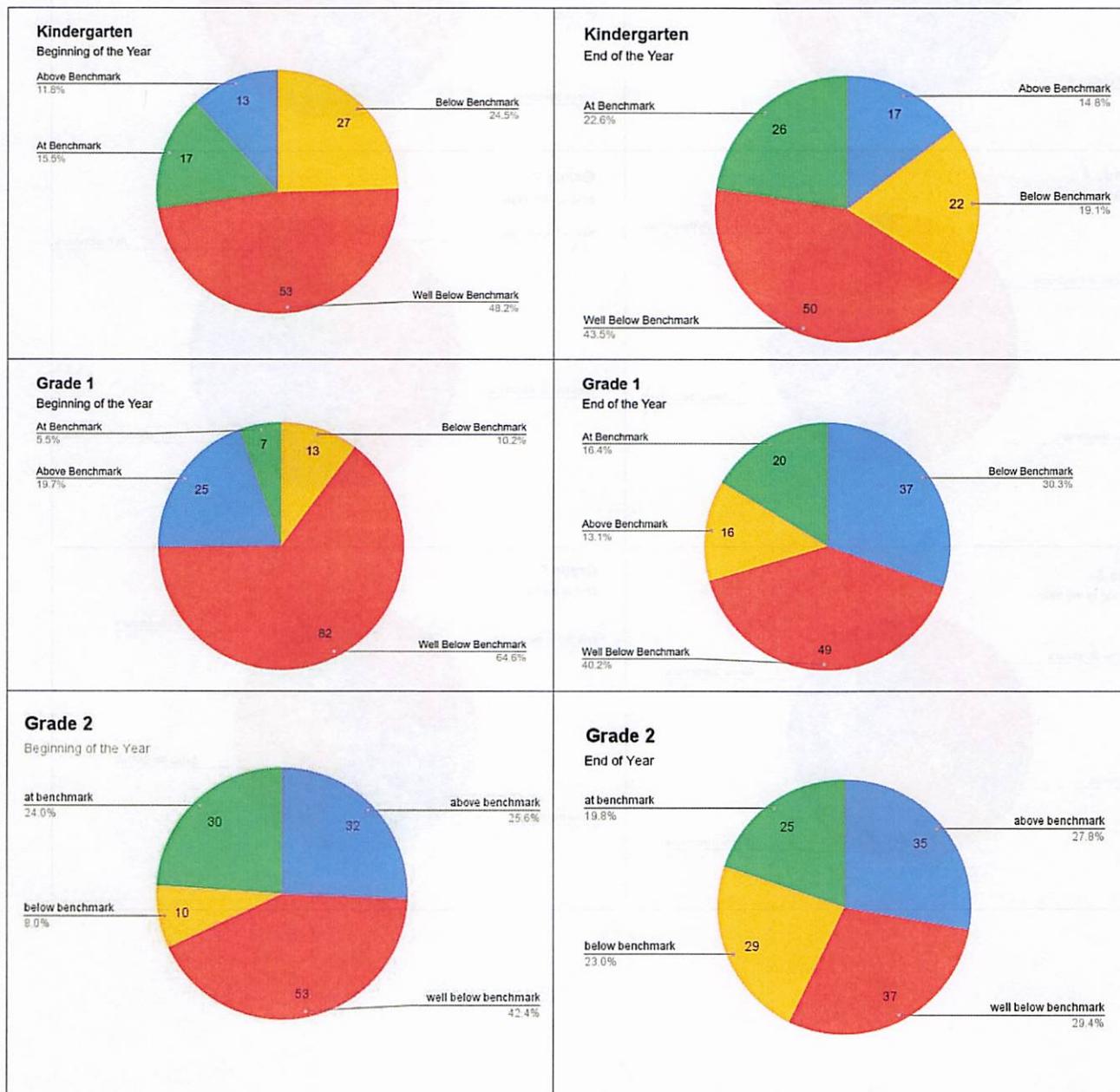


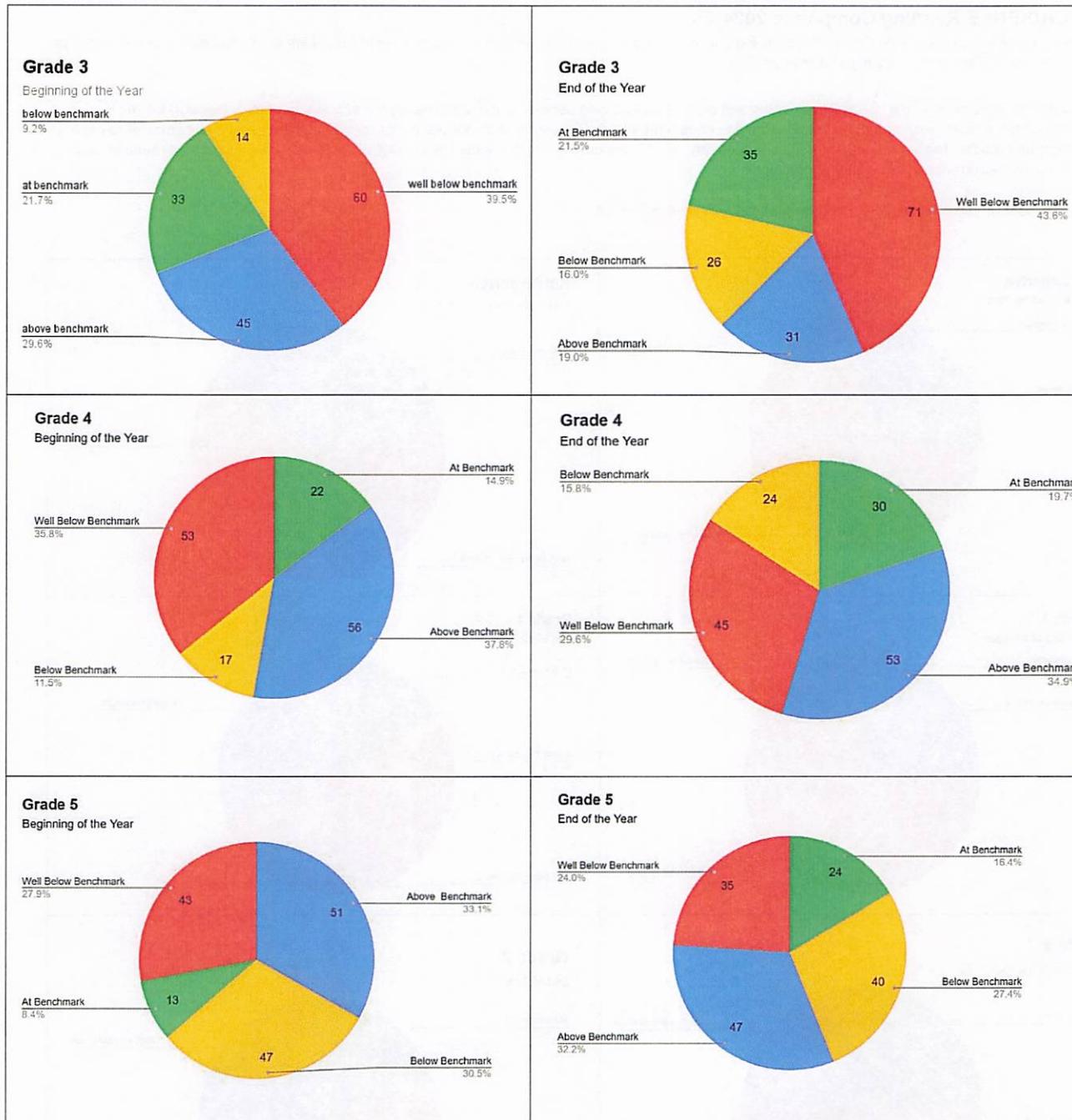
ACADENCE Reading Composite 2024-25

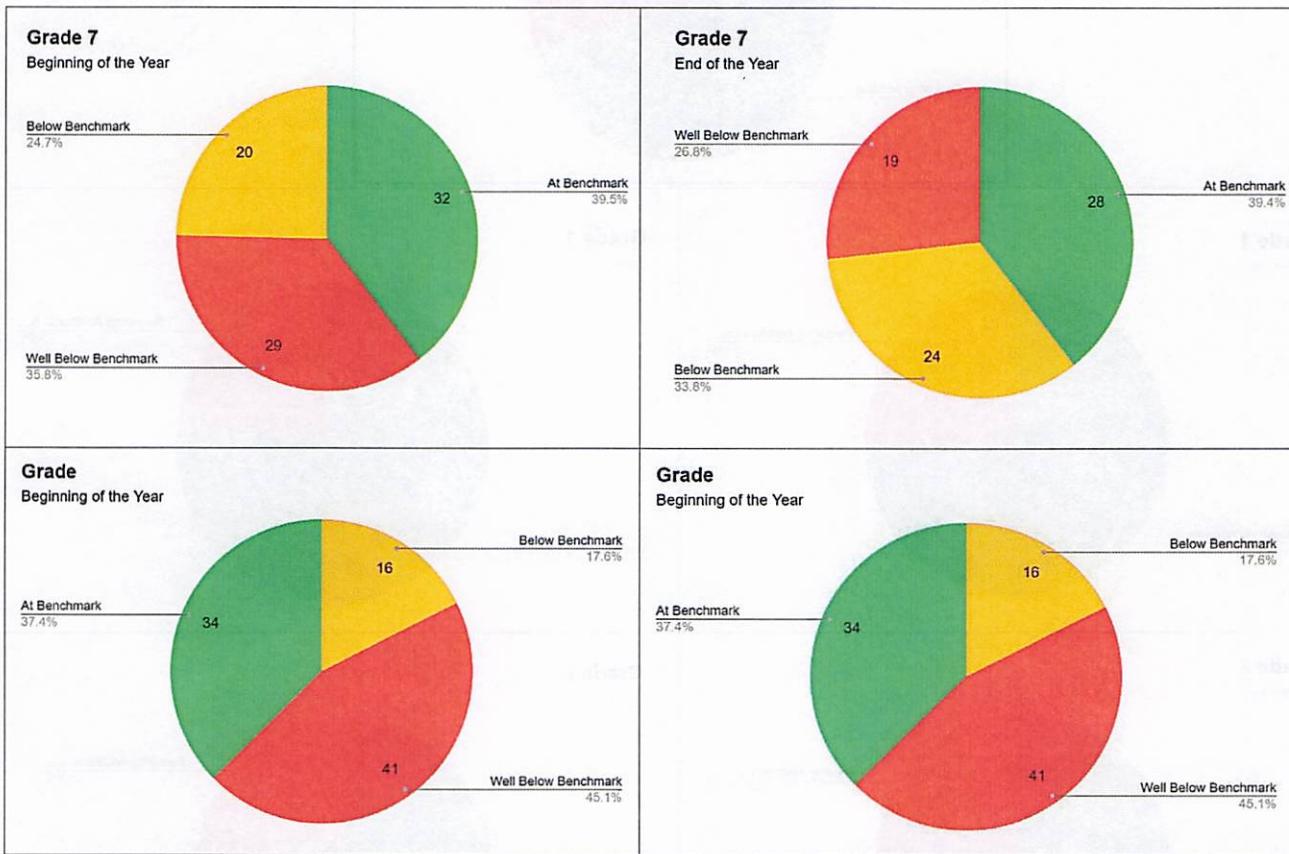
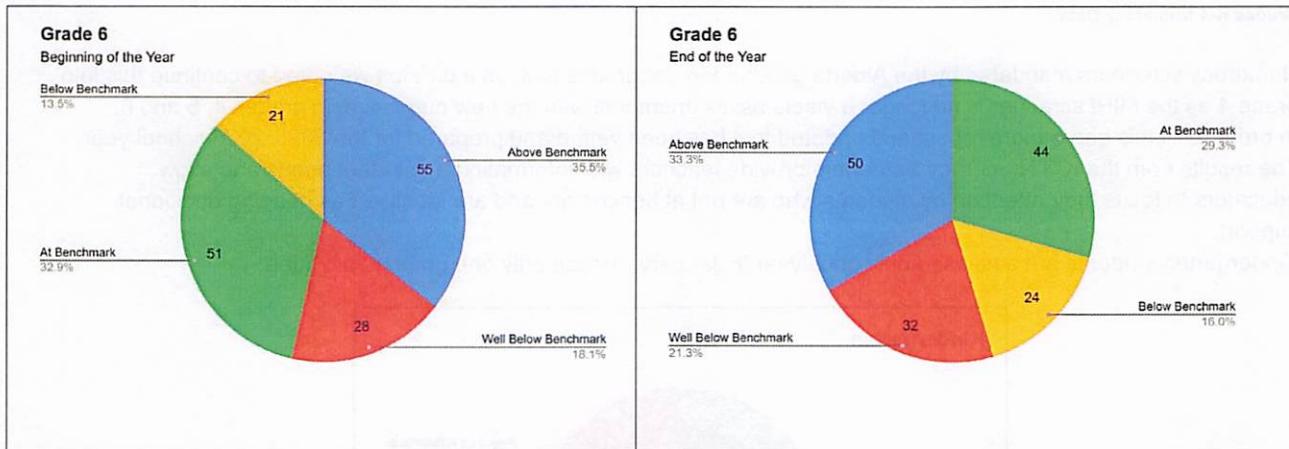
Note: Received approval from Cheryl Przybilla, Executive Director, Provincial Assessment Sector, Alberta Education to use Acadience Data instead of the Provincial Early Years Literacy Assessment

Acadience Reading K-6 is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. Acadience Reading comprises six brief measures that indicate the essential skills every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills to provide timely instructional support and prevent the occurrence of later reading difficulties.

Two schools in the division are continuing this work into grades 7 and 8.







Comment on Results:

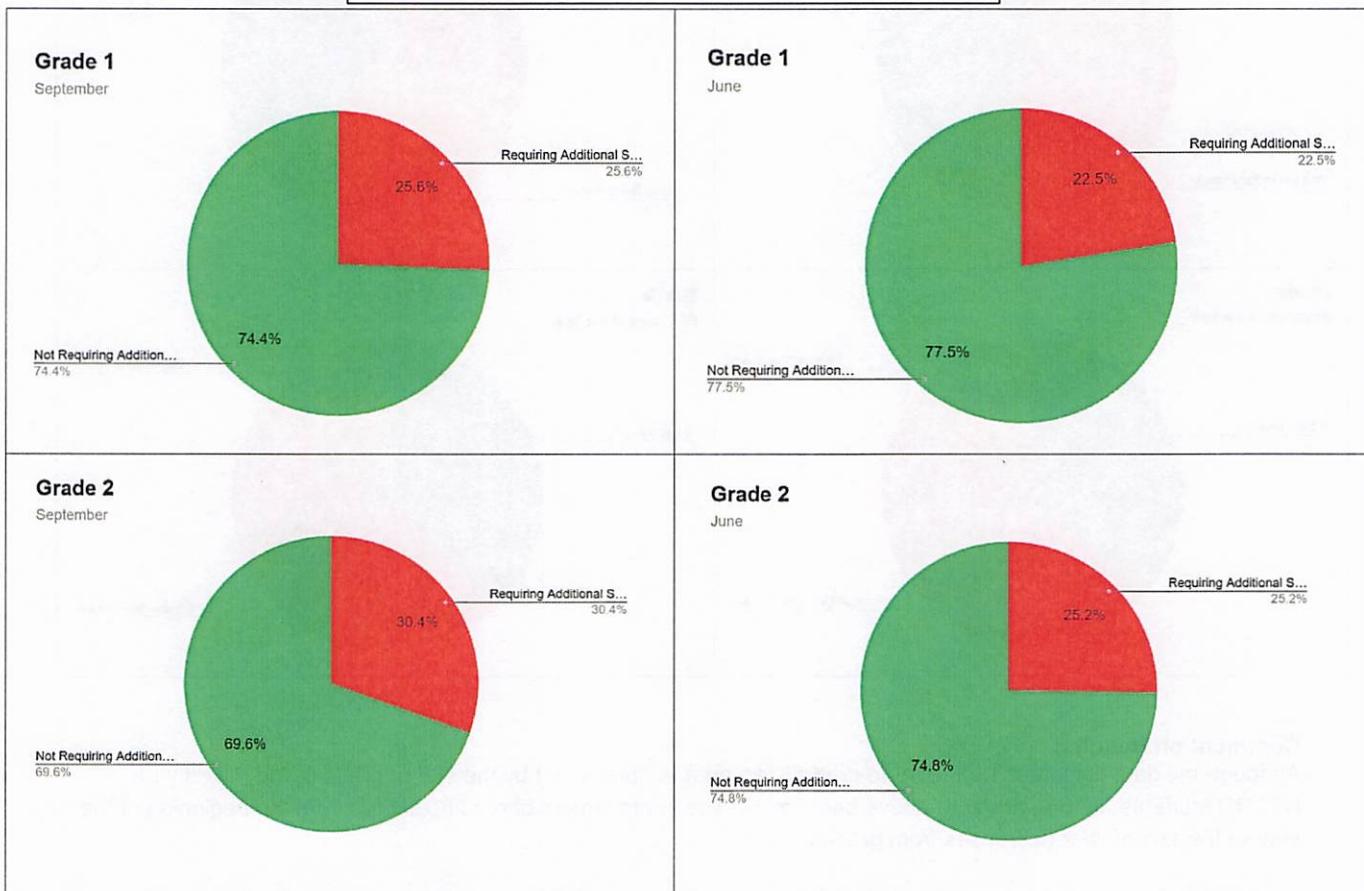
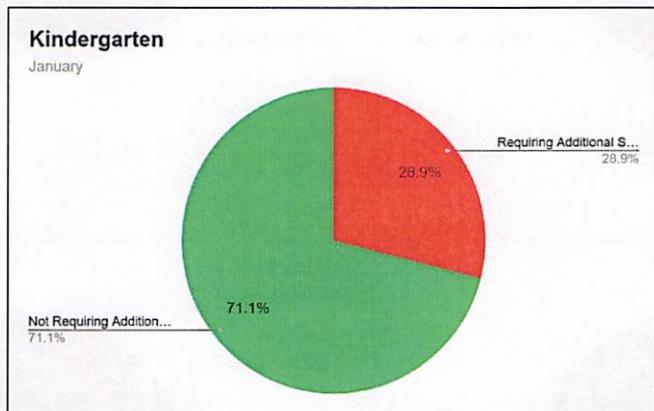
Although the data fluctuates from ECS to grade 8, an area to note is that by the end of grade 6, the majority of HFCRD students, 62.6%, are at or above benchmark. The improvement of reading scores from the beginning of the year to the end of year decreases from grades 4 to 8.

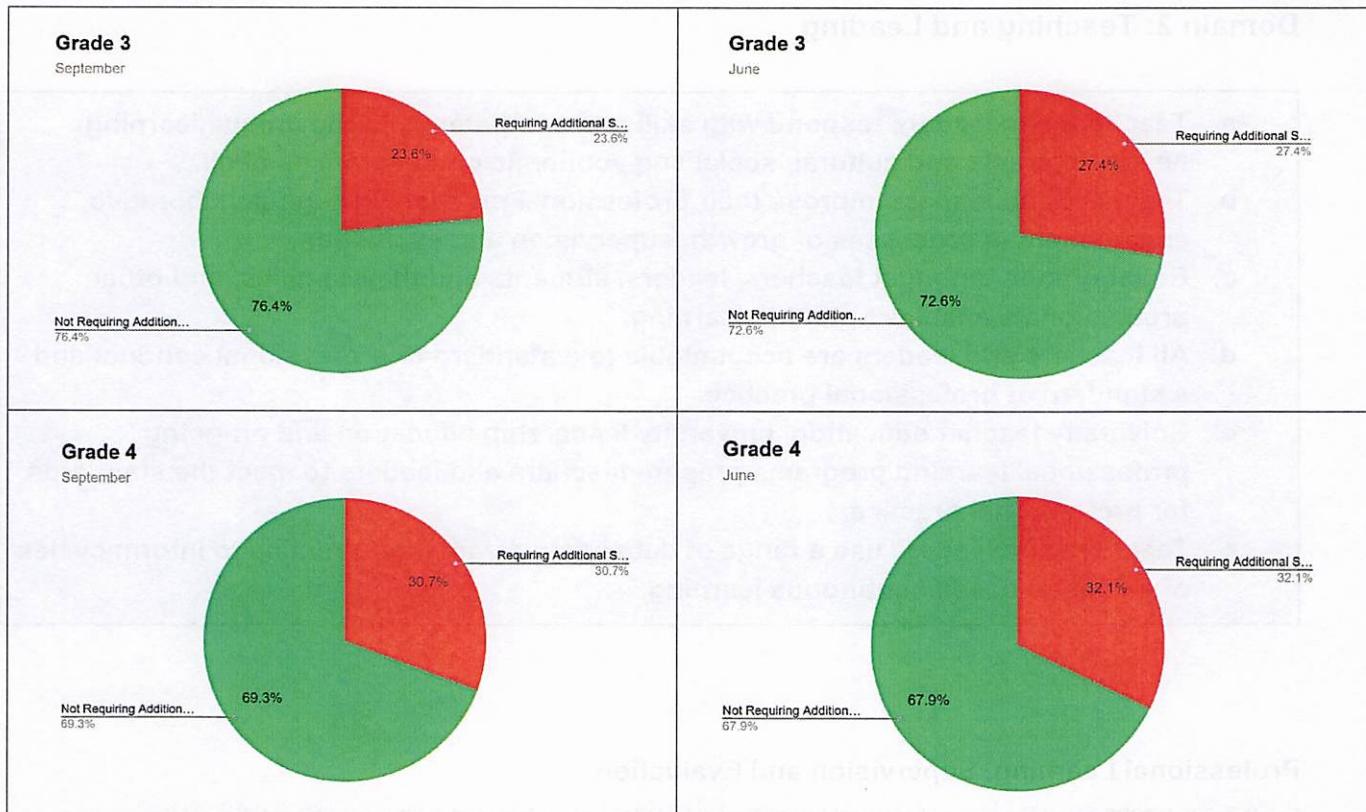


Grades K-4 Numeracy Data

Numeracy screeners mandated by the Alberta government for grades K-3, as a division we opted to continue this into grade 4 as the MIPI screener is no longer a viable assessment tool with the new curriculum in grades 4, 5 and 6. In order to fill this gap a more robust and updated tool has been vetted and prepared for the 2025-2026 school year. The results from the K-3 Numeracy Screeners provide teachers with information on student needs and allow educators to focus their attention on students who are not at benchmark and are identified as needing additional support.

Kindergarten students are assessed only once/year in January - hence only one graph is provided.





Grade	Beginning of Year Not Requiring Additional Supports	Beginning of Year Requiring Additional Supports	End of Year Not Requiring Additional Supports	End of Year Requiring Additional Supports
Kindergarten			81	33
1	93	32	25	14
2	103	45	32	30
3	120	37	98	37
4	104	46	25	45

Comment on Results:

For the K – 4 Numeracy data, HFCRD had a slight improvement from the beginning of the year to the end of the year in grades 1 and 2 and a slight decline in grades 3 and 4.

Summary of Support Strategies:

In K-3 classrooms, students who require additional assistance are supported through a combination of targeted, flexible strategies designed to meet individual learning needs. These include small group instruction and guided reading groups using leveled texts to provide focused, skill-based teaching; ability-based groupings that are fluid and adjusted based on ongoing assessment; and pull out interventions for targeted skill development in areas such as early literacy and numeracy. Differentiated instruction, along with regular progress monitoring, ensures students receive appropriate scaffolding while remaining engaged with grade level curriculum and making steady progress.



Domain 2: Teaching and Leading

- a. Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- b. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- c. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.
- d. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.
- e. University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.
- f. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.

Professional Learning, Supervision and Evaluation

For the 2024-2025 school year, professional learning in the division was focused on the implementation of the Collaborative Response Model Framework. The division provided school leadership with three days throughout the year to plan, reflect and revise their implementation plans for their schools.

In response to the literacy needs in the division, Acadience training was provided to ensure that new teachers are completing their literacy assessments properly and using the data to inform their instruction.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	High	Maintained	Good	N	%	N	%	N	%	N	%		
Overall	645	89.3	634	89.3	584	91.9	569	88.1	663	88.6	High	Maintained	Good	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	60	79.9	80	86.1	58	90.5	62	85.4	60	86.0	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	462	90.7	448	86.1	416	88.5	411	83.6	505	85.5	Intermediate	Maintained	Acceptable	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	123	97.1	106	95.7	110	96.8	96	95.1	98	94.2	Intermediate	Maintained	Acceptable	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Your child clearly understands what they are expected to learn at school; 2) your child finds schoolwork challenging; 3) your child finds schoolwork interesting; 4) your child is learning what they need to know; and 5) how satisfied or dissatisfied are you with the quality of education your child is receiving at school.

Comment on Results:

HFCRD's overall rate of satisfaction with the overall quality of basic education was 88.6%, which is slightly above the provincial rate and slightly higher than the previous year of 88.1%. It is promising that our division maintained rates above the provincial average in all areas of this measure; parents, students and teachers.

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Intermediate	Maintained	Acceptable	N	%	N	%	N	%	N	%		
Overall	120	90.0	104	81.7	109	88.6	95	89.0	95	86.8	Intermediate	Maintained	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	120	90.0	104	81.7	109	88.6	95	89.0	95	86.8	Intermediate	Maintained	Acceptable	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results:

HFCRD's overall rate of satisfaction professional learning opportunities was 86.8%, which is above the provincial rate.



Domain 3: Learning Supports

Learning Support refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

- a. Learning environments are welcoming, caring, respectful and safe.
- b. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- c. Education partners fulfill their respective roles with a shared understanding of an inclusive education system.
- d. Students and their families work in collaboration with education partners to support learning.
- e. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.
- f. Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.
- g. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.



Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	645	89.8	634	87.3	584	89.3	569	84.9	662	87.8	High	Maintained	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	60	85.7	80	88.8	58	90.7	62	84.8	60	89.7	High	Maintained	Good	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	462	84.6	448	76.8	416	80.0	411	73.1	504	77.1	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	123	98.9	106	96.3	110	97.2	96	96.9	98	96.5	High	Maintained	Good	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Students at your child's school care about each other; 2) students at your child's school respect each other; 3) students treat each other well at your child's school; 4) teachers care about your child; 5) your child is safe at school; 6) your child is safe on the way to and from school; 7) your child is treated fairly by adults at your school; and 8) your child's school is a welcoming place to be.

Comment on Results:

HFCRD's overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe was 87.8%, which is above the provincial rate and higher than the previous year of 84.9%. As a Catholic division, it is reassuring that our division maintained rates above the provincial average in all areas of this measure.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	645	82.8	633	81.1	584	87.2	568	84.3	662	85.4	High	Maintained	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	60	73.2	80	77.9	58	84.4	62	78.9	60	81.9	High	Maintained	Good	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	462	87.2	447	80.5	416	85.7	410	81.8	504	80.1	Intermediate	Maintained	Acceptable	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	123	87.9	106	84.8	110	91.4	96	92.1	98	94.0	Very High	Improved	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) At school, there are appropriate supports and services available to your child to help with their learning; 2) when your child needs it, teachers at your child's school are available to help them; 3) you can get the support you need from the school to help your child be successful in their learning; 4) your child can easily access programs and services at school to get help with school work; and 5) your child can get help at school with problems that are not related to school work.

Comment on Results:

HFCRD's overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school was 85.4%, which is above the provincial rate and higher than the previous year of 84.3%. It is encouraging that HFCRD maintained rates above the provincial average in all areas of this measure.

Supporting the Implementation of Truth and Reconciliation Commission

Cultural Programming and Activities - These supports directly integrated Indigenous heritage and teachings into our schools:

- Hand Games: planned for this throughout the year and culminated in April of 2025
- Traditional Teachings and Language: The division supported Weekly Cree language classes, and provided Tipi Teachings.
- Cultural Arts and Crafts: Activities included learning to make Corn Husk Dolls, Dreamcatchers, and Turtle Key chains. Other Indigenous arts and crafts were also supported.
- Cultural Events: Supports included planning for National Indigenous Peoples' Day activities in June, preparations for a Pow Wow Planning with a local Elder, and Metis-specific events such as bringing guests into schools in May and planning for Metis Week in November.
- Specific Cultural Initiatives: Arrangements for an Elder to visit and prepare rabbit stew and Bannock, and worked with Métis Local to teach junior high students how to make ribbon skirts. Ribbon Skirt Day was also celebrated at schools in January. Additional activities included Hoop Dancing and Red Dress Day.
- Elder Sponsorship: A local Elder was nominated and received sponsorship to attend the First Nations Gathering in Edmonton
- Eagle Feathers: The ordering and blessing of Eagle Feathers for graduating students was supported. An Elder worked directly with graduates to provide guidance and support, ensuring the process was conducted in a respectful and culturally meaningful way.

Planning and Professional Development/Collaboration - Supports focused on strengthening the knowledge base of staff and coordinating efforts across agencies:

- **Targeted PD Opportunities:** The division facilitated the attendance of all school-based coordinators at the CASS First Nations Gathering. Information regarding Professional Development opportunities available through Interagency meetings was consistently passed along.
- **Interagency and Provincial Collaboration:** Staff attended the Peace River Aboriginal Interagency Meeting (PRAIC) and held meetings with the Provincial Collaborative for FMNI Education and the NRLC FMNI Advisory Committee.
- **Truth and Reconciliation:** The division held **Truth and Reconciliation celebrations across the division on September 27th.**
- **Targeted Initiatives:** Work was specifically done with Jordan's Principle and Sam Laboucan, and staff participated in a Jordan's Principle Provincial Online conversation. Additionally, information about the Moose Hide Campaign was shared or planned.

- **Resource Review:** school-based Indigenous coordinators reviewed online resources, including indigenousculturebasedlearning.ca, empoweringthespirit.ca, learnalberta.ca, and Rupertsland.org.

Access to a Continuum of Supports and Services

The division implements several processes and strategies focused on specialized support, mental health, and staff training, demonstrating their commitment to inclusive education:

- Continuum of Mental Health Support (ISSP/Wellness Workers): ISSP workers collaborate closely with Wellness Workers and the MHCB (Mental Health Capacity Building) team to provide mental health support for students. This collaboration ensures supports are delivered across sites.
- PCS 2.0 (Professional Collaborative Services): The division actively works with the PCS team, which is a compilation of 6 school divisions supporting students across the division. PCS consists of Speech Language Pathologists, Occupational Therapists, Physiotherapists, Teachers of the Deaf and Hard of Hearing, Vision specialists and Communication Specialists.
- SLP Assistant Support: Educational Assistants work with the SLP from PCS to provide daily support and work with students with speech delay. These staff in each school meet monthly for virtual PD sessions led by a PCS SLP for ongoing PD.

Strategies for Specialized Protocols and Prevention

- Behavior Management Coordinator (BMC) Support: The BMC collaborates with Wellness Workers and Inclusion Coordinators, and worked with school teams to create behavior support plans for high-needs students.
- Development of Critical Protocols (VTRA/NSSI/SI): The division is actively working to establish clear guidelines for emergency and high-risk situations.
 - VTRA (Violence Threat Risk Assessment): The division is collaborating on creating a guideline document and co-hosted VTRA Level 1 (22 participants) and Level 2 (over 30 participants) training sessions.
 - NSSI and SI Protocol: The division is creating a protocol for Non-Suicidal Self Injury (NSSI) and Suicidal Ideation (SI) response by reviewing AHS resources (SIRP) and online training modules on MORE, aiming for rollout in 2026.

Strategies for Staff Development and Resource Access

- Professional Development for EAs (Para-Bytes): A four-session training program for EAs is implemented, with EAs completing an online reflection form after each session.
- New Inclusive Education PD (Inclusion Bytes/Circles from the Start): The division is developing two new complementary programs for teachers, Inclusion Bytes (inclusion PD for teachers similar to Para-Bytes) and Circles from the Start (for Pre-K and K teachers), both scheduled for roll-out in 2026
- Social Emotional Learning (SEL) Programs: Wellness Workers implement SEL activities, emotional regulation work, and programs like GoZen and Social Express



Domain 4: Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

- a. **Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.**
- b. **Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.**
- c. **Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.**
- d. **Curriculum is relevant, clearly articulated and designed for implementation within local contexts.**
- e. **Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.**



Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	183	79.0	186	79.0	168	87.3	158	85.3	157	81.2	High	Maintained	Good	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	60	68.6	80	73.8	58	81.7	62	79.4	60	77.5	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	123	89.3	106	84.2	110	92.9	96	91.3	97	84.9	Low	Maintained	Issue	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) To what extent are you involved in decisions about your child's education; 2) To what extent are you involved in decisions at your child's school; 3) how satisfied or dissatisfied are you that your input into decisions at your child's school is considered; 4) how satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education; and 5) how satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school.

Comment on Results:

HFCRD's overall rate of satisfaction with parental involvement in decisions about their child's education was 81.2%, which is above the provincial rate. Although there has been a decline in the rate of teacher satisfaction, it is promising that HFCRD maintained rates above the provincial average in all areas of this measure.

Lifelong Learning – Measure Details

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

	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	177	81.6	184	81.4	162	86.3	153	83.2	156	82.1	High	Maintained	Good	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	55	69.1	79	76.3	56	79.6	60	75.0	58	76.0	Very High	Maintained	Excellent	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	122	94.0	105	86.4	106	93.1	93	91.4	98	88.2	High	Maintained	Good	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Comment on Results:

HFCRD's overall rate of satisfaction of parents and teachers that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning was 82.1%, which is above the provincial rate.



School Improvement – Measure Details

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	627	84.4	629	76.6	578	81.7	557	80.6	657	76.2	Intermediate	Declined	Issue	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	54	77.8	79	75.9	57	73.7	59	74.6	58	70.7	Intermediate	Maintained	Acceptable	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	457	85.6	447	80.2	415	80.8	405	75.8	501	78.4	Intermediate	Maintained	Acceptable	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	116	89.7	103	73.8	106	90.6	93	91.4	98	79.6	High	Declined	Acceptable	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results:

HFCRD's overall rate of satisfaction with teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years was 76.2%, which is on par with the province. It is noted that the percentage of students indicating an improvement has increased from the previous year and is above the provincial average.



Domain 5: Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts.

Processes and practices then enable attending to local and society context are woven throughout each of the other four domains.

- a. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.



Work Preparation – Measure Details

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	176	81.0	180	83.7	162	87.1	149	86.1	153	86.2	Very High	Maintained	Excellent	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	54	68.5	78	78.2	57	78.9	58	81.0	57	75.4	Very High	Maintained	Excellent	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	122	93.4	102	89.2	105	95.2	91	91.2	96	96.9	Very High	Improved	Excellent	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

HFCRD's overall rate of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school was 86.2%, which is above the provincial rate. Although there has been a decline with parents, it is reassuring that HFCRD maintains an overall measure of excellence.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Drop Out Rate	520	1.0	508	1.0	466	2.0	408	1.9	381	3.0	High	Declined	Acceptable	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	11	33.5	10	18.3	6	0.0	11	21.2	10	26.9	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results

Although HFCRD's drop out rate is above the provincial rate, we remain at an acceptable standard.



Financial Summary

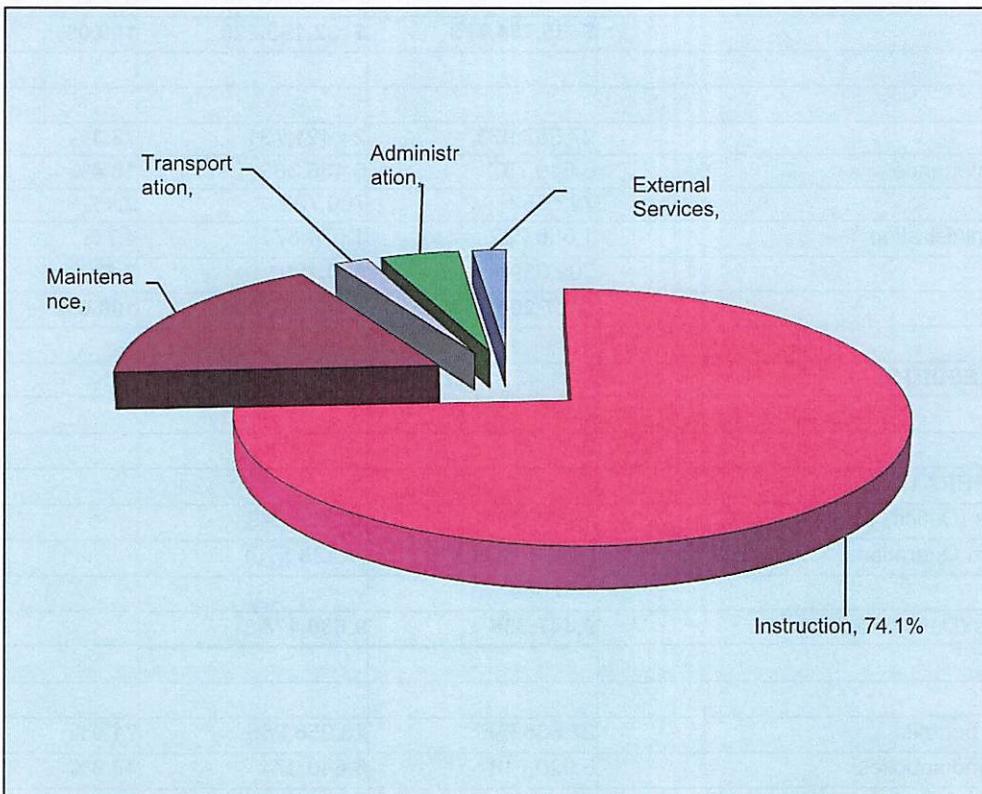
	Audited Financial		
	Statements	Approved Budget	
	2024-25	2024-25	Percent
REVENUES			
Government of Alberta	28,623,748	26,963,728	83.8%
Federal Govt/First Nations	2,789,288	2,500,000	7.8%
All Other Revenues	4,371,737	2,731,500	8.5%
Total Revenues	\$ 35,784,773	\$ 32,195,228	100.0%
EXPENSES			
Instruction	27,557,973	24,421,731	73.3%
Operations and Maintenance	6,549,767	6,136,369	18.4%
Transportation	722,553	700,732	2.1%
Board & System Administration	1,666,232	1,574,871	4.7%
External Services	709,959	500,100	1.5%
Total Expenses	\$ 37,206,484	\$ 33,333,803	100.0%
NET OPERATING RESULTS	\$ (1,421,711)	\$ (1,138,575)	
ACCUMULATED OPERATING			
Accumulated Surplus (Deficit) Opening	10,769,049	10,769,049	
Surplus (Deficit) From Operations	(1,421,711)	(1,138,575)	
Add: Endowments	100,000	-	
Accumulated Surplus (Deficit) Closing	9,447,338	9,630,474	
Detailed Expenses:			
Salaries, wages and benefits	27,688,995	23,956,259	71.9%
Services, contracts and supplies	6,920,718	6,640,374	19.9%
Capital Amortization and Debt Services	2,596,771	2,737,170	8.2%
Total Expenses	\$ 37,206,484	\$ 33,333,803	100.0%

Click [here](#) to view the Audited Financial Statement



**Holy Family Catholic Regional Division
Expenditures by Program for 2024-25**

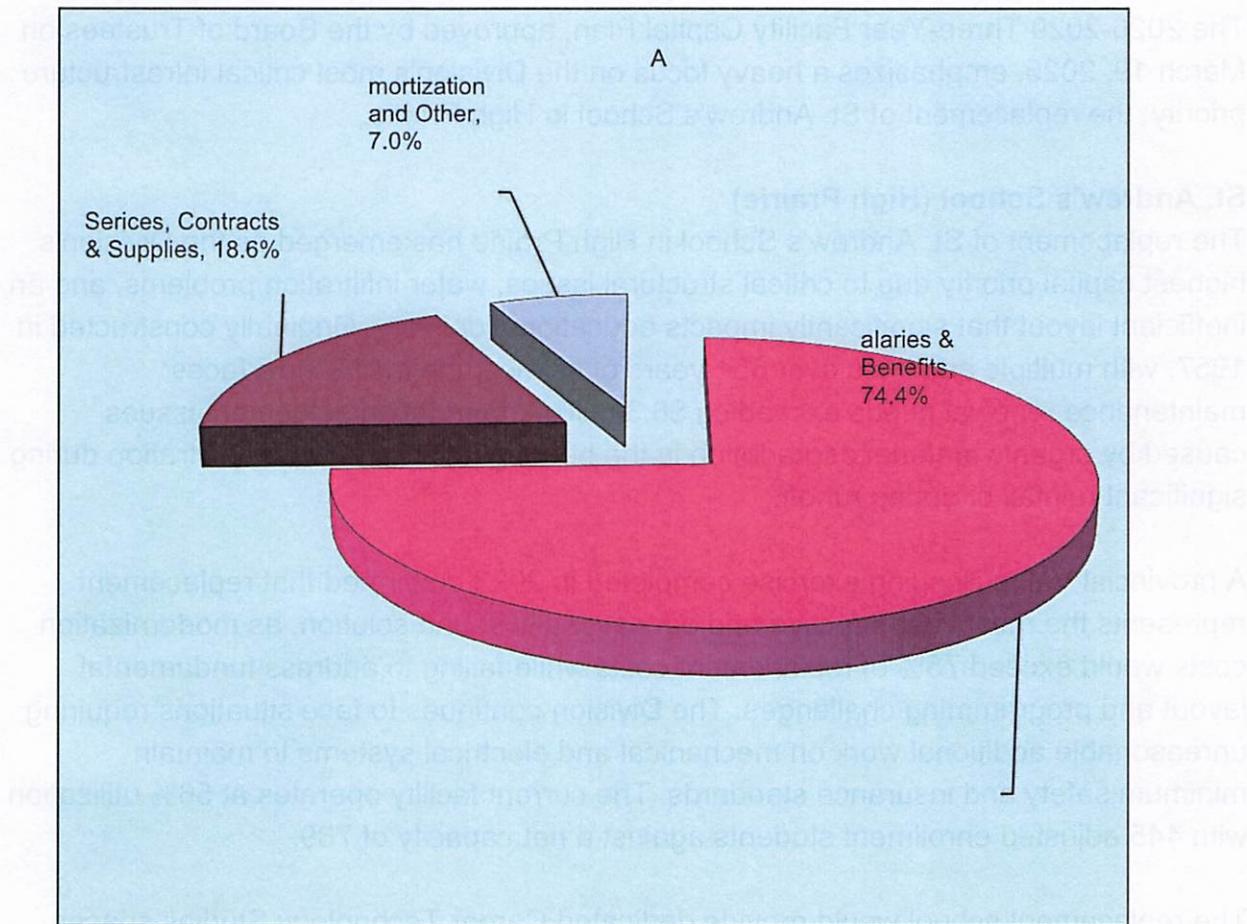
	<u>Revenues</u>	<u>Expenditures</u>	<u>Surplus/Deficit</u>
Instruction	27,988,563	27,557,973	74.1% 430,590
Maintenance	4,690,142	6,549,767	17.6% (1,859,625)
Transportation	552,289	722,553	1.9% (170,264)
Administration	1,895,082	1,666,232	4.5% 228,850
External Services	658,697	709,959	1.9% (51,262)
Total	35,784,773	37,206,484	100% (1,421,711)





Holy Family Catholic Regional Division No. 37
Expenditures by Type for 2024-25

Salaries & Benefits	27,688,995	74.4%
Services, Contracts & Supplies	6,920,718	18.6%
Amortization and Other	2,596,771	7.0%
	37,206,484	100.0%





Capital and Facilities Projects

The Division maintains a Three-Year Facility Capital Plan that is updated annually and approved by the Board of Trustees. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program, which serves as a key driver in identifying additional space and facility needs that are prioritized in the jurisdiction's capital planning process.

The 2026-2029 Three-Year Facility Capital Plan, approved by the Board of Trustees on March 19, 2025, emphasizes a heavy focus on the Division's most critical infrastructure priority: the replacement of St. Andrew's School in High Prairie.

St. Andrew's School (High Prairie)

The replacement of St. Andrew's School in High Prairie has emerged as the Division's highest capital priority due to critical structural issues, water infiltration problems, and an inefficient layout that significantly impacts educational delivery. Originally constructed in 1957, with multiple additions over 65+ years of service, the facility now faces maintenance renewal needs exceeding \$6.3 million, foundation settlement issues caused by organic material degradation in the bearing layer, and water infiltration during significant rainfall or spring runoff.

A provincial Value Scoping exercise completed in 2023 confirmed that replacement represents the most cost-effective and educationally sound solution, as modernization costs would exceed 75% of replacement costs while failing to address fundamental layout and programming challenges. The Division continues to face situations requiring unreasonable additional work on mechanical and electrical systems to maintain minimum safety and insurance standards. The current facility operates at 56% utilization with 445 adjusted enrollment students against a net capacity of 789.

The replacement school would provide dedicated Career Technology Studies spaces, eliminate the complex maze-like layout that creates supervision challenges, and deliver estimated annual operational savings of \$250,000 through reduced maintenance costs and enhanced energy efficiency. The estimated replacement cost is \$36.6 million for a right-sized ECS-12 facility that better matches current and projected enrollment while supporting modern educational programming and community partnerships with local organizations and Colleges.



Good Shepherd School (Peace River)

Included in the 2026-2029 three-year capital plan, Good Shepherd School requires significant mechanical system upgrades that exceed regular Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding capabilities. The school, constructed in 1988, serves 431 K-6 students at 85% utilization. Critical systems requiring replacement include the original Glycol Distribution System (which has exceeded its life expectancy and requires regular glycol additions to compensate for fluid loss), four air handlers that need replacement to conform with current ASHRAE indoor air quality standards, and domestic cold/hot and return water lines throughout the facility.

While the Division completed significant improvements in recent years, the remaining system deficiencies require comprehensive modernization with costs exceeding \$2.5 million according to facility audit reports.

St. Thomas More School (Fairview)

On September 1, 2024, St. Thomas More School in Fairview was transferred to Holy Family Catholic Regional Division through Ministerial Order, expanding the Division's service area to include the Fairview and surrounding community. The K-12 school serves approximately 175 students and was previously under the jurisdiction of Grande Prairie & District Catholic Schools.

The existing school building was closed due to asbestos disturbance within the facility. Students are currently attending classes in various temporary locations throughout Fairview including a modular school, on the old school grounds, housing the K-9 students, and an unused, former library space leased from Northwestern Polytechnic housing the 10-12 students.

In March 2025, the Alberta government announced design funding for a new K-12 school replacement for St. Thomas More in Fairview, representing a significant investment in Catholic education for the community. This project is in the planning phases as of the fall of 2025. The Division is working collaboratively with the community, Alberta Infrastructure and Alberta Education to assess options and ensure continuity of quality Catholic education for Fairview families.



Holy Family School (Grimshaw)

Completed in April 2017 and opened to students in September 2017, this K-9 school can expand to accommodate 350 students. The facility is attached to the Mile Zero Multiplex, enabling shared-space opportunities that provide enhanced programming options for students and the community. The school features two CTS labs, a shared library, a theater, and an atrium space designed to support 21st-century learning.

Glenmary School (Peace River)

Provincial funding approved in October 2014 enabled modernization of CTS and science labs which was completed in August 2018. This comprehensive project ensured improved student engagement in CTS programs, upgraded science classrooms and lab spaces, modernized electrical systems throughout the building, and provided significant mechanical upgrades to heating and air systems. Additional improvements included enhanced spaces for the arts, renovated front office facilities, new shops, food studies and drama rooms, and installation of solar panels. In 2021-22, the Division used IMR/CMR funds to install smoke and heat detection systems to comply with safety requirements, install new lockers, and re-roof the area over the drama room.

Ecole Providence (McLennan)

In March 2013, the Board of Trustees unanimously supported reorganization of École Providence to a K-6 configuration effective 2013-2014. Upon community request, the school was reconfigured to K-7 in 2019-2020 and expanded to include Grade 8 in 2020-2021. The closed portion of the building now accommodates a community gymnasium under Joint Use agreement with the Town of McLennan and hosts lease arrangements with other community organizations. Using 2021-22 CMR funding, the Division reconfigured the north parking lot to enhance safety.

Rosary School (Manning)

A modernization and additions project completed in 2002 provided a modern, functional learning environment with appropriate space for ECS to Grade 9. Significant investments in heating systems have been made through IMR funding to ensure continued support of health and learning goals. The facility evaluation completed in 2015 continues to guide investment decisions for this building. In 2021-22, the Division used IMR/CMR funds to install smoke and heat detection systems and replaced overhead powerlines with underground services to comply with safety requirements.

St. Stephen's School (Valleyview)

The Alberta Infrastructure audit inspection report dated September 2017 identified severe structural issues requiring consultant evaluation. In 2021, engineering consultants confirmed structural concerns caused by a high-water table under the school and near-surface plastic clay, resulting in differential movement of the slab on grade. The Minister approved the Division's request to access operating reserves to fund remedial regrading of the site to address these foundation challenges.

Infrastructure Investment and Maintenance Strategy

The Division continues to prioritize strategic investments in facility maintenance and renewal through Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding allocations. These investments ensure safe, healthy learning environments while extending the functional life of existing facilities. The Division's capital planning process balances immediate infrastructure needs with long-term strategic priorities, enrollment projections, educational programming requirements, and community partnership opportunities.

All capital planning decisions are guided by Alberta Infrastructure's School Facility Evaluation Program audits, third-party assessments, utilization rate analyses, and alignment with the Division's mission of providing quality Catholic education to rural communities in northern Alberta.

Further information regarding school facilities may be obtained by contacting the Secretary-Treasurer, Zachary Silva, at Central Office in Peace River at 780-624-3956 or email: zachary.silva@hfcrd.ab.ca