



# Holy Family

Catholic Regional Division

Annual Education

Results Report

2022-2023



Board Chair: Kelly Whalen



Superintendent: Betty Turpin

[www.hfcrd.ab.ca](http://www.hfcrd.ab.ca)



The Annual Education Results Report for Holy Family Catholic Regional Division commencing September 1, 2022, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to 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 the Annual Education Results Report for the 2022-2023 school year on December 21, 2023.

## **BACKGROUND**

*School Authority Planning & Reporting Pursuant to the Government Organization Act and the Education Act and to operationalize the accountability relationships and processes established in provincial legislation (See section B, Legislative Authority), this section contains the Minister's requirements for school authorities' education plans and annual education results reports (AERRs). School authorities' planning and reporting processes should reflect the guiding principles, domains, and enabling processes outlined in the Assurance Framework (See section B). Effective planning and results reporting occur in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:*

- *Developing/updating plans based on results, contextual information, input from stakeholders, and provincial direction*
- *Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities*
- *Implementing research and evidence-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement*
- *Monitoring implementation and adjusting efforts as needed • Measuring, analyzing, and reporting results*
- *Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e., evidence-informed decision-making)*
- *Communicating and engaging with stakeholders about school authority plans and results throughout the*

## DIVISION PROFILE

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

Holy Family Catholic Regional Division provides Catholic education in the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie, and Valleyview. In addition, a virtual school has been established in which students from across the province are enrolled. An agreement with Fort Vermilion School Division No. 52 provides that it operates St. Mary's Elementary School which Holy Family Catholic Regional Division owns. St. Francis Holistic Learning Centre in the Youth Assessment Centre in High Prairie is also operated by Holy Family Catholic Regional Division.

A comprehensive range of programs is provided for the 1,690 students enrolled in the nine schools in the Division.



### PEACE RIVER



#### GOOD SHEPHERD SCHOOL

Pre-K to Grade 6  
Enrollment 376

Principal: Laurie Goyette  
Vice Principal: Sadie Oberle  
Vice Principal: Stephane Gaudreau



#### GLENMARY SCHOOL

Grade 7 - 12  
Enrollment 388



Principal: Victoria Cornick  
Vice Principal: Anna Taplin  
Vice Principal: Brendon Nichols

### GRIMSHAW



#### Holy Family School

ECS to Grade 9  
Enrollment 114

Principal: Lauri Goudreault  
Vice Principal: Paul Marceau

### MANNING



#### ROSARY SCHOOL

ECS to Grade 9  
Enrollment 99

Principal: Teresa Sallis-Stewart  
Vice Principal: Julie Gummesen

### VALLEYVIEW



#### ST. STEPHEN'S SCHOOL

ECS to Grade 9  
Enrollment 275

Principal: Jodie Chisholm  
Vice Principal: Beverly Dietzen  
Vice Principal: Sandy Alexander

### MCLENNAN



#### ÉCOLE PROVIDENCE SCHOOL

ECS to Grade 8  
Enrollment 59

Principal: Alysia Sharpe

### HIGH PRAIRIE



#### ST. ANDREW'S SCHOOL

ECS to Grade 12  
Enrollment 378



#### ST. FRANCIS HOLISTIC LEARNING CENTER

Principal: Marc Lamoureux  
Vice Principal: Joanne Lasher



Holy Family  
Catholic Regional Division

## **MESSAGE FROM THE BOARD CHAIR**

*On behalf of the Holy Family Catholic Separate School Division Board of Trustees, I am pleased to present the 2022-2023 Annual Education Results Report.*

*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 in outstanding ways while providing all students with equitable access to learning and technology. We strive to close the gap so the most vulnerable students can achieve their full potential. Recognizing the impact on student learning and the educational gaps due to the COVID-19 pandemic, we will 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*

*2022-2023*

## Fall 2023 Required Alberta Education Assurance Measures

### Overall Summaries

| 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                                           | 89.1                          | 86.5             | 86.5                | 84.4           | 85.1             | 85.1                | n/a                | Improved               | n/a        |
|                                | Citizenship                                                           | 86.6                          | 83.8             | 85.5                | 80.3           | 81.4             | 82.3                | Very High          | Maintained             | Excellent  |
|                                | 3-year High School Completion                                         | 74.6                          | 79.9             | 79.2                | 80.7           | 83.2             | 82.3                | Intermediate       | Maintained             | Acceptable |
|                                | 5-year High School Completion                                         | 89.1                          | 88.7             | 83.9                | 88.6           | 87.1             | 86.2                | Intermediate       | Improved               | Good       |
|                                | PAT: Acceptable                                                       | 45.0                          | 54.0             | n/a                 | 63.3           | 64.3             | n/a                 | n/a                | n/a                    | n/a        |
|                                | PAT: Excellence                                                       | 4.7                           | 9.7              | n/a                 | 16.0           | 17.7             | n/a                 | n/a                | n/a                    | n/a        |
|                                | Diploma: Acceptable                                                   | 75.4                          | 76.5             | n/a                 | 80.3           | 75.2             | n/a                 | Low                | n/a                    | n/a        |
|                                | Diploma: Excellence                                                   | 14.0                          | 8.6              | n/a                 | 21.2           | 18.2             | n/a                 | Intermediate       | n/a                    | n/a        |
| Teaching & Leading             | Education Quality                                                     | 91.9                          | 89.3             | 90.4                | 88.1           | 89.0             | 89.7                | Very High          | Maintained             | Excellent  |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 89.3                          | 87.3             | 87.3                | 84.7           | 86.1             | 86.1                | n/a                | Improved               | n/a        |
|                                | Access to Supports and Services                                       | 87.2                          | 81.1             | 81.1                | 80.6           | 81.6             | 81.6                | n/a                | Improved Significantly | n/a        |
| Governance                     | Parental Involvement                                                  | 87.3                          | 79.0             | 80.0                | 79.1           | 78.8             | 80.3                | Very High          | Improved               | 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. 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, the achievement level of diploma courses was determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. The COVID-19 pandemic impacted participation in the Provincial Achievement Tests and Diploma Exams from 2019/20 to 2021/22. 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.
5. The fires impacted participation in the Provincial Achievement Tests and Diploma Exams in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

| 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) | 2.5                           | n/a              | 47.1                | 3.5            | n/a              | 56.6                | n/a                | n/a                    | n/a       |
| Drop Out Rate                              | 2.0                           | 1.0              | 1.2                 | 2.5            | 2.3              | 2.5                 | Very High          | Declined               | Good      |
| In-Service Jurisdiction Needs              | 88.6                          | 81.7             | 86.1                | 82.2           | 83.7             | 84.3                | High               | Maintained             | Good      |
| Lifelong Learning                          | 86.3                          | 81.4             | 77.8                | 80.4           | 81.0             | 76.8                | Very High          | Improved Significantly | Excellent |
| Program of Studies                         | 82.4                          | 78.5             | 81.6                | 82.9           | 82.9             | 82.6                | Very High          | Maintained             | Excellent |
| Program of Studies - At Risk Students      | 87.6                          | 80.9             | 83.9                | 81.2           | 81.9             | 83.4                | High               | Improved               | Good      |
| Rutherford Scholarship Eligibility Rate    | 71.7                          | 67.2             | 65.0                | 71.9           | 70.2             | 68.3                | High               | Improved               | Good      |
| Safe and Caring                            | 91.6                          | 89.4             | 90.8                | 87.5           | 88.8             | 89.1                | Very High          | Maintained             | Excellent |
| Satisfaction with Program Access           | 83.9                          | 77.8             | 80.4                | 72.9           | 72.6             | 73.9                | Very High          | Improved               | Excellent |
| School Improvement                         | 81.7                          | 76.6             | 80.7                | 75.2           | 74.2             | 77.9                | Very High          | Maintained             | Excellent |
| Transition Rate (6 yr)                     | 44.3                          | 49.3             | 55.5                | 59.7           | 60.3             | 60.2                | Low                | Declined               | Issue     |
| Work Preparation                           | 87.1                          | 83.7             | 85.4                | 83.1           | 84.9             | 84.5                | 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. The fires impacted participation in the Diploma Exams in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

## (FMNI)

| Assurance Domain               | Measure                                                                               | Holy Family Catholic Separate (FMNI) |                  |                     | Alberta (FMNI) |                  |                     | 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 | <a href="#">Student Learning Engagement</a>                                           | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Citizenship</a>                                                           | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">3-year High School Completion</a>                                         | 67.5                                 | 74.2             | 64.6                | 57.0           | 59.5             | 59.1                | Low                | Maintained  | Issue   |
|                                | <a href="#">5-year High School Completion</a>                                         | 75.3                                 | 75.3             | 75.0                | 71.3           | 68.0             | 67.0                | Low                | Maintained  | Issue   |
|                                | <a href="#">PAT: Acceptable</a>                                                       | 31.8                                 | 41.9             | n/a                 | 40.5           | 43.3             | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT: Excellence</a>                                                       | 1.9                                  | 4.6              | n/a                 | 5.5            | 5.9              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | 65.8                                 | 66.7             | n/a                 | 74.8           | 68.7             | n/a                 | Very Low           | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>                                                   | 7.9                                  | 7.0              | n/a                 | 11.3           | 8.5              | n/a                 | Very Low           | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Access to Supports and Services</a>                                       | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | n/a                                  | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |

## (EAL)

| 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 | <a href="#">Student Learning Engagement</a>                                           | n/a                                 | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Citizenship</a>                                                           | n/a                                 | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">3-year High School Completion</a>                                         | *                                   | *                | n/a                 | 72.8           | 78.5             | 77.1                | *                  | n/a         | n/a     |
|                                | <a href="#">5-year High School Completion</a>                                         | *                                   | *                | n/a                 | 88.7           | 86.1             | 86.0                | *                  | n/a         | n/a     |
|                                | <a href="#">PAT: Acceptable</a>                                                       | 32.0                                | 48.8             | n/a                 | 57.9           | 59.7             | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT: Excellence</a>                                                       | 8.0                                 | 4.9              | n/a                 | 12.2           | 13.7             | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | *                                   | *                | n/a                 | 67.1           | 59.0             | n/a                 | *                  | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>                                                   | *                                   | *                | n/a                 | 13.8           | 10.8             | n/a                 | *                  | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | n/a                                 | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | n/a                                 | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | <a href="#">Access to Supports and Services</a>                                       | n/a                                 | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | n/a                                 | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |



## 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 the Board of Trustees
- d. Ensure quality teaching and learning of religious studies curriculum
- e. Provide opportunities and support 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

### Contextual Variables:

- Continue to encourage and improve staff participation in mass attendance, leadership in ministries, and faith-related professional development.
- Increase knowledge of permeation of curriculum across subject areas.
- Catholic teachers teaching religion.
- Hiring and evangelizing Catholic Staff
- Provide professional development opportunities for teachers to learn religious and cross-curricular programming.
- Discussions, dialog, and discussions regarding the role of a catholic teacher and leader.
- Provided professional development to staff on Pastoral Guide- Human Sexuality
- Worked with the School-based Faith Coordinators to assess the professional, personal and environmental needs of the school and teachers.
- Work with the Office of Evangelization and Catechesis for the archdiocese.

### Comments:

- All grade-level religion teachers were provided with professional development sessions related to curriculum and religious education programs for students.
- Participated as a Faith Formation and Youth Committee member with the Office of Evangelization and Catechesis.
- Faith coordinators at school improved awareness and showed consistent leadership and commitment in valuing priorities, events, and celebrations in all schools.
- Administration training and support in terms of guiding teachers as related to supporting students in their development and understanding of sexuality with approved resources, Fourth R, Pastoral Guide
- Support to schools and faith coordinators as related to sacrament preparation, student and staff retreats, music licensing, and approved resources

## Domain 1: Student Growth and Achievement

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy, and well.
- Students apply knowledge, understanding, and skills in real-life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.

### Contextual Variables:

- Benchmarking diagnostic assessment for literacy, numeracy, and psychological assessments
- Using the Early Years Evaluation to drive instruction and support.
- To provide pre-kindergarten opportunities where possible. Review and monitor academic progress
- Use of Acadience Gr. K-6 and MIPI Gr. 2-10. Provincial Numeracy was also used for Grades 1-4

## Student Learning Engagement – Measure Details

| The percentage of teachers, parents and students who agree that students are engaged in their learning at school. |           |      |      |      |      |      |                    |             |         |         |      |         |      |         |      |
|-------------------------------------------------------------------------------------------------------------------|-----------|------|------|------|------|------|--------------------|-------------|---------|---------|------|---------|------|---------|------|
|                                                                                                                   | Authority |      |      |      |      |      | Province           |             |         |         |      |         |      |         |      |
|                                                                                                                   | 2021      |      | 2022 |      | 2023 |      | Measure Evaluation |             |         | 2021    |      | 2022    |      | 2023    |      |
|                                                                                                                   | N         | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N       | %    | N       | %    | N       | %    |
| Overall                                                                                                           | 645       | 85.6 | 634  | 86.5 | 584  | 89.1 | n/a                | Improved    | n/a     | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 |
| Parent                                                                                                            | 60        | 80.6 | 80   | 92.5 | 58   | 97.1 | n/a                | Improved    | n/a     | 30,994  | 89.0 | 31,694  | 88.7 | 31,862  | 87.3 |
| Student                                                                                                           | 462       | 79.1 | 448  | 73.3 | 416  | 73.9 | n/a                | Maintained  | n/a     | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 |
| Teacher                                                                                                           | 123       | 97.3 | 106  | 93.6 | 110  | 96.3 | n/a                | Maintained  | n/a     | 30,173  | 96.0 | 30,944  | 95.5 | 32,323  | 95.1 |

## Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |           |      |      |      |      |      |      |      |                    |             |           |          |      |         |      |         |      |         |      |
|-------------------------------------------------------------------------------------------------------------------------------|-----------|------|------|------|------|------|------|------|--------------------|-------------|-----------|----------|------|---------|------|---------|------|---------|------|
|                                                                                                                               | Authority |      |      |      |      |      |      |      |                    |             |           | Province |      |         |      |         |      |         |      |
|                                                                                                                               | 2020      |      | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |             |           | 2020     |      | 2021    |      | 2022    |      | 2023    |      |
|                                                                                                                               | N         | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall   | N        | %    | N       | %    | N       | %    | N       | %    |
| Overall                                                                                                                       | 800       | 87.3 | 645  | 84.3 | 634  | 83.8 | 584  | 86.6 | Very High          | Maintained  | Excellent | 264,413  | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 |
| Parent                                                                                                                        | 119       | 85.5 | 60   | 75.1 | 80   | 84.3 | 58   | 87.8 | Very High          | Maintained  | Excellent | 36,891   | 82.4 | 30,905  | 81.4 | 31,689  | 80.4 | 31,869  | 79.4 |
| Student                                                                                                                       | 550       | 80.0 | 462  | 80.2 | 448  | 71.3 | 416  | 75.7 | Very High          | Maintained  | Excellent | 193,577  | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 |
| Teacher                                                                                                                       | 131       | 96.5 | 123  | 97.7 | 106  | 95.6 | 110  | 96.2 | Very High          | Maintained  | Excellent | 33,945   | 93.6 | 30,197  | 94.1 | 30,961  | 91.7 | 32,347  | 90.3 |

## 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 |      |        |      |        |      |        |      |
|                                                                                                                                         | 2019      |      | 2020 |      | 2021 |      | 2022 |      | Measure Evaluation |             |            | 2019     |      | 2020   |      | 2021   |      | 2022   |      |
|                                                                                                                                         | N         | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall    | N        | %    | N      | %    | N      | %    | N      | %    |
| 3 Year Completion                                                                                                                       | 112       | 76.1 | 126  | 81.6 | 117  | 79.9 | 120  | 74.6 | Intermediate       | Maintained  | Acceptable | 45,354   | 80.3 | 46,245 | 83.4 | 47,675 | 83.2 | 48,340 | 80.7 |
| 4 Year Completion                                                                                                                       | 130       | 75.6 | 112  | 87.5 | 120  | 88.8 | 116  | 84.6 | Intermediate       | Maintained  | Acceptable | 44,980   | 84.0 | 45,351 | 85.0 | 46,242 | 87.1 | 47,660 | 86.5 |
| 5 Year Completion                                                                                                                       | 130       | 84.4 | 129  | 78.8 | 112  | 88.7 | 120  | 89.1 | Intermediate       | Improved    | Good       | 44,988   | 85.3 | 44,972 | 86.2 | 45,344 | 87.1 | 46,238 | 88.6 |



## High School to Post-secondary Transition Rate – Measure Details

| High school to post-secondary transition rate of students within four and six years of entering Grade 10. |           |      |      |      |      |      |      |      |                    |             |            |          |      |        |      |        |      |        |      |
|-----------------------------------------------------------------------------------------------------------|-----------|------|------|------|------|------|------|------|--------------------|-------------|------------|----------|------|--------|------|--------|------|--------|------|
|                                                                                                           | Authority |      |      |      |      |      |      |      | Measure Evaluation |             |            | Province |      |        |      |        |      |        |      |
|                                                                                                           | 2019      |      | 2020 |      | 2021 |      | 2022 |      |                    |             |            | 2019     |      | 2020   |      | 2021   |      | 2022   |      |
|                                                                                                           | N         | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall    | N        | %    | N      | %    | N      | %    | N      | %    |
| 4 Year Rate                                                                                               | 130       | 34.1 | 112  | 25.7 | 120  | 41.5 | 116  | 32.3 | Intermediate       | Maintained  | Acceptable | 44,980   | 40.9 | 45,351 | 40.5 | 46,242 | 41.2 | 47,660 | 40.2 |
| 6 Year Rate                                                                                               | 142       | 53.0 | 130  | 64.1 | 129  | 49.3 | 112  | 44.3 | Low                | Declined    | Issue      | 44,832   | 60.3 | 44,983 | 60.0 | 44,966 | 60.3 | 45,342 | 59.7 |

**Comments:** Given our geographical area and the need for unskilled labor, many of our graduates begin working immediately after graduating.

|                   | Holy Family Catholic Separate (FNMI) |      |      |      |      |      |      |      |      |      |                    | Alberta (FNMI) |            |       |      |       |      |       |      |       |      |       |      |
|-------------------|--------------------------------------|------|------|------|------|------|------|------|------|------|--------------------|----------------|------------|-------|------|-------|------|-------|------|-------|------|-------|------|
|                   | 2018                                 |      | 2019 |      | 2020 |      | 2021 |      | 2022 |      | Measure Evaluation |                |            | 2018  |      | 2019  |      | 2020  |      | 2021  |      | 2022  |      |
|                   | N                                    | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement    | Overall    | N     | %    | N     | %    | N     | %    | N     | %    | N     | %    |
| 3 Year Completion | 47                                   | 62.5 | 31   | 52.8 | 33   | 66.7 | 31   | 74.2 | 40   | 67.5 | Low                | Maintained     | Issue      | 3,632 | 57.1 | 3,750 | 55.9 | 3,814 | 62.0 | 3,972 | 59.5 | 3,943 | 57.0 |
| 4 Year Completion | 26                                   | 67.7 | 44   | 73.6 | 28   | 74.0 | 30   | 75.0 | 25   | 81.0 | Intermediate       | Maintained     | Acceptable | 3,453 | 60.8 | 3,524 | 64.2 | 3,670 | 63.6 | 3,729 | 68.6 | 3,936 | 65.8 |
| 5 Year Completion | 47                                   | 65.4 | 24   | 73.5 | 44   | 76.3 | 29   | 75.3 | 30   | 75.3 | Low                | Maintained     | Issue      | 3,266 | 64.5 | 3,407 | 65.0 | 3,469 | 68.1 | 3,593 | 68.0 | 3,719 | 71.3 |

**Alberta Education Assurance Measures (AEAM) PAT's and Diplomas for Division Results were affected by the Wildfires. Data is inconclusive. See Appendix A**

## Division Assessment Results 2022-2023

### Mathematical Interventions Programming Instrument (MIPI)

*Bi-annual Mathematical Interventions Programming Instrument (MIPI) data of all students grades 2-9. MIPI is a way to help teachers understand where each student is in their math knowledge and skills. It indicates to our division if students need more support in math allowing for universal, targeted, and customized teaching and interventions.*

### Division Overall - 1-9 Grades 2022-23

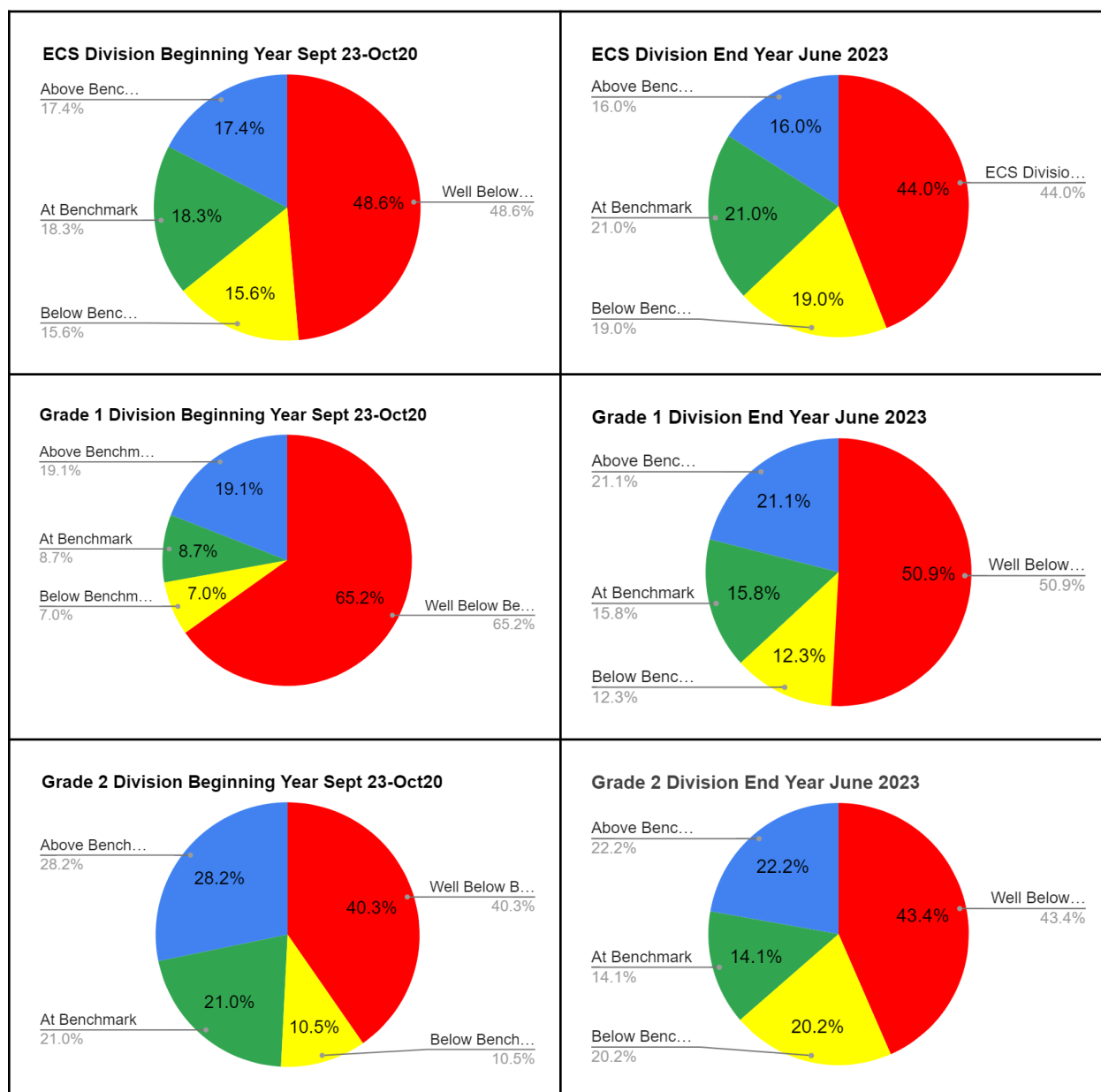
| Prov. Numeracy | Not at Risk        | At Risk                  |
|----------------|--------------------|--------------------------|
| Grade 1        | 77%                | 23%                      |
| Grade 2        | 60%                | 40%                      |
| Grade 3        | 70%                | 30%                      |
| Grade 4        | 69%                | 31%                      |
| <b>MIPI</b>    | <b>Not at Risk</b> | <b>At Risk Below 50%</b> |
| Grade 5        | 72%                | 28%                      |
| Grade 6        | 69%                | 31%                      |
| Grade 7        | 56%                | 44%                      |
| Grade 8        | 52%                | 48%                      |
| Grade 9        | 54%                | 46%                      |

## ACADIENCE Reading Composite 2022-23

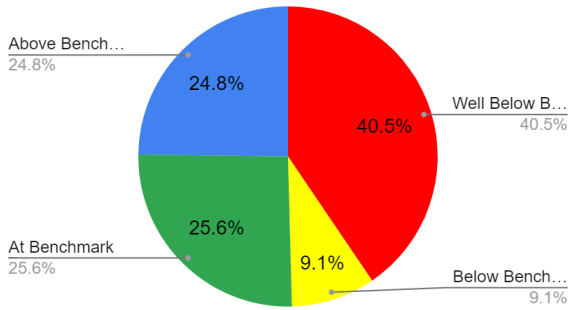
### Comment:

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

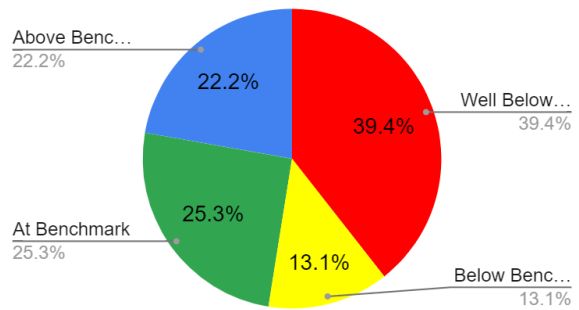
*Acadience Reading K–6 is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. Acadience Reading comprises six brief measures that indicate the essential skills every child must master to become a proficient 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.*



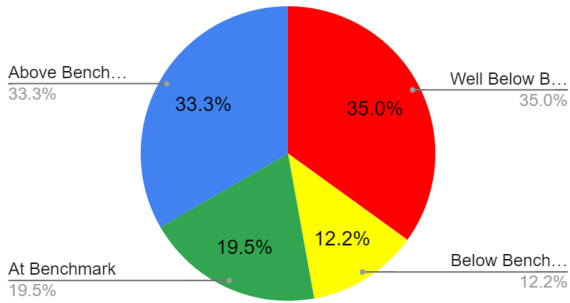
**Grade 3 Division Beginning Year Sept 23-Oct20**



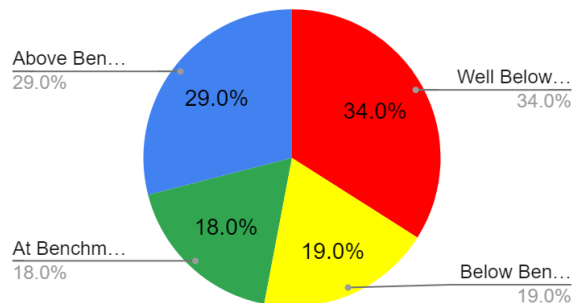
**Grade 3 Division End Year June 2023**



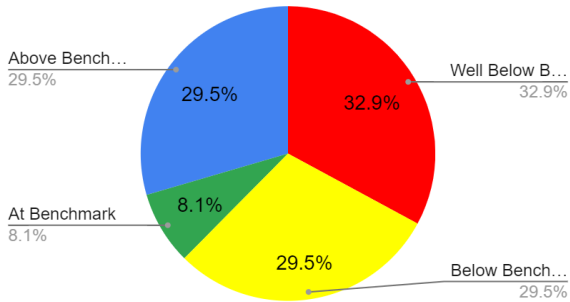
**Grade 4 Division Beginning Year Sept 23-Oct20**



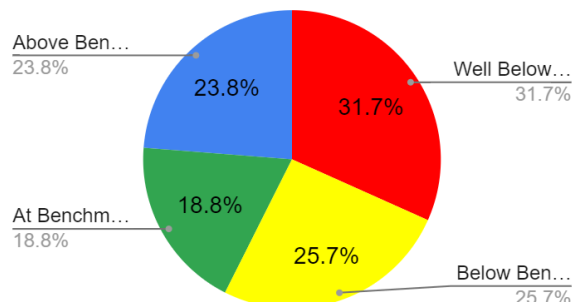
**Grade 4 Division End Year June 2023**



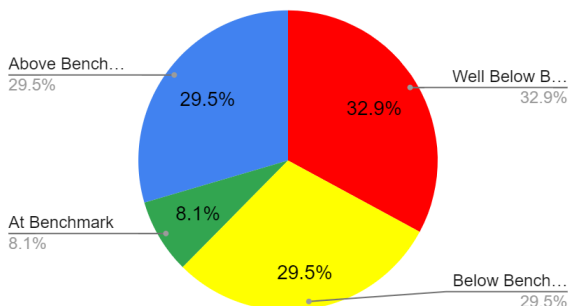
**Grade 5 Division Beginning Year Sept 23-Oct20**



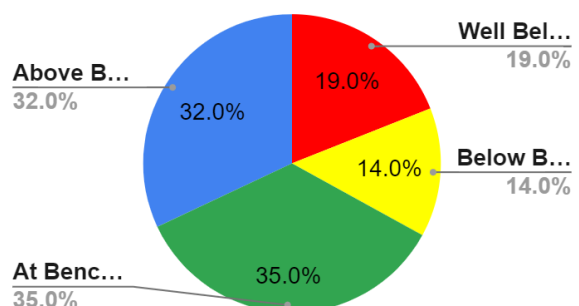
**Grade 5 Division End Year June 2023**



**Grade 6 Division Beginning Year Sept 23-Oct20**



**Grade 6 Division End Year June 2023**



## Grades 1 to 4 Literacy and Numeracy Learning Loss

|         | Total number of students assessed at beginning of school year (Grade 1 in January) | Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s) | Total number of at-risk students in literacy who received ONLY literacy intervention programming | Total number of at-risk students in numeracy who received ONLY numeracy intervention programming | Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming) |
|---------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | 130                                                                                | 75                                                                                                          | 45                                                                                               | 0                                                                                                | 30                                                                                                                                                                                                  |
| Grade 2 | 125                                                                                | 52                                                                                                          | 0                                                                                                | 2                                                                                                | 52                                                                                                                                                                                                  |
| Grade 3 | 124                                                                                | 49                                                                                                          | 18                                                                                               | 0                                                                                                | 31                                                                                                                                                                                                  |
| Grade 4 | 126                                                                                | 50                                                                                                          | 0                                                                                                | 7                                                                                                | 43                                                                                                                                                                                                  |

## Grades 1 to 4 Literacy Data

|         | Name of Alberta Education-provided or approved literacy screening assessment(s) used | Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Grade 1) | Total number of students identified as being at risk in literacy on final assessment(s) (end of year) | Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s) | Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s) |
|---------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Grade 1 | Acadience Read                                                                       | 75                                                                                                                                   | 69                                                                                                    | 10                                                                                                                | 2                                                                                                             |
| Grade 2 | Acadience Read                                                                       | 50                                                                                                                                   | 53                                                                                                    | 8                                                                                                                 | 1                                                                                                             |
| Grade 3 | Acadience Read                                                                       | 49                                                                                                                                   | 41                                                                                                    | 8                                                                                                                 | 2                                                                                                             |
| Grade 4 | Acadience Read                                                                       | 43                                                                                                                                   | 43                                                                                                    | 6                                                                                                                 | 0                                                                                                             |

## Grades 1 to 4 Numeracy Data

|         | Name of Alberta Education-provided or approved numeracy screening assessment(s) | Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Grade 1) | Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year) | Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s) | Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s) |
|---------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Grade 1 | EMA Govt Nume                                                                   | 30                                                                                                                                         | 32                                                                                                          | 10                                                                                                                | 10                                                                                                            |
| Grade 2 | EMA Govt Nume                                                                   | 52                                                                                                                                         | 53                                                                                                          | 15                                                                                                                | 15                                                                                                            |
| Grade 3 | EMA Govt Nume                                                                   | 31                                                                                                                                         | 36                                                                                                          | 10                                                                                                                | 8                                                                                                             |
| Grade 4 | EMA Govt Nume                                                                   | 50                                                                                                                                         | 39                                                                                                          | 15                                                                                                                | 10                                                                                                            |

## Domain 2: Teaching and Leading

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

### Contextual Variables:

- Focused on numeracy and literacy professional development opportunities designed for HFCRD, using intervention strategies based on assessment results and intervention resources to support teachers' and students' growth.
- Use of two Curriculum Leads to support teachers in implementing the new provincial curriculum focusing on phonics and numeracy. Professional Development and resources were made available to teachers.

## Education Quality – Measure Details

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |           |      |      |      |      |      |      |      |                    |             |           |          |      |         |      |         |      |         |      |
|-----------------------------------------------------------------------------------------------------|-----------|------|------|------|------|------|------|------|--------------------|-------------|-----------|----------|------|---------|------|---------|------|---------|------|
|                                                                                                     | Authority |      |      |      |      |      |      |      |                    |             |           | Province |      |         |      |         |      |         |      |
|                                                                                                     | 2020      |      | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |             |           | 2020     |      | 2021    |      | 2022    |      | 2023    |      |
|                                                                                                     | N         | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall   | N        | %    | N       | %    | N       | %    | N       | %    |
| Overall                                                                                             | 800       | 91.6 | 645  | 89.3 | 634  | 89.3 | 584  | 91.9 | Very High          | Maintained  | Excellent | 264,623  | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 |
| Parent                                                                                              | 119       | 87.3 | 60   | 79.9 | 80   | 86.1 | 58   | 90.5 | Very High          | Maintained  | Excellent | 36,907   | 86.7 | 31,024  | 86.7 | 31,728  | 86.1 | 31,890  | 84.4 |
| Student                                                                                             | 550       | 89.8 | 462  | 90.7 | 448  | 86.1 | 416  | 88.5 | High               | Maintained  | Good      | 193,763  | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 |
| Teacher                                                                                             | 131       | 97.6 | 123  | 97.1 | 106  | 95.7 | 110  | 96.8 | High               | Maintained  | Good      | 33,953   | 96.4 | 30,201  | 95.7 | 30,970  | 95.0 | 32,351  | 94.4 |

## Domain 3: Learning Supports

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

### Contextual Variables:

- Optimization of services by reducing travel
- Ongoing professional development
- High accountability and responsibility as per TQS
- Effective use of psychological and diagnostic assessments
- Partnership agreement with other school divisions to maintain Peace Collaborative services including OT, Speech Language, PT, Low Incidents
- Level B training,
- Monitoring and accountability to students services lead administration to ensure goals and recommendations of support are being followed

### 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 |     |         |      |         |      |         |      |
|---------|-----------|-----|------|------|------|------|------|------|--------------------|-------------|---------|----------|-----|---------|------|---------|------|---------|------|
|         | 2020      |     | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |             |         | 2020     |     | 2021    |      | 2022    |      | 2023    |      |
|         | N         | %   | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N        | %   | N       | %    | N       | %    | N       | %    |
| Overall | n/a       | n/a | 645  | 89.8 | 634  | 87.3 | 584  | 89.3 | n/a                | Improved    | n/a     | n/a      | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 |
| Parent  | n/a       | n/a | 60   | 85.7 | 80   | 88.8 | 58   | 90.7 | n/a                | Maintained  | n/a     | n/a      | n/a | 30,980  | 88.2 | 31,715  | 86.9 | 31,885  | 85.6 |
| Student | n/a       | n/a | 462  | 84.6 | 448  | 76.8 | 416  | 80.0 | n/a                | Improved    | n/a     | n/a      | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 |
| Teacher | n/a       | n/a | 123  | 98.9 | 106  | 96.3 | 110  | 97.2 | n/a                | Maintained  | n/a     | n/a      | n/a | 30,211  | 95.3 | 30,968  | 93.6 | 32,350  | 92.0 |

#### Comments:

- Overall HFCDR exceeded the provincial percentage

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

|         | Authority |      |      |      |      |      |      |      |                    |             |           | Province |      |         |      |         |      |         |      |
|---------|-----------|------|------|------|------|------|------|------|--------------------|-------------|-----------|----------|------|---------|------|---------|------|---------|------|
|         | 2020      |      | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |             |           | 2020     |      | 2021    |      | 2022    |      | 2023    |      |
|         | N         | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall   | N        | %    | N       | %    | N       | %    | N       | %    |
| Overall | 800       | 92.2 | 645  | 91.7 | 634  | 89.4 | 584  | 91.6 | Very High          | Maintained  | Excellent | 264,204  | 89.4 | 230,987 | 90.0 | 249,835 | 88.8 | 257,278 | 87.5 |
| Parent  | 119       | 94.2 | 60   | 87.7 | 80   | 89.9 | 58   | 92.7 | Very High          | Maintained  | Excellent | 36,899   | 90.2 | 30,969  | 90.5 | 31,707  | 89.5 | 31,879  | 88.1 |
| Student | 550       | 85.4 | 462  | 88.3 | 448  | 81.6 | 416  | 84.6 | Very High          | Maintained  | Excellent | 193,364  | 82.6 | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 |
| Teacher | 131       | 97.1 | 123  | 99.0 | 106  | 96.8 | 110  | 97.4 | Very High          | Maintained  | Excellent | 33,941   | 95.3 | 30,205  | 95.4 | 30,963  | 94.3 | 32,350  | 93.0 |

#### Comments:

- Overall HFCDR exceeded the provincial percentage

### 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 |     |         |      |         |      |         |      |
|---------|-----------|-----|------|------|------|------|------|------|--------------------|------------------------|---------|----------|-----|---------|------|---------|------|---------|------|
|         | 2020      |     | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |                        |         | 2020     |     | 2021    |      | 2022    |      | 2023    |      |
|         | N         | %   | N    | %    | N    | %    | N    | %    | Achievement        | Improvement            | Overall | N        | %   | N       | %    | N       | %    | N       | %    |
| Overall | n/a       | n/a | 645  | 82.8 | 633  | 81.1 | 584  | 87.2 | n/a                | Improved Significantly | n/a     | n/a      | n/a | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 |
| Parent  | n/a       | n/a | 60   | 73.2 | 80   | 77.9 | 58   | 84.4 | n/a                | Maintained             | n/a     | n/a      | n/a | 30,936  | 78.9 | 31,684  | 77.4 | 31,847  | 75.7 |
| Student | n/a       | n/a | 462  | 87.2 | 447  | 80.5 | 416  | 85.7 | n/a                | Improved Significantly | n/a     | n/a      | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 |
| Teacher | n/a       | n/a | 123  | 87.9 | 106  | 84.8 | 110  | 91.4 | n/a                | Improved               | n/a     | n/a      | n/a | 30,194  | 88.7 | 30,951  | 87.3 | 32,342  | 86.2 |

#### Comments:

- Every school is allocated a dedicated teacher FTE to support Inclusive Education practices.
- Wellness Workers are assigned to each school to support student mental health.

## Domain 4: Governance

- Governors engage students and their families, staff, and community members in creating and implementing a shared vision for student success.
- Legislation, policy, and regulation clarify the roles and responsibilities of education partners in governance matters.
- Fiscal resources are allocated and managed to ensure student success in alignment with system goals and priorities and in accordance with all statutory, regulatory, and disclosure requirements.**
- The curriculum is relevant, clearly articulated, and designed for implementation within local contexts.
- 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.

### Contextual Variables:

- Increased the funding to provide resources to ensure the well-being of students and staff.
- Increased hours of daytime caretakers when schools were placed on outbreak status.
- Division ensured clear, concise, and transparent communication to stakeholders.
- Trustees engaged town councils and MD councils, highlighting division successes.

## Parental Involvement – Measure Details

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

|         | Authority |      |     |      |      |      |     |      |      | Province  |             |             |         |      |        |      |                    |             |         |      |   |      |   |      |   |      |   |
|---------|-----------|------|-----|------|------|------|-----|------|------|-----------|-------------|-------------|---------|------|--------|------|--------------------|-------------|---------|------|---|------|---|------|---|------|---|
|         | 2020      |      |     |      | 2021 |      |     |      | 2022 |           |             |             | 2023    |      |        |      | Measure Evaluation |             |         | 2020 |   | 2021 |   | 2022 |   | 2023 |   |
|         | N         |      | %   |      | N    |      | %   |      | N    |           | %           |             | N       |      | %      |      | Achievement        | Improvement | Overall | N    | % | N    | % | N    | % | N    | % |
|         | N         | %    | N   | %    | N    | %    | N   | %    | N    | %         | Achievement | Improvement | Overall | N    | %      | N    | %                  | N           | %       | N    | % | N    | % | N    | % | N    | % |
| Overall | 250       | 81.0 | 183 | 79.0 | 186  | 79.0 | 168 | 87.3 |      | Very High | Improved    | Excellent   | 70,377  | 81.8 | 60,919 | 79.5 | 62,412             | 78.8        | 63,935  | 79.1 |   |      |   |      |   |      |   |
| Parent  | 119       | 71.1 | 60  | 68.6 | 80   | 73.8 | 58  | 81.7 |      | Very High | Improved    | Excellent   | 36,556  | 73.9 | 30,886 | 72.2 | 31,598             | 72.3        | 31,720  | 72.5 |   |      |   |      |   |      |   |
| Teacher | 131       | 90.9 | 123 | 89.3 | 106  | 84.2 | 110 | 92.9 |      | Very High | Improved    | Excellent   | 33,821  | 89.6 | 30,033 | 86.8 | 30,814             | 85.2        | 32,215  | 85.7 |   |      |   |      |   |      |   |

### Comments:

- There has been a combined face to face and virtual communication and involvement.

## Lifelong Learning – Measure Details

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

| Authority |      |      |      |      |      |      |      |      |      |                    |                        |           |        | Province |        |      |        |      |        |      |  |  |  |
|-----------|------|------|------|------|------|------|------|------|------|--------------------|------------------------|-----------|--------|----------|--------|------|--------|------|--------|------|--|--|--|
| 2019      |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |                        |           | 2020   |          | 2021   |      | 2022   |      | 2023   |      |  |  |  |
| N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement            | Overall   | N      | %        | N      | %    | N      | %    | N      | %    |  |  |  |
| 273       | 73.9 | 247  | 74.1 | 177  | 81.6 | 184  | 81.4 | 162  | 86.3 | Very High          | Improved Significantly | Excellent | 69,182 | 72.6     | 59,478 | 82.1 | 60,822 | 81.0 | 62,032 | 80.4 |  |  |  |
| 137       | 67.2 | 116  | 66.1 | 55   | 69.1 | 79   | 76.3 | 56   | 79.6 | Very High          | Improved               | Excellent | 35,454 | 64.6     | 29,693 | 75.3 | 30,314 | 74.6 | 30,381 | 73.4 |  |  |  |
| 136       | 80.5 | 131  | 82.2 | 122  | 94.0 | 105  | 86.4 | 106  | 93.1 | Very High          | Improved Significantly | Excellent | 33,728 | 80.6     | 29,785 | 88.9 | 30,508 | 87.4 | 31,651 | 87.3 |  |  |  |

## 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 |      |         |      |         |      |         |      |
|---------|-----------|------|------|------|------|------|------|------|--------------------|-------------|------------|----------|------|---------|------|---------|------|---------|------|
|         | 2020      |      | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |             |            | 2020     |      | 2021    |      | 2022    |      | 2023    |      |
|         | N         | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall    | N        | %    | N       | %    | N       | %    | N       | %    |
| Overall | 795       | 84.7 | 627  | 84.4 | 629  | 76.6 | 578  | 81.7 | Very High          | Maintained  | Excellent  | 262,079  | 81.5 | 224,041 | 81.4 | 243,980 | 74.2 | 251,355 | 75.2 |
| Parent  | 116       | 81.0 | 54   | 77.8 | 79   | 75.9 | 57   | 73.7 | Intermediate       | Maintained  | Acceptable | 35,896   | 80.0 | 28,016  | 81.7 | 30,147  | 70.0 | 30,371  | 72.5 |
| Student | 549       | 82.3 | 457  | 85.6 | 447  | 80.2 | 415  | 80.8 | High               | Maintained  | Good       | 192,917  | 79.6 | 167,992 | 79.1 | 185,107 | 76.3 | 191,142 | 75.0 |
| Teacher | 130       | 90.8 | 116  | 89.7 | 103  | 73.8 | 106  | 90.6 | Very High          | Improved    | Excellent  | 33,266   | 85.0 | 28,033  | 83.4 | 28,726  | 76.3 | 29,842  | 78.0 |

### Comments:

- Overall HFCRD exceeded the provincial percentage.



## Domain 5: Local and Societal Context

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

### Contextual Variables:

- Prioritized partnerships with parents and community stakeholders to ensure quality learning continued and technology was available for learning and communication regardless of circumstances.

## Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

|         | Authority |      |      |      |      |      |      |      | Measure Evaluation |             |           | Province |      |        |      |        |      |        |      |
|---------|-----------|------|------|------|------|------|------|------|--------------------|-------------|-----------|----------|------|--------|------|--------|------|--------|------|
|         | 2020      |      | 2021 |      | 2022 |      | 2023 |      | Achievement        | Improvement | Overall   | 2020     |      | 2021   |      | 2022   |      | 2023   |      |
|         | N         | %    | N    | %    | N    | %    | N    | %    |                    |             |           | N        | %    | N      | %    | N      | %    | N      | %    |
| Overall | 241       | 87.0 | 176  | 81.0 | 180  | 83.7 | 162  | 87.1 | Very High          | Maintained  | Excellent | 68,221   | 84.1 | 58,109 | 85.7 | 59,488 | 84.9 | 60,705 | 83.1 |
| Parent  | 111       | 80.2 | 54   | 68.5 | 78   | 78.2 | 57   | 78.9 | Very High          | Maintained  | Excellent | 34,944   | 76.0 | 28,862 | 77.8 | 29,553 | 77.3 | 29,674 | 75.0 |
| Teacher | 130       | 93.8 | 122  | 93.4 | 102  | 89.2 | 105  | 95.2 | High               | Improved    | Good      | 33,277   | 92.2 | 29,247 | 93.7 | 29,935 | 92.5 | 31,031 | 91.3 |

### Comments:

- Overall HFCRD exceeded the provincial percentage.

## Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Holy Family Catholic Regional Division for the 2022/2023 school year was prepared under the direction of the Board/Board of Directors in accordance with 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 2022/2023 on November 28, 2023.

## Whistleblower Protection

In accordance with Section 32 of the Public Interest Disclosure Act (2012), Holy Family Catholic Regional Division had no incidences of public disclosure during the 2022-2023 school year.

## Financial Summary

|                               | Audited Financial<br>Statements | Updated and<br>Approved Budget |               |
|-------------------------------|---------------------------------|--------------------------------|---------------|
|                               | 2022-23                         | 2023-24                        | Percent       |
| <b>REVENUES</b>               |                                 |                                |               |
| Government of Alberta         | 25,520,739                      | 26,959,486                     | 84.4%         |
| Federal Govt/First Nations    | 2,726,225                       | 2,500,000                      | 7.8%          |
| All Other Revenues            | 2,751,535                       | 2,484,988                      | 7.8%          |
| <b>Total Revenues</b>         | <b>\$ 30,998,499</b>            | <b>\$ 31,944,474</b>           | <b>100.0%</b> |
| <b>EXPENSES</b>               |                                 |                                |               |
| Instruction                   | 23,814,552                      | 25,224,187                     | 75.2%         |
| Operations and Maintenance    | 5,776,618                       | 5,426,600                      | 16.2%         |
| Transportation                | 701,826                         | 765,477                        | 2.3%          |
| Board & System Administration | 1,543,520                       | 1,804,864                      | 5.4%          |
| External Services             | 361,533                         | 332,288                        | 1.0%          |
| <b>Total Expenses</b>         | <b>\$ 32,198,049</b>            | <b>\$ 33,553,416</b>           | <b>100.0%</b> |
| <b>NET OPERATING RESULTS</b>  | <b>\$ (1,199,550)</b>           | <b>\$ (1,608,942)</b>          |               |

## ACCUMULATED OPERATING

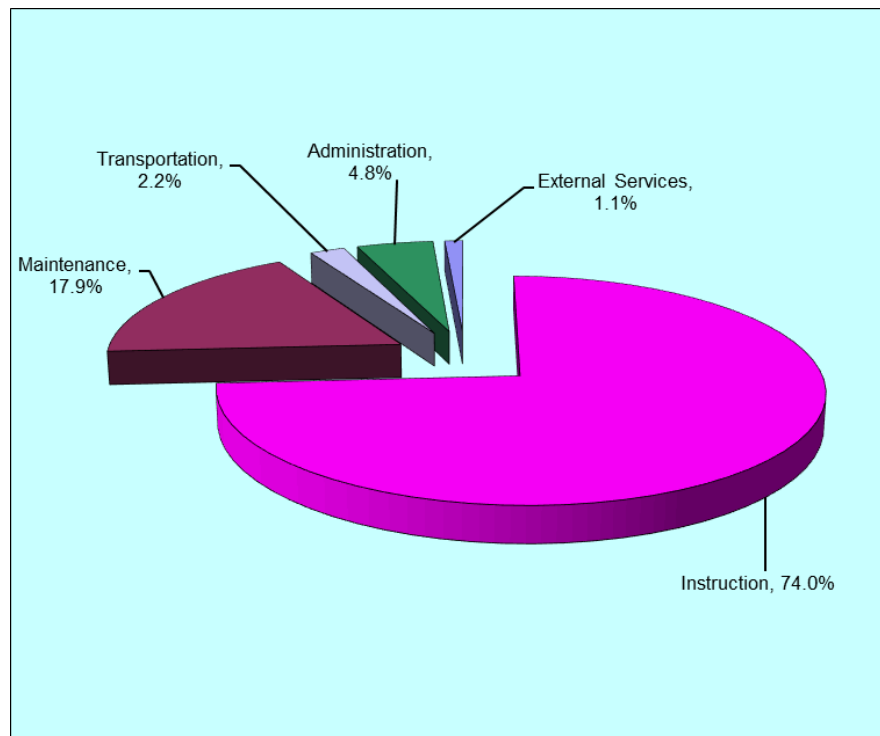
|                                                     |                  |                  |
|-----------------------------------------------------|------------------|------------------|
| SURPLUS FROM OPERATIONS                             | 1,951,824        | (15,139)         |
| Less: School Generated Funds                        | (358,021)        | (358,021)        |
| <b>Adjusted Accumulated Surplus from Operations</b> | <b>1,593,803</b> | <b>(373,160)</b> |

### Detailed Expenses:

|                                        |                   |                   |               |
|----------------------------------------|-------------------|-------------------|---------------|
| Salaries, wages and benefits           | 23,281,485        | 23,980,150        | 71.5%         |
| Services, contracts and supplies       | 6,560,790         | 7,221,733         | 21.5%         |
| Capital Amortization and Debt Services | 2,355,774         | 2,351,533         | 7.0%          |
| <b>Total Expenses</b>                  | <b>32,198,049</b> | <b>33,553,416</b> | <b>100.0%</b> |

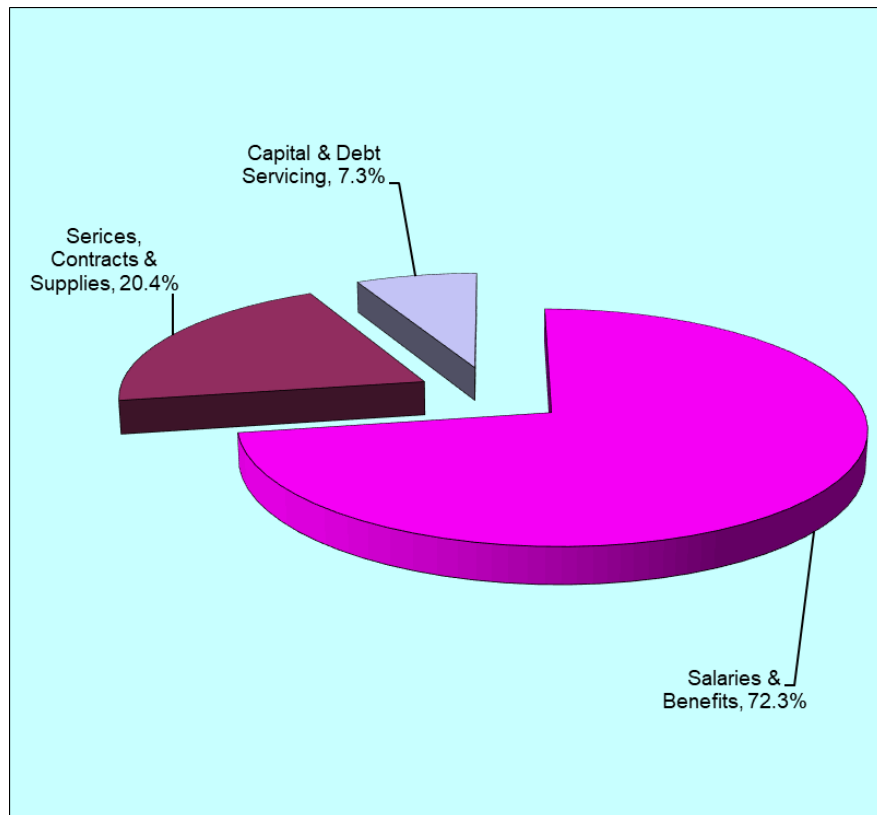
### Expenditures by Program for 2022-23

|                   | Revenues          | Expenditures      |             | Surplus/Deficit    |
|-------------------|-------------------|-------------------|-------------|--------------------|
| Instruction       | 23,500,556        | 23,814,552        | 74.0%       | (313,996)          |
| Maintenance       | 4,649,154         | 5,776,618         | 17.9%       | (1,127,464)        |
| Transportation    | 606,242           | 701,826           | 2.2%        | (95,584)           |
| Administration    | 1,868,892         | 1,543,520         | 4.8%        | 325,372            |
| External Services | 373,655           | 361,533           | 1.1%        | 12,122             |
| <b>Total</b>      | <b>30,998,499</b> | <b>32,198,049</b> | <b>100%</b> | <b>(1,199,550)</b> |



### Expenditures by Type for 2022-23

|                                |                   |               |
|--------------------------------|-------------------|---------------|
| Salaries & Benefits            | 23,281,485        | 72.3%         |
| Services, Contracts & Supplies | 6,560,790         | 20.4%         |
| Capital & Debt Servicing       | 2,355,774         | 7.3%          |
| <hr/>                          |                   | <hr/>         |
|                                | <b>32,198,049</b> | <b>100.0%</b> |



**Audited Financial Statement for August 2023** [click here](#)

**Provincial Roll Up of AFS:** <https://www.alberta.ca/k-12-education-financial-statements.aspx>

## Capital and Facilities Projects

The Division maintains a Three-Year Facility Plan that is updated on an annual basis. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and modernization needs that will be prioritized in the jurisdiction's Three-Year Capital Plan. The ultimate goal of this plan is to ensure students are taught in schools that facilitate programming needs in a healthy and safe environment.

### **St. Andrew's School** (High Prairie)

St Andrew's School has been identified as the number one priority in the 2022-2025 Three-Year Facility Plan. The school currently resembles a maze with seven (7) additions over the years. Renewal of roofing and flooring in various sections is now overdue. The Division continues to be faced with situations requiring work on the mechanical and electrical systems to keep this school running and to meet safety and insurance needs. The junior high and senior high school gyms are too small for these students, and safety is a huge concern.

The Board is grateful that Alberta Infrastructure approved funds for a value-scoping exercise to determine whether to replace or modernize the school. The objective for the school is to embrace the government's initiative to create more opportunities for students to pursue their passions through the enhanced Career Technology Studies programs that positively feed into the collegiate model.

### **Holy Family School** (Grimshaw)

The new school was completed in April 2017 and opened to students in September 2017. The school has a capacity to expand to 350 students. The new school is attached to the Mile Zero Multiplex, allowing opportunities to share space and providing increased options for students and the community. The School has been designed with two CTS Labs, a shared Library, a Theater, and an Atrium space.

### **Glenmary School** (Peace River)

In October 2014, the Provincial government approved funding for the modernization of the school's CTS and science labs. The project was completed in August 2018.

This project has ensured better student focus and engagement in CTS programs, improved science classrooms and lab spaces, and upgraded the electrical systems for the entire building, as well as significant mechanical upgrades to the heating and air systems. There are also improvements to spaces for the arts, efficiencies to be gained through renewed front office facilities, renovated classrooms, new shops, food studies and drama rooms, and the installation of solar panels.

In 2021-22, the division used IMR/CMR funds to install a smoke and heat detection system to comply with safety requirements and new lockers and re-roofed the area over the drama room.

### **Ecole Providence** (McLennan)

In March 2013, the Holy Family Catholic Regional Division No. 37 Board of Trustees unanimously supported the reorganization of Ecole Providence School to a grades K-6 school effective in the 2013-2014 school year. Consequently, the Division closed a portion of the school in the 2013-14 school year. Upon parents' request in McLennan, the school was reconfigured to grades K- 7 in 2019-2020 and again in 2020-2021 added grade 8.

The closed portion of the Ecole Providence building now accommodates a community gymnasium under our Joint Use agreement with the Town of McLennan and has lease arrangements with other organizations.

Using the 2021/22 CMR funding, the Division reconfigured the north parking lot to enhance safety needs at the school.

### **Rosary School** (Manning)

A modernization and additions were completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for ECS to grade 9.

Significant investment in heating systems has been made through IMR to ensure the school's continued health and learning goals. Facility evaluation completed in 2015 continues to guide our investments in this school building.

In 2021-22, the division used IMR/CMR funds to install a smoke and heat detection system and replaced the overhead powerline with the underground services to comply with safety requirements.

### **Good Shepherd School** (Peace River)

In 2019, a 3<sup>rd</sup> party evaluation identified the need to replace or closely monitor the Glycol Distribution System. This upgrade was therefore identified as a second priority on the 2022-25 Three-Year Facility Plan.

This system has received some upgrades when it has failed but is still in need of replacement due to the age. The existing original sanitary waste system consists of some ABS piping and cast iron that have exceeded their life expectancy. The domestic hot and return lines need replacing throughout the 1988 and 1990 sections of the school. To address the noted deficiencies, the replacement system will cost in excess of the IMR/CMR funds allotted annually to the Division.

To address this in part, the Minister approved the Division's request to access \$250,000 of its operating reserves to install new boilers, some pipes and valves. The project is expected to be completed by 2023 summer.

The division used IMR/CMR funds to re-roof the area over the washroom. The Alberta Infrastructure also re-roofed the new modular building.

### **St. Stephen's School** (Valleyview)

The Alberta Infrastructure audit inspection report dated September 2017 recommended that HFCSSD engage a consultant to evaluate the severe structural issues identified in their report.

In 2021, the consultant confirmed the structural issues, which they believe are being caused by the high-water table under the school and the near-surface plastic clay, as the cause of the differential movement of the slab on grade.

The Minister has also approved the Division's request to access its operating reserves to fund the remedial regrade of the site.

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](mailto:zachary.silva@hfcrd.ab.ca)

## APPENDIX A

### Alberta Education Assurance Measures (AEAM) PAT's and Diplomas for Division Results were affected by the Wildfires. Data is inconclusive. See Appendix A

#### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course                          | Measure                | Holy Family Catholic Separate |             |         |      |      |                     |     | Alberta |      |                     |     |
|---------------------------------|------------------------|-------------------------------|-------------|---------|------|------|---------------------|-----|---------|------|---------------------|-----|
|                                 |                        | Achievement                   | Improvement | Overall | 2023 |      | Prev 3 Year Average |     | 2023    |      | Prev 3 Year Average |     |
|                                 |                        |                               |             |         | N    | %    | N                   | %   | N       | %    | N                   | %   |
| English Language Arts 6         | Acceptable Standard    | n/a                           | n/a         | n/a     | 77   | 71.4 | n/a                 | n/a | 52,106  | 76.2 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 77   | 15.6 | n/a                 | n/a | 52,106  | 18.4 | n/a                 | n/a |
| French Language Arts 6<br>année | Acceptable Standard    | n/a                           | n/a         | n/a     | 12   | 58.3 | n/a                 | n/a | 3,131   | 77.6 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 12   | 8.3  | n/a                 | n/a | 3,131   | 12.5 | n/a                 | n/a |
| Français 6 année                | Acceptable Standard    | n/a                           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 578     | 78.9 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 578     | 19.4 | n/a                 | n/a |
| Mathematics 6                   | Acceptable Standard    | n/a                           | n/a         | n/a     | 76   | 59.2 | n/a                 | n/a | 52,551  | 65.4 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 76   | 11.8 | n/a                 | n/a | 52,551  | 15.9 | n/a                 | n/a |
| Science 6                       | Acceptable Standard    | n/a                           | n/a         | n/a     | 76   | 65.8 | n/a                 | n/a | 54,859  | 66.7 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 76   | 14.5 | n/a                 | n/a | 54,859  | 21.8 | n/a                 | n/a |
| Social Studies 6                | Acceptable Standard    | n/a                           | n/a         | n/a     | 77   | 54.5 | n/a                 | n/a | 57,655  | 66.2 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 77   | 11.7 | n/a                 | n/a | 57,655  | 18.0 | n/a                 | n/a |
| English Language Arts 9         | Acceptable Standard    | n/a                           | n/a         | n/a     | 89   | 60.7 | n/a                 | n/a | 56,255  | 71.4 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 89   | 5.6  | n/a                 | n/a | 56,255  | 13.4 | n/a                 | n/a |
| French Language Arts 9<br>année | Acceptable Standard    | n/a                           | n/a         | n/a     | 13   | 53.8 | n/a                 | n/a | 3,215   | 76.1 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 13   | 0.0  | n/a                 | n/a | 3,215   | 10.9 | n/a                 | n/a |
| Français 9 année                | Acceptable Standard    | n/a                           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 575     | 81.6 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 575     | 22.3 | n/a                 | n/a |
| Mathematics 9                   | Acceptable Standard    | n/a                           | n/a         | n/a     | 89   | 28.1 | n/a                 | n/a | 55,447  | 54.4 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 89   | 0.0  | n/a                 | n/a | 55,447  | 13.5 | n/a                 | n/a |
| Science 9                       | Acceptable Standard    | n/a                           | n/a         | n/a     | 88   | 42.0 | n/a                 | n/a | 56,311  | 66.3 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 88   | 3.4  | n/a                 | n/a | 56,311  | 20.1 | n/a                 | n/a |
| K&E Science 9                   | Acceptable Standard    | n/a                           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 1,197   | 52.9 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 1,197   | 10.9 | n/a                 | n/a |
| Social Studies 9                | Acceptable Standard    | n/a                           | n/a         | n/a     | 88   | 39.8 | n/a                 | n/a | 56,309  | 58.4 | n/a                 | n/a |
|                                 | Standard of Excellence | n/a                           | n/a         | n/a     | 88   | 4.5  | n/a                 | n/a | 56,309  | 15.9 | 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. 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 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.



## Diploma Examination Results Course By Course Summary With Measure Evaluation

| Course                    | Measure                | Holy Family Catholic Separate |             |          |      |      |                     |     | Alberta |      |                     |     |
|---------------------------|------------------------|-------------------------------|-------------|----------|------|------|---------------------|-----|---------|------|---------------------|-----|
|                           |                        | Achievement                   | Improvement | Over all | 2023 |      | Prev 3 Year Average |     | 2023    |      | Prev 3 Year Average |     |
|                           |                        |                               |             |          | N    | %    | N                   | %   | N       | %    | N                   | %   |
| English Lang Arts 30-1    | Acceptable Standard    | Intermediate                  | n/a         | n/a      | 43   | 86.0 | n/a                 | n/a | 31,493  | 83.7 | n/a                 | n/a |
|                           | Standard of Excellence | Low                           | n/a         | n/a      | 43   | 2.3  | n/a                 | n/a | 31,493  | 10.5 | n/a                 | n/a |
| English Lang Arts 30-2    | Acceptable Standard    | Very Low                      | n/a         | n/a      | 17   | 76.5 | n/a                 | n/a | 17,112  | 86.2 | n/a                 | n/a |
|                           | Standard of Excellence | Low                           | n/a         | n/a      | 17   | 5.9  | n/a                 | n/a | 17,112  | 12.7 | n/a                 | n/a |
| French Language Arts 30-1 | Acceptable Standard    | *                             | *           | *        | 2    | *    | n/a                 | n/a | 1,236   | 93.1 | n/a                 | n/a |
|                           | Standard of Excellence | *                             | *           | *        | 2    | *    | n/a                 | n/a | 1,236   | 6.1  | n/a                 | n/a |
| Français 30-1             | Acceptable Standard    | n/a                           | n/a         | n/a      | n/a  | n/a  | n/a                 | n/a | 127     | 99.2 | n/a                 | n/a |
|                           | Standard of Excellence | n/a                           | n/a         | n/a      | n/a  | n/a  | n/a                 | n/a | 127     | 30.7 | n/a                 | n/a |
| Mathematics 30-1          | Acceptable Standard    | n/a                           | n/a         | n/a      | 25   | 56.0 | n/a                 | n/a | 19,763  | 70.8 | n/a                 | n/a |
|                           | Standard of Excellence | n/a                           | n/a         | n/a      | 25   | 16.0 | n/a                 | n/a | 19,763  | 29.0 | n/a                 | n/a |
| Mathematics 30-2          | Acceptable Standard    | n/a                           | n/a         | n/a      | 9    | 55.6 | n/a                 | n/a | 14,418  | 71.1 | n/a                 | n/a |
|                           | Standard of Excellence | n/a                           | n/a         | n/a      | 9    | 22.2 | n/a                 | n/a | 14,418  | 15.2 | n/a                 | n/a |
| Social Studies 30-1       | Acceptable Standard    | Very Low                      | n/a         | n/a      | 34   | 58.8 | n/a                 | n/a | 24,023  | 83.5 | n/a                 | n/a |
|                           | Standard of Excellence | Very Low                      | n/a         | n/a      | 34   | 0.0  | n/a                 | n/a | 24,023  | 15.9 | n/a                 | n/a |
| Social Studies 30-2       | Acceptable Standard    | Low                           | n/a         | n/a      | 26   | 76.9 | n/a                 | n/a | 21,045  | 78.1 | n/a                 | n/a |
|                           | Standard of Excellence | Very Low                      | n/a         | n/a      | 26   | 3.8  | n/a                 | n/a | 21,045  | 12.3 | n/a                 | n/a |
| Biology 30                | Acceptable Standard    | Intermediate                  | n/a         | n/a      | 31   | 83.9 | n/a                 | n/a | 23,270  | 82.7 | n/a                 | n/a |
|                           | Standard of Excellence | Intermediate                  | n/a         | n/a      | 31   | 29.0 | n/a                 | n/a | 23,270  | 32.8 | n/a                 | n/a |
| Chemistry 30              | Acceptable Standard    | Intermediate                  | n/a         | n/a      | 30   | 80.0 | n/a                 | n/a | 18,364  | 80.5 | n/a                 | n/a |
|                           | Standard of Excellence | Intermediate                  | n/a         | n/a      | 30   | 26.7 | n/a                 | n/a | 18,364  | 37.0 | n/a                 | n/a |
| Physics 30                | Acceptable Standard    | Very High                     | n/a         | n/a      | 19   | 89.5 | n/a                 | n/a | 9,241   | 82.3 | n/a                 | n/a |
|                           | Standard of Excellence | High                          | n/a         | n/a      | 19   | 36.8 | n/a                 | n/a | 9,241   | 39.9 | n/a                 | n/a |
| Science 30                | Acceptable Standard    | n/a                           | n/a         | n/a      | n/a  | n/a  | n/a                 | n/a | 8,007   | 79.4 | n/a                 | n/a |
|                           | Standard of Excellence | n/a                           | n/a         | n/a      | n/a  | n/a  | n/a                 | n/a | 8,007   | 23.1 | 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. 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 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

PAT Results Course By Course Summary By Enrolled With Evaluation Measure (FMNI)

|                          | Holy Family Catholic Separate (FNMI) |      |      |      |      | Measure Evaluation |             |         | Alberta (FNMI) |      |      |       |       |
|--------------------------|--------------------------------------|------|------|------|------|--------------------|-------------|---------|----------------|------|------|-------|-------|
|                          | 2019                                 | 2020 | 2021 | 2022 | 2023 | Achievement        | Improvement | Overall | 2019           | 2020 | 2021 | 2022  | 2023  |
| N                        | 146                                  | n/a  | n/a  | 111  | 33   | n/a                | n/a         | n/a     | 7,791          | n/a  | n/a  | 8,584 | 9,049 |
| Acceptable Standard %    | 37.1                                 | n/a  | n/a  | 41.9 | 31.8 | n/a                | n/a         | n/a     | 49.6           | n/a  | n/a  | 43.3  | 40.5  |
| Standard of Excellence % | 3.7                                  | n/a  | n/a  | 4.6  | 1.9  | n/a                | n/a         | n/a     | 7.4            | n/a  | n/a  | 5.9   | 5.5   |

|                                                 |                        | Holy Family Catholic Separate (FNMI) |             |         |      |      |                     |     | Alberta (FNMI) |      |                     |     |
|-------------------------------------------------|------------------------|--------------------------------------|-------------|---------|------|------|---------------------|-----|----------------|------|---------------------|-----|
|                                                 |                        | Achievement                          | Improvement | Overall | 2023 |      | Prev 3 Year Average |     | 2023           |      | Prev 3 Year Average |     |
| Course                                          | Measure                |                                      |             |         | N    | %    | N                   | %   | N              | %    | N                   | %   |
| <a href="#">English Language Arts 6</a>         | Acceptable Standard    | n/a                                  | n/a         | n/a     | 9    | *    | n/a                 | n/a | 3,891          | 60.6 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 9    | *    | n/a                 | n/a | 3,891          | 7.1  | n/a                 | n/a |
| <a href="#">French Language Arts 6 année</a>    | Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 132            | 65.9 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 132            | 5.3  | n/a                 | n/a |
| <a href="#">Français 6 année</a>                | Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 16             | 81.3 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 16             | 31.3 | n/a                 | n/a |
| <a href="#">Mathematics 6</a>                   | Acceptable Standard    | n/a                                  | n/a         | n/a     | 9    | *    | n/a                 | n/a | 3,907          | 42.0 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 9    | *    | n/a                 | n/a | 3,907          | 5.6  | n/a                 | n/a |
| <a href="#">Science 6</a>                       | Acceptable Standard    | n/a                                  | n/a         | n/a     | 9    | 22.2 | n/a                 | n/a | 3,990          | 46.0 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 9    | 0.0  | n/a                 | n/a | 3,990          | 9.0  | n/a                 | n/a |
| <a href="#">Social Studies 6</a>                | Acceptable Standard    | n/a                                  | n/a         | n/a     | 9    | 44.4 | n/a                 | n/a | 4,332          | 45.3 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 9    | 0.0  | n/a                 | n/a | 4,332          | 6.5  | n/a                 | n/a |
| <a href="#">English Language Arts 9</a>         | Acceptable Standard    | n/a                                  | n/a         | n/a     | 24   | 41.7 | n/a                 | n/a | 4,375          | 49.2 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 24   | 4.2  | n/a                 | n/a | 4,375          | 4.4  | n/a                 | n/a |
| <a href="#">K&amp;E English Language Arts 9</a> | Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 297            | 43.8 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 297            | 3.7  | n/a                 | n/a |
| <a href="#">French Language Arts 9 année</a>    | Acceptable Standard    | n/a                                  | n/a         | n/a     | 3    | *    | n/a                 | n/a | 136            | 65.4 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 3    | *    | n/a                 | n/a | 136            | 4.4  | n/a                 | n/a |
| <a href="#">Français 9 année</a>                | Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 20             | 75.0 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 20             | 10.0 | n/a                 | n/a |
| <a href="#">Mathematics 9</a>                   | Acceptable Standard    | n/a                                  | n/a         | n/a     | 24   | 16.7 | n/a                 | n/a | 4,197          | 28.7 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 24   | 0.0  | n/a                 | n/a | 4,197          | 3.8  | n/a                 | n/a |
| <a href="#">K&amp;E Mathematics 9</a>           | Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 440            | 48.9 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 440            | 11.1 | n/a                 | n/a |
| <a href="#">Science 9</a>                       | Acceptable Standard    | n/a                                  | n/a         | n/a     | 23   | 30.4 | n/a                 | n/a | 4,380          | 42.1 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 23   | 4.3  | n/a                 | n/a | 4,380          | 7.1  | n/a                 | n/a |
| <a href="#">K&amp;E Science 9</a>               | Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 281            | 48.4 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 281            | 8.2  | n/a                 | n/a |
| <a href="#">Social Studies 9</a>                | Acceptable Standard    | n/a                                  | n/a         | n/a     | 24   | 29.2 | n/a                 | n/a | 4,393          | 34.1 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | 24   | 0.0  | n/a                 | n/a | 4,393          | 4.9  | n/a                 | n/a |
| <a href="#">K&amp;E Social Studies 9</a>        | Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 262            | 45.4 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 262            | 7.3  | 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. 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 2019/20 to 2021/22. 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.

# Diploma Exam Results By Students Writing Measure History (FMNI)

|                          | Holy Family Catholic Separate (FNMI) |      |      |      |      | Measure Evaluation |             |         | Alberta (FNMI) |      |      |       |       |
|--------------------------|--------------------------------------|------|------|------|------|--------------------|-------------|---------|----------------|------|------|-------|-------|
|                          | 2019                                 | 2020 | 2021 | 2022 | 2023 | Achievement        | Improvement | Overall | 2019           | 2020 | 2021 | 2022  | 2023  |
| N                        | 33                                   | n/a  | n/a  | 32   | 16   | n/a                | n/a         | n/a     | 3,452          | n/a  | n/a  | 3,107 | 3,949 |
| Acceptable Standard %    | 60.9                                 | n/a  | n/a  | 66.7 | 65.8 | Very Low           | n/a         | n/a     | 77.2           | n/a  | n/a  | 68.7  | 74.8  |
| Standard of Excellence % | 7.2                                  | n/a  | n/a  | 7.0  | 7.9  | Very Low           | n/a         | n/a     | 11.4           | n/a  | n/a  | 8.5   | 11.3  |

|                                           |                                            | Holy Family Catholic Separate (FNMI) |             |         |      |      |                     |     | Alberta (FNMI) |      |                     |     |
|-------------------------------------------|--------------------------------------------|--------------------------------------|-------------|---------|------|------|---------------------|-----|----------------|------|---------------------|-----|
|                                           |                                            | Achievement                          | Improvement | Overall | 2023 |      | Prev 3 Year Average |     | 2023           |      | Prev 3 Year Average |     |
| Course                                    | Measure                                    |                                      |             |         | N    | %    | N                   | %   | N              | %    | N                   | %   |
| <a href="#">English Lang Arts 30-1</a>    | Diploma Examination Acceptable Standard    | *                                    | *           | *       | 5    | *    | n/a                 | n/a | 1,286          | 78.3 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | *                                    | *           | *       | 5    | *    | n/a                 | n/a | 1,286          | 6.1  | n/a                 | n/a |
| <a href="#">English Lang Arts 30-2</a>    | Diploma Examination Acceptable Standard    | Very Low                             | n/a         | n/a     | 7    | 71.4 | n/a                 | n/a | 1,833          | 86.5 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | Very Low                             | n/a         | n/a     | 7    | 0.0  | n/a                 | n/a | 1,833          | 9.9  | n/a                 | n/a |
| <a href="#">French Language Arts 30-1</a> | Diploma Examination Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 37             | 83.8 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 37             | 2.7  | n/a                 | n/a |
| <a href="#">Français 30-1</a>             | Diploma Examination Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 2              | *    | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 2              | *    | n/a                 | n/a |
| <a href="#">Mathematics 30-1</a>          | Diploma Examination Acceptable Standard    | *                                    | *           | *       | 2    | *    | n/a                 | n/a | 566            | 60.6 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | *                                    | *           | *       | 2    | *    | n/a                 | n/a | 566            | 15.0 | n/a                 | n/a |
| <a href="#">Mathematics 30-2</a>          | Diploma Examination Acceptable Standard    | *                                    | *           | *       | 2    | *    | n/a                 | n/a | 742            | 65.8 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | *                                    | *           | *       | 2    | *    | n/a                 | n/a | 742            | 12.1 | n/a                 | n/a |
| <a href="#">Social Studies 30-1</a>       | Diploma Examination Acceptable Standard    | *                                    | *           | *       | 3    | *    | n/a                 | n/a | 986            | 73.0 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | *                                    | *           | *       | 3    | *    | n/a                 | n/a | 986            | 8.6  | n/a                 | n/a |
| <a href="#">Social Studies 30-2</a>       | Diploma Examination Acceptable Standard    | Very Low                             | n/a         | n/a     | 9    | 55.6 | n/a                 | n/a | 1,933          | 72.3 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | Intermediate                         | n/a         | n/a     | 9    | 11.1 | n/a                 | n/a | 1,933          | 5.4  | n/a                 | n/a |
| <a href="#">Biology 30</a>                | Diploma Examination Acceptable Standard    | *                                    | *           | *       | 2    | *    | n/a                 | n/a | 902            | 72.5 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | *                                    | *           | *       | 2    | *    | n/a                 | n/a | 902            | 19.1 | n/a                 | n/a |
| <a href="#">Chemistry 30</a>              | Diploma Examination Acceptable Standard    | Low                                  | n/a         | n/a     | 6    | 66.7 | n/a                 | n/a | 550            | 70.0 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | Very Low                             | n/a         | n/a     | 6    | 0.0  | n/a                 | n/a | 550            | 24.0 | n/a                 | n/a |
| <a href="#">Physics 30</a>                | Diploma Examination Acceptable Standard    | *                                    | *           | *       | 2    | *    | n/a                 | n/a | 250            | 72.0 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | *                                    | *           | *       | 2    | *    | n/a                 | n/a | 250            | 26.8 | n/a                 | n/a |
| <a href="#">Science 30</a>                | Diploma Examination Acceptable Standard    | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 470            | 75.3 | n/a                 | n/a |
|                                           | Diploma Examination Standard of Excellence | n/a                                  | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 470            | 18.7 | n/a                 | n/a |

PAT Results Course By Course Summary By Enrolled With Evaluation Measure (EAL)

|                          | Holy Family Catholic Separate (EAL) |      |      |      |      | Measure Evaluation |             |         | Alberta (EAL) |      |      |        |        |
|--------------------------|-------------------------------------|------|------|------|------|--------------------|-------------|---------|---------------|------|------|--------|--------|
|                          | 2019                                | 2020 | 2021 | 2022 | 2023 | Achievement        | Improvement | Overall | 2019          | 2020 | 2021 | 2022   | 2023   |
| N                        | 17                                  | n/a  | n/a  | 14   | 10   | n/a                | n/a         | n/a     | 16,165        | n/a  | n/a  | 15,953 | 17,260 |
| Acceptable Standard %    | 50.0                                | n/a  | n/a  | 48.8 | 32.0 | n/a                | n/a         | n/a     | 64.5          | n/a  | n/a  | 59.7   | 57.9   |
| Standard of Excellence % | 0.0                                 | n/a  | n/a  | 4.9  | 8.0  | n/a                | n/a         | n/a     | 15.6          | n/a  | n/a  | 13.7   | 12.2   |

|                                                 |                        | Holy Family Catholic Separate (EAL) |             |         |      |     |                     |     | Alberta (EAL) |      |                     |     |
|-------------------------------------------------|------------------------|-------------------------------------|-------------|---------|------|-----|---------------------|-----|---------------|------|---------------------|-----|
|                                                 |                        | Achievement                         | Improvement | Overall | 2023 |     | Prev 3 Year Average |     | 2023          |      | Prev 3 Year Average |     |
| Course                                          | Measure                |                                     |             |         | N    | %   | N                   | %   | N             | %    | N                   | %   |
| <a href="#">English Language Arts 6</a>         | Acceptable Standard    | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 9,044         | 73.9 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 9,044         | 13.9 | n/a                 | n/a |
| <a href="#">French Language Arts 6 année</a>    | Acceptable Standard    | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 188           | 75.5 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 188           | 13.8 | n/a                 | n/a |
| <a href="#">Français 6 année</a>                | Acceptable Standard    | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 79            | 65.8 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 79            | 10.1 | n/a                 | n/a |
| <a href="#">Mathematics 6</a>                   | Acceptable Standard    | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 9,076         | 64.9 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 9,076         | 15.2 | n/a                 | n/a |
| <a href="#">Science 6</a>                       | Acceptable Standard    | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 9,728         | 64.7 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 9,728         | 17.2 | n/a                 | n/a |
| <a href="#">Social Studies 6</a>                | Acceptable Standard    | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 10,098        | 65.4 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 10,098        | 15.7 | n/a                 | n/a |
| <a href="#">English Language Arts 9</a>         | Acceptable Standard    | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 6,969         | 62.2 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 6,969         | 6.6  | n/a                 | n/a |
| <a href="#">K&amp;E English Language Arts 9</a> | Acceptable Standard    | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 149           | 34.9 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 149           | 1.3  | n/a                 | n/a |
| <a href="#">French Language Arts 9 année</a>    | Acceptable Standard    | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 194           | 71.1 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 194           | 11.3 | n/a                 | n/a |
| <a href="#">Français 9 année</a>                | Acceptable Standard    | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 84            | 64.3 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 84            | 11.9 | n/a                 | n/a |
| <a href="#">Mathematics 9</a>                   | Acceptable Standard    | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 6,930         | 50.1 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 6,930         | 12.0 | n/a                 | n/a |
| <a href="#">K&amp;E Mathematics 9</a>           | Acceptable Standard    | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 177           | 39.5 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 177           | 5.6  | n/a                 | n/a |
| <a href="#">Science 9</a>                       | Acceptable Standard    | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 6,975         | 59.4 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 6,975         | 15.0 | n/a                 | n/a |
| <a href="#">K&amp;E Science 9</a>               | Acceptable Standard    | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 151           | 33.1 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 151           | 3.3  | n/a                 | n/a |
| <a href="#">Social Studies 9</a>                | Acceptable Standard    | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 6,983         | 50.4 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | 5    | *   | n/a                 | n/a | 6,983         | 11.0 | n/a                 | n/a |
| <a href="#">K&amp;E Social Studies 9</a>        | Acceptable Standard    | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 137           | 39.4 | n/a                 | n/a |
|                                                 | Standard of Excellence | n/a                                 | n/a         | n/a     | n/a  | n/a | n/a                 | n/a | 137           | 1.5  | n/a                 | n/a |

# Diploma Exam Results By Students Writing Measure History (EAL)

|                          | Holy Family Catholic Separate (EAL) |      |      |      |      | Measure Evaluation |             |         | Alberta (EAL) |      |      |       |       |
|--------------------------|-------------------------------------|------|------|------|------|--------------------|-------------|---------|---------------|------|------|-------|-------|
|                          | 2019                                | 2020 | 2021 | 2022 | 2023 | Achievement        | Improvement | Overall | 2019          | 2020 | 2021 | 2022  | 2023  |
| N                        | 6                                   | n/a  | n/a  | 3    | 4    | n/a                | n/a         | n/a     | 6,239         | n/a  | n/a  | 5,396 | 6,167 |
| Acceptable Standard %    | 28.6                                | n/a  | n/a  | *    | *    | *                  | *           | *       | 72.5          | n/a  | n/a  | 59.0  | 67.1  |
| Standard of Excellence % | 0.0                                 | n/a  | n/a  | *    | *    | *                  | *           | *       | 15.3          | n/a  | n/a  | 10.8  | 13.8  |

| Course                                    |                                            | Measure |     | Holy Family Catholic Separate (EAL) |             |         |      |     |                     | Alberta (EAL) |      |     |                     |   |
|-------------------------------------------|--------------------------------------------|---------|-----|-------------------------------------|-------------|---------|------|-----|---------------------|---------------|------|-----|---------------------|---|
|                                           |                                            |         |     | Achievement                         | Improvement | Overall | 2023 |     | Prev 3 Year Average |               | 2023 |     | Prev 3 Year Average |   |
|                                           |                                            |         |     |                                     |             |         | N    | %   | N                   | %             | N    | %   | N                   | % |
| <a href="#">English Lang Arts 30-1</a>    | Diploma Examination Acceptable Standard    | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 2,482               | 63.3          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 2,482               | 3.7           | n/a  | n/a |                     |   |
| <a href="#">English Lang Arts 30-2</a>    | Diploma Examination Acceptable Standard    | *       | *   | *                                   | 3           | *       | n/a  | n/a | 2,284               | 71.5          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | *       | *   | *                                   | 3           | *       | n/a  | n/a | 2,284               | 5.5           | n/a  | n/a |                     |   |
| <a href="#">French Language Arts 30-1</a> | Diploma Examination Acceptable Standard    | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 27                  | 85.2          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 27                  | 0.0           | n/a  | n/a |                     |   |
| <a href="#">Français 30-1</a>             | Diploma Examination Acceptable Standard    | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 11                  | 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 | 11                  | 9.1           | n/a  | n/a |                     |   |
| <a href="#">Mathematics 30-1</a>          | Diploma Examination Acceptable Standard    | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 1,714               | 61.1          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 1,714               | 23.1          | n/a  | n/a |                     |   |
| <a href="#">Mathematics 30-2</a>          | Diploma Examination Acceptable Standard    | *       | *   | *                                   | 1           | *       | n/a  | n/a | 1,327               | 58.5          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | *       | *   | *                                   | 1           | *       | n/a  | n/a | 1,327               | 9.7           | n/a  | n/a |                     |   |
| <a href="#">Social Studies 30-1</a>       | Diploma Examination Acceptable Standard    | *       | *   | *                                   | 1           | *       | n/a  | n/a | 1,415               | 72.7          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | *       | *   | *                                   | 1           | *       | n/a  | n/a | 1,415               | 8.8           | n/a  | n/a |                     |   |
| <a href="#">Social Studies 30-2</a>       | Diploma Examination Acceptable Standard    | *       | *   | *                                   | 3           | *       | n/a  | n/a | 2,749               | 62.5          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | *       | *   | *                                   | 3           | *       | n/a  | n/a | 2,749               | 7.8           | n/a  | n/a |                     |   |
| <a href="#">Biology 30</a>                | Diploma Examination Acceptable Standard    | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 1,790               | 72.8          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 1,790               | 24.7          | n/a  | n/a |                     |   |
| <a href="#">Chemistry 30</a>              | Diploma Examination Acceptable Standard    | *       | *   | *                                   | 1           | *       | n/a  | n/a | 1,479               | 73.5          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | *       | *   | *                                   | 1           | *       | n/a  | n/a | 1,479               | 29.9          | n/a  | n/a |                     |   |
| <a href="#">Physics 30</a>                | Diploma Examination Acceptable Standard    | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 715                 | 75.7          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 715                 | 32.3          | n/a  | n/a |                     |   |
| <a href="#">Science 30</a>                | Diploma Examination Acceptable Standard    | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 714                 | 67.4          | n/a  | n/a |                     |   |
|                                           | Diploma Examination Standard of Excellence | n/a     | n/a | n/a                                 | n/a         | n/a     | n/a  | n/a | 714                 | 16.1          | n/a  | n/a |                     |   |