



Holy Family

Catholic Regional Division

Annual Education

Results Report

2023-2024



Board Chair: Kelly Whalen



Superintendent: Betty Turpin

www.hfcrd.ab.ca



February 27, 2025

The Annual Education Results Report for Holy Family Catholic Regional Division for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. To the best of their 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.

This Annual Education Results Report for 2023-2024 was approved by the Board on November 27, 2024.

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.



ROSARY SCHOOL

Manning

ECS - Grade 9
Enrolment: 83

Principal: Teresa Sallis-Stewart
Assistant Principal: Julie Gummesen

Grimshaw

ECS - Grade 9
Enrolment: 110



Holy Family
School

Principal: Terry Hogan
Vice Principal: Krystle Brulotte



GOOD SHEPHERD
SCHOOL

Peace River

Pre-K - Grade 6
Enrolment: 378

Principal: Laurie Goyetche
Assistant Principal: Stephane Gaudreau
Assistant Principal: Sadie Oberle

Peace River

Grade 7 - 12
Enrolment: 408



Principal: Victoria Cornick
Vice Principal: Brendon Nichols
Vice Principal: Paul Marceau



ÉCOLE PROVIDENCE
SCHOOL

McLennan

ECS - Grade 8
Enrolment: 56

Principal: Alysia Sharpe

High Prairie

ECS - Grade 12
Enrolment: 397

Principal: Matthew Morrisey
Vice Principal: Stephanie Dube
Vice Principal: Alicia Milner
St. Francis Youth Assessment Centre
Enrolment: 1



ST. ANDREW'S SCHOOL



ST. STEPHEN'S
SCHOOL

Valleyview

Pre-K - Grade 6
Enrolment: 273

Principal: Jodie Chisholm
Assistant Principal: Sandy Campbell
Assistant Principal: Beverly Dietzen

Peace River

Grade 10 - 12
Enrolment: 1



Principal: Victoria Cornick



MESSAGE FROM THE BOARD CHAIR

I am pleased to present the 2023-2024 Annual Education Results Report on behalf of the Holy Family Catholic Separate School Division Board of Trustees.

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

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

Kelly Whalen,
Board Chair
2023-2024

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Holy Family Catholic Separate			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.7	89.1	87.8	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	82.0	86.6	85.2	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	69.5	74.6	78.7	80.4	80.7	82.4	Low	Declined	Issue
	5-year High School Completion	85.0	89.1	85.5	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	60.3	54.5	n/a	68.5	66.2	66.2	Low	n/a	n/a
	PAT6: Excellence	10.3	11.7	n/a	19.8	18.0	18.0	Low	n/a	n/a
	PAT9: Acceptable	49.2	43.1	n/a	62.5	62.6	62.6	Very Low	n/a	n/a
	PAT9: Excellence	7.0	3.3	n/a	15.4	15.5	15.5	Very Low	n/a	n/a
	Diploma: Acceptable	66.8	75.4	75.4	81.5	80.3	80.3	Very Low	Declined	Concern
	Diploma: Excellence	13.9	14.0	14.0	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	88.1	91.9	90.6	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	89.3	88.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	84.3	87.2	84.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	85.3	87.3	83.1	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to the new curriculum being piloted or optionally implemented.
- 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.
- 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.

Fall 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Holy Family Catholic Separate			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	42.7	2.5	n/a	52.7	3.5	n/a	Intermediate	n/a	n/a
Drop Out Rate	1.9	2.0	1.3	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	89.0	88.6	85.2	81.1	82.2	83.0	High	Maintained	Good
Lifelong Learning	83.2	86.3	83.9	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	81.0	82.4	80.5	82.8	82.9	82.9	High	Maintained	Good
Program of Studies - At Risk Students	84.3	87.6	84.3	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	66.2	71.7	69.7	70.7	71.9	70.0	Intermediate	Maintained	Acceptable
Safe and Caring	87.9	91.6	90.5	87.1	87.5	88.1	High	Declined	Acceptable
Satisfaction with Program Access	78.3	83.9	80.9	71.9	72.9	72.7	High	Declined	Acceptable
School Improvement	80.6	81.7	79.2	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	57.2	44.3	52.6	60.1	59.7	60.0	Intermediate	Maintained	Acceptable
Work Preparation	86.1	87.1	85.4	82.8	83.1	84.0	High	Maintained	Good

Notes

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

First Nations Métis and InnuIt (FNMI)

Assurance Domain	Measure	Holy Family Catholic Separate (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	55.6	67.5	69.5	58.6	57.0	59.5	Very Low	Declined	Concern
	5-year High School Completion	82.5	75.3	75.6	69.4	71.3	69.1	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	41.9	44.4	n/a	48.7	45.3	45.3	Very Low	n/a	n/a
	PAT6: Excellence	1.6	0.0	n/a	7.3	6.5	6.5	Very Low	n/a	n/a
	PAT9: Acceptable	29.7	30.6	n/a	41.4	39.4	39.4	Very Low	n/a	n/a
	PAT9: Excellence	0.4	2.0	n/a	6.1	5.3	5.3	Very Low	n/a	n/a
	Diploma: Acceptable	60.5	65.8	65.8	76.9	74.8	74.8	Very Low	Maintained	Concern
	Diploma: Excellence	5.8	7.9	7.9	11.8	11.3	11.3	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

English as an Additional Language (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	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	72.0	72.8	76.7	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.1	88.7	87.2	*	n/a	n/a
	PAT6: Acceptable	*	*	n/a	64.6	65.4	65.4	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	16.5	15.7	15.7	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	52.7	55.3	55.3	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.1	11.0	11.0	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	66.3	67.1	67.1	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	14.0	13.8	13.8	*	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Overriding Domain: Faith Permeation

The 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 in 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 the 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 welcome in their environments
- g. Create and support environmental spaces within the school, classrooms, and facilities

Contextual Variables:

- Encourage and improve staff participation in mass attendance, ministry leadership, 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.
- Provided professional development to staff on Pastoral Guide- Human Sexuality
- Worked with the School-based Faith Coordinators to assess the school and teachers' professional, personal and environmental needs.
- Human Sexuality Units - Teacher and administration professional development and resources with parental consent document within the Catholic context
- 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 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. 7-10. Provincial Numeracy was also used for Grades 1-3
- Pilot of Literacy Grades 7-8 Benchmarking
- Math Pilot - 1 School K-9

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									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	645	85.6	634	86.5	584	89.1	568	83.7	n/a	Declined Significantly	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	60	80.6	80	92.5	58	97.1	62	87.6	n/a	Declined	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	462	79.1	448	73.3	416	73.9	410	68.2	n/a	Declined	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	123	97.3	106	93.6	110	96.3	96	95.5	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Comments: Technology has now become a tool that disengages students. In the past, technology was used to engage students. Teachers plan to swing the pendulum back to the middle by returning to some classroom hands-on learning, group work, and project-based learning. Parents are experiencing their children's conversations around them being less engaged.

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		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	800	87.3	645	84.3	634	83.8	584	86.6	569	82.0	Very High	Declined	Good	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	119	85.5	60	75.1	80	84.3	58	87.8	62	79.9	High	Maintained	Good	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	550	80.0	462	80.2	448	71.3	416	75.7	411	69.9	High	Declined	Acceptable	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	131	96.5	123	97.7	106	95.6	110	96.2	96	96.0	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Comments: Students have a different understanding of what acts of citizenship really are. Since COVID and the online learning environment, students have not been engaged in acts of citizenship. Teachers have concentrated on closing the academic gap and have put social teachings on the back burner.

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		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	112	76.1	126	81.6	117	79.9	120	74.6	83	69.5	Low	Declined	Issue	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	130	75.6	112	87.5	120	88.8	116	84.6	119	79.7	Intermediate	Declined	Issue	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	130	84.4	129	78.8	112	88.7	120	89.1	115	85.0	Intermediate	Maintained	Acceptable	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Comments: Many of our graduates are working. In rural Alberta, many high school students are living at home longer and staying and working in their community. There seems to be a lack of urgency to complete high school in three years. It is taking them longer to commit to finishing High School and moving into post-secondary.

Division Assessment Results 2023-2024

Provincial Achievement Test Results – Grade 6 PAT By Number Enrolled Measure History

Grade 6 PAT Results By Number Enrolled Measure History														
	Holy Family Catholic Separate					Measure Evaluation			Alberta					
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024	
N	n/a	n/a	154	77	156	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804	
Acceptable Standard %	n/a	n/a	64.3	54.5	60.3	Low	n/a	n/a	n/a	n/a	67.8	66.2	68.5	
Standard of Excellence %	n/a	n/a	12.3	11.7	10.3	Low	n/a	n/a	n/a	n/a	20.1	18.0	19.8	

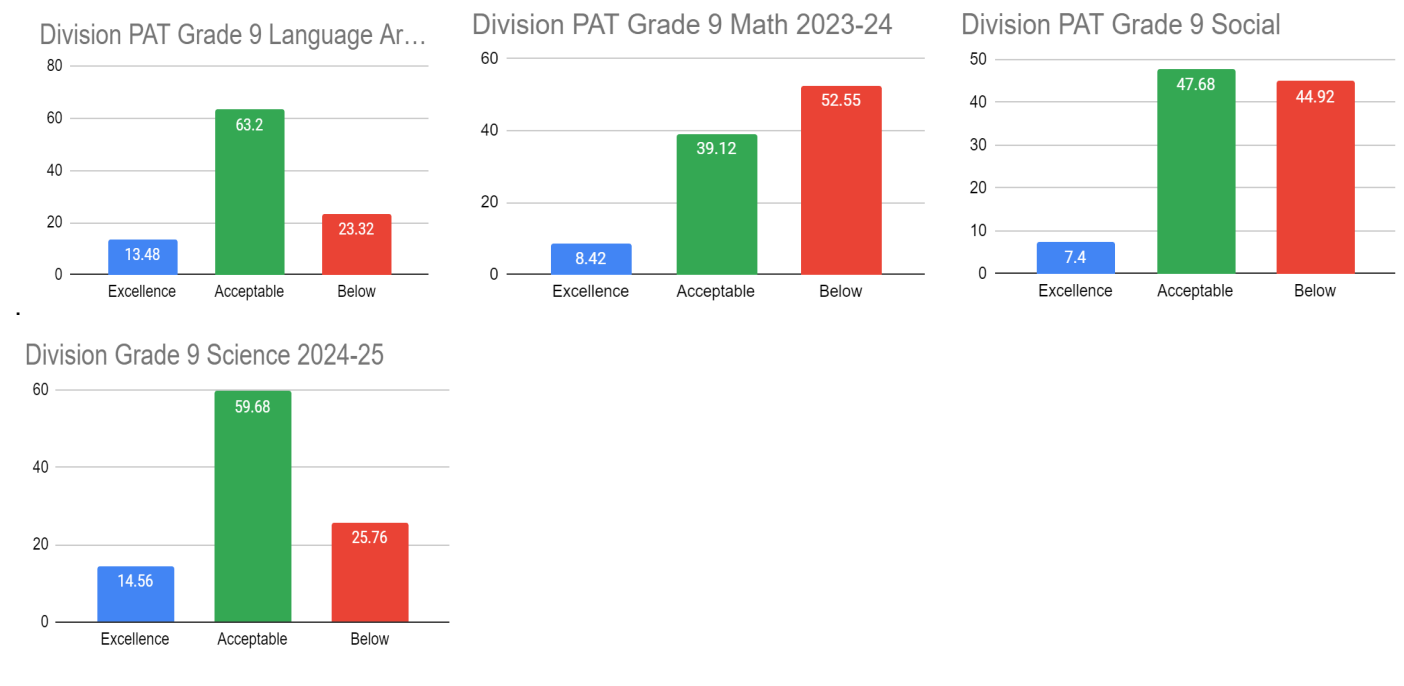
Comments: There was an increase in the number of student absences which is reflected in our overall achievement as they are counted as a zero. **According to our numbers,** 8% of Grade 6 students did not write, not counting St. Andrew's School. who did not write the Grade 6 Science PAT. If those students are included in the numbers then 38% did not write PAT Science. However the same number of enrolled students is being used for both subjects. Please note that 75% of the students who wrote were acceptable in Science, 64% were Acceptable in Social Studies. All our schools except one reported students who achieved Excellence. Overall 22% in Science and 12% in Social Studies. We know that lack of literacy proficiency played an important part in the results of Social Studies.

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

Grade 9 PAT Results By Number Enrolled Measure History														
	Holy Family Catholic Separate					Measure Evaluation			Alberta					
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024	
N	n/a	n/a	130	89	143	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682	
Acceptable Standard %	n/a	n/a	50.9	43.1	49.2	Very Low	n/a	n/a	n/a	n/a	62.9	62.6	62.5	
Standard of Excellence %	n/a	n/a	8.9	3.3	7.0	Very Low	n/a	n/a	n/a	n/a	16.8	15.5	15.4	

PAT Results Course By Course Summary By Enrolled With Measure Evaluation can be found in Appendix A

Comments: This is based on students who wrote. As mentioned above, 13% of Grade 9 students did not write Math, Science, LA, or Science.



Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Holy Family Catholic Separate					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	97	68	95	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	76.5	75.4	66.8	Very Low	Declined	Concern	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	8.6	14.0	13.9	Intermediate	Maintained	Acceptable	n/a	n/a	18.2	21.2	22.6

Diploma Examination Results Course By Course Summary With Measure Evaluation can be found in Appendix A

Comments: Overall, our biggest subject areas of concern are Social 30-1, Math 30-1 and Math 30-2.

Mathematical Interventions Programming Instrument (MIPI)

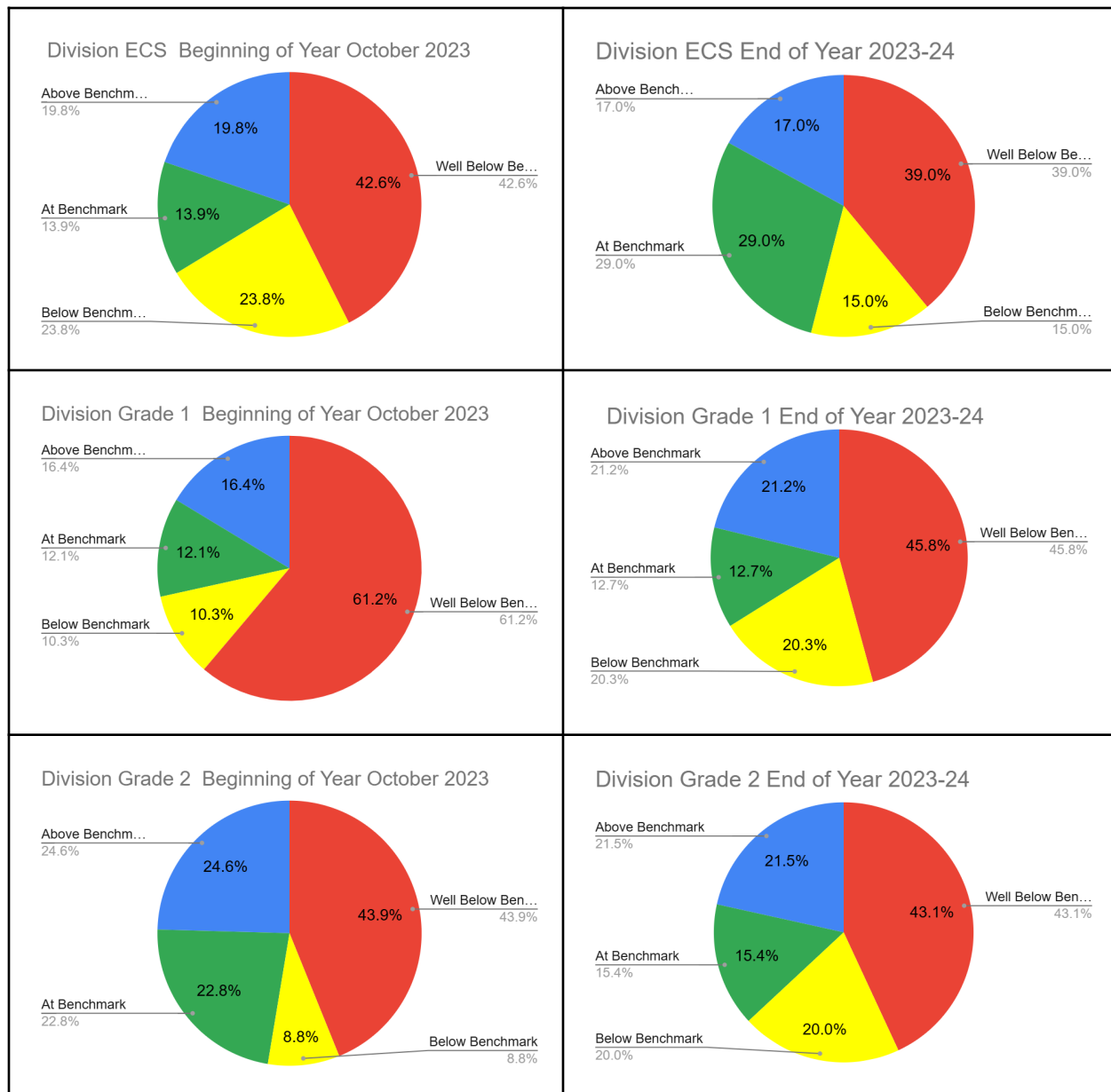
Bi-annual Mathematical Interventions Programming Instrument (MIPI) data of all grades 7-9 students. MIPI is a way to help teachers understand where each student is in their math knowledge and skills. It indicates to our division if students need more support in math allowing for universal, targeted, and customized teaching and interventions.



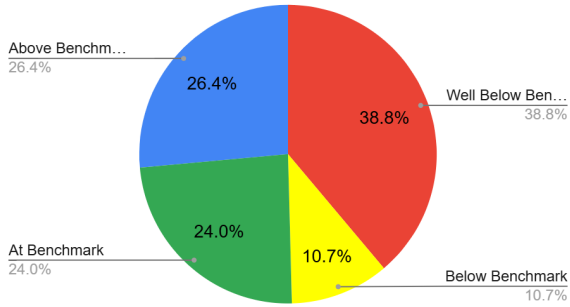
ACADIENCE Reading Composite 2023-24

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

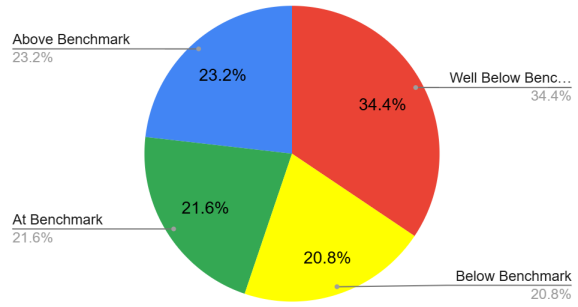
Acadience Reading K-6 is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. Acadience Reading comprises six brief measures that indicate the essential skills every child must master to become a proficient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



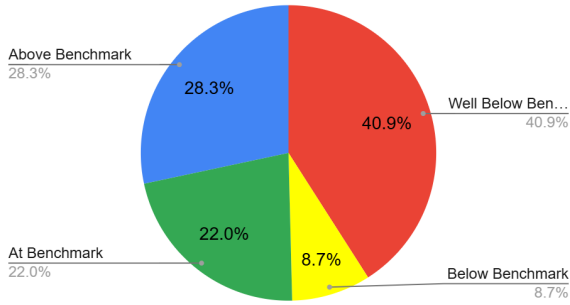
Division Grade 3 Beginning of Year October 2023



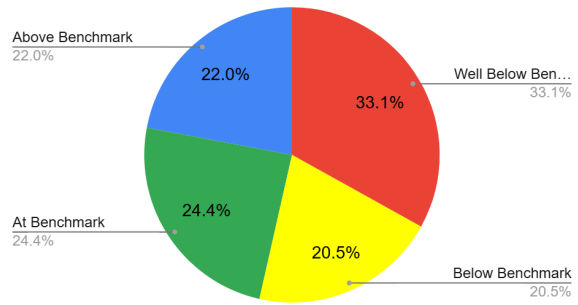
Division Grade 3 End of Year 2023-24



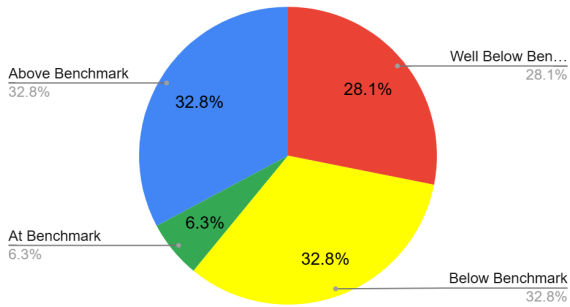
Division Grade 4 Beginning of Year October 2023



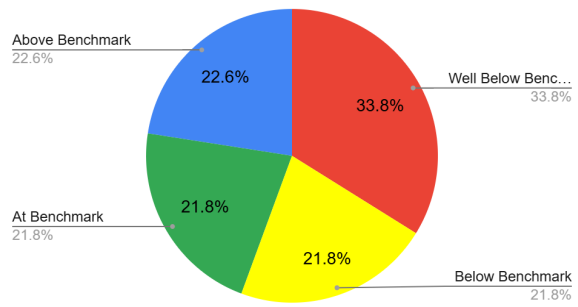
Division Grade 4 End of Year 2023-24



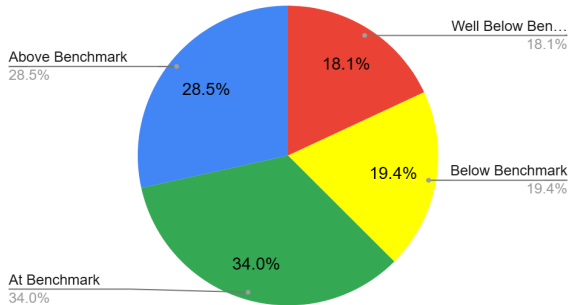
Division Grade 5 Beginning of Year October 2023



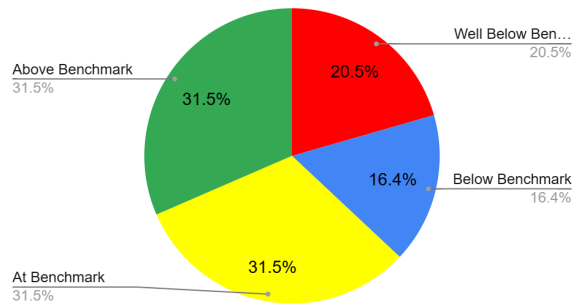
Division Grade 5 End of Year 2023-24



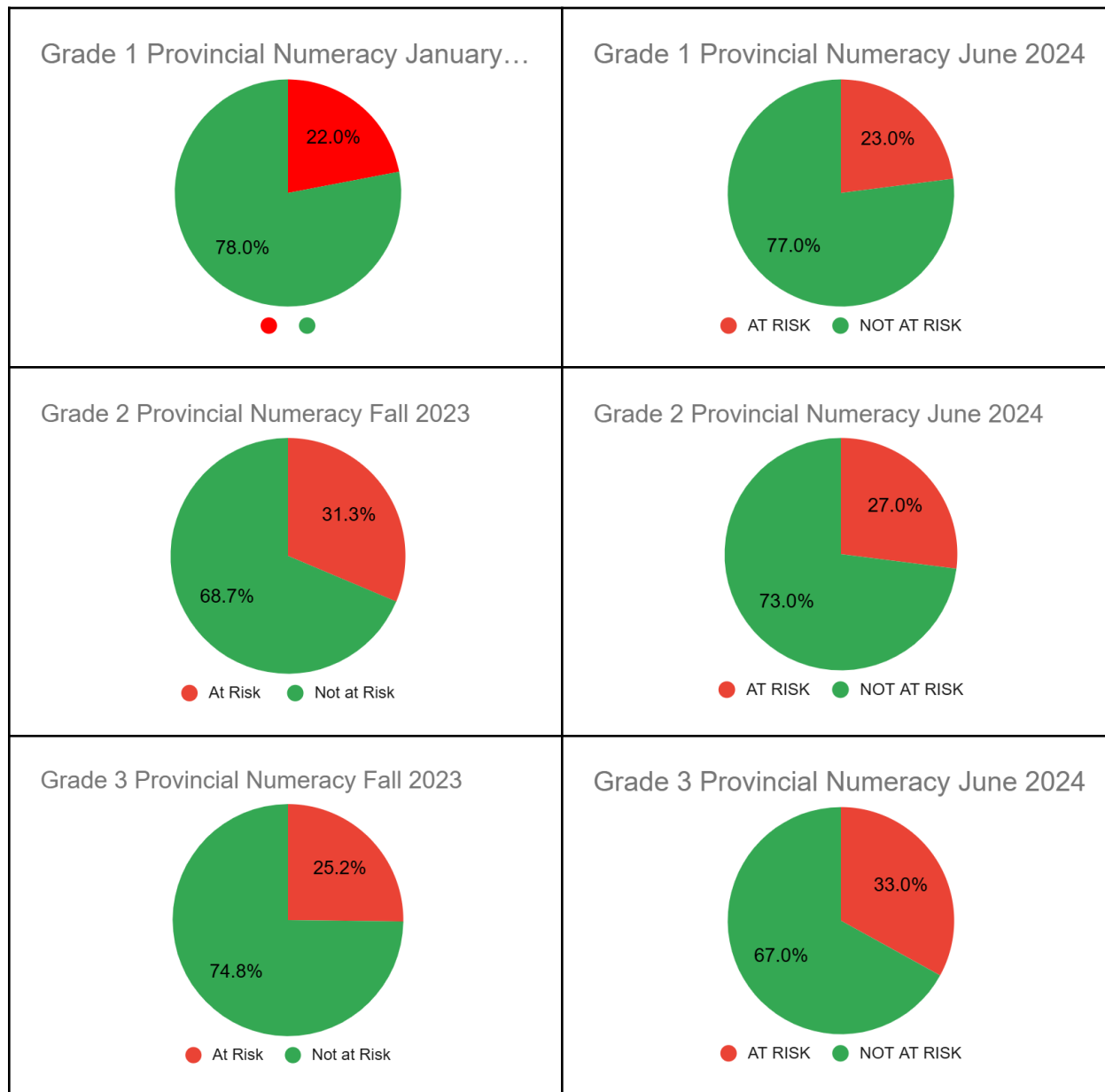
Division Grade 6 Beginning of Year October 2023



Division Grade 6 End of Year 2023-24



Grades 1, 2 and 3 Numeracy Data



- Due to the new curriculum, we do not have MIPI or provincial data for Math Grade 4, 5 and 6

Special note: 2023-2024 teacher absences played a huge role in new and continuous learning for students. For example, in Div. One on average students were without their assigned teacher 17 % of the time.

2023-24 Early Years Numeracy & Literacy Assessments

Grade	Literacy Tested	Require Support Fall 2024	Require Support Spring 2025	Numeracy Tested	Require Support Fall 2024	Require Support Spring 2025
1	116	71	54	117	30	30
2	140	50	40	141	42	37
3	133	47	43	133	33	33

Summary of Support Strategies for students who require additional support

Intervention supports including small group, reading specialist, tiered lessons/differentiated by data based on need, grouping and leveled interventions, leveled reading groups, numeracy groups, one-to-one work, educational assistant supports, progress monitoring, use of technology to support literacy/numeracy, literacy resource digital and print.

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.
- 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.
- Two curriculum Leads were in place to support teachers in implementing the new provincial curriculum, which focuses 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										Measure Evaluation			Province							
	2020		2021		2022		2023		2024					2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	800	91.6	645	89.3	634	89.3	584	91.9	569	88.1	High	Declined	Acceptable	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	62	85.4	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	411	83.6	Intermediate	Declined	Issue	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	96	95.1	Intermediate	Maintained	Acceptable	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Comments: Overall, we are still very close to the Provincial average, which has also declined.

In-Service Jurisdiction Needs- Measure Details

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

Indicators	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	131	90.6	120	90.0	104	81.7	109	88.6	95	89.0	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2		
Teacher	131	90.6	120	90.0	104	81.7	109	88.6	95	89.0	High	Maintained	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2		

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, and Low Incidents. Significant difficulties recruiting specialized service providers in the North.
- Level B training,
- Monitoring and accountability to student 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.

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		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	645	89.8	634	87.3	584	89.3	569	84.9	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	
Parent	n/a	n/a	80	85.7	80	88.8	58	90.7	82	84.8	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	
Student	n/a	n/a	482	84.6	448	76.8	416	80.0	411	73.1	n/a	Declined	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	
Teacher	n/a	n/a	123	98.9	106	96.3	110	97.2	96	96.9	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	

Comments: Many societal factors have impacted students' perspective on this measure. In 2023 we implemented Wellness Workers and have increased the FTE for 2024. These workers are now planning universal support and consistent resources are being used across our division.

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		2024		Measure Evaluation			2020		2021		2022		2023		2024						
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%					
Overall	800	92.2	645	91.7	634	89.4	584	91.6	568	87.9	High	Declined	Acceptable	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1					
Parent	119	94.2	80	87.7	80	89.9	58	92.7	62	87.4	High	Maintained	Good	36,999	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0					
Student	550	85.4	462	88.3	448	81.6	416	84.6	410	78.5	High	Declined	Acceptable	193,364	82.6	169,613	84.0	187,165	82.5	193,049	81.5	199,865	80.4					
Teacher	131	97.1	123	99.0	106	96.8	110	97.4	96	97.7	Very High	Maintained	Excellent	33,841	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,069	92.9					

Comments: Classroom complexity has increased significantly and students are now witnessing dysregulation and high level behaviors that comprise their feeling of safety.

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.

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		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	645	82.8	633	81.1	584	87.2	568	84.3	n/a	Maintained	n/a	n/a	n/a	230,781	82.6	249,570	81.6	256,994	80.6	264,733	79.9	
Parent	n/a	n/a	60	73.2	80	77.9	58	84.4	62	78.9	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	
Student	n/a	n/a	482	87.2	447	80.5	416	85.7	410	81.8	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	188,935	80.1	192,805	79.9	199,516	78.7	
Teacher	n/a	n/a	123	87.9	106	84.8	110	91.4	96	92.1	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	

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. HFCRD is a partner in PCS 2.0. The authority percentage is higher than the province.

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 follow 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.
- The division ensures clear, concise, and transparent communication to stakeholders.
- Trustees engaged town councils and MD councils, highlighting division successes.
- Trustee representation at school council meetings where Principals shared their schools AERR.

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		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	250	81.0	183	79.0	186	79.0	168	87.3	158	85.3	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	119	71.1	60	68.6	80	73.8	58	81.7	62	79.4	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	131	90.9	123	89.3	106	84.2	110	92.9	96	91.3	High	Maintained	Good	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Lifelong Learning – Measure Details

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

	Authority										Measure Evaluation			Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	247	74.1	177	81.6	184	81.4	162	86.3	153	83.2	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9		
Parent	116	66.1	55	69.1	79	76.3	56	79.6	60	75.0	High	Maintained	Good	35,454	64.6	29,093	75.3	30,314	74.6	30,381	73.4	31,458	73.3		
Teacher	131	82.2	122	94.0	105	86.4	106	93.1	93	91.4	High	Maintained	Good	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6		

School Improvement – Measure Details

Percentage of teachers and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Measuring of Results	Authority													Province											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	795	84.7	627	84.4	629	76.6	578	81.7	557	80.6	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8		
Parent	116	81.0	54	77.8	79	75.9	57	73.7	59	74.6	High	Maintained	Good	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2		
Student	549	82.3	457	85.6	447	80.2	415	80.8	405	75.8	Intermediate	Declined	Issue	192,917	79.6	167,992	79.1	185,107	78.3	191,142	75.0	197,479	74.0		
Teacher	130	90.8	116	89.7	103	73.8	106	90.6	93	91.4	Very High	Improved	Excellent	33,266	85.0	28,033	83.4	28,726	78.3	29,842	78.0	29,485	78.2		

Comments: In looking at the data, students in Grades 10-12 answered the required two questions with the following results:

Are you proud of my school	2024 - 68%	2023 - 72%
I would recommend my school to a friend	2024 - 74%	2023 - 72%

- Discussion will take place at the individual school level with Grades 10-12 (Glenmary and St. Andrew's)
- Overall we have exceeded the province.

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 behaviours that will make them successful at work when they finish school.																					
	Authority										Measure Evaluation			Province							
	2020		2021		2022		2023		2024					2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	241	87.0	178	81.0	180	83.7	162	87.1	149	86.1	High	Maintained	Good	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	58	81.0	Very High	Maintained	Excellent	34,944	78.0	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	91	91.2	Intermediate	Maintained	Acceptable	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																					
	Authority										Measure Evaluation			Province							
	2019		2020		2021		2022		2023					2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Drop Out Rate	533	1.7	520	1.0	508	1.0	466	2.0	408	1.9	Very High	Maintained	Excellent	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	10	12.6	11	33.5	10	18.3	6	0.0	11	21.2	n/a	n/a	n/a	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

Comments: Overall, HFCRD exceeded the provincial percentage in both measures.

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for Holy Family Catholic Regional Division for the 2023/2024 school year was prepared under the direction of the Board/Board of Directors following the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. To the best of its abilities, the Board is committed to using the results in this report to improve student outcomes and ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. The Board approved this Annual Education Results Report for 2023/2024 on November 27, 2024.

Whistleblower Protection

Following Section 32 of the Public Interest Disclosure Act (2012), Holy Family Catholic Regional Division had no incidences of public disclosure during the 2023-2024 school year.

Financial Summary

	Audited Financial Statements 2023-24	Updated and Approved Budget 2024-25	Percent
REVENUES			
Government of Alberta	29,714,886	26,959,486	83.7%
Federal Govt/First Nations	3,295,703	2,500,000	7.8%
All Other Revenues	2,477,119	2,735,742	8.5%
Total Revenues	\$ 35,487,708	\$ 32,195,228	100.0%
EXPENSES			
Instruction	25,138,360	24,421,731	73.3%
Operations and Maintenance	5,835,590	6,136,369	18.4%
Transportation	742,602	700,732	2.1%
Board & System Administration	1,454,258	1,574,871	4.7%
External Services	379,676	500,100	1.5%
Total Expenses	\$ 33,550,486	\$ 33,333,803	100.0%
NET OPERATING RESULTS	\$ 1,937,222	\$ (1,138,575)	

ACCUMULATED OPERATING

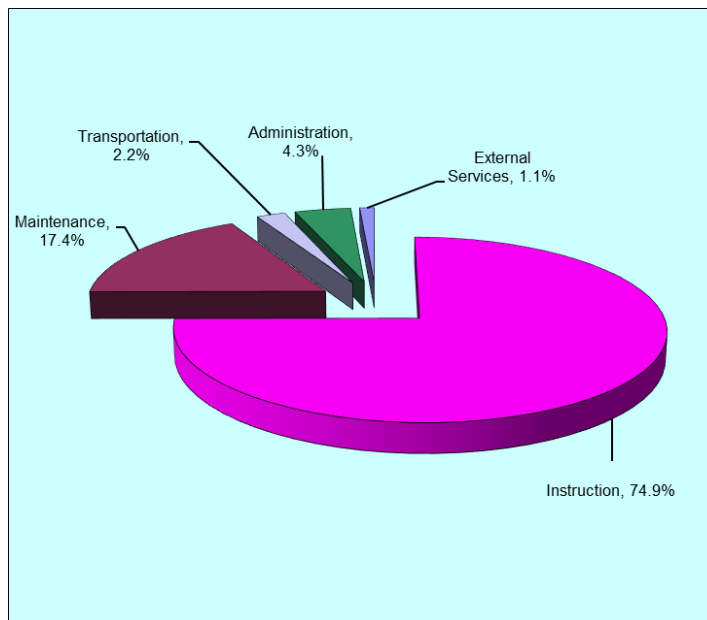
SURPLUS FROM OPERATIONS	4,484,892	3,017,330
Less: School Generated Funds	(328,987)	(328,987)
Adjusted Accumulated Surplus from Operations	4,155,905	2,688,343

Detailed Expenses:

Salaries, wages and benefits	24,924,701	23,956,259	71.9%
Services, contracts and supplies	6,209,799	6,640,374	19.9%
Capital Amortization and Debt Services	2,415,986	2,737,170	8.2%
Total Expenses	33,550,486	33,333,803	100.0%

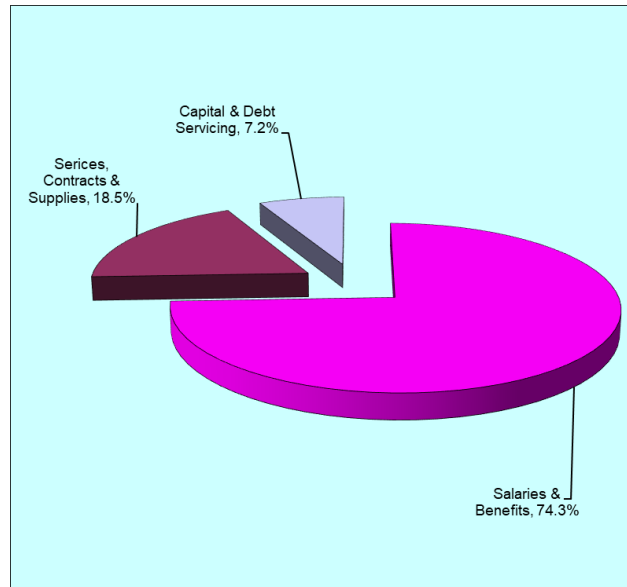
Holy Family Catholic Regional Division Expenditures by Program for 2023-24

	<u>Revenues</u>	<u>Expenditures</u>		<u>Surplus/Deficit</u>
Instruction	28,309,642	25,138,360	74.9%	3,171,282
Maintenance	4,291,196	5,835,590	17.4%	(1,544,394)
Transportation	610,451	742,602	2.2%	(132,151)
Administration	1,805,577	1,454,258	4.3%	351,319
External Services	470,842	379,676	1.1%	91,166
Total	35,487,708	33,550,486	100%	1,937,222



Holy Family Catholic Regional Division No. 37
Expenditures by Type for 2023-24

Salaries & Benefits	24,924,701	74.3%
Serices, Contracts & Supplies	6,209,799	18.5%
Capital & Debt Servicing	2,415,986	7.2%
	33,550,486	100.0%



The Audited Financial Statement for August 2024 can be found [HERE](#)

Provincial Roll-up of Audited Financial Statement Information can be found [HERE](#)

For more information please contact Zachary Silva, Secretary-Treasurer 780-624-3956
zachary.silva@hfcrd.ab.ca

Capital and Facilities Projects

The Division maintains a Three-Year Facility Capital Plan that is updated annually. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and needs that will be prioritized in the jurisdiction's Three-Year Capital Plan. The first identified priority for 2024-2027 is a replacement of the St. Andrew's School in High Prairie.

St. Andrew's School (High Prairie)

St Andrew's School has been identified as the number one priority in the 2024-2027 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 face situations requiring work on the mechanical and electrical systems to keep this school running and 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 provided funds for a value-scoping exercise to determine whether to replace or modernize the school. The school's objective is to embrace the government's initiative to create more opportunities for students to pursue their passions through 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. Its capacity can 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)

The Provincial government approved funding in October 2014 to modernize 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, upgraded the electrical systems for the entire building, and 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, install new lockers, and re-roof 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 a modern, functional learning environment and 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 third-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 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 the summer of 2023.

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 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

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

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



		Holy Family Catholic Separate (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Course	Measure											
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	74.5	188	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	12.7	188	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1
Science 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	10,323	63.8	9,728	64.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	11,278	64.6	10,098	65.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	11,278	16.5	10,098	15.7
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,249	56.9	6,969	62.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,249	5.4	6,969	6.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	46.7	149	34.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	4.0	149	1.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	67.8	194	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	9.2	194	11.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9
Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,201	46.7	6,930	50.1
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,201	11.5	6,930	12.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	49.7	177	39.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	12.2	177	5.6
Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,236	57.7	6,975	59.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,236	14.2	6,975	15.0
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	41.1	151	33.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	5.5	151	3.3
Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,249	49.4	6,983	50.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,249	9.6	6,983	11.0
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	44.4	137	39.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	7.4	137	1.5

Notes:

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5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

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

Course		Measure	Holy Family Catholic Separate (EAL)							Alberta (EAL)			
			Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
						N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	2,095	61.3	2,482	63.3	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	2,095	2.7	2,482	3.7	
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	2,333	70.0	2,284	71.5	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	2,333	5.2	2,284	5.5	
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	85.7	27	85.2	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	19.0	27	0.0	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	11	100.0	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	11.1	11	9.1	
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,543	64.0	1,714	61.1	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,543	27.6	1,714	23.1	
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,250	57.7	1,327	58.5	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,250	9.0	1,327	9.7	
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,110	70.5	1,415	72.7	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,110	10.7	1,415	8.8	
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	2,904	63.2	2,749	62.5	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	2,904	8.3	2,749	7.8	
Biology 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,509	69.7	1,790	72.8	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,509	23.6	1,790	24.7	
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,364	73.2	1,479	73.5	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,364	29.6	1,479	29.9	
Physics 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	645	71.3	715	75.7	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	645	32.9	715	32.3	
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	591	69.0	714	67.4	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	591	16.2	714	16.1	

Notes:

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3. Participation in the Diploma Exams 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 Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

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

Course		Measure	Holy Family Catholic Separate (FNMI)						Alberta (FNMI)				
			Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
						N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	13	76.9	n/a	n/a	1,402	81.7	1,286	78.3	
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	13	7.7	n/a	n/a	1,402	6.9	1,286	6.1	
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	15	60.0	7	71.4	2,010	86.0	1,833	86.5	
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	15	0.0	7	0.0	2,010	10.8	1,833	9.9	
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	88.9	37	83.8	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	0.0	37	2.7	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	8	12.5	n/a	n/a	634	64.4	566	60.6	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	8	0.0	n/a	n/a	634	17.0	566	15.0	
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	785	64.8	742	65.8	
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	785	10.1	742	12.1	
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	11	63.6	n/a	n/a	1,071	79.1	986	73.0	
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	11	9.1	n/a	n/a	1,071	10.6	986	8.6	
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	18	61.1	9	55.6	2,091	72.9	1,933	72.3	
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	18	0.0	9	11.1	2,091	6.6	1,933	5.4	
Biology 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	11	54.5	n/a	n/a	1,041	72.8	902	72.5	
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	11	9.1	n/a	n/a	1,041	17.0	902	19.1	
Chemistry 30	Diploma Examination Acceptable Standard	High	Maintained	Good	6	83.3	6	66.7	614	78.2	550	70.0	
	Diploma Examination Standard of Excellence	Low	Improved	Acceptable	6	16.7	6	0.0	614	23.5	550	24.0	
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	280	80.4	250	72.0	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	280	23.2	250	26.8	
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	480	78.1	470	75.3	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	480	18.5	470	18.7	

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4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

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



		Holy Family Catholic Separate (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Course	Measure											
French Language Arts 6 année	Acceptable Standard	*	*	*	3	*	n/a	n/a	102	56.9	132	65.9
	Standard of Excellence	*	*	*	3	*	n/a	n/a	102	2.9	132	5.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	81.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3
Science 6	Acceptable Standard	Very Low	n/a	n/a	45	55.6	n/a	n/a	3,851	51.4	3,990	46.0
	Standard of Excellence	Very Low	n/a	n/a	45	8.9	n/a	n/a	3,851	12.3	3,990	9.0
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	62	41.9	n/a	n/a	4,556	48.7	4,332	45.3
	Standard of Excellence	Very Low	n/a	n/a	62	1.6	n/a	n/a	4,556	7.3	4,332	6.5
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	57	45.6	n/a	n/a	4,465	49.5	4,375	49.2
	Standard of Excellence	Very Low	n/a	n/a	57	1.8	n/a	n/a	4,465	4.7	4,375	4.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	388	42.8	297	43.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	388	4.9	297	3.7
French Language Arts 9 année	Acceptable Standard	*	*	*	1	*	n/a	n/a	160	63.8	136	65.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	160	5.6	136	4.4
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	57	15.8	n/a	n/a	4,361	28.7	4,197	28.7
	Standard of Excellence	Very Low	n/a	n/a	57	0.0	n/a	n/a	4,361	4.8	4,197	3.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	485	43.7	440	48.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	485	6.2	440	11.1
Science 9	Acceptable Standard	Very Low	n/a	n/a	57	35.1	n/a	n/a	4,477	46.0	4,380	42.1
	Standard of Excellence	Very Low	n/a	n/a	57	0.0	n/a	n/a	4,477	8.5	4,380	7.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	373	46.6	281	48.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	373	7.2	281	8.2
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	57	21.1	n/a	n/a	4,498	39.0	4,393	34.1
	Standard of Excellence	Very Low	n/a	n/a	57	0.0	n/a	n/a	4,498	6.3	4,393	4.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	351	46.2	262	45.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	351	9.4	262	7.3

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