

Accountability Statement

The Annual Education Results Report for **Holy Family Catholic Regional Division No. 37** for the **2008-2009** school year was prepared under the direction of the board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Vision

Holy Family C.R.D. No. 37 will strive to provide a unique and inviting Catholic learning environment that links the home, the parish and the community.

Resources will be distributed fairly so all students have an opportunity to learn in a child-centered, flexible, safe and caring learning environment.

A strong, well informed teaching staff, with an eye to the future, will provide dynamic and innovative programs in well-planned school facilities.

Students will be provided with the opportunity to live the values they are taught. Minorities will be successful, and special students needs and disabilities accommodated. Graduates will be prepared so they are motivated life-long learners grounded in the Catholic faith.

Mission

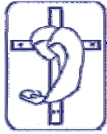
To improve student learning in a Catholic community guided by Christ, our teacher.

Priorities

- ▶ Improve diploma acceptable and excellence achievement especially in the area of English Language Arts 30-1, Pure Math 30, Applied Math 30 and Biology 30.
- ▶ Improve learning through effective use of communication technology.
- ▶ Improve children's access to services through enhanced coordination of services.
- ▶ Improve community satisfaction with education.
- ▶ Increase high school completion rates.
- ▶ Improve programs, results and reporting for First Nations, Métis and Inuit.

Local Priorities

- ▶ Maintain Catholic identity of our schools.
- ▶ Maintain the family, school, parish relationship.
- ▶ Increase and maintain enrolment in French Immersion programming.
- ▶ Maintain safe and caring schools.
- ▶ Improve respect students have for each other.
- ▶ Develop effective leadership practices.
- ▶ Improve student learning through implementation of Differentiated Instruction and Assessment for Learning (AISI Project).
- ▶ Maintain parental involvement in schools.

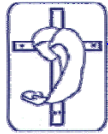


October 2009 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Holy Family CRD No. 37			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	86.0	84.5	84.4	86.9	85.1	84.6	High	Maintained	Good
	Student Learning Opportunities	Acceptable	Program of Studies	72.7	75.0	75.3	80.3	79.4	78.7	Intermediate	Maintained	Acceptable
			Education Quality	88.7	86.8	86.8	89.3	88.2	87.8	High	Improved	Good
			Drop Out Rate	5.7	6.4	6.2	4.8	5.0	4.9	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	60.6	62.1	61.6	70.7	71.0	70.6	Low	Maintained	Issue
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.4	75.4	75.2	76.8	75.3	75.6	Intermediate	Maintained	Acceptable
			PAT: Excellence	11.2	15.3	13.5	19.2	18.3	18.3	Low	Declined	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	76.9	77.8	75.1	84.4	84.4	84.5	Low	Maintained	Issue
			Diploma: Excellence	7.9	10.5	11.6	19.1	19.4	20.3	Very Low	Maintained	Concern
			Diploma Exam Participation Rate (4+ Exams)	40.4	52.3	46.0	53.3	53.6	53.6	Low	Maintained	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	51.1	66.1	61.5	57.3	56.8	55.8	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	56.6	60.1	58.0	60.7	60.3	59.1	Intermediate	Maintained	Acceptable
			Work Preparation	74.6	84.1	81.6	79.6	80.1	78.1	Intermediate	Declined	Issue
			Citizenship	75.5	76.9	75.2	80.3	77.9	77.1	Intermediate	Maintained	Acceptable
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Issue	Parental Involvement	74.9	81.7	79.3	80.1	78.2	77.9	Intermediate	Declined	Issue
	Continuous Improvement	Good	School Improvement	77.7	81.9	79.3	79.4	77.0	76.7	High	Maintained	Good

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. Lower values are "better"), the range of values at each evaluation level is interpreted as "greater than" the "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

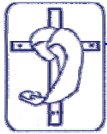
Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).



Overriding Goal: To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.

Outcome: Schools have a distinctive Catholic atmosphere.

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of parents satisfied with the Catholic atmosphere of the schools.	96%	98%	98%	97%	97%
Percentage of parents who are Catholic and attend mass monthly.	56%	57%	56%	58%	56%
*Percentage of parents, who are not Catholic, and attend mass monthly at their church.	--	--	--	--	41%
Percentage of teachers who attend mass monthly.	94%	92%	90%	90%	88%

**Note: In 2008-2009, Holy Family Catholic Schools dropped the "I'm Not Catholic" category and added the question "If you are not Catholic, in an average month, how many times do you attend services at your church?" The percentages for 2004-2005 to 2007-2008 are calculated excluding the "I'm not Catholic" data.*

Outcome: Schools incorporate Catholic teaching into the school environment.

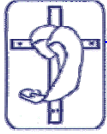
Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of parents who are satisfied that Catholic teaching permeates the school environment.	95%	97%	98%	95%	97%
Percentage of staff who participate in religious professional development.	95%	96%	93%	91%	95%

Outcome: Schools work closely with parishes and families in the community.

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of parents who are satisfied with the parish, the school and the family working closely together.	92%	95%	94%	95%	92%
Percentage of teachers who are satisfied with the parish, the school and the family working closely together.	74%	72%	79%	70%	76%

Comment on Results:

- ▶ Much work continues to be done to increase the involvement and visibility of Parish Priests in our schools through continued communication with the Archbishop.



Outcome: Students value the spiritual and religious dimension of the school.

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of students who are satisfied with the spiritual and religious dimension of the school.	76%	76%	77%	80%	78%

Outcome: Students actively live their faith.

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of Catholic grade 6 students who have received the sacrament of First Communion.	55%	69%	70%	78%	76%
Percentage of Catholic grade 9 students who received the sacrament of Confirmation.	44%	56%	47%	44%	45%
Percentage of students who attend Parish mass monthly.	52%	69%	75%	66%	65%

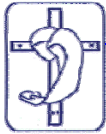
** Percentages for Providence School and Good Shepherd School were not available for students having received the sacrament of First Communion and for students who received the sacrament of confirmation.

Highlights of Accomplishments

- ▶ Successful Religious Institute hosted by Glenmary School in Peace River.
- ▶ Maintaining parent satisfaction with the prevalent Catholic atmosphere in schools.
- ▶ Comprehensive Youth Ministry continues to link schools and parishes.
- ▶ Regular religious education coordinators meetings.
- ▶ Participation of staff at Blueprints and Spice.
- ▶ Significant increase in the number of students participating in the Shine Retreats.
- ▶ Since 2001, over 220 students trained as leaders through the Shine Program.
- ▶ Re-visioning of SHINE promoted participation and school involvement.

Future Challenges

- ▶ Active engagement of students in parishes.
- ▶ Sacramental preparation of students.
- ▶ Recruitment of teachers who are Catholic.
- ▶ Providing staff with Faith Formation opportunities.
- ▶ Strengthening school/parish partnership.
- ▶ Maintaining Comprehensive Youth Ministry Program.



Goal One: High Quality Learning Opportunities for All

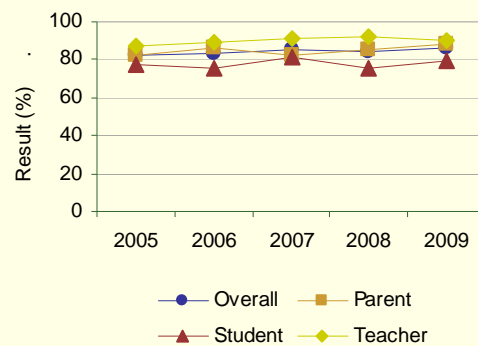
Outcome: Schools provide a safe and caring environment. (Overall: **Good**)

Performance Measure			Results (in percentages)					Target**
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	82.4	83.7	84.9	84.5	86.0	85.0
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	87.4	89.6	91.3	92.6	90.2	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	82.0	86.1	82.3	85.0	87.9	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	77.7	75.5	81.0	75.9	79.9	
		Province	77.2	78.4	78.5	79.1	81.7	

Comment on Results

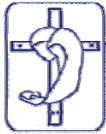
- ▶ Safe and Caring programs such as the “S-Team Heroes”, “Be the Change” and “Why Try” are assisting in maintaining our positive results.
- ▶ Jurisdiction exceeded target.
- ▶ Jurisdiction continues partnership with High Prairie School Division HOSTS and Peace River School Division Project Peace, Mental Health Capacity Building Projects. Both have had positive impacts for students.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

** If authority had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.



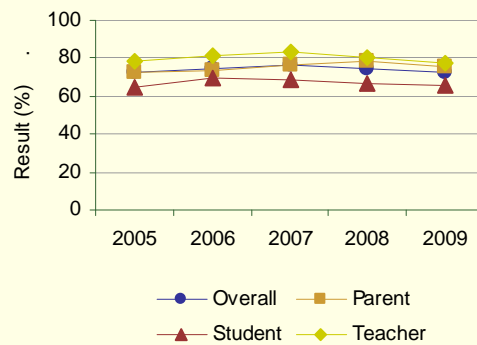
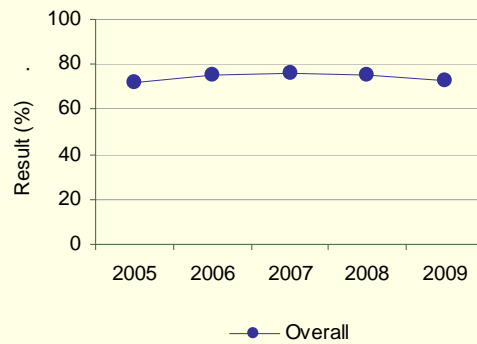
Outcome: The education system meets the needs of all K – 12 students, society and the economy.
 (Overall: **Acceptable**)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall (required)	Authority	72.1	74.8	76.0	75.0	72.7	77.0
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	78.7	81.7	83.3	80.1	77.0	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Authority	72.6	73.3	76.0	78.3	75.6	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Authority	65.1	69.4	68.8	66.7	65.7	
		Province	71.5	72.6	72.9	74.1	75.3	

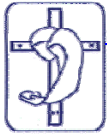
Comment on Results

- ▶ The Jurisdiction continues to strive to offer and expand fine arts, drama and music programs in the Junior High area.
- ▶ The Jurisdiction supports the enhancement of Options program in Junior High to increase the number available to students.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: The education system meets the needs of all K – 12 students, society and the economy.

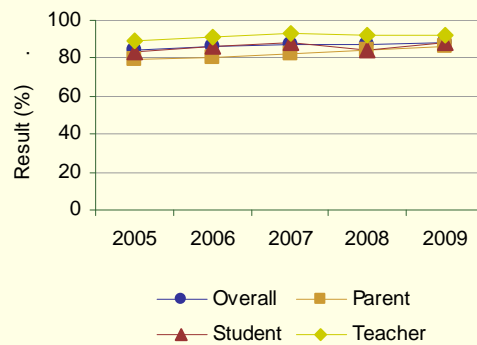
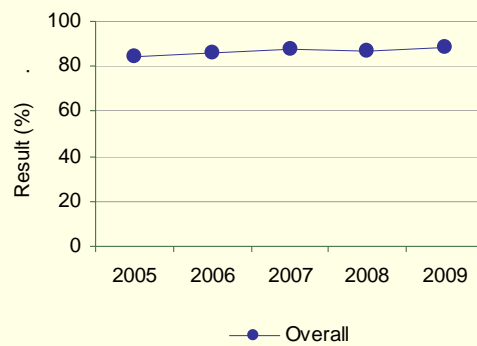
(continued) (Overall: **Good**)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	83.9	85.9	87.7	86.8	88.7	88.5
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	89.2	91.3	93.0	91.8	91.9	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	79.0	80.8	82.1	84.0	86.1	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	83.6	85.8	88.0	84.6	88.1	
		Province	85.6	86.6	86.4	86.6	88.3	

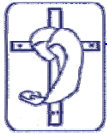
Comment on Results

- ▶ The Jurisdiction Results on accountability report have been maintained.
- ▶ The Schollie Survey Results 2008-2009 for this performance measure show 97% of our parents as satisfied with the quality of education their child is receiving at school.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: The education system meets the needs of all K – 12 students, society and the economy.

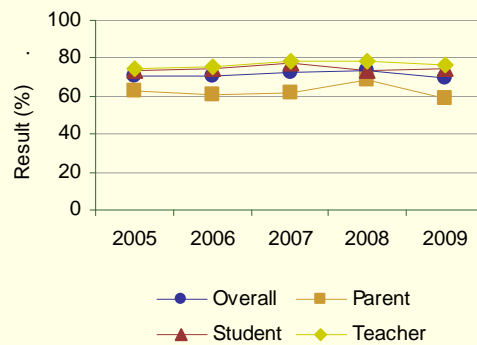
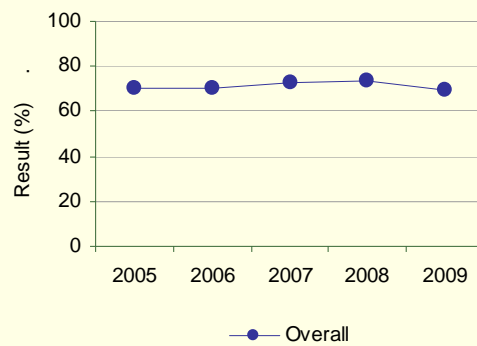
(Continued) (Overall: **Good**)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	70.4	70.3	72.5	73.5	69.8	73.5
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	74.3	75.8	78.8	78.3	76.0	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	63.0	60.7	61.4	68.9	59.3	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	73.9	74.2	77.4	73.3	74.1	
		Province	76.7	77.1	76.8	77.7	78.4	

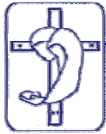
Comment on Results

- ▶ Jurisdiction results have declined in 2008-2009.
- ▶ Jurisdiction will continue advocating for services required to support programming for Special Needs students and students at risk.
- ▶ Parent's response on the survey has affected this result.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



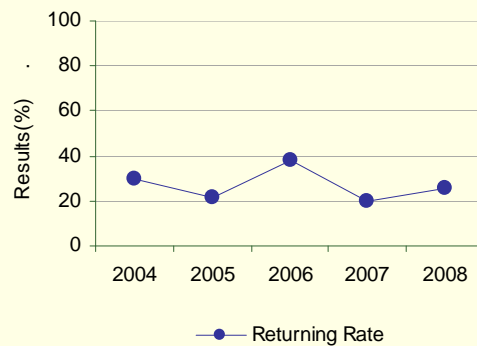
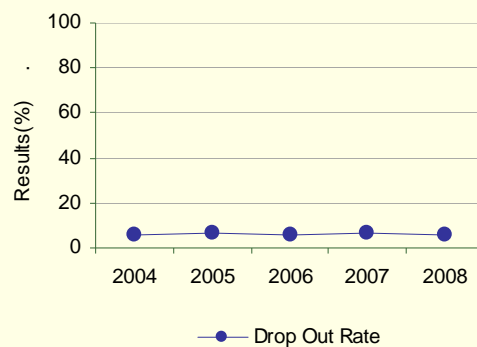
Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (continued) (Overall: **Acceptable**)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	5.7	6.7	5.7	6.4	5.7	7.0
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	30.1	21.2	38.0	20.2	25.3	
	Province	23.0	21.3	21.2	21.3	19.8	

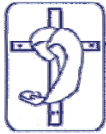
Comment on results

- ▶ Jurisdiction focuses on constant improvement in this area.
- ▶ It is encouraging seeing our Jurisdiction's efforts in communication and tracking of students has positively affected our return rate. It is higher than the province.
- ▶ Special Education programming and supports continue ongoing review and consultation.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



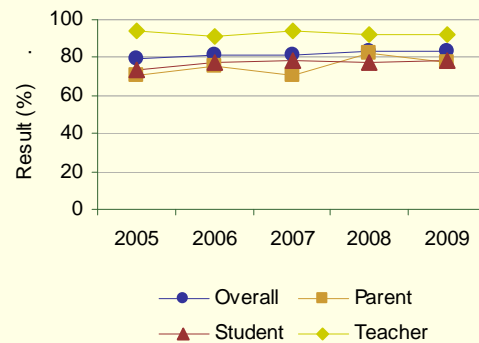
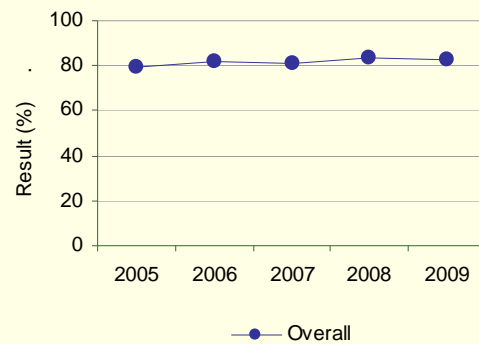
Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (Continued) (Overall: **Good**)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	79.7	81.5	81.0	83.8	82.9	Not set
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	94.6	91.3	93.9	91.7	92.6	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	71.0	75.8	70.6	82.3	77.7	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	73.7	77.4	78.4	77.4	78.3	
		Province	76.1	77.1	77.0	78.0	80.3	

Comment on results

- ▶ Jurisdiction did not report this last year and therefore target was not set in Three Year Education Plan.
- ▶ Parent satisfaction continues to exceed the provincial results.
- ▶ It is through the efforts of our School Based Special Education Coordinators that access to services and programs are delivered as soon as possible.
- ▶ Jurisdiction continues to monitor students at risk and advocate for timely access to services.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: Students complete programs. (Overall: **Issue**)

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	58.2	61.6	61.1	62.1	60.6	63.0
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	66.5	72.3	70.2	69.0	69.4	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	70.5	73.9	78.9	76.1	71.5	if set
		Province	75.5	77.4	78.6	79.5	79.2	

Comment on Results

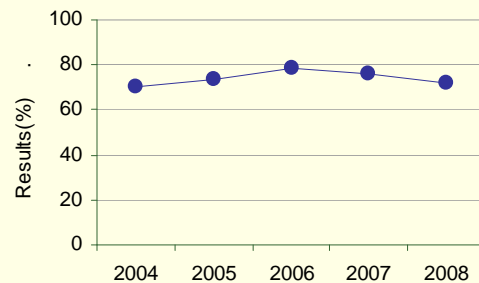
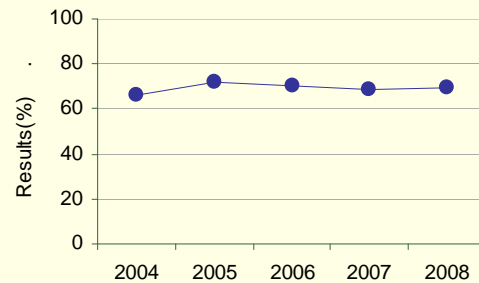
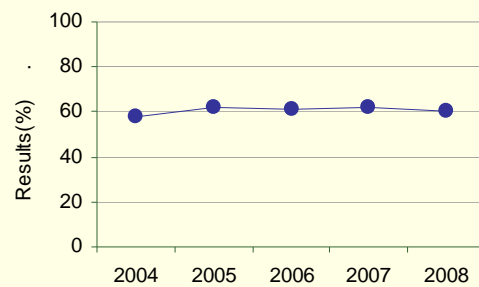
- ▶ Continuing strategies to reach Provincial Standard for 3 and 4 year completion rate.
- ▶ The Cyber High School completion rates are a concern and are being addressed in 2009-2010.

Strategies

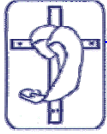
- ▶ Through the High School Completion Initiative schools in the Jurisdiction have developed action plans that address their High School completion rates.

Note: Accountability Pillar Overall Summary shows three year completion rate.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

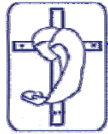


Highlights of Accomplishments

- ▶ Students, parents and teachers recognize that schools are safe and caring.
- ▶ Virtual school alternative is available.
- ▶ Schools develop support for the First Nations, Métis and Inuit Learner Program Outcomes.
- ▶ High levels of satisfaction expressed with the overall quality of education.
- ▶ Broad range of services available for students identified with special needs and at-risk students.
- ▶ Assistive Technology is being introduced through the Division.

Future Challenges

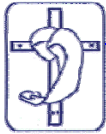
- ▶ Elimination of school fees and reliance on fundraising.
- ▶ Meeting the needs of a more diverse student population.
- ▶ The delivery of Professional Development to allow teachers to remain in their classrooms.
- ▶ Full incorporation of First Nations, Métis and Inuit Learner Outcomes.
- ▶ Accessing Professional Services.
- ▶ Recruiting and maintaining First Nation, Métis and Inuit staff (Cree Language teachers, FNMI School Workers).
- ▶ Recruiting and maintaining professional staff.



Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**												Target	
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		2009			
		A	E	A	E	A	E	A	E	A	E	A	E		
Grade 3	English Language Arts 3	Authority	86.1	11.1	87.9	10.7	84.8	14.7	89.8	16.0	82.2	7.9	if set	if set	
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2			
	Mathematics 3	Authority	83.3	20.0	85.2	29.5	85.9	20.9	85.0	29.4	78.3	14.5	if set	if set	
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8			
Grade 6	English Language Arts 6	Authority	72.5	10.9	79.0	5.9	88.8	14.3	86.7	20.4	85.2	13.7	if set	if set	
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9			
	Français 6	Authority	83.3	16.7	92.3	7.7	75.0	0.0	75.0	0.0	100	12.5	if set	if set	
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9			
	Mathematics 6	Authority	75.1	10.9	69.4	6.5	82.0	10.6	72.9	10.5	77.0	8.2	if set	if set	
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8			
	Science 6	Authority	72.0	16.6	76.9	17.7	79.5	19.9	78.9	19.4	75.8	16.5	if set	if set	
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8			
	Social Studies 6	Authority	66.3	10.4	74.7	9.7	83.9	14.9	80.6	18.3	n/a	n/a	if set	if set	
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6			
	Grade 9	English Language Arts 9	Authority	66.7	8.7	74.7	11.4	74.1	6.9	75.1	11.3	78.5	9.9	if set	if set
			Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
Français 9		Authority	*	*	*	*	100.0	20.0	75.0	0.0	54.5	0.0	if set	if set	
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3			
Mathematics 9		Authority	51.4	9.8	63.0	12.1	52.3	11.5	51.2	9.9	56.6	10.1	if set	if set	
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6			
Science 9		Authority	45.4	4.9	61.8	4.8	56.9	6.9	60.5	6.4	70.7	9.9	if set	if set	
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8			
Social Studies 9		Authority	49.2	9.8	66.1	12.1	62.6	9.8	68.4	12.3	77.8	8.3	if set	if set	
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4			



		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	69.3	11.6	74.7	12.0	75.7	13.3	75.4	15.3	75.4	11.2	78.0	14.5
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

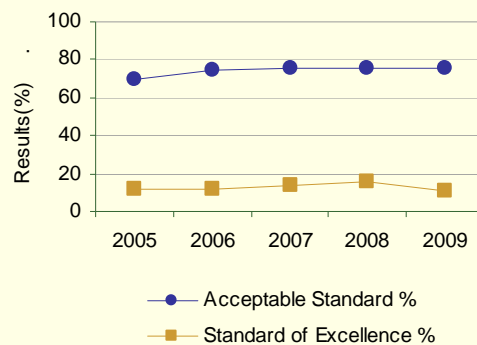
Comment on Results

- ▶ Gr. 3 L.A – Exceeded Provincial Average at acceptable level.
- ▶ Gr. 6 FLA – improved excellence level
- ▶ Gr. 6 Math – improved acceptable level
- ▶ Gr. 9 Math & Science – improved acceptable and excellence level.
- ▶ Gr. 9 L.A & Social Studies – improved acceptable levels
- ▶ Overall, the jurisdiction has exceeded the target set for acceptable level.
- ▶ Overall, the jurisdiction met the target set for acceptable level and increased the excellence level.

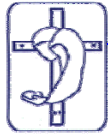
Strategies

- ▶ Schools focused on improving attendance rates.
- ▶ Opportunities were provided for cooperative planning through grade level meetings.
- ▶ Analysis of achievement data over time allowed identification of those students who were borderline excellence and these students were targeted.
- ▶ Emphasis placed on early literacy and numeracy in elementary grades.
- ▶ Implementation strategies in school improvement plans focused on providing students with opportunities for curriculum enrichment.
- ▶ Focus was placed on Assessment for Learning as a strategy for improvement.
- ▶ Priority Schools developed improvement plans that directly focus on core subjects.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

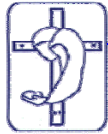


PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Holy Family CRD No. 37						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Declined	Issue	152	82.2	176	87.5	41,722	81.3	42,041	80.6
	Standard of Excellence	Low	Declined	Issue	152	7.9	176	13.8	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Low	Declined	Issue	152	78.3	176	85.4	41,720	79.7	42,053	80.2
	Standard of Excellence	Very Low	Declined Significantly	Concern	152	14.5	176	26.6	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	183	85.2	176	84.9	43,327	81.8	44,326	80.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	183	13.7	176	13.5	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	16	100.0	14	80.8	2,183	91.5	2,220	87.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	16	12.5	14	2.6	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	183	77.0	176	74.8	43,328	76.6	44,327	74.6
	Standard of Excellence	Very Low	Maintained	Concern	183	8.2	176	9.2	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Low	Maintained	Issue	182	75.8	176	78.4	43,216	76.5	44,209	76.0
	Standard of Excellence	Low	Maintained	Issue	182	16.5	176	19.0	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	191	78.5	172	74.7	43,675	78.7	44,685	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	191	9.9	172	9.9	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	11	54.5	9	87.5	2,262	81.8	2,286	83.0
	Standard of Excellence	Very Low	Declined	Concern	11	0.0	9	10.0	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	189	56.6	170	55.5	43,118	67.0	44,317	66.5
	Standard of Excellence	Low	Maintained	Issue	189	10.1	170	11.2	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Intermediate	Improved Significantly	Good	191	70.7	170	59.7	43,560	72.2	44,505	68.8
	Standard of Excellence	Intermediate	Improved	Good	191	9.9	170	6.0	43,560	15.8	44,505	13.7

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.



Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

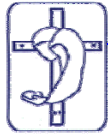
The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

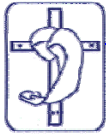
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



Outcome: Students demonstrate high standards in learner outcomes. (Continued)

Performance Measure		Results (in percentages)**										Target		
		2005		2006		2007		2008		2009		2009		
		A	E	A	E	A	E	A	E	A	E	A	E	
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.														
English Lang Arts 30-1	Authority	85.9	13.0	80.6	16.4	83.8	5.9	81.0	14.3	79.7	1.7	if set	if set	
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3			
English Lang Arts 30-2	Authority	83.9	6.5	85.1	0.0	91.7	5.6	87.1	3.2	93.8	6.3	if set	if set	
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5			
French Lang Arts 30-1	Authority	100.0	22.2	*	*	100.0	42.9	100.0	62.5	*	*	if set	if set	
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9			
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1			
Pure Mathematics 30	Authority	63.2	8.8	59.6	12.8	82.4	13.7	60.7	3.6	65.6	9.4	if set	if set	
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3			
Applied Mathematics 30	Authority	83.9	22.6	76.2	4.8	55.9	5.9	68.8	0.0	72.7	9.1	if set	if set	
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5			
Social Studies 30	Authority	81.5	12.0	65.6	14.8	67.1	15.1	81.4	11.6	72.9	4.2	if set	if set	
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4			
Social Studies 33	Authority	79.1	4.7	66.7	6.3	70.6	8.8	73.5	11.8	95.0	20.0	if set	if set	
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2			
Biology 30	Authority	68.9	16.7	67.2	23.0	74.7	15.2	78.4	8.1	61.4	9.1	if set	if set	
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6			
Chemistry 30 Old	Authority	70.7	26.8	89.3	25.0	82.1	25.6	71.0	6.5	n/a	n/a	if set	if set	
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5			
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58.3	4.2	if set	if set	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7			
Physics 30 Old	Authority	37.8	11.1	60.0	5.0	81.1	5.4	76.2	14.3	n/a	n/a	if set	if set	
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6			
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.9	5.9	if set	if set	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1			
Science 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9			



		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	77.6	12.7	71.7	12.9	75.9	11.5	77.8	10.5	76.9	7.9	77.5	12.5
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

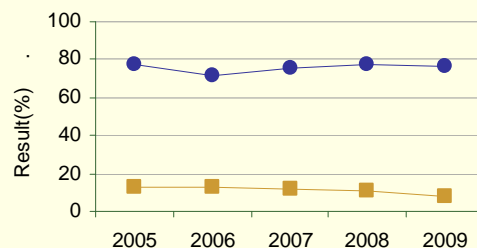
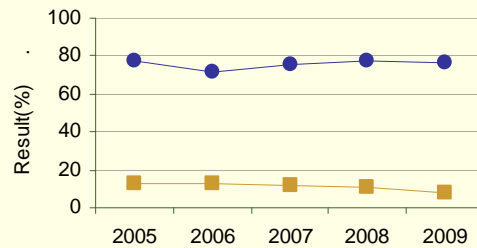
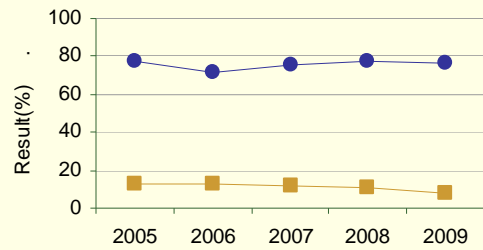
Comment on Results

- ▶ Continue to engage students in assessment for learning.
- ▶ Individual school results contribute to overall results in particular courses. Each school has addressed areas of issue/concern in their school plan.

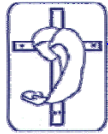
Strategies

- ▶ Ensure students are enrolled in appropriate programs.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of Respondents is less than 6. Suppression is marked with an asterisk (*).

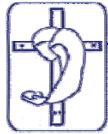


Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

		Holy Family CRD No. 37						Alberta				
Course	Measure	Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	59	79.7	59	81.8	28,330	86.1	28,021	87.6
	Standard of Excellence	Very Low	Declined Significantly	Concern	59	1.7	59	12.2	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	32	93.8	38	88.0	13,473	88.2	12,858	87.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	32	6.3	38	2.9	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	8	100.0	1,245	95.1	1,206	95.2
	Standard of Excellence	*	*	*	2	*	8	52.7	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	32	65.6	42	67.5	22,197	82.1	22,435	81.7
	Standard of Excellence	Low	Maintained	Issue	32	9.4	42	10.0	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	Very Low	Maintained	Concern	33	72.7	24	66.9	10,429	79.4	9,994	77.1
	Standard of Excellence	Low	Maintained	Issue	33	9.1	24	3.5	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	Low	Maintained	Issue	48	72.9	59	71.4	22,845	84.2	23,756	85.4
	Standard of Excellence	Very Low	Declined	Concern	48	4.2	59	13.8	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	Very High	Improved Significantly	Excellent	40	95.0	39	70.3	15,101	85.6	15,045	84.5
	Standard of Excellence	High	Improved	Good	40	20.0	39	8.9	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Very Low	Declined	Concern	44	61.4	59	73.4	21,088	83.0	20,835	82.4
	Standard of Excellence	Very Low	Maintained	Concern	44	9.1	59	15.4	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	86.0	3,721	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	20.9	3,721	19.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.



Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

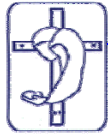
The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Holy Family CRD No. 37					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	142	162	149	147	101	43,221	43,032	43,930	44,661	45,432
% Writing 0 Exams	23.8	22.5	29.3	19.7	23.3	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	76.2	77.5	70.7	80.3	76.7	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	69.0	71.2	67.3	75.4	71.7	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	51.7	61.0	48.1	61.4	52.5	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	31.6	45.7	39.8	52.3	40.4	52.4	53.5	53.7	53.6	53.3
% Writing 5+ Exams	20.1	28.0	23.3	27.2	30.3	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	11.5	13.3	7.6	18.8	20.2	12.8	12.8	13.0	13.2	12.7

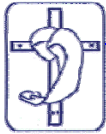
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. (optional)

	Holy Family CRD No. 37					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	142	162	149	147	101	43,221	43,032	43,930	44,661	45,432
English 30/30-1	41.5	50.0	40.3	50.3	39.6	53.4	54.4	54.7	54.5	53.8
English 33/30-2	26.8	22.2	26.2	23.8	33.7	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	67.6	71.6	66.4	74.1	72.3	76.6	76.9	77.1	77.0	76.7
Social 30	38.0	47.5	40.3	48.3	35.6	47.8	49.1	49.5	49.3	48.1
Social 33	35.2	24.1	28.9	27.2	37.6	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	71.8	70.4	67.1	72.8	72.3	76.9	77.0	77.2	77.2	76.7
Math 30/Pure	24.6	34.6	30.2	35.4	32.7	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	16.9	17.9	13.4	25.2	16.8	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	40.8	52.5	42.3	59.2	49.5	58.9	60.4	60.7	60.7	59.7
Biology 30	35.9	43.8	42.3	50.3	37.6	38.7	39.4	39.6	39.8	39.1
Chemistry 30	17.6	21.6	20.1	24.5	30.7	33.9	34.4	34.2	34.3	34.5
Physics 30	19.0	24.1	10.7	26.5	19.8	21.5	21.6	21.6	21.5	20.4
Science 30	0.0	3.1	0.7	0.0	2.0	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	40.8	52.5	45.0	55.1	41.6	55.5	56.6	56.7	56.5	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	2.1	3.7	1.3	2.0	2.0	2.3	2.4	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	2.1	3.7	1.3	2.0	2.0	2.5	2.6	2.9	2.9	2.9

Note:

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.



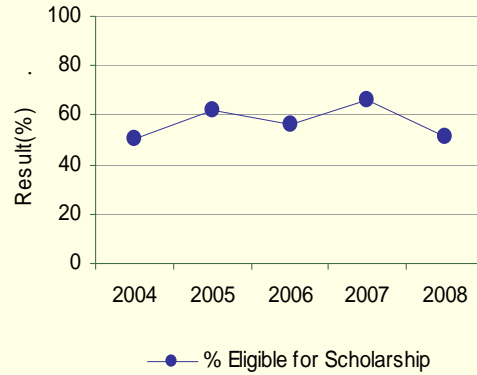
Outcome: Students demonstrate high standards in learner outcomes. (Continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	50.4	62.2	56.1	66.1	51.1	42.0
	Province	52.9	54.6	56.1	56.8	57.3	

Comment on Results

Exceeded our Target.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: Students are well prepared for lifelong learning. (Overall: **Acceptable**)

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	56.6	53.4	60.6	60.1	56.6	61.0
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	32.2	38.5	39.1	40.7	42.9	if set
		Province	34.0	37.0	39.5	40.7	40.3	

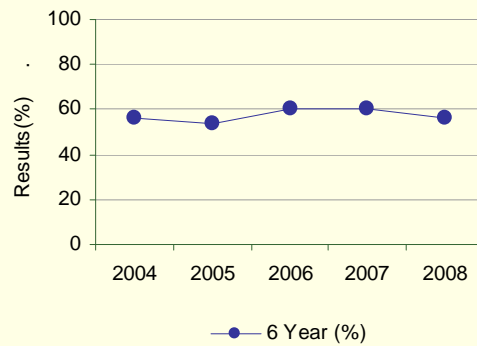
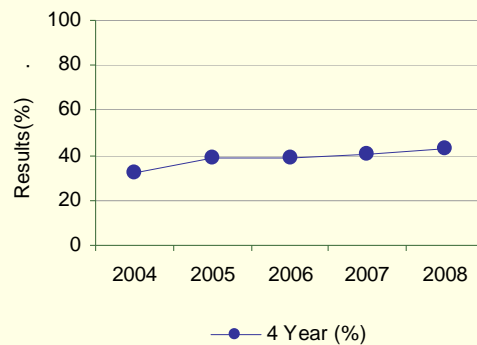
Comment on Results

- Our transition rate within 4 yrs has surpassed the target set and is at provincial average.

Note:

The 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: Students are well prepared for lifelong learning. (Continued) (Overall: **Issue**)

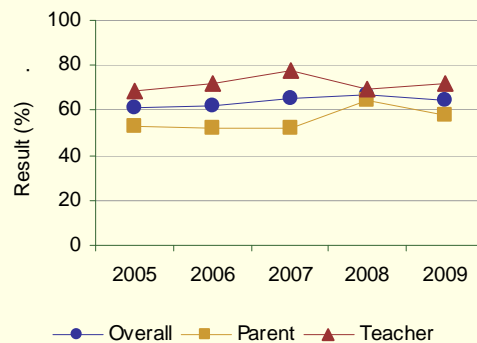
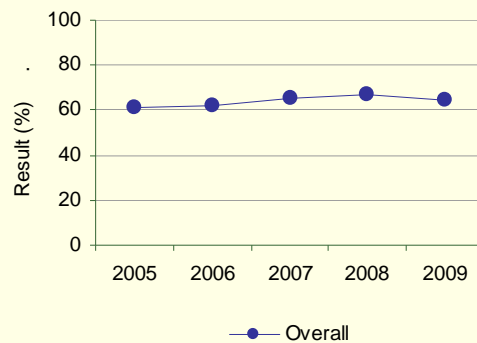
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	60.8	62.1	65.1	67.0	64.8	if set
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	Authority	68.7	71.8	78.0	69.5	72.0	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	Authority	52.9	52.3	52.3	64.5	57.5	
		Province	55.1	57.9	57.1	59.5	60.8	

Comment on Results

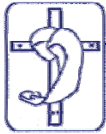
- ▶ Jurisdiction did not report this last year and therefore target was not set in Three Year Education Plan.
- ▶ Jurisdiction does have this question in Schollie Survey stated as First Nation, Métis, Inuit learners are well prepared for lifelong learning. Parents of FNMI students, teachers, support staff and Grade 7-12 students.
- ▶ For 2008-2009:
 - 77% of the students grades 7-12 agree that my school helps First Nations, Métis, and Inuit students learn the knowledge, skills and attitudes they need to be successful.
 - 81% of the parents are satisfied that First Nations, Métis, and Inuit students are learning the knowledge, skills and attitudes that they need to be successful.
 - 82% of the teachers are satisfied that First Nations, Métis, and Inuit students are learning the knowledge, skills and attitudes that they need to be successful. And
 - 86% of the support staff are satisfied that First Nations, Métis, and Inuit students are learning the knowledge, skills and attitudes that they need to be successful.

Strategies

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: Students are well prepared for employment. (Overall: **Issue**)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall (required)	Authority	73.8	78.6	82.1	84.1	74.6	82.5
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	Authority	88.8	87.3	92.6	87.9	86.5	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	Authority	58.8	69.8	71.5	80.3	62.7	
		Province	60.8	64.6	65.1	70.9	70.2	

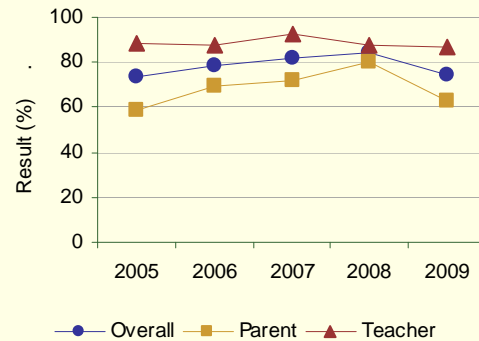
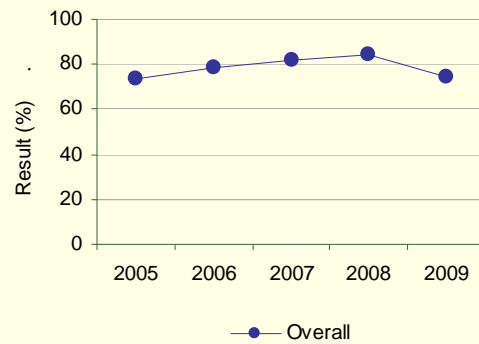
Comment on Results

- ▶ Jurisdiction results exceed target set and provincial average.

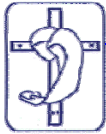
Strategies

- ▶ Provide a wide range of instructional programs to meet the needs of all learners.
- ▶ Ensure graduates achieve Student Learning Outcomes defined by Alberta Education.
- ▶ Promote wellness and healthy lifestyles in schools.
- ▶ Ensure students are well grounded in basic skills.
- ▶ Provide, where possible, CTS programming.
- ▶ Provide career counselling to help students make post secondary and employment decisions.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: Students model the characteristics of active citizenship. (Overall: **Acceptable**)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	72.5	73.8	74.9	76.9	75.5	76.0
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	Authority	84.8	82.8	85.9	87.7	82.5	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Authority	69.1	74.4	72.1	79.2	77.9	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Authority	63.6	64.2	66.5	63.8	66.1	
		Province	66.1	67.5	67.1	68.5	71.8	

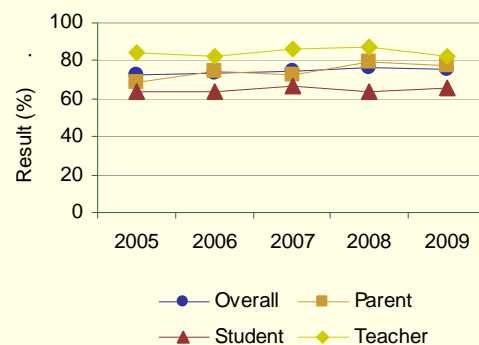
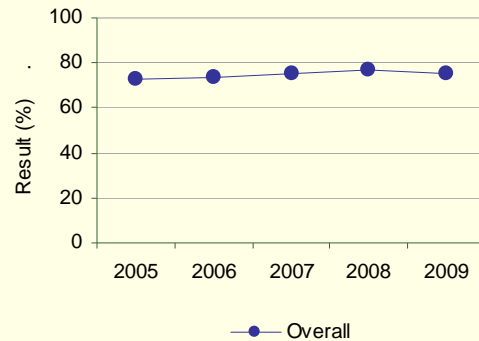
Comment on Results

- ▶ Jurisdiction exceeded the previous three year average.

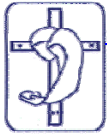
Strategies

- ▶ Strategies integrated into subject areas such as Social Studies continue to engage students in citizenship activities that lead to service to the community.
- ▶ Schools continue to teach values through Religious Education program.
- ▶ Schools maintain and encourage social justice and Christian service program.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



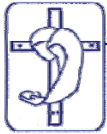
Highlights of Accomplishments

- ▶ Improved achievement in early literacy and numeracy.
- ▶ Successful early literacy program.
- ▶ Successful integration of technology.
- ▶ High levels of satisfaction on quality of education expressed by First Nations parents.
- ▶ Increase First Nations, Métis and Inuit programming resources and personnel support.
- ▶ Average class size provincial targets met all categories.
- ▶ Implementation of flexible grouping strategies in Gr. 1-6 Language Arts and Math in some schools.
- ▶ Successful continuation of Differentiation Instruction and the implementation of Assessment for Learning. (AISL project)



Future Challenges

- ▶ Having specialized teachers in specialized programs.
- ▶ Improving standards of excellence.
- ▶ Timetabling issues in small high schools.
- ▶ Improving overall achievement at grade 9 level.
- ▶ Continued improvement of the 3-year high school completion rate.
- ▶ Improving achievement levels of grade 9 students by ensuring they are in appropriate programs (i.e. Knowledge and Employability).
- ▶ Placing high school students in programs that they can be successful in.



Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships. (Overall: **Acceptable**)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	78.6	76.9	79.2	81.7	74.9	81.0
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	Authority	84.2	83.0	85.1	84.3	79.8	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	Authority	72.9	70.8	73.3	79.0	69.9	
		Province	65.2	68.1	67.9	69.0	72.2	

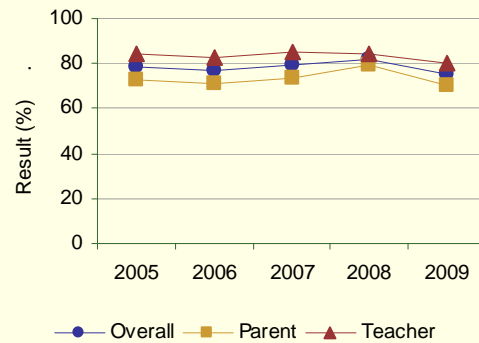
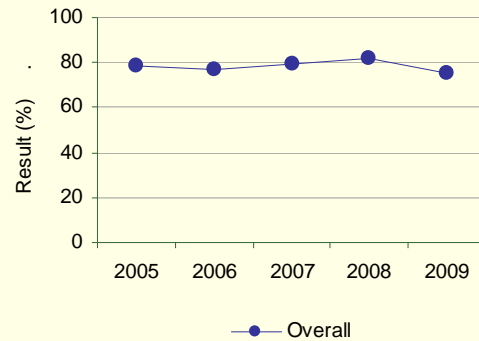
Comment on Results

- ▶ Schollie Survey indicates that 91% of parents surveyed are satisfied with their opportunity to be involved in decisions about their child's education.
- ▶ When analyzing the data, parents and teachers from different schools present a different perspective.

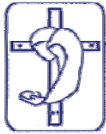
Strategies

- ▶ Increase in student led parent/teacher conferences
- ▶ In select areas a Boundary expansion is being explored and carried out.
- ▶ The Jurisdiction maintains a positive working relationship with other School Divisions.
- ▶ School Council Chairs as a divisional group meet with Trustees on an annual basis.
- ▶ In most areas Trustee attends monthly School Council meeting.
- ▶ Jurisdictional exploration of real time reporting system for parents, for example, Power School, Maplewood, etc.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



Outcome: The authority demonstrates leadership and continuous improvement. (Overall: **Good**)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall (required)	Authority	73.8	75.8	80.0	81.9	77.7	81.0
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	Authority	70.1	77.6	79.3	81.4	77.5	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Authority	73.6	74.2	77.9	84.6	75.9	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Authority	77.7	75.8	82.8	79.8	79.8	
		Province	77.9	79.4	79.3	79.5	81.8	

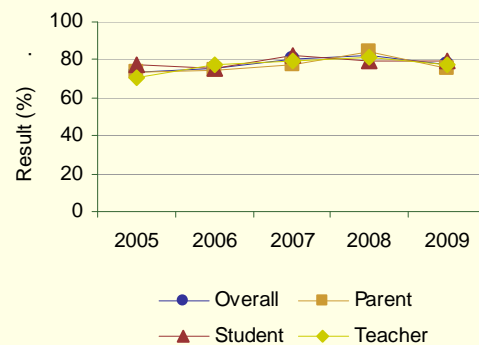
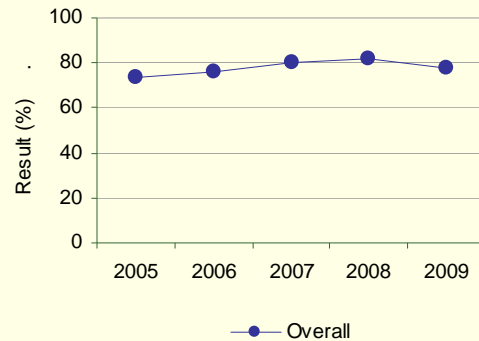
Comment on Results

- ▶ In 2008-2009 the Jurisdiction completed a Technology Review and a decision was made to decentralize the technology support.

Strategies

- ▶ On-going professional development for Division administration.
- ▶ System of school-based decision-making maintained.
- ▶ Beginning teachers' mentorship program is supported and maintained.
- ▶ Annual school-based Accountability Pillar Meetings held with administration and/or school-based improvement teams at each school.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).



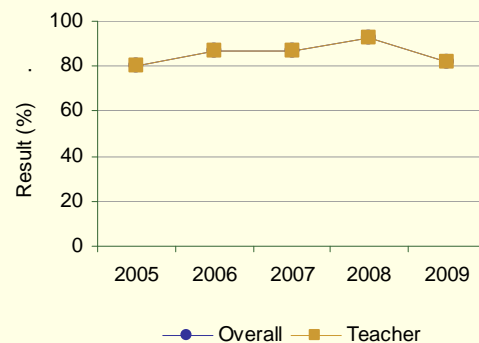
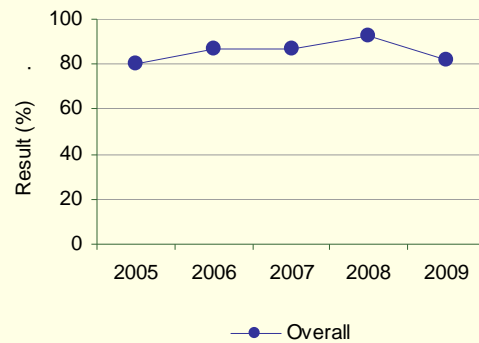
Outcome: The authority demonstrates leadership and continuous improvement. (Continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	80.2	86.7	87.1	92.2	82.2	88.0
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	Authority	80.2	86.7	87.1	92.2	82.2	
		Province	76.5	78.2	78.8	80.4	81.5	

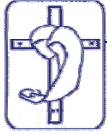
Comment on Results

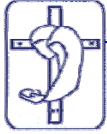
- ▶ Jurisdiction continued to focus on Professional Development through Professional Learning Communities.
- ▶ Professional Development opportunities through the Division and Consortium are more relevant and are being offered locally.
- ▶ Emphasis on the use of technology to support on-site Professional Development is encouraged and supported.

Graph of Overall Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).





Summary of Financial Results

The Holy Family Catholic Regional Division No. 37 closed the 2008-2009 fiscal year with revenues of \$25,844,547 and expenses of \$25,221,300 resulting in a surplus of \$623,247.

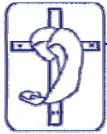
The Division operates on a site-based management system where each school and other operational departments are considered as separate sites. The instructional block consisted of 77.9% of our total expenditures. 4.7% was spent on administration and the remainder was dedicated to operation and maintenance of schools and transportation.

As of August 31, 2009, Holy Family Catholic Regional Division held \$5,688,172 in Operational Reserves to aid in the day-to-day and year-to-year budget plans of each site. A further \$1,952,340 was held in Capital Reserves for future capital purchases.

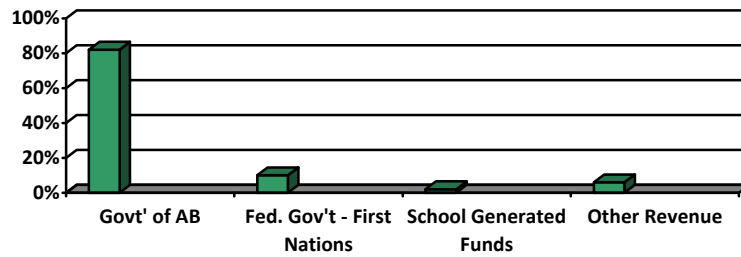
Budget Highlights

- The 2009-2010 Budget was developed to support provincial policy 1.8.2 on school-based decision-making.
- Of the total expenses, Instruction expenses is projected at 76%, Operation and Maintenance of Schools at 17%, Board and System Administration at 5%, Transportation at 1% and External Services at 2%.
- Salaries and Benefits is projected at 69%, services, Contracts and Supplies projected at 24% and other expenses at 8% of total projected expenses.
- The Board was able to balance the 2009-2010 budget by using funds carried from previous years.
- The Budget will support schools to deliver the same level of programming for 2009-2010 school year. The budget will further support the following new initiatives:
 - ✓ Restructure Division Technology Coordination and Support Services
 - ✓ Increase Educational Technology and Support
 - ✓ Continue Joint Partnership with Peace River S.D. No. 10 to provide a two-year Leadership Capacity Building Project
 - ✓ Implement a Division-Wide School Library Review
 - ✓ Centralize the Mentorship Program
- The Government of Alberta announced a reduction in funding to school divisions for the 2009-2010 school year. The reduction in funding was based on 2008 Audited Financial Statements reserves of the Division. This resulted in a decrease in funding/reserves of approximately \$629,092 for Holy Family CRD No. 37.

The following chart on revenues, expenditures by function and object are provided for your information. Detailed financial information is available at www.hfcrd.ab.ca or by contacting the Corporate Treasurer at 780-624-3956 or toll free at 1-800-285-8712. In addition, comparative information is available in the provincial report at <http://education.alberta.ca/admin/funding/audited.aspx>.

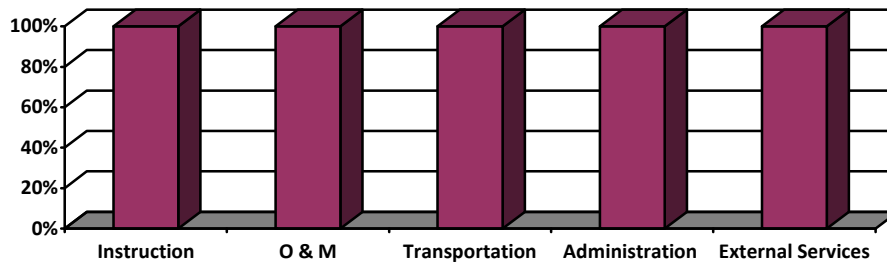


Revenue Summary for 2008-2009

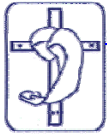


Government of Alberta	\$21,249,351 – 82%
Federal Gov't/First Nations	\$ 2,558,766 – 10%
Net School Generated Funds	\$ 449,864 - 2%
Other Revenues	<u>\$ 1,586,566 - 6%</u>
Total Revenues	\$25,844,547 - 100%

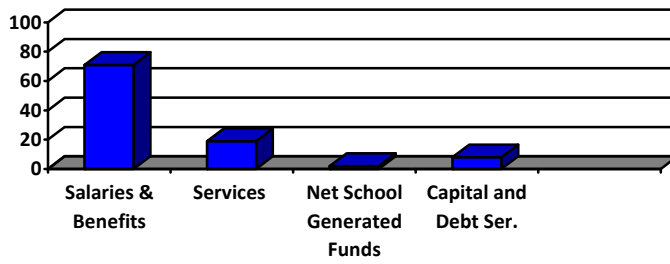
Expenses by Function for 2008-2009



Instruction	\$ 19,647,251 – 77.9%
O & M	\$ 3,679,423 – 14.6%
Transportation	\$ 306,285 – 1.2%
Administration	\$ 1,176,412 - 4.7%
External Services	<u>\$ 411,929 - 1.6%</u>
Total	25,221,300 - 100%

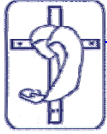


Expenses Object for 2008-2009



Salaries and Benefits	18,454,279	71%
Services, Contracts & Supplies	4,522,211	19%
Net School Generated Funds	449,864	2%
Capital & Debt Services	1,794,946	8%
	<u>25,221,300</u>	<u>100%</u>





Capital and Facilities Projects

The Division maintains a Ten-Year Facility Plan. All school facilities have been audited through Alberta Infrastructure's School Facility Evaluation Program and the RECAPP system. The information was used to develop the Three-Year Capital Plan which outlined the short-term needs for capital upgrades relating to additional space requirements and high priority needs for major modernizations.

Holy Family School in Grimshaw has been identified for major capital upgrades in the Three-Year Capital Plan. Holy Family School requires a major modernization to improve building components to enhance the learning environment and improve facility functionality for K – 9 program delivery.

École Providence School in McLennan received funding in the amount of \$1,037,400 to upgrade the school facility. Mechanical, architectural and electrical improvements are in progress.

CTS lab additions at Glenmary School in Peace River are a high priority for facility additions within the Division's Three-Year Capital Plan. Such an addition will accommodate a variety of CTS programming allowing for more choices for students. Space to provide CTS programming which was being leased from a business across the street has been discontinued. A modular classroom has been allocated to provide space until a CTS addition is approved.

A major modernization and addition to Rosary School in Manning was completed in 2002. The project provides for a modern and functional learning environment as well as appropriate space for a K – 9 programs. Improvements are dealt with through IMR funding.

St. Andrew's School in High Prairie has been identified as requiring a new gymnasium to accommodate the high school program. The present facility has several safety issues around court size. The needs of this school have been identified in the Three-Year Capital Plan.

Two modular classrooms have been added to Good Shepherd School in Peace River to accommodate the class size initiative allowing for improved programming.

Until Capital Funding for outstanding major capital projects is provided, the Infrastructure Maintenance Renewal Program funding will be used for many smaller projects and to upgrade facilities to an acceptable standard, thus, ensuring a good learning environment.

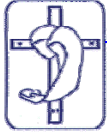
The Corporate Secretary is the Division's contact person for information of any school facility and can be reached at 780-624-3956. The Division's Facility Plans are also available on the Division's webpage at www.hfcrd.ab.ca.

Division Profile

Holy Family Catholic Regional Division No. 37 was formed on September 1, 1997, through the regionalization of the former Holy Family Catholic Separate Regional Division No. 17 and North Peace Roman Catholic Separate School District No. 43. This report reflects the 12th year of operation of the regional division. The results achieved will be used to establish goals in future education plans of the Division.

The Regional Division provides Catholic education to the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, Valleyview and High Prairie. A virtual school in McLennan provides a grades 7 – 12 program in which students from across the province are enrolled. An agreement with Fort Vermilion School Division No. 52 provides for that Division to operate St. Mary's Elementary School which is owned by Holy Family Catholic Regional Division No. 37. The Catholic Regional Division also operates the school in the Youth Assessment Centre (St. Francis Holistic Learning Centre) in High Prairie.

A comprehensive range of programs was provided for 2,079 students enrolled in the following nine schools.



Publication and Communication

This report is made available to parents and the public on the Holy Family C.R.D. No. 37 website at <http://www.hfcrd.ab.ca/documentsandreports.htm>. The AISI Annual Report can be accessed at [http://www.hfcrd.ab.ca/2007-2008%20AISI%20Project%20Annual%20Report%20-%20Project%2030218%20\(Print%20Preview\).pdf](http://www.hfcrd.ab.ca/2007-2008%20AISI%20Project%20Annual%20Report%20-%20Project%2030218%20(Print%20Preview).pdf) and the Class Size report can also be accessed on the website at <http://www.hfcrd.ab.ca/averageclasssize.htm>. Copies of these reports are also available upon request. Individual School Results Reports are communicated to the school council and made available to parents and the public on each school's websites which can be accessed by navigating Holy Family C.R.D. No. 37's webpage at www.hfcrd.ab.ca. School Councils are given an opportunity to provide input into the Annual Education Results Report at school council meetings with their School Principals. Principals then bring input forward to the Superintendent at meetings held with Principals to update the Annual Education Results Report.

This report is a summary of Holy Family Catholic Regional Division's achievements for the 2008-2009 school year based on the 2008/09 – 2010/11 Three Year Education Plan. It serves as a tool to continue monitoring improvement in the Division and provides accountability to stakeholders.

** The AISI Annual Report Link will be updated as soon as the report is available.