Annual Education Results Report (AERR) for Aurora Learning Foundation (A.0211 – Calgary)

As part of:

OneSchool Global

Accountability Statement

The Annual Education Results Report for Aurora Learning Foundation for the 2023/24 school year was prepared under the direction of the Board of Directors in accordance with responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge skills and attitudes they need to be successful and contributing members to society.

The Annual Education Results Report for 2023/24 was approved by the Board on November 30th, 2024, and revised on April 10th, 2025

S. Bris

(Signed by the Chair)

April 10th, 2025

(Date Signed)

Foundation Statements

Mission Statement

"Learning to Learn"

This school is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurturing the attitudes and skills necessary for their continual learning and personal growth throughout life.

"Learning to Learn" means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfill their true potential.

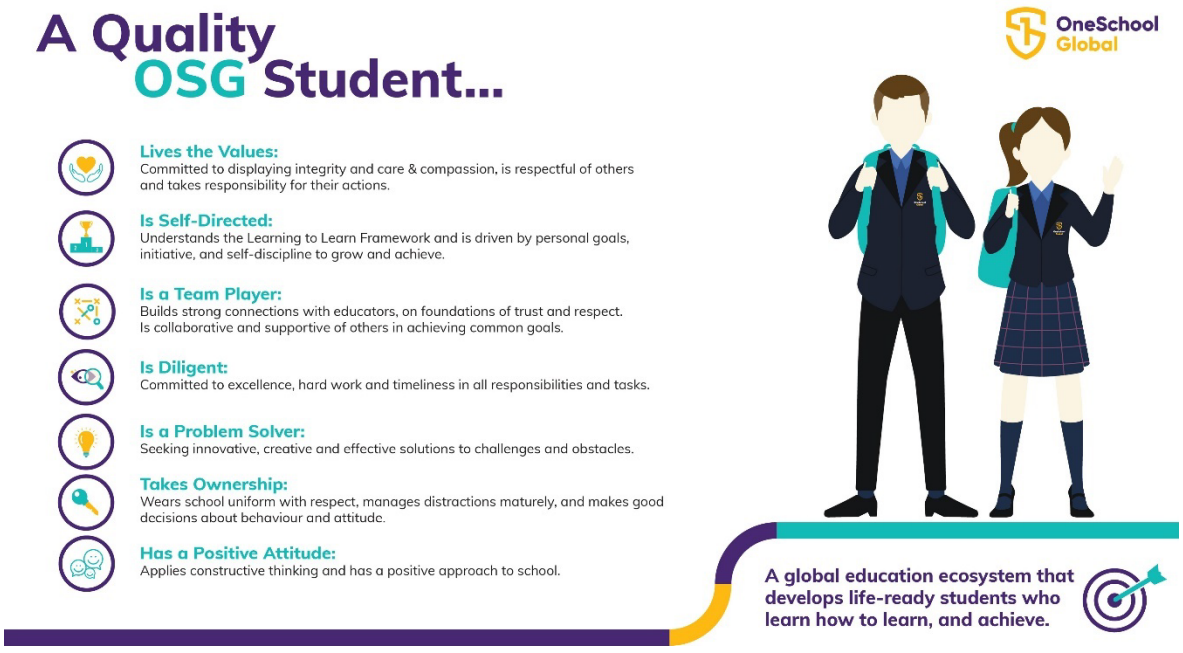
Vision Statement

Aurora Learning Foundation Calgary envisions:

- Students of integrity who are responsible, well-rounded, and actively participate in a rigorous curriculum.
- Staff who are highly qualified, accountable, and motivated for creating a positive learning environment.
- Collaborative school communities in which staff, students and families work together within a universal standard.
- Adequately funded academic programs and safe, well-maintained, proper school facilities
- The use of best practices, appropriate assessment, and technology to foster continuous improvement.

Principles Statement

In coming to Aurora Learning Foundation Calgary, each student, parent, and staff member shall uphold the values, which were previously *integrity, commitment, care and compassion, respect, and responsibility*, of the school which include:



A Profile of the School Authority

Aurora Learning Foundation is a fully accredited private Christian school with students enrolled in grades three through twelve. At this school, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs. The truth and authority of the Holy Bible and strong family values underpin the commitment of the school to provide quality in every facet of education - curriculum, teachers, facilities, management, and discipline - in a safe, secure and caring environment. More information can be found at: http://www.auroralearningfoundation.com/

Through OneSchool Global, all stakeholders are encouraged to foster a culture to provide a global education system that develops life-ready students who learn how to learn. More information on OneSchool Global can be found at: https://www.oneschoolglobal.com/.

These students come from a sect of Christianity called the Plymouth Brethren. More information about this religion and culture can be found at: http://www.plymouthbrethrenchristianchurch.org/.

Our Calgary Campus currently employs five full-time Alberta-certified teaching staff. Currently, our enrollment is sixteen students in both elementary and secondary school, grades 3-12. Teachers instruct the Alberta curriculum for all core and optional subject areas. Due to the small student population, some classes are taught through charted tiers (elementary and junior high) to ensure all instructional hours and course content are met. Many of the courses offered were taught via virtual classroom (VC) using Zoom: https://zoom.us/. Educational technology through Learning Management Systems (LMS) is becoming an integral component of our school vision in delivering quality instruction online. To accommodate this, our Campus provides a 1:1 student to laptop ratio, giving each student more direct and personalized access to the content and their instructors, but also expands and broadens the classroom capabilities for instruction.

This year, Aurora Learning Foundation Calgary receives external instruction from our neighboring Edmonton Campus, Vancouver British Columbia, Stonewall Manitoba, Regina Saskatchewan, and several Ontario Campuses whose teachers have valid teacher Alberta certification. Some courses in high school are in a semester format, whereas some, including English, Math, Science and Physical Education, are year-round. This staggers diplomas and lessens the burden of June examinations. Upon graduation, we thrive to push all students towards a certified Alberta diploma. Students do not attend post-secondary studies but are encouraged to pursue online courses via correspondence in areas of business and accounting once they graduate from the Aurora Learning Foundation. Graduates continue to pursue online business classes with UC Berkeley and beyond as part of OneSchool Global's Career Advancement Program (CAP), which provides students with business-ready skills and incentives upon completion, as well as a Microsoft Certification Course that is nationally recognized across the United States of America.

Measure Category	Measure	Aurora Learning			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Current Result	Prev Year Result	Prev 3 Year Average	Overall
Student Growth and Achievement	Student Learning Engagement	**97.3**	98.9	95.5	**83.7**	84.4	84.8	n/a	Maintained	n/a
	Citizenship	**93.7**	99.3	96.8	**79.4**	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	**80.4**	80.7	82.4	*	n/a	n/a
	5-year High School Completion	**n/a**	*	n/a	**88.1**	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	*	*	n/a	**68.5**	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	**19.8**	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	**62.5**	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	**15.4**	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	**81.5**	80.3	80.3	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	**22.6**	21.2	21.2	*	n/a	n/a
Teaching & Leading	Education Quality	**98.4**	98.3	98.5	**87.6**	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**95.6**	99.3	97.2	**84.0**	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	**95.6**	97.8	93.4	**79.9**	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	**97.0**	99.0	95.9	**79.5**	79.1	78.9	Very High	Maintained	Excellent
Governance	Parental Involvement	**99.0**	92.9	95.9	**79.1**	78.8	80.3	Very High	Maintained	Excellent

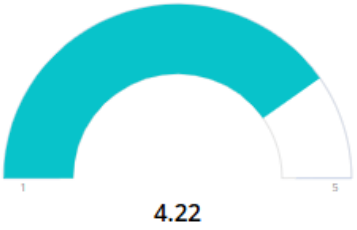
Measure	Aurora Learning			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Current Result	Prev Year Result	Prev 3 Year Average	Overall
Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	**52.7**	3.5	n/a	*	n/a	n/a
Drop Out Rate	**0.0**	*	n/a	**2.5**	2.5	2.4	Very High	n/a	n/a
In-Service Jurisdiction Needs	**87.3**	96.7	98.3	**81.1**	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	**97.5**	100.0	100.0	**79.9**	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	**84.4**	81.5	81.0	**82.8**	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	**94.6**	96.2	92.2	**80.6**	81.2	81.5	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	*	*	n/a	**70.7**	71.9	70.0	*	n/a	n/a
Safe and Caring	**95.8**	99.0	96.7	**87.1**	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	**87.7**	92.4	85.5	**71.9**	72.9	72.7	Very High	Maintained	Excellent
School Improvement	**95.7**	93.3	95.0	**75.8**	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	*	*	n/a	**60.1**	59.7	60.0	*	n/a	n/a
Work Preparation	**100.0**	100.0	100.0	**82.8**	83.1	84.0	Very High	Maintained	Excellent

Combined 2023 Accountability Pillar First Nations, Métis, and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

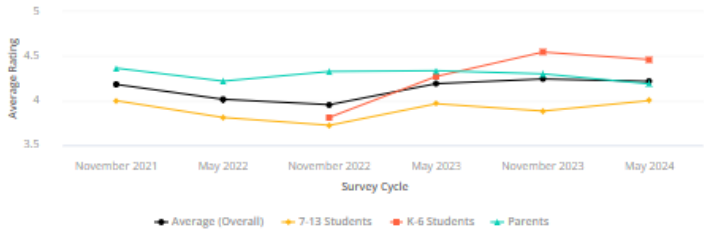
[No Data for Overall Summary - FNMI]

Survey Results

Overall Average Rating



Average Rating By Respondent Group



Average Rating By Theme

7-13 Students

	Average Rating	Percentage Change
Engagement	3.85	1.01%
Performance	3.96	3.27%
Vision & Values & Ethos	4.12	0.94%
Wellbeing & Culture	4.04	3.96%

K-6 Students

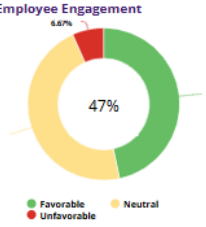
	Average Rating	Percentage Change
Engagement	5.00	0.00%
Performance	4.14	-3.33%
Vision & Values & Ethos	4.00	-20.00%
Wellbeing & Culture	5.00	0.00%

Parents

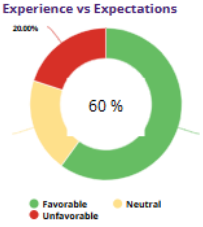
	Average Rating	Percentage Change
Engagement	4.17	-5.18%
Performance	4.17	1.01%
Vision & Values & Ethos	4.33	-4.06%
Wellbeing & Culture	4.14	-1.65%

Survey Results

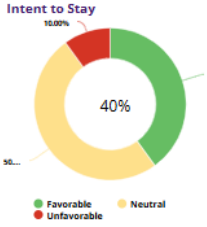
Employee Engagement



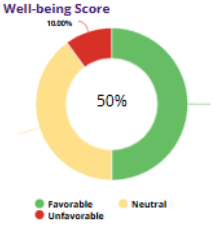
Experience vs Expectations



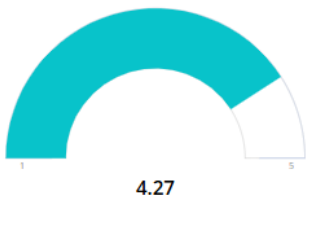
Intent to Stay



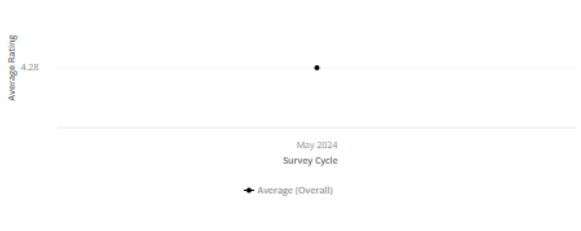
Well-being Score



Overall Average Rating



Average Rating By Respondent Group



SCHOOL GOAL #1 - LIVING THE VALUES

OUTCOMES

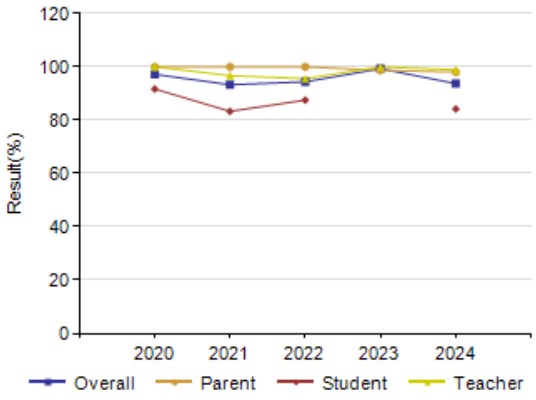
- **Students and staff demonstrate the values of integrity, care & compassion, respect, responsibility, and commitment through observable behaviours and actions while at school.**
- **There exists a school culture than encourages students to and recognizes students for demonstrating the five school values.**

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	97.2	93.3	94.4	99.3	93.7	Very High	Maintained	Excellent

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	97.2	93.3	94.4	99.3	93.7	83.3	83.2	81.4	80.3	79.4
Parent	100.0	100.0	100.0	98.7	98.0	82.4	81.4	80.4	79.4	78.7
Student	91.7	83.3	87.5	n/a	84.2	73.8	74.1	72.1	71.3	69.6
Teacher	100.0	96.7	95.6	100.0	98.9	93.6	94.1	91.7	90.3	89.8

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (Overall Respondents Rating out of 5)				
	2020	2021	2022	2023	2024
Rating by parents answering how they feel that the school upholds the five organizational values of integrity, care and compassion, respect, responsibility, and commitment.	4.20	4.63	4.40	4.67	4.33

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Overall percentage of students in the year who achieved bronze recognition for modelling citizenship according to the organization's five values (shift to seven in 2024-25)	93.3	91.1	95.2	100.0	100.0
Overall percentage of students in the year who also achieved higher level recognition for modelling citizenship according to the organization's five values (shift to seven in 2024-25)	38.1	47.6	33.3	50.0	41.1
Overall percentage of students in the year who received increased citizenship recognition compared to the previous year according to the organizations five values (shift to seven in 2024-25)	6.7	28.6	23.8	66.6	35.3

Comment on Results: Analysis (November 2024)

- We continued to observe an increase in the percentage of parents, teachers and students who believe we are preparing students to model the characteristics of active citizenship. This has been especially a vital indicator in the cultural shift in the Campus whereby it demonstrates stakeholder buy-in, including, but not limited to parents, staff, and students.
- Higher staff to student ratio in recognizing citizenship.
- The Parent survey responses indicated an overall very high level of satisfaction with how the school upholds the five organizational values, but there was an overall decrease in parent satisfaction (noted above). This will be a focus in 2024-25.
- Categories for student recognition have shifted slightly, but still encapsulate the 5 pillars previously used for recognition
- We observed an increase in the percentage of students who achieved local bronze level (living the values) recognition and a continued increase in the percentage of students who achieved local higher level living the values recognition.
- Consistently, we observe that parents feel as though stakeholders uphold the OneSchool Vision and Values, though there was a decrease in their overall engagement and results via survey. As a goal, we will be focusing on stakeholder engagement and aim to improve this measure

Comment on Results: Strategies & Action (May 2024)

- The Student Leadership Team (SLT) continues to extend their roles and responsibilities, demonstrating high buy-in for all stakeholders. Their roles and responsibilities increased this Academic Year to extend more engagement across OneSchool Global.
- Continued utilization of the Global House Cup system to promote and reward students for living the values and displaying exemplary citizenship.
- Refinement and improvement of the Global House Cup System with more input from staff, students, and parents through surveys.
- Implementation and continued use of the Campus Community Support (CCS) Program for increased student interaction with positive community role models.
- Increased focus on beginning of year goal setting with students incorporating citizenship goals. Incorporation of citizenship goals into bi-annual Student-Led Conferences.
- Homeroom check-ins are structured and increased in frequency, allowing students to demonstrate growth in these areas.
- Continued involvement through various organizational initiatives to uphold alignment and celebrate unifying collaboration.

SCHOOL GOAL #2 - STUDENT GROWTH & ACHIEVEMENT

OUTCOMES

- **Students will demonstrate individual growth in their educational journey annually**
- **Students will demonstrate an understanding of learning outcomes through all courses.**
- **Students develop accountability of their learning through improving their 21st century skills and as self-directed learners.**
- **All students will graduate high school and receive their Alberta High School Diploma.**
- **Aurora Learning Foundation continues to develop life-ready learners.**

Provincial Performance Measures from Alberta Education

Early Years Literacy/Numeracy Assessment Name	2023-2024				
	Total Number of Students Assessed	Percentage of Students Identified as being at Risk (Beginning of Year)	Percentage of Students Identified as being at Risk (End of Year)	Average number of months behind grade level of at- risk students at time of initial assessment	Average number of months gained at grade level by at- risk students at time of final assessment
Castles & Coltheart 3 Assessment – Overall Performance	4	*	*	*	*
Numeracy Screening Assessment	4	*	*	*	*

Aurora Learning Foundation does not currently enroll students in grades K-2. Numeracy and Literacy screening assessments were administered but the data is not displayed due to the small number of students participating in the assessment(s). Aurora Learning Foundation does not currently have First Nations or Métis and Inuit enrollment, thus making it challenging to accommodate: "Improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports; nor a strategy for the systemic education gap for self-identified First Nations, Métis, and Inuit students." Strategies that are being utilized by Aurora Learning Foundation associated with the provincial outcome of: "Supporting the implementation of the Truth and Reconciliation Commission Recommendations."

Performance Measure	Results (in percentages)				Evaluation			
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	*	*	*	*	*	*
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	*	*	*	*	*	*

Performance Measure	Results (in percentages)				Evaluation			
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	*	*	*	*	*	*
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	*	*	*	*	*	*

Performance Measure	Results (in percentages)				Evaluation			
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	*	*	*	*
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*	*	*	*
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*	*	*	*

A Quality OSG Parent...

OneSchool Global

Lives the Values:
Committed to displaying integrity and care & compassion, is respectful of others and takes responsibility for their actions.

Is Encouraging:
Supportive of their child's learning journey by being intelligent in their understanding of the Learning to Learn Framework, encouraging their child to fully participate and achieve their full potential.

Shows an Interest:
Communicates regularly and positively with educators and campus management, attends key school events and remains engaged with campus activities.

Is Responsible:
Ensures their children's attendance and has respect for the uniform standard, upholding all OneSchool Global policies and completes ICT checks.

Is Involved:
Volunteers at the campus and works with key stakeholders to suggest improvements.

Is Committed to the School:
Has respect for the school and takes absolute responsibility for the enrolment and self-discipline of their child.

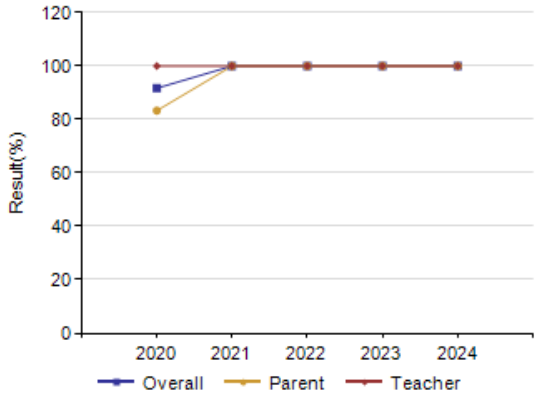
Respects the System:
Elevates concerns and feedback about their child and the school through appropriate channels, ensuring the OSG structure is respected.

A global education ecosystem that develops life-ready students who learn how to learn, and achieve.

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
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.	91.7	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.	93.3	100.0	100.0	100.0	97.5	Very High	Maintained	Excellent

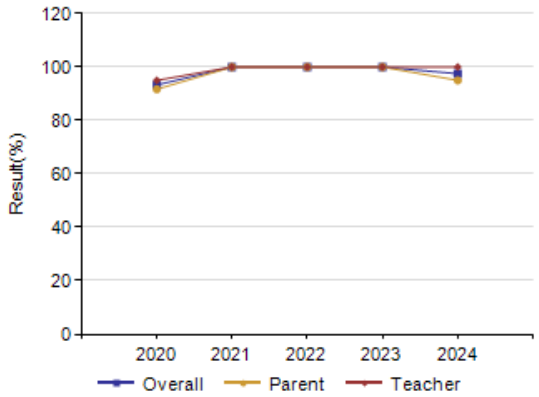
	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	91.7	100.0	100.0	100.0	100.0	84.1	85.7	84.9	83.1	82.8
Parent	83.3	100.0	100.0	100.0	100.0	76.0	77.8	77.3	75.0	74.8
Teacher	100.0	100.0	100.0	100.0	100.0	92.2	93.7	92.5	91.3	90.7

Graph of Overall Authority Results



	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	93.3	100.0	100.0	100.0	97.5	72.6	82.1	81.0	80.4	79.9
Parent	91.7	100.0	100.0	100.0	95.0	64.6	75.3	74.6	73.4	73.3
Teacher	95.0	100.0	100.0	100.0	100.0	80.6	88.9	87.4	87.3	86.6

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (in percentages)			
	2021	2022	2023	2024
Overall percentage of students who achieved the average standard on the NWEA MAP Growth Math assessment	47	58	47	62
Overall percentage of students who achieved a high standard on the NWEA MAP Growth Math assessment	16	19	62	86
Overall percentage of students who met or exceeded their projected RIT growth on the NWEA MAP Growth Math assessment	n/a	62	42	47
Overall percentage of students who achieved the average standard on the NWEA MAP Growth Reading assessment	68	72	82	78
Overall percentage of students who achieved a high standard on the NWEA MAP Growth Reading assessment	21	29	68	62
Overall percentage of students who met or exceeded their projected RIT growth on the NWEA MAP Growth Reading assessment	48	52	28	58
Overall percentage of students who achieved the average standard on the NWEA MAP Growth Language Usage assessment	63	67	72	78
Overall percentage of students who achieved a high standard on the NWEA MAP Growth Language Usage assessment	11	10	27	72
Overall percentage of students who met or exceeded their projected RIT growth on the NWEA MAP Growth Language Usage assessment	n/a	42	62	44
Overall percentage of students who achieved the average standard on the NWEA MAP Growth Science assessment	71	48	74	84
Overall percentage of students who achieved the high standard on the NWEA MAP Growth Science assessment	41	67	68	62

Performance Measure	Results (Overall Respondents Rating out of 5)				
	2020	2021	2022	2023	2024
Rating by parents answering how they feel about their child taking ownership of and responsibility for their learning.	3.80	4.25	3.80	4.17	4.12

Comment on Results: Analysis (November 2024)

- The board, staff, and parents continue to endeavor to ensure every student completes their high school education and receives a High School Diploma from the Government of Alberta. It is against the religious beliefs of the board, parents, and students to attend a post-secondary institution to further their education after grade twelve. Students enter directly into the business work force after graduation. Since our students are not allowed to attend post-secondary institutions, the staff do not encourage applications for Rutherford scholarships.
- Our students write the English, Social Studies, Mathematics and Science 30 Diplomas.
- We observed a high standard in both the 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, and the percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- All enrolled students in grades 3 through 12 complete NWEA MAP Growth Testing in the areas of Math, Reading, Language Usage and Science. We continued to see a trending growth measure through all tested fields, particularly in Language Usage, which was a District goal in Alberta and British Columbia. Our lowest growth measured was Reading but coincidentally measured highest in achievement.
- PAT results: 50% of test written were completed to a standard of excellence
- Diploma results: 50% of tests written were completed to a standard of excellence
- MAP: 47.28% of sessions completed either met or exceeded their projected growth, demonstrating 68% of sessions in the 80% percentile or above across North America (top 20%)
- Refer to the Appendix for further breakdown of provincial results, including participation and testing sessions. NOTE: due to low enrollment, results have been suppressed

Comment on Results: Strategies & Action (May 2024)

- In total, there are four students in grade 6 and one in grade 9. Our goal is consistent in that students aim to achieve a Standard of Excellence throughout. Small class sizes allow for personalized one-on-one teaching and support available and frequently delivered to all students. In 2023-24, very few students will participate in PATs, making our data suppressed due to low numbers.
- In 2023-24, Aurora Learning Foundation will not participate in the digital assessments offered with Alberta Education.
- Being heavily involved in the business community, OneSchool Global ensures each student is placed in a workplace with a goal of growing their career in either that business or being able to start their own. The teachers still place strong emphasis on students completing their grade twelve (with a heavy emphasis on business) as a preparation for moving into that environment. Aurora Learning Foundation encourages post-graduate training with distance learning courses specifically tailored to business oriented lifelong learning through the Career Advantage Program (CAP). Al students eligible are registered for CAP in the upcoming Academic Year.
- Work Experience, which is a proponent of CAP, was completed by grades 11 and 12 students for a total of a suggested 100 hours.
- A full time Student Support Coordinator (SSC) is on staff to support students on individual education plans (IEPs) and help plan and deliver interventions for students struggling to achieve the acceptable standard.
- Suggested 10 hours of community service is proposed and suggested for all students from grades 7-12.
- Parents receive mid-quarter Progress Reports, giving parents a snapshot on student progress, and NWEA MAP Growth Reports three times annually through a fall, winter and spring session. These communications keep parent and teacher communications frequent, involved and part of any required remediation (if necessary). All teaching staff additionally communicate to parents whenever a student falls below the proficient standard in any class to help support their remediation.
- MAP data is analyzed by all school staff together in staff meetings after every testing session. Local initiatives are developed to support areas of weakness through remediation programs and extension challenges. Restructuring of staff resources to provide more support in math to elementary students is occurring for next year to address relatively lower achievement in math. All students will participate in more targeted MAP skills or related programs next year to address the low growth score in language testing. Results are part of the annual planning.
- All students participate in Student-Led Conferences, which occur twice in an Academic Year, to provide an overview of their learning to their parents from the current semester. Students also take this opportunity to discuss their goals and reflect on their progress in building 21st century skills.
- Aurora Learning Foundation continues to emphasize Self-Directed Learning (SDL). The SDL approach encourages students to take responsibility for their learning. This approach is in line with the OneSchool Global 'Learn How to Learn' mindset.
- *Students in grade 11 and 12 in good standing can participate in the Enrichment Program where they can take increased ownership of their schooling and learn for 1 day a week.*

SCHOOL GOAL #3 - EDUCATOR EXCELLENCE

OUTCOMES

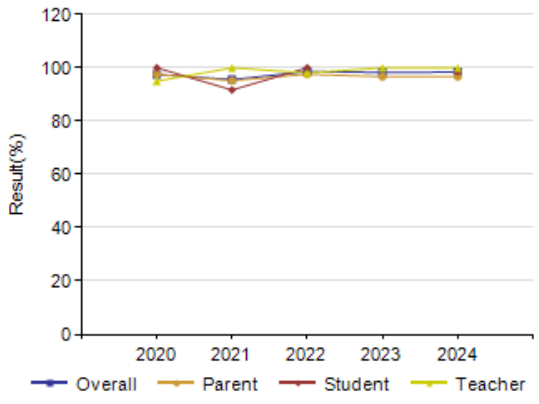
- All staff will pursue and experience growth in their learning related to their professional practice.
- Educational staff will deliver students with timely and quality feedback of their learning.
- Educational staff will facilitate engaging and meaningful learning experiences for students.
- Educational staff will demonstrate proficiency with digital tools to deliver quality online and virtual learning experiences to students.
- Educational staff will continue to pursue relevant professional development to further their skills and abilities.
- Educational staff continue to adapt to a diverse teaching landscape and continue to promote digital teaching and learning tools.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of teachers, parents and students are satisfied with the overall quality of basic education.	97.5	95.6	98.6	98.3	98.4	Very High	Maintained	Excellent

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	97.5	95.6	98.6	98.3	98.4	90.3	89.6	89.0	88.1	87.6
Parent	97.6	95.2	97.6	96.7	96.7	86.7	86.7	86.1	84.4	83.8
Student	100.0	91.7	100.0	n/a	98.5	87.8	86.3	85.9	85.7	84.9
Teacher	95.0	100.0	98.1	100.0	100.0	96.4	95.7	95.0	94.4	93.9

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Rating by parents answering how they feel their child can access support and feedback relating to their learning promptly and easily.	4.20	4.13	4.40	4.08	4.17
Rating by parents answering how they feel their child is allowed to learn in a variety of ways.	4.20	4.38	4.60	4.50	4.44

Comment on Results: Analysis (November 2024)

- Based on the results, we continued to deliver a high degree of basic education to all students. This is an important result to ascertain ownership of learning among all stakeholders.
- We observed positive responses by parents regarding the accessibility, quality, and consistency of teacher feedback. This has been a focus for many staff who have included parental feedback and communication in their professional goals. Their efforts have reassured a positive trend in satisfaction.
- We received very high overall positive to the diversity of learning opportunities that are given to students at all schools but noting a slight decline from 4.40 to 4.08l. These responses indicate teaching staff are working to provide meaning learning experiences for all learners through choice and flexibility and will continue to aim for this to be an element at the forefront.
- All staff receive extensive training with many of these digital tools throughout their tenure and the organization provides regular training sessions to promote continued growth in this area. All teaching staff are required to maintain digital classrooms with each of their classes using the Canvas LMS platform. All staff teaching students in grade 7-12 are also required to teach their class virtually using the Zoom platform. Digital proficiency and engagement are also a key area that staff are professionally evaluated on and given feedback about each year.
- All professional staff are required to complete 15 hours of relevant professional development each year. Progress towards this goal, including review of past and upcoming opportunities, is reviewed with each staff member at the end of each school quarter by their campus principal.
- All professional staff are required to complete a professional development plan each year. This plan must include at least three professional goals. These goals are required to be aligned to the school's five goal pillars and progress towards these goals is also reviewed quarterly. Alignment between professional development and professional goals is strongly encouraged. In the past two years, all school professional staff have completed this requirement to a satisfactory level. The new Staff Appraisal scheme demonstrates feedback from a 360-degree approach, an opportunity for all stakeholders to input on staff progress.
- All staff are invested in the organizational Professional Growth Standards, which prepares them for annual evaluations.

Comment on Results: Strategies & Action (May 2024)

- All staff receive extensive training with many digital tools through OneSchool Global, promoting various training sessions to maintain consistency and growth throughout. All teaching staff are required to maintain digital classrooms using Canvas LMS.
- All staff teaching students in grade 7-12 are also required to teach their class virtually using Zoom, which heightens the digital classroom experience. Proficiency and engagement are also a key area that staff are professionally evaluated on and given feedback about each year.
- All professional staff are required to complete a professional development plan each year. This plan must include at least three professional goals. These goals are required to be aligned to the school's five goal pillars and progress towards these goals is also reviewed quarterly. Alignment between professional development and professional goals is strongly encouraged. By the conclusion of 2023-24, staff would have all exceeded their professional development training goals.
- All professional staff are required to complete 15 hours of relevant professional development each year. Progress towards this goal, including review of past and upcoming opportunities, is reviewed with each staff member at the end of each school quarter by their Campus Principal.
- OneSchool Global offers a two-day Professional Development session leading up to the beginning of the Academic Year. Our recent focuses have been three main driving pillars: High Performing Teams, Learning to Learn Framework, and Campus Management Planning.
- All staff are required to complete annual steps in the OneSchool Professional Growth Framework (PGF). This system entails that all staff (including school leadership) receive informal observations and feedback twice a year and a formal observation evaluation along with feedback annually. At the conclusion of 2023-24, OneSchool Global began the transition to the Staff Persona Appraisal scheme, which is slated to take full effect in the 2024-25 Academic Year.
- OneSchool Global' s Grading Policy has been modified requiring teaching staff to grade assignments within one week of the posted due date to ensure more timely feedback for students. This policy is monitored by the Campus Principal and reflected through registered check-ins.
- Staff are directed to provide students with choice, freedom, and variety in summative assessments and to utilize project-based learning in their classes regularly. The Grading Policy also mandates a balance of formative and summative assessment in classes each quarter. The organization continues to equip staff through Professional Development ensuring that students are getting timely and quality feedback on a regular basis in formative assessments. These items are all also reviewed with staff throughout the Academic Year by way of Professional Growth Standards (PGS) which fall in-line with Teacher Quality Standards (TQS).

SCHOOL GOAL #4 - AGILE SCHOOL: SAFE, SUPPORTIVE & INCLUSIVE (FMNI)

OUTCOMES

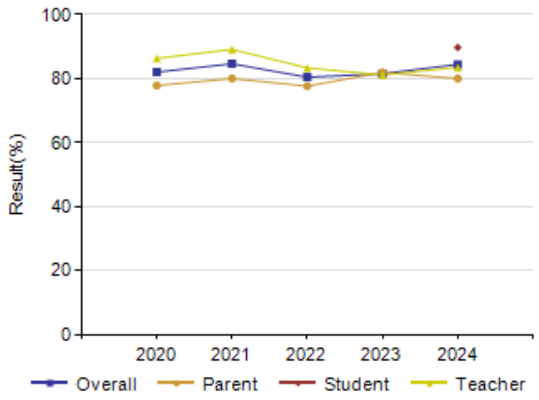
- Students have access to a wide range of resources, including technological support, that helps them be successful in their learning.
- All students, staff and volunteers feel safe at school and are treated with fairness, dignity, and respect.
- All students can be successful and have access to equitable learning experience.
- All students will learn about FNMI perspectives, experiences, and history.
- Lan acknowledgements occur routinely to ensure students are respectful.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
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.	82.0	84.6	80.4	81.5	84.4	High	Maintained	Good

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	82.0	84.6	80.4	81.5	84.4	82.4	81.9	82.9	82.9	82.8
Parent	77.8	80.0	77.6	81.9	80.0	80.1	81.7	82.4	82.2	82.3
Student	n/a	n/a	n/a	n/a	89.7	77.8	74.9	76.9	77.4	76.7
Teacher	86.3	89.1	83.3	81.1	83.5	89.3	89.2	89.3	89.3	89.2

Graph of Overall Authority Results

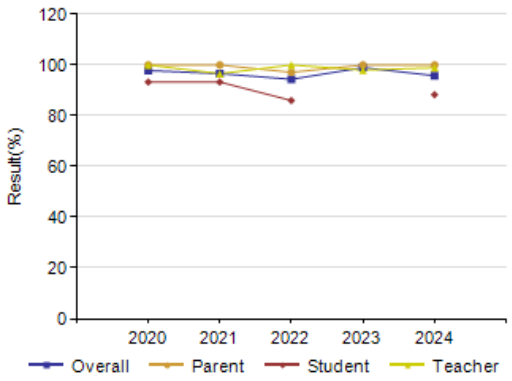


Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall

Percentage of teachers, 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.	97.8	96.6	94.4	99.0	95.8	Very High	Maintained	Excellent

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	97.8	96.6	94.4	99.0	95.8	89.4	90.0	88.8	87.5	87.1
Parent	100.0	100.0	97.1	100.0	100.0	90.2	90.5	89.5	88.1	88.0
Student	93.3	93.3	86.0	n/a	88.3	82.6	84.0	82.5	81.5	80.4
Teacher	100.0	96.6	100.0	98.0	98.9	95.3	95.4	94.3	93.0	92.9

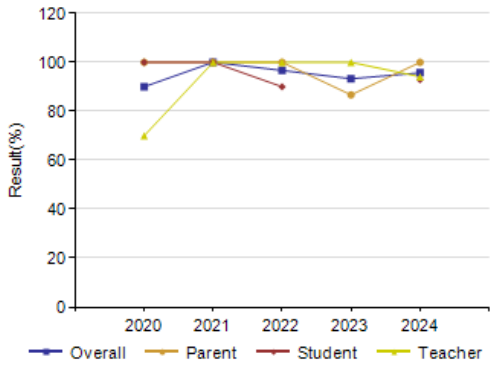
Graph of Overall Authority Results



Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicate that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.0	100.0	96.7	93.3	95.7	Very High	Maintained	Excellent

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	90.0	100.0	96.7	93.3	95.7	81.5	81.4	74.2	75.2	75.8
Parent	100.0	100.0	100.0	86.7	100.0	80.0	81.7	70.0	72.5	75.2
Student	100.0	100.0	90.0	n/a	92.9	79.6	79.1	76.3	75.0	74.0
Teacher	70.0	100.0	100.0	100.0	94.1	85.0	83.4	76.3	78.0	78.2

Graph of Overall Authority Results

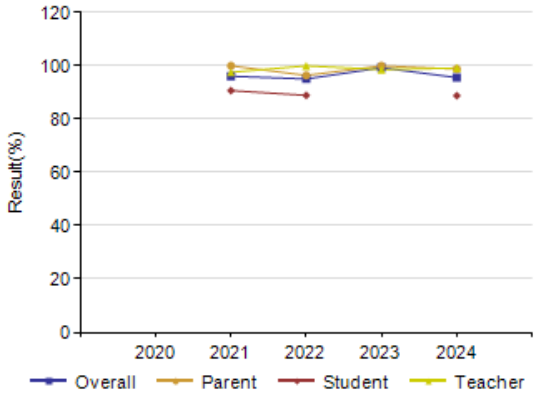


Performance Measure	Results (in percentages)	Evaluation

	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	96.1	95.1	99.3	95.6	n/a	Maintained	n/a

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	n/a	96.1	95.1	99.3	95.6	n/a	87.8	86.1	84.7	84.0
Parent	n/a	100.0	96.4	100.0	98.8	n/a	88.2	86.9	85.6	85.3
Student	n/a	90.7	88.9	n/a	88.8	n/a	79.8	77.7	76.6	75.2
Teacher	n/a	97.6	100.0	98.6	99.2	n/a	95.3	93.6	92.0	91.6

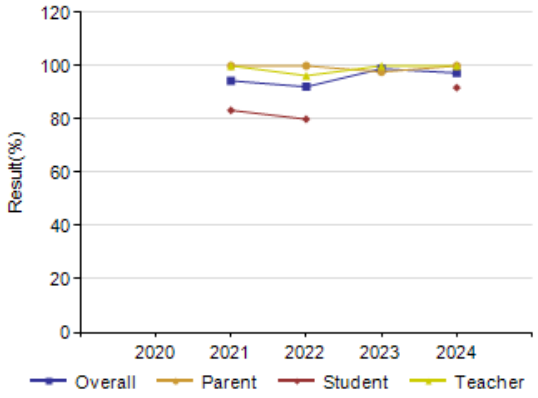
Graph of Overall Authority Results



Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	89.2	89.0	98.9	97.3	Maintained	Maintained	Maintained

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	n/a	89.2	89.0	98.9	97.3	n/a	82.6	81.6	84.4	83.7
Parent	n/a	100.0	97.1	97.7	100.0	n/a	78.9	77.4	87.3	86.7
Student	n/a	77.8	70.0	n/a	91.8	n/a	80.2	80.1	70.9	69.3
Teacher	n/a	89.8	100.0	100.0	100.0	n/a	88.7	87.3	95.1	95.1

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Rating by parents answering how the school contributes to the happiness and resiliency of their children.	4.00	4.38	4.00	4.28	4.24
Rating by parents responding to how the available physical space at school enhanced their child's learning.	4.00	4.00	4.20	3.83	3.98

Comment on Results: Analysis (November 2024)

- Aurora Learning Foundation currently has no FMNI student enrollments.
- The land acknowledgement is read weekly during our assembly time.
- We observed stagnant results regarding the timeliness and accessibility of programs available for students at risk. There has been an observed trend that students sometimes struggle with the school transition from mostly local elementary teaching in grade six to almost completely virtual classrooms in grade seven. There has been a focus in recent years on supporting students during the first two years of junior high during this transition. This initiativecould explain the observed increase in provincial survey results for this question.
- Parents and students both responded positively to the local survey's questions about student access to support, resources and technology.
- We continued to demonstrate growth in the overall results for the provincial survey regarding the breadth of the program of studies that students have access to at school. This remains to be a topic of conversation at our school with regards to limited enrollment numbers and the inability to offer a wide range of courses. Over the last few years, students can add additional courses and access the content remotely. This has proven to have an overwhelmingly positive response, though the student data to support this has been suppressed due to low enrollment.
- We observed a maintenance on the provincial results in the overall amount of satisfaction that the school has improved or stayed the same over the past three years. These results have been consistently high over the past several years. These results indicate that the school is well governed, and that student learning opportunities and experiences stay positive and at a high level.
- Through 2023-24, OneSchool Global invested globally to improve learning spaces. The Calgary Campus Modernization Project (CMP) intends to be completed by December 2024.

Comment on Results: Strategies & Action (May 2024)

- From an organizational standpoint, which transcends to all stakeholders, safety paramount and at the forefront of all planning and discussions.
- Student caring and cooperation is highly emphasized in Physical Education classes and is also consistently highlighted and rewarded through the OneSchool Global Points system. Caring and Respect are two of the five OneSchool core values that students are consistently encouraged to embody and rewarded when they do so.
- There is a OneSchool Bullying Reporting system released to all stakeholders as part of the OneSchool Anti-Bullying Program and initiatives. Submissions are anonymous and all submissions are reviewed by the district leadership team. Submissions that are investigated and an action plan is created in any case where bullying has occurred to ensure that it is mitigated. Trends are accounted for in CPOMS.
- ELA and Social Studies teachers emphasize teaching students FMNI awareness and perspectives in addition to what is already embedded into the curriculum by the province.
- The land acknowledgement is part of our local Morning Announcements routine.
- The school employs a full-time Student Support Coordinator (SSC) to provide support for all students, especially those on Individualized Educational Plans (IEPs).
- School protocols identify any students consistently failing to demonstrate knowledge at an acceptable standard in any class (called CARE Team). A support team and action plan involving the teacher, Principal, parents, student, and SSC where necessary to apply the applicable academic interventions.
- Aurora Learning Foundation utilizes the OneSchool IT department for support in troubleshooting any technology and identifying when repairs are required.
- Students at Aurora Learning Foundation have a 1:1 laptop to student ratio. These devices are maintained through a rotational system to ensure they are compatible with the ever-changing digital landscape and to meet the demands of the learning environment.
- Feedback is consistently utilized each year to update the course catalogue for students with the options that are available to them, which is consistent to demonstrate the measure of selected options increasing through our survey results with parents and students. This applies to the organization to better provide balanced learning opportunities for all students.

* Due to suppressed data, there is not sufficient evidence or results to report on
  - First Nations Métis, and Inuit enrolment

SCHOOL GOAL #5 - ENGAGEMENT THAT UNITES: PARENTAL INVOLVEMENT

OUTCOMES

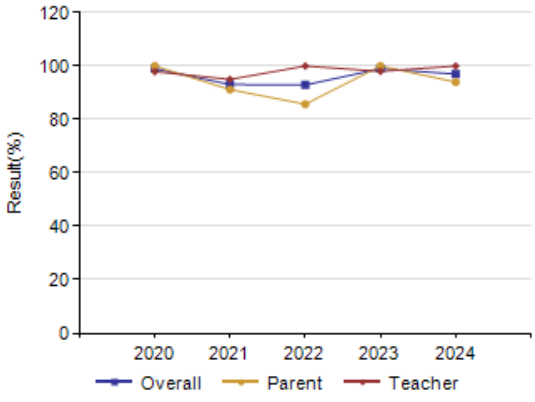
- All parents and stakeholders can volunteer at the Campus in some capacity.
- Parental consent and involvement in the educational process; as in, parents are a required step in the selection and approval.
- Attendance through our various recognition ceremonies (more difficult to track remotely)
- Engagement in Weekly Newsletter access
- Attendance through Student-Led Conferences; optional Parent-teacher Interviews
- Parental assistance in delivering instruction remotely (from home) has been pertinent.

Provincial Performance Measures from Alberta Education

Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Percentage of teachers and parents are satisfied with parental involvement in decisions about their child's education.	99.0	93.1	92.9	99.0	97.0	Very High	Maintained	Excellent

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	99.0	93.1	92.9	99.0	97.0	81.8	79.5	78.8	79.1	79.5
Parent	100.0	91.2	85.7	100.0	94.0	73.9	72.2	72.3	72.5	74.4
Teacher	97.9	95.0	100.0	98.0	100.0	89.6	86.8	85.2	85.7	84.6

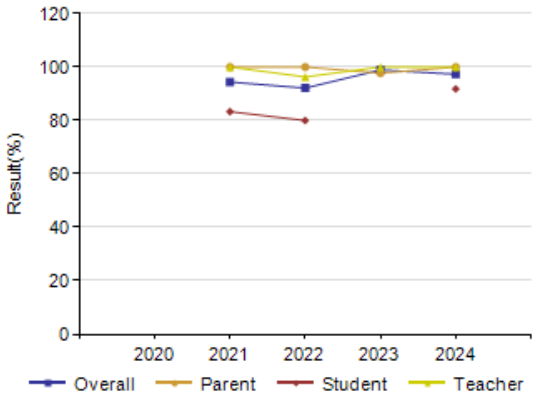
Graph of Overall Authority Results



Performance Measure	Results (in percentages)					Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	94.4	92.1	98.9	97.3	**Maintained**	**Maintained**	**Maintained**

	Authority					Province				
	2020	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**
Overall	n/a	94.4	92.1	98.9	97.3	n/a	82.6	81.6	84.4	83.7
Parent	n/a	100.0	100.0	97.7	100.0	n/a	78.9	77.4	87.3	86.7
Student	n/a	83.3	80.0	n/a	91.8	n/a	80.2	80.1	70.9	69.3
Teacher	n/a	100.0	96.3	100.0	100.0	n/a	88.7	87.3	95.1	95.1

Graph of Overall Authority Results



School Performance Measures

Performance Measure	Results (in percentages)				
	2020	2021	2022	2023	2024
Rating by parents answer how they feel they have been sufficiently informed and communicated with in related to important school information	4.20	4.13	4.00	4.25	4.17

Comment on Results: Analysis (November 2024)

- The results indicate there is accountability to parental involvement, which is a measure that has improved in recent years, demonstrating a high level of engagement.
- Communication has been a measure that continues to be steadily promoted and has demonstrated a continued positive response on a yearly basis but has shown improvement with a heightened focus and a resolute team to communications.
- Means to communication to stakeholders is distributed by, but not limited to:
  - Added check-ins for parents during the learning from home module to ensure support and their involvement is not unnoticed.
  - Weekly reports on parent device checking, Newsletter access, and Learning Management Systems login determine their involvement, which have all increased with tutorials and expectations.
  - Weekly Newsletters

Comment on Results: Strategies & Action (May 2024)

- OneSchool parent, student and staff surveys are sent out and collected twice a year (November and May). In addition to the collection of useful data, providing anonymous to give feedback and comment on concerns pertaining to the school setting. These are paired with the Assurance survey data from Alberta Education.
- In addition to report cards, parents receive mid-quarter progress reports on students' achievement in their classes.
- Parents are notified by the teaching staff should a student fall below the acceptable standard in any class and/or accumulate multiple missing tasks.
- Students who fall below 60% in any respective quarter must conduct mandatory credit recovery training, which emphasizes executive functioning skills.
- Parents with students on Individual Educational Plans (IEPs) receive quarterly meeting updates on the progress of students relating to goals on their plans.
- Student-Led Conferences (SLCs) provide an opportunity to get an in-depth snapshot of student progress in classes, on NWEA MAP testing, as well as a reflection of their goals as self-directed learners.
- Global House Cup updates (regarding student achievement in citizenship) are sent home monthly to parents providing positive feedback on going above and beyond.
- Parents receive a weekly Newsletter from each Campus providing timely updates and communication, as well as global communication monthly via the OneSchool Global Gazette.
- All stakeholders receive monthly updates from the organization, outlining any key dates, training, or seminars that are coming up, as well as a reflection of some of the positive things happening from a North American and Global perspective.
- Parents have access to a live Academic Calendar to keep up with updates and important dates.
- Parents are encouraged and can volunteer at school in a variety of distinct roles and capacities. These include providing hot lunches and other lunchtime support, supporting students in virtual classes, field trips, to name a few.
- Parental meetings occur on a quarterly basis to provide updates and give an opportunity for in-person questions and feedback, as well as OneSchool Global Town Halls to engage stakeholders with the Campus and educational community.

		Budget 2024/2025	Projected 2023/2024	ACTUAL 2022/2023 (Note 1)
REVENUES				
Alberta Education (excluding Home Education)		$134,161	$155,549	$156,452
Alberta Education - Home Education		$0	$0	$0
Total Alberta Education Revenues		**$134,161**	**$155,549**	**$156,452**
Other Government of Alberta		$0	$0	$0
Federal Government and/or First Nations		$0	$0	$0
Other Alberta school authorities		$0	$0	$0
Instruction fees / Tuition fees		$77,807	$50,000	$101,340
Non-instructional fees (O&M, Transportation, Admin fees)		$0	$0	$0
Other sales and services		$0	$0	$0
Interest on investments		$2,800	$0	$0
Gifts and donations		$724,928	$492,196	$409,797
Amortization of capital allocations (where applicable)		$0	$0	$0
Other (specify):		$0	$0	$0
TOTAL REVENUES	$939,696	**$939,696**	**$697,745**	**$667,589**
EXPENSES				
Home Education		$0	$0	$0
Instruction - ECS		$0	$0	$0
Instruction - Grades 1 to 12		$535,143	$490,952	$476,299
Operations and maintenance		$202,753	$186,040	$179,827
Transportation		$0	$7,832	$0
Board and System Administration		$1,800	$12,921	$12,000
External Services		$0	$0	$0
TOTAL EXPENSES	$739,696	**$739,696**	**$697,745**	**$668,126**
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES		**$200,000**	**$0**	**($537)**
		$200,000		

REVENUES	
Alberta Education Revenues	$134,161
TOTAL REVENUES	**$134,161**
EXPENSES	
Home Education	$0
Instruction ECS	$0
Instruction Grades 1 to 12	$120,775
Operations and Maintenance	$11,586
Transportation	$0
Board and System Administration	$1,800
Other (specify):	$0
TOTAL EXPENSES	**$134,161**
Government of Alberta Funds Balance*	**$0**

	2024/2025 Budget Amount	2024/2025 Budget Percentage	Comments	2023/2024 Budget Amount
REVENUE SUMMARY				
Alberta Government	$134,161	14.28%		$155,549
Other Revenue				
• **Tuitions**	$77,807	8.28%		$50,000
• **Fundraising/Gifts**	$724,928	77.14%		$492,196
• **Interest**	$2,800	0.30%		
TOTAL REVENUES	$939,696	100%		$697,745
EXPENDITURE SUMMARY				
Instruction	$535,143	72.35%	**Non-Certified wages included in Instruction.**	$490,952
Administration	$1,800	0.24%	**D & O Insurance is 24/25 amount in Administration**	$20,753
Operations & Maintenance	$195,053	26.37%	**Includes Building Lease**	$180,000
Other	$7,700	1.04%	**Depreciation**	$6,040
TOTAL EXPENDITURES	$739,696	100%		$697,745

For more financial information regarding Aurora Learning Foundation (A.0211; s.1397), please contact Mr. Steve Hope, who can be reached via email at steve.hope@na.oneschoolglobal.com. He will be happy to provide further details and answer any questions you may have.

Summary of Financial Results

- Our local Board of Trustees satisfied their fundraising goals of 2023-24.

Capital and Facilities Projects

- Campus Modernization Teams (CMT) have been established globally and inserted as part of each local Board. Their mission: to ensure all learning environments are current, established, and functional to optimize the student learning experience. This includes, but is not limited to, teaching resources for staff and students alike, learning spaces, and functional technology. This team is coordinated to work with all 36 Campuses within North America and determine what necessary changes are needed for consistency. This project aims to span over 18 months into 2024-25.
- Fundraising team has actively endorsed approved branding for merchandise within North America in 2020.
- There are major internal renovations planned for the summer of 2024 to improve the learning spaces. This is accounted in the budget summary (an additional ~$420,000 was added to accommodate this). Our facility was last updated in January of 2016 (opening). Lease to be renewed and extended again (tenure TBD)
- Much of the added budget as Campus Modernization Project initiatives will include furniture, minor structural adjustments to accommodate better learning spaces, added space in the staffing area as our numbers have increased, a playground in our fenced area, and noise-cancelling booths in our Learning Centre.
-

Summary of Facility and Capital Plans

- New furniture for learning and staff areas
- Minor structural adjustments (bigger staffing area, quiet rooms, learning studios)
- A playground to increase student exposure outdoors. This will be placed in the fenced area for child protection and to comply with site guidelines.

Booths for teaching and learning for secondary students and staff.

Whistleblower Protection

Section 32 of Public Interest Disclosure (Whistleblower Protection) Act:

Every Chief Officer must prepare a report annually on all disclosures that have been made to the designated officer. Procedures should be established by public entities to track and compile the required details.

Annual reports by chief officers must include the following information:

a) The number of disclosures received by the designated officer.
b) The number of disclosures acted on; and
c) The number of disclosures not acted on by the designated officer.
d) The number of investigations commenced by the designated officer because of disclosures.
e) In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made, or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

Outcome:

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2023-24 school year.

Our Anti-Bullying Policy and Incident Reporting correlates with the procedures of our Whistleblower Policy

Appendix

			Aurora Learning Foundation								Alberta							
			2020	2021	2022	2023	2024	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2020	2021	2022	2023	2024	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg
French Language Arts 6 année	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	3,131	1,870	n/a	3,131	2,501
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,312	2,923	1,638	n/a	2,923	2,281
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94.7	93.4	87.6	n/a	93.4	90.5
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.9	77.6	69.9	n/a	77.6	73.7
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10.6	12.5	9.3	n/a	12.5	10.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17.9	15.8	17.7	n/a	15.8	16.7
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.1	83.1	79.8	n/a	83.1	81.4
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.1	13.3	10.6	n/a	13.3	12.0
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18.9	16.9	20.2	n/a	16.9	18.6
Français 6 année	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	578	504	n/a	578	541
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	698	507	439	n/a	507	473
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94.2	87.7	87.1	n/a	87.7	87.4
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.0	78.9	80.4	n/a	78.9	79.6
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20.2	19.4	18.5	n/a	19.4	18.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.2	8.8	6.7	n/a	8.8	7.8
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.1	89.9	92.3	n/a	89.9	91.1
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21.5	22.1	21.2	n/a	22.1	21.6
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.9	10.1	7.7	n/a	10.1	8.9
Science 6	Participation	Students Enrolled	n/a	n/a	2	1	4	n/a	n/a	n/a	n/a	n/a	56,451	54,859	53,806	n/a	54,859	54,333
		Students Writing	n/a	n/a	2	1	4	n/a	n/a	n/a	n/a	n/a	48,395	46,184	45,578	n/a	46,184	45,881
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	85.7	84.2	84.7	n/a	84.2	84.4
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	71.5	66.7	68.8	n/a	66.7	67.8
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	23.7	21.8	24.8	n/a	21.8	23.3
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	14.2	17.4	15.9	n/a	17.4	16.7

	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	83.4	79.3	81.2	n/a	79.3	80.3
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	27.7	25.9	29.3	n/a	25.9	27.6
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	16.6	20.7	18.8	n/a	20.7	19.7
Social Studies 6	Participation	Students Enrolled	n/a	n/a	2	1	4	n/a	n/a	n/a	n/a	n/a	56,483	57,655	60,804	n/a	57,655	59,230
		Students Writing	n/a	n/a	2	1	4	n/a	n/a	n/a	n/a	n/a	48,283	48,742	52,610	n/a	48,742	50,676
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	85.5	84.5	86.5	n/a	84.5	85.5
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	67.8	66.2	68.5	n/a	66.2	67.4
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	20.1	18.0	19.8	n/a	18.0	18.9
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	17.7	18.4	18.0	n/a	18.4	18.2
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	79.3	78.3	79.2	n/a	78.3	78.8
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	23.6	21.3	22.8	n/a	21.3	22.1
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	20.7	21.7	20.8	n/a	21.7	21.2
English Language Arts 9	Participation	Students Enrolled	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	35,521	56,255	59,096	n/a	56,255	57,676
		Students Writing	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	28,956	47,191	48,994	n/a	47,191	48,093
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	81.5	83.9	82.9	n/a	83.9	83.4
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	69.6	71.4	69.5	n/a	71.4	70.4
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	12.9	13.4	11.8	n/a	13.4	12.6
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	11.9	12.5	13.4	n/a	12.5	13.0
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	85.4	85.1	83.8	n/a	85.1	84.5
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	15.8	15.9	14.2	n/a	15.9	15.1
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	14.6	14.9	16.2	n/a	14.9	15.5
K&E English Language Arts 9	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	1,254	1,465	n/a	1,254	1,360
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	987	883	1,052	n/a	883	968
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.3	70.4	71.8	n/a	70.4	71.1
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.5	50.2	49.6	n/a	50.2	49.9
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.0	5.7	5.6	n/a	5.7	5.6
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24.9	20.3	22.3	n/a	20.3	21.3
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.0	71.2	69.0	n/a	71.2	70.1
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.6	8.0	7.8	n/a	8.0	7.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33.0	28.8	31.0	n/a	28.8	29.9

French Language Arts 9 année	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	3,215	3,308	n/a	3,215	3,262
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,990	3,027	3,110	n/a	3,027	3,069
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92.6	94.2	94.0	n/a	94.2	94.1
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.5	76.1	76.6	n/a	76.1	76.4
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9.9	10.9	10.6	n/a	10.9	10.7
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19.1	18.1	17.4	n/a	18.1	17.7
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.4	80.8	81.5	n/a	80.8	81.2
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10.7	11.5	11.3	n/a	11.5	11.4
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20.6	19.2	18.5	n/a	19.2	18.8
Français 9 année	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	575	615	n/a	575	595
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	411	541	579	n/a	541	560
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92.6	94.1	94.1	n/a	94.1	94.1
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.0	81.6	83.1	n/a	81.6	82.3
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.0	22.3	19.7	n/a	22.3	21.0
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12.6	12.5	11.1	n/a	12.5	11.8
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.4	86.7	88.3	n/a	86.7	87.5
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27.0	23.7	20.9	n/a	23.7	22.3
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13.6	13.3	11.7	n/a	13.3	12.5
Mathematics 9	Participation	Students Enrolled	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	32,890	55,447	58,577	n/a	55,447	57,012
		Students Writing	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	27,331	46,587	49,797	n/a	46,587	48,192
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	83.1	84.0	85.0	n/a	84.0	84.5
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	53.0	54.4	52.7	n/a	54.4	53.5
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	16.7	13.5	14.0	n/a	13.5	13.7
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	30.1	29.6	32.3	n/a	29.6	31.0
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	63.7	64.7	62.0	n/a	64.7	63.3
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	20.1	16.0	16.5	n/a	16.0	16.2
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	36.3	35.3	38.0	n/a	35.3	36.7
K&E Mathematics 9	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	1,815	1,967	n/a	1,815	1,891
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,425	1,480	1,584	n/a	1,480	1,532
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.6	81.5	80.5	n/a	81.5	81.0

	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55.3	52.7	52.2	n/a	52.7	52.4
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.1	11.3	9.9	n/a	11.3	10.6
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26.3	28.8	28.4	n/a	28.8	28.6
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.8	64.7	64.8	n/a	64.7	64.7
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13.6	13.9	12.3	n/a	13.9	13.1
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32.2	35.3	35.2	n/a	35.3	35.3
Science 9	Participation	Students Enrolled	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	31,215	56,311	59,072	n/a	56,311	57,692
		Students Writing	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	25,840	47,397	50,395	n/a	47,397	48,896
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	82.8	84.2	85.3	n/a	84.2	84.7
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	68.0	66.3	67.6	n/a	66.3	66.9
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	22.6	20.1	20.8	n/a	20.1	20.5
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	14.8	17.8	17.7	n/a	17.8	17.8
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	82.1	78.8	79.2	n/a	78.8	79.0
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	27.3	23.9	24.4	n/a	23.9	24.2
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	17.9	21.2	20.8	n/a	21.2	21.0
K&E Science 9	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	1,197	1,411	n/a	1,197	1,304
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	944	936	1,123	n/a	936	1,030
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.7	78.2	79.6	n/a	78.2	78.9
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.8	52.9	52.3	n/a	52.9	52.6
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.0	10.9	8.9	n/a	10.9	9.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21.9	25.3	27.3	n/a	25.3	26.3
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.6	67.6	65.7	n/a	67.6	66.7
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13.8	13.9	11.1	n/a	13.9	12.5
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27.4	32.4	34.3	n/a	32.4	33.3
Social Studies 9	Participation	Students Enrolled	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	30,108	56,309	59,125	n/a	56,309	57,717
		Students Writing	n/a	n/a	1	1	1	n/a	n/a	n/a	n/a	n/a	25,130	47,410	50,440	n/a	47,410	48,925
		Students Writing %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	83.5	84.2	85.3	n/a	84.2	84.8
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	60.8	58.4	60.5	n/a	58.4	59.4
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	17.2	15.9	15.8	n/a	15.9	15.8
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	22.7	25.8	24.8	n/a	25.8	25.3

	Results based on Number Writing	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	72.8	69.3	70.9	n/a	69.3	70.1
		Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	20.6	18.9	18.5	n/a	18.9	18.7
		Below Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	n/a	n/a	n/a	27.2	30.7	29.1	n/a	30.7	29.9
K&E Social Studies 9	Participation	Students Enrolled	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	1,140	1,351	n/a	1,140	1,246
		Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	942	915	1,081	n/a	915	998
		Students Writing %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.7	80.3	80.0	n/a	80.3	80.1
	Results Based on Number Enrolled	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.2	49.6	50.4	n/a	49.6	50.0
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14.1	10.6	11.3	n/a	10.6	10.9
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27.5	30.6	29.6	n/a	30.6	30.1
	Results based on Number Writing	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.9	61.9	63.0	n/a	61.9	62.4
		Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17.5	13.2	14.1	n/a	13.2	13.6
		Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34.1	38.1	37.0	n/a	38.1	37.6

Notes:

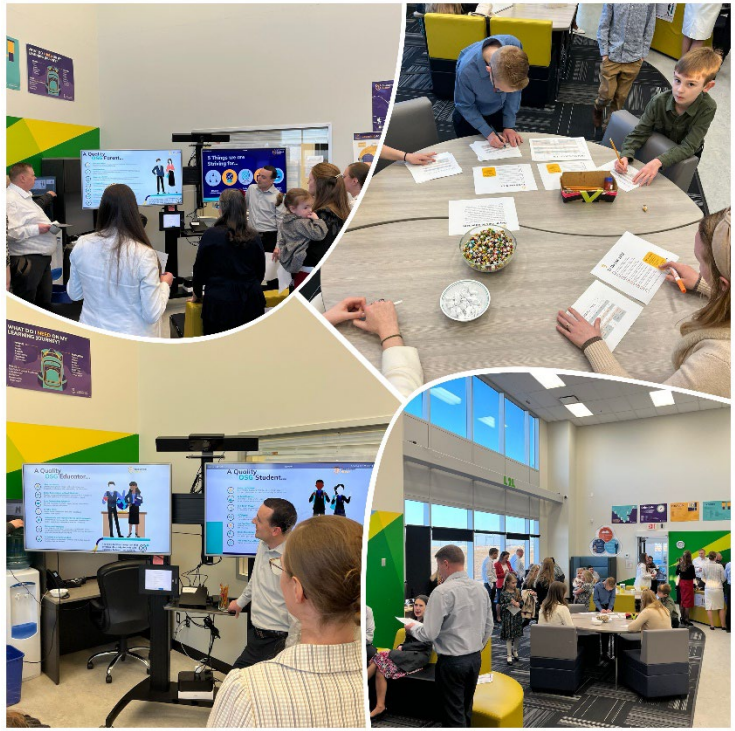
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 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.
5. 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.

		Aurora Learning Foundation								Alberta							
		2020	2021	2022	2023	2024	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2020	2021	2022	2023	2024	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg
English Lang Arts 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,372	31,493	33,001	n/a	31,493	32,247
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.8	83.7	84.2	n/a	83.7	83.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9.4	10.5	10.1	n/a	10.5	10.3
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	98.2	98.4	98.6	n/a	98.4	98.5
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44.6	42.4	42.1	n/a	42.4	42.2

English Lang Arts 30-2	Students Writing	n/a	n/a	n/a	2	2	n/a	n/a	n/a	n/a	n/a	8,903	17,112	19,219	n/a	17,112	18,166
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	80.8	86.2	85.7	n/a	86.2	85.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	12.3	12.7	12.9	n/a	12.7	12.8
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	96.6	96.7	96.7	n/a	96.7	96.7
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	19.9	18.7	19.1	n/a	18.7	18.9
French Language Arts 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	1,236	1,200	n/a	1,236	1,218
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.9	93.1	95.3	n/a	93.1	94.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.8	6.1	8.6	n/a	6.1	7.4
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99.8	99.4	99.3	n/a	99.4	99.4
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.8	62.3	67.4	n/a	62.3	64.9
Français 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	127	160	n/a	127	144
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	98.8	99.2	99.4	n/a	99.2	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44.2	30.7	26.3	n/a	30.7	28.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0	n/a	100.0	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.1	78.0	72.5	n/a	78.0	75.2
Mathematics 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,102	19,763	21,035	n/a	19,763	20,399
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.6	70.8	75.4	n/a	70.8	73.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23.0	29.0	34.9	n/a	29.0	32.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95.4	96.1	96.4	n/a	96.1	96.2
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51.6	54.1	54.8	n/a	54.1	54.4
Mathematics 30-2	Students Writing	n/a	n/a	n/a	2	2	n/a	n/a	n/a	n/a	n/a	7,872	14,418	15,676	n/a	14,418	15,047
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	61.5	71.1	70.9	n/a	71.1	71.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	11.8	15.2	15.4	n/a	15.2	15.3
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	94.3	94.1	94.3	n/a	94.1	94.2
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	29.7	29.2	30.9	n/a	29.2	30.1

Social Studies 30-1	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,811	24,023	25,167	n/a	24,023	24,595
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.5	83.5	85.2	n/a	83.5	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15.8	15.9	18.7	n/a	15.9	17.3
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99.3	99.3	99.3	n/a	99.3	99.3
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.6	50.0	50.1	n/a	50.0	50.0
Social Studies 30-2	Students Writing	n/a	n/a	n/a	2	2	n/a	n/a	n/a	n/a	n/a	11,131	21,045	23,985	n/a	21,045	22,515
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	72.5	78.1	77.6	n/a	78.1	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	13.2	12.3	12.7	n/a	12.3	12.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	97.1	97.0	96.9	n/a	97.0	97.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	24.7	22.6	23.9	n/a	22.6	23.3
Biology 30	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,449	23,270	24,414	n/a	23,270	23,842
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.3	82.7	83.1	n/a	82.7	82.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.2	32.8	33.7	n/a	32.8	33.2
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.0	97.2	97.3	n/a	97.2	97.2
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51.1	51.6	51.3	n/a	51.6	51.4
Chemistry 30	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,196	18,364	19,955	n/a	18,364	19,160
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.1	80.5	82.9	n/a	80.5	81.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31.1	37.0	38.0	n/a	37.0	37.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.4	97.4	97.4	n/a	97.4	97.4
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.6	56.3	57.4	n/a	56.3	56.9
Physics 30	Students Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,560	9,241	9,955	n/a	9,241	9,598
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.5	82.3	85.1	n/a	82.3	83.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	34.6	39.9	43.1	n/a	39.9	41.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.9	98.1	97.8	n/a	98.1	97.9
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.0	61.2	60.9	n/a	61.2	61.0

Science 30	Students Writing	n/a	n/a	2	2	n/a	n/a	n/a	n/a	n/a	n/a	4,887	8,007	8,439	n/a	8,007	8,223
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	75.7	79.4	81.3	n/a	79.4	80.3
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	17.2	23.1	24.6	n/a	23.1	23.9
	School Awarded Acceptable Standard	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	96.5	96.2	96.7	n/a	96.2	96.4
	School Awarded Standard of Excellence	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	36.8	35.5	36.0	n/a	35.5	35.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma 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.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.