

---

# Fall 2025 School Results Summary for Planning and Reporting

The following pages contain the tables and graphs that provide data for the school for the required and supplemental Alberta Education and Childcare Assurance Measures used for planning and results reporting. Schools may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Overall and detailed results can also be found in a variety of formats through the Extranet and Stakeholder File Exchange (SFX) applications:

## Standard Reports

There are three (3) standard PDF reports at the School Level:

- **School Report** – this report contains the most comprehensive information for each required and supplemental measure.
- **FNMI Report** – this report contains the school results for self-identified First Nations, Métis and Inuit students. Survey measures are not included in this report as survey responses are anonymous and self-identification cannot be applied to the data.
- **EAL Report** – this report contains the school results for English as an Additional Language students. Survey measures are not included in this report as survey responses are anonymous.

## Excel Reports

These reports present the school data in a format that allows maximum flexibility in how schools may want to present their data in Education Plans and Annual Education Results Reports:

- **Excel Data Summary.xls** – this report has the school Overall Summary and the 5-year histories for each measure. It also includes the breakdown of the survey results by respondent group, the PAT and Diploma Exam Results Course by Course Summary with Measure Evaluation tables, and the evaluation of the 3-, 4- and 5- year High School Completion Rates (**NEW**).
- **FNMI Excel Data Summary.xls** – similar to the report above, but for the school results for self-identified First Nations, Métis and Inuit students.
- **EAL Excel Data Summary.xls** – similar to the Excel Data Summary, but for the school results for English and an Additional Language students.

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

Assurance Domain	Measure	Leduc Composite High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	76.3	77.6	77.6	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	59.2	60.6	61.2	79.8	79.4	80.4	Very Low	Maintained	Concern
	3-year High School Completion	79.8	76.6	77.0	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	84.8	87.0	87.3	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	56.0	n/a	n/a	62.5	62.5	62.6	Very Low	n/a	n/a
	PAT9: Excellence	13.2	n/a	n/a	15.6	15.4	15.5	Low	n/a	n/a
	Diploma: Acceptable	88.6	85.7	84.8	82.0	81.5	80.9	Very High	Improved	Excellent
	Diploma: Excellence	16.9	17.4	17.8	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	80.5	81.2	81.6	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	70.9	71.1	72.9	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	72.6	75.7	75.0	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	64.9	73.7	71.9	80.0	79.5	79.1	Very Low	Maintained	Concern

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## Measure Evaluation Reference (Required AECAMs)

### Achievement Evaluation

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

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

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

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

### Improvement Table

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

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

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

### Overall Evaluation Table

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

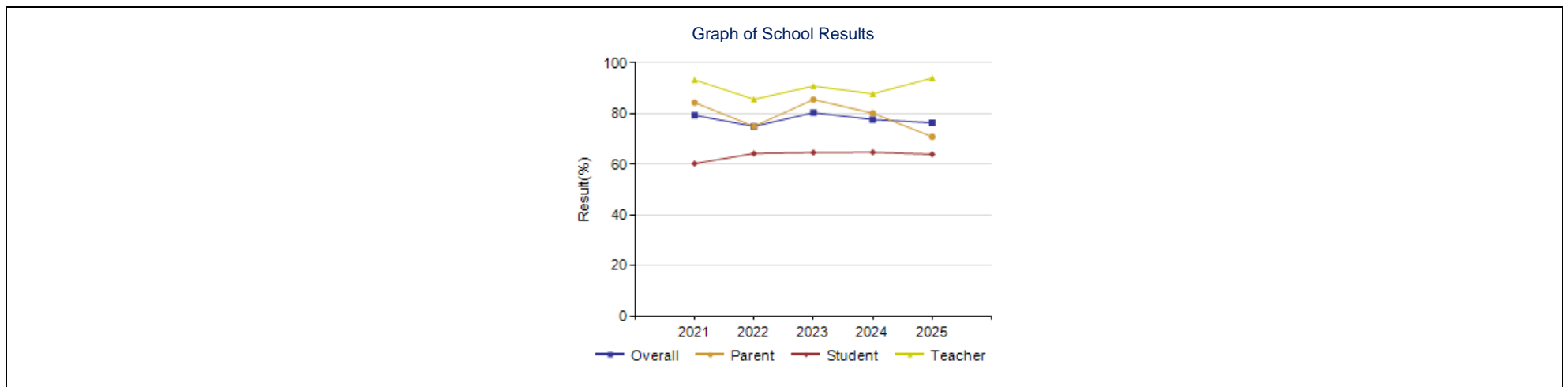
	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

### Student Learning Engagement – Measure Details

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	376	79.3	447	74.9	459	80.3	433	77.6	295	76.3	Very Low	Maintained	Concern	3,693	83.5	4,173	82.4	4,367	82.5	4,325	81.3	4,208	82.1	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	47	84.3	56	74.9	47	85.5	51	80.1	24	70.8	Very Low	Maintained	Concern	535	86.1	572	84.6	611	85.5	508	81.5	591	83.5	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	304	60.2	343	64.2	372	64.6	338	64.7	243	63.9	Very Low	Maintained	Concern	2,633	67.7	3,030	67.3	3,160	67.1	3,243	66.1	3,008	66.6	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	25	93.3	48	85.6	40	90.8	44	87.8	28	94.0	Low	Maintained	Issue	525	96.7	571	95.2	596	95.0	574	96.1	609	96.2	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0



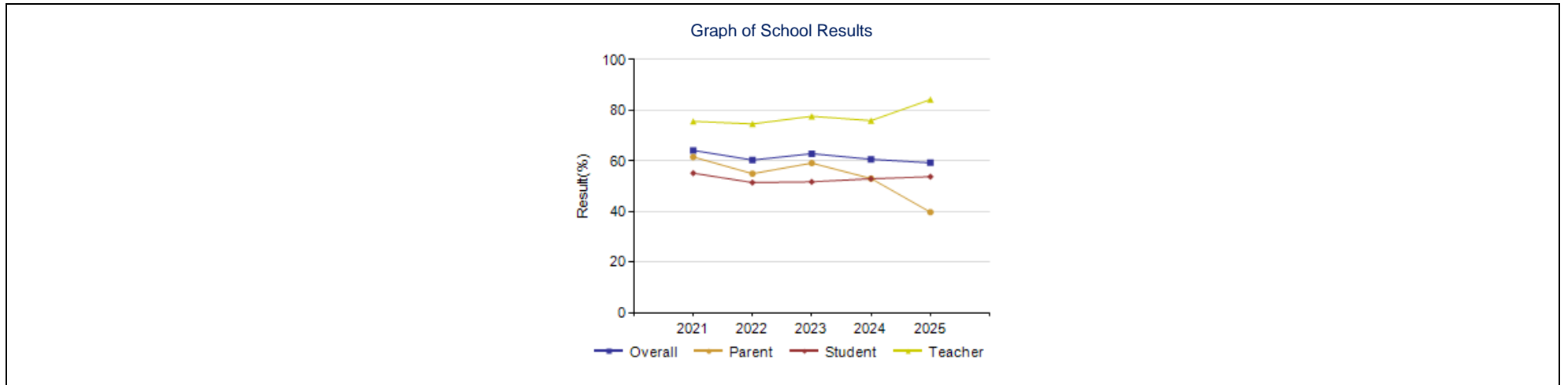
Notes:

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

## Citizenship – Measure Details

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	375	64.1	448	60.3	460	62.8	433	60.6	295	59.2	Very Low	Maintained	Concern	3,692	80.1	4,175	75.8	4,370	77.8	4,326	75.5	4,206	76.4	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	47	61.5	56	54.9	47	59.1	51	53.0	24	39.7	Very Low	Declined	Concern	533	75.6	572	70.7	612	73.5	508	68.4	590	68.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	303	55.1	343	51.4	372	51.7	338	52.9	243	53.7	Very Low	Maintained	Concern	2,633	71.2	3,031	67.9	3,161	70.0	3,244	67.9	3,007	69.0	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	25	75.6	49	74.6	41	77.6	44	75.9	28	84.2	Low	Maintained	Issue	526	93.4	572	88.7	597	90.0	574	90.1	609	91.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



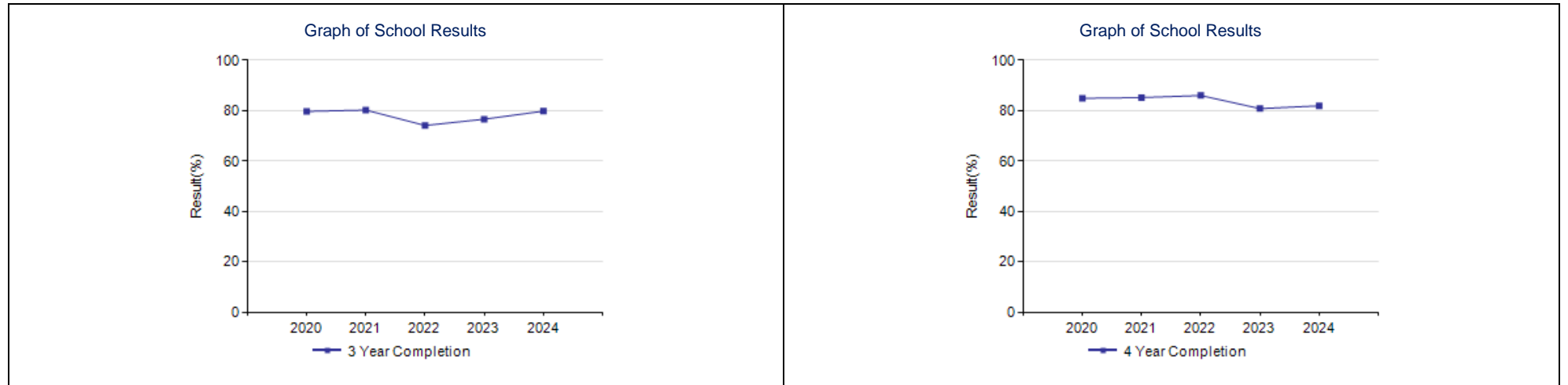
### Notes:

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

# High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

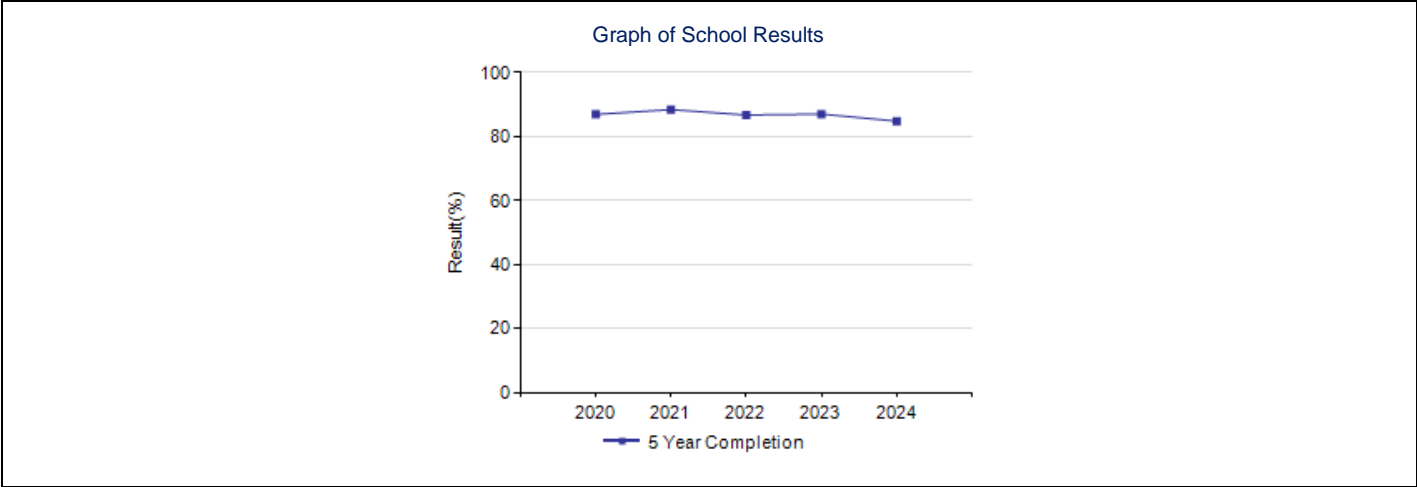
	School													Authority										Province									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	347	79.7	367	80.2	353	74.1	356	76.6	386	79.8	Intermediate	Maintained	Acceptable	823	81.9	948	79.5	888	79.9	922	79.8	1,001	80.1	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	305	84.9	344	85.2	367	86.0	351	80.8	353	81.9	Intermediate	Maintained	Acceptable	859	86.1	825	86.4	948	85.6	887	84.8	919	84.7	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	324	86.9	305	88.4	345	86.7	367	87.0	350	84.8	Intermediate	Maintained	Acceptable	775	87.0	859	88.7	825	87.8	947	88.0	886	87.6	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1



## Notes:

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

High School Completion Rate – Measure Details



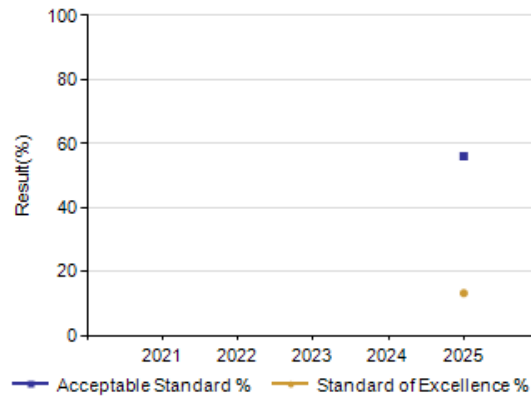
- Notes:
- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - 2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma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



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

Grade 9 PAT Results By Number Enrolled Measure History														
	Leduc Composite High School					Measure Evaluation			Alberta					
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025	
N	n/a	n/a	n/a	n/a	84	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071	
Acceptable Standard %	n/a	n/a	n/a	n/a	56.0	Very Low	n/a	n/a	n/a	62.9	62.6	62.5	62.5	
Standard of Excellence %	n/a	n/a	n/a	n/a	13.2	Low	n/a	n/a	n/a	16.8	15.5	15.4	15.6	

Graph of Overall Grade 9 Provincial Achievement Test Results



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.

# Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2021		2022		2023		2024		2025		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.4	10.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59.2	15.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	71.7	21.6	72.5	15.6	70.5	16.8	66.9	15.9		
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.1	6.6		
	Authority	n/a	n/a	77.7	12.4	79.8	11.9	80.5	9.8	79.3	8.3		
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.0	0.0		
	Authority	n/a	n/a	60.0	5.7	45.7	4.3	61.0	3.9	54.7	12.6		
	Province	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6	47.4	5.2		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	72.4	8.2	78.6	8.6	60.2	5.6	71.5	5.7		
	Province	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7	84.8	16.4		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45.3	16.0		
	Authority	n/a	n/a	45.4	9.4	58.5	8.3	57.0	11.5	58.9	11.1		
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22.2	0.0		
	Authority	n/a	n/a	61.4	12.9	52.1	12.0	66.7	14.6	56.6	14.7		
	Province	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11.0		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.3	21.3		
	Authority	n/a	n/a	75.9	20.3	72.7	14.8	70.7	13.1	73.1	16.2		
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12.5	0.0		
	Authority	n/a	n/a	48.8	7.3	47.8	8.7	62.0	8.5	48.1	10.1		
	Province	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9	50.3	7.9		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58.7	14.7		
	Authority	n/a	n/a	68.3	19.3	62.4	13.1	59.8	12.0	63.2	15.0		
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.0	0.0		
	Authority	n/a	n/a	45.9	5.4	41.5	12.3	50.0	12.2	52.6	15.4		
	Province	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6		

## Notes:

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



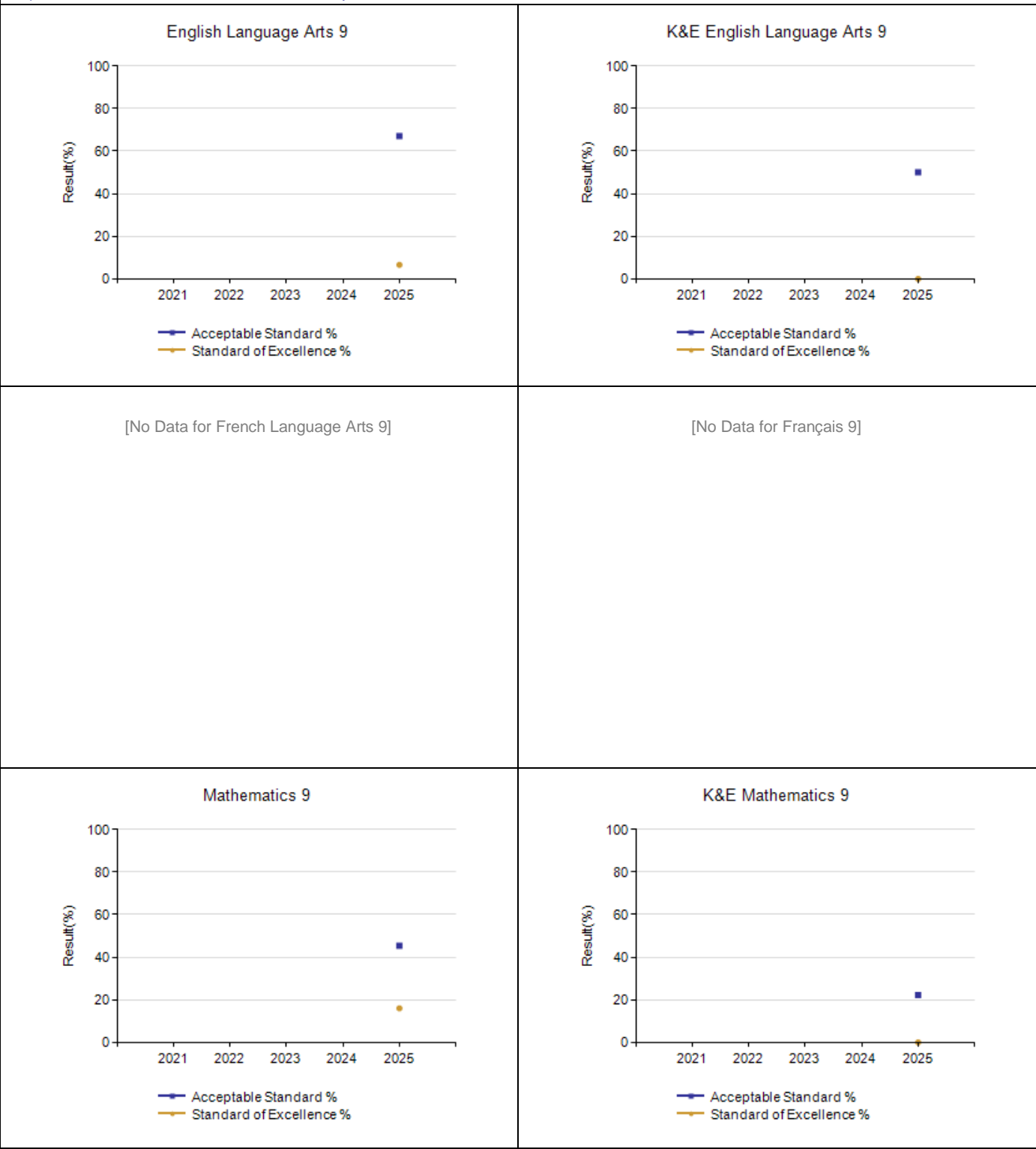
Graph of Provincial Achievement Test Results by Course	
[No Data for English Language Arts 6]	[No Data for French Language Arts 6]
[No Data for Français 6]	[No Data for Mathematics 6]
[No Data for Science 6]	[No Data for Social Studies 6]

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 Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

Graph of Provincial Achievement Test Results by Course

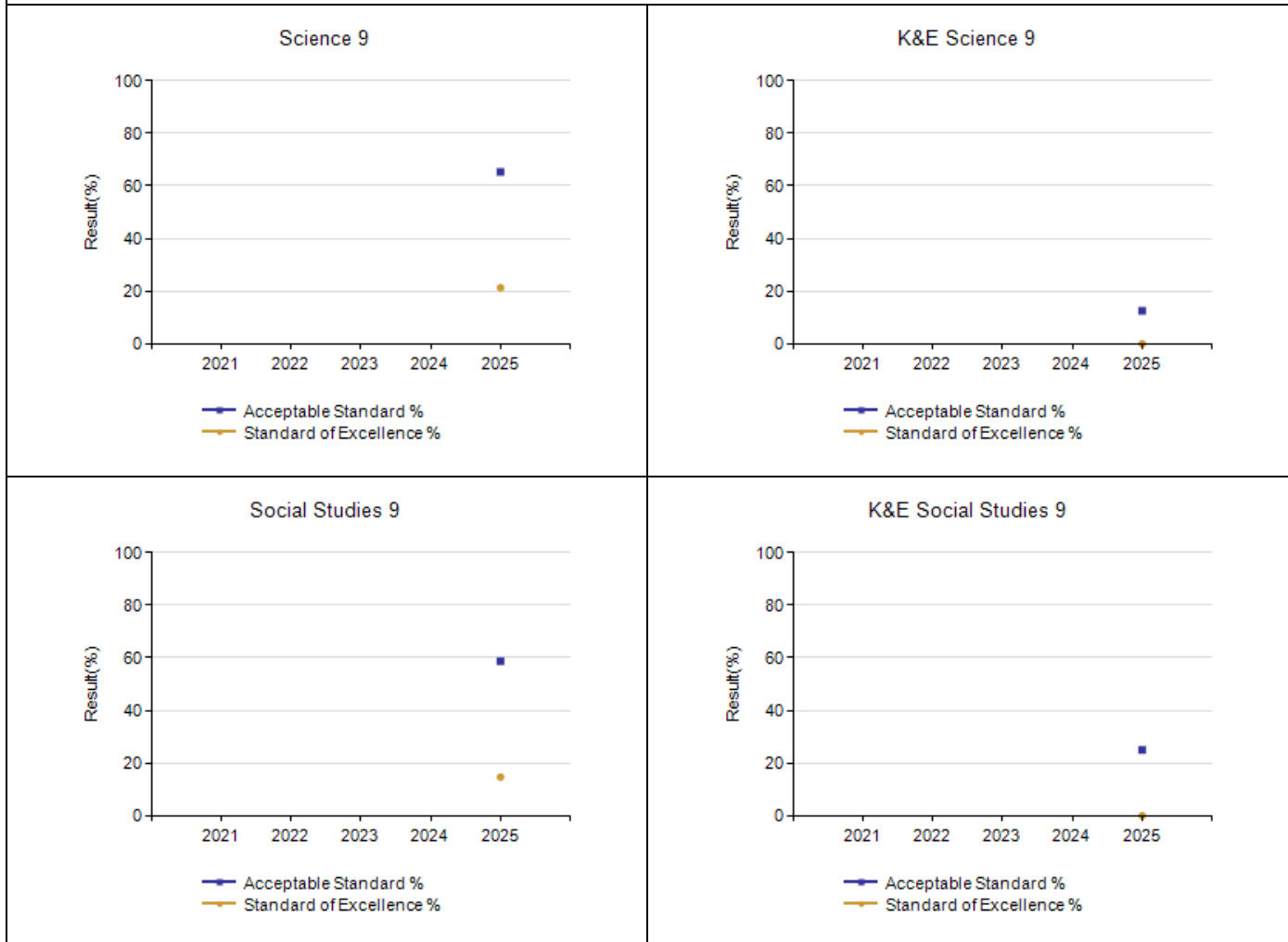


Notes:

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 Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

- 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.

Graph of Provincial Achievement Test Results by Course



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Leduc Composite High School							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50,053	64.1	59,230	67.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	76	67.1	n/a	n/a	59,391	69.8	57,676	70.4
	Standard of Excellence	Low	n/a	n/a	76	6.6	n/a	n/a	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	Low	n/a	n/a	8	50.0	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	Low	n/a	n/a	8	0.0	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	75	45.3	n/a	n/a	58,911	51.7	57,012	53.5
	Standard of Excellence	Intermediate	n/a	n/a	75	16.0	n/a	n/a	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	9	22.2	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	Low	n/a	n/a	9	0.0	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Intermediate	n/a	n/a	75	65.3	n/a	n/a	59,453	68.6	57,692	66.9
	Standard of Excellence	Very High	n/a	n/a	75	21.3	n/a	n/a	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	Very Low	n/a	n/a	8	12.5	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	Low	n/a	n/a	8	0.0	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Low	n/a	n/a	75	58.7	n/a	n/a	59,472	60.5	57,717	59.4
	Standard of Excellence	Intermediate	n/a	n/a	75	14.7	n/a	n/a	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	8	25.0	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	Low	n/a	n/a	8	0.0	n/a	n/a	1,434	10.6	1,246	10.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	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 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

### 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)

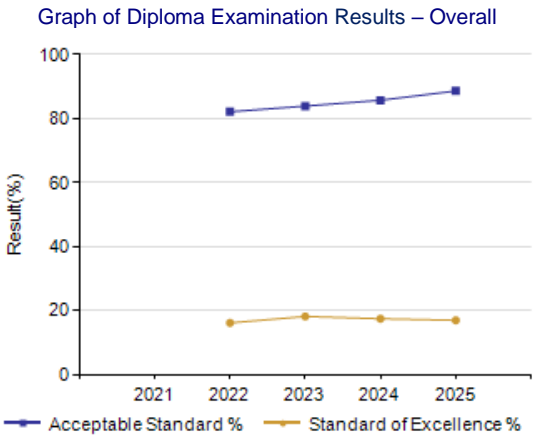
### Overall Evaluation Table

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

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Leduc Composite High School					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	320	380	430	271	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	82.1	83.9	85.7	88.6	Very High	Improved	Excellent	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	16.1	18.1	17.4	16.9	Intermediate	Maintained	Acceptable	n/a	18.2	21.2	22.6	23.0



- Notes:
- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - 2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
  - 3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
  - 4. Participation in the Diploma Exams was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

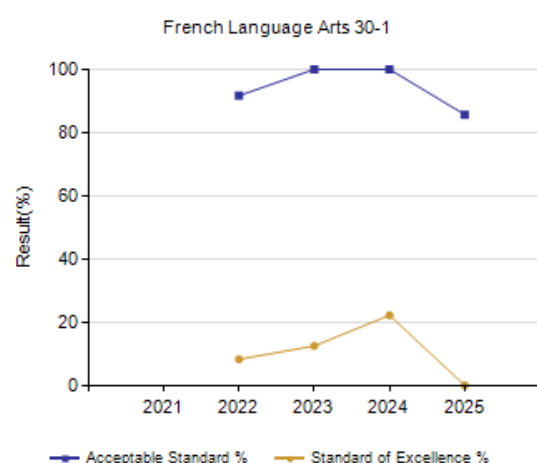
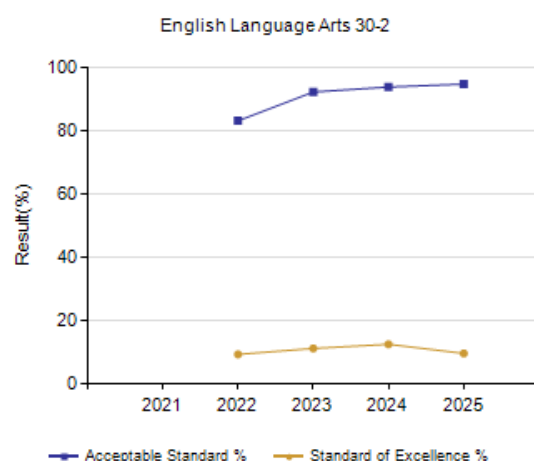
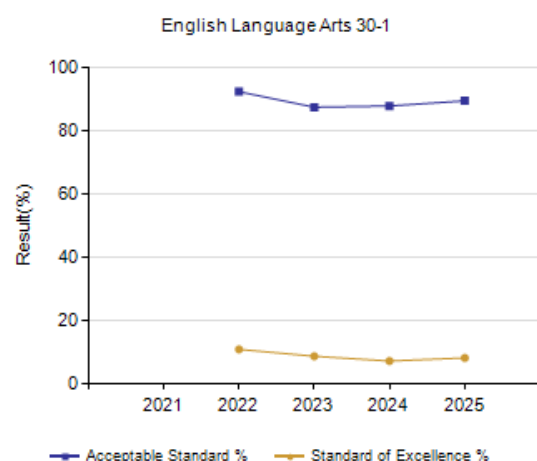
# Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2021		2022		2023		2024		2025		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	School	n/a	n/a	92.3	10.8	87.4	8.6	87.8	7.1	89.4	8.1		
	Authority	n/a	n/a	85.9	7.6	88.1	8.6	87.4	6.1	88.2	10.2		
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9		
English Language Arts 30-2	School	n/a	n/a	83.1	9.2	92.2	11.1	93.8	12.4	94.7	9.5		
	Authority	n/a	n/a	87.4	12.6	91.3	12.9	93.5	14.7	94.4	12.7		
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3		
French Language Arts 30-1	School	n/a	n/a	91.7	8.3	100.0	12.5	100.0	22.2	85.7	0.0		
	Authority	n/a	n/a	87.1	6.5	100.0	9.5	100.0	12.5	89.6	0.0		
	Province	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6.0		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	98.8	44.2	99.2	30.7	99.4	26.3	99.4	23.0		
Mathematics 30-1	School	n/a	n/a	58.3	4.2	61.7	14.8	57.4	17.0	74.2	25.8		
	Authority	n/a	n/a	59.3	18.5	63.9	21.7	64.8	20.5	79.0	29.6		
	Province	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9	77.8	37.1		
Mathematics 30-2	School	n/a	n/a	51.0	9.8	59.6	10.1	66.0	8.5	81.5	8.6		
	Authority	n/a	n/a	58.3	13.7	70.2	14.0	73.3	15.2	79.7	15.6		
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3		
Social Studies 30-1	School	n/a	n/a	88.2	23.5	89.4	17.4	90.8	14.1	91.8	13.4		
	Authority	n/a	n/a	85.8	18.9	83.5	16.0	86.2	15.8	88.0	17.4		
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8		
Social Studies 30-2	School	n/a	n/a	80.6	12.5	82.6	8.4	86.3	13.2	87.6	7.8		
	Authority	n/a	n/a	75.1	13.3	83.5	8.3	85.2	12.8	86.5	11.2		
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3		
Biology 30	School	n/a	n/a	88.9	24.4	92.1	36.6	89.0	24.6	95.4	42.5		
	Authority	n/a	n/a	83.6	23.0	85.3	33.4	83.0	21.2	84.0	30.3		
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8		
Chemistry 30	School	n/a	n/a	94.4	16.7	84.0	40.0	88.6	34.3	89.1	23.9		
	Authority	n/a	n/a	81.8	21.8	79.4	36.0	82.3	26.4	87.0	35.0		
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6		
Physics 30	School	n/a	n/a	88.2	52.9	86.7	40.0	87.8	34.1	87.0	30.4		
	Authority	n/a	n/a	93.5	43.5	86.4	40.7	88.0	33.3	89.5	34.9		
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6		
Science 30	School	n/a	n/a	88.1	20.3	93.8	35.0	95.7	39.8	90.4	34.6		
	Authority	n/a	n/a	78.7	16.2	84.9	24.8	82.0	27.0	91.2	32.9		
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2		

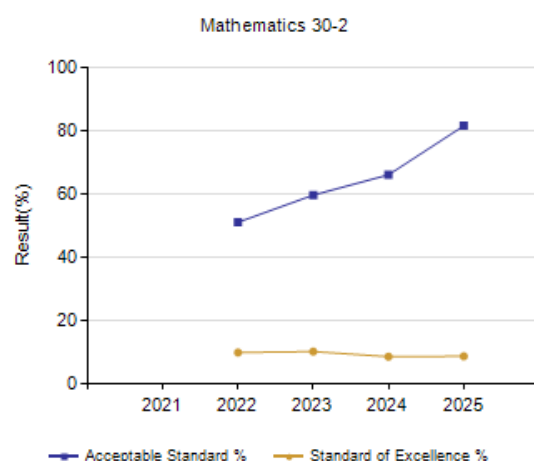
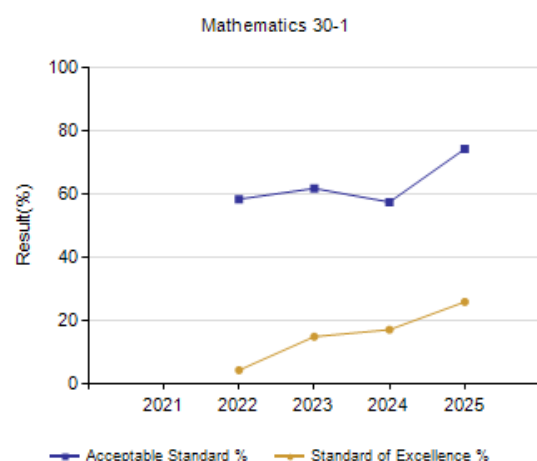
## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

## Diploma Examination Results by Course



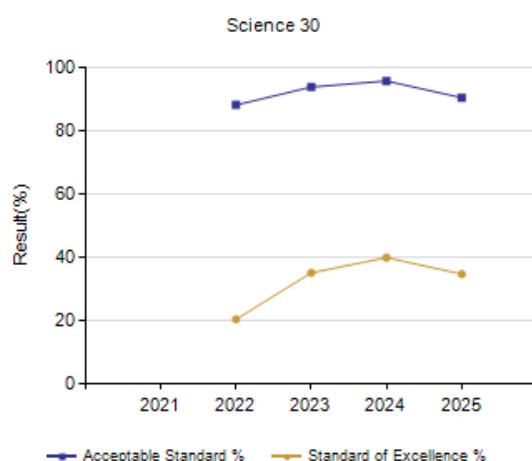
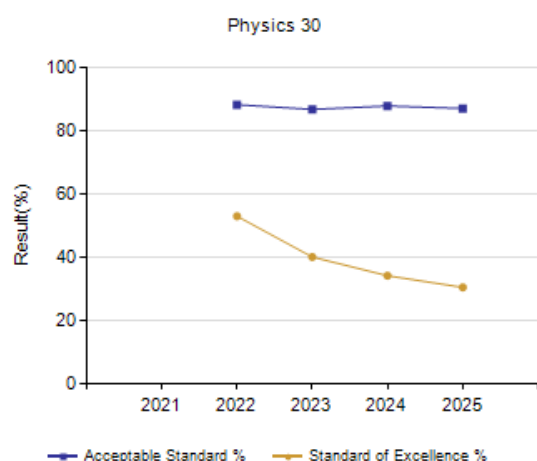
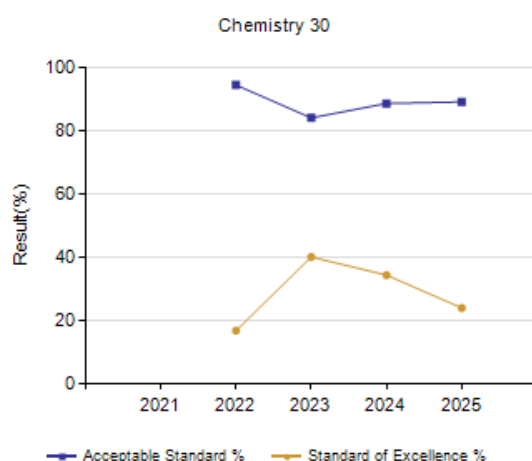
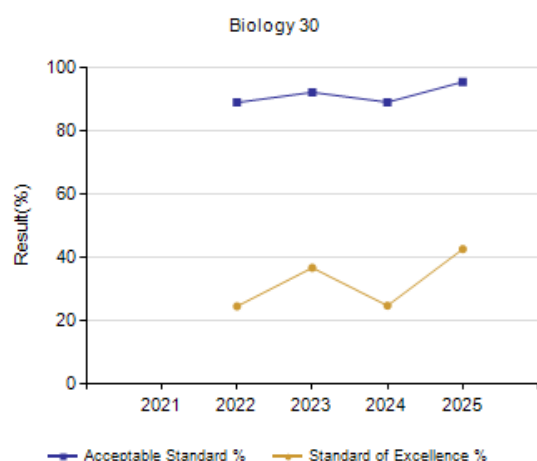
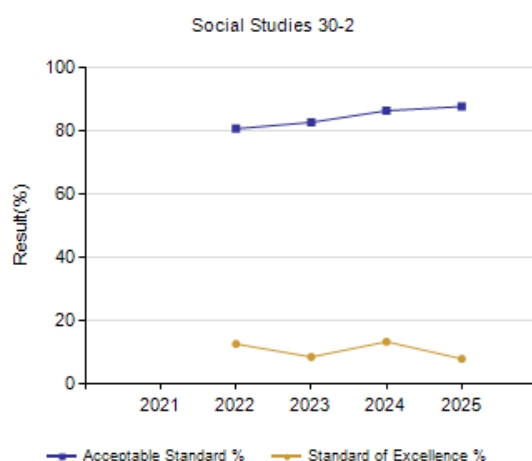
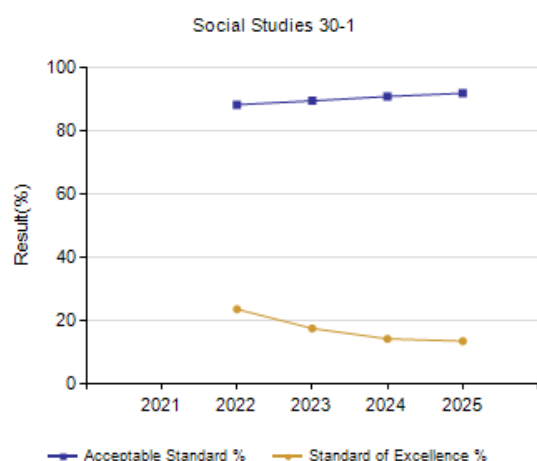
[No Data for Français 30]



## 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 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# Diploma Examination Results by Course



## 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 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Leduc Composite High School								Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average			2025		Prev 3 Year Average	
Course	Measure				N	%	N	%		N	%	N	%
English Language Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	123	89.4	154	87.6		35,845	85.3	32,247	83.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	123	8.1	154	7.8		35,845	10.9	32,247	10.3
English Language Arts 30-2	Acceptable Standard	High	Maintained	Good	95	94.7	173	93.0		21,398	85.6	18,166	85.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	95	9.5	173	11.8		21,398	11.3	18,166	12.8
French Language Arts 30-1	Acceptable Standard	Low	Declined	Issue	21	85.7	9	100.0		1,234	94.7	1,218	94.2
	Standard of Excellence	Low	Declined	Issue	21	0.0	9	17.4		1,234	6.0	1,218	7.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		174	99.4	144	99.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		174	23.0	144	28.5
Mathematics 30-1	Acceptable Standard	n/a	Improved	n/a	62	74.2	88	59.6		22,680	77.8	20,399	73.1
	Standard of Excellence	n/a	Improved	n/a	62	25.8	88	15.9		22,680	37.1	20,399	32.0
Mathematics 30-2	Acceptable Standard	n/a	Improved Significantly	n/a	81	81.5	97	62.8		17,430	73.6	15,047	71.0
	Standard of Excellence	n/a	Maintained	n/a	81	8.6	97	9.3		17,430	17.3	15,047	15.3
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	97	91.8	137	90.1		26,238	84.6	24,595	84.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	97	13.4	137	15.8		26,238	16.8	24,595	17.3
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	129	87.6	186	84.5		27,021	77.5	22,515	77.8
	Standard of Excellence	Low	Maintained	Issue	129	7.8	186	10.8		27,021	12.3	22,515	12.5
Biology 30	Acceptable Standard	Very High	Improved	Excellent	87	95.4	110	90.5		25,916	82.7	23,842	82.9
	Standard of Excellence	Very High	Improved	Excellent	87	42.5	110	30.6		25,916	34.8	23,842	33.2
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	46	89.1	60	86.3		21,438	83.8	19,160	81.7
	Standard of Excellence	Intermediate	Declined	Issue	46	23.9	60	37.1		21,438	40.6	19,160	37.5
Physics 30	Acceptable Standard	High	Maintained	Good	23	87.0	43	87.2		11,366	85.6	9,598	83.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	23	30.4	43	37.1		11,366	43.6	9,598	41.5
Science 30	Acceptable Standard	High	Maintained	Good	52	90.4	87	94.7		9,027	79.6	8,223	80.3
	Standard of Excellence	High	Maintained	Good	52	34.6	87	37.4		9,027	26.2	8,223	23.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Language Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.



### 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

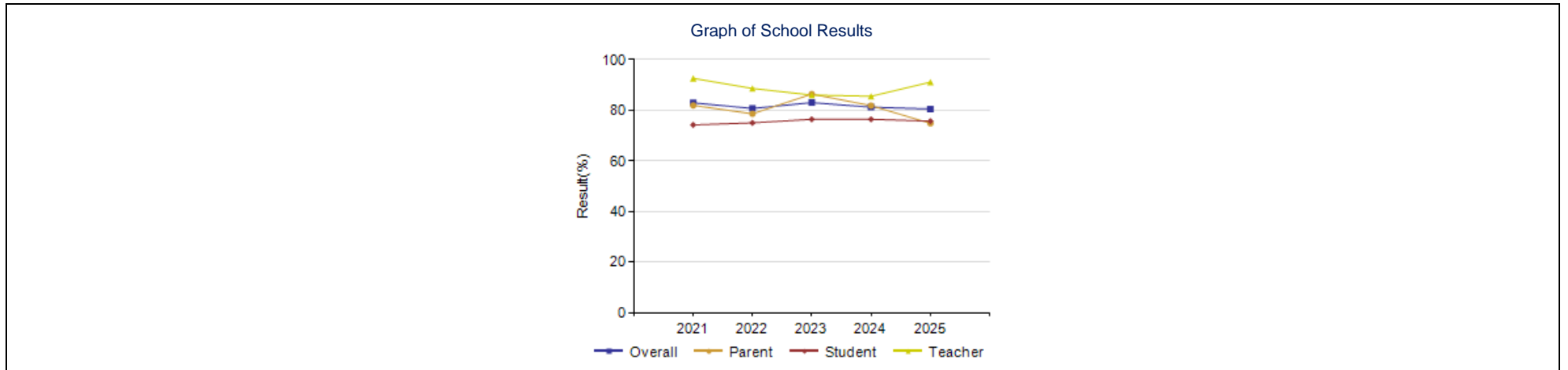
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

## Education Quality – Measure Details

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	376	82.9	448	80.7	460	83.0	434	81.2	296	80.5	Very Low	Maintained	Concern	3,695	88.4	4,174	86.9	4,369	86.4	4,332	85.8	4,211	86.8	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	47	81.9	56	78.6	47	86.4	52	81.8	24	74.8	Low	Maintained	Issue	535	85.1	573	82.1	612	81.8	509	79.9	591	81.1	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	304	74.2	343	75.0	372	76.4	338	76.4	244	75.7	Very Low	Maintained	Concern	2,634	84.4	3,029	84.0	3,160	84.0	3,249	83.1	3,011	84.0	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	25	92.6	49	88.6	41	86.0	44	85.5	28	91.1	Low	Maintained	Issue	526	95.7	572	94.7	597	93.3	574	94.3	609	95.1	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



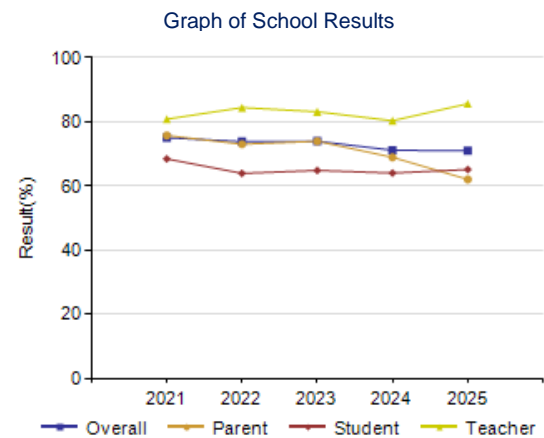
### Notes:

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

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

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	376	75.0	448	73.8	460	73.9	433	71.1	295	70.9	Very Low	Maintained	Concern	3,696	86.6	4,176	82.7	4,370	83.7	4,330	82.5	4,208	83.3	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	47	75.7	56	73.0	47	73.9	51	68.9	24	62.0	Very Low	Maintained	Concern	535	85.0	573	81.1	612	82.2	508	80.4	591	80.4	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	304	68.4	343	63.9	372	64.8	338	64.0	243	65.1	Very Low	Maintained	Concern	2,635	79.0	3,031	74.6	3,161	76.3	3,248	74.6	3,008	75.7	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	25	80.8	49	84.4	41	83.1	44	80.3	28	85.6	Very Low	Maintained	Concern	526	95.7	572	92.5	597	92.7	574	92.3	609	93.9	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



#### Notes:

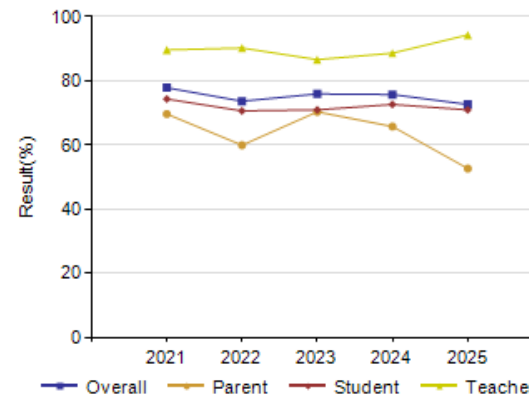
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AECA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

### Access to Supports & Services – Measure Details

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	376	77.8	448	73.6	459	75.9	432	75.7	295	72.6	Very Low	Maintained	Concern	3,694	81.9	4,173	79.4	4,368	79.2	4,324	79.6	4,204	78.2	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	47	69.6	56	59.9	47	70.3	51	65.7	24	52.6	Very Low	Declined	Concern	535	74.7	571	69.2	611	68.1	507	69.5	591	66.0	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	304	74.3	343	70.6	371	70.9	337	72.6	243	70.9	Very Low	Maintained	Concern	2,633	81.4	3,030	80.7	3,160	81.4	3,243	80.1	3,004	80.6	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	25	89.6	49	90.2	41	86.6	44	88.6	28	94.3	Very High	Maintained	Excellent	526	89.5	572	88.2	597	88.1	574	89.2	609	87.9	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Graph of School Results



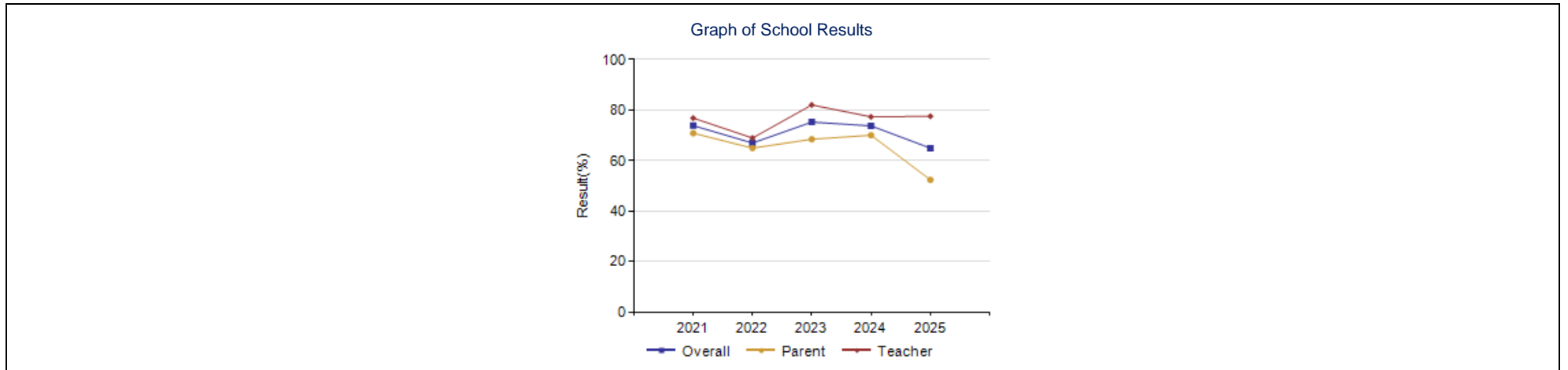
Notes:

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

### Parental Involvement – Measure Details

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	72	73.8	105	66.9	88	75.2	94	73.7	52	64.9	Very Low	Maintained	Concern	1,056	76.3	1,140	73.4	1,208	77.3	1,075	75.8	1,198	76.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	47	70.8	56	64.9	47	68.4	50	70.0	24	52.3	Very Low	Declined	Concern	533	65.3	570	63.1	612	65.1	503	64.5	589	67.8	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	25	76.8	49	68.9	41	82.0	44	77.3	28	77.5	Very Low	Maintained	Concern	523	87.3	570	83.6	596	89.5	572	87.1	609	85.9	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



Notes:

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

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

Measure	Leduc Composite High School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	39.4	42.5	42.5	54.5	52.7	52.7	Low	Maintained	Issue
Drop Out Rate	1.7	2.2	2.2	2.4	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	61.0	48.4	57.5	81.7	81.1	82.3	Very Low	Maintained	Concern
Lifelong Learning	76.0	74.9	74.2	80.8	79.9	80.4	High	Maintained	Good
Program of Studies	85.3	87.8	87.1	83.0	82.8	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	70.9	75.3	74.7	80.5	80.6	81.2	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	58.4	63.2	59.4	69.4	70.7	70.9	Intermediate	Maintained	Acceptable
Safe and Caring	76.2	77.1	78.9	87.3	87.1	87.8	Very Low	Maintained	Concern
Satisfaction with Program Access	76.0	70.1	71.0	72.1	71.9	72.5	Intermediate	Improved	Good
School Improvement	58.1	59.6	59.4	76.6	75.8	75.1	Very Low	Maintained	Concern
Transition Rate (6 yr)	51.3	51.1	49.1	59.9	60.1	60.0	Intermediate	Maintained	Acceptable
Work Preparation	75.5	77.3	74.7	83.7	82.8	83.6	Intermediate	Maintained	Acceptable

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event for the province and those school authorities affected by this event.

## Measure Evaluation Reference (Supplemental AECAMs)

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 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
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 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
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

#### Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 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 lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher 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.

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

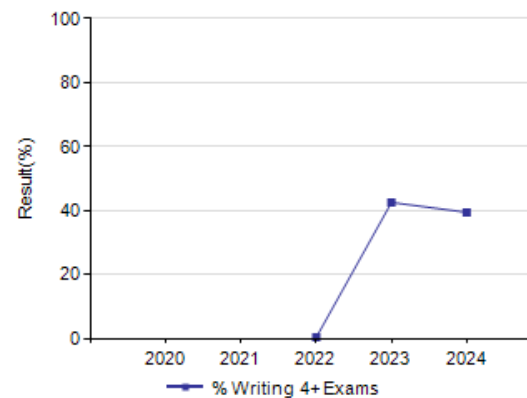


### Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
<b>N</b>	<b>347</b>	<b>367</b>	<b>353</b>	<b>356</b>	<b>386</b>	<b>823</b>	<b>948</b>	<b>888</b>	<b>922</b>	<b>1,001</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>	<b>49,297</b>	<b>51,148</b>
% Writing 0 Exams	n/a	n/a	23.9	15.4	12.6	n/a	n/a	19.7	15.6	13.7	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	76.1	84.6	87.4	n/a	n/a	80.3	84.4	86.3	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	43.5	82.3	85.0	n/a	n/a	51.8	82.0	83.9	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	9.4	55.1	53.0	n/a	n/a	15.9	59.1	59.2	n/a	n/a	20.0	64.7	65.3
<b>% Writing 4+ Exams</b>	<b>n/a</b>	<b>n/a</b>	<b>0.3</b>	<b>42.5</b>	<b>39.4</b>	<b>n/a</b>	<b>n/a</b>	<b>0.8</b>	<b>47.1</b>	<b>46.4</b>	<b>n/a</b>	<b>n/a</b>	<b>3.5</b>	<b>52.7</b>	<b>54.5</b>
% Writing 5+ Exams	n/a	n/a	0.0	16.4	24.7	n/a	n/a	0.1	24.8	28.1	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	3.4	7.3	n/a	n/a	0.0	6.9	6.6	n/a	n/a	0.0	8.4	10.8

Graph of School Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.
3. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

# Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
<b>N</b>	<b>347</b>	<b>367</b>	<b>353</b>	<b>356</b>	<b>386</b>	<b>823</b>	<b>948</b>	<b>888</b>	<b>922</b>	<b>1,001</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>	<b>49,297</b>	<b>51,148</b>
English Language Arts 30-1	n/a	n/a	15.6	43.0	39.9	n/a	n/a	20.7	44.8	43.7	n/a	n/a	27.7	56.4	56.4
English Language Arts 30-2	n/a	n/a	18.1	40.2	47.2	n/a	n/a	16.3	37.3	41.2	n/a	n/a	13.3	28.1	29.5
<b>Total of 1 or more English Diploma Exams</b>	<b>n/a</b>	<b>n/a</b>	<b>33.7</b>	<b>81.2</b>	<b>85.0</b>	<b>n/a</b>	<b>n/a</b>	<b>37.0</b>	<b>80.6</b>	<b>83.0</b>	<b>n/a</b>	<b>n/a</b>	<b>40.5</b>	<b>81.3</b>	<b>82.8</b>
Social Studies 30-1	n/a	n/a	18.1	36.2	34.2	n/a	n/a	19.3	40.1	37.0	n/a	n/a	22.5	45.0	44.9
Social Studies 30-2	n/a	n/a	21.5	44.4	50.5	n/a	n/a	22.7	41.1	46.3	n/a	n/a	17.4	36.2	38.3
<b>Total of 1 or more Social Diploma Exams</b>	<b>n/a</b>	<b>n/a</b>	<b>39.7</b>	<b>80.3</b>	<b>84.5</b>	<b>n/a</b>	<b>n/a</b>	<b>42.0</b>	<b>80.8</b>	<b>82.9</b>	<b>n/a</b>	<b>n/a</b>	<b>39.8</b>	<b>80.6</b>	<b>82.5</b>
Mathematics 30-1	n/a	n/a	5.4	21.9	22.0	n/a	n/a	5.0	23.1	22.3	n/a	n/a	10.9	32.1	34.4
Mathematics 30-2	n/a	n/a	13.6	25.6	22.8	n/a	n/a	12.3	26.8	29.4	n/a	n/a	12.1	24.6	25.2
<b>Total of 1 or more Math Diploma Exams</b>	<b>n/a</b>	<b>n/a</b>	<b>19.0</b>	<b>46.3</b>	<b>43.5</b>	<b>n/a</b>	<b>n/a</b>	<b>17.2</b>	<b>49.0</b>	<b>50.0</b>	<b>n/a</b>	<b>n/a</b>	<b>22.9</b>	<b>54.8</b>	<b>57.7</b>
Biology 30	n/a	n/a	9.1	21.6	30.6	n/a	n/a	21.6	29.9	31.7	n/a	n/a	18.0	38.1	41.2
Chemistry 30	n/a	n/a	4.5	14.6	16.3	n/a	n/a	8.8	20.7	22.1	n/a	n/a	15.6	32.5	33.6
Physics 30	n/a	n/a	4.0	11.8	9.3	n/a	n/a	4.8	13.1	10.9	n/a	n/a	9.0	16.7	17.2
Science 30	n/a	n/a	15.0	21.1	22.0	n/a	n/a	12.5	23.2	23.9	n/a	n/a	7.9	14.3	14.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>n/a</b>	<b>n/a</b>	<b>30.6</b>	<b>47.5</b>	<b>46.9</b>	<b>n/a</b>	<b>n/a</b>	<b>39.8</b>	<b>54.1</b>	<b>54.2</b>	<b>n/a</b>	<b>n/a</b>	<b>41.4</b>	<b>59.4</b>	<b>60.4</b>
Français 30-1	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.1	0.2	0.3
French Language Arts 30	n/a	n/a	3.1	2.2	2.3	n/a	n/a	2.7	2.6	1.4	n/a	n/a	1.3	2.5	2.3
<b>Total of 1 or more French Diploma Exams</b>	<b>n/a</b>	<b>n/a</b>	<b>3.1</b>	<b>2.2</b>	<b>2.3</b>	<b>n/a</b>	<b>n/a</b>	<b>2.7</b>	<b>2.6</b>	<b>1.4</b>	<b>n/a</b>	<b>n/a</b>	<b>1.5</b>	<b>2.7</b>	<b>2.6</b>

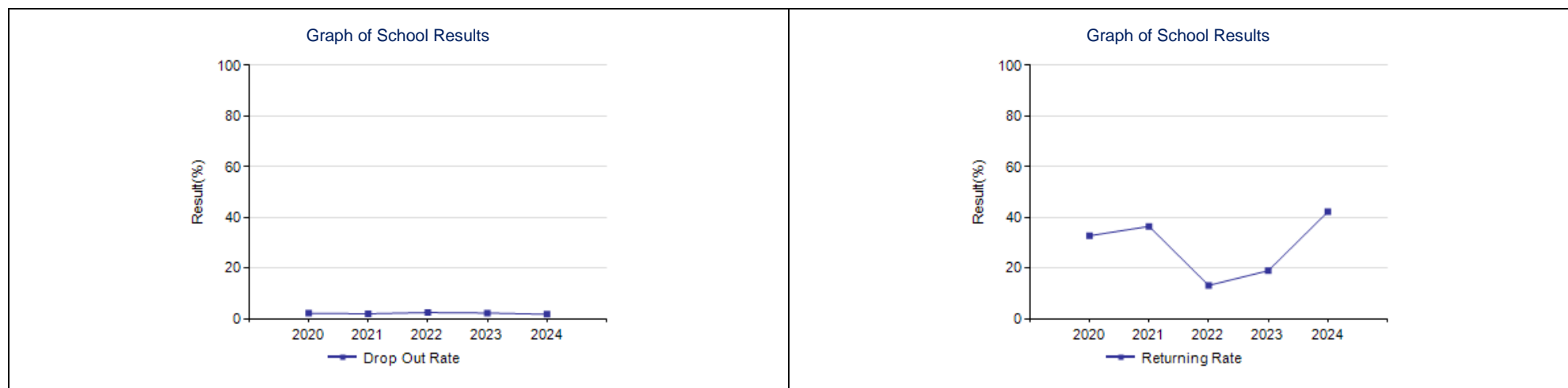
## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.
3. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

# Drop Out Rate – Measure Details

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

	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	1,043	2.1	1,092	1.9	1,138	2.4	1,164	2.2	1,199	1.7	Very High	Maintained	Excellent	3,304	2.0	3,450	2.1	3,561	2.5	3,670	2.3	3,845	1.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	32	32.7	31	36.4	30	13.1	40	18.9	42	42.2	n/a	n/a	n/a	103	23.2	101	24.1	109	12.2	124	18.9	141	33.5	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2



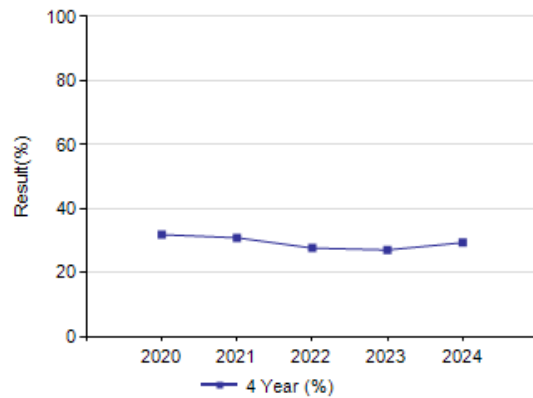
Notes:  
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

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

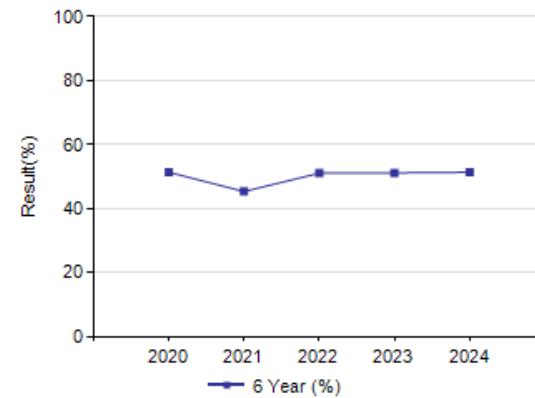
High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
											Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	305	31.8	344	30.8	367	27.6	351	27.0	353	29.3	Low	Maintained	Issue	859	32.5	825	32.6	948	34.0	887	34.0	919	35.1	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5
6 Year Rate	277	51.3	324	45.3	305	51.0	344	51.1	367	51.3	Intermediate	Maintained	Acceptable	767	53.0	775	51.0	859	54.9	824	51.8	947	55.4	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9

Graph of School Results



Graph of School Results



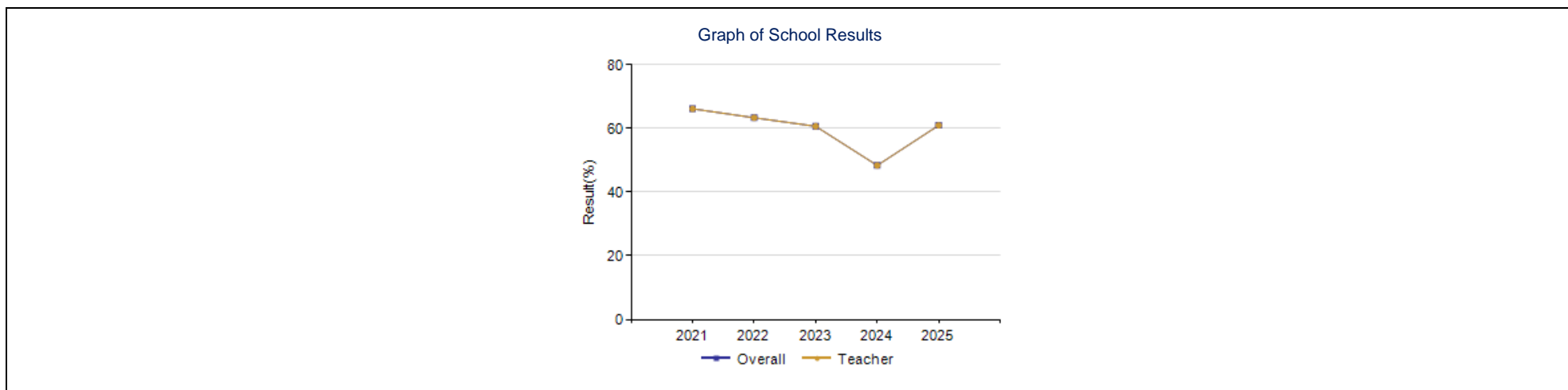
Notes:

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

### In-Service Jurisdiction Needs– Measure Details

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	66.2	48	63.4	39	60.7	43	48.4	26	61.0	Very Low	Maintained	Concern	515	84.9	555	82.7	584	82.6	549	78.2	603	72.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	25	66.2	48	63.4	39	60.7	43	48.4	26	61.0	Very Low	Maintained	Concern	515	84.9	555	82.7	584	82.6	549	78.2	603	72.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7



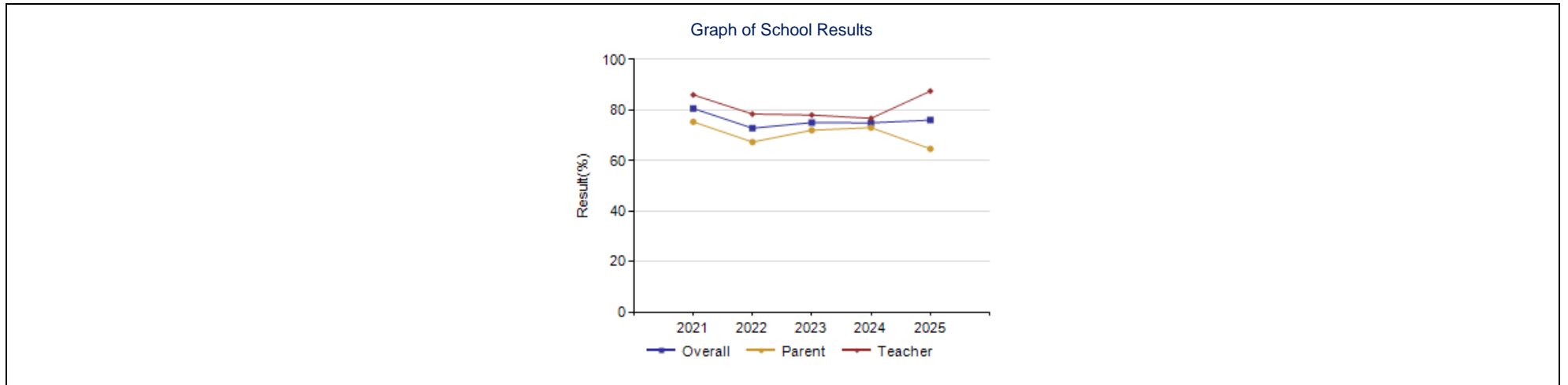
Notes:

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

## Lifelong Learning – Measure Details

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	72	80.6	104	72.8	88	75.0	93	74.9	52	76.0	High	Maintained	Good	1,029	76.8	1,112	75.0	1,160	74.7	1,034	74.4	1,154	76.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	47	75.3	55	67.3	47	72.0	50	73.0	24	64.6	Intermediate	Maintained	Acceptable	510	65.7	549	64.1	576	64.9	480	61.4	564	65.8	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	25	86.0	49	78.4	41	78.0	43	76.7	28	87.5	High	Improved	Good	519	87.8	563	86.0	584	84.5	554	87.4	590	87.5	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

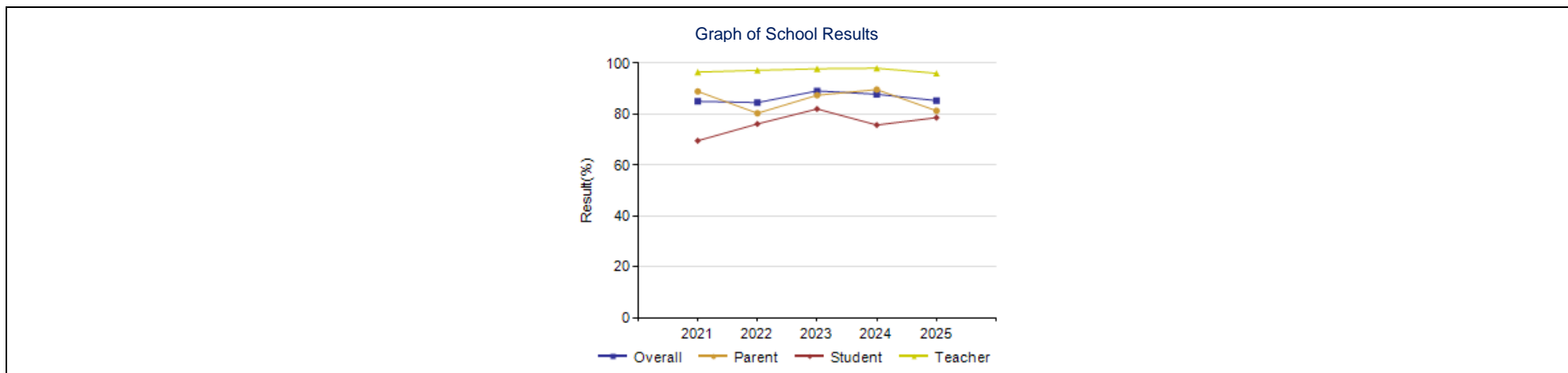


### Notes:

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

## Program of Studies – Measure Details

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.																																	
	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	376	85.0	446	84.5	460	89.1	430	87.8	295	85.3	Very High	Maintained	Excellent	2,550	81.4	2,924	81.2	3,168	83.0	3,015	82.8	3,260	82.6	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	47	88.9	55	80.3	47	87.4	50	89.6	24	81.3	Very High	Maintained	Excellent	529	80.4	568	78.7	611	80.3	507	81.1	591	80.6	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	304	69.5	342	76.1	372	82.0	336	75.7	243	78.6	Very High	Maintained	Excellent	1,495	72.4	1,784	73.9	1,960	77.7	1,934	76.4	2,061	76.2	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	25	96.5	49	97.2	41	97.8	44	98.0	28	96.0	Very High	Maintained	Excellent	526	91.5	572	91.0	597	91.0	574	91.0	608	90.9	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5



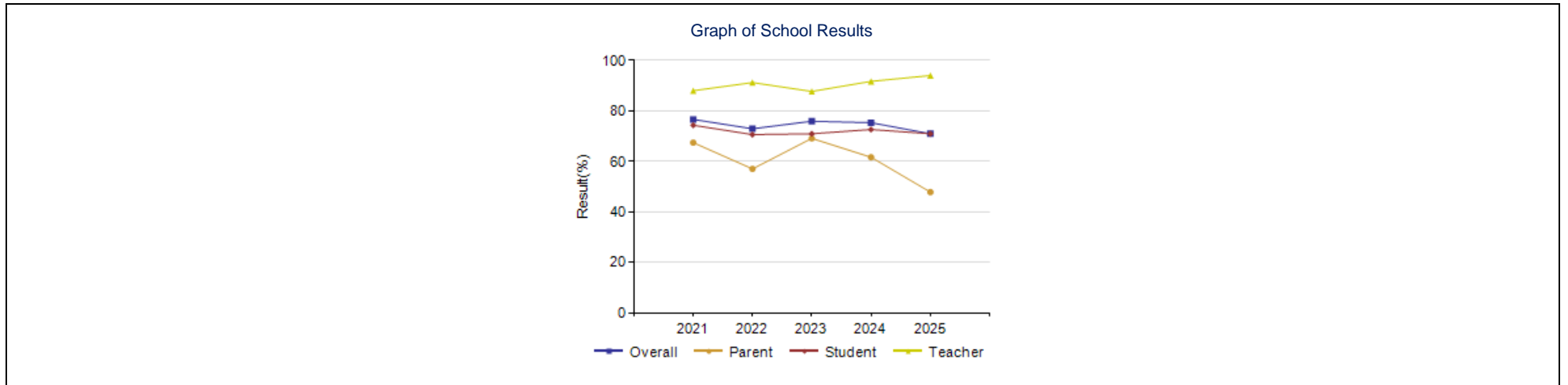
### Notes:

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

### Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	376	76.6	448	72.9	459	75.9	432	75.3	295	70.9	Very Low	Declined	Concern	3,692	82.1	4,172	79.6	4,366	79.5	4,324	79.5	4,204	78.3	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	47	67.4	56	57.0	47	69.1	51	61.6	24	47.8	Very Low	Declined	Concern	534	73.4	570	67.1	610	66.1	507	66.4	591	63.9	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	304	74.3	343	70.6	371	70.9	337	72.6	243	70.9	Very Low	Maintained	Concern	2,633	81.4	3,030	80.7	3,160	81.4	3,243	80.1	3,004	80.6	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	25	88.0	49	91.2	41	87.7	44	91.7	28	94.0	Intermediate	Maintained	Acceptable	525	91.6	572	91.0	596	90.8	574	92.1	609	90.6	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4



Notes:

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



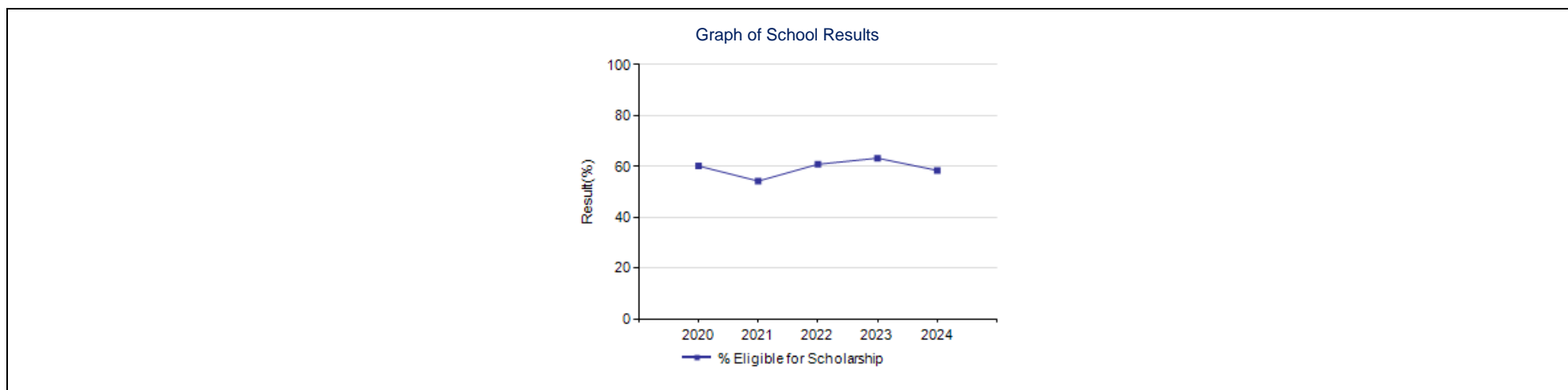
### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	366	60.1	402	54.2	395	60.8	375	63.2	416	58.4	Intermediate	Maintained	Acceptable	1,026	61.4	1,163	59.5	1,148	62.6	1,133	61.8	1,246	61.8	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2020	366	189	51.6	174	47.5	144	39.3	220	60.1
2021	402	176	43.8	190	47.3	147	36.6	218	54.2
2022	395	214	54.2	195	49.4	136	34.4	240	60.8
2023	375	208	55.5	198	52.8	134	35.7	237	63.2
2024	416	226	54.3	174	41.8	121	29.1	243	58.4

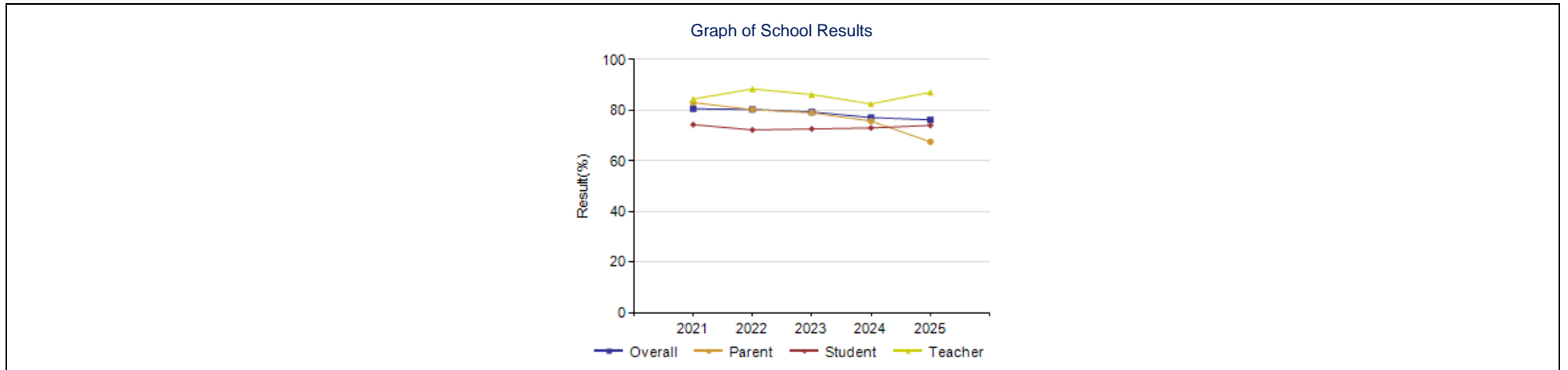


Notes:

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

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																		
	School													Authority										Province										
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	376	80.6	448	80.3	460	79.3	432	77.1	295	76.2	Very Low	Maintained	Concern	3,695	89.4	4,176	86.8	4,370	87.2	4,327	86.3	4,208	86.9	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3	
Parent	47	83.0	56	80.2	47	79.0	51	75.7	24	67.5	Very Low	Declined	Concern	535	88.3	573	85.6	612	85.6	508	84.3	591	84.6	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	
Student	304	74.3	343	72.2	372	72.6	337	73.0	243	74.0	Low	Maintained	Issue	2,634	83.8	3,031	80.9	3,161	81.6	3,245	80.7	3,008	81.0	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6	
Teacher	25	84.4	49	88.4	41	86.2	44	82.5	28	87.1	Very Low	Maintained	Concern	526	96.1	572	93.9	597	94.2	574	93.7	609	95.1	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4	



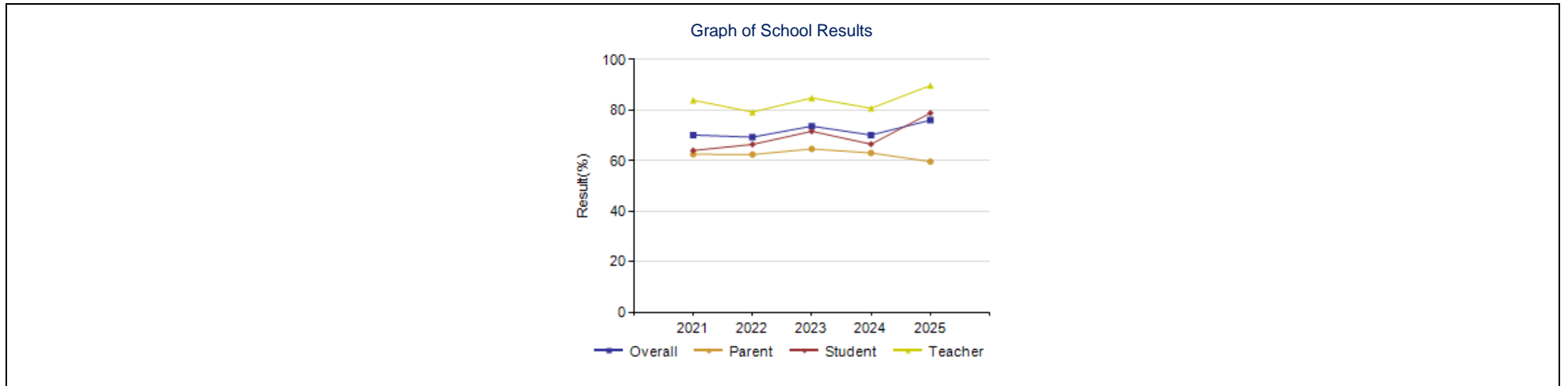
Notes:

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

### Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	374	70.1	443	69.3	459	73.6	429	70.1	295	76.0	Intermediate	Improved	Good	3,652	70.7	4,150	72.2	4,356	74.9	4,296	72.2	4,189	72.9	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	47	62.5	53	62.4	47	64.6	51	63.0	24	59.6	Intermediate	Maintained	Acceptable	513	58.5	556	61.0	603	63.3	490	58.6	580	61.6	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	302	64.0	341	66.4	371	71.6	334	66.5	243	78.8	Intermediate	Improved Significantly	Good	2,614	72.5	3,023	75.0	3,156	78.8	3,234	76.3	3,002	78.2	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	25	83.9	49	79.2	41	84.8	44	80.7	28	89.7	Very High	Maintained	Excellent	525	80.9	571	80.7	597	82.5	572	81.7	607	78.9	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1



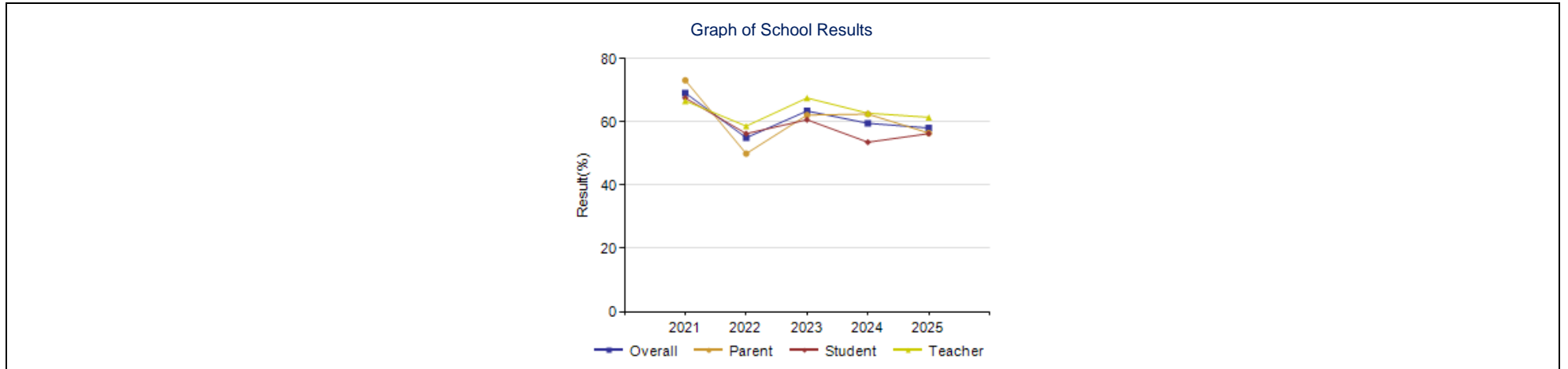
Notes:

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

### School Improvement – Measure Details

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

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	366	69.2	431	55.0	448	63.5	421	59.6	291	58.1	Very Low	Maintained	Concern	3,584	78.7	4,103	68.7	4,280	74.6	4,227	74.2	4,108	74.4	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	41	73.2	52	50.0	45	62.2	48	62.5	23	56.5	Very Low	Maintained	Concern	482	73.4	558	56.5	588	68.5	485	70.3	562	69.4	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	301	67.6	333	56.3	366	60.7	330	53.6	242	56.3	Very Low	Maintained	Concern	2,610	77.9	3,007	73.4	3,141	73.7	3,212	70.0	2,980	72.8	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	24	66.7	46	58.7	37	67.6	43	62.8	26	61.5	Very Low	Maintained	Concern	492	84.8	538	76.2	551	81.5	530	82.3	566	81.1	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1



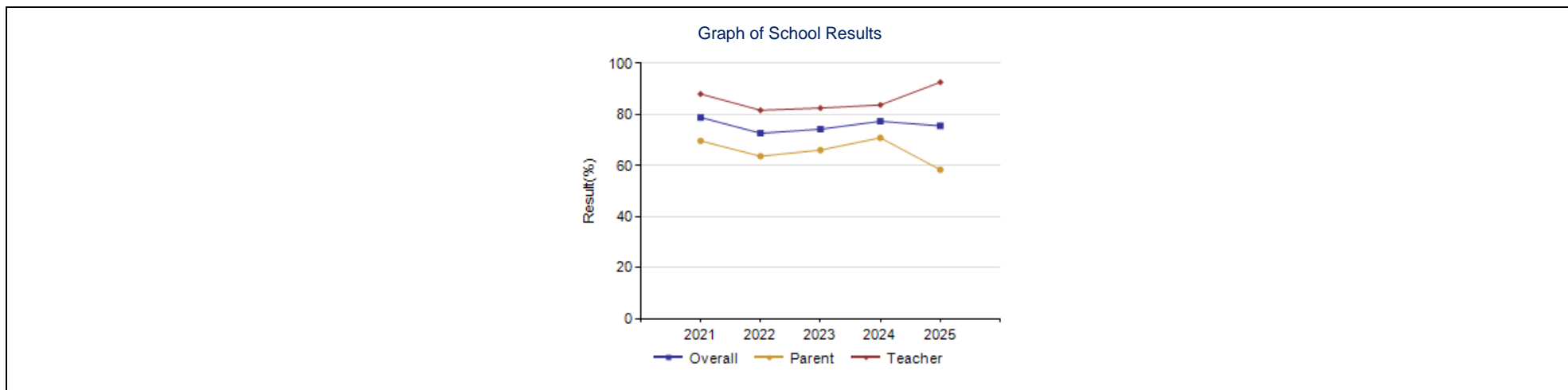
Notes:

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

## Work Preparation – Measure Details

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

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	71	78.8	104	72.6	87	74.2	91	77.3	51	75.5	Intermediate	Maintained	Acceptable	998	81.3	1,083	81.7	1,122	79.9	1,008	78.7	1,123	80.2	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	46	69.6	55	63.6	47	66.0	48	70.8	24	58.3	Intermediate	Maintained	Acceptable	490	69.0	534	70.6	553	68.4	461	64.0	543	67.2	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	25	88.0	49	81.6	40	82.5	43	83.7	27	92.6	High	Improved	Good	508	93.7	549	92.7	569	91.4	547	93.4	580	93.3	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4



### Notes:

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