

ANNUAL EDUCATION RESULTS REPORT 2024-2025

TABLE OF CONTENTS

| | |
|---|----|
| Aurora Academic Charter Assurance | 2 |
| Academic Evaluation Charts | 3 |
| Campuses | 5 |
| Strategic Priorities and Goals | 5 |
| Results Analysis and Strategic Priorities and Charter Goals | 5 |
| Strategic Priority 1: Culture | 6 |
| Strategic Priority 2: Academics | 15 |
| Goal 1 :To have an enhanced language arts program | |
| Goal 2: To have an enhanced mathematics program | |
| Strategic Priority 3: Growth | 30 |
| Budget | 38 |
| First Nations Métis and Inuit | 40 |
| Assurance Summary | 42 |

AURORA ACADEMIC CHARTER SCHOOL ASSURANCE STATEMENT

Dear Aurora Academic Charter School Community,

As we present the Annual Education Results Report (AERR) for the 2024–2025 school year, we are proud to highlight the accomplishments of our students and the dedication of our staff. This report reflects our continued commitment to academic excellence, character development, and family-supported learning. It demonstrates the progress we've made together in helping students gain the knowledge, skills, and values they need to be successful in school and in life.

Aurora Academic Charter School has proudly served the Edmonton community for nearly three decades, instilling perseverance, responsibility, and achievement in every learner. Today, with over 1,200 students across our campuses, we remain focused on ensuring that all students are supported to reach their full potential. The dedication of our teachers, support staff, families, and community partners fuels this success, and we are grateful for the trust you place in us.

This AERR was prepared under the direction of the Board of Directors in accordance with the Education Act and the Sustainable Fiscal Planning and Reporting Act, and was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in this document to the best of its ability to inform the education plan and is committed to implementing the strategies within it to further improve student learning and outcomes. The Board approved this Annual Education Results Report for the 2024–2025 school year. Originally signed on December 11, 2025.

Respectfully,

Kerry-Ann Sitcheron
Chair, Board of Directors

Ian Gray
Superintendent

ALIGNMENT OF STRATEGIC OUTCOMES BETWEEN THE 2024 AND 2025 EDUCATION PLANS

The strategic outcomes and measures from the previous *Aurora Three-Year Rolling Education Plan (2024–2027)* underwent significant revision during the development of the *2025–2028 Aurora Three-Year Rolling Education Plan*. This update was driven by a comprehensive systemic planning process that engaged Aurora’s full stakeholder community throughout the 2024 school year. Central to this work was a three-month SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) completed with a broad cohort of parents, students, staff, and community partners. The findings from this analysis directly informed the design of the substantially revised 2025–2028 Education Plan.

The core charter outcomes and measures identified in the 2024–2027 Plan were intentionally integrated into the new 2025–2028 framework and organized under three strategic priorities:

Culture: Build and sustain a values-driven school culture that elevates student voice, strengthens family engagement, promotes staff mentorship, and deepens community partnerships.

Academics: Ensure rigorous, student-centered academic programming aligned with high standards, evidence-based instruction, and individualized learning supports.

Growth: Strategically expand Aurora’s capacity, accessibility, and partnerships to meet the needs of a growing and diverse student population.

Both the 2024 and 2025 Aurora Authority Education Plans continue to uphold the authority’s core charter goals of enhanced literacy and numeracy, specifically:

- Students, on average, read above grade level in language arts; and
- Students, on average, achieve above grade level in mathematics.

Additionally, the strategic outcomes and measures from the 2024 Plan were carried forward and aligned within the updated 2025 framework under the three pillars of Culture, Academics, and Growth. These included:

- Student Growth and Achievement
- Teaching and Learning
- Learning Supports
- Governance

This harmonized alignment between the 2024 and 2025 Education Plans reflects the depth of stakeholder involvement and collective visioning that shaped the updated strategic direction. Through the active participation of parents, students, staff, and community members, the authority established a coherent and forward-looking framework that supports Aurora Academic Charter School’s ongoing commitment to student-centered excellence, data-informed decision-making, and sustained high performance as an academic-focused learning community.

KEY INSIGHTS FROM RESULTS ANALYSIS

Aurora Academic Charter School’s 2024–2025 results indicate Very High or High performance on core Alberta Education Assurance Measures. Multi-year data, where available, reflect stable or improved performance in key indicators including safe and caring environments, citizenship, and education quality.

In particular, survey results consistently demonstrate high levels of stakeholder satisfaction with school climate, communication practices, and academic programming. Provincial Achievement Test and Diploma Exam results continue to surpass provincial averages in most subject areas, demonstrating strong instructional alignment and student readiness. In alignment with these results, Aurora transitioned to the updated 2025 Education Plan, ensuring goals, strategies, and measures reflect the school authority’s evolving priorities related to culture, academic achievement, and sustainable growth.

These outcomes collectively support the continued focus on structured instruction, targeted supports, transparent governance, and community engagement within the Education Plan.

AURORA ACADEMIC CHARTER SCHOOL ASSURANCE MEASURES SUMMARY

Aurora Academic Charter School's 2024–2025 results indicate Very High or High performance on key Alberta Education Assurance Measures, including Citizenship, Education Quality, and Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE). Survey data show strong parent involvement and satisfaction with communication and leadership responsiveness. Provincial Achievement Test (PAT) and Diploma Exam results exceed provincial averages in most subjects, while early literacy and numeracy benchmarks demonstrate meaningful reductions in the number of students identified as academically at risk. In alignment with these results, Aurora Academic Charter School transitioned to the updated 2025 Education Plan, ensuring that goals, strategies, and success measures are fully reflective of emerging priorities and the school's continued growth.

ACHIEVEMENT EVALUATION REFERENCE CHARTS

ACADEMIC EVALUATION CHART

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2025

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-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 five 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 - 81.84 | 81.84 - 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%.

Report Generated: Oct 03, 2025
Locked with Suppression for Fall 2025

Report Version 1.0
Data Current as of Sep 15, 2025

IMPROVEMENT TABLE & OVERALL EVALUATION TABLE

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2025

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 five improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

Report Generated: Oct 03, 2025
Locked with Suppression for Fall 2025

Report Version 1.0
Data Current as of Sep 15, 2025

AURORA ACADEMIC CHARTER SCHOOL CAMPUSES

AACS SHERBROOKE CAMPUS (K-7)

Established 2008
Sherbrooke Campus AACS Primary
12245 131 St NW Edmonton AB, T5L1M8

AACS SKYRATTLER CAMPUS (5-7)

Established 2025
Skyrattler Campus AACS Middle School
830 Saddleback Rd NW Edmonton AB, T6J 4W4

AACS ALBERTA AVENUE CAMPUS (8-12)

Established 2023
Alberta Avenue AACS Secondary
12050 95A St NW Edmonton AB, T5G 1R7

Aurora Academic Charter School Authority Overview

Aurora Academic Charter School serves approximately 1,500 students across three campuses: Sherbrooke Primary (K-7), Skyrattler Middle (5-7), and Alberta Avenue Secondary (8-12). Average class sizes range from approximately 22 students at Primary to 25 students at Secondary. School Councils at each campus, together with the Aurora Fundraising Society, provide advice to principals, coordinate casino funds, and support family events and information nights.

AURORA ACADEMIC CHARTER SCHOOL

Learning excellence through sequenced instruction in a student-centered environment

Aurora Academic Charter School is guided by three strategic priorities—Culture, Academics, and Growth—which shape our vision for student success. These priorities, together with our Charter Goals (Goal 1: Enhanced Language Arts, Goal 2: Enhanced Mathematics), reflect our commitment to providing an outstanding, future-focused education for every child.

The Annual Education Results Report (AERR) for 2024–2025 highlights both the achievements and growth areas that define Aurora's journey as a vibrant learning community. We are proud of the progress our students have made and deeply value the dedication of our teachers, administrators, and staff who consistently model professionalism, innovation, and care.

CULTURE

Build and sustain a values-driven school culture that supports student voice, family engagement, staff mentorship, and community connections. We are intentional in creating a values-driven school environment where students feel safe, respected, and celebrated. Expanding social-emotional learning, embedding Indigenous perspectives, and encouraging student-led initiatives strengthen belonging and pride across our campuses.

ACADEMICS

Ensure rigorous, student-centered academic programming aligned with high standards and individualized support. Aurora is committed to an academic focused student-centered learning systemic approach. In alignment with our Charter Goals, we provide enriched literacy and numeracy programming, supported by strong instructional strategies, targeted interventions, and professional development. Innovation and research are central to our work—the launch of the RAISE Journal (Research and Innovation in School Education) showcases Aurora's commitment to inquiry-based practice, ensuring evidence-based strategies directly strengthen classroom teaching and student learning.

GROWTH

Strategically expand Aurora's capacity, accessibility, and partnerships to serve a growing student population and diverse needs. Aurora continues to grow opportunities for students and families across Edmonton. The opening of Skyrattler Middle School in August 2025 reflects our commitment to access and choice, while new dual credit and post-secondary partnerships, along with flexible online learning, prepare students for successful futures. Transparent governance practices, Town Halls, and regular Board communication ensure growth remains accountable and responsive.

Stakeholder voices remain at the heart of our planning. Through collaboration with families, staff, School Councils, the Board of Directors, and community partners, Aurora ensures its goals remain responsive and aligned with our mission. By openly sharing our results and strategies, Aurora Academic Charter School reinforces trust with families, builds meaningful community partnerships, and demonstrates an unwavering focus on student success through strong culture, academic excellence, and sustainable growth.

All public accountability documents, including the AERR, Education Plan, Budgets, and Capital Plans, are available online at:

[Aurora Academic Charter School Assurance & Reporting](#)

[Authority Report](#)

[Funding Manual](#)

CULTURE

AUTHORITY CULTURE MEASURES

Aurora Academic Charter School established the following authority-wide Culture measures:

- Assurance Survey results (e.g., Well-Being, Citizenship, Safe & Caring domains)
- Participation rates in wellness and cultural initiatives
- Qualitative feedback from stakeholders on school culture and communication
- Attendance and engagement in Town Hall and stakeholder events
- Increased confidence in governance, reflected in survey results and stakeholder comments

The authority measures form the foundation for evaluating current results and guiding ongoing improvement across the authority.

Assurance Domains: Learning Supports, Local and Societal Context, Governance Student Growth and Achievement

Aurora Academic Charter School continued to cultivate a strong and vibrant school culture grounded in safety, belonging, communication, and shared responsibility. Across all three campuses, families, students, staff, and community partners contributed to a climate where relationships, transparency, and high expectations shaped daily school life. Aurora's culture results remained among the strongest in Alberta, reflecting consistent improvement year over year.



MEASURE: Assurance Survey Results (e.g Well-Being, Citizenship, Safe and Caring)

OUTCOME

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT

Aurora achieved exceptionally strong results on the Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) measure, with students, staff, and parents reporting a high level of emotional safety, positive peer interactions, and respectful behaviour across classrooms and common areas. These outcomes reflect intentional work by teachers and administrators to build caring routines, strengthen supervision, and integrate character development into instructional practices. Students participated in activities that supported confidence, communication, and respectful expression, including poetry cafés, typing tournaments, theatre visits, and cross-campus literacy events that strengthened both belonging and pride.

RESULTS

Learning Supports

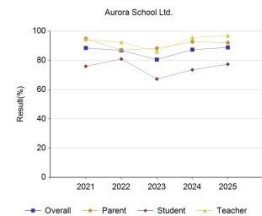
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 6020 Aurora School Ltd.

Province: Alberta

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

| | Aurora School | | | | | | | | | | Alberta | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|--|---|--|---|------|---|--|---|--|---------|--|---|--|---|------|---|--|---|--|------|--|---|--|---|--------------------|---|--|---|--|------|--|---|--|---|------|---|--|---|--|------|--|---|--|---|------|---|--|---|--|------|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| | 2021 | | | | | 2022 | | | | | 2023 | | | | | 2024 | | | | | 2025 | | | | | Measure Evaluation | | | | | 2021 | | | | | 2022 | | | | | 2023 | | | | | 2024 | | | | | 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | | % | | N | |



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 AEA 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.

Report Generated: May 09, 2025
Locked with Suppression for May 2025

Report Version 1.0
Data Current as of May 01, 2025

170

Student Growth and Achievement

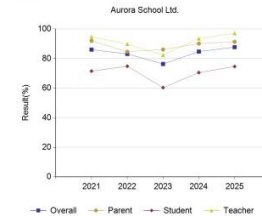
A.6 Citizenship - Measure History

Authority: 6020 Aurora School Ltd.

Province: Alberta

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

| | Aurora School Ltd. | | | | | | | | | | Alberta | | | | | | | | | | | | | | |
|---------|--------------------|------|-----|------|-----|------|-----|------|-------|------|-----------|------------------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|--|--|
| | 2021 | | | | | 2022 | | | | | 2023 | | | | | 2024 | | | | | 2025 | | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | | |
| Overall | 695 | 86.0 | 657 | 83.1 | 672 | 78.3 | 796 | 84.7 | 1,059 | 87.7 | Very High | Improved Significantly | Excellent | 210,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 | 269,117 | 79.8 | | |
| Parent | 121 | 91.9 | 103 | 84.6 | 83 | 86.1 | 100 | 90.1 | 195 | 91.3 | Very High | Improved | Excellent | 30,905 | 81.4 | 31,689 | 80.4 | 31,869 | 79.4 | 33,217 | 78.7 | 34,441 | 78.6 | | |
| Student | 536 | 71.5 | 514 | 74.8 | 555 | 60.3 | 603 | 70.5 | 809 | 74.6 | Very High | Improved Significantly | Excellent | 189,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 | 201,119 | 70.3 | | |
| Teacher | 38 | 94.7 | 40 | 89.8 | 34 | 82.4 | 43 | 93.5 | 55 | 97.1 | Very High | Improved | Excellent | 30,187 | 94.1 | 30,861 | 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 AEA 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 AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Report Generated: May 09, 2025
Locked with Suppression for May 2025

Report Version 1.0
Data Current as of May 01, 2025

23

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT

CITIZENSHIP

Results from the 2024–25 Assurance Survey show that Aurora continues to perform in the High to Very High range on all WCRSLE indicators, with over 90% of students, parents, and staff agreeing that the school is safe, caring, and respectful. Stakeholders reported strong emotional safety, positive peer relationships, and clear behavioural expectations across all campuses. Qualitative comments highlighted the effectiveness of caring classroom routines and supervision practices, while participation data from schoolwide activities—such as poetry cafés, theatre visits, typing tournaments, and cross-campus literacy events—demonstrated high student engagement and reinforced a culture of confidence and respectful expression. Collectively, these quantitative survey results and qualitative participation patterns confirm that Aurora's intentional focus on relationship-building and character development is producing consistently strong culture outcomes.

CULTURE

MEASURE: Assurance Survey Results (e.g Well-Being, Citizenship, Safe and Caring)

KEY INSIGHTS

Survey data indicates that Aurora maintains exceptionally positive school climate indicators across all campuses. High WCRSLE ratings confirm that students feel safe, supported, and respected in daily interactions. This level of safety is often only seen in top-performing school authorities, indicating that the authority's ongoing emphasis on relational trust, structured routines, and proactive supervision is yielding highly consistent results. Citizenship results, which remain very high, demonstrate that students are not only safe but also developing strong moral reasoning, responsibility, and ethical social practices, which are essential components of a positive school culture.

Furthermore, the year-over-year improvement in these indicators reveals a sustained trend rather than a one-year anomaly. Improvement requires active investment in community-building events, clear behaviour expectations, and staff consistency in modelling respectful interactions. The strength of the WCRSLE and Citizenship measures shows that Aurora is succeeding in creating an environment where students are engaged socially and emotionally, where relationships are strong, and where cultural expectations are internalized by the school community.

IMPACT ON THE EDUCATION PLAN

High performance on Assurance Survey measures provides strong validation for the strategies embedded within the Culture domain of the Education Plan. These results confirm that Aurora's commitment to safe learning environments, character development, and structured behavioural expectations is well aligned with the needs of students and the perceptions of parents and staff. This alignment supports Aurora's broader goals related to whole-child development, wellness, and student connectedness, all of which are essential pillars within Alberta's Assurance Framework.

Additionally, the strong survey outcomes reinforce the effectiveness of the authority's stakeholder communication practices, staff professional learning related to social-emotional development, and campus-wide routines that promote belonging. These trends indicate that the existing cultural strategies should continue to be prioritized within the Education Plan and that cross-campus consistency in climate-building practices should remain a core focus moving forward.

IMPLICATIONS FOR FUTURE

Future planning will continue to grow our systemic integration of social-emotional learning (SEL) practices and targeted mental-health supports to maintain Aurora's exceptionally high culture ratings. This may involve extending SEL-focused professional learning, expanding peer-mentorship models, and embedding structured character routines into more subject areas. Enhancing cross-campus alignment of school climate and pedagogical practices will also support continued improvement and ensure that culture remains strong regardless of future expansion.

Furthermore, the authority will seek to strengthen early identification of students experiencing social, emotional, or behavioural challenges by integrating WCRSLE-related data into existing learning support structures. Doing so will ensure Aurora maintains a proactive rather than reactive approach to school climate, preserving high levels of safety, belonging, and student well-being as the school continues to grow.

MEASURE: Participation in Wellness & Cultural Initiatives

OUTCOME

Students participated in activities that supported confidence, communication, and respectful expression, including poetry cafés, typing tournaments, theatre visits, and cross-campus literacy events that strengthened both belonging and pride. Clubs such as Drama, Writing, Book Club, and intramural activities enriched student leadership, collaboration, and active participation in the community.

RESULTS

Participation in wellness, cultural, and co-curricular initiatives increased across divisions, with hundreds of students engaging in events and clubs throughout the year. Attendance records and teacher logs show strong involvement in poetry cafés, theatre excursions, literacy celebrations, typing tournaments, and cross-campus cultural activities. Membership in clubs—including Drama, Writing, Book Club, and intramurals—grew steadily, with students reporting that these opportunities strengthened their confidence, communication skills, and sense of belonging. Qualitative feedback from staff and families emphasized that these activities enhanced leadership development, peer collaboration, and overall school connectedness, demonstrating meaningful impact on student well-being and community identity. Our Aurora Authority and Sherbrooke Community League collaborated on a Student and Family Mental Health and Wellness Pilot Project that incorporated monthly evening family online seminars with our divisional registered psychologist, research manager and Director of Student Learning Services. Over 250 families in our school authority and community participated in these mental health and wellness seminars during the 2024/25 school year.

KEY INSIGHTS

Participation in cultural, wellness, and enrichment initiatives continues to be a defining strength of Aurora, contributing significantly to a climate of belonging and student engagement. In addition to the many internal school events—such as poetry cafés, literacy showcases, dramatic performances, and co-curricular clubs—Aurora students also benefit from strong, ongoing partnerships with local community organizations, including the Sherbrooke Community League and neighbourhood associations surrounding each Aurora campus. These partnerships provide meaningful opportunities for students to connect with local spaces, participate in community events, and engage with broader cultural learning experiences outside the school walls. Such collaborations deepen students' civic engagement and encourage a richer, more interconnected cultural environment across the authority.

Furthermore, the growing relationships between Aurora's campuses and their respective local communities contribute to a stronger sense of identity and shared purpose. Whether through joint events, shared facility use, community-led workshops, or neighbourhood collaborations, Aurora's presence in these communities reinforces its commitment to being a welcoming and community-oriented school authority. These community partnerships enhance cultural initiatives by expanding access to resources, promoting inclusive participation, and cultivating a network of support that strengthens both school culture and neighbourhood connections.

IMPACT FOR THE EDUCATION PLAN

These strong participation trends affirm the importance of continuing to invest in wellness and cultural programming within the Education Plan. Such initiatives support the Culture strategic priority by reinforcing belonging, engagement, and personal expression—three essential outcomes in the province's Assurance Framework. The success of cultural activities also speaks to the effectiveness of staff collaboration and campus-level leadership in designing opportunities that resonate with students.

Integrating cultural programming more deeply into school-wide learning structures may also support academic goals by enhancing communication skills, encouraging creativity, and strengthening deeper connections to curriculum-based learning. These initiatives help strengthen community cohesion and reinforce Aurora's identity as a literacy-rich and culturally vibrant school authority.

IMPLICATIONS FOR FUTURE

Moving forward, Aurora may consider expanding the breadth and frequency of cultural events, incorporating additional student-led initiatives, and strengthening partnerships with community organizations to enrich cultural learning experiences. This expansion will not only increase participation but also provide more diverse and equitable opportunities for all students to engage in cultural activities.

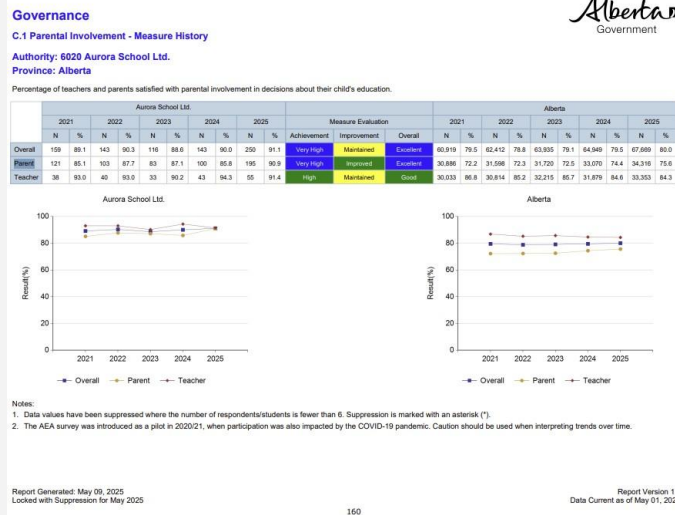
Additionally, future planning should explore ways to connect cultural programming more intentionally with academic curriculum, leveraging arts, drama, writing, and public speaking to support literacy and numeracy outcomes. As the authority continues to grow, ensuring cross-campus coordination of cultural programming will help maintain a unified school identity and consistent opportunities across grade levels.

MEASURE: Stakeholder Feedback on School Culture & Communication

OUTCOME

Aurora's culture is closely tied to meaningful family partnerships. Parent involvement reached exceptionally high levels, supported by timely communication, regular information nights, and consistent opportunities for families to connect with school staff. Parents reported confidence in how leadership addressed concerns, engaged stakeholders, and supported student wellbeing.

RESULTS



PARENT INVOLVEMENT

Assurance survey data show that over 85% of parents expressed satisfaction with communication clarity, leadership responsiveness, and opportunities to participate in school life. Attendance at parent information nights and family engagement events remained strong across all campuses, with many sessions drawing capacity-level participation. Parents consistently reported that school staff were approachable and proactive, that concerns were addressed promptly, and that communication tools—such as newsletters, Town Halls, School Council meetings, and direct teacher contact—kept them well informed about student learning and school operations. Qualitative feedback highlighted appreciation for leadership transparency and the supportive relationships formed between families and school staff. Collectively, these results confirm that family partnerships are a major strength and integral to Aurora's positive school culture.

KEY INSIGHTS

The high level of parental engagement reflects a deep trust between families and Aurora's leadership. Parents consistently affirm the school's transparent communication practices, which contribute substantially to the positive cultural climate within the authority. Information nights, literacy events, and parent-teacher interactions all play critical roles in building this trust. Stakeholder feedback suggests that parents feel well-informed, respected, and valued as participants in their children's learning.

Moreover, parents highlight the school's responsiveness to concerns as a major contributor to their satisfaction. Leadership's commitment to open dialogue and the consistent use of surveys and feedback tools demonstrates Aurora's willingness to adjust practices based on stakeholder input. Such responsiveness is rare and highly valued, particularly during times of expansion or transition.

Authority Report

FNMI & EAL Data Compliance Note

FNMI and EAL results are not reported because Alberta Education suppresses data for groups with fewer than six students. Aurora continues to support these learners through individualized programming and internal monitoring.

CULTURE

MEASURE: Stakeholder Feedback on School Culture & Communication

IMPACT FOR THE EDUCATION PLAN

This strong parental satisfaction aligns directly with the Culture priority in the Education Plan, which emphasizes transparent governance, stakeholder engagement, and clear communication. Parents' confidence in the authority's processes validates Aurora's use of regular communication cycles, centralized messaging, and campus-level engagement structures.

The positive feedback also reinforces the need to maintain consistent communication across the authority's three campuses to ensure that all families experience the same level of support and connection. These approaches help ensure that the goals of the Education Plan remain aligned with stakeholders' expectations and build continued trust in governance and decision-making.

IMPLICATIONS FOR FUTURE

Looking ahead, Aurora may expand opportunities for stakeholder involvement by incorporating more structured feedback loops, such as ongoing surveys aligned with the Alberta Assurance Framework, focus groups, and additional family education sessions. These efforts will help ensure parents continue to feel valued and engaged as partners in school improvement.

Moreover, continued transparency in governance and decision-making will remain essential as the authority grows and evolves. Aurora may explore new communication technologies or centralized platforms to streamline communication across campuses, providing families with even more consistent access to information and school updates.

MEASURE: Stakeholder Feedback on School Culture & Communication

AURORA ACADEMIC CHARTER SCHOOL COMMITMENT TO INNOVATION AND RESEARCH

Aurora's school culture is deeply rooted in a commitment to research, innovation, and continuous professional learning—pillars that are foundational to our identity as an Alberta charter school. In alignment with the provincial mandate requiring charter schools to actively conduct and disseminate educational research, Aurora has embraced this responsibility not only as a requirement, but as a defining cultural value that shapes teaching, leadership, and collaboration across the authority. This commitment is reflected in Aurora's growing partnership with the University of Calgary, where shared inquiry and scholarly dialogue support the development of evidence-informed practice throughout the school community.

This year, Aurora proudly released the first published edition of the RAISE Journal, a peer-reviewed research journal hosted on the Aurora Academic Charter School website. This inaugural publication showcases a diverse range of scholarly contributions—including papers authored by Aurora staff, researchers from the University of Calgary, and numerous external applicants. The journal represents far more than a research deliverable; it is a cultural milestone that demonstrates Aurora's dedication to reflective practice, intellectual curiosity, and professional excellence. The RAISE Journal reinforces a culture in which educators see themselves as researchers, collaborators, and contributors to the broader field of education in Alberta.

[R.A.I.S.E Journal](#)

CULTURE

MEASURE: Attendance & Engagement in Town Halls and Stakeholder Events

OUTCOME

School councils across all three campuses provided valuable input on programming, events, and communication practices. Parents engaged through family literacy sessions, information evenings on phonics and writing, PAT information nights, and large community celebrations such as the Winter Frostival, Family Dance Night, Movie Nights, and school-wide poetry showcases.

RESULTS

School council engagement remained strong throughout the year, with consistently high attendance across all three campuses and active parent participation in discussions related to programming, communication, and school improvement. Division-wide parent events such as literacy workshops, phonics and writing information nights, and PAT preparation sessions drew large turnouts, with many sessions reaching capacity. Community celebrations—including the Winter Frostival, Family Dance Night, Movie Nights, and school-wide poetry showcases—were among the highest-attended events of the year, reinforcing strong family-school relationships. Qualitative feedback from parents emphasized that these events strengthened their understanding of school practices, improved communication with staff, and contributed to a positive sense of community across campuses. Overall, both attendance data and parent feedback confirm that stakeholder engagement remains a significant strength for Aurora.

KEY INSIGHTS

Attendance at engagement events indicates that Aurora has created a strong community-centered culture where stakeholders feel welcomed and empowered to participate. High turnout at literacy nights, school celebrations, and informational events demonstrates that families view Aurora as a collaborative partner in their child's education. These events not only promote academic learning but also cultivate family-school relationships that enhance student success.

The involvement of School Councils across campuses further underscores the importance of shared leadership and community voice. With parents actively contributing to program discussions and event planning, Aurora strengthens both community cohesion and responsiveness to stakeholder needs. This collective engagement promotes unity across campuses and enhances the authority's shared identity.

IMPACT FOR THE EDUCATION PLAN

The strong attendance at stakeholder events supports the Education Plan's focus on collaborative planning and community engagement. These events reinforce the importance of strong school-home partnerships in promoting student learning, wellbeing, and long-term educational success. Additionally, they help ensure that stakeholders remain informed and involved in key aspects of school operations.

By ensuring broad participation, Aurora is better able to align its goals, programming, and communication strategies with the needs and interests of its families. This alignment ultimately enhances the authority's ability to meet performance targets and respond proactively to emerging community priorities.

IMPLICATIONS FOR FUTURE

Future planning may include expanding the number of engagement events, offering additional multilingual or culturally responsive sessions, and providing parents with more opportunities to participate in decision-making processes. The authority may also explore more virtual or hybrid event options to increase accessibility.

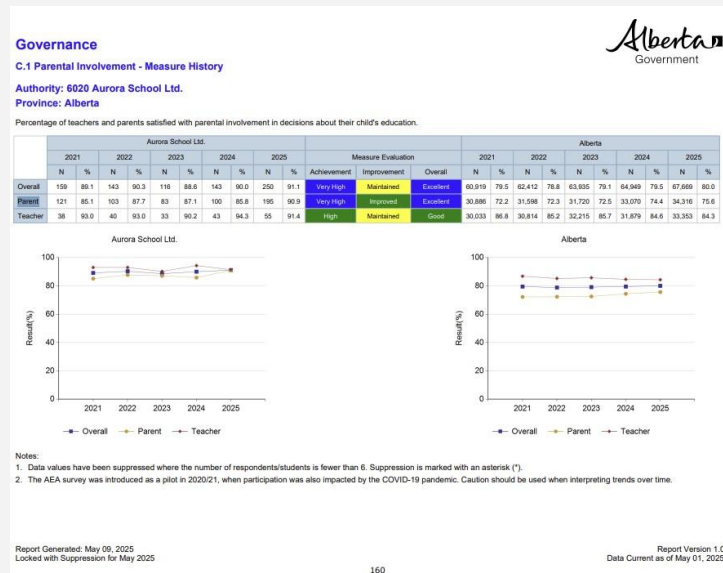
Continued collaboration with School Councils will remain essential as Aurora grows. Strengthening training and support for School Council members can further enhance the quality of engagement and help cultivate stronger campus-level leadership and community involvement.

MEASURE: Confidence in Governance

OUTCOME

Governance – Reflects transparent decision-making, communication of policies, and stakeholder engagement in planning and accountability. Stakeholder feedback emphasized the need for transparent decision-making and meaningful involvement in school direction and priorities. Surveys, parent commentaries, and school council discussions informed decisions related to transportation, School Cash Online, student services, and authority-wide activities. Governance measures remained strong and stable, reflecting positive perceptions of leadership effectiveness and responsiveness.

RESULTS



PARENT INVOLVEMENT

Assurance survey data show that Aurora's governance measures remained High and stable, with over 85% of parents and staff reporting confidence in Board and leadership decision-making. Stakeholders indicated that governance decisions were transparent, timely, and responsive to emerging needs. Parent feedback gathered through School Council meetings, open forums, and division-wide surveys directly shaped key operational decisions, including adjustments to transportation structures, improvements to School Cash Online processes, and refinements to student services. Qualitative commentaries further emphasized appreciation for clear communication, visible leadership, and the Board's commitment to addressing community concerns. Together, these quantitative survey results and qualitative engagement data confirm that governance continues to be a strong and trusted pillar within the authority.

KEY INSIGHTS

Stakeholders express high confidence in Aurora's governance structures due to the authority's ongoing commitment to transparency, accountability, and responsiveness. Leadership's openness to feedback and proactive decision-making contribute significantly to positive parent perceptions. This trust is essential for maintaining a stable and engaged school community.

Additionally, governance practices such as consistent communication, scheduled updates, and collaborative problem-solving strengthen stakeholder confidence by ensuring that decisions are well-informed and aligned with community needs. These positive perceptions demonstrate that Aurora's governance structures are functioning effectively and remain a core strength of the authority.

FNMI & EAL Data Compliance Note

FNMI and EAL results are not reported because Alberta Education suppresses data for groups with fewer than six students. Aurora continues to support these learners through individualized programming and internal monitoring.

MEASURE: Confidence in Governance

IMPACT FOR THE EDUCATION PLAN

Strong governance confidence supports the Education Plan's strategic goals related to transparency and engaged leadership. This alignment reinforces the importance of clear communication, collaborative decision-making, and consistency across campuses—all of which underpin Aurora's success.

By maintaining high levels of stakeholder trust, Aurora can implement strategic initiatives more effectively, ensuring that community members remain supportive and engaged throughout the school's growth and development. These governance strengths position the authority well for future expansion and continued alignment with Alberta Education's expectations.

IMPLICATIONS FOR FUTURE

Future efforts may focus on enhancing governance communication through more frequent reporting cycles, increased transparency in financial and policy updates, and additional opportunities for stakeholder input. Strengthening governance visibility across campuses may also help maintain trust as the authority grows.

Expanding leadership training and succession planning will also be important to sustaining high governance confidence. As Aurora continues to expand and operate multiple campuses, investing in building leadership capacity will ensure that governance remains consistent, responsive, and transparent.

ACADEMICS

AURORA ACADEMIC CHARTER SCHOOL GOALS

Aurora Academic Charter School is required under the Charter Schools Regulation to report annually on results related to its approved charter goals.

Goal 1: To have an enhanced language arts program

Outcome: Students, on average, read above grade level in language arts.

Result: CAT-4 Literacy GLE averaged 5.05, representing approximately 0.95 grade levels above expectation. Provincial assessment data demonstrate high performance in literacy outcomes, exceeding provincial averages. Internal benchmark data indicate strong early literacy results, with Grades 2 and 3 meeting or exceeding grade-level standards.

Implications: Sustain structured literacy frameworks, early intervention, writing programs, and staff professional learning focused on literacy development.

Goal 2: To have an enhanced mathematics program

Outcome: Students, on average, achieve above grade level in mathematics.

Result: CAT-4 Math GLE averaged 5.02, representing 0.92 grade levels above expectation. PAT results further confirm high performance in mathematics, particularly in number, problem-solving, and procedural fluency, with authority-level results exceeding provincial averages.

Implications: Maintain strong numeracy routines and expand scaffolding for middle-years mathematics to accelerate conceptual understanding.

Primary student learning outcomes of Aurora Academic Charter School are:

1. That students, on average, are reading above grade level in language arts
2. That students, on average, are achieving above grade level in mathematics

AUTHORITY ACADEMIC MEASURES

Aurora Academic Charter School established the following authority-wide academic measures:

- Provincial Achievement Test(PAT)/Canadian Achievement Test results (CAT4) achievement levels
- Internal benchmarks in literacy and numeracy
- Growth tracking from targeted academic interventions
- Stakeholder feedback on instructional quality and academic support
- Implementation and effectiveness of board-approved academic policies
- Survey data confirming alignment between governance and academic outcomes

The authority measures form the foundation for evaluating current results and guiding ongoing improvement across the authority.

Assurance Domains: Student Learning, Citizenship, Teaching & Leading, Learning Supports

Aurora Academic Charter School continues to demonstrate exceptional academic achievement across all grades, supported by strong instructional frameworks, targeted early literacy and numeracy programs, consistent assessment practices, and leadership actions grounded in the Alberta Education Assurance Framework. Academic performance this year is in alignment with the education plan with focus with enhanced literacy and numeracy reflects the alignment between instructional practices, governance-supported initiatives, and Aurora's strategic priorities, key insights and implication for future development in Academics, Culture, and Growth.

CHALLENGES & NEXT STEPS

Authority-wide priorities include bridging remaining learning gaps post-pandemic, further strengthening student attendance and engagement, and continuing to refine alignment across grades and campuses. Aurora will deepen early intervention for at-risk learners, expand cross-campus collaboration in literacy and numeracy, and continue mentorship for new staff to ensure continuity of programming.

Measure: Provincial Achievement Test(PAT) & Cognitive Abilities Test Fourth Edition(CAT4)

Authority Target: ≥35% of students achieve the Standard of Excellence on PATs

-Improve literacy and numeracy outcomes by 10%, and ensure ≥85% of staff affirm leadership supports academic success.

Assurance Domains: Student Growth and Achievement, Teaching & Leading, Learning Supports

OUTCOME

Ensure rigorous, student-centered academic programming aligned with high standards and individualized support. Provincial Achievement Test results (PAT) consistently exceed provincial averages. CAT-4 Grade Level Equivalent (GLE) data highlighted significant acceleration in both literacy and numeracy. The authority-wide CAT-4 Literacy GLE averaged 5.05, which is 0.95 grade levels above expectation. CAT-4 Math results also demonstrated strong learning progression, with the average GLE at 5.02, or 0.92 grade levels above expectation. Aurora's Provincial Achievement Test results continue to surpass provincial averages in almost every subject and grade level.

RESULTS

PAT RESULTS

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation
Authority: 6026 Aurora School Ltd.



| | | Academic School 181 | | | | | | | | | | Alameda | | | | | | | | | |
|-------------------------|------------------------|---------------------|-------------|----------|------|------|-----|------|--------|------|--------|---------|------|--|--|--|--|--|--|--|--|
| Course | Measure | Achievement | Improvement | Overall | 2022 | | | | 2023 | | | | 2024 | | | | | | | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | | | | | | | | |
| Social Studies 1 | Acceptable Standard | Very High | Met/Exceed | Exceeded | 110 | 88.1 | 89 | 87.5 | 50,650 | 84.1 | 50,230 | 87.4 | | | | | | | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 110 | 78.4 | 88 | 88.3 | 50,033 | 85.5 | 50,230 | 88.9 | | | | | | | | | |
| English Language Arts 1 | Acceptable Standard | Very High | Met/Exceed | Exceeded | 110 | 87.8 | 100 | 88.9 | 80,981 | 88.8 | 87,026 | 76.9 | | | | | | | | | |
| | Standard of Excellence | Very High | Met/Exceed | Good | 110 | 22.7 | 100 | 31.9 | 80,381 | 11.1 | 87,026 | 12.6 | | | | | | | | | |
| Math 1 | Acceptable Standard | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1,468 | 47.8 | 1,380 | 48.8 | | | | | | | | | |
| | Standard of Excellence | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1,468 | 5.3 | 1,380 | 5.8 | | | | | | | | | |
| English Language Arts 2 | Acceptable Standard | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 2,134 | 79.2 | 3,382 | 78.4 | | | | | | | | | |
| | Standard of Excellence | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 2,134 | 5.3 | 3,382 | 10.7 | | | | | | | | | |
| English Language Arts 3 | Acceptable Standard | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 378 | 84.8 | 886 | 82.3 | | | | | | | | | |
| | Standard of Excellence | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 378 | 35.4 | 886 | 21.0 | | | | | | | | | |
| Mathematics 1 | Acceptable Standard | Very High | Met/Exceed | Exceeded | 110 | 86.8 | 100 | 82.4 | 88,911 | 51.7 | 87,012 | 53.1 | | | | | | | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 110 | 51.3 | 100 | 37.4 | 88,911 | 14.0 | 87,012 | 13.7 | | | | | | | | | |
| Mathematics 2 | Acceptable Standard | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1,840 | 49.7 | 1,881 | 52.4 | | | | | | | | | |
| | Standard of Excellence | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1,840 | 11.0 | 1,881 | 10.8 | | | | | | | | | |
| Science 1 | Acceptable Standard | Very High | Met/Exceed | Exceeded | 110 | 21.9 | 100 | 28.4 | 30,432 | 68.6 | 37,482 | 58.9 | | | | | | | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 110 | 59.3 | 100 | 63.4 | 30,432 | 21.1 | 37,482 | 26.6 | | | | | | | | | |
| Science 2 | Acceptable Standard | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1,454 | 50.3 | 1,324 | 52.6 | | | | | | | | | |
| | Standard of Excellence | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1,454 | 7.9 | 1,324 | 9.9 | | | | | | | | | |
| Social Studies 2 | Acceptable Standard | Very High | Met/Exceed | Exceeded | 110 | 86.8 | 100 | 82.4 | 30,432 | 68.6 | 37,717 | 58.9 | | | | | | | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 110 | 44.9 | 100 | 52.7 | 30,432 | 17.1 | 37,717 | 18.8 | | | | | | | | | |
| Math Social Studies 2 | Acceptable Standard | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1,434 | 50.3 | 1,246 | 50.8 | | | | | | | | | |
| | Standard of Excellence | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1,434 | 10.6 | 1,246 | 10.8 | | | | | | | | | |

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to low participation affecting 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. Student years 2020/21 and 2021/22 are not included in the rolling 3-year average. Courses should be used when reporting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by wildfire in 2022/23 and 2023/24. Courses should be used when reporting trends over time for the previous and those school activities 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 otherwise 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. As students have been included in school and school authority reporting, Courses should be used when reporting these results.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation
Authority: 6026 Aurora School Ltd. (EAL)



| | | Annual School Data (SAL) | | | | | | | | | | Achieve (SAL) | | | |
|-------------------------|------------------------|--------------------------|-------------|----------|------|-------|---------------------|-------|-------|------|---------------------|---------------|---|---|--|
| | | Achievement | Improvement | Overall | 2023 | | Prev 3 Year Average | | 2023 | | Prev 3 Year Average | | | | |
| Course | Measure | | | | N | % | N | % | N | % | N | % | N | % | |
| Social Studies 1 | Accomplish Standard | Very High | Met/Exceed | Exceeded | 70 | 100.0 | 20 | 100.0 | 8,854 | 60.7 | 10,888 | 49.0 | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 70 | 72.9 | 20 | 71.1 | 8,854 | 18.2 | 10,888 | 16.1 | | | |
| English Language Arts 1 | Accomplish Standard | Very High | Met/Exceed | Exceeded | 24 | 100.0 | 9 | 86.9 | 7,884 | 84.8 | 7,709 | 84.8 | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 24 | 29.2 | 9 | 33.3 | 7,884 | 4.7 | 7,709 | 6.0 | | | |
| Math 1 | Accomplish Standard | High | High | High | 110 | 100 | 100 | 100 | 184 | 33.4 | 180 | 35.8 | | | |
| | Standard of Excellence | High | High | High | 110 | 100 | 100 | 100 | 184 | 2.4 | 180 | 2.7 | | | |
| English Language Arts 2 | Accomplish Standard | High | High | High | 110 | 100 | 100 | 100 | 180 | 63.9 | 184 | 69.8 | | | |
| | Standard of Excellence | High | High | High | 110 | 100 | 100 | 100 | 180 | 11.6 | 184 | 10.3 | | | |
| English Language Arts 3 | Accomplish Standard | High | High | High | 110 | 100 | 100 | 100 | 74 | 79.7 | 83 | 83.8 | | | |
| | Standard of Excellence | High | High | High | 110 | 100 | 100 | 100 | 74 | 4.3 | 80 | 6.7 | | | |
| Mathematics 1 | Accomplish Standard | Very High | Met/Exceed | Exceeded | 24 | 88.8 | 9 | 88.9 | 7,884 | 48.3 | 7,888 | 48.4 | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 24 | 41.7 | 9 | 40.7 | 7,884 | 11.6 | 7,888 | 11.8 | | | |
| Mathematics 2 | Accomplish Standard | High | High | High | 110 | 100 | 100 | 100 | 148 | 81.0 | 187 | 84.8 | | | |
| | Standard of Excellence | High | High | High | 110 | 100 | 100 | 100 | 148 | 1.9 | 187 | 9.8 | | | |
| Science 1 | Accomplish Standard | Very High | Met/Exceed | Exceeded | 24 | 88.8 | 9 | 88.9 | 7,884 | 47.8 | 7,709 | 48.8 | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 24 | 54.2 | 9 | 44.4 | 7,884 | 13.8 | 7,709 | 14.6 | | | |
| Science 2 | Accomplish Standard | High | High | High | 110 | 100 | 100 | 100 | 148 | 41.6 | 148 | 37.1 | | | |
| | Standard of Excellence | High | High | High | 110 | 100 | 100 | 100 | 148 | 2.8 | 148 | 4.4 | | | |
| Social Studies 2 | Accomplish Standard | Very High | Met/Exceed | Exceeded | 24 | 87.8 | 9 | 88.9 | 7,884 | 47.9 | 7,716 | 48.9 | | | |
| | Standard of Excellence | Very High | Met/Exceed | Exceeded | 24 | 41.7 | 9 | 40.7 | 7,884 | 10.4 | 7,716 | 10.3 | | | |
| Math Social Studies 2 | Accomplish Standard | High | High | High | 110 | 100 | 100 | 100 | 180 | 48.7 | 184 | 41.9 | | | |
| | Standard of Excellence | High | High | High | 110 | 100 | 100 | 100 | 180 | 3.2 | 184 | 4.4 | | | |

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to low participation affecting 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. Student years 2020/21 and 2021/22 are not included in the rolling 3-year average. Courses should be used when reporting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by wildfire in 2022/23 and 2023/24. Courses should be used when reporting trends over time for the previous and those school activities 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 otherwise 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. As students have been included in school and school authority reporting, Courses should be used when reporting these results.

Report Generated: Oct 06, 2023
Locked with Suppression for Fall 2025

Report Version: 1.0
Data Current as of Sep 15, 2023

CAT4 GLE RESULTS

| Grade | Reading GLE | Writing GLE | Math GLE | Computation GLE |
|-------|-------------|-------------|----------|-----------------|
| 1 | 1.0 | 1.0 | 0.5 | 0.5 |
| 2 | 2.07 | 2.07 | 2.25 | 2.80 |
| 3 | 3.63 | 3.30 | 3.27 | 3.10 |
| 4 | 5.35 | 5.60 | 5.60 | 5.30 |
| 5 | 6.60 | 6.60 | 6.77 | 6.70 |
| 6 | 7.90 | 7.90 | 7.87 | 7.90 |
| 7 | 8.83 | 8.90 | 8.90 | 8.90 |
| 8 | 9.9+ | 9.9+ | 9.9+ | 9.9+ |
| 9 | 10.9+ | 10.9+ | 10.9+ | 10.9+ |
| 10 | 11.9+ | 11.9+ | 11.9+ | 11.9+ |
| 11 | 12.9+ | 12.9+ | 12.9+ | 12.9+ |
| 12* | 12.7 | 12.6 | 12.9 | 12.9 |

[PAT Multiyear Report](#)
[EAL Report](#)
[Provincial Report](#)

CAT-4 Grade Level Equivalent data show strong academic acceleration in both literacy and numeracy across the authority. Students achieved an average Literacy GLE of 5.05, performing 0.95 grade levels above expectation, while the Math GLE averaged 5.02, 0.92 grade levels above grade level expectations. These results indicate that students are progressing well beyond typical developmental benchmarks. Provincial Achievement Test (PAT) performance further reinforces these trends, with Aurora students surpassing provincial averages in nearly every tested subject and grade level. PAT Acceptable and Excellence rates remained consistently high, demonstrating that students not only met curricular outcomes but frequently exceeded provincial standards. Together, CAT-4 and PAT outcomes confirm the effectiveness of Aurora's instructional alignment, early identification practices, and strong emphasis on foundational literacy and numeracy.

FNMI & EAL Data Compliance Note

Alberta Education suppresses FNMI and EAL subgroup results when cohort sizes fall below six students to protect confidentiality; therefore, Aurora does not publicly report these data. Despite this, internal monitoring and

Measure: Provincial Achievement Test(PAT) & Cognitive Abilities Test Fourth Edition(CAT4)

Authority Target: ≥35% of students achieve the Standard of Excellence on PATs

-Improve literacy and numeracy outcomes by 10%, and ensure ≥85% of staff affirm leadership supports academic success.

Assurance Domains: Student Growth and Achievement, Teaching & Leading, Learning Supports

KEY INSIGHTS

Aurora's CAT4 and PAT results highlight a high-performing academic program characterized by structured instruction, strong curricular alignment, and consistent expectations across campuses. CAT4 outcomes, in particular, demonstrate accelerated academic growth, with students not only meeting but exceeding grade-level benchmarks in literacy and numeracy. This level of acceleration is especially evident in the upper elementary and middle years, where targeted instructional routines and enhanced literacy supports have produced measurable gains in student achievement.

PAT results reinforce this trajectory, with Aurora outperforming provincial averages in nearly all subject areas. The high percentages of students achieving both the Acceptable Standard and the Standard of Excellence reflect deep conceptual understanding, effective assessment preparation, and strong alignment between taught and assessed curriculum. Collectively, these provincial measures indicate that Aurora sustains a rigorous academic environment that promotes consistent, high-level achievement across grade levels.

Complementing provincial measures, internal achievement data and qualitative evidence confirm that Aurora's English as an Additional Language (EAL) learners demonstrate strong academic growth and positive learning trajectories. Although individual benchmark data cannot be publicly disaggregated due to suppression requirements, the EAL Report indicates that EAL learners meet or exceed provincial norms on foundational literacy measures and show steady progress aligned with classroom instruction.

This success is further substantiated by the absence of EAL student attrition, with Drop Out Rates remaining at 0.0% across all available reported years. Together, these findings affirm that Aurora's instructional model supports both academic excellence and equitable outcomes for diverse learners.

IMPACT FOR THE EDUCATION PLAN

Strong PAT and CAT4 results validate the Education Plan's focus on enhanced literacy and numeracy and confirm that instructional routines, tiered supports, and evidence-based programming are positively impacting student achievement. These results affirm the strategic decision to prioritize literacy as a foundation for all learning and demonstrate that students are benefiting from structured writing programs, reading comprehension supports, and numeracy interventions.

These results also support Aurora's continued investment in teacher professional learning, particularly in areas such as assessment literacy, pedagogy, structured instruction, and cross-campus instructional alignment. The Education Plan can confidently continue emphasizing these areas as they have a proven track record of academic success.

IMPLICATIONS FOR FUTURE

Future planning may include expanded supports aimed at increasing the proportion of students achieving the Standard of Excellence, particularly in science and numeracy subjects where provincial assessments become more complex. Strengthening numeracy scaffolding in the middle years could also accelerate overall authority outcomes.

Additionally, Aurora may consider refining its PAT and CAT4 data cycles to identify emerging learning trends, inform intervention design, and target professional development. Using multi-year comparative data will help ensure that academic programming stays aligned to evolving student needs and maintains high growth trajectories across campuses.

[Authority Report](#)
[EAL Report](#)
 Grade 6
[Social Studies](#)
[English Language Arts](#)
[Mathematics](#)

[PAT Multiyear Report](#)
[Provincial Report](#)
 Grade 9
[Social Studies](#)
[English Language](#)
[Mathematics](#)
[Science](#)

FNMI & EAL Data Compliance Note

FNMI & EAL results are not reported because Alberta Education suppresses data for groups with fewer than six students. Aurora continues to support these learners through individualized programming and internal monitoring.

Measure: Internal Literacy & Numeracy Benchmarks

Assurance Domains: Student Growth and Achievement, Teaching & Leading, Learning Supports

OUTCOME

Ensure rigorous, student-centered academic programming aligned with high standards and individualized support. Aurora Academic Charter School continued to demonstrate strong early-years performance across literacy and numeracy benchmarks. Internal assessment data from Kindergarten to Grade 3—using PAST, LeNS, RAN, CC3, and Provincial Numeracy Screening—showed consistent improvement in foundational skills and a reduction in the number of students identified as academically at risk. Grade 2 students met or exceeded expectations in literacy (2.07 GLE) and numeracy (2.25 GLE), while Grade 3 students performed above grade level in both literacy (3.63 GLE) and numeracy (3.27 GLE). Overall, 277 students were assessed across all three campuses, ensuring a comprehensive and reliable representation of early learning trends.

RESULTS

LITERACY & NUMERACY SCREENING DATA CHARTS

| | Total number of grade 1-3 students identified as requiring additional supports in literacy ONLY based on initial assessment | Total number of grade 1-3 students who were reassessed in literacy ONLY based on final assessment | Total number of grade 1-3 students identified as requiring additional supports in numeracy ONLY based on initial assessment | Total number of grade 1-3 students who were reassessed in numeracy ONLY based on final assessment | Total number of grade 1-3 students identified as requiring additional supports in BOTH literacy and numeracy based on initial assessment | Total number of grade 1-3 students who were reassessed in BOTH based on final assessment |
|----------------|---|---|---|---|--|--|
| Grade 1 | 3 | 0 | 3 | 3 | 0 | 0 |
| Grade 2 | 0 | 0 | 1 | 4 | 0 | 0 |
| Grade 3 | 13 | 10 | 1 | 1 | 0 | 1 |

| | Name of Government-Provided or approved Literacy Screener(s) Used | Name of Government-Provided or approved Numeracy Screener Used |
|----------------|---|--|
| Grade 1 | PAST, RAN, LeNS, CC3 | Provincial Numeracy Screening |
| Grade 2 | LeNS, CC3 | Provincial Numeracy Screening |
| Grade 3 | CC3 | Provincial Numeracy Screening |

Internal early-years benchmark data confirmed strong and accelerating literacy and numeracy growth across Kindergarten to Grade 3. Analysis of 277 student assessments across all campuses showed significant reductions in the number of students flagged as academically at risk between fall and spring cycles. Grade 2 results demonstrated performance at or above expectations, with an average Literacy GLE of 2.07 and Numeracy GLE of 2.25, while Grade 3 students exceeded grade-level expectations with an average Literacy GLE of 3.63 and Numeracy GLE of 3.27. Trends across PAST, LeNS, RAN, CC3, and provincial numeracy tasks showed year-over-year improvement in phonological awareness, reading fluency, automaticity, and number sense. Teachers reported strong alignment between benchmark gains and classroom achievement, indicating that early intervention structures and consistent instructional routines are effectively strengthening foundational skills authority-wide.

KEY INSIGHTS

The internal benchmark process provided a robust and valid assessment of student learning across the authority. Assessing nearly 300 early-years students enabled accurate identification of learning needs and ensured timely instructional adjustments. Early-Years Screening indicated meaningful reductions in at-risk students—from 13 in January to 10 in May—demonstrating the effectiveness of Aurora's early identification and intervention processes.

These results reflect the impact of structured literacy and numeracy frameworks, including explicit phonics instruction, vocabulary development, writing scaffolds, and numeracy routines. Strong alignment across campuses helped ensure that students progressed through consistent instructional structures, contributing to early acceleration and readiness for middle-years learning.

FNMI & EAL Data Compliance Note

FNMI & EAL results are not reported because Alberta Education suppresses data for groups with fewer than six students. Aurora continues to support these learners through individualized programming and internal monitoring.

ACADEMICS

Measure: Internal Literacy & Numeracy Benchmarks

Assurance Domains: Student Growth and Achievement, Teaching & Leading, Learning Supports

IMPACT FOR THE EDUCATION PLAN

These benchmark results validate the Education Plan's emphasis on early-years screening, data-informed instruction, and tiered supports in literacy and numeracy. They highlight the effectiveness of Aurora's foundational programming and reinforce the need to continue strengthening early learning as a core strategy within the Academics priority.

The positive performance across K-3 supports long-term goals related to reading proficiency, numeracy readiness, and early intervention—all of which contribute to improved outcomes on later provincial assessments (PAT/CAT4).

IMPLICATIONS FOR FUTURE

Future planning will prioritize strengthening assessment and instructional systems to support sustained academic growth across the division. This includes increasing the frequency and precision of benchmark cycles to more effectively monitor longitudinal progress and identify emerging learning needs. Early-years staffing models will be reinforced through targeted intervention roles to maintain strong instructional and support capacity as enrollment expands. Additionally, the authority will deepen cross-campus alignment of literacy and numeracy frameworks to ensure consistent instructional delivery and assessment practices across all three campuses. Collectively, these enhancements will support continued improvement and ensure strong, well-coordinated transitions into middle-years programming.

Measure: Growth Tracking from Targeted Academic Interventions

OUTCOME

Increased student access to tutoring and academic supports. Growth-tracking results show that Aurora's targeted academic intervention model is highly effective. Twenty-one students across Grades 1 to 3 were identified at the beginning of the year as requiring literacy or numeracy support. Reassessment data demonstrate that many of these students made significant progress over the cycle, with several no longer requiring intervention by year's end. This confirms that Aurora's intervention work is both responsive and accurately tailored to student needs.

RESULTS

Intervention data confirm the strong impact of Aurora's targeted academic support model. Of the 21 early-years students identified for literacy or numeracy intervention, a majority demonstrated measurable growth on reassessment, with several reaching grade-level expectations and exiting intervention by the end of the cycle. Students showed improved reading accuracy, phonological processing, fluency, and numeracy automaticity, reflecting meaningful skill acquisition over a relatively short instructional period. Teachers reported that small-group intervention, structured lesson design, and frequent progress monitoring allowed instruction to be precisely adapted to individual learning profiles. Qualitative feedback from intervention staff highlighted increased student confidence, independence, and engagement as academic gaps decreased. These combined results validate that Aurora's early intervention framework is both timely and highly effective in accelerating foundational learning.

ACADEMICS

KEY INSIGHTS

Intervention success reflects the authority's strong use of diagnostic screeners, small-group instruction, and differentiated supports. Staff capacity in early intervention—using tools such as PAST, LeNS, RAN, CC3, and targeted numeracy programming—ensures that instructional decisions are grounded in reliable data.

Students receiving interventions demonstrated meaningful growth, reinforcing that early identification combined with structured, evidence-based programming prevents gaps from widening and supports long-term academic development. These gains highlight the deep expertise of Aurora's teachers in implementing tiered supports and maintaining consistent instructional routines.

IMPACT FOR THE EDUCATION PLAN

The results strongly support the Education Plan's focus on evidence-based intervention models, targeted supports, and consistent reassessment cycles. Growth in early literacy and numeracy is particularly critical, as reducing academic risk in the primary grades strengthens readiness for increasingly complex learning in upper elementary, middle school, and secondary programs.

Intervention outcomes also validate Aurora's governance-supported academic structures, including cross-campus coordination, clear intervention protocols, and strong collaboration between administration and student learning services.

IMPLICATIONS FOR FUTURE

To maintain and expand the impact of intervention work, Aurora will continue investing in structured intervention frameworks and strengthened data-tracking tools while enhancing professional learning for teachers in differentiated and small-group instruction. Standardizing intervention cycles across campuses will help ensure consistency as the authority grows, with consideration given to expanding intervention models into middle school and secondary programming to monitor skill gaps over time and support smooth academic transitions. Long-term planning will also prioritize expanding longitudinal data cycles to improve trend analysis and align supports with emerging needs across the division.

Measure: Stakeholder Feedback on Instructional Quality & Academic Support

OUTCOME

Increased student, parent and staff satisfaction on Aurora instructional quality, programming and academic support. Aurora Academic Charter School's Student Learning Engagement results for 2025 remain Very High, with an overall agreement rating of 89.6%, reflecting strong confidence from teachers, parents, and students that learners are engaged in meaningful and effective instruction. Engagement levels have remained consistently strong over the five-year period, ranging from 87–90%, demonstrating stable and high-quality learning experiences across the division.

RESULTS

STUDENT LEARNING ENGAGEMENT

Student Growth and Achievement S.1 Student Learning Engagement - Measure History Authority: 6028 Aurora School Ltd. Province: Alberta

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

| | Aurora School Ltd. | | | | | | | | | | | | | | | Alberta | | | | | | | | | | | | | | |
|---------|--------------------|------|-----|------|-----|------|------|------|-------|------|--------------|------------|-----------|--------|------|---------|------|--------|------|--------|------|--------|------|---|------|---|---|------|---|---|
| | 2021 | | | 2022 | | | 2023 | | | 2024 | | | 2025 | | | 2021 | | | 2022 | | | 2023 | | | 2024 | | | 2025 | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Overall | 695 | 87.8 | 697 | 87.8 | 672 | 84.7 | 796 | 88.0 | 1,059 | 89.8 | Very High | Improved | Excellent | 23,056 | 85.6 | 24,740 | 85.1 | 25,214 | 84.4 | 26,579 | 83.7 | 26,076 | 83.5 | | | | | | | |
| Parent | 121 | 96.3 | 103 | 96.3 | 83 | 96.2 | 100 | 96.6 | 185 | 96.3 | Very High | Improved | Excellent | 3,194 | 88.0 | 31,894 | 88.7 | 31,862 | 87.3 | 33,250 | 86.7 | 34,444 | 87.7 | | | | | | | |
| Student | 536 | 69.6 | 514 | 69.6 | 555 | 62.9 | 623 | 69.0 | 830 | 71.7 | Intermediate | Improved | Good | 18,778 | 71.8 | 18,702 | 71.3 | 19,020 | 70.9 | 19,623 | 69.3 | 20,188 | 69.3 | | | | | | | |
| Teacher | 38 | 99.2 | 40 | 99.3 | 34 | 96.1 | 43 | 98.4 | 55 | 98.9 | Very High | Maintained | Excellent | 30,179 | 96.0 | 32,944 | 95.5 | 32,323 | 95.1 | 32,047 | 95.1 | 33,343 | 95.6 | | | | | | | |



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

Report Generated: May 09, 2025
Linked with Suppression for May 07, 2025

Report Version: 1.0
Data Current as of: May 07, 2025

Student Learning Engagement continued to perform at a Very High level, with 89.6% overall agreement across teachers, parents, and students indicating that learners are actively engaged and find their schoolwork meaningful. Five-year trend data confirm exceptional stability, with engagement consistently maintained between 87% and 90%, well above provincial norms. Teachers reported that structured routines, clear learning objectives, and well-aligned instructional practices contributed to student engagement, while parents noted improvements in communication about learning goals and classroom expectations. Student feedback highlighted increased opportunities for hands-on learning, small-group work, and feedback cycles that helped build confidence and ownership of learning. Together, these quantitative results and qualitative indicators confirm that Aurora provides consistently engaging learning experiences across all campuses and grade levels.

FNMI & EAL Data Compliance Note

FNMI and EAL results are not reported because Alberta Education suppresses data for groups with fewer than six students. Aurora continues to support these learners through individualized programming and internal monitoring.

Measure: Stakeholder Feedback on Instructional Quality & Academic Support

KEY INSIGHTS

Results across respondent groups continue to reflect broad confidence in Aurora's instructional model:

- Parents reported 96.3% agreement in 2025—one of the strongest results to date and an increase from previous years.
- Teachers continued to report exceptionally high engagement at 98.8%, maintaining Aurora's Very High achievement band.
- Students, while lower than other groups, reported 71.7%, an improvement from the slight decline observed in 2024 and consistent with the provincial student engagement trend.

The measure received an overall evaluation of "Excellent", with Very High achievement and Improved results for parents and overall engagement, "Maintained" for teachers, and "Improved" for student engagement.

These results reflect the effectiveness of Aurora's sequenced instruction model, small class sizes, consistent routines, and clear curricular alignment. High engagement among parents and teachers demonstrates strong confidence in classroom practices, communication structures, and the quality of academic programming.

Provincial Comparison

Aurora's overall engagement result (89.6%) exceeds the Alberta provincial result (83.9%) by nearly six percentage points. Parent and teacher engagement levels at Aurora also surpass provincial averages, reinforcing the strength of Aurora's instructional supports, clarity of expectations, and school-family relationships.

IMPACT FOR THE EDUCATION PLAN

The 2025 engagement results strongly reinforce the Education Plan's priorities around instructional alignment, clarity of teacher practice, and consistent assessment structures. High engagement across respondent groups affirms that Aurora's model is both effective and positively experienced by stakeholders.

These outcomes validate strategic actions within the Education Plan, including:

- Strengthening cross-campus alignment to ensure consistency in instructional quality as the division expands.
- Continuing professional learning focused on structured routines, clear learning targets, and assessment literacy.
- Supporting capacity-building initiatives that ensure students experience predictable, high-quality instruction regardless of campus or grade level.

High engagement results also support the division's ongoing work in reading, writing, and mathematics alignment (RAISE initiatives) and underscore the importance of transparent communication with families about programming and academic expectations.

IMPLICATIONS FOR FUTURE

To sustain and enhance engagement, Aurora may continue investing in:

- Professional Learning Communities (PLCs) to deepen alignment of instructional practices across K-12.
- Cross-campus instructional teams to support coherence as the authority grows.
- Mentorship structures for new teachers to ensure consistent delivery of the Aurora model.
- Internal research and data cycles to monitor the effectiveness of routines, assessment practices, and student supports.

Enhanced communication strategies—such as curriculum information sessions for parents, family assessment nights, or learning supports workshops—may further strengthen stakeholder understanding and contribute to ongoing improvements in engagement

[Authority Report](#)

[Provincial Report](#)

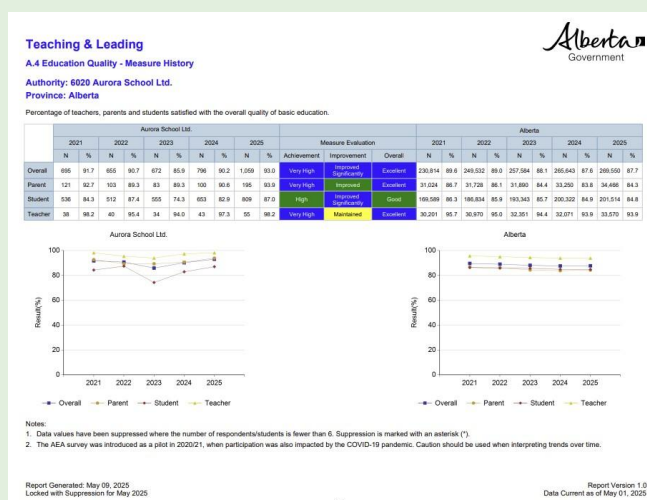
Measure: Implementation & Effectiveness of Board-Approved Academic Policies

OUTCOME

Align governance decisions with academic priorities and evaluate their impact using data. Teaching and leadership excellence remained central to the authority's academic success. Teacher satisfaction exceeded the ninety-five percent target, and more than eighty-five percent of staff affirmed that leadership supports academic success. Professional learning priorities included curriculum implementation, literacy and numeracy alignment, trauma-informed practice, assessment coherence, and cross-campus collaboration.

RESULTS

TEACHING & LEADING EDUCATION QUALITY



Teaching and leadership excellence remained central to the authority's academic success. Teacher satisfaction exceeded the ninety-five percent target, and more than eighty-five percent of staff affirmed that leadership supports academic success. Professional learning priorities included curriculum implementation, literacy and numeracy alignment, trauma-informed practice, assessment coherence, and cross-campus collaboration.

[Authority Report](#)

[Provincial Report](#)

KEY INSIGHTS

Stakeholders consistently report high levels of satisfaction with instructional programming, clarity of expectations, and student support structures. These results reflect the strength of Aurora's sequenced instruction model, small class sizes, and clear curricular alignment. The high engagement rating signals that students perceive their learning as meaningful and well-structured.

Teachers and parents also report strong confidence in academic programming, noting consistent communication, structured routines, and high-quality instructional practices as contributing factors. This feedback demonstrates that Aurora's academic model is not only highly effective but is experienced positively by all members of the school community.

Aurora maintains a comprehensive teacher growth, supervision, and evaluation process aligned with the Teaching Quality Standard and division policy. Administrators engage in ongoing classroom supervision, provide targeted instructional feedback, and conduct formal evaluations for probationary and returning teachers as required. All teachers develop annual Professional Growth Plans connected to division priorities—including structured literacy, numeracy alignment, assessment coherence, and inclusive education. These plans are reviewed mid-year and year-end, with evidence drawn from classroom observations, student learning data, and collaborative inquiry cycles. This coordinated system ensures instructional consistency across campuses and reinforces a culture of continuous improvement.

Measure: Implementation & Effectiveness of Board-Approved Academic Policies

IMPACT FOR THE EDUCATION PLAN

These results confirm the importance of maintaining academically focused governance policies within the Education Plan. Leadership’s strong support for academic success ensures that teachers have the resources and guidance necessary for high-quality instruction, making these policies effective anchors for academic programming.

Additionally, consistent implementation of academic policies aligns with the Education Plan’s emphasis on structure, consistency, and clear learning expectations. These results support continuing the authority’s academic policy framework without significant changes.

IMPLICATIONS FOR FUTURE

Future planning could include refining policy implementation cycles, creating more detailed implementation guides for new staff, and strengthening ongoing monitoring processes. Ensuring clarity and consistency will be especially critical as new leaders join the authority..

Aurora may also consider expanding policy-based professional learning to deepen staff understanding of how governance decisions influence academic design. This support will help maintain the authority’s strong academic culture across all campuses.

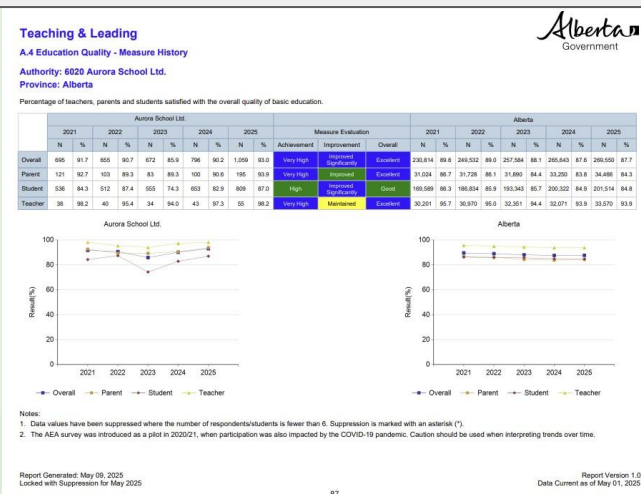
Measure: Survey Data Linking Governance to Academic Outcomes

OUTCOME

Staff noted the impact of governance decisions (e.g., structured study period policy) on academic success. More than eighty-five percent of staff affirmed that leadership supports academic success.

RESULTS

TEACHING & LEADING EDUCATION QUALITY



Survey data indicate strong confidence in the authority’s instructional leadership, with over 85% of staff reporting that leadership practices positively support academic success. Staff noted that clear expectations, accessible administrators, and consistent communication strengthened instructional coherence and contributed to improved teaching and learning across campuses. These results demonstrate that leadership is viewed as a significant driver of academic achievement within the division.

Measure: Survey Data Linking Governance to Academic Outcomes

KEY INSIGHTS

Survey feedback clearly demonstrates that staff perceive leadership and governance to be strongly supportive of academic success. This reflects effective communication between administration and instructional staff, as well as strong alignment between leadership actions and academic priorities. When teachers report that leadership supports their work, it often correlates with stronger student outcomes.

This connection between governance and academic performance highlights Aurora's commitment to shared responsibility for student learning. Decision-making processes, communication structures, and academic policies function cohesively to create an environment in which teaching staff feel empowered and supported in their work.

IMPACT FOR THE EDUCATION PLAN

These findings validate governance strategies outlined in the Education Plan, confirming that leadership supports academic success through clear communication, strong professional learning supports, and consistent policy implementation. The alignment between leadership and instructional staff ensures that academic goals can be achieved effectively.

They also reinforce the importance of continuing governance practices that emphasize instructional leadership, cross-campus academic oversight, and strong implementation support. As Aurora grows, maintaining this strong alignment between governance and academics will be essential for sustaining strong achievement results.

IMPLICATIONS FOR FUTURE

Future planning may include expanding leadership development programs, reinforcing academic leadership pathways, and increasing opportunities for instructional leaders to collaborate across campuses. Such efforts will ensure governance continues to serve as a strong foundation for academic success.

In addition, Aurora may explore more detailed surveys and qualitative data collection to deepen understanding of how governance supports classroom learning. This approach will help refine decision-making processes and further strengthen the connection between leadership and academic outcomes.



Measure: Multi-Year AEAM Trends Summary

OUTCOME

Ensure rigorous, student-centered academic programming aligned with high standards and individualized support. Increased satisfaction with education quality, programming, and academic supports. Where multi-year data are available, Aurora has demonstrated stable or improving performance in WCRSLE, Citizenship, Education Quality, and Student Engagement.

RESULTS

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT

Learning Supports

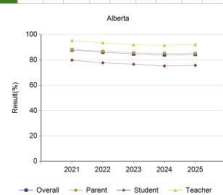
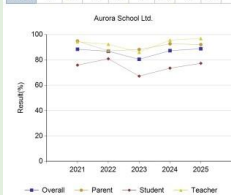
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 6020 Aurora School Ltd.

Province: Alberta

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

| | Aurora School Ltd. | | | | | | | | | | Alberta | | | | | | | | | | | | | | |
|---------|--------------------|------|-----|------|-----|------|-----|------|-------|------|--------------|------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|--|--|
| | 2021 | | | | | 2022 | | | | | 2023 | | | | | 2024 | | | | | 2025 | | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | | |
| Overall | 896 | 88.4 | 667 | 86.8 | 672 | 86.5 | 796 | 87.3 | 1,059 | 88.8 | High | Improved | Good | 231,091 | 87.8 | 243,941 | 88.1 | 257,391 | 84.7 | 285,321 | 84.0 | 289,284 | 84.0 | | |
| Parent | 121 | 94.9 | 103 | 87.1 | 83 | 89.2 | 100 | 82.7 | 106 | 92.1 | Very High | Maintained | Excellent | 30,980 | 89.2 | 31,715 | 88.9 | 31,885 | 85.6 | 33,202 | 85.3 | 34,452 | 85.2 | | |
| Student | 536 | 75.9 | 614 | 80.9 | 665 | 87.2 | 692 | 73.5 | 809 | 71.5 | Intermediate | Improved | Good | 169,900 | 74.8 | 187,556 | 77.1 | 189,156 | 76.6 | 200,020 | 75.2 | 201,268 | 75.7 | | |
| Teacher | 38 | 94.3 | 40 | 92.4 | 34 | 86.0 | 43 | 95.6 | 55 | 94.9 | Very High | Maintained | Good | 30,211 | 95.3 | 30,968 | 93.8 | 32,350 | 92.0 | 32,389 | 91.8 | 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 AEA 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.

Report Generated: May 09, 2025
Locked with Suppression for May 2025Report Version 1.0
Data Current as of May 01, 2025

EDUCATION QUALITY

Teaching & Leading

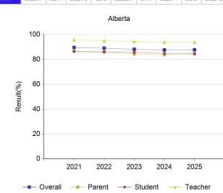
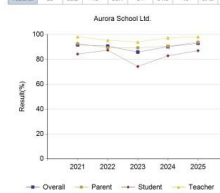
A.4 Education Quality - Measure History

Authority: 6020 Aurora School Ltd.

Province: Alberta

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

| | Aurora School Ltd. | | | | | | | | | | Alberta | | | | | | | | | | | | | | |
|---------|--------------------|------|-----|------|-----|------|-----|------|-------|------|-----------|------------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|--|--|
| | 2021 | | | | | 2022 | | | | | 2023 | | | | | 2024 | | | | | 2025 | | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | | |
| Overall | 695 | 91.7 | 655 | 90.7 | 672 | 85.6 | 796 | 90.2 | 1,059 | 93.0 | Very High | Excellent | 230,914 | 89.6 | 243,502 | 90.0 | 257,594 | 88.1 | 285,643 | 87.4 | 289,507 | 87.8 | | | |
| Parent | 121 | 92.7 | 103 | 89.3 | 83 | 89.3 | 190 | 82.6 | 196 | 93.9 | Very High | Improved | Excellent | 31,024 | 88.7 | 31,728 | 88.1 | 31,880 | 84.4 | 33,250 | 81.8 | 34,468 | 84.3 | | |
| Student | 536 | 84.3 | 614 | 87.4 | 665 | 74.3 | 692 | 80.9 | 809 | 87.0 | High | Improved | Good | 169,589 | 86.3 | 186,634 | 85.9 | 183,343 | 85.7 | 200,332 | 84.9 | 201,514 | 84.8 | | |
| Teacher | 38 | 98.2 | 40 | 95.4 | 34 | 94.0 | 43 | 97.3 | 55 | 98.2 | Very High | Maintained | Excellent | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 | 32,071 | 93.9 | 33,575 | 94.9 | | |



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 AEA 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.

Report Generated: May 09, 2025
Locked with Suppression for May 2025

87

Report Version 1.0
Data Current as of May 01, 2025

CITIZENSHIP

Student Growth and Achievement

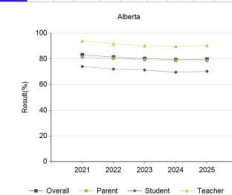
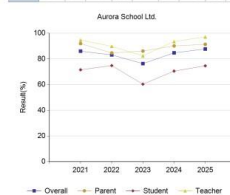
A.6 Citizenship - Measure History

Authority: 6020 Aurora School Ltd.

Province: Alberta

The percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.

| | Aurora School Ltd. | | | | | | | | | | Measure Evaluation | | | | | | | | | | | | | | |
|---------|--------------------|------|-----|------|-----|------|-----|------|-------|------|--------------------|------------------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|--|--|
| | 2021 | | | | | 2022 | | | | | 2023 | | | | | 2024 | | | | | 2025 | | | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | | | |
| Overall | 665 | 86.0 | 617 | 83.1 | 672 | 76.3 | 796 | 84.7 | 1,059 | 87.7 | Very High | Improved Significantly | Excellent | 230,843 | 83.2 | 248,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 | 269,117 | 78.8 | | |
| Parent | 121 | 91.9 | 103 | 84.6 | 83 | 86.1 | 190 | 80.1 | 196 | 91.3 | Very High | Improved | Excellent | 30,905 | 81.4 | 31,889 | 80.4 | 31,889 | 78.4 | 33,217 | 78.7 | 34,441 | 78.6 | | |
| Student | 536 | 71.5 | 614 | 74.8 | 665 | 60.3 | 692 | 70.5 | 809 | 74.6 | Very High | Improved Significantly | Good | 169,741 | 74.1 | 187,029 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 | 201,119 | 70.3 | | |
| Teacher | 38 | 94.7 | 40 | 89.8 | 34 | 82.4 | 43 | 93.5 | 55 | 97.1 | Very High | Improved | Excellent | 30,187 | 94.1 | 30,981 | 91.7 | 32,347 | 90.3 | 32,087 | 89.8 | 33,567 | 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 AEA 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 AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Report Generated: May 09, 2025
Locked with Suppression for May 2025

23

Report Version 1.0
Data Current as of May 01, 2025

STUDENT LEARNING ENGAGEMENT

Student Growth and Achievement

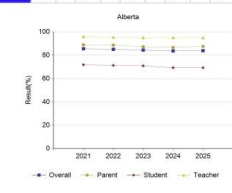
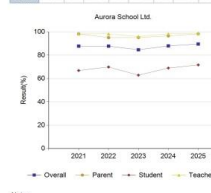
S.1 Student Learning Engagement - Measure History

Authority: 6020 Aurora School Ltd.

Province: Alberta

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

| | Aurora School | | | | | | | | | | Alberta | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|---|------|---|------|---|------|---|------|---|--------------------|-------------|---------|---|---|------|---|---|---|---|------|---|---|---|---|------|---|---|---|---|------|---|---|---|---|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | | Measure Evaluation | | | | | 2021 | | | | | 2022 | | | | | 2023 | | | | | 2024 | | | | | 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N |



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 AEA 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.

Report Generated: May 09, 2025
Locked with Suppression for May 2025

6

Report Version 1.0
Data Current as of May 01, 2025

Multi-year AEAM trend data show that Aurora has maintained high and stable performance across WCRSLE, Citizenship, Education Quality, and Student Learning Engagement, with year-over-year variation remaining within a narrow and positive range. Engagement results consistently remained between 87–90%, Education Quality stayed in the High to Very High band, and WCRSLE ratings continued to reflect strong perceptions of safety, respect, and care. Citizenship measures also demonstrated consistent stakeholder confidence in student behaviour and school culture. Across all four domains, Aurora received Maintained or Improved evaluations, confirming the long-term strength and reliability of its instructional, cultural, and leadership practices.

ACADEMICS

Measure: Multi-Year AEAM Trends Summary

KEY INSIGHTS

High results in culture-based measures demonstrate a strong and positive school climate across all campuses, with students consistently reporting that they feel safe, supported, and connected. Education Quality and Student Engagement data further indicate high stakeholder confidence in Aurora's instructional programming, reflecting clarity of expectations, effective teaching practices, and strong communication between home and school. Overall growth trends remain stable, even amid division expansion and system transitions, signaling that core structures and supports continue to uphold strong outcomes during periods of change.

IMPACT FOR THE EDUCATION PLAN

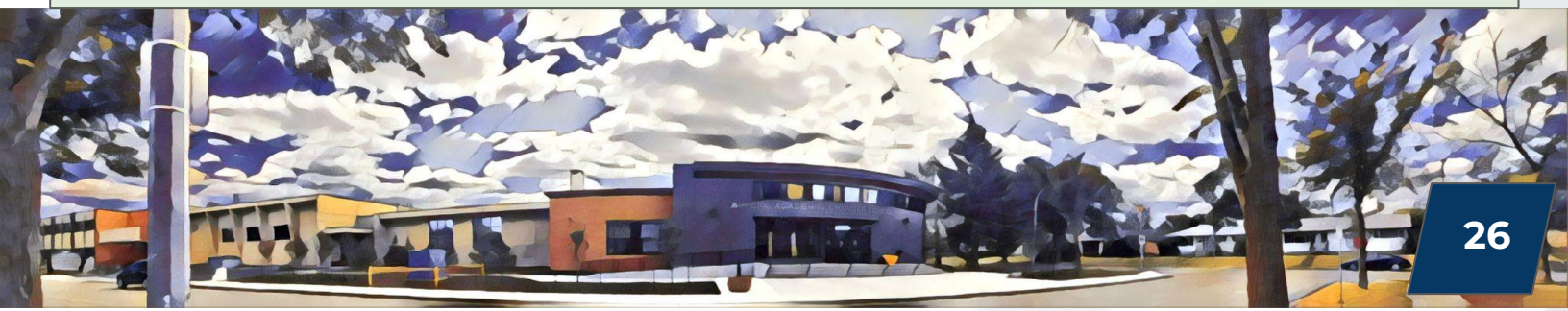
Aurora will continue to sustain its social-emotional learning (SEL) initiatives, strong supervision practices, and clear stakeholder communication strategies to ensure consistency and safety across all campuses. The division will also maintain instructional alignment and targeted support structures to reinforce high-quality teaching and learning as the school continues to grow. As new programs mature, Aurora will expand its data cycles to strengthen long-term comparative reporting, allowing for deeper analysis of trends and more informed decision-making over time.

IMPLICATIONS FOR FUTURE

Aurora's stable or improving results across WCRSLE, Citizenship, Education Quality, and Student Engagement indicate that the division's current structures are effective and should be sustained as the school continues to grow. High performance in culture-based measures highlights the importance of continuing strong SEL programming, consistent supervision practices, and intentional communication with families and staff. These practices contribute directly to a safe, predictable, and supportive learning environment and will remain essential as new campuses and programs are introduced.

Additionally, high stakeholder confidence in instructional programming reinforces the need to maintain instructional alignment across all sites. Ensuring that teaching practices, assessment routines, and academic supports remain consistent will help preserve the division's strong outcomes during periods of expansion and transition.

As Aurora's new programs mature, expanding the division's data cycles will be critical for long-term benchmarking and comparative analysis. Establishing multi-year datasets will allow the division to identify trends earlier, refine instructional strategies more precisely, and make evidence-informed decisions that support sustainable improvement across the division.



ACADEMICS

Measure: Access to a Continuum of Supports and Services

LOCAL MEASURES

Local measures indicate that Aurora's intervention entry and exit data show strong responsiveness to student needs, with clear evidence of progress for learners receiving targeted supports. Benchmark performance outcomes further demonstrate steady improvement across key literacy and numeracy indicators, reflecting effective instructional alignment and timely intervention cycles. Additionally, stakeholder satisfaction survey metrics highlight high levels of confidence in the school's support structures, communication practices, and overall responsiveness. Together, these local measures confirm that Aurora's systems for monitoring student learning are both accurate and effective in informing instructional decision-making.

IMPACT OF STRATEGIES

The impact of Aurora's strategies is evident in the notable reduction in early learners requiring ongoing intervention, signaling that early identification and targeted support are closing learning gaps more efficiently. Students demonstrate positive engagement and strong academic development, benefiting from structured intervention frameworks and consistent instructional practices across campuses. High stakeholder confidence in the division's support services further reinforces the effectiveness of these strategies, demonstrating that families and staff recognize the value and outcomes of Aurora's intervention work.

IMPLICATIONS FOR FUTURE

Looking ahead, sustained investment in early-years and intervention staffing models will be essential to maintain strong support capacity as student enrollment continues to grow. Aurora will also enhance its data-tracking tools to improve precision in monitoring student progress and identifying emerging needs. In addition, the division plans to extend the existing intervention model into upper grade levels, ensuring continuity of support and strengthening academic transitions across the K-12 continuum. These future-focused steps will reinforce Aurora's commitment to long-term academic success for all learners.

[Authority Report](#)

Student Learning Engagement pg 10-11

WCRSLE pg 9

Access to Supports and Services pg 9

Parent Involvement pg 9

Education Quality pg 9

ACADEMICS

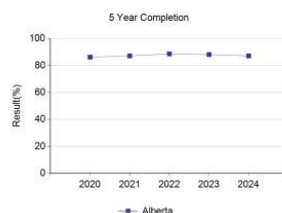
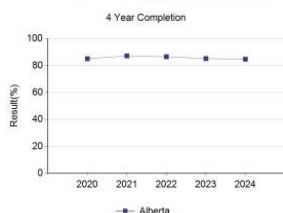
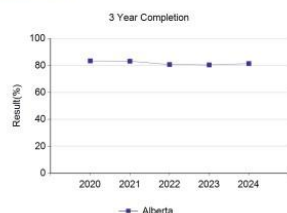
Assurance Domains: Student Growth and Achievement, Teaching & Leading, Learning Supports

HIGH SCHOOL COMPLETION

High School Completion Rates - Measure History

Province: Alberta

| | Alberta | | | | | | | | | | Measure Evaluation | | |
|-------------------|---------|------|--------|------|--------|------|--------|------|--------|------|--------------------|------------------------|------------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Achievement | Improvement | Overall |
| 3 Year Completion | 46,245 | 83.4 | 47,675 | 83.2 | 48,340 | 80.7 | 49,297 | 80.4 | 51,148 | 81.4 | Intermediate | Maintained | Acceptable |
| 4 Year Completion | 45,351 | 85.0 | 46,242 | 87.1 | 47,660 | 86.5 | 48,296 | 85.1 | 49,293 | 84.7 | Intermediate | Declined Significantly | Issue |
| 5 Year Completion | 44,972 | 86.2 | 45,344 | 87.1 | 46,238 | 88.6 | 47,659 | 88.1 | 48,295 | 87.1 | Intermediate | Declined Significantly | Issue |



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.

OUTCOME

June 2025 marked a historic milestone for Aurora Academic Charter School as the school proudly celebrated its first-ever graduating Grade 12 class. This inaugural cohort achieved remarkable results, including a 100% high school completion rate and a 100% transition rate to post-secondary education. Students demonstrated exceptional academic readiness, supported by Aurora's strong instructional alignment, rigorous diploma preparation, and expanded access to dual-credit programming. The exemplary performance—including perfect scores on the Math 30-1 and Chemistry 30 Diploma Exams—reflects the strength of Aurora's academic structures and the effectiveness of its comprehensive support systems. These results lay a strong foundation for future graduating classes and affirm Aurora's commitment to ensuring student success beyond high school.

RESULTS

Alberta's high school completion rates have remained generally stable over the past five years, with the 3-year rate ranging from 83–81%. However, the province has experienced declining trends in both the 4-year and 5-year completion measures, resulting in "Issue" evaluations for long-term improvement. These provincial patterns suggest ongoing challenges in sustained student engagement and extended-time completion pathways.

In contrast, Aurora Academic Charter School's inaugural graduating class significantly outperformed provincial trends, achieving a 100% high school completion rate and a 100% transition rate to post-secondary education. Aurora's structured academic model—including sequenced instruction, targeted interventions, and extensive dual-credit opportunities—supports stronger credit completion and readiness than provincial averages. These results demonstrate that Aurora's approach effectively promotes student persistence and long-term academic success.

KEY INSIGHT

The strong completion rate reflects the effectiveness of Aurora's structured instructional model, close credit tracking, sequenced high school programming, and individualized academic supports. Regular monitoring by school administration, collaborative teacher planning, and clear communication with families ensured students remained on track for graduation. Students also benefited from enhanced academic advising and expanding partnerships that support dual-credit, career pathways, and transition planning.

IMPACT FOR THE EDUCATION PLAN

Sustaining high completion rates reinforces the importance of maintaining strong course-alignment practices, credit-monitoring systems, and targeted supports as student enrollment increases. The results also support continued investment in post-secondary partnerships, academic advising structures, and early identification of students requiring intervention to ensure successful transitions for future graduating classes.

[Provincial Report](#)
[Authority Report](#)

Compliance Statement

For both English as an Additional Language (EAL) and self-identified First Nations, Métis and Inuit (FNMI) learners, Alberta Education suppresses disaggregated diploma results where cohorts are fewer than six students. As a result, Aurora monitors EAL and FNMI success primarily through local measures, qualitative evidence, and individual student programming rather than through publicly reported diploma sub-group results.

ACADEMICS

Assurance Domains: Student Growth and Achievement, Teaching & Leading, Learning Supports

DIPLOMA EXAMINATIONS

Authority Target: Increase academic outcomes linked to governance initiatives by $\geq 5\%$.

| Course | | Aurora School Ltd. | | | | | | | | Alberta | | | |
|----------------------------|--|--------------------|-------------|---------|------|------|---------------------|-----|--------|---------|---------------------|------|--|
| | | Achievement | Improvement | Overall | 2025 | | Prev 3 Year Average | | 2025 | | Prev 3 Year Average | | |
| | | | | | N | % | N | % | N | % | N | % | |
| English Language Arts 30-1 | Diploma Examination Acceptable Standard | Intermediate | n/a | n/a | 10 | 90.0 | n/a | n/a | 35,845 | 85.3 | 32,247 | 83.9 | |
| English Language Arts 30-1 | Diploma Examination Standard of Excellence | Intermediate | n/a | n/a | 10 | 10.0 | n/a | n/a | 35,845 | 10.9 | 32,247 | 10.0 | |
| English Language Arts 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21,398 | 85.6 | 18,166 | 85.9 | |
| English Language Arts 30-2 | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21,398 | 11.3 | 18,166 | 12.8 | |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,234 | 94.7 | 1,218 | 94.2 | |
| French Language Arts 30-1 | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,234 | 6.0 | 1,218 | 7.4 | |
| Français 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 174 | 99.4 | 144 | 99.3 | |
| Français 30-1 | Diploma Examination 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 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 51 | 92.2 | n/a | n/a | 22,680 | 77.8 | 20,399 | 73.1 | |
| Mathematics 30-1 | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 51 | 39.2 | n/a | n/a | 22,680 | 37.1 | 20,399 | 32.0 | |
| Mathematics 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 17,430 | 73.6 | 15,047 | 71.0 | |
| Mathematics 30-2 | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 17,430 | 17.3 | 15,047 | 15.3 | |
| Social Studies 30-1 | Diploma Examination Acceptable Standard | Intermediate | n/a | n/a | 16 | 81.3 | n/a | n/a | 26,238 | 84.6 | 24,595 | 84.4 | |
| Social Studies 30-1 | Diploma Examination Standard of Excellence | Intermediate | n/a | n/a | 16 | 12.5 | n/a | n/a | 26,238 | 16.8 | 24,595 | 17.3 | |
| Social Studies 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 27,021 | 77.5 | 22,515 | 77.8 | |
| Social Studies 30-2 | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 27,021 | 12.3 | 22,515 | 12.5 | |
| Biology 30 | Diploma Examination Acceptable Standard | Intermediate | n/a | n/a | 23 | 82.6 | n/a | n/a | 25,916 | 82.7 | 23,842 | 82.9 | |
| Biology 30 | Diploma Examination Standard of Excellence | Very High | n/a | n/a | 23 | 60.9 | n/a | n/a | 25,916 | 34.8 | 23,842 | 33.2 | |
| Chemistry 30 | Diploma Examination Acceptable Standard | Very High | n/a | n/a | 23 | 95.7 | n/a | n/a | 21,438 | 83.8 | 19,160 | 81.7 | |
| Chemistry 30 | Diploma Examination Standard of Excellence | Very High | n/a | n/a | 23 | 52.2 | n/a | n/a | 21,438 | 40.6 | 19,160 | 37.5 | |
| Physics 30 | Diploma Examination Acceptable Standard | Very High | n/a | n/a | 16 | 93.8 | n/a | n/a | 11,366 | 85.6 | 9,598 | 83.7 | |
| Physics 30 | Diploma Examination Standard of Excellence | Very High | n/a | n/a | 16 | 56.3 | n/a | n/a | 11,366 | 43.6 | 9,598 | 41.5 | |
| Science 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,027 | 79.6 | 8,223 | 80.3 | |
| Science 30 | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,027 | 26.2 | 8,223 | 23.9 | |

Diploma examination performance at Alberta Avenue demonstrated strong results across multiple Grade 12 subject areas, as reported through Government of Alberta achievement data.

In English Language Arts 30-1, 90% of students achieved the Acceptable Standard, with 10% achieving the Standard of Excellence. Mathematics 30-1 results remained strong, with 92.2% of students meeting the Acceptable Standard and 39.2% achieving Excellence. In Social Studies 30-1 reported 81.3% Acceptable and 12.5% Excellence.

Across the sciences, results were notably high. Biology 30 demonstrated 82.6% Acceptable and 60.9% Excellence. Chemistry 30 reported 95.7% Acceptable with 52.2% Excellence, and Physics 30 showed 93.8% Acceptable with 56.3% Excellence. Science 30 results included 79.6% Acceptable and 26.2% Excellence.

These Diploma Exam outcomes highlight significant academic strength in core Grade 12 subjects and reflect the authority's ongoing progress toward improved academic achievement supported by authority-wide structures, including aligned instructional practices, consistent schedules, and expanded access to academic supports.

Due to the small size of Aurora's inaugural Grade 12 cohort, some supplemental Alberta Education high school measures—such as Drop Out Rate, Diploma Exam Participation (4+ Exams), and Rutherford Scholarship Eligibility—are not reported publicly or are noted as 'n/a' to protect student privacy. Aurora will report these measures as cohorts grow and data become reportable.

[Authority Report](#)

[Diploma Multiyear Report](#)

Compliance Statement

For both English as an Additional Language (EAL) and self-identified First Nations, Métis and Inuit (FNMI) learners, Alberta Education suppresses disaggregated diploma results where cohorts are fewer than six students. As a result, Aurora monitors EAL and FNMI success primarily through local measures, qualitative evidence, and individual student programming rather than through publicly reported diploma sub-group results.

GROWTH

AUTHORITY ACADEMIC MEASURES

Aurora Academic Charter School established the following authority-wide academic measures:

- Enrollment trends and facility utilization data
- Student participation in post-secondary and virtual programs
- Stakeholder feedback on access, transition, and satisfaction
- Number and quality of educational partnerships
- Documented governance decisions tied to expansion and sustainability
- Strong public trust as reflected in survey responses and communication metrics

The authority measures form the foundation for evaluating current results and guiding ongoing improvement across the authority.

Assurance Domain: Teaching & Leading, Learning Supports, Local and Societal Context, Governance

Authority Targets

- Open Skyrattler Middle School at full capacity with $\geq 10\%$ authority-wide enrollment growth
- Launch Ignite Online access model with ≥ 50 students enrolled in flexible formats
- Increase formal partnerships by 20%, introducing 2+ new CTS or dual credit programs
- Deliver 100% of scheduled Board communications and quarterly Town Halls
- Finalize and publish governance plans for Skyrattler and future expansions by October 2025
- Release two public governance reports during the year (budget, metrics, board actions)
- Maintain 100% compliance with legal, budget, and policy reporting across all campuses

Measure: Enrollment Trends & Facility Utilization

OUTCOME

Strategically expand Aurora's capacity, accessibility, and partnerships to serve a growing student population and diverse needs. Aurora Academic Charter School experienced consistent authority-wide growth this year, with enrollment and waitlist trend graphs demonstrating strong community confidence in the school's academic model. Families continue to seek Aurora's structured, literacy-rich environment, resulting in sustained increases across all three campuses.

RESULTS

Enrollment data show continued growth across all three campuses, with total student numbers increasing steadily from the previous year and waitlists remaining strong at every grade level. Trend graphs indicate multi-year upward movement in both enrollment and waitlist demand, reinforcing the high level of confidence families place in Aurora's structured, literacy-rich academic model. Qualitative feedback from new and returning families highlighted appreciation for the division's clear instructional approach, strong academic expectations, and safe learning environment—all identified as key reasons for choosing Aurora. These results confirm that the authority's reputation for high-quality programming continues to drive sustained enrollment pressure and long-term demand.

Measure: Enrollment Trends & Facility Utilization

KEY INSIGHTS

Enrollment growth is a key indicator of public confidence and satisfaction. Aurora's growing waitlists demonstrate that families value the authority's structured academic program, literacy-rich environment, and safe learning spaces. This demand underscores the reputation Aurora has established within the Edmonton community.

Sustained growth across all three campuses also provides valuable insight into long-term patterns. As the authority expands, consistent demand suggests that families across multiple geographic regions view Aurora as a desirable alternative to other school programs.

IMPACT FOR THE EDUCATION PLAN

Consistent enrollment growth supports the Education Plan's priority of expanding access to high-quality programming. These results validate earlier strategic decisions to expand campuses and develop new academic pathways, including online and secondary offerings.

The growth also highlights the need for careful facility planning, ensuring that classroom space, staffing, program offerings, and resource availability align with rising student numbers. The Education Plan can leverage this data to guide future infrastructure investments.

IMPLICATIONS FOR FUTURE

Future planning must include long-term demographic forecasting, space utilization planning, and a campus development strategy that anticipates continued demand. Aurora may also explore expanding capacity in high-demand grade levels or adjusting admissions policies to support sustainable growth models.

Additionally, facility enhancements—such as additional learning spaces, flexible classrooms, or expanded specialty program spaces—will ensure that facilities keep pace with program needs and student enrollment.



GROWTH

Measure: Student Participation in Post-Secondary & Virtual Programs

OUTCOME

Growth was also evident in the expansion of community and post-secondary partnerships that enrich student learning. Ongoing collaborations with NAIT, Lethbridge Polytechnic, and NorQuest College expanded dual-credit, skill development, and career exposure opportunities for students. Launch Ignite Online access model allows for flexible learning opportunities for our students outside the traditional classroom context..

RESULTS

Student participation in post-secondary and community partnership programming increased during the 2024–25 school year, reflecting strong growth in experiential and career-focused learning opportunities. Expanding partnerships with NAIT, Lethbridge Polytechnic, and NorQuest College resulted in additional dual-credit seats, hands-on skill development sessions, and exposure to career pathways previously unavailable to students. The introduction of Ignite Online provided flexible access to high-school courses and broadened programming options for diverse learner needs. Teachers reported increased student engagement and preparedness, while students expressed enthusiasm for authentic learning experiences connected to future career and academic goals. These results demonstrate that Aurora's partnership strategy is effectively enhancing student pathways and expanding high-value learning opportunities.

KEY INSIGHTS

Growth was also evident in the expansion of community and post-secondary partnerships that enrich student learning. Ongoing collaborations with NAIT, Lethbridge Polytechnic, and NorQuest College expanded dual-credit, skill development, and career exposure opportunities for students. Launch Ignite Online access mode.

IMPACT FOR THE EDUCATION PLAN

These results support the Growth and Academics priorities in the Education Plan by enhancing student readiness for post-secondary studies and future employment. Exposure to real-world learning experiences strengthens student engagement and prepares them for transition after Grade 12.

Additionally, expanding dual-credit and virtual programming enhances equity by providing students with choices that match their learning preferences and goals. These opportunities enrich the authority's academic programming and strengthen long-term student outcomes.

IMPLICATIONS FOR FUTURE

Future planning may include diversifying dual-credit partnerships, particularly in emerging fields such as technology, health sciences, and skilled trades. Expanding Ignite Online to include more electives and core courses could further support student choice.

The authority may also benefit from strengthening academic advising and transition supports to ensure students fully understand and access post-secondary pathways. This will help maximize the impact of these partnerships and programs.

[Provincial Report](#)
[Diploma Multiyear Report](#)

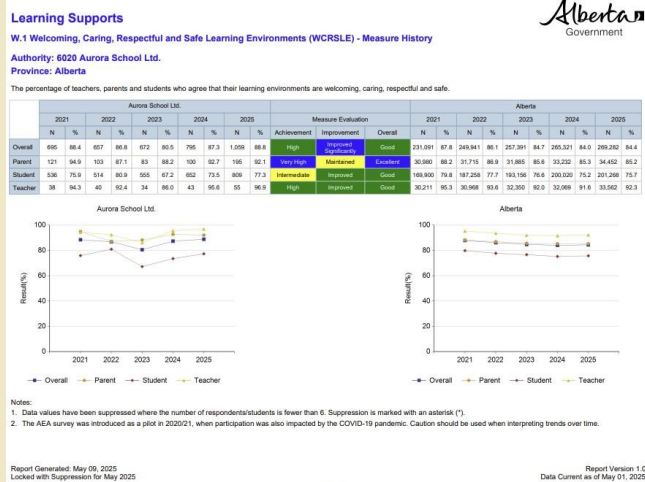
Measure: Stakeholder Feedback on Access, Transition & Satisfaction

OUTCOME

Stakeholder engagement remained central to the authority's success during a year of significant growth. High levels of satisfaction in the Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) results demonstrated that families felt supported and valued throughout transitions, including the Alberta Avenue campus relocation

RESULTS

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT



WCRSLE data continued to reflect Very High satisfaction, with more than 90% of families indicating that Aurora provides a caring, respectful, and safe environment for their children. These strong results held steady during the Alberta Avenue campus transition, with parents reporting that communication was timely, staff were responsive, and students felt supported throughout the move. Qualitative comments from stakeholder surveys highlighted appreciation for consistent messaging, leadership visibility, and the structured supports put in place to ease the transition. Family engagement remained high across all three campuses, reinforcing trust in the division's ability to manage change effectively while maintaining positive learning environments.

KEY INSIGHTS

Stakeholder feedback related to transition and access indicates that Aurora handled major system changes—such as campus relocation—with strong communication, clarity, and support. Families reported feeling included and well-informed throughout these processes, which demonstrates effective management and responsiveness to community needs.

These strong satisfaction measures also reflect Aurora's commitment to transparency and collaboration. When families feel heard and respected during transitional periods, their overall trust in governance and academic leadership remains strong.

IMPACT FOR THE EDUCATION PLAN

Strong satisfaction with transitions affirms the Education Plan's strategies related to governance, communication, and stakeholder involvement. These results validate the authority's commitment to ensuring smooth transitions and open communication during significant changes.

This alignment supports the continued use of structured communication practices, Town Halls, and ongoing stakeholder consultation to ensure that future transitions—whether programmatic or facility-related—are equally successful.

IMPLICATIONS FOR FUTURE

Aurora may consider creating transition playbooks or standardized procedures to guide future relocations, program changes, or operational shifts. These tools would formalize successful practices and support consistency across campuses.

Additionally, expanding communication supports—such as multilingual resources or specialized transition guides—may help further increase stakeholder confidence and satisfaction during future changes.

GROWTH

Measure: Number & Quality of Educational Partnership

OUTCOME

Ongoing collaborations with NAIT, Lethbridge Polytechnic, and NorQuest College expanded dual-credit, skill development, and career exposure opportunities for students.

RESULTS

Partnership data from 2024–25 show continued growth in post-secondary and community collaborations, with increased student participation in dual-credit and skills-based learning opportunities through NAIT, Lethbridge Polytechnic, and NorQuest College. Students engaged in a broader range of technical and career-focused programs, including trades exploration, health sciences, and introductory technology pathways. Teachers reported that students demonstrated higher motivation and confidence when exposed to real-world learning contexts, while students expressed enthusiasm for opportunities that connected classroom learning to future academic and career pathways. These results confirm that Aurora's partnership strategy is effectively expanding access to meaningful experiential learning and enhancing student readiness for post-secondary transitions.

KEY INSIGHTS

Aurora's growing number of partnerships indicates that the authority is actively building connections that expand student learning opportunities. Partnerships with post-secondary institutions offer direct academic benefits while also strengthening career readiness and exposure to real-world learning.

These partnerships also reflect Aurora's proactive approach to enriching its academic programming. Partnerships enhance the authority's profile, increase community connections, and demonstrate Aurora's commitment to broader educational collaboration.

IMPACT FOR THE EDUCATION PLAN

The success of partnership initiatives aligns directly with the Education Plan's Growth priority, which emphasizes expanding student pathways and increasing opportunities. These partnerships support students in making informed decisions about their futures and provide access to advanced learning not available in traditional K-12 programs.

They also contribute to the Academics and Culture priorities by enhancing student engagement and building broader community networks that validate the authority's academic excellence and cultural values.

IMPLICATIONS FOR FUTURE

Aurora may pursue new partnerships with additional institutions or industry sectors to further expand student opportunities. These may include technology firms, health science organizations, or community arts institutions to diversify program offerings.

Additionally, creating partnership evaluation tools will ensure partnerships remain aligned with student needs and authority priorities. Regular review cycles will help maintain relevance and quality as Aurora's programming continues to evolve.

Measure: Public Trust (Survey Data & Communication Metrics)

OUTCOME

Stakeholders emphasized the need for unified governance across campuses to maintain consistency and responsiveness. Governance plans for Skyrattler. 100% compliance with legal, budget, and policy reporting across all campuses. Operational growth advanced significantly through enhancements to digital tools and administrative systems.

RESULTS

Results from stakeholder surveys, School Council consultations, and division reporting confirm that Aurora maintained 100% compliance with all legal, financial, and policy requirements across campuses during the 2024–25 school year. Governance processes remained consistent and highly responsive, with stakeholders reporting strong satisfaction with communication, clarity of decision-making, and alignment across campuses. Preparations for the Skyrattler campus governance framework were completed on schedule, ensuring unified oversight and continuity in instructional and operational practices. Operational systems also strengthened, with upgrades to digital tools, administrative workflows, and School Cash Online processes improving efficiency and reducing processing times. Qualitative feedback emphasized that governance continuity and system modernization enhanced transparency and supported smoother day-to-day operations across the authority.

KEY INSIGHTS

Governance decisions are playing a critical role in supporting Aurora's expansion. The opening of the Skyrattler campus and enhancements to administrative systems represent strategic planning aligned with long-term growth needs. These initiatives demonstrate that governance is forward-thinking and responsive to the authority's increasing scale.

Strong compliance measures and system upgrades—such as improvements to PowerSchool, School Cash Online, and transportation—indicate that Aurora is building operational resilience. These governance actions support sustainable growth by ensuring efficient systems and clear communication.

IMPACT FOR THE EDUCATION PLAN

Governance decisions tie directly to the Growth priority in the Education Plan. Strategic planning and system enhancements ensure that the authority can grow responsibly while maintaining high-quality learning environments and outstanding academic performance.

Compliance and digital infrastructure improvements align with Alberta Education expectations, reinforcing the legitimacy and accountability of Aurora's planning processes. These actions create the foundation necessary to support ongoing facility expansions and increase student access to programming.

IMPLICATIONS FOR FUTURE

Future planning may include developing more comprehensive governance frameworks for additional campus expansions, digital transformation plans, and long-term sustainability strategies. Building robust infrastructure will ensure Aurora can continue to scale effectively.

Aurora may also invest in additional leadership development and governance training to maintain alignment across campuses and ensure consistent policy adherence across a growing authority.

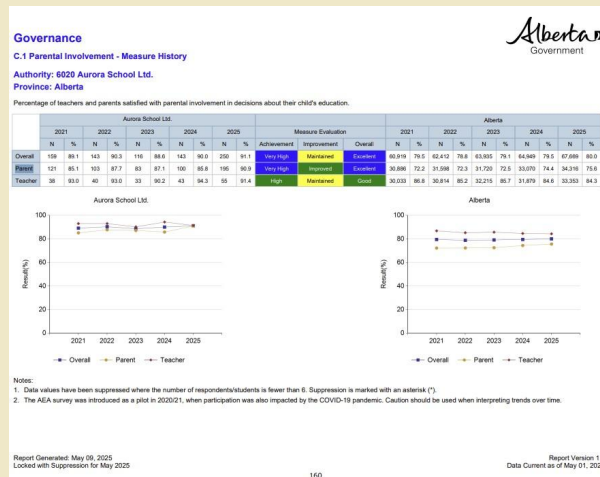
Measure: Governance Decisions Tied to Expansion and Sustainability

OUTCOME

Strategically expand Aurora's capacity, accessibility, and partnerships to serve a growing student population and diverse needs. Growth identified as a division-wide strategic priority. Survey feedback indicates that parents and students report high levels of confidence. Clear, responsive communication supported trust between schools and families.

RESULTS

PARENT INVOLVEMENT



Survey data reflect high levels of public trust, with parents and students consistently reporting confidence in the authority's capacity to manage growth, maintain accessibility, and support diverse learning needs. Stakeholders noted that clear, timely, and responsive communication—through Town Halls, School Council updates, transition messaging, and digital communication tools—strengthened trust during periods of expansion. Parents reported that leadership addressed questions and concerns promptly, and students indicated that they felt informed and supported as new programs and partnerships were introduced. Qualitative comments emphasized appreciation for transparency around enrollment pressures, facility planning, and program development. These results confirm that Aurora's strategic communication practices continue to build and sustain strong public confidence during organizational growth.

KEY INSIGHTS

High levels of public trust are essential for sustaining growth and ensuring community support. Stakeholders express strong confidence in the authority's leadership, communication processes, and decision-making. These results confirm that the authority's efforts to maintain transparency are highly effective.

Trust-building practices have been especially important during periods of significant change. By consistently communicating and providing opportunities for feedback, Aurora has ensured that stakeholders feel valued, informed, and connected to the authority's long-term direction.

IMPACT FOR THE EDUCATION PLAN

Strong public trust supports the Culture and Governance components of the Education Plan. Trust enables smoother implementation of new initiatives, increases stakeholder cooperation, and strengthens family-school partnerships. These results validate the authority's emphasis on transparent, proactive communication.

These outcomes also support continued investment in communication systems and stakeholder engagement strategies, helping ensure that the Education Plan remains grounded in community needs and aligned with stakeholder expectations.

Measure: Public Trust (Survey Data & Communication Metrics)

IMPLICATIONS FOR FUTURE

Future strategies may focus on enhancing two-way communication channels, using technology to reach broader audiences, and maintaining predictable communication schedules across campuses. This consistency supports trust and reduces uncertainty.

Additionally, Aurora may benefit from developing communication performance indicators—such as response times, event attendance metrics, and feedback participation—to monitor and strengthen communication effectiveness as the authority continues to grow.

[Provincial Report](#)
[Authority Report](#)

STAKEHOLDER INVOLVEMENT IN THE AERR PROCESS

Stakeholder Participation

Aurora engaged a broad range of stakeholders in the development of this Annual Education Results Report (AERR), including School Councils, the Board of Directors, families, and staff across all campuses. Their involvement ensured that diverse perspectives were incorporated into the review of results, the identification of priorities, and the planning of future initiatives.

Engagement Methods

Stakeholders were consulted through multiple engagement approaches designed to solicit meaningful feedback and support informed decision-making. These methods included division-wide surveys, town halls, informational sessions, and School Council meetings, each of which provided opportunities for dialogue, clarification, and collaborative problem-solving.

Sharing of Results

Aurora communicates its results broadly to ensure transparency and accessibility. The AERR is published publicly on the school's website and presented to School Councils and the Board of Directors. In addition, results are shared through community-wide communications, allowing families and stakeholders to understand progress, priorities, and areas for continued growth.

Implications

Stakeholder input played a significant role in shaping decisions related to programming, governance, communication strategies, and future expansion planning. Feedback helped validate current initiatives, identify areas for improvement, and guide strategic planning to ensure that the authority remains responsive to the evolving needs of its school community.

BUDGET - ACTUAL COMPARISON

ACCOUNTABILITY AND ASSURANCE SYSTEM

Aurora maintains a comprehensive accountability and assurance system aligned with provincial requirements to ensure transparency, continuous improvement, and responsiveness to student needs. This framework emphasizes clear public communication, data-driven decision-making, and alignment between planning, reporting, and educational outcomes across the division.

Key Features

Aurora's accountability system includes annual planning and public reporting processes that meet Alberta Education expectations. The division engages in ongoing data-informed decision-making to guide improvements in programming, assessment, and resource allocation. Key documents—including the Annual Education Results Report (AERR), Education Plan, Budget, and Capital Plan—are made publicly accessible, ensuring openness and accountability to stakeholders. School Councils play an integral role by participating in planning discussions, reviewing results, and offering feedback that supports meaningful system refinement.

School Council Involvement

School Councils contributed directly to the assurance process by providing advice on school and divisional priorities and reviewing assessment results. Their engagement ensured that community perspectives were incorporated into planning, communication, and decisions related to student learning and school operations.

| | | | |
|--|---|-----------------------|-----------------------|
| Aurora Budget Summary Highlights for 2024-25 (in thousands of dollars) | | | |
| Revenue Summary | Revenue Summary 2024-2025 Actual | 2023-24 Actual | Change (%) |
| Alberta Education Funding | \$000' | | |
| Government of Alberta | 15,200,898 | 12,278,216 | 24% |
| Instructional Fees | 440,604 | 285,964 | 54% |
| Transportation Fees | 600,000 | 502,425 | 19% |
| Other | 345,243 | 647,356 | -47% |
| Total | \$ 16,586,745 | \$ 13,713,961 | 21% |
| EXPENSE SUMMARY | Expense Summary 2024-2025 Actual | 2023-24 Actual | Change (%) |
| Instruction (Grades K - 11) | 10,662,132 | 9,186,552 | 16% |
| Student Transportation | 1,920,909 | 1,612,850 | 19% |
| Plant Operations & Maintenance | 3,593,041 | 3,042,639 | 18% |
| Board Governance/System Administration | 576,586 | 484,346 | 19% |
| Total | \$ 16,752,668 | \$ 14,326,387 | 17% |
| Surplus/Deficit | -\$ 165,923 | -\$ 612,426 | |
| Accumulated Operating Surplus (as at August 31) | 2024-2025 Actual | 2023-24 Actual | |
| Unrestricted net assets | 341,473 | 2,806,173 | |
| Operating reserves | 810,310 | 1,110,310 | |
| Capital reserves | 2,276,296 | 1,000,000 | |
| Total | \$ 3,428,079 | \$ 4,916,483 | |
| Revenue Summary by Source (%) | 2024-2025 Actual | | |
| Government of Alberta (92%) | 15,200,898 | 92% | |
| Instructional Fees (3%) | 440,604 | 3% | |
| Transportation Fees (4%) | 600,000 | 4% | |
| Other (2%) | 345,243 | 2% | |
| | \$ 16,586,745 | | |
| Expenditures by Program (%) | | | |
| Instruction Grades K-11 (64%) | 10,662,132 | 64% | |
| Plant Operations and Maintenance (21%) | 3,593,041 | 21% | |
| Transportation (11%) | 1,920,909 | 11% | |
| Board & System Administration (3%) | 576,586 | 3% | |
| | \$ 16,752,668 | | |

BUDGET - ACTUAL COMPARISON

Budget and Resource Allocation

Aurora Academic Charter School allocates the majority of its budget directly to classroom instruction and learning supports, including teacher staffing, educational assistants, and specialized services such as counselling, occupational therapy, and speech-language support. Additional resources are directed toward curriculum implementation, professional learning, and technology to support sequenced instruction and assessment coherence. School-generated funds and casino revenues, managed in accordance with the Alberta Education Funding Manual, are used to enhance student experiences through field trips, literacy events, and community engagement activities.

Aurora Budget Summary Highlights for 2024-25

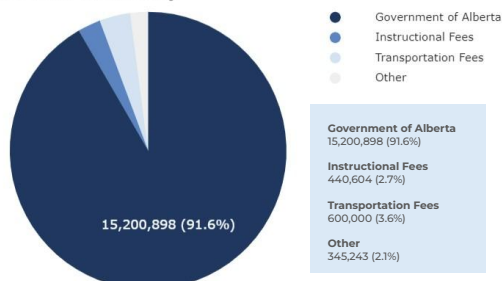
(in thousands of dollars)

| Revenue Summary | Revenue Summary 2024-2025 Budget | % of Total |
|-------------------------------------|-------------------------------------|---------------|
| Alberta Education Funding | \$000' | |
| Instruction & Administration | 11,278,680 | 75% |
| Student Transportation | 1,269,950 | 8% |
| Plant Operations & Maintenance | 950,000 | 6% |
| Amortization of Capital Allocations | 312,511 | 2% |
| Other Revenue | | |
| School / Instruction Fees | 430,200 | 3% |
| Transportation Fees | 631,400 | 4% |
| Other | 256,000 | 2% |
| Total | \$ 15,128,741 | 100% |

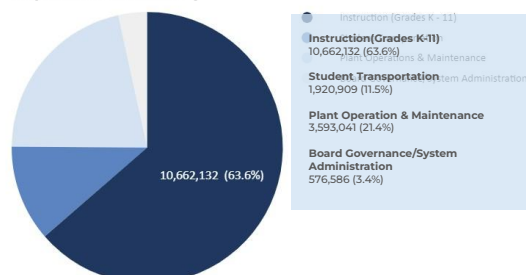
| EXPENSE SUMMARY | Expense Summary 2024-2025 Budget | % of Total |
|--|-------------------------------------|---------------|
| Instruction (Grades K - 11) | 10,450,370 | 65% |
| Student Transportation | 1,930,640 | 12% |
| Plant Operations & Maintenance | 3,045,020 | 19% |
| Board Governance/System Administration | 567,566 | 4% |
| Total | \$ 15,993,596 | 100% |

Surplus/Deficit - \$ 864,855

Revenue Summary



Expenses Summary



Financial Information Contact

Wen Liang, Secretary-Treasurer, AACS

wliang@auroraschool.ca

(780) 454-1855

All financial statements can be accessed by visiting:

[Aurora Academic Charter School Audited Financials](#)

[Alberta Education Financial Statements](#)

[Alberta Funding Manual](#)

First Nations, Métis, and Inuit

First Nations, Métis, and Inuit

Aurora Academic Charter School continued its strong commitment to reconciliation, cultural understanding, and respectful integration of First Nations, Métis, and Inuit (FNMI) histories, perspectives, and ways of knowing across all campuses. Both the Alberta Ave Secondary and Sherbrooke Primary campuses built on this foundation through meaningful learning experiences, enhanced instructional practices, and strengthened community partnerships that increased student belonging and deepened staff knowledge.

At the Alberta Ave Campus, FNMI programming was guided by an Indigenous Liaison teacher, who played a key mentorship role for staff and students. Professional learning for teachers focused on braiding Indigenous knowledge into the curriculum and understanding the Calls to Action, ensuring that FNMI perspectives were thoughtfully incorporated across English Language Arts, Social Studies, Science, and Mathematics. Students engaged in a variety of cultural learning activities during Orange Shirt Day, Missing and Murdered Indigenous Women's Day, and National Indigenous Peoples Day, while the daily routine intentionally included playing O Canada in Cree, French, and English. Assemblies highlighted Indigenous voices and histories, including the contributions of Indigenous soldiers on Remembrance Day.

The campus strengthened relationships with Indigenous community members, including a matriarch of the British Columbia Raven Clan, and supported individualized student pathways. One example included a Métis Grade 12 student who received mentorship, monthly family engagement, and guidance toward post-secondary Métis-specific supports. The positive impact of these initiatives was reflected in notable increases in student and parent measures of safety, cultural connection, and belonging illustrated in internal charts and graphs included in the annual report.

At the Sherbrooke Primary Campus, FNMI learning was embedded into daily routines, beginning each school day with a land acknowledgment to honour Treaty Six Territory and reinforce the school's ongoing commitment to truth and reconciliation. Students learned and sang O Canada in Cree, developing early appreciation for Indigenous languages. Classrooms engaged in rich learning experiences during National Truth and Reconciliation Day, exploring residential school history through stories, assemblies, empathy-building activities, and guided reflection. FNMI content was integrated into all subject areas, including explorations of Cree astronomy, the study of Indigenous nations across Canada, and lessons on Indigenous forms of governance such as the Haudenosaunee Confederacy. Visual displays, student artwork, and schoolwide bulletin boards encouraged students to reflect on their responsibilities in reconciliation and their role in encouraging respectful relationships. Rising levels of student engagement and belonging were reflected in the school's internal measures and accompanying charts.

Authority-wide, Aurora expanded its partnerships with Indigenous organizations—most notably through a strengthened and ongoing collaborative relationship with Amiskwaciy Academy in Edmonton. Staff and students participated in joint cultural activities, ceremony, and learning experiences hosted at Amiskwaciy, deepening their understanding of traditional practices and teachings. These experiences included attending cultural gatherings, meeting with Elders, learning about historical and contemporary Indigenous traditions, and participating in ceremonial activities that emphasized respect, protocol, and community. The relationship with Amiskwaciy Academy has provided Aurora with invaluable opportunities to learn directly from Indigenous knowledge keepers, reinforcing a strong foundation of cultural humility and reciprocal learning.

Looking forward, Aurora Academic Charter School will implement an Authority-wide Indigenous calendar to highlight significant cultural dates and ensure FNMI learning is embedded throughout the entire school year. The authority is also preparing a coordinated rollout of newly developed FNMI curriculum integration resources to ensure consistency and cultural responsiveness across all campuses. Collectively, these initiatives demonstrate Aurora's continued dedication to honouring Indigenous voices, advancing reconciliation, and supporting a culturally rich and inclusive educational environment for all students.

Aurora will continue to build Indigenous partnerships by expanding opportunities for Elders and knowledge keepers to work directly with students and staff, and by fully implementing the authority-wide Indigenous calendar and FNMI integration resources across all campuses.

Compliance Statement

This report aligns with the Alberta Charter Schools Ltd. Regulation (AR 85/2019, amended AR 227/2022), Alberta Education Assurance Framework, and [Alberta Education Funding Manual](#). The school board commits to regular monitoring and evaluation to ensure continued compliance and educational excellence.

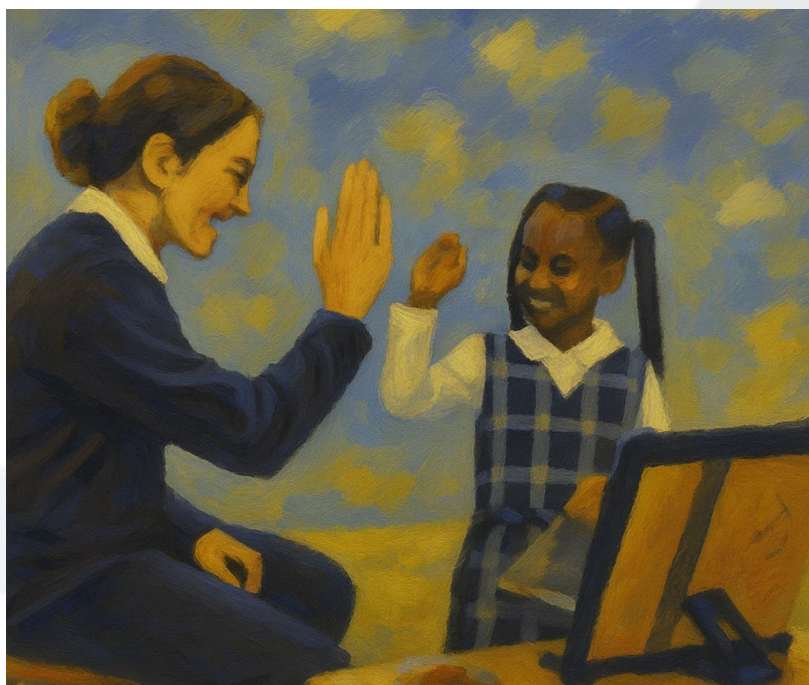
Assurance and Stakeholder Accountability Statement

Our school authority is committed to engaging stakeholders, including parents, students, staff, and community members, in the education system planning and reporting processes. This report reflects input gathered through surveys, consultations, and data analysis to ensure continuous improvement.

Inclusion and Required Performance Measures

This report includes all required Alberta Education performance measures, such as:

- [Provincial Achievement Test](#) and [Diploma Exam results](#)
- [High school completion rates](#)
- [Student engagement and well-being survey results](#)
- [Literacy and numeracy benchmarks](#)
- [First Nations, Métis, and Inuit student success indicators](#)
- [Post-secondary transition rates and employment readiness](#)



REQUIRED OVERALL SUMMARY AND REQUIRED EAL OVERALL SUMMARY



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

Authority: 6020 Aurora School Ltd.

| Assurance Domain | Measure | Aurora School Ltd. (EAL) | | | Alberta (EAL) | | | Measure Evaluation | | |
|--------------------------------|---|--------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|-----------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 89.6 | 88.0 | 86.8 | 83.9 | 83.7 | 84.4 | Very High | Improved | Excellent |
| | Citizenship | 87.7 | 84.7 | 81.3 | 79.8 | 79.4 | 80.4 | Very High | Improved Significantly | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 81.4 | 80.4 | 81.4 | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 87.1 | 86.1 | 87.9 | n/a | n/a | n/a |
| | PATs: Acceptable | 97.1 | 93.8 | 95.6 | 82.5 | 82.5 | 82.9 | Very High | Maintained | Excellent |
| | PATs: Excellence | 43.5 | 44.9 | 46.6 | 15.6 | 15.4 | 15.5 | Very High | Maintained | Excellent |
| | Diploma: Acceptable | 89.9 | n/a | n/a | 82.0 | 81.5 | 83.9 | Very High | n/a | n/a |
| | Diploma: Excellence | 41.7 | n/a | n/a | 23.0 | 22.6 | 21.9 | Very High | n/a | n/a |
| | Education Quality | 93.0 | 90.2 | 88.9 | 87.7 | 87.6 | 88.2 | Very High | Improved Significantly | Excellent |
| | Welcoming, Caring, Respectful and Safe Learning Environments (WCRISE) | 88.8 | 87.3 | 84.8 | 84.4 | 84.0 | 84.9 | High | Improved Significantly | Good |
| Learning Supports | Access to Supports and Services | 87.5 | 81.1 | 80.7 | 80.1 | 79.9 | 80.7 | High | Improved Significantly | Good |
| Governance | Parental Involvement | 91.1 | 90.0 | 89.7 | 88.0 | 79.5 | 79.1 | Very High | Maintained | Excellent |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 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).
- 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.
- 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.
- 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.
- 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.

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

Authority: 6020 Aurora School Ltd. (EAL)

| Assurance Domain | Measure | Aurora School Ltd. (EAL) | | | Alberta (EAL) | | | Measure Evaluation | | |
|--------------------------------|---|--------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 73.5 | 72.0 | 74.4 | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 86.5 | 86.1 | 87.6 | n/a | n/a | n/a |
| | PATs: Acceptable | 34.8 | 88.9 | 88.9 | 91.2 | 92.7 | 94.0 | Very High | Maintained | Excellent |
| | PATs: Excellence | 41.7 | 52.8 | 52.8 | 10.6 | 10.1 | 10.5 | Very High | Maintained | Excellent |
| | Diploma: Acceptable | 91.7 | n/a | n/a | 67.4 | 66.3 | 66.7 | Very High | n/a | n/a |
| | Diploma: Excellence | 25.0 | n/a | n/a | 14.8 | 14.0 | 13.9 | Very High | n/a | n/a |
| | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Welcoming, Caring, Respectful and Safe Learning Environments (WCRISE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Teaching & Learning | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 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).
- 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.
- 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.
- 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.
- 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.

Report Generated: Oct 03, 2025
Locked with Suppression for Fall 2025

Report Version 1.0
Data Current as of Sep 15, 2025

2

SUPPLEMENTAL OVERALL SUMMARY AND SUPPLEMENTAL EAL OVERALL SUMMARY



Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

Authority: 6020 Aurora School Ltd.

| Measure | Aurora School Ltd. | | | 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) | n/a | n/a | n/a | 84.5 | 82.7 | 82.7 | n/a | n/a | n/a |
| Drop Out Rate | 0.0 | 0.0 | 0.0 | 2.4 | 2.5 | 2.4 | Very High | Maintained | Excellent |
| In-Service Jurisdiction Needs | 91.6 | 92.7 | 88.8 | 81.7 | 81.1 | 82.3 | High | Maintained | Good |
| Lifelong Learning | 95.2 | 91.1 | 88.5 | 80.8 | 79.9 | 80.4 | Very High | Improved Significantly | Excellent |
| Program of Studies | 83.8 | 80.7 | 79.7 | 83.0 | 82.8 | 82.9 | Very High | Improved | Excellent |
| Program of Studies - At Risk Students | 87.9 | 81.6 | 81.4 | 80.5 | 80.6 | 81.2 | High | Improved Significantly | Good |
| Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 69.4 | 70.7 | 70.9 | n/a | n/a | n/a |
| Safe and Caring | 90.8 | 89.4 | 87.5 | 87.3 | 87.1 | 87.8 | Very High | Improved Significantly | Excellent |
| Safe and Caring | 85.4 | 72.4 | 71.4 | 72.1 | 71.9 | 72.5 | Very High | Improved Significantly | Excellent |
| Satisfaction with Program Access | 82.4 | 79.1 | 73.5 | 74.6 | 75.8 | 75.1 | Very High | Improved Significantly | Excellent |
| School Improvement | n/a | n/a | n/a | 99.9 | 80.1 | 60.0 | n/a | n/a | n/a |
| Transition Rate (6 yrs) | n/a | n/a | n/a | 99.9 | 80.1 | 60.0 | n/a | n/a | n/a |
| Work Preparation | 95.4 | 93.2 | 90.5 | 83.7 | 82.8 | 83.6 | Very High | Improved | Excellent |

Notes:

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

Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

Authority: 6020 Aurora School Ltd. (EAL)

| Measure | Aurora School Ltd. (EAL) | | | Alberta (EAL) | | | Measure Evaluation | | |
|--|--------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 45.3 | 46.1 | 46.1 | n/a | n/a | n/a |
| Drop Out Rate | - | - | 0.0 | 3.1 | 2.6 | 2.4 | - | - | - |
| In-Service Jurisdiction Needs | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Lifelong Learning | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Program of Studies | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Program of Studies - At Risk Students | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 52.0 | 55.5 | 55.5 | n/a | n/a | n/a |
| Safe and Caring | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Safe and Caring | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Satisfaction with Program Access | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| School Improvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Transition Rate (6 yrs) | n/a | n/a | n/a | 64.6 | 65.2 | 64.6 | n/a | n/a | n/a |
| Work Preparation | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

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

Report Generated: Oct 03, 2025
Locked with Suppression for Fall 2025

Report Version 1.0
Data Current as of Sep 15, 2025

44



ANNUAL REPORT OF DISCLOSURES

For the 2024–2025 school year, Aurora Academic Charter School did not receive any disclosures under the Public Interest Disclosure Act.

POSTING AND COMMUNICATION

The Annual Education Results Report will be posted publicly on the Aurora Academic Charter School website by November 30, 2025, and notification including a permalink will be sent to Alberta Education's Field Services Branch.