



New Heights

school & learning services

Results Report

Alberta Education Assurance Model

2024.2025

Published December 17, 2025

Message from the Board Chair:

2024-2025 was an opportunity for the New Heights community to settle into the many changes that we have experienced over the past couple of years while making a couple more. Although it has been something of a challenge to adapt to the changes, we have added to our leadership team and have grown through the experience.

Numbers wise, our building remains full and we maintain a waiting list. We anticipated this would be the case for the next while as we consider various options for our future. It is an exciting time and has allowed us to focus more on growing our programming and developing our staff. It has been encouraging to see the steps taken in this area.

Continued attention has also been given to building the various connections we have with our community partners through our work experience placements and we have explored ways to collaborate with the other schools that are moving into the neighborhood. The Currie Barracks area is undergoing significant development and we are looking for ways to engage in the growth around us.

One of our on-going highlights is our Parent Advisory Committee (PAC) Gala which once again reached its fundraising goal. It has been a pleasure to see the growth of this event and the community engagement it represents. The number of people who are connected to New Heights through this event is remarkable.

Thank you,

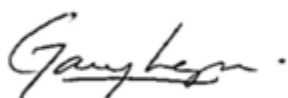
A handwritten signature in cursive script, reading "Gary Lepine".

Dr. Gary Lepine

Chairman of the Board

Accountability Statement

The Annual Education Results Report for New Heights School & Learning Services for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board on December 15, 2025.



Gary Lepine

Chairman of the Board



Mathew Worthy

Executive Director



Kate Newfield

Principal

A Profile of New Heights School and Learning Services

OUR VISION: A community dedicated to pioneering a bright future for individuals on the autism spectrum to live independent, confident, and purposeful lives.

OUR MISSION: Preparing our kids for the community, and the community for our kids.

We opened our doors in 1999 to 12 students in our preschool and early intervention programs. We started with the simple goal of giving families a safe, friendly community to support their needs and build their family capacity. We expanded into our school programs in 2006.

Motivated by families who believed there could be more for their children, we grew to offer programming that ranges from preschool to early adulthood. In 2018, the New Heights Board secured our new school building in our current neighbourhood of Currie, and moved us in over the summer of 2020. Significant renovations occurred over that summer and continued through the following year to prepare the space for our programming. We continuously assess our spaces to ensure they are best utilized to support programming.

Our goal is, and always has been, to equip each student with the skills they need to engage in and contribute to the community around them. At New Heights, our students develop strong interpersonal relationships so they can live confident and purposeful lives.

New Heights is a Designated Special Education Private School (DSEPS) reaching students ages 5 to 20, and is equipped to offer education using the Alberta Program of Studies from Kindergarten through Grade 12. Curriculum material is differentiated for each student, and each student has an Individualized Program Plan designed to address their specific educational needs. We focus on our students' strengths and educational needs to help them become confident and responsible citizens.

We are relentlessly committed to creating a welcoming environment that focuses on the individual needs and goals of each student. Our small class sizes ensure students receive ample time and attention from their teachers, therapists, and peers. In addition to classroom teachers and educational assistants, our diverse team includes Speech Language Pathologists, Occupational Therapists, and Psychologists, onsite throughout the week strengthening our classrooms through their knowledge, expertise, and practical support. As well, a Music Instructor and Educational Technologist work with the students and teachers, and a Family School Liaison Counselor works with our families.

In addition to the School, New Heights also has a Home & Community Support program for preschool aged children and their families, and a Transition to Adulthood program for autistic young adults who are graduating from or are alumni of New Heights School.

The New Heights Transition to Adulthood Program (T2A) started during the 2017-2018 school year, providing more frequent communication with our alumni as well as increased support and mentorship for our graduates during their young adult years. The branch targets the five areas of Employment, Post-Secondary transitions, Independent Living, Daily Social Environments, and Health and Wellness.

Planning, Reporting and Priorities

Key Priorities: The New Heights School Education Plan is grounded in four priority areas

- Student Success and Transition
- Student Employability
- Collaboration for Professional Growth
- A Welcoming Community

There are strong connections between priority areas. Each of the areas overlap to meet the needs of our students.

Assurance Model

Planning and reporting for New Heights School is based on continuous improvement and includes:

- Ensuring plans are aligned with provincial and community priorities
- Incorporating stakeholder input through a variety of methods
- Preparing a budget that reflects resources to build the priority areas
- Implementing strategies to maintain or improve student learning and achievement
- Monitoring implementation and adjusting methods as needed
- Measuring, analyzing and reporting results
- Using results to identify areas for improvement and to develop strategies and targets for future plans
- Communicating with stakeholders about education plans and results

DSEPS (Designated Special Education Private School) Overview

The New Heights program consists of neurodivergent children, youth, and young adults who are on the Autism Spectrum or have significant severe delays involving language, social interaction and/or communication. The New Heights model is play-based and utilizes the strengths and interests of the student to address goals set out in their Individualized Program Plan.

- Classes include a ratio of eleven students (maximum) with one Teacher and one Educational Assistant.
- Speech Language Pathologists, Occupational Therapists, a Family School Liaison Counselor, an Educational Technologist and Psychologists are onsite and in the classrooms.
- Social Communication, Emotional Regulation, Transactional Supports, and Adaptive and Executive Functioning are directly targeted, as well as academic skills and fine and gross motor skills as appropriate.
- The majority of students have Social Communication (why and how we communicate) goals, Emotional Regulation (matching the energy to the context) goals and Executive Functioning Skill goals as part of their individualized learning plan. These are identified as areas of need on these students' most current psycho-educational assessments.
- Executive functioning, social communication and emotional regulation are ongoing staff professional development focuses each year.
- Visual schedules, visual aids, and/or written words enhance participation and understanding.
- Work systems (e.g. independent workstations that visually specify what and how much work is to be done), as well as task organization (i.e. information on the sequence of steps within a task) assist in developing organizational and independent work skills.
- Students are provided with clear, predictable expectations and organizational supports to help with their organization of time, physical space and materials. Strategies for problem solving, self-regulation, cooperation and the development of emotional, behavioural and social understandings.

Summary of the 2024.2025 School Year

The 2024.25 school year was our nineteenth year of school operation, our seventeenth year as an accredited funded private school, and our twenty-sixth year as New Heights School & Learning Services. It was also our fifth year in our home in Bessborough Hall, and we have continued to make improvements and modifications to the space to best suit our needs and expand programming.

In 2024.25 we continued to operate at full capacity with a student body of 123. This was and continues to be an exciting time for New Heights as we experience and reflect on our building being full. The New Heights Board of Directors continues to look inward as they review current operations to identify any areas for organizational process improvement and efficiency. This year the Board plans to revisit their strategic plan for the Society.

The 2024.25 school year saw continued leadership change and transition, including our current leadership staff taking on new roles and hiring a new assistant principal mid-year. As a result, some Learning Leader initiatives were paused for a portion of the school year. We navigated these transitions as best we could, and were sure to minimize the impact for our students.

Our Library programming and school store (Base Camp) continued their successful operation, building on the foundations established the previous year. The library maintained its core function, providing classrooms with regularly scheduled visits for read-alouds and book borrowing, solidifying the shift from small classroom collections to a central, communal resource. The library expanded its scope as a work experience placement from 1x/week to 3x/week, which allowed us to place more of our high school students at this in-house placement. It is a considerable strength to have this internal work experience placement that offers a familiar and safe environment, with consistent and trusted staff. Base Camp continued to be a student highlight, as it utilized a financial literacy software program to provide highly desirable items for our students (i.e. snacks, fidgets, figurines), in exchange for 'money' they earned through completing tasks (i.e. classroom chores).

One of the ways we intentionally work on building community across the school, is by hosting various whole school activities throughout the year. These events offer our school community a chance to engage and interact with others beyond their own classrooms. A small staff committee organizes these activities based on feedback from both staff and students from the previous year. Student favourites from 2024.25 included the Halloween haunted house, December movie and pajama day, last day of school outdoor day, and the talent show.

In 2024.2025 we hosted our first conference for the New Heights parents and caregivers. Our Parent Advisory Council covered the cost of this one day conference, where a few of our therapists facilitated meaningful sessions and discussions on relevant and emerging topics around neurodiversity. One parent provided insightful feedback stating that, "the opportunity to connect with parents going through all the same challenges, makes me so grateful to be a part of the New Heights community. [The hosts] are skilled curators, allowing us to explore relevant topics and keep us on track. The minute you walk into the room, you can feel how intentional the day will be."

Our Transition to Adulthood (T2A) program continues to play a vital role in living out New Heights School & Learning Services' mission: Preparing our kids for the community and the community for our kids. T2A is one of the strongest expressions of this mission in action. Guided by our students' individual goals, the program supports emerging adults in areas of Employment, Independent Living, Post-Secondary Transitions, Social Environments, and Health & Wellbeing. In 2024.25 students had the opportunity to participate in individualized work experience placements, summer volunteer opportunities, employment, and community-based experiences. T2A also fosters a strong sense of community, seen in high school participation in summer programming, monthly T2A events, and peer mentorship during Transit Training. We also welcomed a new T2A Coordinator mid-year, who joins us in further strengthening this work.

As T2A evolves, we are exploring ways to support students and families earlier in their high school journey, ensuring a smoother and more intentional transition to adulthood. Ongoing feedback from students, families, and staff will help guide this growth and strengthen the program's sustainability. At its core, T2A is a collaborative, student-centered approach that builds confidence, interdependence, and belonging while helping the broader community understand the value of neurodivergence.

Together, with families, teaching teams, community partners, and students themselves we're preparing young adults not only to navigate life beyond New Heights, but to feel welcomed, supported, and ready for what's next.

We continue to be amazed by the support and collaboration of our staff, administration, parents, and students, especially in this phase of leadership change and transition. New Heights is a truly unique community that offers a valuable program for our students as they learn the skills, supports and strategies they need to be effective and successful in their school and community.

Key Priority: Student Success and Transition

The successful journey of a student from when they enter New Heights, through to high school completion and beyond.

At New Heights, success is defined as growth in academic achievement, social-emotional learning, and student engagement and participation in the community around them. Student success at New Heights is not just about completing high school, but about transitioning effectively and confidently into life beyond high school. This has led us to develop the New Heights Transition to Adulthood (T2A) program. We walk alongside our high school students, and continue to meet and provide coaching to connect our emerging adults to resources in the community, as they graduate from high school and enter adulthood (up to 25 years old).

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2021	2022	2023	2024	2025	2025	Achieving	3 year trend	Status
Overall agreement that students model the characteristics of active citizenship (AE)	97.2	95.6	92.3	91.0	91.7	90	very high	maintained	continue
Overall agreement that students are engaged in their learning at school (AE)	96.2	94.9	89.6	82.9	86.3	90	high	maintained	continue
Overall agreement that students are taught the adaptive functioning skills to be competent in accessing their community to be interdependent in life beyond high school (NH)	n/a	n/a	93.7	84.0	92.8	85	very high	varied	important

*AE=Alberta Education *NH=New Heights School

Comment on Results:

By results, parents (82.8%), teachers (100%), and students (92.2%) agree that most students model the characteristics of active citizenship.

- We have noted a significant increase in the student response in this area compared to the previous year. We remain curious about this and will proceed with qualitative exploration to better understand the student perspective.
- Two insightful student quotes from the survey in this area are:
 - "I like talking to friends, going on a camping trip, playing soccer outside, celebrat[ing] the last day of school etc."
 - "I like how the students here aren't mean and how some of them have similar interests to me."

- Our Occupational Therapists, Speech Language Pathologists and Psychologists work with the teachers and students to provide direct teaching of healthy lifestyle choices, matching our energy to the context in regulation, as well as effective communication.
- We celebrate community building with monthly school assemblies, where each classroom takes a turn running an assembly for their peers. Another connection point to citizenship is our school store, Base Camp. Classrooms utilize a software program called Class Bank that teaches financial literacy through students earning 'money' by completing tasks (i.e. classroom chores). Once a month, Base Camp opens for business, and students are able to visit the store to spend their money on various items.
- Students take part in Whole School Activities throughout the year, providing opportunities to practice leadership skills, creativity, and teamwork from K-12. Activities include our Science Fair, Talent Show, and our Summer Celebration day.
- We have a student council of 3-4 elected high school students. This group along with two teachers, meet regularly to review the student suggestion box, consider ways to foster community and student voice, and plan their events.
- In 2024-25, our high school students organized a mock vote for the provincial elections for our high school and junior high classes, through the organization Student Vote.
- In 2024-25, our high school students and staff engaged the whole school community to run a Candygram style fundraiser in December. They raised \$798.55 for The Mustard Seed.

By results, parents (81.3%), teachers (97.0%), and students (80.6%) agree that students are engaged in their learning at school.

- We have noted a significant increase in the student response in this area compared to the previous year. We remain curious about this and will proceed with qualitative exploration to better understand the student perspective. We will also get curious about the specific questions contributing to this measure to consider how they may be interpreted by our students. Two insightful student quotes from the survey in this area are:
 - My school is good at ... "simplified learning and more details from teachers"
 - "I was working really hard to learn about stuff even if I have a hard time."
- It is important to note that executive functioning challenges can act as a barrier to our students effectively engaging in learning. We continue to emphasize practice and tools to accommodate for these challenges throughout junior high and high school classes, specifically supporting students in the areas of planning, memory retention, persistence, task initiation, and organization, etc. This is an ongoing staff professional development focus, and our Educational Technologist works with teachers throughout the year to integrate technology in the classroom, which positively promotes executive functioning skills and literacy for our students.
- We develop and implement student specific strategies for regulation (matching our energy to the context) to increase students' capacity to be available for learning (an ongoing staff professional development focus).
 - Our multi-disciplinary team works with teachers and students to provide direct teaching and strategies to build perspective taking skills and communication within the classroom context.
 - Student interests are built into learning to enhance engagement.
- We now have three years of data on our local measure for adaptive functioning skills. The data varies over those three years and this continues to be a growing area for us to further develop. Through working with our alumni, our Transition to Adulthood (T2A) program has identified common life skill areas for growth with our young adults. We are collaborating with our T2A coordinator and our Occupational Therapists, to target the development of these skills in our school programming, by breaking down these larger skills into smaller objectives. In 2024-25 our Occupational Therapists worked on specific life skill tasks with our junior high and middle school classes. We will continue to explore this over the next two years, gathering anecdotal evidence and adjusting as needed, with the goal of creating a life skills scope and sequence for junior high and middle school.

Key Priority: Student Success and Transition - continued

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2021	2022	2023	2024	2025	2025	Achieving	3 year trend	Status
Percentage of students in Grades 6 & 9 on a modified program who achieved growth on literacy assessments over 3 yrs (NH)	*	70.0	*	75.0	83.3	80	n/a	n/a	monitor
Percentage of students in Grades 6 & 9 on a modified program who achieved growth on numeracy assessments over 3 yrs (NH)	*	*	80.0	*	100.0	80	n/a	n/a	monitor
Percentage of students in Grades 6 & 9 on an adapted program who achieved growth of at least two grade levels on literacy assessments over 3 yrs (NH)	83.3	100.0	92.8	88.2	83.3	80	high	varied	monitor
Percentage of students in Grades 6 & 9 on an adapted program who achieved growth of at least two grade levels on numeracy assessments over 3 yrs (NH)	*	*	57.1	71.4	66.7	65	intermediate	varied	monitor
Of the students writing , overall percentage of students in Grade 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (NH/AE)	n/a	44.4	71.4	63.6	63.6	50	n/a	varied	monitor
Of the students writing , overall percentage of students in Grade 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (AE)	n/a	0.0	14.2	18.1	18.1	0.0	n/a	varied	observe

*AE=Alberta Education *NH=New Heights School

Comment on Results:

When students come to New Heights, they are generally significantly behind in reading, math and/or written language skills, which has an impact on their ability to succeed in their academic subjects. Many students experience an academic lag of at least two or more years. Many of our students are also coming to us with a diagnosis of one or more Specific Learning Disabilities. We focus on providing programming to improve basic skills and to teach the use of tools, to foster growth. Making up academic lags is not immediate, and for some students, is a lengthy process. While students often begin to reach their academic potential due to individualized teaching and a safe, structured learning environment, it is unrealistic to expect students with learning challenges to progress multiple grades in a year, and to catch up to the cohort of peers in their age group. For these reasons, our grade 1-3 students have been exempted from the Early Years Literacy & Numeracy Assessments in favor of our own testing schedule outlined below, which does a much better job of demonstrating our students progress over time.

As a measure of our students' academic success, taking into consideration learning challenges and academic lag, New Heights is administering reading assessments and comprehensive academic testing to track the progress of our students in literacy and in math at their individual level. It is our aim that these tests are administered during the first year that students transition to New Heights, as well as across the Grade 3, Grade 6, and Grade 9 student cohorts as a tool to measure academic progress, and to inform instructional development for continued success for individual students in the classroom. We have learned a lot since introducing these local measures and assessment processes in 2020-2021. Some of the challenges we have encountered include:

- The lengthy testing process requires significant staff resources.
- Selecting assessments that are standardized as well as appropriate for our student population and their needs.
 - For example, some grade 3 students may not yet be ready to cope with and/or perform in a testing situation, leaving us with a limited baseline data set for this specific cohort.
 - For example, a student's specific learning disability in reading may unfairly impact their numeracy assessment results if the assessment requires them to independently read, comprehend, and respond to text heavy questions/instructions.
- Selecting assessments that can immediately inform instruction as well as provide the necessary grade level data to track progress over a three year period.
- Administration leaves affecting the learning leader roles in 2023-2024, and 2024-2025.
- The number of modified and adapted students in the grade 6 and grade 9 cohorts vary each year, which can leave us with a data set of less than 6 and force us to suppress results.

We have flagged this area as a key priority in the coming years, and are working closely with our Learning Leaders to specifically address the challenges noted above.

Student growth in literacy and numeracy is important to New Heights, and as a way to target and enhance these areas, our Learning Leaders ran a literacy pilot program and are beginning to explore a numeracy pilot program. For literacy in 2024-2025, elementary classrooms continued with the specific learning program, with modifications. The Learning Leaders noted that the pilot project program was working well for some students, but other students required a different approach. With the learning leader inconsistencies (due to administration leaves), classrooms also had less support to implement the program, which requires intentional planning and additional staffing support for ideal implementation. Moving forward we are continuing with this literacy program, as well as seeking to identify and streamline other literacy programs that meet the needs of our broader student population and classroom structure (a ratio of 10 students:2 staff members for most classrooms). For numeracy in 2024-2025, the focus continued to be on researching and exploring what would work best for our student population, and consulting with our Teachers, EAs and Therapists to hear their perspectives. Given that our Learning Leaders were pulled into administrative roles, the development of a numeracy program was placed on hold. Again, this is a priority area for us moving forward.

All students who meet the criteria and possess the skills necessary to participate in Provincial Achievement Tests (PATs) do so. In the 2024-2025 school year, 4 students wrote at least one PAT. The Grade 6 Science PATs were not administered due to the Alberta Education directive regarding the new curriculum. Results for this measure have been calculated to show the percentage of the students writing to better reflect our context rather than reflect exemptions.

Notes (AE&NH):

1. Participation in Achievement Tests – All students who meet the criteria and possess the skills necessary to participate will do so. A decision will be made on an individual basis through a collaborative process involving teachers, parents, and psychologists as to the suitability of a particular students' participation in achievement testing, even with accommodations available.
2. Cohorts – our student population is comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year. We would expect to see considerable variability over time in our performance data. This should be taken into consideration when interpreting trends over time.
3. An adapted program retains the learning outcomes of the prescribed curriculum and adjustments to the instructional process are provided to address the special needs of the students. A modified program has learning outcomes that are significantly different from the provincial curriculum and are specifically selected to meet the student's special needs.
4. New Heights has fewer than 6 First Nations, Metis, and Inuit students for these measures in 2024-2025, resulting in the data values being suppressed. See Appendix D for more information. See the New Heights Education Plan for strategies in this Key Priority.
5. There were no students identified with ESL needs at New Heights for the 2024-2025 school year, thus New Heights does not have an AECAMS report or table.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
7. The AECA survey was introduced as a pilot in 2020/21, when participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
8. Participation in Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. Caution should be used when interpreting trends over time.
9. Previous 3-year averages for Alberta Education measures do not include 2020.2021 survey results due to the impact of the COVID-19 pandemic.
10. Grade 6 students did not write PATS in 2023.2024 as per the Alberta Education directive due to the new curriculum.
11. Grade 6 students did not write the Science PAT in 2024.2025 as per the Alberta Education directive due to the new curriculum.
12. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

13. Early Years Literacy & Numeracy Assessments – Our grade 3 students participated in Literacy (various) & Numeracy (Key Math) Assessments as part of our own assessment schedule and own local measures. These assessments also took place at various times throughout the year, avoiding the highly transitional months of September, December, January, and June, as we know that transitions are difficult for our autistic students.
14. See Appendix F for the *PAT Results Course by Course Summary with Measure Evaluation* table

Key Priority: Student Success and Transition - continued

Information for Interpreting Results	Number of students					
	2020	2021	2022	2023	2024	2025
Total students graduating from New Heights	5	5	10	8	10	9
Students graduating with a Certificate of Completion	3	1	2	2	1	6
Students graduating with a Certificate of Achievement	0	2	2	3	4	0
Students graduating with a Diploma	2	2	6	3	5	3
Students writing at least two diploma exams	2	2	6	3	7	3

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2021	2022	2023	2024	2025	2025	Achieving	3 year trend	Status
Of the students writing , percentage of students in Grade 12 who achieved the acceptable standard on the Diploma Exams (AE/NH)	n/a	45.5	*	59.1	*	55	n/a	n/a	monitor
Of the students writing , percentage of students in Grade 12 who achieved the standard of excellence on the Diploma Exams (AE/NH)	n/a	13.6	*	9.1	*	0.0	n/a	n/a	observe

*AE=Alberta Education *NH=New Heights School

Comment on Results:

Students from New Heights may graduate with a Certificate of Completion, a Certificate of Achievement, or a Diploma, depending on the student's program. All of these are valid Alberta Education routes and seen as an accomplishment at New Heights.

We focus on supporting junior high and high school students with executive functioning challenges, helping them develop independence in organization, prioritization, task initiation, and perseverance. Social communication skills, including perspective-taking, are essential for interpreting academic material and navigating the increasing social demands of these grade levels. We aim to understand and coach neurodivergent students as they navigate a world designed for neurotypical individuals. Additionally, we collaborate with society, including work placements, to create environments that better meet students' needs. We also develop personalized strategies to help students regulate and match their energy to the context, enhancing their ability to engage in learning amidst the social and academic demands of high school.

The pressures of academics and future planning along with the increased complexity of social interactions and relationships during high school creates a heavier load for students. Students are provided with opportunities through their week to meet with supportive adults in the school environment, such as the psychologists, administration, Occupational Therapists, Speech Language Pathologists, or Transition to Adulthood (T2A) staff for emotional, mental, social, and academic support.

All students who are on a Diploma route in high school write the diploma exams with accommodations as approved and as required, and are provided with practice with accommodations in the classroom throughout the years as noted in a student's IPP.

For our students who thrive on consistency, routine, and having previous experience in the activity, we have learned that the diploma testing process is more challenging for our students than the test itself. The students were impacted by writing the test in a different and separate space, with a proctor instead of their usual teacher, and the significant length of the test. We continue to work with our teachers to incorporate more experiences for testing in this way to make the environment and activity more predictable for our students.

Notes (AE&NH):

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. See Appendix F for the *Diploma Exam Results Course by Course Summary with Measure Evaluation* table

Key Priority: Student Success and Transition - continued

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2020	2021	2022	2023	2024	2024	Achieving	3 year trend	Status
High School completion rate of students within three years of entering Grade 10 (Diploma or CA route)(AE)	40.3	*	85.4	34.0	74.5	n/a	intermediate	maintained	observe
High School completion rate of students within four years of entering Grade 10 (Diploma or CA route) (AE)	*	57.0	*	93.1	71.6	90	intermediate	varied	important
High School completion rate of students within five years of entering Grade 10 (Diploma or CA route) (AE)	*	*	56.5	*	92.0	n/a	very high	improved	continue
High School completion rate of students on a Certificate of Completion route graduating within five years of entering Grade 10 (NH)	n/a	100.0	100.0	100.0	100.0	90	very high	maintained	continue
High School to paid employment transition rate of students within six years of entering grade 10 (AE/NH)	80.0	60.0	71.7	72.7	73.5	75	high	maintained	important
High School to post-secondary transition rate of students within 5 years of receiving their Diploma or Certificate of Achievement (NH)	n/a	n/a	64.1	51.5	64.3	65	high	varied	monitor
Drop out rate – annual dropout rate of students aged 14 to 18 (AE)	4.0	0.0	0.2	0.0	0.0	0	very high	maintained	continue

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Comment on Results:

It is our goal to offer programming that will provide the supports and strategies to meet our students' needs. Students, who may not have completed their high school education in the standard three years, do have the opportunity to continue in the school in order to meet their requirements. Most students enrolled at New Heights stay in high school for more than three years to complete their requirements. We also recognize the Certificate of Completion as a valid route to graduate, along with the Certificate of Achievement and Diploma. These results are separated in some of the measures noted above, which should be considered when interpreting results.

It is not the expectation of the parents and teachers that our students will necessarily transition to post-secondary education right away. Some of our students may do so; others may enter the workforce, learn a trade, and/or continue to build on their strengths and interests in the community. Still others may choose a "gap year" to recover from burnout before they take on their next step and challenge. The goal for our students is that they are able to live as interdependently as possible and to step out to contribute to the world around them. We partner closely with our T2A program to ensure a confident and successful transition to life beyond high school.

In 2024.2025 we had nine graduates. Of our 2024.2025 graduates five applied to or enrolled in full time or part time post-secondary education. Two of our graduates had secured employment following graduation. Nine of the nine graduates were connected to T2A throughout their Grade 12 year and following graduation.

Providing time and structure to facilitate the sharing and growing of interests and hobbies is an area of joy for our population that positively contributes to their mental health. Our staff regularly observes this impact and the alumni in our T2A program have identified this as an important part of their school experience. We continue to provide these opportunities and community connection points through lunch time clubs in junior high and high school, and show and tell opportunities in elementary, as well as, through our Whole School Activities and the annual camping trip for our junior high and high school classrooms.

Notes (AE&NH):

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. New Heights has fewer than 6 First Nations, Metis, and Inuit students for these measures in 2024-2025, and the data values have been suppressed. See Appendix D for more information. See the New Heights Education Plan for strategies in this Key Priority.
3. There were no students identified with ESL needs at New Heights for the 2024-2025 school year, as a result New Heights does not have an AECAMS report or table.
4. See Appendix E for the Authority Results Graphs for high school completions rates (3, 4, and 5 year).
5. The AECA survey was introduced as a pilot in 2020/21, when participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time for the province.
6. Participation in 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.
7. 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 Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

Key Priority: Student Success and Transition - continued

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2021	2022	2023	2024	2025	2025	Achieving	3 year trend	Status
Overall percentage of New Heights alumni connected with T2A, who are actively involved or pursuing growth in Education, Employment, Social Groups, Independent Living and Health & Wellbeing (NH)	80.0	89.0	92.1	71.4	97.5	90	very high	varied	observe
Percentage of Grade 12 students participating in the New Heights T2A program. (NH)	100.0	80.0	75.0	90.0	100	80	very high	varied	important
Percentage of alumni successfully transitioned to other Calgary area programming within three years of participating with T2A (NH)	74.0	41.0	71.0	68.8	73.3	70	high	maintained	monitor

*AE=Alberta Education *NH=New Heights School

Comment on Results:

Our Transition to Adulthood program (T2A) has been evaluating the program to identify areas of strength to continue, and gaps that can be improved. A focus for T2A in the coming years will be identifying how T2A can improve the types of support provided for students, alumni, parents/guardians. Another area is to continue to develop a life skills program plan, informed by the identified gaps in the skills of our emerging adults in T2A, to pilot in junior high, and even into the middle school and elementary classrooms.

The goal of T2A is to connect our emerging adult alumni to other resources in the city. We have started monitoring the success of our alumni transitioning from the T2A program. A barrier identified is the lack of other resources in the city for this age group and population that provide the long term support our participants need. We continue to actively monitor this area.

Notes (NH):

1. The COVID-19 pandemic did impact the ability of our graduates to take part in the T2A program during the 2020-2021 school year, as well as connect to other resources in Calgary during their grade 12 year and following. Caution should be used when interpreting trends over time.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
3. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

Key Priority: Employability

The ability of students to effectively and confidently step out into the community and contribute to the world around them.

Without support, many autistic individuals, even with postsecondary degrees, struggle to find and maintain employment. Our goal is that every New Heights student will have the opportunity to secure employment or volunteering opportunities while they are at New Heights, and will receive the coaching they need to keep that job or find meaningful employment after graduating. The greatest predictor of youth having a paid job at or above minimum wage after leaving high school is having a paid or volunteer job while attending high school. This has led to a focus on Employment for our students in Grades 10+, and our T2A alumni. Through Work Experience courses, employment programming, and the T2A program, our students have the opportunity to receive support and coaching as they seek, land, and maintain their first part-time after school or summer jobs, or volunteer work while they are attending high school. With this, a Calgary employer also has the opportunity to have New Heights coach them to build more inclusive workplace environments. We also continue to employ three alumni through apprenticeships or part time jobs.

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2021	2022	2023	2024	2025	2025	Achieving	3 year trend	Status
Overall agreement that students are taught attributes and behaviors that will make them successful at work when they finish school (AE)	96.7	97.4	96.9	93.1	85.0	90	high	declined	monitor
Overall satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (AE)	96.0	93.9	93.9	88.8	86.3	90	very high	maintained	continue
Percentage of job-motivated high school students participating in part time jobs/volunteering during the school year (including summer break) (NH)	20.0	50.0	39.3	66.7	66.7	60	high	varied	monitor
Overall agreement that students are taught the adaptive functioning skills to be competent in accessing their community to be interdependent in life beyond high school (NH)	n/a	n/a	93.7	84.0	92.8	85	very high	varied	important
Percentage of graduating students who have had experience in a part-time job in High School (NH)	50.0	50.0	62.5	70.0	66.7	70	high	maintained	monitor
Percentage of employers/work experience supervisors of New Heights students who agree that they would hire an employee/practicum student on the autism spectrum (NH)	n/a	100.0	80.0	87.5	100	90	very high	maintained	monitor

*AE=Alberta Education *NH=New Heights School

Comment on Results:

Our Community Liaison and T2A Coordinator developed a more targeted strategy and implemented it in the 2023-2024 school year for our grade 12 and 12+ students. In 2022-2023 the focus was evaluating and redesigning existing structures, and getting ready to pilot small group and individual implementation in 2023-2024. This was very successful and well received by our students, families and employers. Of the eight students we placed in these targeted work experiences, 5 of them received offers of employment for at least the summer. In 2024-25, the majority of our graduating cohort was on a certificate of completion route and participated in group placements working on employability skills as opposed to individual targeted placements. One

of these students was offered an after-school independent placement at their site, after showing success in the school based placement. Of our three students on the diploma route, one student participated in an individualized placement, and two students were attending on a part time basis and therefore did not participate in a work placement. We are continuing to focus on these targeted placements for our students in their final full year of high school.

By results, parents (79.2%) and teachers (90.9%) agree that students are taught attitudes and behaviors that will make them more successful at work when they finish school.

- We have noted a decline in this area on both the parent and teachers responses. We are monitoring this area closely to see if this becomes a trend or if it may be specific to one year or one cohort.
- Perspective taking and social skills, executive skills and adaptive skills are taught directly as part of regular school programming. According to student need, independent living skills are taught using a hands on approach to build appropriate skills to participate and engage in the Calgary community.
- Job-interested high school students have the option of participating in our T2A program, giving hands-on experience seeking a part time job, potentially obtaining employment in a part time job with a job coach, and support as they gain employment outside of the school.
- Continue emphasis on New Heights high school students taking Work Experience/Practicum courses as part of their programming, for high school Diploma routes, Certificate of Achievement routes, and Certificate of Completion routes.

Through our previous Employment Program (which concluded in 2022.2023), we discovered that managing the demands of both high school and paid employment was impacting our students' mental health and capacity. We now address the priority area of employability by focusing on building the necessary skills through Work Experience courses and volunteering. Our T2A program provides the opportunity and support for students as they are ready to seek paid employment.

In collaboration with our Community Liaison and the T2A Coordinator, we have reimagined and developed a strategy within our existing structure for the Work Experience program to better target building skills for our students during high school. The evaluation and imagined re-design of this program took place in 2022.2023, with a pilot in small groups and with individuals that was implemented in the 2023.2024 school year. In 2024.2025, we continued with small group pilots working towards full implementation in 2025.2026. This redesign will be evaluated and restructured over the next three years to ensure sustainability.

Our Community Liaison works to maintain relationships with our current work experience placements, as well as seek new and meaningful placements for our students. In 2022.2023 we had 10 placements rebuilt after the pandemic restrictions. In 2023.2024 we had 16 placements (with 5 new placements and 11 returning placements). In 2024.2025 we had 11 unique placements, with 1 new placement and 10 returning placements. The only not returning placement was due to inconsistencies in providing work for our students. Our own library expanded its scope as a work experience placement from 1x/week to 3x/week, which allowed us to place more of our high school students at this in-house placement. It is a considerable strength to have this internal work experience placement that offers a familiar and safe environment, with consistent and trusted staff.

Notes (AE&NH):

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. The AECA survey was introduced as a pilot in 2020/21, when participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
4. From 2020-2023, the momentum and success of this program was heavily impacted by the COVID-19 shutdowns and restrictions in the Calgary community. Caution should be used when interpreting trends over time.
5. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

Key Priority: Collaboration for Professional Growth

As a team, we strive for success for all students through: excellence in differentiated instruction, meaningful supports for students, and a reduction in barriers. This includes continuous learning from each other and our students, as staff seek to grow in understanding of experiencing the world with autism.

At New Heights, we have a strong emphasis on growing our staff understanding of the human experience of autism. Our professional development is rooted in building strong relationships, and often includes growth in strategies and tools to develop social communication, emotional regulation, and effective practical supports, including integrated assistive technology, to bridge executive functioning differences. We seek to infuse student interests into the curriculum. This individualization requires teachers and staff who are confident experts in differentiation throughout the school and who are confident in collaborating and sharing feedback with each other.

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2021	2022	2023	2024	2025	2025	Achieving	3 yr trend	status
Percentage of teachers, parents and students satisfied with the overall quality of basic education. (AE)	97.2	94.6	92.6	90	90.4	90	very high	maintained	continue
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (AE)	99.4	96.6	95.8	94.7	92.2	95	very high	declined	monitor
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (AE)	98.6	96.6	96.5	94.7	94.9	95	very high	maintained	monitor
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth (AE)	100.0	85.7	93.9	92.3	84.4	90	intermediate	varied	monitor
Percentage of all staff (incl EAs, Therapists, Program staff) reporting that the school years professional development and in-servicing received from New Heights contributed to their ongoing professional growth and their increased confidence in their practice (NH)	n/a	n/a	100.0	84.6	77.3	90	intermediate	declined	monitor

*AE=Alberta Education *NH=New Heights School

Comment on Results:

New Heights supports teaching and leadership quality through professional learning, supervision and evaluation. All staff members, including Teachers, complete a Professional Growth Plan in the fall of the school year. All staff have a checkpoint in

the year for reflection and evaluation with administration. Official supervision and evaluation happens according to the process for teachers who are on interim professional certificates. An Alberta Education Designated Signing Authority evaluates for permanent professional certificates, alongside administration.

By results, parents (80.7%), teachers (98.5%) and students (92.0%) are satisfied with the overall quality of basic education.

- While the overall percentage remained the same, we have noted a decrease in the parent response of this measure compared to the previous year. This is an area we will monitor to see if it becomes a trend. We are working on a Family Handbook for the fall of 2026, for our families to ensure that they are clearly aware of what our school is offering and our approach.
- During the 2024.2025 school year, New Heights offered a variety of programs including physical education, music, health, art, and communication and technology studies. Our High School students also took part in a Work Experience program and a Workplace Readiness course, as well as Drama, Foods, Art & Design, Outdoor Education, Phys Ed, and 2D/3D CTS for their elective options. Woodworking was offered within the Art & Design and 2D/3D CTS courses.

By results, parents (87.1%), teachers (94.3%) and students (95.2%) agree that students have access to the appropriate supports and services at school.

- While still *very high* achieving, we have noted a slight decrease in parent responses here. This is an area we will monitor to see if it becomes a trend. The upcoming Family Handbook and increased communication with our therapists (i.e. therapy term reports, monthly Coffee and Conversation workshops for parents) will help to provide more clarity on the supports and services offered.
- Perspective taking, social skills, executive functioning skills and adaptive skills are taught directly as part of regular school programming. According to student need, independent living skills are taught using a hands on approach to build appropriate skills to engage in the Calgary community. Our innovative teaching and therapy staff implement a program that includes living, working, playing and getting around effectively in a city like Calgary.
- Our psychologists are available to offer 1:1 student counselling or group counselling for students, focusing on building tools for anxiety, mental health and perspective taking among others.
- Our school therapy team consists of Occupational Therapists, Speech Language Pathologists, Psychologists, an Educational Technologist, and a Family Counsellor. These staff members are in the classrooms throughout the week, as well as, offering small groups and individual sessions as needed for students. Teachers and Educational Assistants collaborate with the multidisciplinary team to design and provide targeted and specialized supports to enable achievement of the learning outcomes; using appropriate universal and targeted strategies and supports to address each student's strengths, learning challenges, and areas for growth.

By results, parents (90.8%), teachers (100.0%), and students (93.9%) agree that their learning environments are welcoming, caring, respectful and safe.

- Social awareness and interactions are areas that we focus on, including response and perspective taking (thinking of others). We continue to provide social communication programs and strategies for students in which these skills are taught directly.
- We provide and teach emergency and safety procedures to ensure a safe learning environment.
- Each month, all of the staff and students come together to participate in whole school activities, allowing the student community to come together and create camaraderie throughout the grades.

By results, teachers (84.4%) agree that the professional development and in-servicing received from New Heights has been focused, systematic and contributed significantly to their ongoing professional growth. New Heights staff (77.3%) agree that professional development and in-servicing received from New Heights has been relevant and has increased their confidence in their practice.

- We have noted a decline in this area as well as a difference in the teacher only response compared to the whole staff response. We will seek to better understand the whole staff perspective through qualitative conversations and focus group discussions.
- The PD in 2024.2025 included sessions on differentiated instruction and strategies, Dysgraphia, ADHD, Gestalt Language Processors, Augmentative and Alternative Communication, math anxiety and strategies, executive functioning, and outdoor learning, among others.
- The literacy and numeracy pilot programs provide meaningful opportunities for professional development for our teachers. We are encouraged by their passion to get involved and contribute to the development and implementation of these programs.
- Our Educational Technologist has continued weekly newsletters, scheduled whole class sessions, and in the moment collaboration with teachers in their classrooms to enhance the use of integrated technology and assistive technology in the classrooms.
- Our Indigenous Resources Lead continued with their mission to effectively infuse indigenous perspectives and experiences in the classroom, creating a heightened awareness of culture, history and issues. Lessons and resources have been collected and created and shared school wide. The goal is for teachers and EAs to more effectively and confidently teach FNMI perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- The global autistic community has been advocating for more neuro-affirming environments, and has been sharing more of their lived experience of certain approaches and programs. As much as possible, we seek to hear directly from autistic professionals providing this type of professional development.

Notes (AE&NH):

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. There were no identified First Nations, Metis, and Inuit students for these measures for New Heights School in 2024-2025. See Appendix D for more information. See the New Heights Education Plan for strategies in this Key Priority.
3. There were no students identified with ESL needs at New Heights for the 2024-2025 school year.
4. The AECA survey was introduced as a pilot in 2020/21, when participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
5. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

Key Priority: A Welcoming Community

New Heights is known by students, parents, and staff as a place that is safe and welcoming. We strive for an environment where our students can build their own identity being wildly themselves, as well as connect with the people and environment around them; allowing the community to benefit from their talents, skills and a different way of thinking.

We seek to embrace, maintain, and when necessary, evolve our unique culture. This community and space creates a special belonging that is such a safe-haven for our students, parents, and staff, and evolving our culture within the school and our PAC, without losing what makes us New Heights, is important. This is why “A Welcoming Community” is known as a key priority for our Society.

Performance Measure	Results (in percentages)				Current	Target	Evaluation		
	2021	2022	2023	2024	2025	2025	Achieving	3 year trend	Status
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (AE)	99.1	97.1	97.1	95.9	95.9	95	very high	maintained	continue
Percentage of staff and parents who are satisfied that families are encouraged and supported in helping their family be successful through their child's educational journey (NH)	n/a	*	93.7	95.1	95.5	90	very high	maintained	continue
Overall percentage of stakeholders satisfied with parental involvement in decisions about their child's education (AE)	93.0	88.5	87.3	90.2	85.3	90	very high	maintained	continue
Overall percentage of stakeholders indicating that the student voice is heard in their school community (NH)	n/a	*	89.9	96.2	91.1	90	very high	maintained	important
Number of active partnerships in the Calgary community who agree they would continue their placements with New Heights staff and students (including work experience partnerships and practicum student partnerships) (NH)	n/a	n/a	100	90.0	100	85	very high	maintained	monitor

*AE=Alberta Education *NH=New Heights School

Comment on Results:

By results, parents (78.5%) and teachers (92.0%) agree that they are satisfied with parental involvement in decisions about their child's education.

- While still achieving at the 'very high' level, we have noted a decrease in the parent response on this measure. We need to hear directly from parents to learn more about their perspective and experience to inform our next steps. We will collaborate with our Board of Directors to gather more information (i.e. surveys and focus groups) in the coming year.
- New Heights provides opportunities for effective communication through quarterly Individualized Program Plan updates and meetings, as well as three Report Card terms over the year. Parent Teacher Interviews are offered twice in the school year, with other parent meetings encouraged between as needed. Our multidisciplinary team involves input from parents, teachers, educational assistants, program assistants, administration, and therapists.
- Communication from the classroom to home is weekly, if not more, and a valued focus throughout the year.

- Our Family School Liaison Counsellor regularly meets and works with parents to support, encourage, and suitably challenge their children during their educational journey and through transitions.
- The New Heights Parent Advisory Council continues to grow capacity. Their mission is to build community and one of their focus areas this year is to develop standard operating procedures for their mainstay initiatives (i.e. Healthy Hunger, welcome back BBQ, Gala, etc.). They continue to use virtual meetings to reduce attendance barriers, while also hosting 1-2 meetings in person as well. The Gala continues to grow and exceed expectations in attendance and funds raised as they seek to grow our contributing community in the city.

New Heights continues to develop connections with local businesses and agencies to further opportunities for students. This includes Work Experience partnerships, practicum student programs at post-secondary institutions, and various programs/agencies for our emerging adults (i.e. Service Providers for Autistic Adults Meetup, SPAAM: a working group of service providers in the Calgary area who are supporting autistic youth in the transition to adulthood).

New Heights students and staff agree that continuing whole school activities, like the Halloween haunted house, the Science Fair, the Talent Show, and the Summer Celebration are important to their school community. We continue to offer new and creative opportunities to our community as well, to ensure we are responding to the various interests and perspectives of our population.

Ensuring that the student voice is heard throughout our plans and improvements for New Heights is important to us. This is a new measure that we continue to actively monitor. Over the past few years, the student council provided input and ideas, as well as a number of student surveys school wide. New Heights has many students who are eager to provide direct and honest feedback about what they like about their school and what could be better. This feedback does inform conversations at staff, administration, and board levels, though through a much slower process than our students would prefer.

Notes (AE&NH):

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AECA survey was introduced as a pilot in 2020/21, when participation was impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. For more information about outcomes, measures, evaluation and strategies to target progress in this Priority, please see the [New Heights Education Plan](#).

Future Challenges

- Continuing to make our building our home; using the space effectively as we plan for future programming.
- Continuing growth in programming while maintaining the priorities of small classroom sizes with a 2:10* ratio of classroom staff to students
- Maintaining New Heights’ unique community and culture, while still evolving, as we have moved from a “small school” context to a larger school community and growing organization.
- Keeping tuition at an affordable level for all school families, and also at a level that meets the needs of our programming. Providing financial assistance for families who otherwise would not be able to send their children to our school.
- Continuing our focus on addressing the changing needs of our students as they mature and transition into adulthood, considering the lack of resources in the country for our population after they turn 18 years old.
- Ensuring we’re keeping up with the promising practices and the voices of the autistic community as we evaluate our programming and implement our educational practices.

* 2:11 in our high school program

Summary of Financial Results

- The school’s dedicated accounting department ensures accuracy and accountability. Spending during the 2024.2025 school year was within budget.

For the 2024.2025 school year:

- Funding was spent on developing and enhancing programs, training and supporting certificated and non-certificated staff, ensuring a safe and caring environment and exceptional programming for students. Funding also provided appropriate materials and supports to continue our program effectively while looking forward to program growth, keeping in mind our school culture, programs, and student population.

For additional financial information, including the Audited Financial Statements for 2024.2025 or the Budget Report for 2025.2026, please contact the New Heights office at 403-240-1312.

See Appendix A for supporting financial results evidence.

Note: Information on donations and fundraising can be found in the Financial Statement.

Whistleblower Protection

- Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report.
- For the 2024.2025 school year, no disclosures of wrongdoing or alleged wrongdoing were reported to the school’s principal or the Society’s executive directors.

Communication and Stakeholder Engagement

The Results Report is published annually following the financial audit, reporting on the data collected over the previous year, and informing the Education Plan for the coming year. The Results Report and Education Plan are evolving through review and targeted discussion with our Board and stakeholders as we continue through the Assurance Model with Alberta Education, as well as, build our programming. Elements of the Results Report and Plan are a work in progress. The evolution of this reporting and planning cycle will require continued stakeholder engagement and the use of meaningful data to inform decision making. This is the fourth complete Results Report after shifting to the Assurance Model. We continue to focus on building our stakeholder engagement as we evolve the model, solidifying the baseline that will develop a data culture, and continue to improve our programming, with measures to track each priority area.

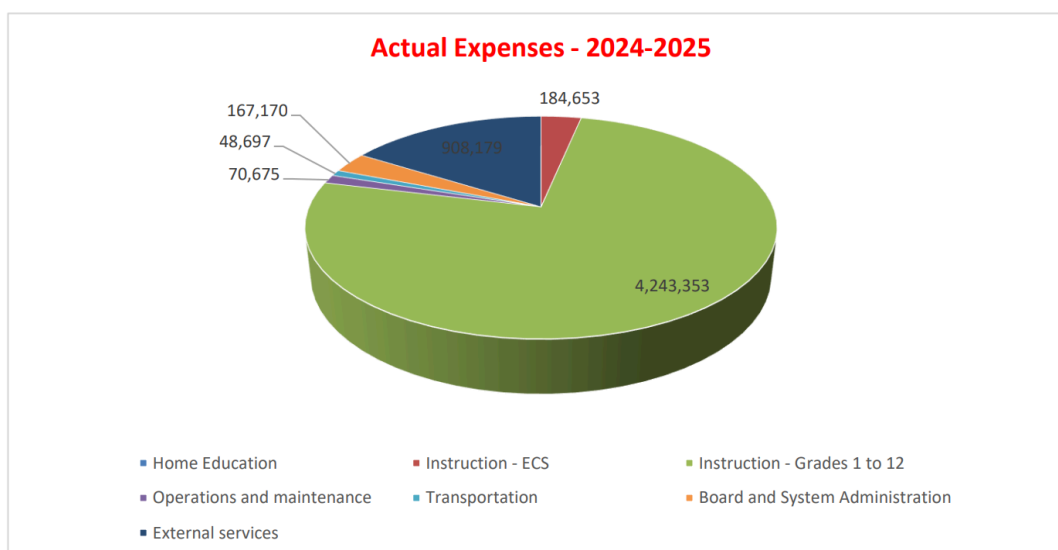
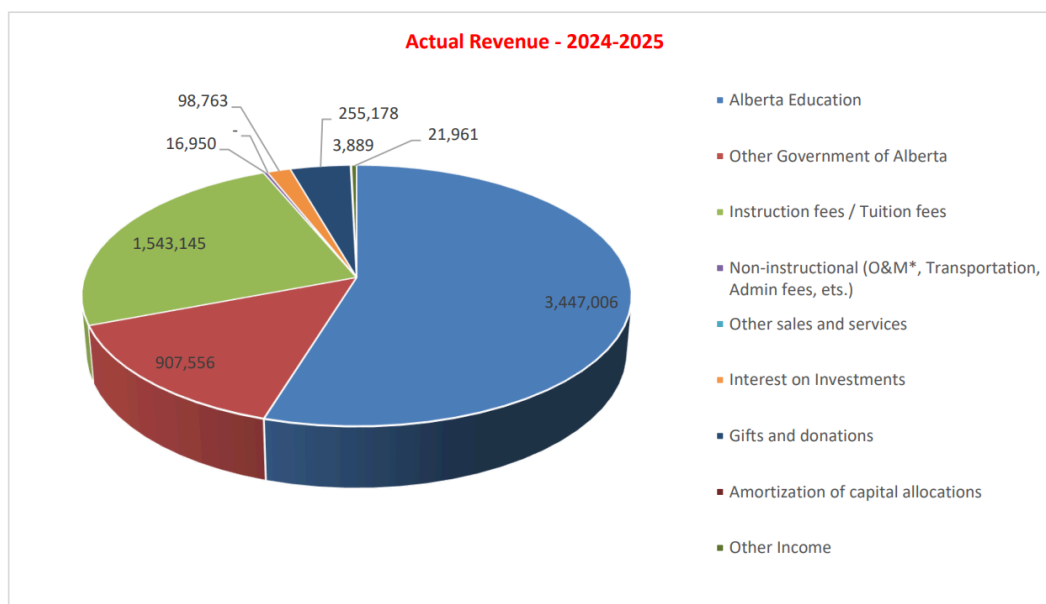
This Results Report is shared via newsletters and our website, to the New Heights community. Priorities and evidence are shared and discussed in meetings with stakeholders, and will include examination and analysis from strategic planning with the New Heights Board of Directors.

Stakeholder involvement was impacted by the leadership transitions and leaves in 2023.24 and 2024.25. During this time, data has been collected in smaller, more informal circles of stakeholders. Specific stakeholder engagement includes quantitative and qualitative surveys, and plans to include focus groups of stakeholders in 2025-2026.

See Appendix B for supporting Timelines and Communication evidence.

Appendix A

Summary of 2024.2025 Financial Reports



Capital Spending 2024-25		
Building (interest and principle paid on mortgage)	\$305,256.60	2024-25 items <ul style="list-style-type: none"> Installed a rock climbing wall New music instruments Playground landscaping Sound proofing session rooms for sensory and confidentiality purposes Specialized furniture to meet sensory needs (tables, chairs, desks)
Building Operations and Management	\$156,881.63	
Furniture and Laptops	\$7,864.09	

Appendix B

New Heights School Assurance Planning, Collecting, Engaging, and Reporting

Assurance Planning Timelines

Date	Task	Communication
Between September and January	Board and Administration begin engagement planning and review strategic planning	<ul style="list-style-type: none"> • Include feedback from parents and students on results & budgeting decisions • Engage on priorities for New Heights • What are the top highlights and accomplishments of New Heights? • What are the top areas for improvement we face at New Heights? • Do we continue to align with our vision and mission?
January 25th-February 19th	Survey window for parents, staff (incl Teachers, EAs, Therapists, school staff), Grades 4-12 students	<ul style="list-style-type: none"> • Student, parents & staff understand the use and implication of the data collected • Communication of what the questions mean • Highlight areas of success and target areas of concern
February/March	Survey results compiled. School budget creation begins.	
March	School Administration begins communication and engagement plans with parents, staff, and students	<ul style="list-style-type: none"> • via newsletter, PAC meetings, focus groups, staff meetings, surveys
March	Expected funding announcements from provincial government to guide Society and School budget planning	
April	Education Plan draft creation compiled	
April	School Budget presented to the Board	
April -- May	Discussions with Board and School Administration	<ul style="list-style-type: none"> • What are the top achievements, highlights and accomplishments as New Heights? • What are the top areas of growth we face at New Heights? • How did we collaborate to develop the plan with stakeholders? What were the competing priorities? • What are we learning from the results? • How has the Assurance Plan translated into the budget? What initiatives were proposed but scaled back due to budget? How do we prioritize?
March, April, May, June	Individualized comprehensive math and reading testing for Grade 3, 6, 9 cohort students	School level: Teachers, Admin, students
May	Education Plan presented to the Board	

May 30th	Education Plan submitted to Alberta Education	
May 30th	School Budget submitted to Alberta Education	
May-June	PATs and Diploma Exams	School level: Admin, Teachers, Students
August	Annual data collection for T2A programming and year end report; planning meetings with stakeholders	Program level: Coordinator, coaches, parents, emerging adult participants
Sept 15-Oct 30	Reading inventories and math testing for returning Grade 3, 6, 9 cohort students	School level: Teachers, Admin, Students
October-December	Comprehensive subject based testing for individual incoming students to determine baseline and inform teaching	School level: Teachers, Admin, students
October	School & ECS Financial Audit starts	
November	Education Results compiled for reporting (incl Winter/Spring surveys and focus groups, Spring/Fall achievement data, Employment Program and T2A Program data)	
November Board meeting	Audited Financial Statements presented to the Board	
November Board meeting	Compiled Results Report presented to the Board	
End of November	New Heights AGM with Audited Financial Statements and Results Report presented to the stakeholders	Board and all stakeholders <ul style="list-style-type: none"> • Engage parents & staff on priorities for New Heights to inform the Education Plan • Engage parents & staff on budgeting decisions to inform the Education Plan
November 30th	Audited Financial Statements submitted to Alberta Education	
November 30th	Annual Education Results Report submitted to Alberta Education via website	
December/January	Annual Education Results Report communicated to stakeholders	All parents, staff & students via AGM, newsletter and website <ul style="list-style-type: none"> • Gather feedback on the results from staff and parents to inform school reflections

Appendix C: Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 0077 New Heights School and Learning Services Society

Assurance Domain	Measure	New Heights School & L.S.S			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.3	82.9	89.1	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	91.7	91.0	93.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	74.5	34.0	59.7	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	92.0	*	56.5	87.1	88.1	87.9	Very High	Improved	Excellent
	PAT9: Acceptable	10.0	5.6	3.6	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	5.0	0.0	0.8	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	*	59.1	59.1	82.0	81.5	80.9	*	*	*
	Diploma: Excellence	*	9.1	9.1	23.0	22.6	21.9	*	*	*
Teaching & Leading	Education Quality	90.4	90.0	92.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.9	94.7	95.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	92.2	94.7	95.7	80.1	79.9	80.7	Very High	Declined	Good
Governance	Parental Involvement	85.3	90.2	88.7	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

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

Measure Evaluation Reference

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 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

Improvement Table

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

The table below shows the definition of the 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.

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

Appendix D: FMNI Required Alberta Education and Childcare Assurance Measures - Overall Summary

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 0077 New Heights School and Learning Services Society (FNMI)

Assurance Domain	Measure	New Heights School & L.S.S (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	n/a	n/a	59.8	58.6	58.4	*	n/a	n/a
	5-year High School Completion	*	n/a	n/a	69.7	69.4	69.6	*	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	41.6	41.4	40.4	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	6.3	6.1	5.7	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Source Data Reference

Fall 2025

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
	Citizenship	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025
	3-year High School Completion	2023/2024	2022/2023	School Years 2020/2021, 2021/2022, 2022/2023	2015/2016 to 2017/2018	Apr 04, 2025
	5-year High School Completion	2023/2024	2022/2023	School Years 2020/2021, 2021/2022, 2022/2023	2015/2016 to 2017/2018	Apr 04, 2025
	PAT9: Acceptable	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2011/2012 to 2013/2014	Sep 15, 2025
	PAT9: Excellence	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2011/2012 to 2013/2014	Sep 15, 2025
	Diploma: Acceptable	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2013/2014 to 2015/2016	Aug 27, 2025
	Diploma: Excellence	2024/2025	2023/2024	School Years 2022/2023, 2023/2024	2013/2014 to 2015/2016	Aug 27, 2025
Teaching & Leading	Education Quality	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
	Access to Supports and Services	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2021/2022 to 2023/2024	May 01, 2025
Governance	Parental Involvement	2024/2025	2023/2024	School Years 2021/2022, 2022/2023, 2023/2024	2003/2004 to 2005/2006	May 01, 2025

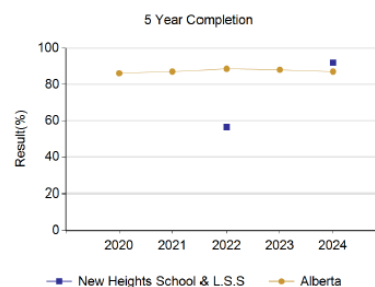
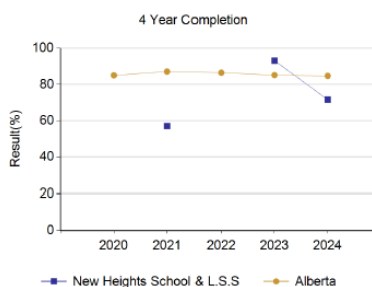
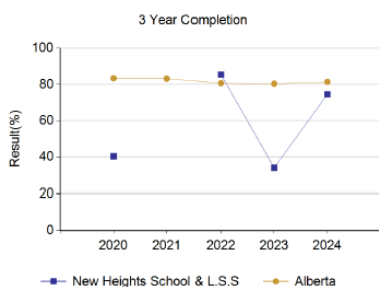
Appendix E: High School Rates

High School Completion Rates - Measure History

Authority: 0077 New Heights School and Learning Services Society

Province: Alberta

	New Heights School & L.S.S											Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	6	40.3	4	*	9	85.4	13	34.0	10	74.5	Intermediate	Maintained	Acceptable	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	2	*	6	57.0	4	*	9	93.1	13	71.6	Low	Maintained	Issue	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	5	*	2	*	6	56.5	4	*	9	92.0	Very High	Improved	Excellent	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1



Notes:

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

Appendix F

PAT Results Course by Course Summary with Measure Evaluation table

Course	Measure	New Heights School & L.S.S							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	*	*	*	11	*	n/a	n/a	50,053	64.1	59,230	67.4
	Standard of Excellence	*	*	*	11	*	n/a	n/a	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	*	*	*	10	*	n/a	n/a	59,391	69.8	57,676	70.4
	Standard of Excellence	*	*	*	10	*	n/a	n/a	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	*	*	*	10	*	n/a	n/a	58,911	51.7	57,012	53.5
	Standard of Excellence	*	*	*	10	*	n/a	n/a	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	*	*	*	10	*	n/a	n/a	59,453	68.6	57,692	66.9
	Standard of Excellence	*	*	*	10	*	n/a	n/a	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	*	*	*	10	*	n/a	n/a	59,472	60.5	57,717	59.4
	Standard of Excellence	*	*	*	10	*	n/a	n/a	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

Notes:

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

Appendix F - continued

Diploma Exam Results Course by Course Summary with Measure Evaluation table

Course	Measure	New Heights School & L.S.S								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	n/a	n/a	n/a	n/a	n/a	n/a	n/a		35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a		21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	*	*	*	3	*	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
	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
	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	n/a	n/a	n/a	n/a		22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a		17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a		17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a		27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a		27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		21,438	40.6	19,160	37.5
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		11,366	85.6	9,598	83.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	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	6	33.3		9,027	79.6	8,223	80.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	16.7		9,027	26.2	8,223	23.9

Notes:

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