



Annual Education Results Report (AERR)

2022-2023

Mission

We design engaging, dynamic, student-centered experiences that nurture a caring, inclusive culture and instill a love of learning.

Vision

To be a beacon of possibility for richly personalized, engaging learning experiences that empower learners to pursue lives of passion and purpose.



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MESSAGE

FROM THE BOARD CHAIR

The 2022-2023 school year marked the beginning of our fifth decade. For over 40 years, Calgary Academy has supported students with unique learning needs meet and exceed their own expectations of what is possible. This work has been accomplished by dedicated staff, engaged families, and an unwavering commitment to student needs.

As we looked to the next 40 years, the second year of the 2021-2025 Strategic Plan well-positioned the school to build off a very strong history and strive to do better for our students every year. We are very optimistic that our school leaders continue to build toward future-proofing student success, striving to enable all learners to thrive in a rapidly-changing world.

The results of this document showcase school successes and areas for growth, and the Board is confident that the resources and people are in place to further strengthen Calgary Academy and ensure the school can continue to support students and their families for generations to come.

What we do as a school is ultimately measured in the number of student lives we can impact and change for the better. On behalf of the Board of Calgary Academy, thank you and congratulations to everyone who was part of making 2022-2023 another successful school year.

Gary Purcell

Board Chair
Calgary Academy Society



Learners are successful.



Learning is engaging
and innovative.



Community is nurtured
and celebrated.

INTRODUCTION

The priority of Alberta's K-12 education system is the success of every child in school. As a school authority, Calgary Academy (CA) is responsible for providing assurance to its students, parents, staff, Board members, alumni, and the public that it is fulfilling its responsibilities, and that Calgary Academy students are successful.

Enrolment for the 2022-2023 school year consisted of students spread across four program areas:

Early Years	Academy	Collegiate	Blended+
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Please note: Calgary Academy cannot report the number of First Nations, Métis, or Inuit (FNMI), or English as an Additional Language (EAL) learners, as data values of fewer than six in a specific grade are not reportable.

This document combines required provincial reporting measures (denoted as "AE Measures" in the document) with internal Calgary Academy satisfaction survey results (denoted as "CA Measures") to provide a comprehensive overview of student, parent, and staff perspectives on Calgary Academy's progress to actualizing its 2021-2025 Strategic Plan.

Alberta Education and Calgary Academy have similar priorities. Outlined in this document you will find:

ALBERTA EDUCATION DOMAINS	CALGARY ACADEMY GOALS
Student Growth and Achievement	Learners are successful
Teaching and Leading	Learning is engaging and innovative
Learning Supports	
Governance	Community is nurtured and celebrated
Local and Societal Context	

Calgary Academy is committed to sharing its successes and learning from its challenges. Information contained in the 2022-2023 Annual Education Results Report is accessible through the Calgary Academy website at calgaryacademy.com/alberta-ed-results and will be posted no later than November 30, 2023.

This Annual Education Results Report is just one step in an annual continuous improvement cycle. In March, the Calgary Academy community will come together to develop and confirm the strategies and priorities for the next school year. Beginning in September of each school year, the learning community will collectively take action on implementing those strategies. In February and June, data will be collected by Calgary Academy and Alberta Education which inform how effectively progress has been made. Lastly, through the Annual Education Results Report in November, the community will explore the results, and look to inform decisions and action required as a result of what is documented within this publication.



SUMMARY OF ACCOMPLISHMENTS

Through the Alberta Education Assurance Measures, our annual Calgary Academy Satisfaction Survey, and anecdotal performance and feedback from our community, we are proud to share the results of the 2022-2023 school year with our community and reflect on our progress.

It was another exciting school year, with continued record enrolment, and one of our largest graduating classes in the history of the school. We saw enormous growth in our student-clubs such as CATV, and innovative classroom projects such as the Grade 8 podcast program ReadCAst, and a creative partnership between our Construction Lab classes and SportChek.

The Blended+ program remains a highlight of CA, expanding from Grades 9-10 in its first year to being a full Grades 9-12 program in year two. The program also graduated its first students in 2023! Feedback from students and parents about the program continues to be very positive, and we look forward to the future of this program and its students.

Extensive work was conducted, but not yet completed, in several of our Year 2 strategies, which implementation will carry on into the 2023-2024 school year. These initiatives include our Portrait of a CA Learner, evolutions in our literacy and numeracy practices, our work on realigning our REACH principles with the community and building out our alumni and parent ambassador programs.

Pillars of the CA experience continued in the 2022-2023 school year, with two groups of students and staff traveling to Tanzania for the altruism-based spring break program, International Travel Studies. Our Junior and Senior drama productions performed in front of sold out crowds, and our Knights Athletics teams had fun, competitive, and successful seasons in the 11 sports we field teams across.

Our annual Student Showcase recipients were Grade 7 student Kiera R. for her roles in the Junior School drama productions and her work as a student ambassador, and Grade 10 student Addison H. for her photography skills and passion, and her time management skills. Staff were recognized through the Exemplary Practice award, honouring educators Erica Bayley and Jason Valteau for their innovative instructional practices, and Creative and Web Lead Christine Talukdar for her creative leadership, design expertise, and digital stewardship. You can read more about these accomplishments on the [Calgary Academy website](#).

We were very pleased to see growth in our Provincial Achievement Test and Diploma Examination marks, across all subjects, particularly in student achieving the Acceptable standard - Provincial Achievement Test results rose by over 18% and Diploma Examinations rose by 16%.

There is no greater privilege than to lead and work alongside dedicated, talented educators and staff so committed to supporting CA students. Our work is ever ongoing, and we know we have the best team possible to continue to grow and improve as a school community.

As always, our biggest thank you goes to our students and their families. Thank you for trusting Calgary Academy as your school, and we promise, the best is yet to come!

Dr. Greg Bass
President and CEO

Timothy Carlson
Principal

**Respect**

Acceptance and compassion towards themselves, others and their surroundings.

Enthusiasm

A passion for living, learning, and the ability to bring positivity and energy to every experience.

Altruism

A concern for the welfare of others without anticipation of reward and an understanding that our actions help us become the people we admire.

Commitment

The self-motivation to set goals and work relentlessly to achieve them—when it's easy and when it's challenging.

Honesty

Sincerity and integrity towards themselves and others, and the recognition that this is the foundation of meaningful relationships.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Calgary Academy for the 2022-2023 school year was prepared under the direction of the Board of Governors 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 2022-2023 was approved by the Board on November 27, 2023.



Gary Purcell, Board Chairman

November 27, 2023

Date

SCOCA
SCHOOL COUNCIL OF CALGARY ACADEMY

SCHOOL COUNCIL

The School Council of Calgary Academy (SCOCA) was consulted during the development of the Annual Education Results Report according to guidelines and expectations outlined by Calgary Academy and Section 12 of the School Councils Regulation.



Shayne Arnold, School Council of Calgary Academy President

November 20, 2023

Date

WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022-2023 school year.

CALGARY ACADEMY

PILLAR SUMMARY

The Pillar Summary showcases progress made towards the 2021-2025 Calgary Academy Strategic Plan.

OUTCOME	CALGARY ACADEMY			MEASURE EVALUATION		
	CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE	ACHIEVEMENT	IMPROVEMENT	OVERALL
GOAL ONE: Learners are Successful						
Learners are resilient, confident, connected, and self-aware	88.7	91.2%	90.0%	N/A	Significant Decline	N/A
Learners develop foundational and higher order numeracy and literacy skills	88.7	91.0%	89.8%	N/A	Significant Decline	N/A
Learners develop competencies to succeed in a changing global society	87.4	89.9%	88.6%	N/A	Significant Decline	N/A
GOAL TWO: Learning is Engaging and Innovative						
Learning is empowering, effective, and measurable	84.9	87.4%	86.2%	N/A	Significant Decline	N/A
Learning opportunities foster student engagement	85.5	87.7%	86.6%	N/A	Not Significant	N/A
Learning is creative, collaborative, and experiential	89.4	91.1%	90.2%	N/A	Not Significant	N/A
GOAL THREE: Community is Nurtured and Celebrated						
Shared ownership, responsibility, and belonging fuel the learning environment	90.8	92.3%	91.6%	N/A	Not Significant	N/A
Connections to alumni and parents strengthen the school community	90.9	93.4%	92.2%	N/A	Not Significant	N/A
Community engagement is meaningful, impactful, and inclusive	84.7	85.9%	85.3%	N/A	Not Significant	N/A

Notes on Calgary Academy Pillar Summary

1. In spring of 2022, Calgary Academy refined its annual Satisfaction Survey to align to the new 2021-2025 Strategic Plan.
2. Calgary Academy Pillar Summary results are based on a satisfaction survey administered by a third party in May-June of 2023 to all staff and Board members, Grade 4-12 students, and all parents. In total, 472 surveys were completed by students, 68 by parents, and 124 by staff and Board members, for a total of 664 surveys.

ALBERTA EDUCATION

ACCOUNTABILITY PILLAR SUMMARY

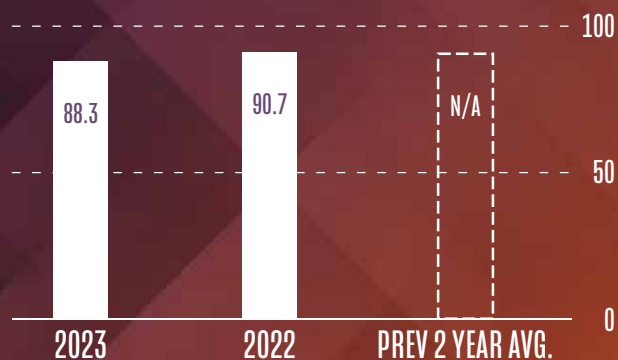
MEASURE CATEGORY	MEASURE	JURISDICTION RESULTS			PROVINCIAL RESULTS			MEASURE EVALUATION		
		CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE	CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE	ACHIEVEMENT	IMPROVEMENT	OVERALL
Student Growth and Achievement	Student Learning Engagement	86.5	88.2	88.2	84.4	85.1	85.1	N/A	Maintained	N/A
	Citizenship	85.1	88.9	87.5	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	97.3	96.8	93.8	80.7	83.2	82.3	Very High	Improved	Excellent
	5-year High School Completion	96.6	96.8	94.7	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	80.1	61.9	N/A	63.3	64.3	N/A	High	N/A	N/A
	PAT: Excellence	15.9	12.6	N/A	16.0	17.7	N/A	Maintained	N/A	N/A
	Diploma: Acceptable	61.2	44.8	N/A	80.3	75.2	N/A	Very Low	N/A	N/A
	Diploma: Excellence	5.5	6.6	N/A	21.2	18.2	N/A	Very Low	N/A	N/A
Teaching & Leading	Education Quality	91.8	93.5	93.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	92.1	92.1	84.7	86.1	86.1	N/A	Declined	N/A
	Access to Supports and Services	91.0	92.1	92.1	80.6	81.6	81.6	N/A	Maintained	N/A
Governance	Parental Involvement	90.5	88.7	88.4	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes on Alberta Education Pillar Summary

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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9^e année), French Language Arts (9^e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

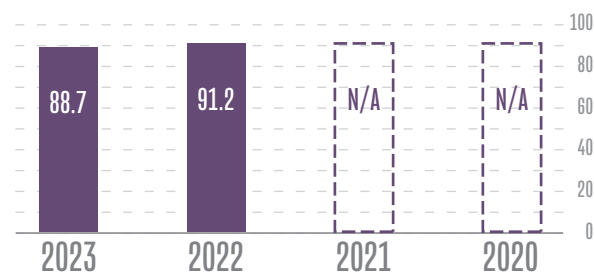
GOAL ONE

Learners are successful.

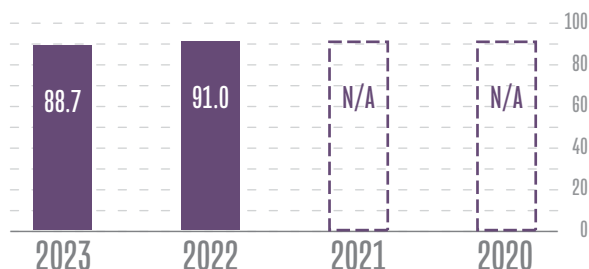


Extensive work was completed collaboratively with staff, parents, students, and alumni around the competencies that will ultimately inform CA's Portrait of a Learner, with indication that student resilience and agency will be key areas for emphasis. Based on Calgary Academy's local measures, students feel welcome at school and confident they can succeed.

There was high satisfaction among students and parents with the promotion of healthy lifestyle choices. An area of focus continues to be supporting staff with their wellness and work/life balance.



Learners are resilient, confident, connected, and self-aware.



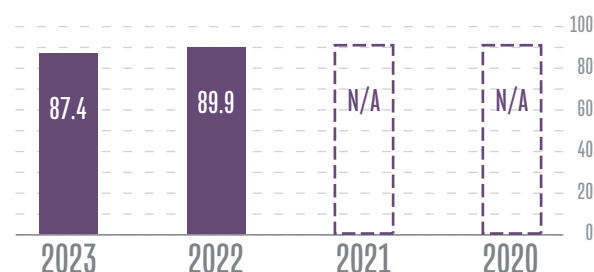
Learners develop foundational and higher order numeracy and literacy skills.

Extensive work was completed in the 22/23 school year around literacy and numeracy, led by the internal Learning Team. Staff satisfaction with the in-school resources and supports available was very high, and student satisfaction around access to supports and services at school continues to hold steady at 96%.

There was also high satisfaction across all stakeholders that instruction is meeting the needs of each student, a measure for celebration for the 22/23 school year!

The competency progression work established in the 21/22 school year continued in 22/23 and has integrated with the Portrait of a Learner initiatives.

Ensuring Calgary Academy students are prepared for both the world they live in, and the world they will graduate into, is a top priority for every educator in the building.



Learners develop competencies to succeed in a changing global society.



Calgary Academy believes that we are all learners and Goal 1 is all about building a strong foundation for success.

In 22/23, the Goal 1 strategies began to weave together and inform one another in a cohesive way. Research-backed literacy and numeracy practices were documented and aligned into core CA instructional practice. Work on the future-focused Portrait of a Learner will ensure both students and staff actively work to develop competencies that will make them stronger learners.



GOAL ONE

OUTCOME 1: Learners are resilient, confident, connected, and self-aware.

MEASURE CA

Percentage of students who understand how they learn best.

	22/23	21/22	20/21	19/20
Students	89	89	N/A	N/A



A key part of Calgary Academy teachers implementing the Balanced Assessment Framework is helping students to understand how they learn best. The school will continue to work with students to demystify their learning challenges.

MEASURE CA

Percentage of students who feel connected, confident, and resilient.

	22/23	21/22	20/21	19/20
Students	87	89	90	92



This local measure is a roll-up of several questions including "I feel welcome at school," "teachers help me when I need it," "I am confident I can succeed in school," and "I am happy to go to school." Calgary Academy will continue work with the We are All Knights House System, and the REACH redesign committee.

MEASURE CA

Percentage of students, parents, and staff who agree students and staff model the principles of REACH.

	22/23	21/22	20/21	19/20
Students	89	95	93	95
Parents	92	94	95	97
Staff	83	89	93	95
Overall	88	93	94	96



The REACH Principles – Respect, Enthusiasm, Altruism, Commitment, and Honesty – are key elements of the Calgary Academy experience. Significant efforts were made in the 22/23 school year to bring the community back together to showcase and recognize REACH in action. A group of teachers have formed a REACH redesign committee to lead this work.

MEASURE CA

Percentage of staff who feel satisfied the school provides a reasonable work/life balanced environment.

	22/23	21/22	20/21	19/20
Staff	66	68	64	74



Extensive work was undertaken in 22/23 to understand staff needs through the Guarding Minds at Work survey, and through in-person discussions with leadership. This measure reflects the need for continued focus on prioritizing work/life balance efforts across the organization, providing staff mental health supports, and continuing our focus on wellness.

GOAL ONE

OUTCOME 1: Learners are resilient, confident, connected, and self-aware.

MEASURE CA

Percentage of teachers, parents, and students satisfied with the promotion of healthy lifestyle choices.

	22/23	21/22	20/21	19/20
Students	90	93	N/A	N/A
Parents	95	95	N/A	N/A
Staff	78	83	N/A	N/A
Overall	88	90	N/A	N/A



Calgary Academy is very pleased to see high satisfaction from students and parents with respect to this measure, and will continue to work on supporting staff. Both the MindUP and Open Parachute programs will help students with this work.

MEASURE AE

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

	2023		2022		2021		2020	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	79.6	76.6	82.9	77.7	84.8	79.8	N/A	N/A
Parents	94.3	85.6	96.5	86.9	96.3	88.2	N/A	N/A
Staff	94.2	92.0	96.9	93.6	98.4	95.3	N/A	N/A
Overall	89.4	84.7	92.1	86.1	93.1	87.8	N/A	N/A

MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	Declined	N/A



There has been a two-year decline in this measure since it was introduced, and student agreement is particularly low around respecting each other and treating each other well. This is in direct opposition to the REACH Principles and many community building initiatives at the school. Work will be done to further explore these results with students throughout the 23/24 school year through a new task force on Student Culture.

TARGET
93

MEASURE AE

Teacher, parent and student agreement that students model the characteristics of active citizenship.

	2023		2022		2021		2020	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	73.6	71.3	77.5	72.1	77.6	74.1	73.4	73.8
Parents	89.0	79.4	92.0	80.4	92.6	81.4	87.8	82.4
Staff	92.7	90.3	97.2	91.7	97.9	94.1	97.2	93.6
Overall	85.1	80.3	88.9	81.4	89.4	83.2	86.1	83.3

MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Declined	Good



This was the second year of an overall decline in agreement. While many initiatives took place to support culture and community in 22/23, the biggest declines were in measures related to students following the rules. This will be an area of focus for the upcoming year with a goal of improving student agreement to 80% through engaging students in work around Competencies of a Learner.

TARGET
90

See Alberta Education's Measure Evaluation Reference Table on **page 38** for more information.

GOAL ONE

OUTCOME 2: Learners develop foundational and higher order numeracy and literacy skills.

CA MEASURE UNDER DEVELOPMENT

Number of students meeting the literacy and numeracy outcomes in the Alberta Education progressions.



This is a non-survey measure for Calgary Academy, and will be reported for the first time in the 2023-2024 Annual Education Results Report.

MEASURE CA

Percentage of students, parents and teachers who agree instruction meets the needs of each student.

	22/23	21/22	20/21	19/20
Students	91	93	92	96
Parents	85	91	95	94
Staff	91	95	89	94
Overall	89	93	92	95



This is an area of celebration for Calgary Academy, with high satisfaction from all stakeholders. Extensive supports are provided through the new staff training program to support teachers in this work.

MEASURE CA

Percentage of staff satisfied with the in-school resources and support provided to address numeracy and literacy learning challenges.

	22/23	21/22	20/21	19/20
Staff	94	90	N/A	N/A



Additional staff were hired in 21/22 to support literacy and numeracy. This measure is an area of celebration, and an indication staffing up in these areas is having a positive impact. The school implemented learning menus, UFLI implementation, and math coherence with Jump Math in Junior School.

MEASURE CA

Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.

	22/23	21/22	20/21	19/20
Students	96	97	97	97
Parents	80	90	N/A	N/A
Staff	86	84	N/A	N/A
Overall	87	90	N/A	N/A



Lower parent satisfaction in this measure will be explored in the coming year as there are more academic supports in place than ever before. Parents may not be aware of all the supports in place, and the school will work on improving this measure for 23/24. The school will launch a Learning Cafe for parents in January 2024 to help inform them of the supports available.

GOAL ONE

OUTCOME 2: Learners develop foundational and higher order numeracy and literacy skills.

MEASURE AE

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

	2023		2022		2021		2020	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	82.9	79.9	86.3	80.1	88.4	80.2	N/A	N/A
Parents	93.3	75.7	93.9	77.4	92.5	78.9	N/A	N/A
Staff	96.9	86.2	95.9	87.3	97.3	88.7	N/A	N/A
Overall	91.0	80.6	92.1	81.6	92.7	82.6	N/A	N/A

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	Maintained	N/A



Calgary Academy will be exploring this measure with students in the year ahead. Non-academic support appears to be the leading cause of this drop. The school has added more Educational Assistants for 23/24, as well as mental health programming: MindUp for Kindergarten-Grade 8, and Open Parachute for Grades 9-12, and will be examining Senior School supports, specifically around additional writing and math support.

TARGET
94

MEASURE AE

Overall percentage of students in Grades 6 and 9 who achieved the acceptable and excellence standard on Provincial Achievement Tests.

	2023		2022		2021		2020	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Acceptable	80.1	63.3	61.9	64.3	N/A	N/A	76.2	73.6
Excellence	15.9	16.0	12.6	17.7	N/A	N/A	11.1	19.9

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
High	N/A	N/A
Maintained	N/A	N/A



Calgary Academy was very pleased to see growth in Provincial Achievement Tests, particularly with respect to the Acceptable Standard. Work will continue on study skills and test-taking strategies. Calgary Academy students far exceeded the provincial average, indicating the in-house Emerging Writers program is having positive impact.

ACCEPTABLE
TARGET
75

EXCELLENCE
TARGET
12

MEASURE AE

Overall percentage of students in Grade 12 who achieved the acceptable and excellence standard on Diploma Examinations.

	2023		2022		2021		2020	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Acceptable	61.2	80.3	44.8	75.2	N/A	N/A	N/A	N/A
Excellence	5.5	21.2	6.6	18.2	N/A	N/A	N/A	N/A

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very Low	N/A	N/A
Very Low	N/A	N/A



There was massive growth in students achieving the acceptable standard on Diploma examinations. While the Excellence standard will always be largely variable with Calgary Academy's student population, work will continue in the 23/24 school year around additional preparation programs, adjustments to the school schedule, and course recommendations.

ACCEPTABLE
TARGET
75

EXCELLENCE
TARGET
12

Full course results for Provincial Achievement Tests and Diploma Examinations can be found on the [Calgary Academy website](#).

See Alberta Education's Measure Evaluation Reference Table on [page 38](#) for more information.

GOAL ONE

OUTCOME 3: Learners develop competencies to succeed in a changing global society.

MEASURE CA

Percentage of students who agree they have learned about First Nations, Métis, and Inuit perspectives.

	22/23	21/22	20/21	19/20
Students	86	89	89	86



While there is a slight drop in student satisfaction, overall this measure remains very high. Calgary Academy remains committed to its Reconciliation journey and many initiatives are underway to provide staff background and resources to support students. Additional information is available on Page 30.

MEASURE CA

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	22/23	21/22	20/21	19/20
Students	79	82	82	87
Parents	80	89	92	93
Staff	85	88	89	93
Overall	81	86	88	91



This will be an area for exploration for the 23/24 school year to better understand the concerns among students and parents. Work on the Portrait of a Learner will clarify the school's position on future-focused competencies.

MEASURE CA

Percentage of students satisfied they are being taught the skills and attitudes to be flexible and accept change.

	22/23	21/22	20/21	19/20
Students	90	90	91	94



This measure remains very high and an area of celebration for Calgary Academy. Resilience will be a focus in the school's Competency of a Learner work, and will be reinforced through mental health supports for students.

GOAL ONE

OUTCOME 3: Learners develop competencies to succeed in a changing global society.

MEASURE AE

High School Completion Rate of students within three, four, and five years of entering Grade 10.

	2022		2021		2020		2019	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
3 Year Completion	97.3	80.7	96.8	83.2	90.3	83.4	94.3	80.3
5 Year Completion	96.6	88.6	96.8	87.1	94.7	86.2	92.7	85.3

MEASURE EVALUATION			
ACHIEVEMENT	IMPROVEMENT	OVERALL	
Very High	Improved	Excellent	3 Year Completion
Very High	Maintained	Excellent	5 Year Completion



While every student that enters Calgary Academy in Grade 10 and remains at the school until graduation completes high school, it was an area of celebration to see growth in the completion rate of students that leave Calgary Academy prior to graduation.

TARGET
98

MEASURE AE

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

	2023		2022		2021		2020	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	87.8	85.7	90.2	85.9	89.9	86.3	89.6	87.8
Parents	90.6	84.4	93.9	86.1	92.7	86.7	92.4	86.7
Staff	96.4	94.4	96.4	95.0	97.4	95.7	96.1	96.4
Overall	91.8	88.1	93.5	89.0	93.3	89.6	92.7	90.3

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Maintained	Excellent



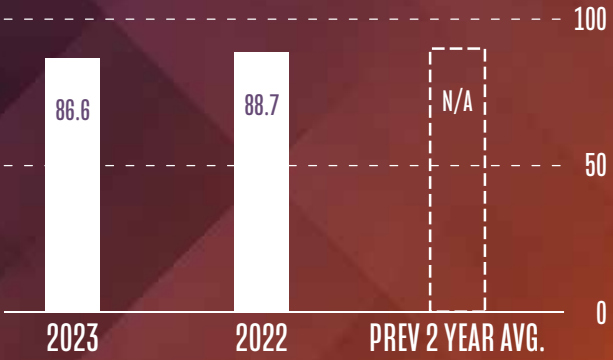
The school believes addressing other areas in the AERR will continue to improve this measure over time. Calgary Academy will closely monitor student and parent agreement in this measure in the upcoming year, particularly with respect to agreement around school work being challenging and interesting.

TARGET
94

See Alberta Education's Measure Evaluation Reference Table on page 38 for more information.

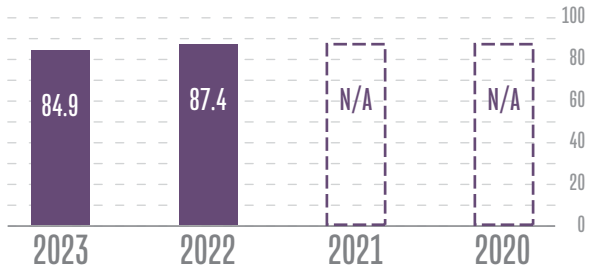
GOAL TWO

Learning is Engaging and Innovative.

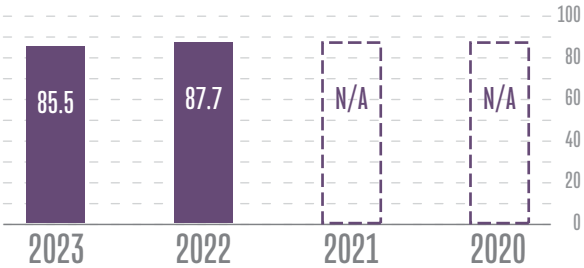


Refinements to the K-8 progress reporting system continued in 22/23, and modernizations occurred in Grades 9-12. This work was led by Calgary Academy's in-house Assessment Lead, with the support of a committee of educators consulting and supporting the implementation.

Assessment is a field of ongoing improvement, and work will continue with students, parents, and teachers to continue to build the capacity and fluency of everyone in the building.



Learning is empowering, effective, and measurable.

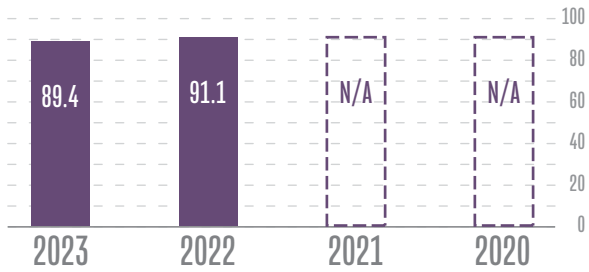


Learning opportunities foster student engagement.

Calgary Academy was very excited to launch the We Are All Knights House System in 22/23, an initiative directly tied to the Strategic Plan and based on student requests for more whole-school activities. The inaugural year saw students and staff sorted into one of four House colours, and friendly competition throughout the year in areas aligned to REACH, particularly altruism and enthusiasm.

The House System is intended to become a permanent tradition of Calgary Academy, uniting students and staff from Kindergarten to Grade 12 together.

Calgary Academy saw a significant increase in experiential and creative learning projects in the 22/23 school year. From a Junior School class completing a virtual book club via podcasting, to hands-on bike building in the Construction Lab through a partnership with SportChek, to active math instructional design and assessment, and the Outdoor Education program's trip to Juan de Fuca, Calgary Academy students were learning on- and off-campus in many different ways.



Learning is creative, collaborative, and experiential.



Goal 2 nurtures a love of learning, connecting passion and purpose.

Engaging, experiential, and effective learning can be some of the most incredible moments to witness. Students across the entire school came together to support local Calgary organization, Closer to Home, with the annual Adopt-a-Family initiative, providing holiday gifts and much-needed essentials to families in need.

Annual traditions such as the Integrated Studies Forest of Fright event took place in October, delighting and frightening students and staff. Other classes launched robots off the back field to learn aerodynamics, or had guest speakers like Calgary Poet Laureate Wakefield Brewster joining the school as an Artist in Residence for a week.

Staff worked on their learning as well, traveling to conferences across Canada and North American to learn from their peers, and sharing and applying their knowledge within the school's walls, to ultimately better help staff support their students.



GOAL TWO

OUTCOME 1: Learning is empowering, effective, and measurable.

MEASURE CA

Percentage of staff satisfied with the support given to create and implement their professional growth plans.

	22/23	21/22	20/21	19/20
Staff	87	77	N/A	N/A



The improvement in this measure is a significant area for celebration. A new role of Assistant Principal of Teacher Growth was added in the 22/23 school year to work directly with teachers and a second role was added in 23/24 to better support the entire school alongside the People and Culture team.

MEASURE CA

Percentage of staff satisfied with the process used to help them maintain and improve their performance.

	22/23	21/22	20/21	19/20
Staff	83	74	N/A	N/A



Growth in this measure is an area for celebration, as simplified Portfolio practices were implemented in 22-23 in response to school-based staff requests for support. Continuing to support staff performance is an area of emphasis for 23/24.

MEASURE CA

Percentage of staff satisfied that their professional learning has positively impacted their instruction and/or organizational effectiveness.

	22/23	21/22	20/21	19/20
Staff	79	86	85	90



While satisfaction decreased, numerous professional learning initiatives were paused in 22/23 at the request of staff struggling with a full return to in-person learning. The school refocused to allow staff time to incorporate learning by clearing Friday afternoons of commitments. The school hopes to reintroduce relevant professional learning in 23/24.

MEASURE CA

Percentage of students, parents, and staff who agree students and staff are engaged in learning at school.

	22/23	21/22	20/21	19/20
Students	82	86	86	89
Parents	86	89	93	95
Staff	90	87	93	92
Overall	86	87	91	92



Engagement in learning is a core focus for Calgary Academy. High satisfaction in parents and staff is worth noting, but the school will be focused on working with student to better understand the decline in satisfaction at the student level in the upcoming year. The work supporting student mental health and wellness may also impact this measure in the future.

GOAL TWO

OUTCOME 1: Learning is empowering, effective, and measurable.

MEASURE CA

Percentage of students, parents, and teachers who agree student assessment information improves learning.

	22/23	21/22	20/21	19/20
Students	91	92	94	96
Parents	83	93	92	93
Staff	82	87	83	88
Overall	91	91	90	92



This work is directly impacted by the Balanced Assessment Framework. High overall satisfaction, combined with a significant increase in the parent response, shows that the community is getting more comfortable with the Framework. This will continue to be an area of emphasis in 23/24.

MEASURE CA

Percentage of students, parents and staff who believe instructional practices are reflective of a culture of excellence.

	22/23	21/22	20/21	19/20
Students	85	87	86	91
Parents	82	89	91	91
Staff	87	89	89	94
Overall	85	88	88	92



While overall satisfaction remains high, there is work to be done in the upcoming year engaging the school community around the idea of excellence. Three staff were recognized for their Exemplary Practice in the 22/23 school year. Their achievements can be read about on the [Calgary Academy website](#).

MEASURE AE

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

	2023		2022		2021		2020	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	69.5	70.9	72.9	71.3	73.2	71.8	N/A	N/A
Parents	94.1	87.3	94.4	88.7	93.9	89.0	N/A	N/A
Staff	95.9	95.1	97.1	95.5	98.3	96.0	N/A	N/A
Overall	86.5	84.4	88.2	85.1	88.5	85.6	N/A	N/A

MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
N/A	Maintained	N/A



While the overall measure remains fairly consistent this year, the drop in student satisfaction is lower than the provincial average for the first time ever. Calgary Academy will continue to target instructional design in classrooms as a means to drive higher levels of student engagement in learning, with a goal of 80% student satisfaction in 23/24.

TARGET
90

GOAL TWO

OUTCOME 2: Learning opportunities foster student engagement.

MEASURE CA

Percentage of students, parents, and staff satisfied with their access to programs that meet student interests and needs.

	22/23	21/22	20/21	19/20
Students	81	82	85	84
Parents	83	91	93	86
Staff	84	83	80	82
Overall	83	85	86	84



Calgary Academy continues to explore adding and changing program offerings based on student needs and interest. New in 22/23 is the addition of Philosophy and Sports Medicine, based on feedback from the 22/23 school year. The 24/25 school year will see the introduction of a cooking program as well.

MEASURE CA

Percentage of students and parents, and staff who agree that teachers help students learn through engaging practices.

	22/23	21/22	20/21	19/20
Students	86	89	90	91
Parents	88	92	94	95
Staff	90	87	93	92
Overall	88	89	92	92



Maintaining high satisfaction in this area is a key focus for Calgary Academy. This measure is an area of celebration for the 22/23 school year.

MEASURE CA

Percentage of students, parents, and staff who agree the learning environment engages students in the learning process.

	22/23	21/22	20/21	19/20
Students	84	86	86	89
Parents	86	89	93	95
Staff	90	87	93	92
Overall	87	87	91	92



Students began to experience the results of enrolment growth in the 22/23 school year, which may have impacted this measure. The Board approved construction of a new addition that will open in Fall 2024, which will hopefully alleviate space concerns.

MEASURE CA

Percentage of students who state they have had opportunities in hands-on learning experiences.

	22/23	21/22	20/21	19/20
Students	88	88	89	91



Authentic learning experiences continue to be a focus for Calgary Academy, likely impacting high levels of satisfaction. This is an area for celebration. and an ongoing area to develop experiential learning.

MEASURE
CA

Percentage of students and staff satisfied with their leadership opportunities.

	22/23	21/22	20/21	19/20
Students	90	93	92	95
Staff	88	88	86	89
Overall	89	91	89	92



Junior School students are members of QUEST Council, and Senior School students participate in the Calgary Academy Student Executive (CASE). Both groups organize student activities and fundraisers, and serve as advocates for the student body to School Administration.

MEASURE
CA

Percentage of students and staff satisfied they can show their learning in different ways.

	22/23	21/22	20/21	19/20
Students	90	91	N/A	N/A
Staff	97	97	N/A	N/A
Overall	94	94	N/A	N/A



This is an area for celebration as student and staff satisfaction is very high. Students have more control over their learning through the Balanced Assessment Framework.

MEASURE
CA

Percentage staff satisfied with their opportunity to engage in collaborative practices and/or professional learning.

	21/22	21/22	20/21	19/20
Staff	86	90	85	88



Staff participation in external professional learning, including the Deeper Learning Conference and training at the University of New Orleans, likely impacted the high satisfaction with this measure.

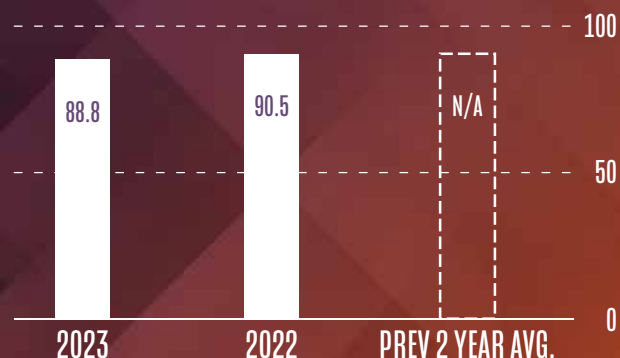
Professional Learning, Supervision, and Evaluation

All supervisors at Calgary Academy participate in an annual Community of Leaders series dedicated to supporting them to effectively implement the Professional Practice Procedure at Calgary Academy. As part of this work, all staff members meet with their supervisors to complete an annual portfolio based on the appropriate Teacher Quality Standards, and Leadership Quality Standards.

Additionally, Calgary Academy has two customized Support Staff Quality Standards and Support Staff Leadership Quality Standards, that align to the educator standards which all support staff must complete in an equivalent process.

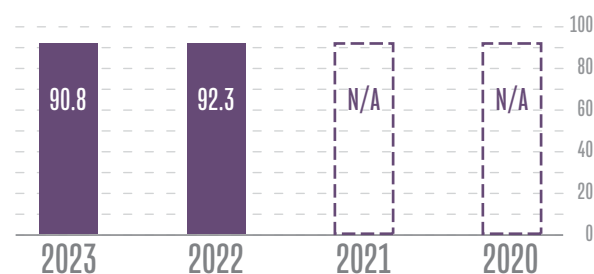
GOAL THREE

Community is nurtured and celebrated.

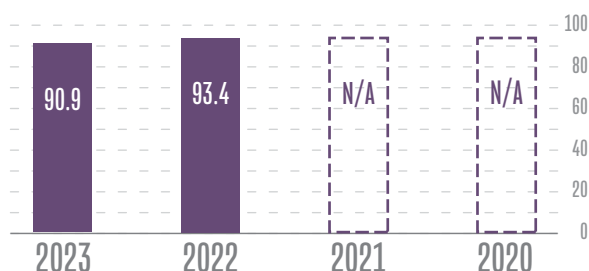


While major work related to the school's four program identities was paused in the 22/23 school year, nurturing ownership and belonging at Calgary Academy is the responsibility of everyone in the building every day.

Enrolment reached record levels across all programs, and the Blended+ program expanded into Grades 11 and 12 in its second year, providing students with another program opportunity.



Shared ownership, responsibility, and belonging fuel the learning environment.

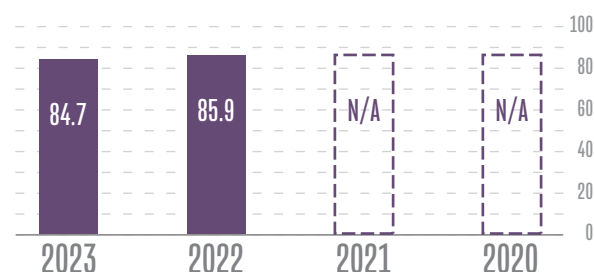


Connections to alumni and parents strengthen the school community.

The 22/23 school year saw reconnection between the parent community and the school, with volunteer opportunities filled by a number of supportive parents. Two alumni reunions took place in the 22/23 school year, and the broader Calgary community came together to support the Headwater Learning Foundation Golfing for Good tournament, which Calgary Academy was a recipient of funds raised.

An engaged group of staff volunteered to begin working on a review and possible redesign of REACH celebrations at Calgary Academy, integrating school tradition with best practices in positive behaviour intervention systems.

The school community stayed engaged throughout the entire strategic planning process, and School Council of Calgary Academy (SCOCA) attendance remained stable.



Community engagement is meaningful, impactful, and inclusive.



Goal 3 formalizes Calgary Academy's commitment to working and learning together.

Community has always been central to the Calgary Academy experience, and the 22/23 school year was no different. From the celebratory return to whole school in-person events such as Fall Welcome and the Dig Pink volleyball tournament, to new traditions such as the Headwater Learning Foundation Golfing for Good Tournament, the school and learning communities took every opportunity to reconnect.

The We Are All Knights House System perfectly integrated with monthly REACH celebrations bringing colour and excitement into a packed gym and students across the entire school cheering for each other.

Calgary Academy celebrated its largest-ever graduating class, which included its first graduates from the Blended+ Program, as well as a Dual Credit graduate.



GOAL THREE

OUTCOME 1: Shared ownership, responsibility, and belonging fuel the learning environment.

MEASURE CA

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	22/23	21/22	20/21	19/20
Parents	85	89	96	93
Staff	92	95	94	99
Overall	89	92	95	96



While low parent participation in the 22/23 Satisfaction Survey is a cause for some caution when interpreting results, this will be an area of focus in the upcoming year. Numerous engagement initiatives took place in 22/23 including grade-specific parent minglers and parent engagement nights. The school will focus on providing more information to parents in the upcoming year.

MEASURE CA

Percentage of students, parents, and staff who believe Calgary Academy offers a welcoming, safe and caring learning environment.

	22/23	21/22	20/21	19/20
Students	90	92	91	94
Parents	93	96	96	97
Staff	95	93	94	98
Overall	93	94	94	97



This measure, while not worded exactly the same as the provincial measure, contradicts the AEAM measure by 10%. This will be an area of exploration in the upcoming year to better understand the impacts the different times of year survey administration may have on the results, and the factors impacting both the provincial and local results.

MEASURE CA

Percentage of students who state that student's voice counts in their school.

	22/23	21/22	20/21	19/20
Students	78	79	87	83



Improving this measure will be an area of emphasis. The school will continue to lean on student leadership groups to advocate for the student body and make decisions that impact the school. Students will meet regularly with the Principal in the coming year.

GOAL THREE

OUTCOME 2: Connections to alumni and parents strengthen the school community.

MEASURE CA

Percentage of staff and parents satisfied that staff builds positive relationships with parents.

	21/22	21/22	20/21	19/20
Parents	94	96	97	99
Staff	98	98	95	98
Overall	96	97	96	98



This measure is an area of celebration, as Calgary Academy works hard to build effective relationships with parents.

MEASURE CA

Percentage of staff satisfied that staff build positive partnerships within the school community and with the external community.

	22/23	21/22	20/21	19/20
Staff	86	91	89	87



The school continues to maintain partnerships with the University of Calgary, Mount Royal University, and SAIT. Broader relationships have been built through reconnecting with alumni, and through supporting the Headwater Learning Foundation Golfing for Good tournament, which raised funds to support youth and family mental health and wellness initiatives.

MEASURE CA

Percentage of staff and parents satisfied with parents' involvement in the school community.

	22/23	21/22	20/21	19/20
Parents	85	90	95	95
Staff	93	94	92	97
Overall	89	92	93	96



Continuing to expand parent involvement opportunities is an area of focus for Calgary Academy. A full description of the parent engagement measures is listed on Page 34.

GOAL THREE

OUTCOME 3: Community engagement is meaningful, impactful, and inclusive.

MEASURE CA

Percentage of staff and parents satisfied that the needs of students drive decision-making at the school.

	22/23	21/22	20/21	19/20
Parents	82	88	91	92
Staff	83	83	85	92
Overall	83	86	88	92



This is an area of focus for the upcoming school year, as the drop in parent satisfaction is something the school would like to improve. One effort will be clarifying to parents what we do to engage students in decision-making.

MEASURE CA

Percentage of students and staff satisfied with their involvement in school/workplace decision-making.

	22/23	21/22	20/21	19/20
Students	78	79	79	87
Staff	82	80	80	90
Overall	80	80	80	89



Student and staff involvement in workplace decision making continues to be an area for growth and focus in the year ahead, both in increasing engagement opportunities, and increasing awareness of which decisions are made with student and staff input.

MEASURE CA

Percentage of staff that agree resources are used equitably, effectively, and efficiently.

	22/23	21/22	20/21	19/20
Staff	75	80	82	81



The school will continue to work on staff understanding about resource allocation, in hopes of improving this measure in the 23/24 school year. Additional resources were added for 23/24 including additional Educational Assistants, an Assistant Speech Language Pathologist, and a second Assistant Principal of Teacher Growth.

GOAL THREE

OUTCOME 3: Community engagement is meaningful, impactful, and inclusive.

MEASURE CA

Percentage of staff and parents who believe the school is governed effectively.

	22/23	21/22	20/21	19/20
Parents	94	93	95	94
Staff	91	89	88	95
Overall	93	91	92	95



Calgary Academy is very proud of the high overall satisfaction in this measure. The school will continue to make student-centered decisions with great transparency.

MEASURE CA

Percentage of staff who understand and are satisfied with the operational priorities of Calgary Academy.

	22/23	21/22	20/21	19/20
Staff	86	83	82	86



Extensive communication regarding the Strategic Plan to staff, along with following through on commitments, are factors that likely impacted this measure for celebration.

MEASURE AE

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

	2023		2022		2021		2020	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Parents	87.7	72.5	82.9	72.3	88.6	72.2	83.6	73.9
Staff	93.3	85.7	94.4	85.2	95.4	86.8	92.7	89.6
Overall	90.5	79.1	88.7	78.8	92.0	79.5	88.1	81.8

MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Maintained	Excellent



Calgary Academy is very pleased to see improvement in this measure for the 22/23 school year. Improvements to the School Council of Calgary Academy (SCOCA) structure, and other parent engagement measures can be read about on Page 34.

TARGET
92

See Alberta Education's Measure Evaluation Reference Table on **page 38** for more information.

ALBERTA EDUCATION FIRST NATIONS, MÉTIS, AND INUIT STUDENT MEASURES

DESIRED OUTCOME: First Nations, Métis, and Inuit students in Alberta are successful.	
Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on provincial achievement tests (based on cohort).	<p>Not Reported</p> <p>Data values cannot be reported when the number of respondents/students is fewer than six in a specific grade.</p>
Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the standard of excellence on diploma examinations.	
High school completion rate of self-identified First Nations, Métis, and Inuit students within three years of entering Grade 10.	

Calgary Academy's Journey to Reconciliation

While Calgary Academy is unable to report on First Nations, Métis and Inuit student success, the school has made extensive efforts to ensure all students, teachers, and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and continued impact of residential schools.

Some highlights from the 2022-2023 school year include:

- Continuing to incorporate traditional land acknowledgements in all large gatherings of staff, students, and families.
- About 20 staff members visited the Brown Bear Woman Centre in September 2022 to learn about Indigenous culture. Elder Bruce Starlight and Deanna Starlight led the visit.
- Orange Shirt Day acknowledged by the school on Thursday, September 29, 2022. Many students spoke about what Truth and Reconciliation means to them, and the school welcomed Elder Bruce Starlight to speak to students. Desi Rider and his group from the Stoney Nakoda First Nation provided drumming, singing, and dancing to help celebrate Indigenous culture. Teachers also completed activities and conversations with students in their classrooms.
- The school was closed for the National Day for Truth and Reconciliation as a non-instructional day for students and a statutory holiday for staff.
- Continued use of the Indigenous Education SharePoint site.
- Many staff participated in the Truth and Reconciliation Community of Practice. Some of their initiatives included a book study on "In This Together," and a lunch and learn featuring the documentary "True Story." The group also advocated for approximately 20 staff to participate in the "4 Seasons of Indigenous Learning" course which will begin in the 2023-2024 school year.
- Focus on TQS, SSQS, LQS, and SSLQS competencies related to foundational knowledge of First Nations,



EARLY YEARS ASSESSMENT

	Name of Alberta Education provided or approved screening assessment(s) used	Total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk on final assessment(s) (end of year)	Average number of months behind grade level of at-risk students at time of initial assessment(s)	Average number of months gained at grade level by at-risk students at time of final assessment(s)
LITERACY						
Grade 1	LeNS	(Jan) 12	8	5	N/A	N/A
Grade 1	CC3	12	8	5	6.5	4.5
Grade 2	LeNS	8	5	2	N/A	N/A
Grade 2	CC3	8	3	1	19.5	4.2
Grade 3	CC3	18	3	1	22.1	1.5
NUMERACY						
Grade 1	Provincial Numeracy Screening Assessment	14	5	5	6.2	4.2
Grade 2	Provincial Numeracy Screening Assessment	10	4	1	10+	7.1
Grade 3	Provincial Numeracy Screening Assessment	18	5	1	10.2	8.9

Support Strategies for Students at Risk

	LITERACY	NUMERACY
Grade 1	<ul style="list-style-type: none"> ② Direct, explicit, systematic instruction daily for 35 minutes per lesson (4 grapheme/phoneme correspondence lessons plus one review) ② Explicit teaching of high-frequency GPCs through direct mapping of text, beginning with the simplest to more complex, practice with decodable passages and engaging with a variety of text when appropriate ② Phonemic Drills: Engaging in daily exercises focusing on phonemes and sound blending ② Rhyming Activities: Use nursery rhymes, poems, and songs to highlight rhyming words ② Segmentation and Blending: Break down words into individual sounds and practice putting them together ② Phonics Games: Interactive games or apps that reinforce letter-sound correspondence ② Explicit instruction in how to continuously blend regular words that contain focus GPCs ② Continuous blending with guided support to assist students in building and applying their knowledge of letter-sounds to phonetically decode unfamiliar words ② Regular progress monitoring ② Benchmark assessments 3 times per year 	<ul style="list-style-type: none"> ② Direct, explicit and guided numeracy instruction daily for 35 minutes per lesson ② Small group instruction ② Instruction of concepts and skills utilize a progression of approaches - concrete, pictorial, abstract ② Modelling and guided practice utilizing manipulatives and tools, such as number lines and hundreds grids ② Review of foundational pre-skills required to access grade level concepts and skills ② Regular practice of math facts and computation skills ② Regular progress monitoring ② Benchmark assessments 3 times per year
Grades 2/3	<ul style="list-style-type: none"> ② Direct, explicit, systematic phonics instruction daily for 35 minutes per lesson ② Word Families: Focus on common word patterns (-at, -an, -et) to build decoding skills ② Reading Aloud: Provide regular opportunities for reading with decodable passages and exposure to a variety of text when appropriate ② Structured Literacy Programs: evidence-based programing (UFLI Foundations) ② Regular progress monitoring ② Benchmark assessments 3 times per year 	<ul style="list-style-type: none"> ② Direct, explicit and guided numeracy instruction daily for 35 minutes per lesson ② Small group instruction ② Instruction of concepts and skills utilize a progression of approaches - concrete, pictorial, and abstract ② Modelling and guided practice utilizing manipulatives and tools, such as number lines and hundreds grids ② Review of foundational pre-skills required to access grade level concepts and skills ② Regular practice of math facts and computation skill ② Modelled and guided use of graphic organizers to reinforce mathematical processes ② Regular progress monitoring ② Benchmark assessments 3 times per year

PARENT INVOLVEMENT

Parents are critical partners in student success.

School Council of Calgary Academy

The School Council of Calgary Academy (SCOCA) is composed of representatives from parents, students, and staff, who meet six times throughout the school year. For 2022-2023, these meetings occurred either in-person and virtually. SCOCA is responsible for coordinating Calgary Academy's parent volunteers, which saw significant growth in the post-pandemic school year.

Attendance at SCOCA meetings averaged 50 people per meeting.

Parent Education Events

An external expert was brought in through the Arlette Parent Education Series, and took place in conjunction with the March SCOCA meeting. The topic and speaker was:

- January – A Calgary Academy Psychologist hosted a parent workshop related to supporting student's anxiety and OCD. This session was attended by over 50 parents.
- March – More than Resilient: Using mental toughness to enhance performance in complex learners – Dr. Brent Macdonald

Calgary Academy Parents Association (CAPA)

CAPA continued its work during the 2022-2023 school year by volunteer fundraising to support student bursaries.



STAKEHOLDER ENGAGEMENT

During the 2022-2023 school year, efforts focused on implementing Year 2 of the 2021-2025 Strategic Plan. In October, all staff participated in a Professional Learning activity where the Year 1 strategies were reviewed and the key individuals accountable were identified. There was significant interest and discussion regarding the Portrait of a CA Learner and the community review of program characteristics strategies.

In November, the School Council of Calgary Academy (SCOCA) Executive reviewed and endorsed the Annual Education Results Report (AERR) prior to the Board of Governors approving the AERR. Principal Tim Carlson also reviewed a draft of the AERR virtually at the SCOCA general meeting.

In December, the AERR was posted to the Calgary Academy website and emailed out to parents as part of the December Parent Newsletter.

In March, a new community revision approach was taken by the school to look ahead at strategies for the 2023-2024 school year, and what changes needed to be made. Sessions took place open to staff, parents, and students on March 3, and the results were shared out April 10 with revisions made to the strategies based on the feedback provided. A second feedback session was completed with staff on April 14, and edits were incorporated into the final Strategic Plan which went to the Board for approval on May 29, 2023.

Notable amendments based on student, staff, and parent feedback included:

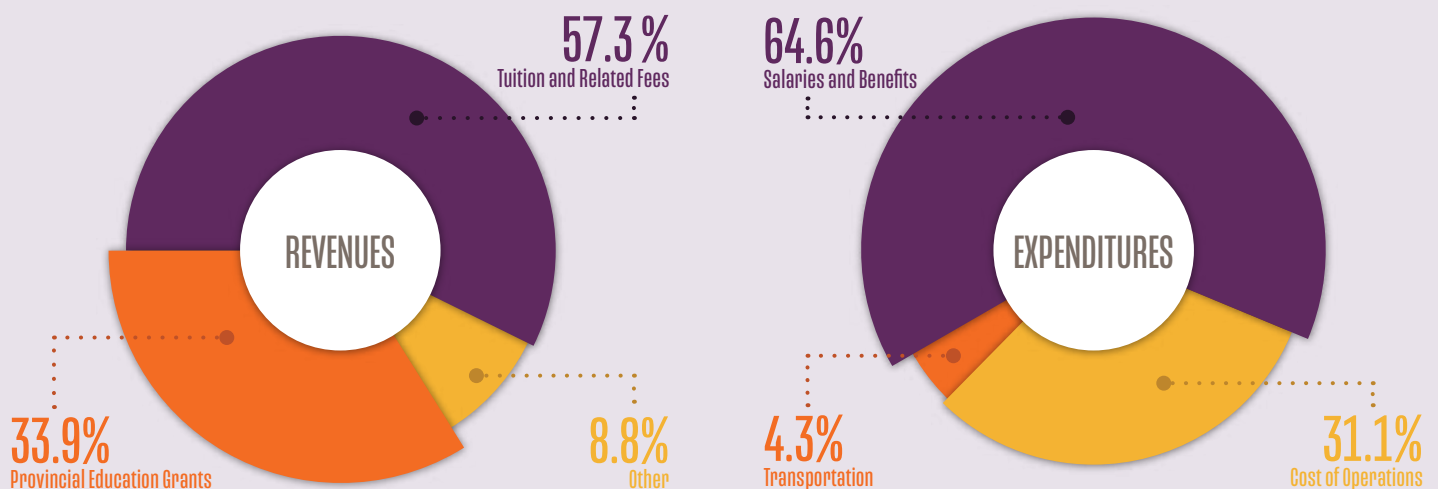
- ② Condensing the original learner profile and competency progression strategies in Goal 1 into one strategy "Share Competencies of a Learner and present in a Visual Portrait," creating room for a new strategy in Goal 1 focused on student and staff mental health and wellness.
- ② Amending the original work experience strategy in Goal 2 into "Foster whole school culture initiatives and interest-based learning opportunities." This is intended to capture the We Are All Knights House System, clubs and extra-curriculars, as well as interest-based curricular learning.
- ② Amending the school council strategy into "Create an emerging trends and global perspectives stakeholder task force to explore the future of Calgary Academy." This change will continue the work started in Year 2 around the program characteristics but will also take future-focused trends into consideration. School Council of Calgary Academy (SCOCA) will continue outside of the Strategic Plan.

2022-2023 SUMMARY OF FINANCIAL RESULTS

YEAR ENDED AUGUST 31	ACTUAL 2023 ¹	ACTUAL 2023
REVENUES		
Provincial Education Grants	\$ 7,477,713	33.9%
Tuition and Related Fees	\$ 12,665,188	57.3%
Other	\$ 1,936,156	8.8%
Total Revenues	\$ 22,079,057	100%
EXPENDITURES²		
Salaries and Benefits	\$ 14,187,287	64.6%
Transportation	\$ 945,954	4.3%
Cost of Operations	\$ 6,818,408	31.1%
Total Expenditures	\$ 21,951,649	100%
Excess of revenues over expenditures	\$127,408	

1 Information is summarized from Statement of Operations from the Independent Auditor's Report and Financial Statements for the year ended August 31, 2023.

2 Expenses are net of recoveries.



For more information on Calgary Academy's financial statements, please email yschuler@calgaryacademy.com.

ALBERTA EDUCATION'S

MEASURE EVALUATION REFERENCE TABLE

Achievement Evaluation

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

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

MEASURE	VERY LOW	LOW	INTERMEDIATE	HIGH	VERY HIGH
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
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 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
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes on Alberta Education's Measure Evaluation Reference Table

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

Improvement Table

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

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

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	$3.84 + (\text{current} < \text{previous 3-year average})$
Declined	$1.00 - 3.83 (\text{current} < \text{previous 3-year average})$
Maintained	less than 1.00
Improved	$1.00 - 3.83 (\text{current} > \text{previous 3-year average})$
Improved Significantly	$3.84 + (\text{current} > \text{previous 3-year average})$

Overall Evaluation Table

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

IMPROVEMENT	ACHIEVEMENT				
	VERY HIGH	HIGH	INTERMEDIATE	LOW	VERY LOW
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



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