



# Annual Education Results Report (AERR)

2023-2024

# 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.



# CONTENTS

MESSAGE FROM THE BOARD CHAIR .....	4
INTRODUCTION .....	5
SUMMARY OF ACCOMPLISHMENTS .....	6
ACCOUNTABILITY STATEMENT .....	7
WHISTLEBLOWER STATEMENT .....	7
CALGARY ACADEMY PILLAR SUMMARY .....	8
ALBERTA EDUCATION ACCOUNTABILITY PILLAR SUMMARY .....	9
ALBERTA EDUCATION FIRST NATIONS, MÉTIS, AND INUIT STUDENT MEASURES.....	30
EARLY YEARS ASSESSMENT .....	32
PARENT INVOLVEMENT.....	34
STAKEHOLDER ENGAGEMENT .....	36
2023-2024 SUMMARY OF FINANCIAL RESULTS .....	37
ALBERTA EDUCATION'S MEASURE EVALUATION REFERENCE TABLE .....	38

# MESSAGE

## FROM THE BOARD CHAIR

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With over 40 years of stories at our school, the 2023–2024 school year added another exciting chapter to our history. Each year at Calgary Academy is unique, bringing something new to celebrate with our community. In the 2023–2024 school year, we expanded our school by over 700 square metres of modern and exciting learning spaces. This essential upgrade will help our staff better provide their already exceptional teaching to our students.

Looking to our future, we will finish our 2021–2025 Strategic Plan strong, while simultaneously completing a consultation year to prepare for the next four years and beyond. The Board is confident in Calgary Academy's leadership team and staff to continue to provide the strongest learning experience to our students and their families.

This document showcases the work of our students and staff over the past year, which will help us identify our strengths and areas of opportunity as we advance.

We hear many stories of the positive impact Calgary Academy has had on our families each year, whether it is their first or fifth year enrolled, or many years after they have graduated. It is our most important measurement as a school. Heading into 2025, we celebrate another successful year with our students, staff, families, and community members.

### 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 2023–2024 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 2023–2024 Annual Education Results Report is accessible through the Calgary Academy website at [calgaryacademy.com/alberta-ed-results](https://calgaryacademy.com/alberta-ed-results) and will be posted no later than Nov. 30, 2024.

This Annual Education Results Report is just one step in an annual continuous improvement cycle. Annually in March, the Calgary Academy community comes 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

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The 2023–2024 school year showcased our exceptional community. We continued several traditions and began a new chapter at our school with the construction of our Southwest Addition.

We added over 700 square metres to our campus for the 2024–2025 school year, including five new classrooms, a state-of-the-art science lab, and our Innovation Hub. These new, modern spaces are a glimpse into the future of Calgary Academy.

Changes in our school continued with the renovation of our Castle Café and adjacent classroom to support our flourishing cafeteria and the implementation of our foods and culinary arts programs.

In addition to our new spaces, this was the first year of a \$212,800 grant from Alberta Education to support mental health in schools—an essential area of focus for our school moving forward.

Our traditions continued throughout the year, with two groups of students and staff travelling to Cambodia and Vietnam on the International Travels Studies (ITS) trips. Our Senior drama students performed in sold-out shows, showing off their singing and acting skills in The 25<sup>th</sup> Annual Putnam County Spelling Bee and A Sidekick Story in Junior drama.

Our annual Student Showcase awards were given to Grade 12 student Mia K. for her strong schoolwork and work as a Student Ambassador and Grade 11 student Karah P., a competitive national swimmer and creative student in construction lab and metalworks.

With our staff award, the Exemplary Practice award, Reading Centre educator Tienneke Calder was recognized for her work as an exceptional role model. Senior School teacher Paige Stoffregen was awarded for her project-based learning work and passion for First Nations, Métis, and Inuit perspectives.

As school leaders, we have the privilege of seeing the work of our dedicated staff every day and year at Calgary Academy. Our community's passion motivates us to continue providing the best possible experience to our students.

To our students and families, thank you for choosing Calgary Academy. You are at the heart of everything we do.

**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

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The Annual Education Results Report for Calgary Academy for the 2023–2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. 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 2023–2024 was approved by the Board on Nov. 27, 2024.

  
\_\_\_\_\_  
Gary Purcell, Board Chair

November 27, 2024  
\_\_\_\_\_  
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.

  
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Shayne Arnold, School Council of Calgary Academy President

November 25, 2024  
\_\_\_\_\_  
Date

# WHISTLEBLOWER STATEMENT

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Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2023–2024 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
<b>GOAL ONE: Learners are Successful</b>						
Learners are resilient, confident, connected, and self-aware	89.9	88.7	89.9	N/A	Not Significant	N/A
Learners develop foundational and higher order numeracy and literacy skills	91.2	88.7	90.3	N/A	Significant Increase	N/A
Learners develop competencies to succeed in a changing global society	88.6	87.4	88.7	N/A	Not Significant	N/A
<b>GOAL TWO: Learning is Engaging and Innovative</b>						
Learning is empowering, effective, and measurable	87.3	84.9	86.5	N/A	Significant Increase	N/A
Learning opportunities foster student engagement	85.7	85.5	86.3	N/A	Not Significant	N/A
Learning is creative, collaborative, and experiential	90.8	89.4	90.4	N/A	Not Significant	N/A
<b>GOAL THREE: Community is Nurtured and Celebrated</b>						
Shared ownership, responsibility, and belonging fuel the learning environment	92.2	90.8	91.8	N/A	Not Significant	N/A
Connections to alumni and parents strengthen the school community	94.6	90.9	93.0	N/A	Not Significant	N/A
Community engagement is meaningful, impactful, and inclusive	89.5	84.7	86.7	N/A	Significant Increase	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 2024 to all staff and Board members, Grade 4-12 students, and all parents. In total, 461 surveys were completed by students, 245 by parents, and 141 by staff and Board members, for a total of 847 surveys.



# ALBERTA EDUCATION

## ACCOUNTABILITY PILLAR SUMMARY

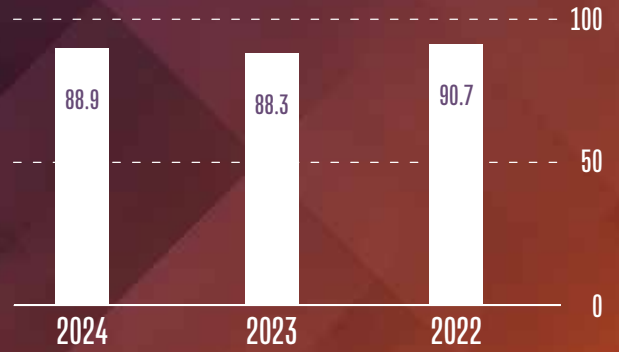
MEASURE CATEGORY	MEASURE	JURISDICTION RESULTS			PROVINCIAL RESULTS			MEASURE EVALUATION		
		CURRENT %	PREVIOUS YEAR %	3 YEAR AVERAGE %	CURRENT %	PREVIOUS YEAR %	3 YEAR AVERAGE %	ACHIEVEMENT	IMPROVEMENT	OVERALL
Student Growth and Achievement	Student Learning Engagement	87.3	86.5	87.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.2	85.1	87.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	97.5	97.3	94.8	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	99.6	96.6	96.0	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	83.7	77.2	77.2	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	18.6	12.3	12.3	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	77.3	80.6	80.6	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	18.3	16.6	16.6	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	69.8	61.2	61.2	81.5	80.3	80.3	Very Low	Improved	Issue
	Diploma: Excellence	9.3	5.5	5.5	22.6	21.2	21.2	Very Low	Improved	Issue
Teaching & Leading	Education Quality	91.9	91.8	92.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	89.4	90.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.7	91.0	91.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.0	90.5	89.6	79.5	79.1	78.9	Very High	Maintained	Excellent

### Notes on Alberta Education Pillar Summary

- Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
- 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 (9<sup>e</sup> année), French Language Arts (9<sup>e</sup> année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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.



Calgary Academy was incredibly excited to be selected as a recipient of Alberta Education's two-year Mental Health in Schools Pilot and began implementation of the MindUP and Open Parachute programming across every grade in the school. A Wellness Task Force was launched and coordinated programming was offered to students throughout the entire school year.

The school was very pleased to see an increase in internal survey measures related to this strategy and will continue to monitor the programming throughout the 2024–2025 school year.



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



**Learners develop foundational and higher order numeracy and literacy skills.**

Extensive literacy and numeracy work continued in the 2023–2024 school year, led by the internal Learning Team. Implementation of the UFLI reading program in Grades 1–4 has been instrumental in creating a consistent foundational learning experience. There was very high satisfaction across all stakeholders that instruction meets the needs of each student and that students have access to appropriate supports and services.

After several years of collaborative work developing the Competency of a CA Learner framework, Calgary Academy was delighted to finalize the list of competencies: creativity, problem solving, critical thinking, agency, empathy, resilience, and collaboration. Work will continue in the 2024–2025 school year to pilot implementation of the first two competencies: resilience and collaboration.



**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.

As the school gets ever-closer to the end of the 2021-2025 Strategic Plan, the strategy work under Goal 1 is critical to achieving our desired end state of being a “beacon of learner-centered education, where all learners can succeed, thrive, and change the world.” Continually improving our work in foundational literacy and numeracy, beginning implementation of the competency work, and ensuring students are mentally well is the foundational work to create the conditions where students thrive.



# GOAL ONE

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

## MEASURE CA

Percentage of students who understand how they learn best.

	23/24	22/23	21/22	20/21
Students	87	89	89	N/A



Implementation of certain teaching blocks throughout the school to address student needs and focus on conversations regarding Individual Program Plans (IPPs) and the goals will aid in helping our students be self-aware of their needs and strengths.

## MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	86	87	89	90



Calgary Academy joins many other schools that are seeing the struggles of our students with resilience in this post-pandemic world. Supporting parents and staff with strategies around resilience, as well as focused months on this competency, are among the approaches we are using this year in this area.

## MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	90	89	95	93
Parents	94	92	94	95
Staff	89	83	89	93
Overall	91	88	93	94



Growth in this area is due to a refocused effort to support our REACH principles through various committees. REACH is key to who we are, and it is encouraging to see growth in this area in response to actions taken.

## MEASURE CA

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

	23/24	22/23	21/22	20/21
Staff	72	66	68	64



Calgary Academy's dedication to the staff experience is a top priority. We recognize that achieving a reasonable work-life balance is an ongoing journey, and we are committed to learning and evolving in this area. Feedback from our staff plays a vital role in shaping our approach, and we value the insights they share about what works best for them. By listening and continuously implementing meaningful measures, we strive to help our team achieve a greater balance in their lives.

# 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.

	23/24	22/23	21/22	20/21
Students	89	90	93	N/A
Parents	96	95	95	N/A
Staff	88	78	83	N/A
Overall	91	88	90	N/A



Calgary Academy continues to target this area through the creation of a specific health block in our Junior School and a LYF (Learn Your Fundamentals) block in Senior School, both of which focus on mental health, resilience, and talking about healthy choices.

## MEASURE AE

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

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	84.2	75.2	79.6	76.6	82.9	77.7	84.8	79.8
Parents	93.2	85.3	94.3	85.6	96.5	86.9	96.3	88.2
Staff	95.6	91.6	94.2	92.0	96.9	93.6	98.4	95.3
Overall	91.0	84.0	89.4	84.7	92.1	86.1	93.1	87.8

### MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
n/a	Maintained	n/a



Calgary Academy prides itself on creating and maintaining a safe, secure, and predictable environment for its staff and students. That we have seen excellent growth in these areas is encouraging. We are working this year on initiatives that support understanding perspectives and how to create a more inclusive school culture for all, while also working on communicating our work with our parent community.

TARGET  
**93**

## MEASURE AE

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

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	78.0	69.6	73.6	71.3	77.5	72.1	77.6	74.1
Parents	88.1	78.7	89.0	79.4	92.0	80.4	92.6	81.4
Staff	92.6	89.8	92.7	90.3	97.2	91.7	97.9	94.1
Overall	86.2	79.4	85.1	80.3	88.9	81.4	89.4	83.2

### MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Maintained	Excellent



Overall marginal growth in this area indicates some progress in this goal but still work to be done. Calgary Academy remains committed to supporting our students to build capacity in skills and competencies beyond the classroom. Implementing two of our competencies of a learner this year has been embraced by staff and students with the plan of rolling out all competencies in the coming two years.

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.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
Students	89	91	93	92
Parents	91	85	91	95
Staff	93	91	95	89
Overall	91	89	93	92



Calgary Academy continues to grow in this area, as well, as we build the capacity of our staff to individualize instruction for our students. We are embarking this year on a four year Teaching Excellence initiative which will support all faculty to enhance their skills to meet student needs.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
Staff	93	94	90	N/A



Staff have seen the resources and supports that have been built into our school to help our students in their areas of need. We continue to resource and monitor where these are most needed.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
Students	93	96	97	97
Parents	89	80	90	N/A
Staff	90	86	84	N/A
Overall	91	87	90	N/A



We saw a rebound in this goal area last year as we worked hard to communicate well with our families about the supports available for students and to put supports in areas where we felt there were growing needs.

## 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.

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	84.5	78.7	82.9	79.9	86.3	80.1	88.4	80.2
Parents	91.7	75.4	93.3	75.7	93.9	77.4	92.5	78.9
Staff	95.9	85.6	96.9	86.2	95.9	87.3	97.3	88.7
Overall	90.7	79.9	91.0	80.6	92.1	81.6	92.7	82.6

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
n/a	Maintained	n/a



Calgary Academy prides itself on the supports we provide to our students, which we believe go far beyond what other schools can provide. This does not mean that further supports are not being asked for, as we see student needs being more complex and challenging to meet. Communication plans for explaining our supports have been rolled out this year, including an evening parent presentation on the subject from our Learning Team.

TARGET  
**94**

### MEASURE AE

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

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Acceptable	79.1	65.5	80.1	63.3	61.9	64.3	N/A	N/A
Excellence	18.4	17.6	15.9	16.0	12.6	17.7	N/A	N/A

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
High	Maintained	Good
Intermediate	Maintained	Acceptable



The growth in PAT results since the pandemic started has been encouraging with CA students outperforming the provincial average this year for excellence and well outperforming the acceptable standard. This is a testament to the work of our staff, our support system for students, and our concerted approach to better prepare our students for standardized tests without taking away from our mission and vision for students.

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.

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Acceptable	69.8	81.5	61.2	80.3	44.8	75.2	N/A	N/A
Excellence	9.3	22.6	5.5	21.2	6.6	18.2	N/A	N/A

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very Low	Improved	Issue
Very Low	Improved	Issue



For the second year in a row, we saw excellent growth of our students on their diploma exams in both acceptable and excellence standards. We continue to input supports and structures within the Senior School to meet the needs of students such as a full-time mathematics resource and partial reading and writing supports for those students who have those needs. We are also deeply examining results to make decisions on next steps.

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.

	23/24	22/23	21/22	20/21
Students	85	86	89	89



We remain committed to a journey of reconciliation at Calgary Academy which includes training for our staff, events for students, and teaching First Nations, Métis, and Inuit perspectives within the classroom. We continue to examine ways to improve these scores in the coming years.

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.

	23/24	22/23	21/22	20/21
Students	77	79	82	82
Parents	89	80	89	92
Staff	81	85	88	89
Overall	82	81	86	88



Continuing to build our capacity to support students with what they will need to be successful in life has been a target at Calgary Academy for several years. We have built programming towards this aim and are implementing competencies of a learner beginning this year.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
Students	86	90	90	91



Though this measure saw a drop this past year we continue to work with our students to build their capacity for adaptability to change and flexibility of thought through engaging in a growth mindset.



# 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.

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
3 Year Completion	97.5	80.4	97.3	80.7	96.8	83.2	90.3	83.4
5 Year Completion	99.6	88.1	96.6	88.6	96.8	87.1	94.7	86.2

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



Calgary Academy continues to have strong results for students graduating from high school. The few that may not be successful are due to mental health issues or students who have left our school after Grade 10 and have not been successful to the point where the data is taken.

TARGET  
**98**

MEASURE  
**AE**

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

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	89.4	84.9	87.8	85.7	90.2	85.9	89.9	86.3
Parents	91.0	83.8	90.6	84.4	93.9	86.1	92.7	86.7
Staff	95.3	93.9	96.4	94.4	96.4	95.0	97.4	95.7
Overall	91.9	87.6	91.8	88.1	93.5	89.0	93.3	89.6

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Maintained	Excellent

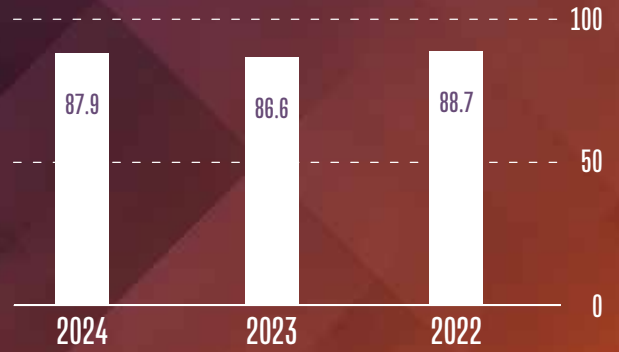


Quality of education was stable over last year and our target remains high in this area. We have added many extracurricular and co-curricular activities, have expanded our Blended+ program, and this year included foods and culinary arts into our 2024–2025 offerings to students. We continue to work in this area to build the quality of our educational programming and offerings.

TARGET  
**94**

## GOAL TWO

# Learning is Engaging and Innovative.



A full K–12 Assessment Committee led the balanced assessment work in the 2023–2024 school year, building alignment and distributing expertise across the grades. There was also extensive work on Individual Program Plan (IPP) goals completed to ensure consistency across the school to help build the capacity and fluency of parents and students as partners in achieving IPP goals.



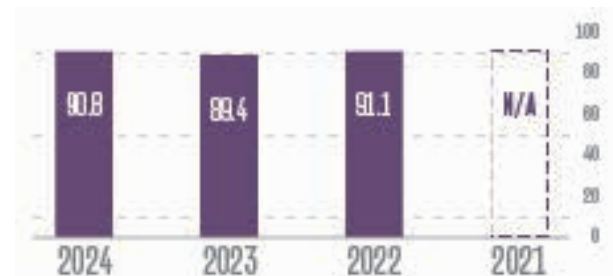
**Learning is empowering, effective, and measurable.**



**Learning opportunities foster student engagement.**

There has been an incredible increase in student interest-based opportunities, particularly with respect to student clubs and activities. Notable showcases included the CA Chess Club and the Calgary Academy Mountain Bike Club in the 2023–2024 school year. The House System was built upon through several whole-school initiatives where the school community came together to celebrate and connect with one another. Perhaps most exciting, the work to prepare the school for the launch of the foods and culinary arts programming was completed, and students are very excited to hit the kitchen in Fall 2024.

From science experiments in our brand-new Junior Science lab, to project-based learning initiatives in the Early Years Program, to annual traditions such as the Silk Road social studies simulation, Calgary Academy teachers worked to provide engaging on-campus learning experiences all year. Off-campus, students in Grades 7–9 participated in the school's first-ever exchange, spending a week in New Brunswick with a sister school before hosting the school back in Calgary a week later.



**Learning is creative, collaborative, and experiential.**



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

Calgary Academy's vision is to empower students to pursue lives of passion and purpose, and Goal 2 involves some of the most exciting work related to achieving this vision. From nurturing whole-school connections, to creating learning experiences where students get to engage their interests and show off their talents, Calgary Academy teachers work to ensure students feel engaged and challenged in their learning every day.

Our incredible Integrated Studies programming, along with extracurriculars like the two annual drama productions each year, our many Knights Athletics teams, and all of the many clubs and special events, helps to ensure there are many avenues where students can try new things, connect with new peers, and discover and develop new skills.



## 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.

	23/24	22/23	21/22	20/21
Staff	93	87	77	N/A



We continue to see rapid growth in this area due to our focused efforts to develop a more fulsome systematic approach to growth, supervision, and evaluation. At CA, our #1 belief statement is that we are all learners. Each year staff commit to continued professional learning in areas to enhance their practice, ultimately positively impacting the students.

### MEASURE CA

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

	23/24	22/23	21/22	20/21
Staff	93	83	74	N/A



This is another area of great growth due to our continued efforts in growth, supervision, and evaluation supports through our Assistant Principals of Teacher Growth, who work closely with teaching staff on a three-year rotation.

### MEASURE CA

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

	23/24	22/23	21/22	20/21
Staff	79	79	86	85



We continue to build our professional learning focus towards key areas of student need and teacher capacity. Our work with the Teaching Excellence program over the next few years will have an impact on this measure.

### MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	80	82	86	86
Parents	88	86	89	93
Staff	87	90	87	93
Overall	85	86	87	91



Engagement in learning is foundational to excellence in learning. Our growth, supervision, and evaluation processes continue to focus on this area to ensure that all students feel engaged in what they are learning across all subjects.

### MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	89	91	92	94
Parents	92	83	93	92
Staff	90	82	87	83
Overall	90	85	91	90



We continue to see growth in this area as our parents better understand our approach to assessment throughout all grades. We will continue to build capacity in this area through the development of a school-wide philosophy of assessment and continuing to build understanding within Senior School.

### MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	86	85	87	86
Parents	90	82	89	91
Staff	94	87	89	89
Overall	90	85	88	88



Striving for the highest standards in instructional practices is deeply embedded in every aspect of operations, decision-making and behaviour. We are committed to continuous improvement and exceptional outcomes.

### MEASURE AE

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

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Students	72.2	69.3	69.5	70.9	72.9	71.3	73.2	71.8
Parents	92.7	86.7	94.1	87.3	94.4	88.7	93.9	89.0
Staff	96.9	95.1	95.9	95.1	97.1	95.5	98.3	96.0
Overall	87.3	83.7	86.5	84.4	88.2	85.1	88.5	85.6

#### MEASURE EVALUATION

ACHIEVEMENT	IMPROVEMENT	OVERALL
n/a	Maintained	n/a



Engagement of students in their learning is core to their academic and social growth. At Calgary Academy, we take a holistic approach to education and understand that engagement is not entertainment but students overcoming struggles with the support of their teachers. As we focus on the competency of resilience this year, along with our mental health supports, we believe these will impact student academic engagement.

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.

	23/24	22/23	21/22	20/21
Students	83	81	82	85
Parents	93	83	91	93
Staff	91	84	83	80
Overall	89	83	85	86



With the addition of different programming for students and the expansion of current programming to more grades, like outdoor education, we are seeing a rise in this measure. This year, we have also integrated a foods and culinary arts program to the delight of students and parents.

### MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	84	86	89	90
Parents	91	88	92	94
Staff	87	90	87	93
Overall	87	88	89	92



Engagement in learning continues to be a focus at Calgary Academy, and with the support of our Learning Team Instructional Design Leads, we are creating projects to support curricular outcomes that will drive this engagement.

### MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	80	84	86	86
Parents	88	86	89	93
Staff	87	90	87	93
Overall	85	87	87	91



This year, we have opened a new wing of the school with five new classrooms, a new science lab, and an Innovation Hub that brings students together to build their collaborative skills and habits. We are also driving renovations in many areas of the school and improvements to existing spaces.

### MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	86	88	88	89



We continue to be proud of the strong response rates in this area as students are engaging with their learning in many different ways throughout the school day, from math manipulative, to forest walks, to engaging in new science spaces and labs to drive hands-on learning.

MEASURE  
CA

Percentage of students and staff satisfied with their leadership opportunities.

	23/24	22/23	21/22	20/21
Students	89	90	93	92
Staff	93	88	88	86
Overall	91	89	91	89



Student and staff leadership continues to be a strong driver in our school as we believe in a shared approach that supports enhanced capacity building and new opportunities. This year, for example, a group of our Senior School students are working with our facilities manager to envision and create a new solar panel array to be built on the Southwest Addition.

MEASURE  
CA

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

	23/24	22/23	21/22	20/21
Students	89	90	91	N/A
Staff	98	97	97	N/A
Overall	94	94	94	N/A



Encouraging multiple modes of assessment has been a cornerstone of Calgary Academy and our Balanced Assessment Framework. Students are encouraged to take control of their own learning by exhibiting their understanding in a variety of ways.

MEASURE  
CA

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

	23/24	22/23	21/22	20/21
Staff	88	86	90	85



Collaboration is a cornerstone of our work at Calgary Academy, and we remain committed to fostering it across our teams. Dedicated time has been built into our weekly schedules to support this, providing multiple opportunities for staff to collaborate and grow. Additionally, we prioritize professional learning that empowers staff with voice and choice, allowing them to engage in learning experiences that best align with their unique needs and goals.

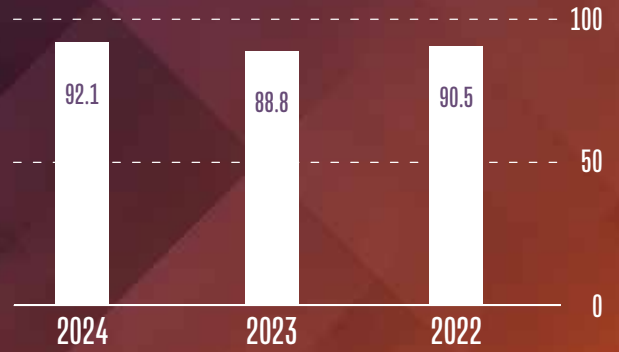
## Professional Growth, Supervision, and Evaluation

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, Leadership Quality Standards, and Superintendent Quality Standards.

Additionally, Calgary Academy has 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.



Culturally, major developments were introduced with respect to the REACH principles and related celebrations throughout the year, guided by recommendations and work from a staff committee. Monthly REACH celebrations were hosted throughout the year, and a streamlined REACH slip process for students and teachers.



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



**Connections to alumni and parents strengthen the school community.**

There were over 50 parent volunteers registered with Calgary Academy in the 2023–2024 school year, supporting a number of day-to-day and special events. Parent volunteers helped out by scribing during exams, supporting graduation preparation, and assisting with monthly admissions tours. Alumni engagement expanded with the launch of the Alumni Speaker Series in February 2024, and hosting Calgary Academy’s largest-ever Career Day, which saw all students in Grades 9–12 hearing from over 25 speakers—many of whom were CA alumni.

Exciting work took place in this outcome as a multidisciplinary group of staff formed an “Emerging Trends” task force that took time to explore the trends and factors that may impact schooling over the next five to 10 years. The group worked for the second half of the school year and formalized recommendations around three themes: 21<sup>st</sup> Century skills and competencies, school culture, and teaching and learning. This report was provided to school leadership and will help inform the development of the 2025–2029 Strategic Plan.



**Community engagement is meaningful, impactful, and inclusive.**





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

Community is central to the Calgary Academy experience. Together, we've embraced opportunities to connect through annual events like the Terry Fox Run, Dig Pink, and REACH celebrations. The school also launched new initiatives like the Hoops for Mental Health Shoot-a-thon. The 2023-2024 school year highlighted the strength of the Calgary Academy community's commitment to the school and student experience.



We've re-engaged alumni with a series of events, engaged parents with minglers and volunteer engagement, and generally worked to bring the broader school community together to support and celebrate one another.



# 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.

	23/24	22/23	21/22	20/21
Parents	95	85	89	96
Staff	94	92	95	94
Overall	95	89	92	95



With a higher participation rate in our annual Satisfaction Survey this past year, we have seen a rebound in this measure where parents feel a strong connection to the classroom and to the school in general.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
Students	88	90	92	91
Parents	95	93	96	96
Staff	98	95	93	94
Overall	94	93	94	94



This measure is very important to us as we believe that students who feel that they are in a safe and caring space will be able to better engage with learning and access supports that meet their needs.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
Students	75	78	79	79



This measure remains lower than we would like, and so we continue to build in opportunities for student voice including engaging students in the design of the furnishings of our Southwest Addition and engaging students in our strategic planning process. Seeing action from their ideas will help this measure to grow.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
<b>Parents</b>	97	94	96	97
<b>Staff</b>	98	98	98	95
<b>Overall</b>	98	96	97	96



The results of this measure are a testament to the importance of having strong relationships with our parent community.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
<b>Staff</b>	93	86	91	89



We continue to work hard at building our network to improve the experience and success of students while supporting the growth and connections for our staff. Increasing bridge-building with other independent schools through the AISCA (Association of Independent Schools & Colleges in Alberta) network and NAIS (National Association of Independent Schools) is helping us to create further benefits for our staff.

MEASURE  
**CA**

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

	23/24	22/23	21/22	20/21
<b>Parents</b>	93	85	90	95
<b>Staff</b>	93	90	92	93
<b>Overall</b>	93	88	91	94



Parental involvement continues to be high at Calgary Academy. Engaging our families in as many ways as possible has been important for us and last year we instituted a parent mingler approach for all grades where parents were able to connect with each other and learn more about the school. Our volunteering sector has also grown substantially over the past few years.

# 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.

	23/24	22/23	21/22	20/21
Parents	91	82	88	91
Staff	90	83	83	85
Overall	91	83	86	88



With students at the centre, we continue to see high rates of satisfaction in this measure, and the 2023–2024 school year is the highest in several years. The growth in both parent and staff satisfaction reflects our engagement with them in making decisions that benefit students first.

## MEASURE CA

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

	23/24	22/23	21/22	20/21
Students	75	78	79	79
Staff	91	82	80	80
Overall	83	80	80	80



We saw growth in this measure for our staff as they have put additional efforts into engaging students to have their voices heard in decision making at Calgary Academy. We expect to see the results of this rise over the next few years with our students.

## MEASURE CA

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

	23/24	22/23	21/22	20/21
Staff	85	75	80	82



The challenge of helping all staff to be clear on how resources are used at the school are always real, but we have seen measurable growth in this area with staff recognizing the challenges associated but also the efforts put in.

# 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.

	23/24	22/23	21/22	20/21
Parents	94	94	93	95
Staff	91	91	89	88
Overall	93	93	91	92



Our staff and parents continue to put their trust in our governance Board, and the engagement of the Board in the activities of the school has seen sustained growth in this area over the past half decade. Being more visible at strategic planning and other events helps our staff and parents build trust.

## MEASURE CA

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

	23/24	22/23	21/22	20/21
Staff	89	86	83	82



We work diligently at Calgary Academy to engage our community in the work of who we are, where we are now, and where we are going as an organization and have improved in this area over several years. The priorities are set by our Board and leadership but have a great deal of connection with all staff, students, and parents.

## MEASURE AE

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

	2024		2023		2022		2021	
	CA	ABED	CA	ABED	CA	ABED	CA	ABED
Parents	86.1	74.4	87.7	72.5	82.9	72.3	88.6	72.2
Staff	95.9	84.6	93.3	85.7	94.4	85.2	95.4	86.8
Overall	91.0	79.5	90.5	79.1	88.7	78.8	92.0	79.5

MEASURE EVALUATION		
ACHIEVEMENT	IMPROVEMENT	OVERALL
Very High	Maintained	Excellent



We continue to work hard to engage our parents in the life of the school at Calgary Academy. This is done through various means such as SCOCA, parent mingler events for each grade, special speakers, and other means. We have also diligently built the capacity of staff and parents to communicate well on student academic and social progress as communication is key to success in our school.

TARGET  
**92**

# 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).	Not Reported  Data values cannot be reported when the number of respondents/students is fewer than six in a specific grade.
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 2023–2024 school year include:

- > Continuing to incorporate traditional land acknowledgements in all large gatherings of staff, students, and families.
- > Orange Shirt Day acknowledged by the school on Friday, Sept. 29, 2023. Many students spoke about what Truth and Reconciliation means to them, and the school was honoured to welcome back Desi Rider and his group from the Stoney Nakoda First Nation, who provided drumming, singing, and dancing to help celebrate Indigenous culture. Teachers also completed activities and conversations with students in their classrooms.
- > Continued Staff use of the Indigenous Education SharePoint site.
- > Many staff participated in the Truth and Reconciliation Community of Practice. The group participated in the "4 Seasons of Indigenous Learning" course throughout the 2023-2024 school year.
- > Focus on Teaching Quality Standards, Support Staff Quality Standards, Leadership Quality Standards, and Support Staff Leadership Quality Standards competencies related to foundational knowledge of First Nations, Métis, and Inuit.



# 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	6	6	2	N/A	N/A
Grade 1	CC3	N/A	N/A	N/A	N/A	N/A
Grade 2	LeNS	14	5	5	7.26	0.45
Grade 2	CC3	21	7	7	7.45	0.24
Grade 3	CC3	16	6	6	11.80	0.27
NUMERACY						
Grade 1	Provincial Numeracy Screening Assessment	6	2	2	8.60	0.25
Grade 2	Provincial Numeracy Screening Assessment	21	6	6	9.83	-0.77
Grade 3	Provincial Numeracy Screening Assessment	16	5	5	10.26	-0.34



## Support Strategies for Students at Risk

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

Scan the QR code to watch a showcase video on our Reading Centre.



# PARENT INVOLVEMENT

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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 2023–2024, 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 40 people per meeting between virtual and in-person participants.

## Parent Education Events

Several parent education events took place during the 2023–2024 school year, including:

- › October: Arlette Parent Education Event: Cybersecurity: Awareness, Prevention, and Response, featuring Kathy Macdonald.
- › March: Arlette Parent Education Event: Bullying Ends Here, featuring Constable Tad Milmine from the Calgary Police Service and president of Bullying Ends Here.
- › May: A free Community Mental Health and Wellness event was held in partnership with Headwater Learning Foundation for Calgary Academy parents as well as the general community. The event was keynoteed by Dr. Jean Clinton on how the parent-child connection supports cognitive, emotional, and social development in young learners. The event then featured several of Calgary Academy's staff who provided participants with tangible, take-home skills.

## Calgary Academy Parents Association (CAPA)

CAPA continued its work during the 2023–2024 school year by volunteer fundraising to support student bursaries.



# STAKEHOLDER ENGAGEMENT

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During the 2023–2024 school year, efforts focused on implementing Year 3 of the 2021–2025 Strategic Plan. In November, all staff participated in a Professional Learning activity where the Year 3 strategies were reviewed and the key individuals accountable for the upcoming work were identified.

Later that month, the SCOCA Executive reviewed and endorsed the AERR prior to the Board of Directors 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 by November 30, 2024.

On March 8, 2024, a community revision approach was taken by the school to look ahead at strategies for the 2024–2025 school year. Staff, parents, and students came together to collaboratively review and revise the final year's strategies, based on progress on Year 3 strategies to date. In total, 12 parents, seven community partners, four students, and six Board members attended the strategic planning day, along with all staff.

That feedback was incorporated into edits, and the results and a final feedback survey were shared out April 12, 2024. Final amendments were made and the final Strategic Plan went to the Board for approval on May 29, 2024.

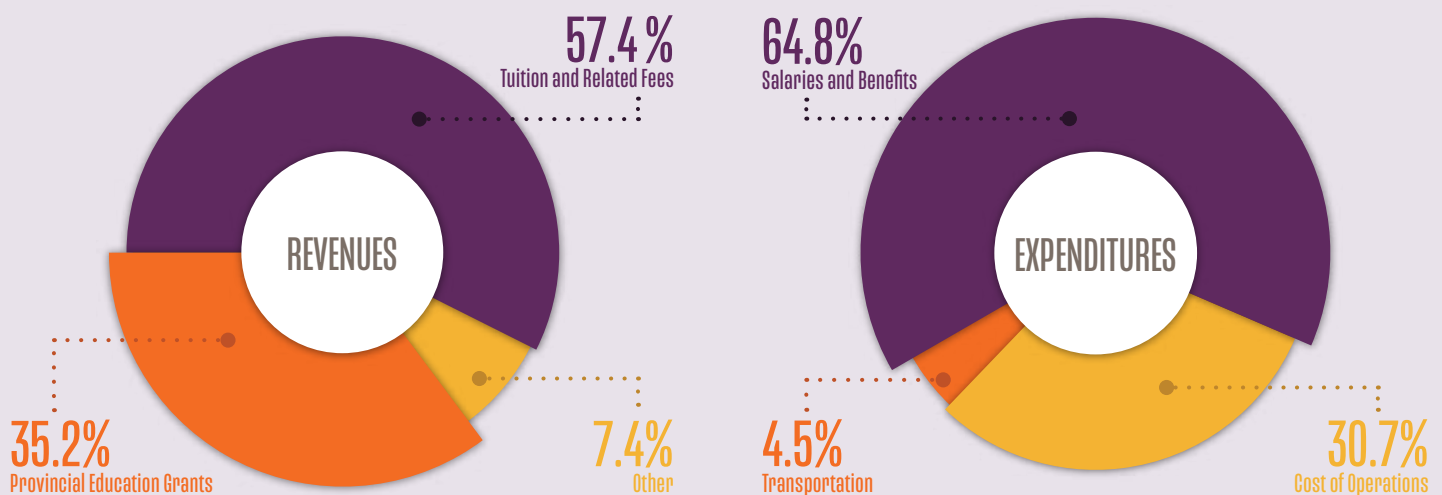
Notable amendments based on student, staff, and parent feedback included:

- ④ Adding in the development of "assessment philosophies" into Goal 1 to guide future assessment initiatives in both the Junior and Senior schools.
- ④ Amending the original Goal 2 strategy around launching a community altruism activity into "Continue interest-based learning opportunities inside and out of the classroom and assess viability for a community altruism project in 2025-2026." This allows the community to spend the year determining if the school has the capacity to launch a community altruism project.
- ④ Moving the implementation of CA Learner Competencies from Goal 1 to Goal 2. Staff feedback was strongly in favour of launching only two competencies at a time to ensure they could be implemented effectively.

# 2023–2024 SUMMARY OF FINANCIAL RESULTS

YEAR ENDED AUGUST 31	ACTUAL 2024 <sup>1</sup>	ACTUAL 2024
<b>REVENUES</b>		
Provincial Education Grants	\$ 8,691,818	35.2%
Tuition and Related Fees	\$ 14,156,343	57.4%
Other	\$ 1,825,461	7.4%
<b>Total Revenues</b>	<b>\$ 24,673,622</b>	<b>100%</b>
<b>EXPENDITURES<sup>2</sup></b>		
Salaries and Benefits	\$ 15,917,757	64.8%
Transportation	\$ 1,116,784	4.5%
Cost of Operations	\$ 7,534,452	30.7%
<b>Total Expenditures</b>	<b>\$ 24,568,993</b>	<b>100%</b>
<b>Excess of revenues over expenditures</b>	<b>\$104,629</b>	

- Information is summarized from Statement of Operations from the Independent Auditor's Report and Financial Statements for the year ended August 31, 2024.
- Expenses are net of recoveries.



For more information on Calgary Academy's financial statements, please email [yschuler@calgaryacademy.com](mailto: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 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup> and 95<sup>th</sup> 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
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 five improvement evaluation levels based upon the chi-square result.

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

## Overall Evaluation Table

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

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



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