

## The Calgary Jewish Academy

Three Year Education Plan  
2011/2012 to 2013-2014

Annual Education Results Report  
November 2011

Prepared in accordance with Alberta Education requirements and format



**Accountability Statement**

The Annual Education Results Report for the 2010-2011 school year and the Education Plan for the three years commencing September 1, 2011. For The Calgary Jewish Academy was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Educating Grants Regulation. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010-11 school year and the three-year Education Plan for 2011-2014 on November 16<sup>th</sup>, 2011.

*Signed* \_\_\_\_\_ *Date* \_\_\_\_\_  
*Eric Kettner, President*

**Message from the Board and Principal**

The documents below encompass a celebration of success and offer a road map for continuing improvement at the Calgary Jewish Academy. They recognize the great efforts put forward by our students in meeting the high expectations placed upon them in a challenging, dual curriculum. It is a pleasure observing our students achieving so well on personal, social, athletic and academic levels. The continued success of our students results from the combined efforts of our dedicated staff, supportive families and committed volunteers.

The CJA acknowledges and appreciates parental involvement in their children's education. This is instrumental for students and teachers to succeed.

We are pleased to note that once again, our students enjoyed a virtual 100% pass rate on the PATs and have significantly exceeded the Province in achieving the standard of excellence in almost every subject.

All the best,

Ben Karmel  
Principal

Eric Kettner  
President, CJA Executive

## Foundation Statements

### Our Vision

The Calgary Jewish Academy is your Jewish community school. CJA students excel within our superior Alberta and Judaic academic programs. Every child's unique needs are met within an **inclusive**, nurturing and safe environment. Academic excellence is fostered by engaged and passionate teachers who encourage each individual to achieve their own personal best. Students, from all Jewish backgrounds, are inspired to learn about their religion, heritage, and culture. Our graduates move forward in life, demonstrating the Jewish values of Gemilut Hassadim (helping others) and Menschlekeit (striving to be good people), knowledgeable and confident in their Jewish identity.

### Our Mission

In support of the Vision, it is our mission to:

- Create unsurpassed student learning through innovative and high quality instruction
- Celebrate individual and unique needs through programs designed for a diverse student body
- Respect a wide range of personal beliefs and practices
- Stimulate the imagination
- Enrich our students' educational experiences both inside and outside the school
- Develop Jewish literacy through the teaching of Jewish culture, religion and languages
- Foster a Jewish way of life through a deep and meaningful understanding of Judaic concepts
- Strengthen Jewish identity
- Connect to Israel through the Israel Experience Trip
- Broaden the development of our children through quality extracurricular, arts and sport programs
- Ensure that no child is denied a Jewish education
- Integrate technology and computer-based programming
- Embrace change

### What We Value at the CJA:

- Love of learning and intellectual curiosity
- Judaism and Israel
- Creativity, imagination, and individuality
- Excellence and achievement
- Menschlekeit (striving to be a good person), friendship, and acceptance
- Physical well-being
- Respect of others and ourselves
- Diversity, inclusion, and tolerance
- Tzedakah (generosity) and Gemilut Hassadim (helping others)

Citizenship, leadership, and Tikkun Olam (repairing the world)

**A Profile of the School Authority**

The Calgary Jewish Academy is an accredited private school offering programs ranging from two years prior to ECS through grade 9. Our K - grade 9 enrolment as of September 30, 2010 was 235.

Calgary Jewish Academy provides an excellent and well rounded Jewish and general education.

The Calgary Jewish Academy is firmly rooted in the Calgary Jewish community. In its present and previous forms, it has been in existence for almost 100 years, serving some families for as many as five generations of children.

**October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	The Calgary Jewish Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.8	92.2	93.4	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	63.2	70.2	76.2	80.9	80.5	80.1	Very Low	Declined	Concern
		Education Quality	86.5	90.8	85.9	89.4	89.2	88.9	Intermediate	Maintained	Acceptable
		Drop Out Rate	0.0	0.0	0.8	4.2	4.3	4.7	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	74.6	95.6	95.0	79.3	79.1	78.0	Low	Declined Significantly	Concern
		PAT: Excellence	32.8	44.2	40.4	19.6	19.4	18.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	87.5	87.8	85.0	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	88.4	90.3	89.3	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	87.2	83.6	81.0	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	73.3	75.5	70.5	80.1	79.9	78.8	Intermediate	Maintained	Acceptable

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

### Measure Evaluation Reference (Optional)

#### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

#### Improvement Table

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

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

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

#### Overall Evaluation Table

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

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

#### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

- Students demonstrate high standards in learner outcomes (K-9 portion only)

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	91.9	94.7	94.8	95.6	74.6	80%	Low	Declined Significantly	Concern	80%	80%	85%
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	47.1	34.4	42.7	44.2	32.8	35%	Very High	Maintained	Excellent	35%	35%	40%

### Comment on Results

**The red highlighted areas are not an accurate depiction of how CJA students did this past year. These marks assume that the Grade 9 students did not achieve an acceptable standard. In reality the Grade 9 Language Arts marks were invalidated due to reported indiscretions of a former teacher. This was not taken into account by this assessment, but rather all students were deemed to not have met the provincial standard. If these exams were not invalidated the results would indicate that the C.J.A.'s previous years' top rank standards were maintained.**

### Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Our early childhood program includes two year of schooling prior to Kindergarten.
- The Calgary Jewish Academy appoints excellent teachers, supports their professional development and sets high standards for students.
- We employ a multi-level reviewing process in using PATs for setting students and teachers up to succeed. We analyze a grade's performance in specific reporting areas of a particular curriculum.
- We conduct instructional program evaluations by external experts. Administrators, and classroom teachers use the individual test results as indicators for identifying multiple factors including possible test anxiety, special needs, or gifted/talented ability. Going through this process enables the school, parents and students to address issues together early on and to tailor an effective plan for the individual student to ensure future success.
- Students perform well in the Alberta curriculum despite our students learning a double curriculum. We must remember that because of our relatively small numbers and non-elitist admissions policy, they may fluctuate from year to year. We have a diverse student population which reflects students with English as a Second Language (ESL) needs, students with recognized special needs and those expressing gifted and talented abilities.
- The school implemented the CTBS this year and purchased Exam Bank to assist our students in being "test" smart and to provide them with opportunities to individually prepare for standardized testing.

### Notes:

- 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

<sup>1</sup> If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

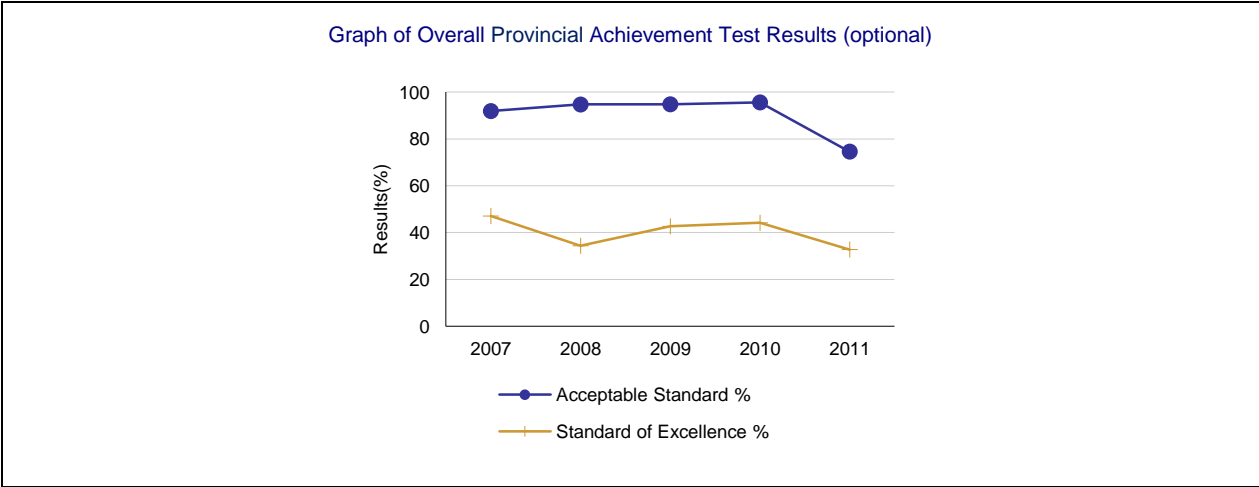
<sup>2</sup> Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

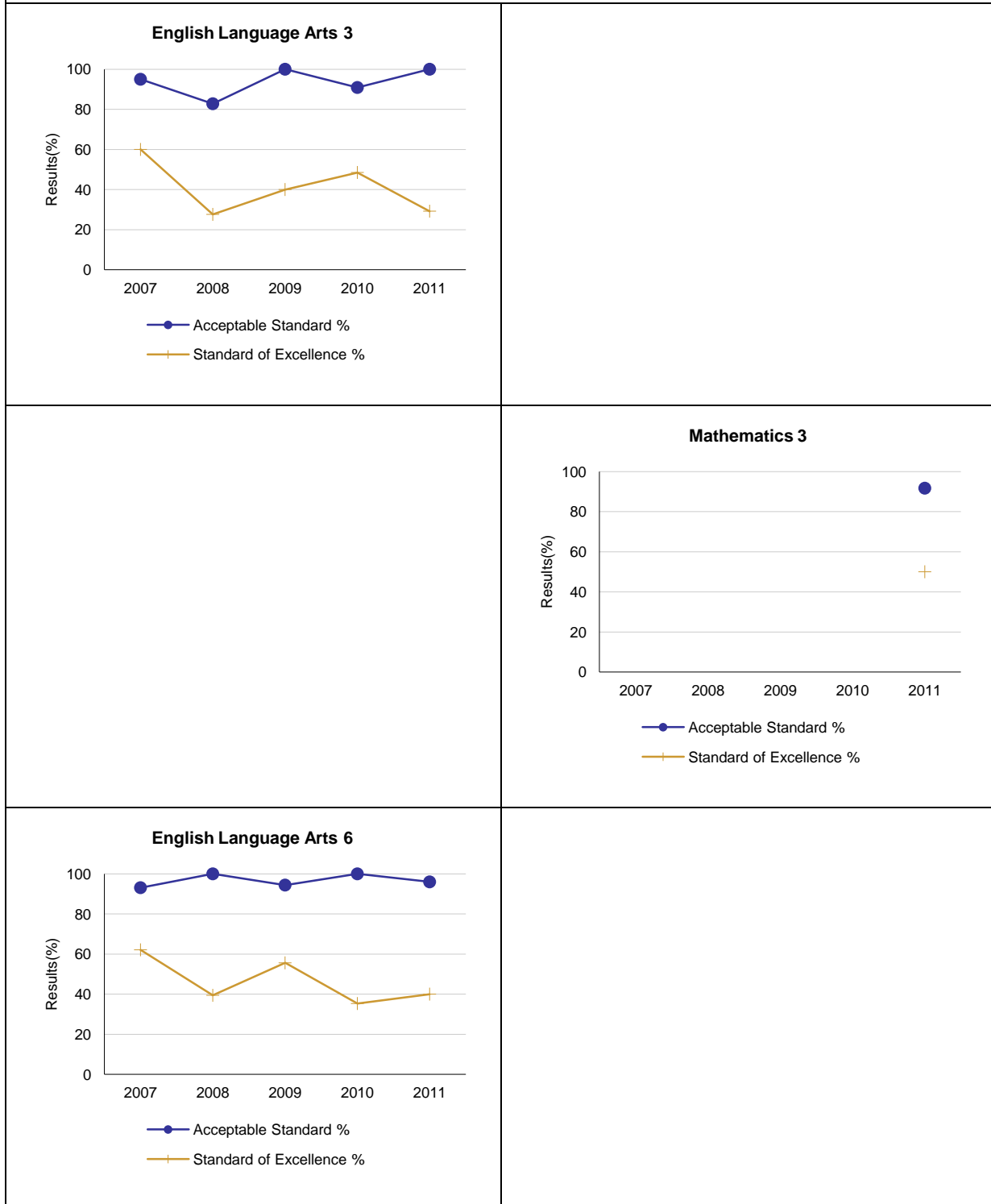
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	95.0	60.0	82.8	27.6	100.0	40.0	90.9	48.5	100.0	29.2		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.7	50.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	Authority	93.1	62.1	100.0	39.4	94.4	55.6	100.0	35.3	96.0	40.0		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96.0	52.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	93.1	37.9	100.0	30.3	94.4	55.6	94.1	41.2	88.0	60.0		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	82.4	11.8	92.0	20.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	Authority	89.7	58.6	94.4	55.6	100.0	46.7	100.0	47.8	*	*		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	87.5	20.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	Authority	89.7	20.7	94.4	22.2	80.0	13.3	95.7	43.5	87.5	33.3		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	95.7	60.9	79.2	33.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

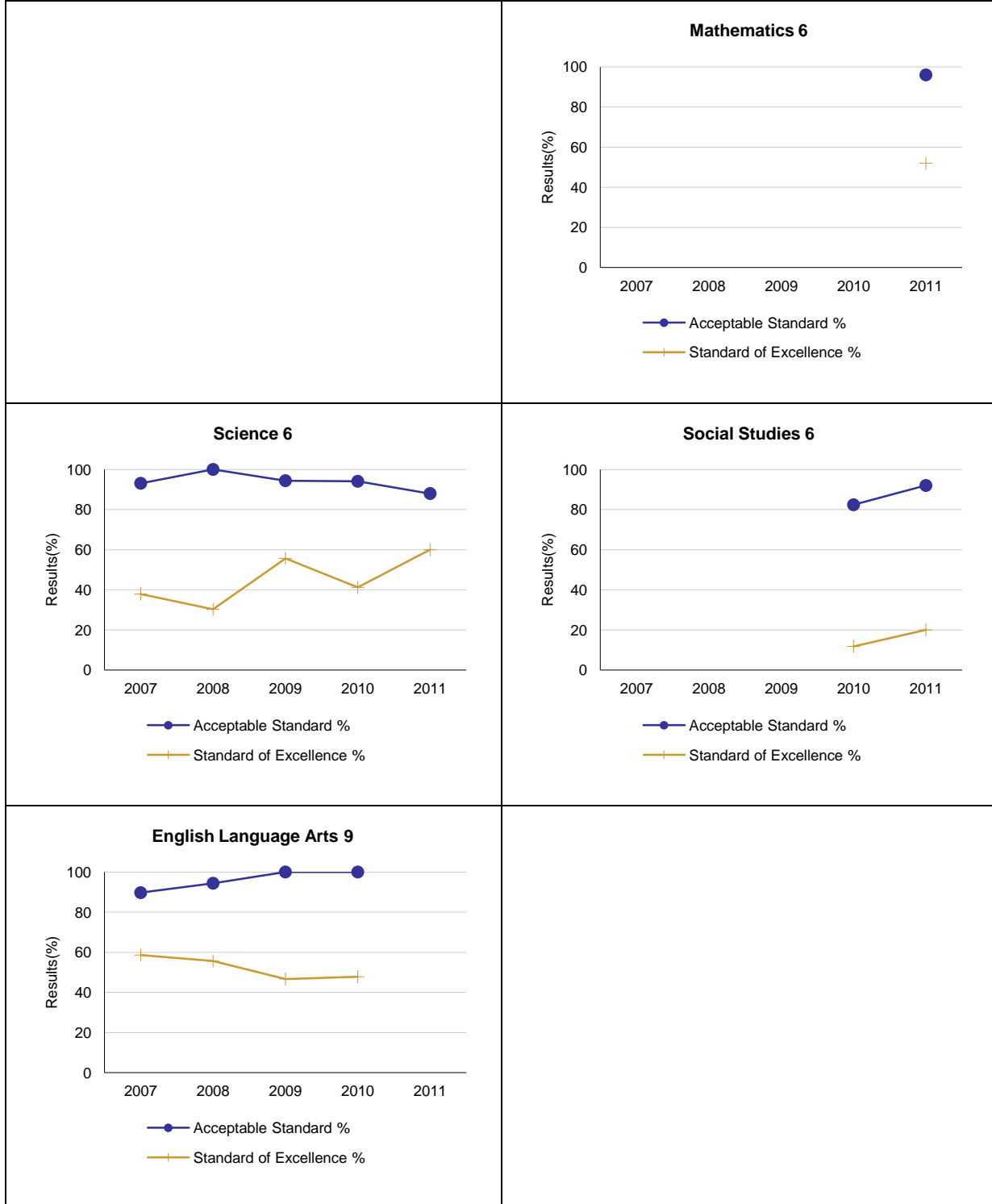


Graph of Provincial Achievement Test Results by Course (optional)

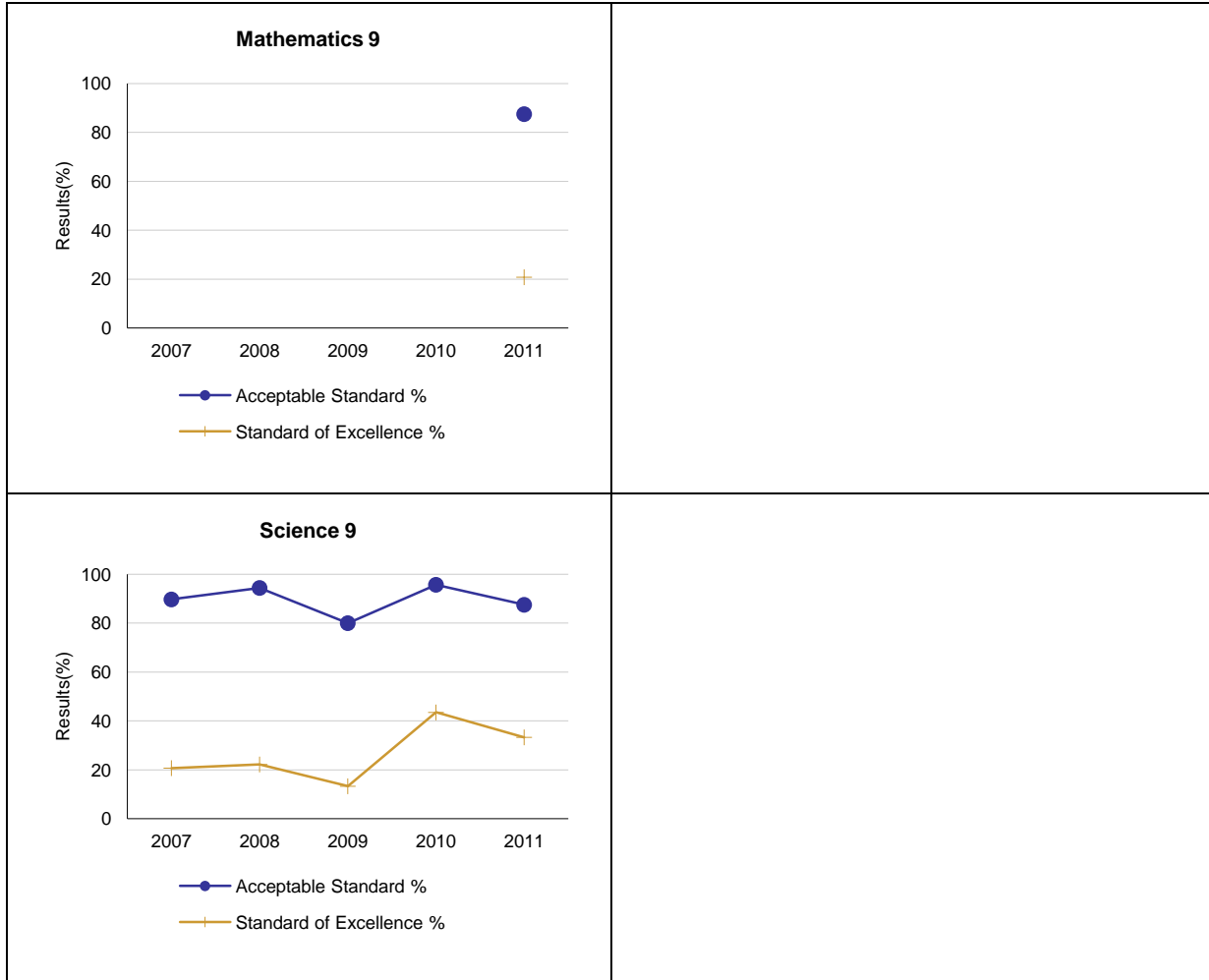


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

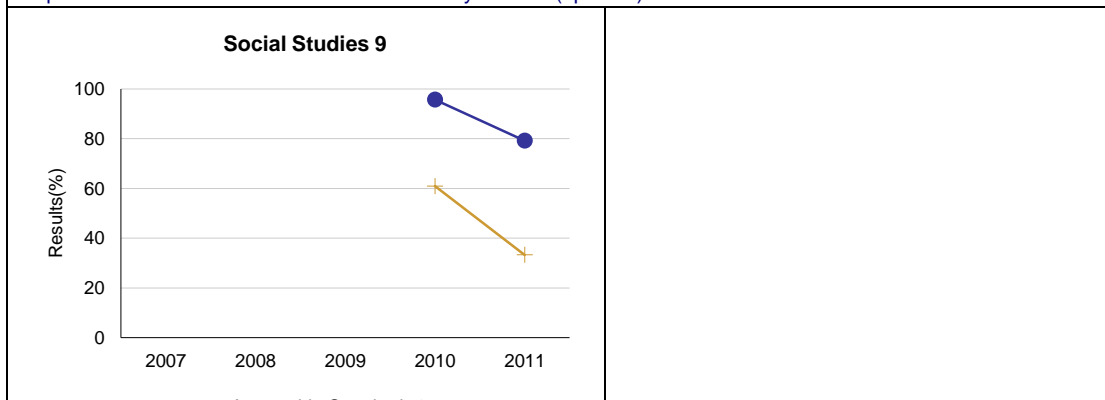


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		The Calgary Jewish Academy								Alberta			
Course	Measure	Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	Very High	Improved	Excellent	24	100.0	31	91.2	42,944	81.8	42,052	81.0	
	Standard of Excellence	Very High	Maintained	Excellent	24	29.2	31	38.7	42,944	17.5	42,052	17.9	
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1	
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3	
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	25	96.0	23	98.1	43,433	83.0	43,646	82.1	
	Standard of Excellence	Very High	Maintained	Excellent	25	40.0	23	43.4	43,433	18.5	43,646	19.6	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0	
Science 6	Acceptable Standard	High	Declined	Acceptable	25	88.0	23	96.2	43,441	76.2	43,534	76.0	
	Standard of Excellence	Very High	Improved	Excellent	25	60.0	23	42.3	43,441	25.0	43,534	25.1	
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	25	92.0	17	82.4	43,537	71.1	43,601	71.0	
	Standard of Excellence	n/a	Maintained	n/a	25	20.0	17	11.8	43,537	18.5	43,601	16.4	
English Language Arts 9	Acceptable Standard	*	*	*	24	*	19	98.1	43,024	79.1	43,763	78.2	
	Standard of Excellence	*	*	*	24	*	19	50.0	43,024	16.3	43,763	14.8	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4	
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	24	87.5	19	90.0	42,932	74.9	43,553	71.7	
	Standard of Excellence	Very High	Maintained	Excellent	24	33.3	19	26.3	42,932	20.8	43,553	15.5	
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3	
Social Studies 9	Acceptable Standard	n/a	Declined	n/a	24	79.2	23	95.7	43,128	67.2	43,769	68.9	
	Standard of Excellence	n/a	Declined	n/a	24	33.3	23	60.9	43,128	19.0	43,769	18.8	
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7	

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Outcome: *Students achieve educational outcomes*

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.1	2.5	0.0	0.0	0.0		Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a

<b>Strategies</b>
<ul style="list-style-type: none"> <li>➤ Students at CJA are taught the importance of an education. Compacted dual curriculum helps students to become effective time managers and to hone efficient study skills</li> </ul>

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Outcome: *Students are prepared for the 21<sup>st</sup> century*

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	88.3	90.3	88.4	90%	Very High	Maintained	Excellent	90%	92%	92%
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	82.1	87.8	87.5	90%	Very High	Maintained	Excellent	90%	90%	90%

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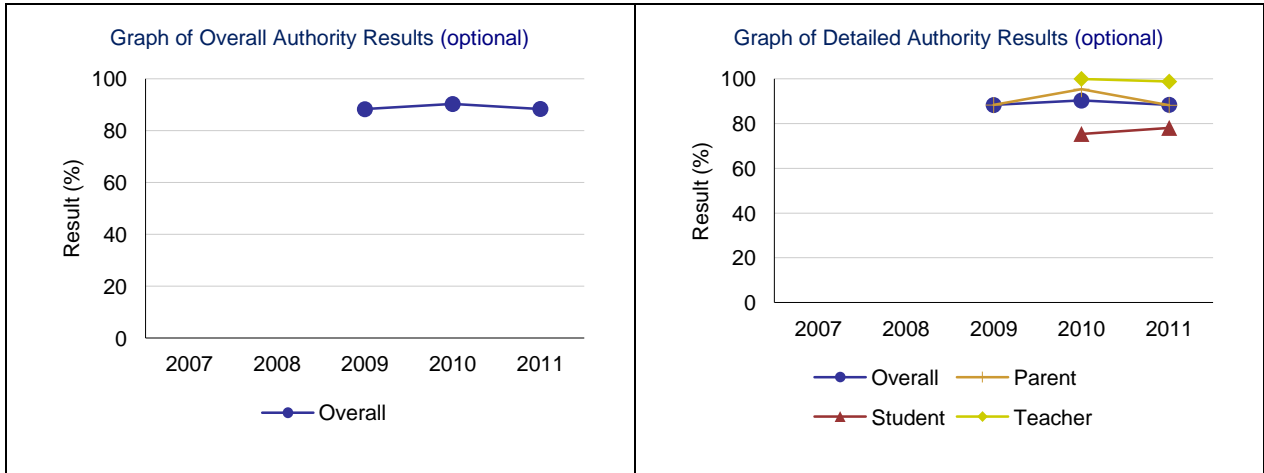
Strategies
<ul style="list-style-type: none"> <li>➤ The Calgary Jewish Academy provides a culture that emphasizes effort, academics and citizenship.</li> <li>➤ Citizenship is emphasized in our Mission statement and awards program, and in the school's emphasis on community service programs and providing opportunities for charitable giving.</li> <li>➤ Students are engaged and outreach into the community through Tikkun Olam (repairing the world) interactive projects that involve community service and through the school wide AISI Service Learning Plan</li> <li>➤ CJA's grade 5 students are trained in conflict resolution by our school counsellor and serve as playground mediators.</li> <li>➤ CJA access outside experts to conduct bullying preventions sessions and abuse awareness programs with students such as Turn off the Violence and Who Do You Tell?</li> <li>➤ Leadership programs, house leagues, food bank collections for Jewish Family services and Interfaith collections and helping the seniors are just a few of the programs CJA students are involved in.</li> <li>➤ Students who graduate from our rigorous dual curriculum report that they developed essential personal and social skills that greatly assisted them in setting goals. Learning to be effective time managers in order to focus on achieving their goals.</li> <li>➤ The school has a student academics honour roll system that encompasses both sides of the dual curriculum. Achieving formal Honour Roll recognition is contingent on students meeting expectations in specific personal and social development criteria that include: using class time effectively, respect for others and respect for property.</li> <li>➤ The school has an expansive, awards system that celebrates outstanding student achievements in academics, athletics, citizenship and fine arts. This system assists students in setting their goals in a competitive environment.</li> </ul>

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Citizenship – Measure Details**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	88.3	90.3	88.4	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	n/a	100.0	98.8	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	88.3	95.4	88.2	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	n/a	75.4	78.1	67.1	68.5	71.8	72.7	74.5

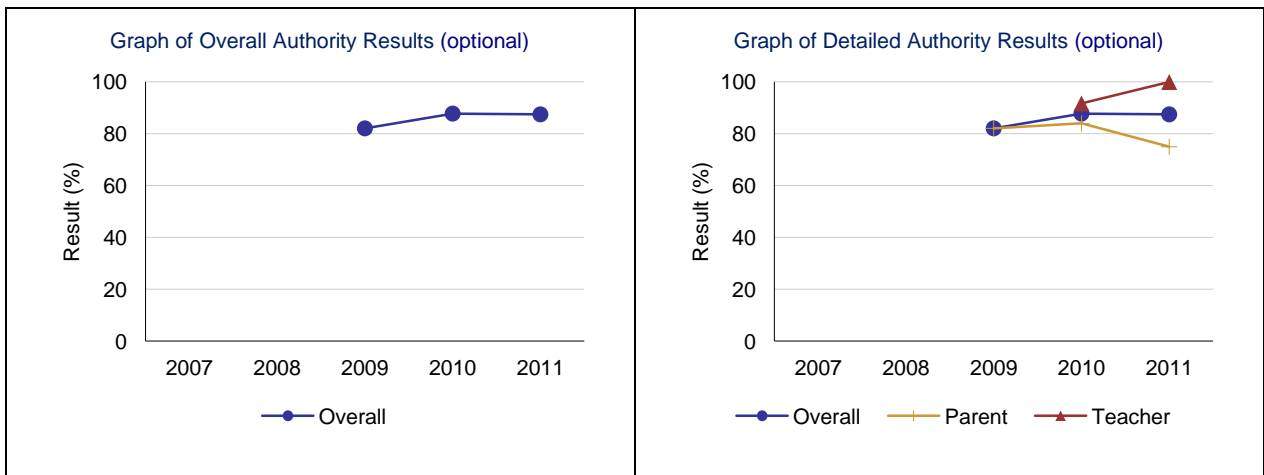


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Work Preparation – Measure Details**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	82.1	87.8	87.5	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	n/a	91.7	100.0	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	82.1	84.0	75.0	65.1	70.9	70.2	69.8	70.6



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: Students are prepared for the 21<sup>st</sup> century (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	44.4	60.7	68.8	75%	n/a	n/a	n/a	750%	75%	80%

**Strategies**

The Calgary Jewish Academy is a preschool, elementary and junior high school.

- Students at CJA are taught the importance of an education. Compacted dual curriculum helps students to become effective time managers and to hone efficient study skills.

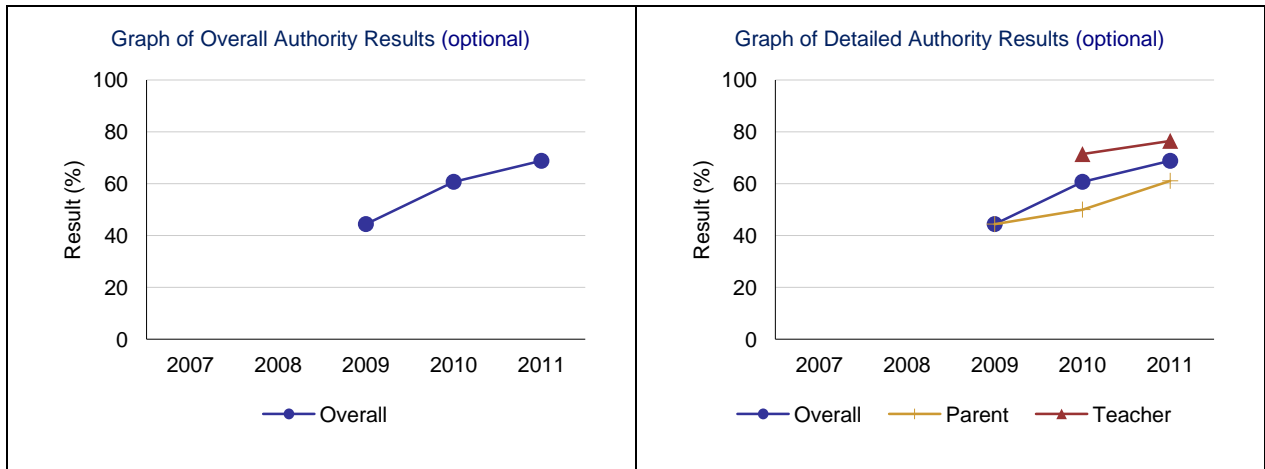
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

**Lifelong Learning – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	44.4	60.7	68.8	65.6	66.7	67.4	67.6	67.9
Teacher	n/a	n/a	n/a	71.4	76.5	74.1	73.8	74.0	75.4	75.3
Parent	n/a	n/a	44.4	50.0	61.1	57.1	59.5	60.8	59.8	60.6



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Goal Two: Transformed Education Through Collaboration

**Outcome:** *Students have access to programming and supports to enable their learning*

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	82.2	70.2	63.2	70%	Very Low	Declined	Concern	70%	75%	80%
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	81.0	90.8	86.5	90%	Intermediate	Maintained	Acceptable	90%	90%	90%
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	94.5	92.2	92.8	92%	Very High	Maintained	Excellent	92%	92%	95%

### Strategies

*For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.*

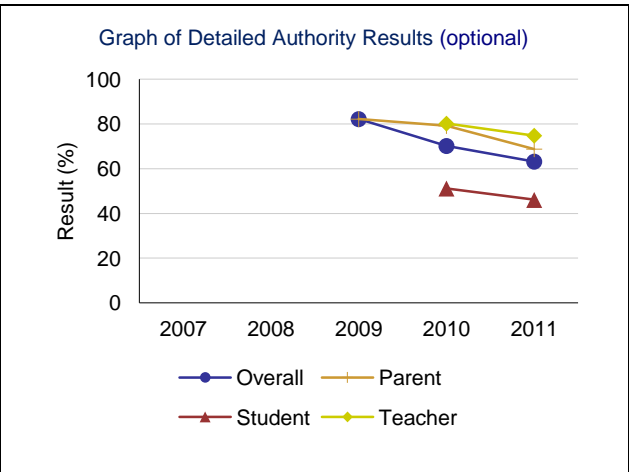
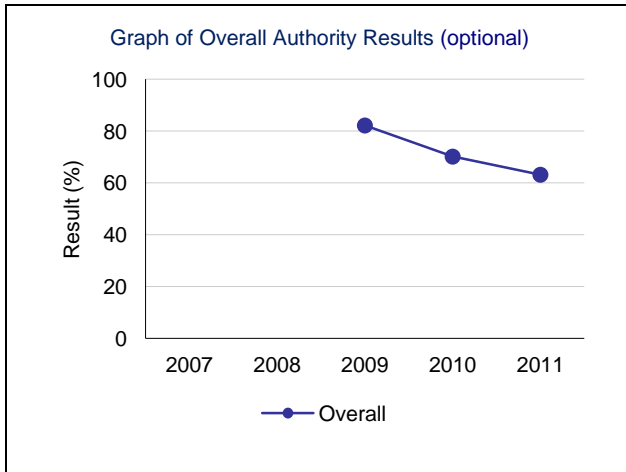
- **Multi-aged extracurricular fine art clubs such as chess, reading, junior and senior house leagues, musical/drama production clubs and drama productions are in place for stakeholders to increase inclusivity.**
- **For 2 consecutive weeks, students are immersed into Eastern European culture through song, dance, dram, story writing, media presentation etc.**
- **This year the school implemented a Glee Club elective and an Art Elective for Junior High students.**
- **Sparks program is now in place for Kindergarten, Grade 1, 2 and 3. This was recommended by our Phy. Ed evaluator.**
- **House Leagues have been established for students to participate in during recess.**
- **Performing Arts groups and presenters are invited to present and students attend cultural and art events.**
- **A parent/staff educational technology committee is actively advancing school’s ability to embrace 21<sup>st</sup> century learning.**
- **Continue positive social programs such as Peer Mediators**
- **Continue to raise awareness about bullying, and effective, timely intervention in cases of bullying behaviour by introducing events such as Turn off the Violence program.**
- **Evacuation and lock down procedures are rehearsed with students and staff on a regular basis**
- **The school maintains a school security committee that manages a relationship with the Calgary Police Service and regularly upgrades physical security measures.**
- **The school implemented school uniforms in order to increase school pride, spirit and respect.**
- **Fine Arts is heavily integrated in all areas of study and clearly implemented and presented during many holiday celebrations, curricular evenings and Learning Fair.**

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details (OPTIONAL)**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	82.2	70.2	63.2	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	n/a	80.2	74.8	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	82.2	79.2	68.8	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	51.2	46.1	72.9	74.1	75.3	75.9	76.9

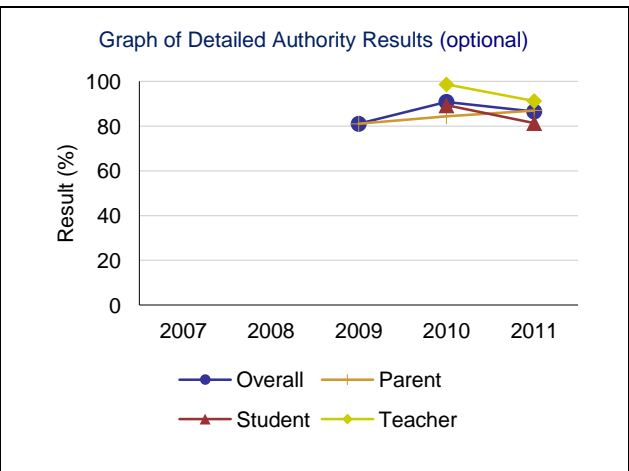
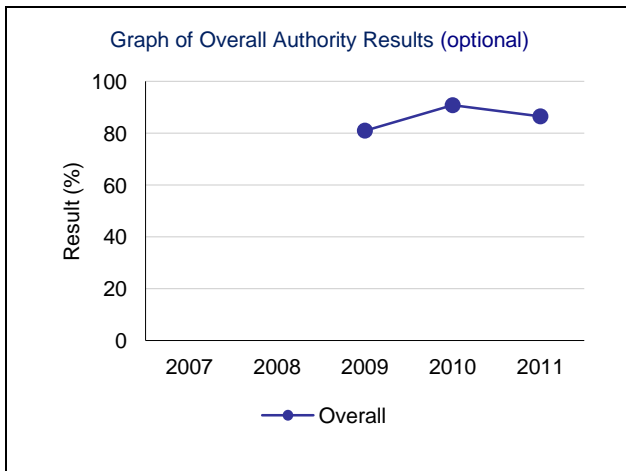


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	81.0	90.8	86.5	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	n/a	98.6	91.2	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	81.0	84.4	87.0	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	n/a	89.3	81.4	86.4	86.6	88.3	88.2	88.5

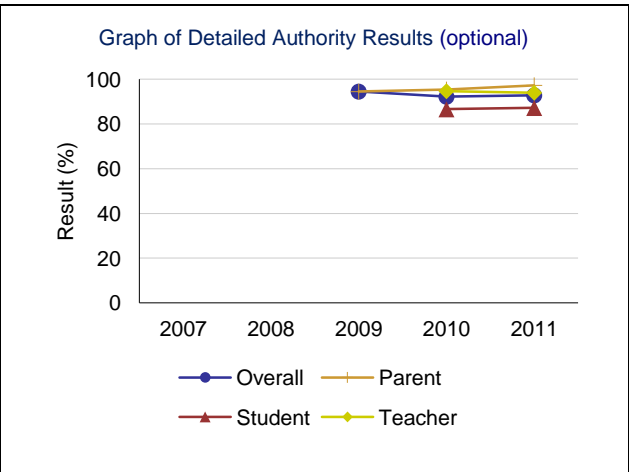
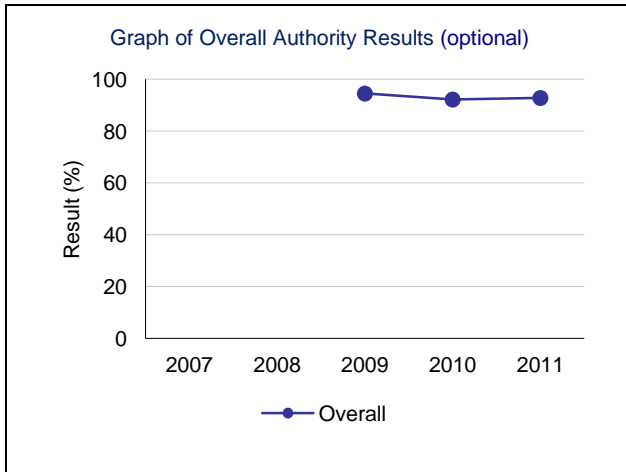


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details (OPTIONAL)**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	94.5	92.2	92.8	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	n/a	94.7	94.0	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	94.5	95.4	97.3	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	n/a	86.6	87.2	78.5	79.1	81.7	82.2	83.3



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Outcome:** *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	78.3	83.6	87.2	90%	Very High	Maintained	Excellent	90%	90%	90%
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	65.5	75.5	73.3	75%	Intermediate	Maintained	Acceptable	80%	80%	85%

**Strategies**

*For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.*

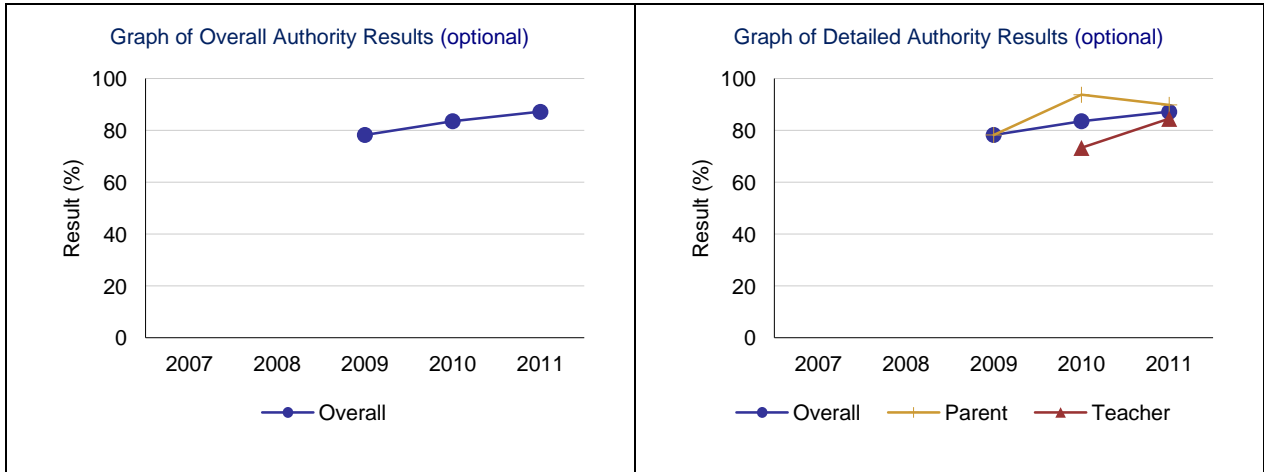
- The Calgary Jewish Academy will continue to encourage parents to participate in parent evening/ lunch and learns designed to create an efficient flow of communication i.e. New Parent Evening, Grade 6 info evening, Curricular evenings.
- The Director of Admissions continues to implement attraction and retention strategies and programs
- In program evaluations, parent volunteers are involved in the steering committee and in the focus groups under the supervision of the evaluator and the steering committee chair
- The board of directors, known as the Executive, is a body of elected parent volunteers who act as directors. The Executive's standing and ad hoc committees are staffed and chaired largely by parent volunteers.
- The Calgary Jewish Academy provides multi-levelled supportive strategies for teachers through mentors and teacher evaluation.
- Administration continues to use ELM communication for all staff to gauge staff members' emotional status in the work place. ELM is a confidential email communication model between administration and staff. The model provides administrators with personal weekly feedback from individuals on their levels of: energy, feelings of frustration, sense of camaraderie, job satisfaction and their sense of recognition.
- Teachers are encouraged to link the PAT reviews conducted to their Teacher Growth Plan.
- The CJA encourages teachers to increase their knowledge and skills through workshops, professional development days, the application of technology and the utilization of on-line resources.
- Together we continue to work on constructing effective communication systems to reach all stakeholders on current and future initiatives and plans. We are implementing more effective communication strategies such as new website, the RenWeb school management program, a communication coach.
- Our Director of Admission who, (in addition to recruitment) communicates regularly with current families to assess their satisfaction levels, shares these concerns with administration (in order to ensure retention) and liaises with the Board.
- The school administered CCAT and CTBS to assist teachers in expanding individual student profiles

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	78.3	83.6	87.2	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	n/a	73.3	84.5	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	78.3	93.8	89.9	67.9	69.0	72.2	71.3	71.7

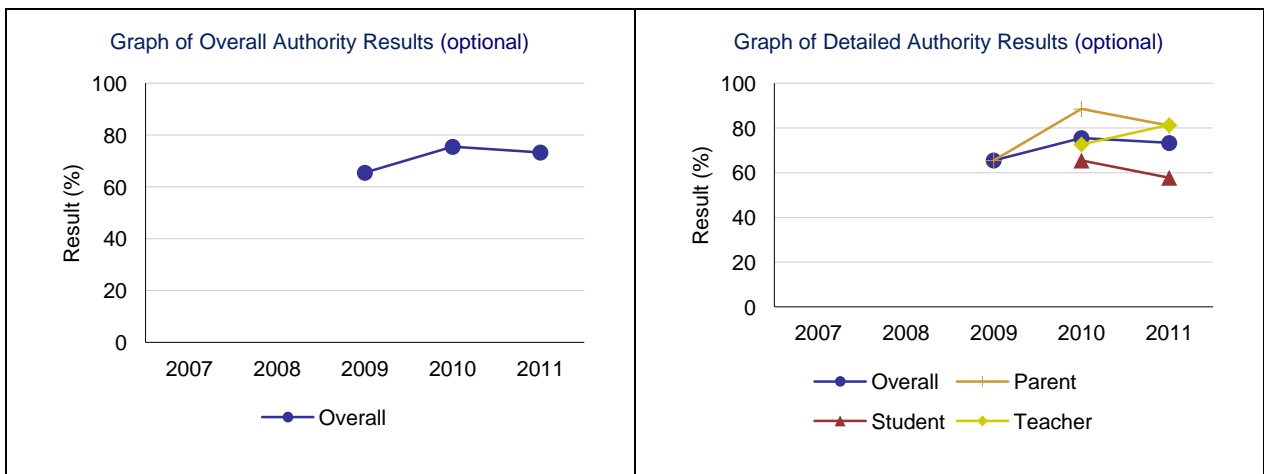


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details**

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	65.5	75.5	73.3	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	n/a	72.7	81.3	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	65.5	88.5	81.0	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	n/a	65.5	57.8	79.3	79.5	81.8	81.8	82.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

**Outcome:** *FNMI students are engaged in learning*

*Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:*

- *Key learning outcomes for FNMI students improve*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

[No Data for Overall FNMI Results]

[No Data for Overall FNMI Results]

### Strategies

*Authorities with no or very few self-identified FNMI students must refer to strategies in other goals related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.*

The Calgary Jewish Academy does not currently have First Nation, Metis and Inuit students. The CJA respects diversity and introduce our students to different cultures.

#### Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Summary of Financial Results**

Summary of Financial Results 2010-2011 School Year  
 Program expenditure information:

Total ECS to grade 9 expenditures 3,504,553

These expenditures were allocated as follows:

Instruction 66%  
 Administration 21%  
 Operations 12%  
 Other 1%

(2010-2011 Audited Financial Statement)

The annual Operating Deficit for the 2010/2011 school year: 208,215  
 Total accumulated operating surplus 653,308  
 The school has no capital reserves

Received from Alberta Education 161,561  
 Plus Aisi 24,771

Deficiency covered by prior year surplus  
 Request for additional financial information can be made through our school accountant.

**Budget Summary 2011-2012**

<b>Revenue Summary</b>	<b>Amount</b>	<b>Percentage</b>
Alberta Government	161,316	4.8%
<b>Federal Grants</b>		
Other Alta School Authorities	1,499,595	44.1%
<b>Other Revenue</b>		
Tuition	1,352,888	39.8%
Fundraising/Gifts	336,495	9.9%
Sundry	46,776	1.4%
<b>Total Revenues</b>	<b>3,397,070</b>	<b>100%</b>
<b>Expenditure Summary</b>		
Instruction	2,296,042	65.7%
Administration	757,266	21.6%
Operations & Maintenance	446,049	12.7%
<b>Total Expenditures</b>	<b>3,499,357</b>	<b>100%</b>

The complete budget for the 2011-2012 school year may be accessed through Linda Ducharme, school accountant.

**Capital and Facilities Projects**

The Calgary Jewish Academy proudly opened a new playground. This playground was a combined effort with Habital Systems, Hullburt Rock, Envirozone , CJA neighbours, Parks Foundation and Lottery Funding Program.

The Calgary Jewish Academy continues to improve and update its facility. This summer we continued with the painting of the school both inside and outside.



**Timelines and Communication**

- For details please refer to Section 2 and Section 3 of the appropriate policy and requirements for planning and results reporting guide.

The plan will be communicated to parents by making it available through the school web site and the administrative office.