



The Calgary Jewish Academy
בית הספר היהודי בקלגרי

Alberta Education Assurance Monitoring Report 2021 - 2022 Reporting



Assurance Statement from the Board Chairs and Administration of the CJA

The Annual Education Results Report for The Calgary Jewish Academy for the 2021 - 2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2021 - 2022 was approved by the Board on January 30, 2023

Board Chair Signature:



Shannon Smith Albert

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 nine. Our Grade one to nine population is two hundred and eighteen students. There are twenty-four students in our kindergarten program. Our Early Years program currently has a total of twenty-eight children. This program includes the three and four-year-old children. CJA's total enrollment is two hundred and fifty-two. We have an exceptional full day program option for five, four and three-year-old children with thirty-four children in attendance.

The Calgary Jewish Academy provides an excellent and well-rounded Jewish and Alberta Program of Studies Education. This dual curriculum program provides students with opportunities to be connected to their Jewish culture and identity through their learning.

The Calgary Jewish Academy is firmly rooted in the Calgary Jewish community. In its present and previous forms, it has been in existence for 110 years, serving some families for as many as five generations. The CJA is more than just a school, we're *Mishpacha* (Family). We are a caring community that consists of faculty, staff, parents, grandparents, alumni and friends who work together to support each child's Jewish values.

Families choose the CJA because they seek a challenging and supportive environment where they can be partners in their child's learning. An integrated curriculum guides students toward academic excellence, strong critical thinking skills, and pride in their Jewish heritage.

The Calgary Jewish Academy strives to be a leader within the Calgary Jewish Community, working closely with the Calgary Jewish Federation, The Calgary Jewish Centre, multiple Synagogues, the Akiva Academy, Jewish National Federation and our friends in Israel at partner schools and organizations.

Our Mission

The CJA fosters:

- Community, character and confidence
- Jewish values (Tzedakah, Tikun Olam), Identity (Heritage) and Traditions (Strong connection to Israel and the Jewish people – Ahavat Israel)
- Academic excellence, Hebrew fluency and Innovation

Our Vision

- To be the leader in engaging, educating and empowering Calgary's Jewish youth.
- To become a nationally renowned Canadian Independent School

המשימה שלנו
המשימה של בית הספר היהודי האקדמי בקלגרי
הוא לטפח
קהילה יהודית, פלורליסטית ושוויונית
זהות יהודית, ערכים (צדקה, תיקון עולם) ומסורת יהודית
אהבת ישראל – קשר חזק לישראל ולעם היהודי
מצוינות אקדמית, עברית רהוטה וחדשנות

החזון שלנו
להיות המנהיג המוביל בחינוך
והעצמת הנוער היהודי של קלגרי
ל

Message from the Board

The documents included in this report celebrate the vision, mission and history of the Calgary Jewish Academy. CJA has a strong community that provides ongoing support, education and values to Jewish youth in Calgary and surrounding areas.

Historically our students' perform exceptionally well on Provincial Achievement Tests and this is but one indicator of the ability of our faculty to inspire learning and provide engaging curriculum in a dual curriculum environment.

It was a challenging few years for all schools; however, the CJA administration, faculty and support staff have worked very hard to provide academic, physical and mental health support to CJA students to enhance student academic success.

Despite the numerous challenges faced by our educators, a shortage of substitutes, ongoing outbreaks and interruptions caused by quarantine of students and staff, CJA faculty enriched our students' lives with a multitude of teaching and learning strategies and provided outdoor learning and offsite activities across all grade levels.

The critical thinking initiatives, technological innovations, parent and student feedback, facility enhancements and success of our students, are all reflected in the results of the Assurance survey.

With a strong Judaic Studies curriculum that enriches our students' identity as well as the enhanced Alberta Program of Studies, our students continue to work hard to develop their character, social skills, athletic and academic abilities. CJA is shaping the foundation of future thinkers, creators and community leaders, by blending modern education with greater purpose and meaning.

The success that continues year after year at CJA is certainly a result of the combined efforts of our dedicated faculty, support staff, hard-working students and supportive families. It is evident that the commitment of our parent volunteers, actively engaged extended community and the dedication of the CJA Board of Directors, continues to have a significant impact on the success of our school.

Our team of educators have continued to engage students in their Jewish learning and we continue to ensure all students are prepared for their future as Jewish citizens who characterize and model the vision and mission of the CJA. Our students know and understand the importance of helping to heal the world and the CJA the emphasis on innovation and tukan olam is emphasized in their daily lives.

The CJA acknowledges and appreciates a long history of positive parental involvement in their children's education. During the 2021 - 2022 school year our parents took part in multiple virtual events which included; meet the teacher, grandparents and grandpals day, Jewish holidays and celebrations, student led conferences and we were very excited to be able to hold an person graduation and awards ceremony in June of 2022. Parent, grandparent and alumni involvement continues to be instrumental for students and teachers to succeed in a competitive educational climate.

We continue to honour the past at the CJA and we will continue to create a setting that is future oriented and provides learning opportunities that broaden thinking skills, supports social emotional needs and a culture of caring.

Sincerely,



Co-Chairs, CJA Board

Bryant Frydberg and Shannon Smith-Albert

Board of Directors

Bryant Frydberg & Shannon Smith-Albert – Co-Chairs

Gil Spanglet– Treasurer

Directors:

Thal, Jeremy

Oppenheim, Adam

Jacobsen, Michelle

Abrahamson, Sharon

Pavlov, Michael

Grintuch, Ben

CJA Leadership Team

Brenda English – Head of School

Avi Meyers - Head of Judaic Studies - Administrative Support

Jessica Rynn – GAIN Coordinator

Jill Morgan – Alberta Curriculum Coordinator

Annette Kaminer – Coordinator – Early Years 3yr old – ECS

Evan Gelman – Coordinator of Technology Integration and Support

CJA Trends and Issues

- CJA students continue to excel in Alberta curriculum as demonstrated in Grade 3 PAT results conducted in October of 2021 and Grade 6 PATs and Grade 9 PATs conducted in June of 2022
- CJA parents continue to be actively involved in school events and activities; however, this did decline in 2021 – 2022 when parents were not permitted to enter the school
- Student Learning Engagement and Opportunities have continued across all grade levels
- CJA has increased STEM and STTEAM, (Stem, Torah, Tech, Engineering, Arts and Math) and opened the Innovation Centre and introduced Financial Literacy and Entrepreneurship class at Junior High
- We have continued to see a higher rate of retention in grade seven and across junior high and have the largest junior high class, (grade 7,8 and 9) than in the past fifteen years
- The on-going impact of COVID - 19 and the recession has continued to impact enrollment at CJA and our families who were most heavily impacted continue to be supported at a higher level financially by the Integrated Bursary Program
- The increase in parents working from home and not requiring early years' support has also continued to impact our enrollment and we anticipate a gradual increase in enrollment in N - K in the next three years
- We have seen an increase in the number of elementary students requiring additional support with an increase in learning disabilities. (this increase includes diagnosis of Anxiety, ADHD, ADD, Autism Spectrum Disorder and Learning Disabilities)

Celebrating Success 2021/2022

- CJA Assurance Plan was completed in May of 2022
- Teachers continued to work character mensch programming for students with the utilization of language related to Tikun Olam and Jewish Character and Citizenship
- Grade Nine Judaic Studies students achieved 3 Credits for Hebrew Language and Culture 10 through challenge credits as a result of their excellence and accelerated learning
- **CJA students excelled on the Caribou Math Contest and several students were in the top 10% globally**
- **Calgary Youth Science Fair** - Grade 9 Student won Best Overall Project, Gold Medal, Chancellor's Award, University of Calgary Science Award, John Hopkins Award for youth as one of top Science students' in the world based upon work at John Hopkins Summer program, Represented CJA at Canada Youth Science Competition and has since presented at the Ottawa Global Science Summit
- Mental Health Supports and programs increased with counseling and support put in place

- CJA students engaged in Orange Shirt Day and Indigenous education learning
- Introduction of Open Parachute program at grade two
- Social Skills and Resiliency Programs continued
- French Language Program students engaged in AIM French Language Program and performed and created plays and performed digitally
- **CJA Athletic teams** were able to compete in Calgary Independent School Athletics.
- Sr. Boys' Volleyball won the Tier 3 Boys Division.
- Jr. Girls Basketball won Gold in the Tier 3 Jr. Girls Division.
- Sr. Boys' Basketball won Silver in Tier 2 Division.
- Badminton - 2 Silvers and 1 Gold
- Track and Field - Bronze and Silver at City Junior High Independent Schools
- Sixteen Golfers continued to practice and train at YYC Golf Futures and in indoor school range
- Outdoor learning garden and new outdoor playhouse were added to outdoor learning spaces
- CJA Board continues to work on School Strategic Planning process and alignment with Assurance plan and Board Governance
- **Virtual Grade Two** –Chagigat HaTorah – supported and sponsored by the Adler Family Foundation and each student received a Tannach
- Virtual Grade One -Chagigat HaSiddur in Grade Two
- CJA received a donation to support Chrome Book purchases for all Junior High students
- Grade 4-6 had a scheduled STEM learning period utilizing coding and robotics
- CJA students were able to participate in offsite trips to: Grade 7, 8, 9 five days overnight to Salt Spring Island, Grade 5 and Grade 6 overnight to Kamp Kiwanis, Camp Horizon, Grade 4 to Drumheller, Grade 3 to the Calgary Zoo, Grade 2 and Grade 1 to The Calgary Farm Yard

Jewish Identity

Over the past few years we have been changing the focus of our T'fillah curriculum. Our goal is to prepare our students for a variety of Jewish prayer situations. As such, we have focused on exposing them to Shabbat Shacharit (morning) prayers and tunes, with the understanding that this is the most likely time they will be in a prayer setting. T'fillot are taught from a traditional lens, with opportunities for personal connection and interpretation. Our T'fillot are filled with ruach (spirit) as we daven (pray) together as a kehillah (community). On Fridays we practice welcoming Shabbat with the Kabbalat Shabbat prayers and saying goodbye to Shabbat with the ceremony of Havdallah. Our students participate in T'fillah with the understanding that they are connected to Jewish Peoplehood, both past and present.

Character

CJA volunteer groups worked alongside two Seniors centers to provide positive messages, posters and students created and sent cards to seniors who were shuttered during COVID. CJA students also learned to crochet and knit and made caps for children who were undergoing treatment.

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	The Calgary Jewish Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.2	89.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	76.1	90.5	87.0	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	85.6	n/a	93.0	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	28.2	n/a	38.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.9	92.9	88.9	89.0	89.6	90.3	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.7	91.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.7	90.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.7	90.9	91.6	78.8	79.5	81.5	Low	Declined Significantly	Concern

Comment on results:

COVID certainly impacted our parent involvement in school wide activities. Parents were not entering the school and involved in school showcases or in person parent meetings. All events and celebrations were conducted virtually. Parent meetings and interviews were held on zoom. Citizenship activities were minimal and student mental health impacted behaviours.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

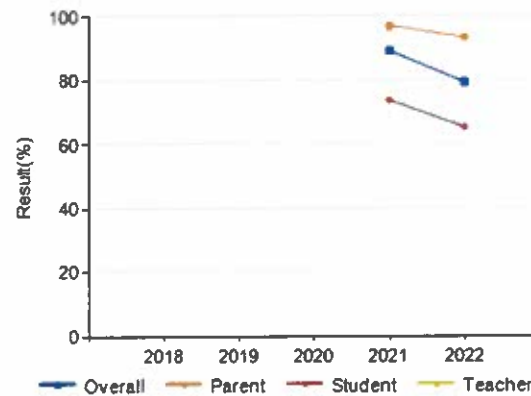
	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority													Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	143	89.0	86	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	22	97.0	20	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	101	73.5	66	65.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	20	96.6	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Graph of Authority Results



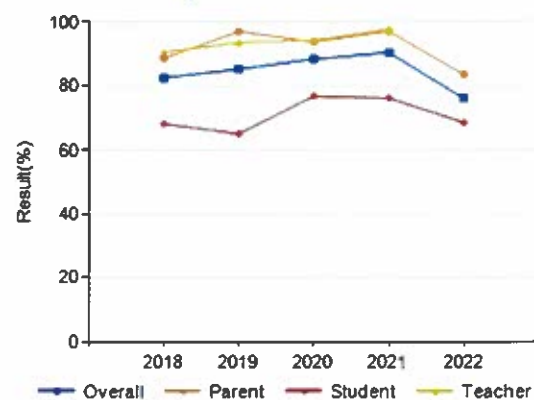
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

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

	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	151	82.7	139	85.4	180	88.5	143	90.5	86	76.1	Intermediate	Declined Significantly	Issue	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	36	88.9	30	97.3	40	94.0	22	97.2	20	83.7	Very High	Declined	Good	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	97	68.3	93	65.2	118	77.0	101	76.3	66	68.6	High	Maintained	Good	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	18	90.8	16	93.8	22	94.5	20	98.0	5	*	*	*	*	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Graph of Authority Results



Comment on results:

Although the CJA worked very hard to support character and citizenship the overall results appear as an issue. Students were certainly under stress and behaviours and character opportunities were no readily available with COVID measures in place. Students were not actively engaging with each other.

Provincial Achievement Test Results – Measure Details

		Target							
		2018		2019		2022		2022	
		A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	50.0	100.0	38.5	84.8	21.2		
	Province	83.5	17.9	83.2	17.8	76.1	18.9		
Mathematics 6	Authority	100.0	7.1	96.2	19.2	81.8	12.1		
	Province	72.9	14.0	72.5	15.0	64.1	12.6		
Science 6	Authority	100.0	42.9	96.2	38.5	78.8	18.2		
	Province	78.8	30.5	77.6	28.6	71.5	23.7		
Social Studies 6	Authority	100.0	64.3	88.5	53.8	84.8	27.3		
	Province	75.1	23.2	76.2	24.4	67.8	20.1		
English Language Arts 9	Authority	100.0	21.4	92.3	53.8	92.9	50.0		
	Province	76.1	14.7	75.1	14.7	69.6	12.9		
Mathematics 9	Authority	92.9	14.3	85.7	35.7	92.9	35.7		
	Province	59.2	15.0	60.0	19.0	53.0	16.7		
Science 9	Authority	92.9	21.4	84.6	30.8	100.0	71.4		
	Province	75.7	24.4	75.2	26.4	68.0	22.6		
Social Studies 9	Authority	92.9	28.6	92.3	38.5	85.7	35.7		
	Province	66.7	21.5	68.7	20.6	60.8	17.2		

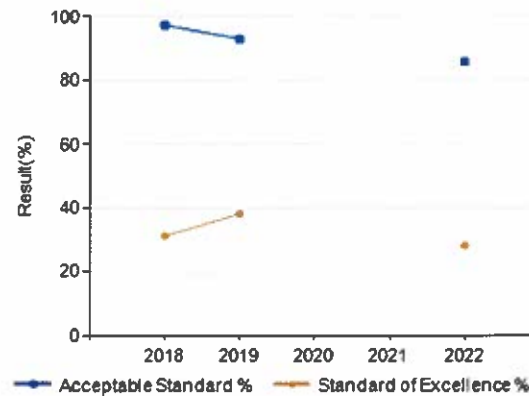
Notes: "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

- Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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.

Comment on Results:

CJA grade nine students did exceptionally well on ELA, Science, Math and SS. The standard of excellence was significantly higher than the provincial results. Overall results were very good considering the number of days absent and disruptions and illness as a result of COVID. At the grade six level there were five students who did not write the exam due to health, ELL level as new Canadians or illness. Grade six students were impacted far more by the interruption of learning and reading and writing skills appear to have been impacted and the Standard of Excellence was lower than in 2019.

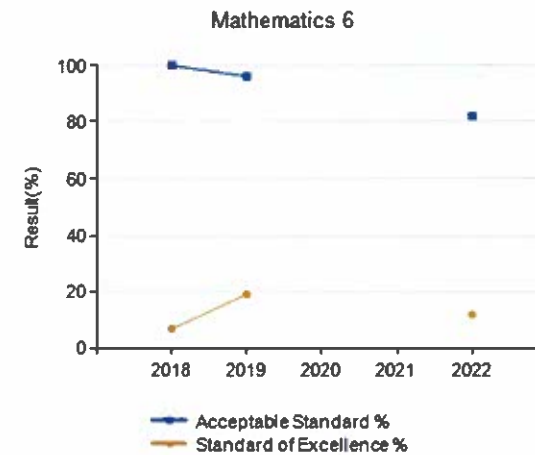
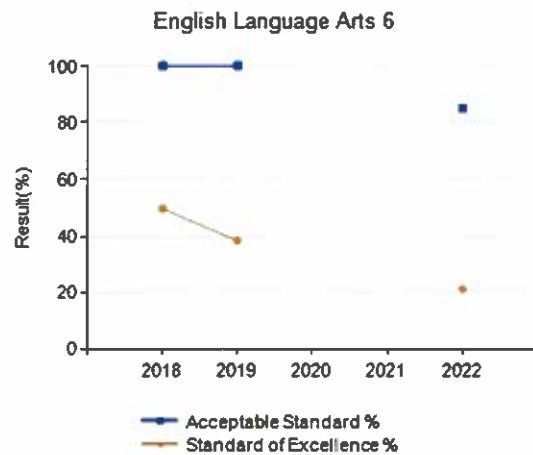
Graph of Overall Provincial Achievement Test Results

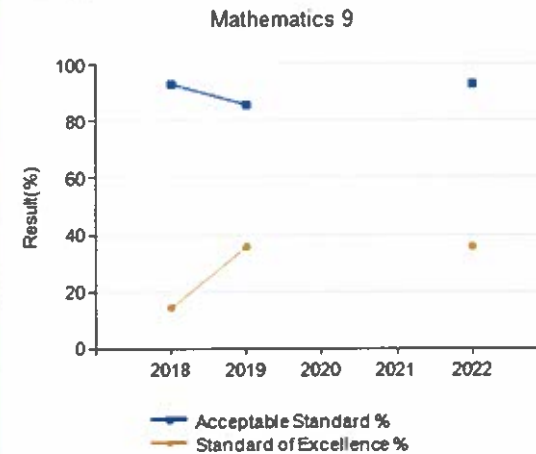
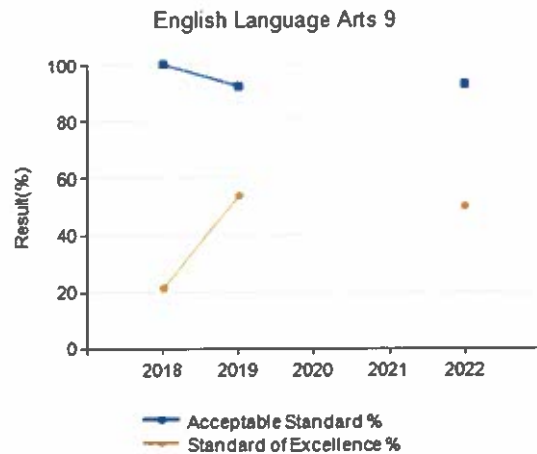
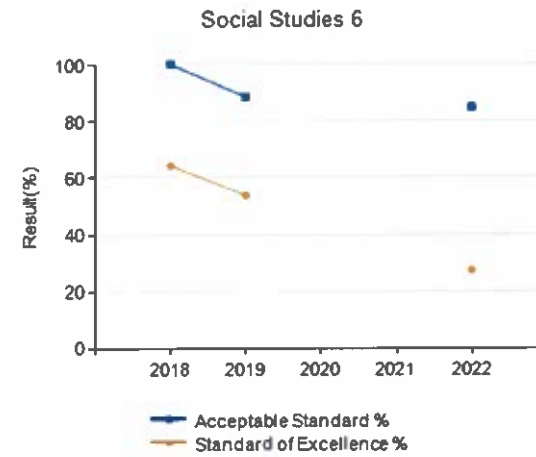
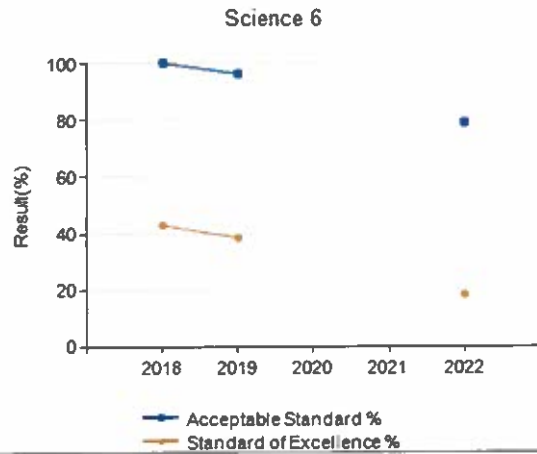


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
4. 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.

Graph of Provincial Achievement Test Results by Course

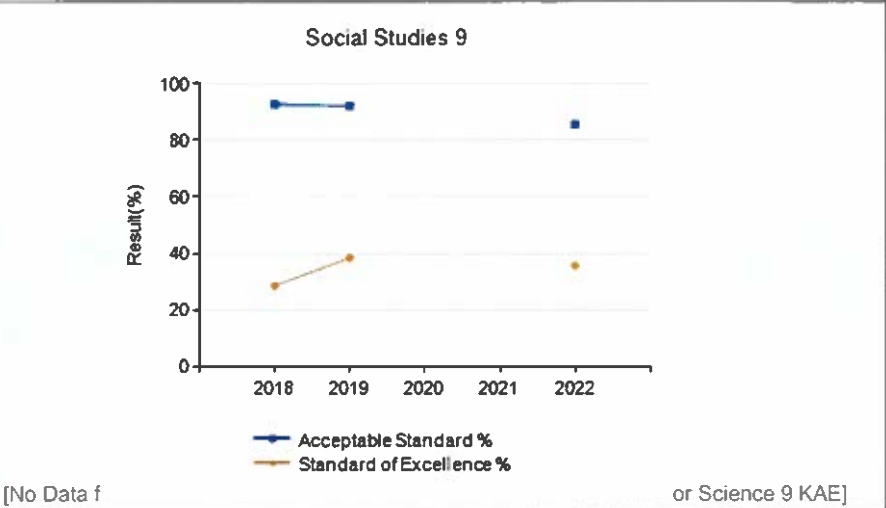
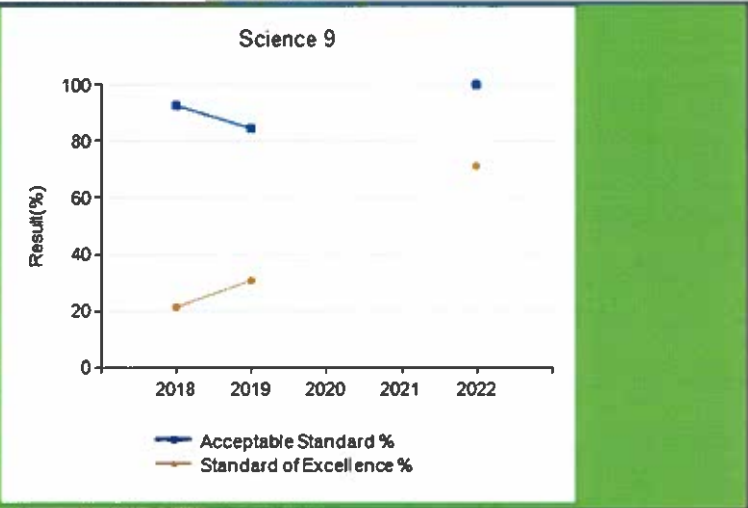




Comment on results:

CJA grade nine students excelled and were significantly higher than the provincial average on the Standard of Excellence. On the Science exam, 71% of the students were at the Standard of Excellence compared to 22 % at the provincial level.

Graph of Provincial Achievement Test Results by Course



[No Data f

or Science 9 KAE]

Notes:
(*)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation		The Calgary Jewish Academy							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	33	84.8	26	100.0	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	33	21.2	26	38.5	56,095	18.9	54,820	17.8
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	33	81.8	26	96.2	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	33	12.1	26	19.2	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	33	78.8	26	96.2	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	33	18.2	26	38.5	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	33	84.8	26	88.5	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	33	27.3	26	53.8	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	14	92.9	13	92.3	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	14	50.0	13	53.8	35,521	12.9	47,465	14.7
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	14	92.9	14	85.7	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	14	35.7	14	35.7	32,890	16.7	46,764	19.0
Science 9	Acceptable Standard	n/a	n/a	n/a	14	100.0	13	84.6	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	14	71.4	13	30.8	31,215	22.6	47,489	26.4
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	14	85.7	13	92.3	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	14	35.7	13	38.5	30,108	17.2	47,496	20.6

Notes:

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. 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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. 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.

ELL Data:

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 9911 Calgary Jewish Academy (ESL)

Please note: This is suppressed data for the 2021 – 2022 school year.

Assurance Domain	Measure	Calgary Jewish Academy (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Over.
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	*	n/a	n/a	65.8	n/a	70.2	n/a	n/a	n/a
Teaching & Leading	PAT: Excellence	*	n/a	n/a	15.2	n/a	16.4	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam over time.

Comment on Results: CJA has fourteen ELL students who are supported by an ESL strategist. Students are provided with English language support in their classrooms as well as one on one. The strategists also work with the students to support cultural competence. Our students are embraced by their peers as Jewish children and are included in Judaic studies programs. If a student requires additional support periods they are exempt from Hebrew language classes if they are a native Hebrew speaker. Students are also supported digital with language programs that they can work on independently dependent on age. The two grade six ELL students were exempt from writing PATs in grade six. These two ELL students are working on increasing their language skills after one year at CJA and their parents requested an exemption which was very reasonable based upon their limited English Language skills.

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)
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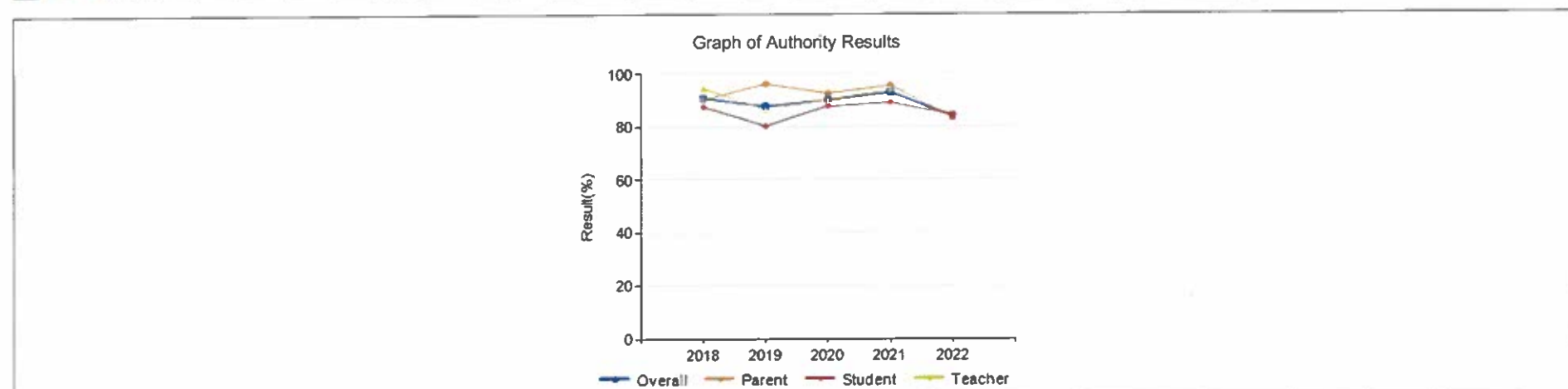
Overall Evaluation Table

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

	Achievement				
	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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	151	90.7	139	87.6	180	90.1	142	92.9	86	83.9	Low	Declined	Issue	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	36	90.2	30	96.1	40	92.5	22	95.5	20	83.3	High	Declined	Acceptable	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	97	87.5	93	80.2	118	87.8	100	89.2	66	84.5	Intermediate	Maintained	Acceptable	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	18	94.4	16	86.5	22	90.1	20	94.1	5	*	*	*	*	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



Comment on Results:

Although there appears to be an Issue as outlined in the results, CJA continues to have a very high level of Education and the overall result is still above 83%. COVID may have had an impact; however, CJA continued to support students with google classroom, virtual and with extra supports throughout 2021-2022.

Teaching and Leadership

CJA faculty and staff engaged in a wide range of Professional Learning throughout the 2021 -2022 school year.

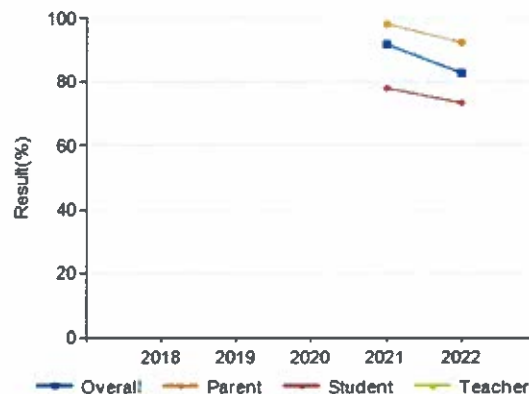
- Teacher alignment of professional development with TPGPs
- major focus for our Alberta Curriculum faculty was on transitioning to outcomes based assessment and the implementation of clear outcomes on the grade one to nine report card.
- faculty in kindergarten through grade six also focused on the updated curriculum and Math and Language Arts teams supported one another as they shared curriculum and prepared for the new math and language arts curriculum for grade one
- GAIN faculty engaged in Open Parachute Mental Health training in preparation for implementation in fall of 2022
- CJA faculty and support staff evaluations were conducted following Alberta Education Teaching Quality Standards.
- CJA's year one, year two, year five and year eight Teacher Growth Supervision and Evaluation policy. This includes but is not limited to: faculty one on one meeting, faculty and classroom observations, pre and post observation feedback, goal setting, one on one discussions, document reviews which include: IPPs, long range plans, lesson plans, assessment materials, outcomes based discussions, TQS framework teacher personal reflective document,
- Judaic studies team planning and diagnostic of language program and outcomes based assessment
- Literacy and numeracy instructional strategy professional development
- Social skills and emotional regulation professional development – Brain Story Course taken by preschool and other CJA staff
- ADHD and the Brain PD
- Expansion of Google Classroom and google apps for teaching and learning
- FNMI integration strategies and resources provided to support curricular integration

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	Authority										Province													
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	143	91.6	86	82.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	22	98.3	20	92.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	101	77.9	66	73.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	20	98.6	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Graph of Authority Results



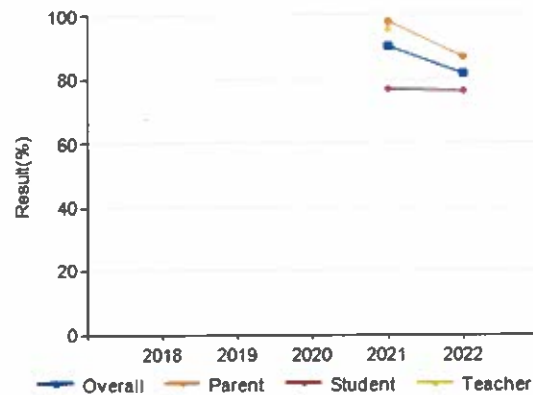
Comment on Results:

CJA parent feedback demonstrates that they value the safety of the CJA learning environment. The overall result has decreased by 3% and is still above 80%; however, CJA needs to set expectations and provide a safe environment for the community.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	143	90.4	86	81.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	22	98.2	20	87.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	101	76.9	66	76.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	20	96.0	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Graph of Authority Results



Comment on Results;

This decline needs to be addressed and CJA has already implement increased supports for literacy, numeracy and wellness. CJA has a full time counselor and GAIN Coordinator and supports for learning have been increased in every learning block. The Open Parachute program is working to support Mental Health and Wellness for students in grades 1-9. Children in kindergarten are supported by a teaching team and early years programming through FCB, OT, PT and psychology.

First Nations, Metis and Inuit student learning and understanding:

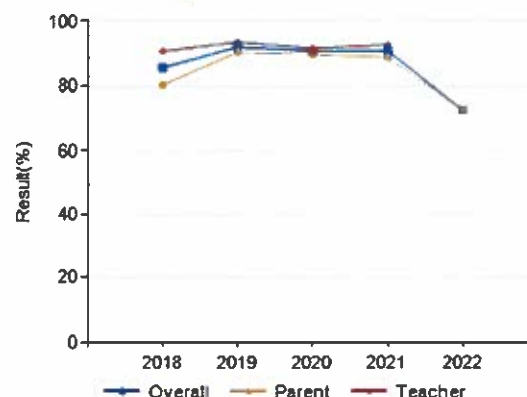
- CJA faculty continue to engaged in FNMI professional learning
- CJA faculty continue to integrate FNMI curriculum into language arts, social studies and Judaic studies
- CJA students engaged in a full day of learning on Orange Shirt Day
- CJA junior high students have taken part in a reconciliation and FNMI Socratic circles
- CJA students have engaged in FNMI art and media in their option classes and discussed the symbolism related to each art piece
- CJA kinder arts students have taken part in the Seven Sacred teachings project
- CJA Learning Commons and Language Arts faculty have continued to make book and novel selections that will increase student learning and understanding of FNMI people through literature

Parental Involvement – Measure Details

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

	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	54	85.8	46	92.2	60	90.9	42	90.9	20	72.7	Low	Declined Significantly	Concern	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	36	80.6	30	90.7	38	90.0	22	89.0	20	72.7	Very High	Declined	Good	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	18	91.0	16	93.8	22	91.8	20	92.9	5	*	*	*	*	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Graph of Authority Results



Comment on Results:

CJA held many virtual events, meet the teacher and parent meetings throughout 2021 – 2022; however, parents were not involved in most school activities or invited in to the school until late March of 2022. Parents were surveyed and invited to meet on zoom; however, parent engagement was certainly decreased throughout COVID.

Stakeholder Engagement:

- CJA parents engaged in a school wide survey prior to the commencement of the CJA updated Strategic Planning process
- CJA parents were encouraged to participate in the Assurance Framework Survey
- The CJA Board of Directors engaged a professional organization to synthesize the data of the local survey and results to better inform the Board of Directors and the administration as an updated Strategic Plan with priorities and goals for the school community is supporting the ongoing improvement of the CJA
- The results of the survey will be shared with the community at school wide information sessions
- Parents are invited to attend information and school programming information sessions at the Meet the Teacher evening
- The Board of the CJA sends bimonthly communications to the school community
- The CJA Parent Association continues to support the work of the school

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	The Calgary Jewish Academy			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Drop Out Rate	0.0	0.0	0.0	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	72.2	80.2	83.7	84.9	85.1	n/a	n/a	n/a
Lifelong Learning	70.0	89.6	65.0	81.0	82.1	72.0	Intermediate	Maintained	Acceptable
Program of Studies	69.0	78.2	71.7	82.9	81.9	82.3	Low	Maintained	Issue
Program of Studies - At Risk Students	80.7	90.2	83.8	81.9	82.7	84.8	Low	Maintained	Issue
Safe and Caring	86.4	92.3	88.0	88.8	90.0	89.2	High	Maintained	Good
Satisfaction with Program Access	59.7	71.2	64.9	72.6	71.8	74.1	Very Low	Maintained	Concern
School Improvement	69.4	84.7	82.5	74.2	81.4	81.3	Low	Declined Significantly	Concern
Work Preparation	75.0	100.0	95.5	84.9	85.7	83.5	Intermediate	Declined Significantly	Issue

Comment on Results: The number of respondents was not significant; however, CJA will continue to expand services in all areas that have decreased. Although declined, 6 out of eight measures are still above 75%

In-Service Jurisdiction Needs— Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																							
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	18	90.7	16	77.1	22	83.3	19	72.2	n/a	n/a	n/a	n/a	n/a	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	18	90.7	16	77.1	22	83.3	19	72.2	5	*	*	*	*	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comment on Results:

There was an insignificant teacher response; therefore, these results are not valid and not reported on. Teachers are engaged in development of Teacher Professional Growth Plans which guide and support their learning. Throughout COVID teachers focused a tremendous amount of time on digital technology learning as well as expanding their use of google classroom and student learning platforms. Enhancing literacy across the curriculum and engaging in the new Alberta Curriculum has been a focus for K – 3 this year.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	54	64.8	45	56.7	60	73.3	42	89.6	20	70.0	Intermediate	Maintained	Acceptable	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	36	59.0	29	58.5	38	73.4	22	86.1	20	70.0	High	Maintained	Good	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	18	70.6	16	54.8	22	73.2	20	93.1	5	*	*	*	*	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Comment on Results:

CJA students are engaged in Lifelong learning that has an emphasis on their culture, heritage and history and all students engage in a rich Judaic studies curriculum that supports the Vision and Mission of the CJA.

Program of Studies – Measure Details

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										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	89	71.8	64	71.5	93	72.0	73	78.2	55	69.0	Low	Maintained	Issue	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	36	74.6	30	84.5	40	79.7	22	87.7	20	78.1	High	Maintained	Good	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	35	57.5	18	52.1	31	58.4	31	61.8	35	59.9	Low	Maintained	Issue	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	18	83.2	16	78.0	22	77.8	20	85.0	5	*	*	*	*	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	151	86.2	139	84.0	180	83.6	143	90.2	86	80.7	Low	Maintained	Issue	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	36	84.0	30	88.9	40	80.0	22	97.0	20	85.0	High	Maintained	Good	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	97	76.6	93	67.1	118	77.0	101	76.9	66	76.3	Very Low	Maintained	Concern	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	18	98.1	16	95.8	22	93.8	20	96.7	5	*	*	*	*	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Comment on Results:

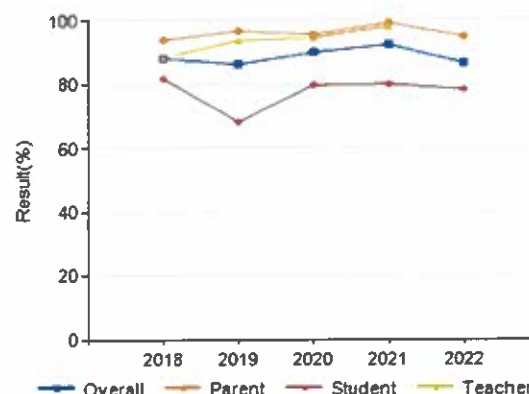
Program of Studies and Program of Studies for At Risk students although still above 80% was noted as an issue. CJA continues to provide a wide range of programming and has increased STEM learning, Fine and Performing Arts, Music and Athletics. Students across all grade levels also took part in offsite activities and programs to inspire their Judaism. At Risk students have been offered counselling, course work, workshops, lunch time study groups and one on one support from Resource teachers.

Safe and Caring – Measure Details

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												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	151	88.0	139	86.1	180	89.9	143	92.3	86	86.4	High	Maintained	Good	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	36	93.9	30	96.6	40	95.5	22	99.1	20	94.8	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	97	81.7	93	68.0	118	79.6	101	79.8	66	78.1	Intermediate	Maintained	Acceptable	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	18	88.4	16	93.7	22	94.5	20	98.0	5	*	*	*	*	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of Authority Results



Comment on Results:

The overall rating is still very good and CJA families and students continue to have confidence in the schools' ability to provide a safe and caring environment.

Work Preparation – Measure Details

Percentage 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											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	54	86.1	44	93.3	59	97.6	42	100.0	20	75.0	Intermediate	Declined Significantly	Issue	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	36	83.3	28	92.9	38	100.0	22	100.0	20	75.0	Very High	Declined Significantly	Acceptable	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	18	88.9	16	93.8	21	95.2	20	100.0	3	*	*	*	*	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comment on Results:

CJA will continue to bring forward programs to support student growth in behaviours, attitudes and work ethic to increase this measure.

Timelines and Communication

The Annual Assurance Report for the 2021 – 2022 school year will be posted on the CJA website at <https://www.cja.ab.ca>

Whistleblower Protection

As per the Public Interest Disclosure (Whistleblower Protection) Act, Calgary Jewish Academy had not disclosures in the 2021-2022 school year and had no disclosures as of November 30, 2022.

Summary of Financial Results

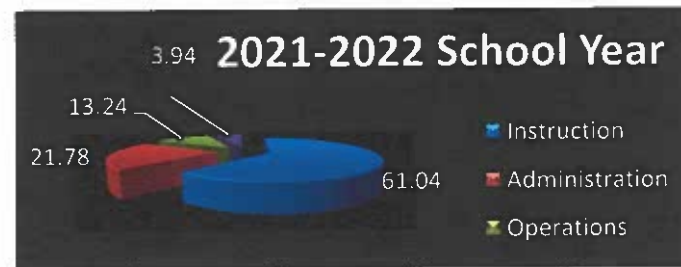
Summary of Financial Results 2021-2022 School Year
Program expenditure information:

Total ECS to grade 9 expenditures 4,469,822

These expenditures were allocated as follows:

Instruction 61.04%
Administration 21.78%
Operations 13.24%
Other 3.94%

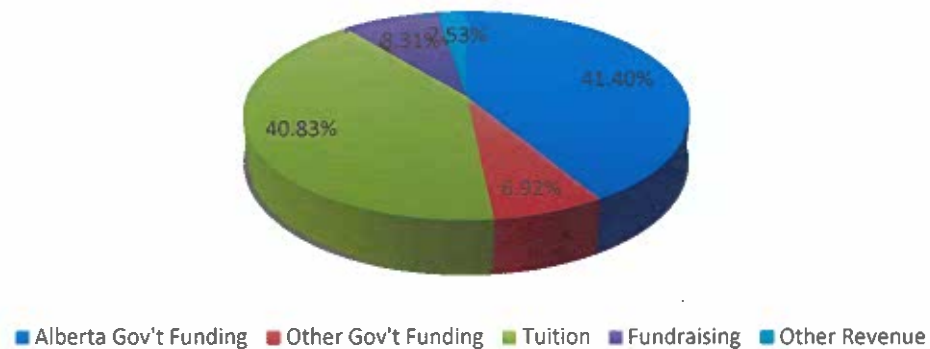
(2021-2022) Audited Financial Statement)



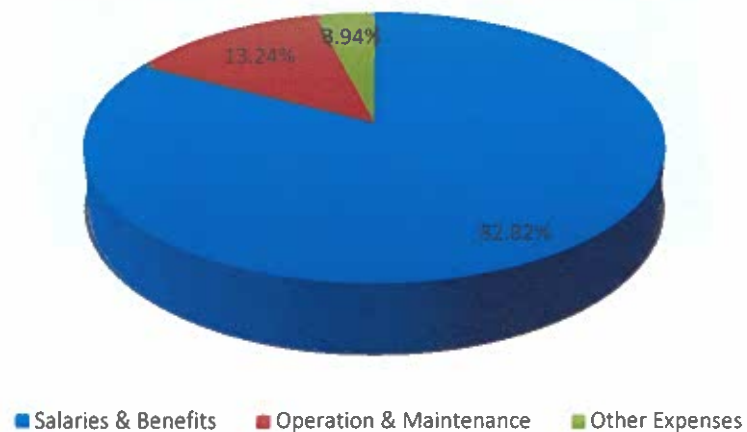
The annual Operating Surplus for the 2021-2022 school year audited: \$226,813.00
Received from Alberta Education \$1,944,498.

Revenue Summary	Amount	Percentage
Alberta Government	1,944,498.	41.402%
Federal Grants CEWS	244,769.	5.212%
Other Alta School Authorities	80,066	1.705%
Other Revenue		
Tuition	1,917,831	40.834%
Fundraising/Gifts	390,434.	8.313%
Sundry	119,031.	2.534%
Total Revenues	4,696,629..	100%
Expenditure Summary		
Instruction	2,728,379.	61.04%
Administration	973,527.	21.78%
Operations & Maintenance	91,804.	13.24%
Other	176,111.	3.94%
Total Expenditures	4,469,822	100%

Revenues



EXPENSES



Request for additional financial information can be made through our school accountant and at the Annual General Meeting.
Please email Donna Pepin at pepind@cja.ab.ca for further information.