

Annual Education Results Report (AERR) November 2023

School: 9911

Authority: 9633



The Calgary
Jewish Academy
בית הספר
היהודי בקלגרי



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Educations 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 document was developed in the context of the provincial assurance framework as part of the planning and reporting cycle. The Board will use the information from various sources to plan, monitor and implement strategies for continuous improvement and set targets for the future based upon evidence.

This Annual Education Results Report for 2022/2023 was approved by the Board.


Bryant Frydberg
Co-Chairs CJA Board of Directors


Shannon Smith-Albert
Co-Chairs CJA Board of Directors

WHISTLEBLOWER PROTECTION

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.



LOCAL & SOCIETAL CONTEXT

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

The Calgary Jewish Academy (CJA) is an accredited private school. The CJA provides an excellent hybrid of the Alberta Education Program and Jewish Studies. This dual curriculum provides students with opportunities to be connected to their Jewish culture and identity through their learning.

The Calgary Jewish Academy's total enrollment is 226 students. Our three year old Nursery class has an enrollment of 13 children. Our four year old Junior Kindergarten class has an enrollment of 17 children. The three and four year olds have the option of staying for our afternoon program, in which we currently have 18 enrolled. There are 21 students in our Kindergarten program. These students have the option of staying for our afternoon Arts & Science based programs. This year we have 19 enrolled. When identified, our Early Years students (N/JK/K) have the opportunity for early intervention provided through PUF support.

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 are 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 journey.

Families chose 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 Paperny JCC, multiple synagogues, Halpern Akiva Academy, and our friends in Israel at partner schools and organizations.

CJA is located on Treaty 7 territory, the traditional territory of the Blackfoot, which includes: the Siksika, the Piikani, and the Kainai First Nations, the Stoney Nakoda, including Chiniki, Bearspaw, and Wesley First Nations; and the Tsuut'ina First Nation. The City of Calgary is also the traditional homeland of the Historic Northwest Métis and is home to Métis Nation of Alberta, Region 3.

As a Jewish Day School we are grateful that we get to use this space to teach many students their Jewish culture and religion, and to make lifelong memories through important connections, new activities and education. We promise to use this land kindly and that our students and staff will respect this land.

REQUIRED ALBERTA ED ASSURANCE MEASURES

Overall Summary

Assurance Domain	Measure	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	83.6	79.2	79.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.1	76.1	82.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	76.2	89.9	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	22.6	40.4	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.3	83.9	87.0	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	82.7	82.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.3	81.7	81.7	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	89.8	72.7	81.8	79.1	78.8	80.3	Very High	Maintained	Excellent

We at the Calgary Jewish Academy are proud to say that we maintained a high to very-high standard in each of our measures. We are proud to have improved in the area of Access to Supports and Services for our students. This continues to be at the forefront of our 2023/2024 school plan.

We at the CJA do not have any students who self-identified on the AEAM as First Nations, Métis, or Inuit.

STUDENT GROWTH AND ACHIEVEMENT

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Student Learning Engagement - DATA

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

	Calgary Jewish Academy										Alberta													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	143	89.0	86	79.2	130	83.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	22	97.0	20	93.3	19	87.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	101	73.5	66	65.1	105	63.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	20	96.6	5	*	6	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Grade 6 P.A.T. Results:

English Language Arts 6	Acceptable Standard	Very High
	Standard of Excellence	Very High
Mathematics 6	Acceptable Standard	High
	Standard of Excellence	Very High
Science 6	Acceptable Standard	Intermediate
	Standard of Excellence	Very High
Social Studies 6	Acceptable Standard	High
	Standard of Excellence	Very High

Grade 9 P.A.T. Results:

English Language Arts 9	Acceptable Standard	Intermediate
	Standard of Excellence	Intermediate
Mathematics 9	Acceptable Standard	High
	Standard of Excellence	High
Science 9	Acceptable Standard	Intermediate
	Standard of Excellence	Very High
Social Studies 9	Acceptable Standard	High
	Standard of Excellence	Very Low

STUDENT GROWTH AND ACHIEVEMENT

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Student Learning Engagement - ANALYSIS OF DATA

During the 2022/2023 academic year, our Elementary and Junior High students underwent comprehensive assessments to evaluate their proficiency in literacy and numeracy utilizing a diverse array of assessment tools. Specifically, Grade 3 students completed the Student Learning Achievement tests (SLA's), while Grades 6 and 9 students undertook the Provincial Achievement Tests (PAT).

It is noteworthy that our Grade 6 cohort demonstrated exceptional performance in both the Acceptable Standard and Standard of Excellence categories in their English Language Arts PATs, reflecting a commendable achievement. Furthermore, in the realm of Mathematics, our Grade 6 students exhibited noteworthy success, with a significant proportion attaining the Acceptable Standard and an even higher percentage attaining the Standard of Excellence.

Looking ahead, it is imperative that we focus our attention on identifying specific areas within the domain of Mathematics where our students may require additional support and practice. Maintaining the high standards set in both Language Arts and Mathematics remains a paramount goal.

Our Grade 9 students achieved an intermediate level of proficiency in both the Acceptable Standard and Standard of Excellence on their PATs. In the upcoming academic year, we are committed to a comprehensive review of our novel selections, instructional methodologies, and an exploration of student interests. Additionally, we will be providing professional development opportunities to our staff to enhance their ability to select instructional materials and effectively assess student learning.

Our Grade 9 students have demonstrated exceptional proficiency in both the Acceptable Standard and Standard of Excellence categories on their Mathematics PAT. This achievement underscores the effectiveness of our educational approach and the dedication of both our students and educators to the learning process. We commend their outstanding performance and remain committed to maintaining high standards of academic excellence in the future.

These initiatives are geared towards fostering an environment of continuous improvement and ensuring that every student has the opportunity to reach their full academic potential. We remain dedicated to the pursuit of excellence in education and look forward to the positive impact these efforts will have on the academic success of our students.

STUDENT GROWTH AND ACHIEVEMENT (continued)

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Citizenship

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

	Calgary Jewish Academy										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	139	85.4	180	88.5	143	90.5	86	76.1	129	84.1	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	30	97.3	40	94.0	22	97.2	20	83.7	19	93.7	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	93	65.2	118	77.0	101	76.3	66	68.6	104	58.7	Low	Declined Significantly	Concern	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	16	93.8	22	94.5	20	98.0	5	*	6	100.0	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

CJA is dedicated to fostering a strong sense of citizenship among our students, instilling in them a profound understanding of their role in the broader community. We are placing a renewed emphasis on the importance of personal effort and dedication. By providing a supportive and nurturing environment, we empower students to challenge themselves and strive for their personal best in both academic pursuits and extracurricular endeavors. This focus on individual growth not only strengthens our students' skills and knowledge but also instills in them a sense of self-discipline and resilience.

In tandem with this, we are reinforcing the importance of adhering to established rules and guidelines. Our staff are empowered to work with students on a daily basis to build a strong foundation of respect, in which students understand, and are held accountable for their actions. By consistently upholding standards of behavior, students develop a strong sense of accountability and respect for the community they are a part of. Additionally, we are actively promoting a culture of collaboration and mutual support. Students will be encouraged to lend a helping hand to their peers, fostering a sense of unity and teamwork. We are implementing initiatives to promote mutual respect and inclusivity among our student body. Through open dialogue, workshops, and activities, we aim to create an environment where every individual feels valued and heard.

TEACHING AND LEADING

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Education Quality

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

	Calgary Jewish Academy										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	139	87.6	180	90.1	142	92.9	86	83.9	130	87.3	High	Maintained	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	30	96.1	40	92.5	22	95.5	20	83.3	19	86.7	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	93	80.2	118	87.8	100	89.2	66	84.5	105	77.9	Very Low	Declined	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	16	86.5	22	90.1	20	94.1	5	*	6	97.2	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

In recognition of the concerns raised by students regarding their perception of teacher quality, the CJA is committed to a comprehensive improvement plan. To address these issues, we will implement a multifaceted approach aimed at enhancing the overall learning experience. Firstly, we will focus on bolstering our professional development programs to ensure that our educators have access to the latest teaching methodologies, resources, and tools to facilitate effective instruction. This investment in our staff will ultimately result in a more enriching educational experience for our students. By investing in technology, curriculum enhancements, and access to up-to-date teaching materials, we aim to empower our educators to deliver high-quality lessons that resonate with students.

Through these combined efforts, we are dedicated to ensuring that our teachers have the necessary support and opportunities for growth, ultimately resulting in an enriched and effective learning environment for all students. This holistic approach will not only address concerns about teacher quality but also contribute to the overall success and well-being of our school community.

Our staff at the CJA are required to complete TPGPs at the start of each school year, throughout the year they are given opportunities to reflect and check in on their goals. Teachers and staff are regularly evaluated as per our CJA Supervision and Evaluation Policy.

LEARNING SUPPORTS

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Welcoming, Caring, Respectful and Safe Learning Environments

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

	Calgary Jewish Academy										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	143	91.6	86	82.7	129	86.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	22	98.3	20	92.3	19	95.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	101	77.9	66	73.2	104	64.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	20	98.6	5	*	6	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Creating a welcoming, caring, respectful, and safe learning environment is of paramount importance at the CJA. Our approach is anchored in the core values of Honesty, Respect, and Responsibility. We are fortunate that our students not only feel safe within the confines of our school, but also during pick-up and drop-off times, ensuring a seamless transition between home and school life. Building a sense of community is crucial to this endeavor, as it fosters a supportive network where everyone feels valued and included.

Recognizing the significance of social and emotional well-being, the CJA is working towards setting a positive tone for the day before delving into academic pursuits. This means creating opportunities for students to connect, share, and express themselves, ultimately nurturing a sense of belonging and security. Through intentional activities and open discussions, we aim to address any emotional needs and provide a foundation for a successful learning experience.

We will continue to use programs such as SuperFlex, Open Parachute and the Zones of Regulation to support the social/emotional needs of our students. Respect and openness within the classroom lays the foundation for a positive and inclusive learning environment. It fosters a sense of mutual understanding and consideration among students, creating a space where diverse perspectives are valued. Moreover, when respect is upheld, students feel more comfortable expressing themselves and engaging in meaningful discussions, ultimately enhancing their overall learning experience.

LEARNING SUPPORTS (continued)

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Access to Supports and Services

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

	Calgary Jewish Academy										Alberta													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	143	90.4	86	81.7	129	88.3	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	22	98.2	20	87.0	19	95.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	101	76.9	66	76.3	104	69.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	20	96.0	5	*	6	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

At the Calgary Jewish Academy, ensuring that every student has access to a comprehensive range of supports and services is a top priority. We believe in providing a nurturing environment where every individual can thrive academically, socially, and emotionally. To this end, we offer a dedicated team of professionals, including counselors, learning support specialists, and a Gifted and Identified Needs (GAIN) coordinator, who are readily available to address the unique needs of each student. We offer our students access to Study Hall at lunchtime to complete or review classwork. Additionally, we collaborate closely with parents, guardians, and community partners to leverage additional resources and ensure that every student receives tailored support to reach their full potential. Our small class sizes ensure that all students receive dedicated teacher time. This commitment to accessible and personalized services is integral to our mission of empowering every student to succeed.

LEARNING SUPPORTS (continued)

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Early Years Literacy & Numeracy Assessments

During the 2022/2023 school year, the Calgary Jewish Academy utilized both the Letter-Name Sound Test (Lens) and the Castles & Holheart 3 Test (CC3) as screening assessments. Out of the 62 Division One students that were assessed, 20 students were in Grade 1, 18 students were in Grade 2, and 24 students were in Grade 3. The Lens and CC3 assessments identified students as either “At-Risk” or “Not At-Risk” and did not provide additional information such as months behind grade level for students in the “At-Risk” range. A total of 9 CJA Division One students (14.5 %) were identified as being in the “At-Risk” range. 4 of those students were in Grade 1, 4 of those students were in Grade 2, and only 1 of those students were in Grade 3. We did not conduct June assessments, as they were not required at the time.

Our students identified as being “At-Risk” at each grade level benefit from a variety of support strategies including; pull-out resource intervention, Educational Assistant classroom support, small group work with teacher in the classroom, and additional at-home reading programs.

24

Students with Special Education Codes/IPPs in Early Years (nursery-kindergarten)

41

Students with Special Education Codes/IPPs in Grades 1-9

29

Students supported by resource literacy and numeracy intervention

181

Students that received mental health support via the Open Parachute Program

21

Students that received individual counselling support

GOVERNANCE

Processes that determine strategic direction, establish policy and manage fiscal resources.

Parent Involvement

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

	Calgary Jewish Academy										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	46	92.2	60	90.9	42	90.9	20	72.7	25	89.8	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	30	90.7	38	90.0	22	89.0	20	72.7	19	83.2	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	16	93.8	22	91.8	20	92.9	5	*	6	96.4	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Our Board of Directors works to develop Strategic Plans for the Calgary Jewish Academy in collaboration with the Head of School. They are a governance Board with operations solely left to the Head of School. Our Head of School works closely with the Leadership Team to ensure the implementation of curriculum and community building.

We take great pride in the high level of parental involvement at the CJA. Both parents and teachers express a profound sense of satisfaction with this collaborative approach. The active engagement of parents in their child's educational journey is paramount to us, and we consider them essential partners in the learning process. Through regular communication channels, including parent-teacher conferences, open forums, and feedback sessions, we ensure that parents are well-informed and empowered to contribute their valuable insights and perspectives. This robust partnership not only strengthens the educational experience for each student but also fosters a sense of trust and confidence between the school and our dedicated parent community.

It is unfortunate that in the 2023 year, only 19 parents completed the Alberta Education Assurance (AEA) Survey, out of a total of 154 families. Furthermore, in the same year, only 6 teachers completed the AEA. In the coming years, we will be working to increase the participation in the AEA so as to better reflect our stakeholders, as well as our strengths and areas of necessary growth. We will do so through the sharing of the AEA results and this Alberta Education Results Report to all of our stakeholders.

Summary of Financials

School authorities are responsible for effectively managing their resources.

Total ECS to Grade 9 Expenditures \$4,101,156

These expenditures were allocated as follows

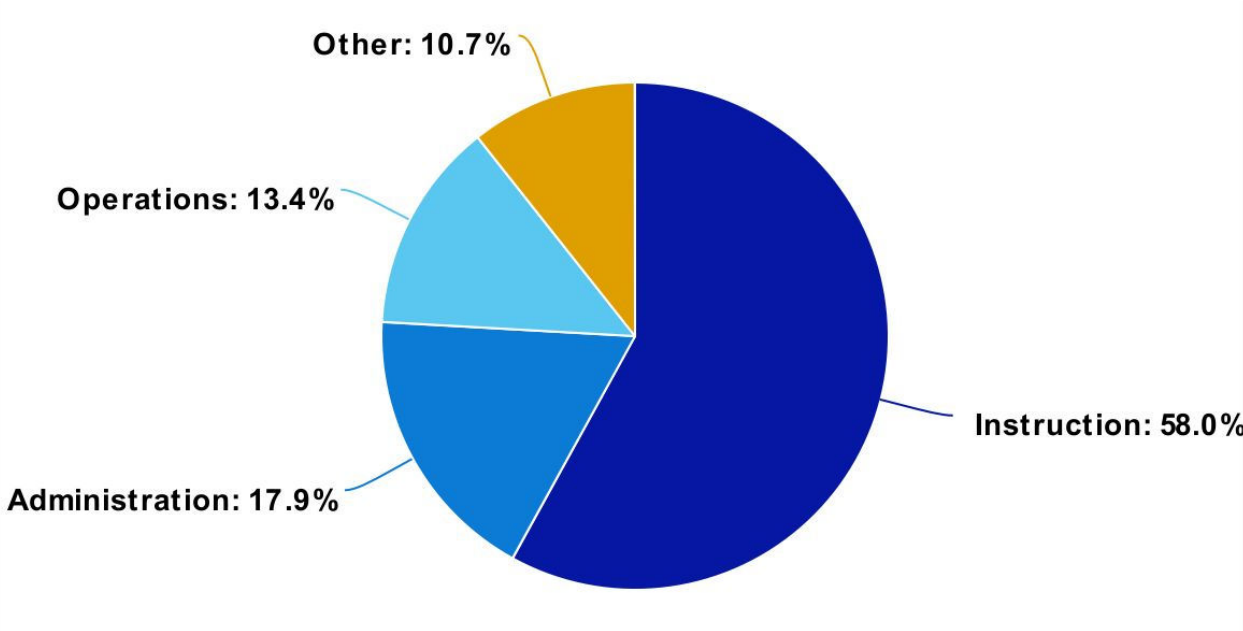
Instruction 58.02 %

Administration 17.87 %

Operations and Maintenance 13.45 %

Other 10.66 %

(2022-2023 Audited Financial Statements:)

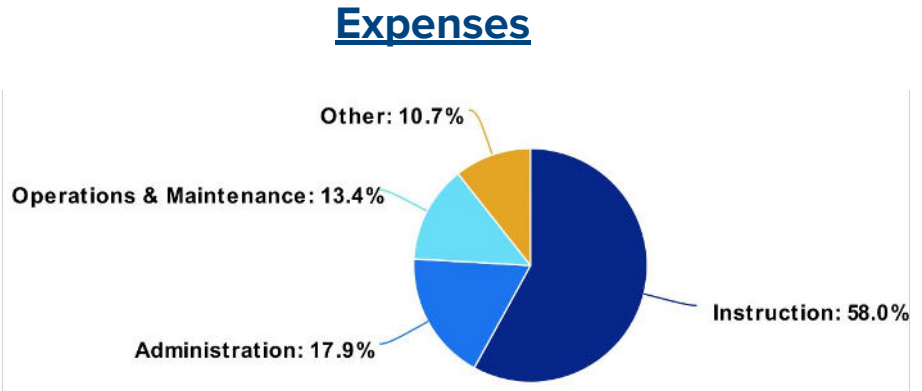
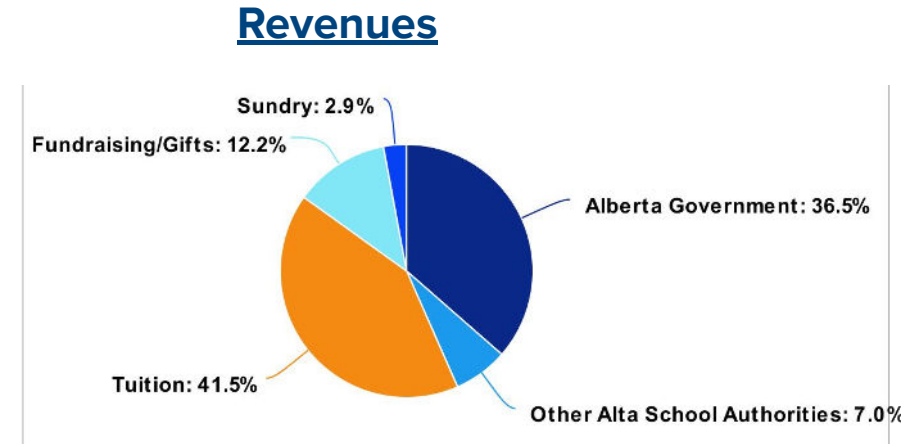


The Annual Operating Surplus for the 2022-2023 school year audited: \$459,488

Received from Alberta Education \$ 1,944,498

Summary of Financial Results 2022/2023

<u>Revenue Summary</u>	<u>Amount</u>	<u>Percentage</u>
Alberta Government	\$1,944,498	36.45 %
Federal Grants CEWS	\$0	0 %
Other Alta School Authorities	\$370,810	6.95 %
Other Revenue		
Tuition	\$2,214,453	41.51 %
Fundraising/Gifts	\$648,372	12.16 %
Sundry	\$156,367	2.93 %
Total Revenues	\$5,334,500	100 %
Expenditure Summary		
Instruction	\$2,828,222	58.02 %
Administration	\$871,296	17.87 %
Operations & Maintenance	\$655,785	13.45 %
Other	\$519,709	10.66 %
Total Expenditures	\$4,875,012	100 %



Requests for additional financial information can be made through our school accountant. Please e-mail Donna Pepin at pepind@cja.ab.ca for further information.



CJA'S FOUNDATION STATEMENTS

Our Mission:

Community, Connections, Character and Confidence
Jewish Values, (Tzedakah, Tikun Olam)
Identity, Traditions, Heritage, and Hebrew Fluency
Academic Excellence and Innovation

המשימה שלנו:

קהילה יהודית, פלורליסטית ושוויונית
זהות יהודית, ערכים (צדקה, תיקון עולם) ומסורת יהודית
קשר חזק לישראל ולעם היהודי - אהבת ישראל
מצויינות אקדמית, עברית רהוטה וחדשנות

Our Vision:

To be the leader in engaging, educating and empowering
Calgary's Jewish Youth.
To become a nationally renowned independent school.

החזון שלנו:

להיות המנהיג המוביל בחינוך, והעצמת הנוער היהודי של קלגרי.
לקבל הכרה ארצית כבית ספר יהודי עצמאי.