

Annual Education Results Report (AERR)

November 2024

School: 9911

Authority: 9633



The Calgary
Jewish Academy
בית הספר
היהודי בקלגרי



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This 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 2023/2024 was approved by the CJA's Governance Board.



Shannon Smith-Albert

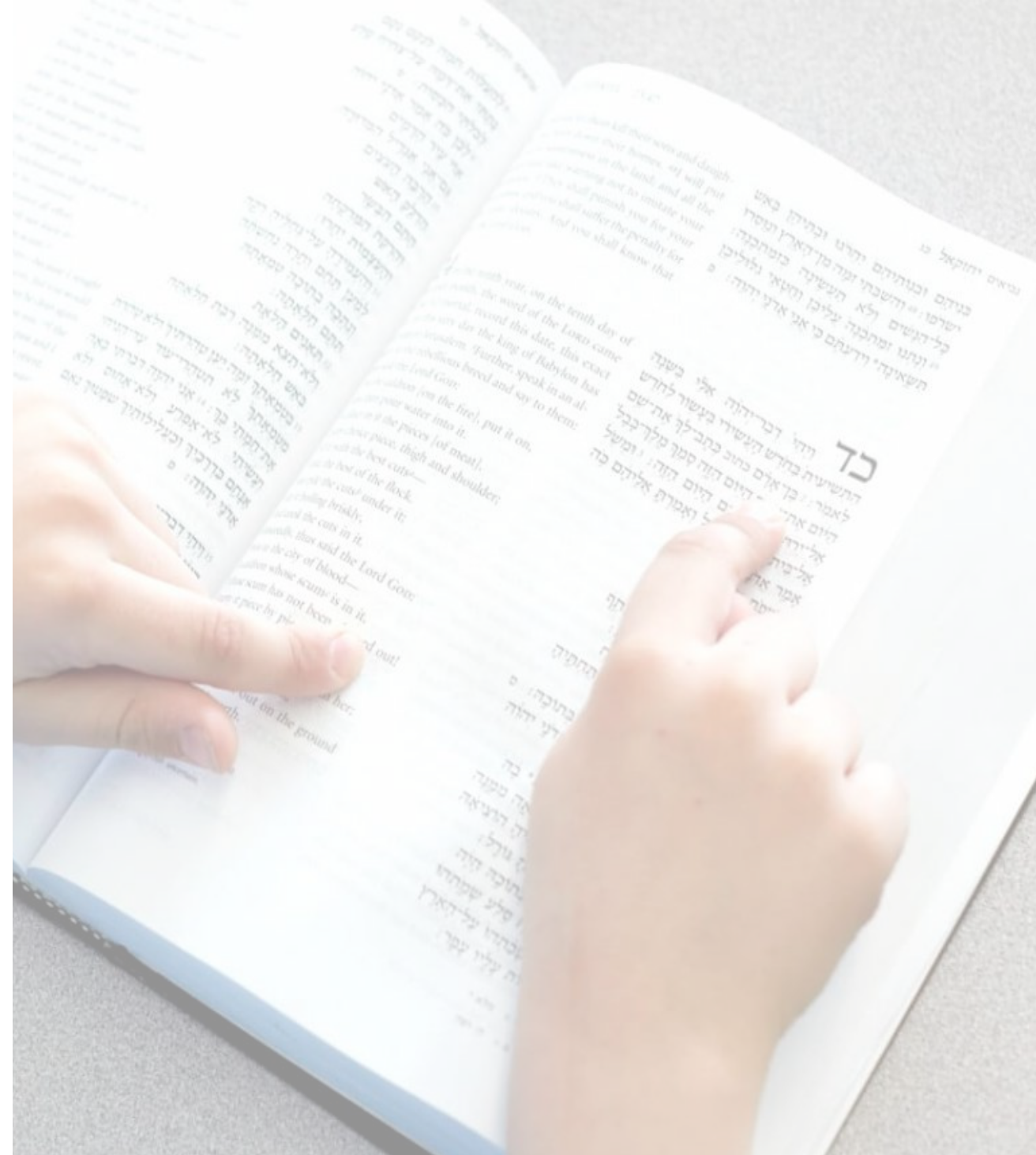


Michelle Jacobson

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 246 students. Our three year old Nursery class has an enrollment of 15 children. Our four year old Junior Kindergarten class has an enrollment of 19 children. The three and four year olds have the option of staying for our afternoon program, in which we currently have 32 enrolled. There are 23 students in our Kindergarten program. These students have the option of staying for our afternoon Arts & Science based programs. This year we have 20 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 111 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.

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.

ENHANCING CJA SURVEY ACCURACY THROUGH IMPROVED UNDERSTANDING AND ENGAGEMENT

Assessing Influencing Survey Factors and Strategies for Future Improvement

Upon reviewing the Alberta Education Assurance Measure Results, the survey data collected from CJA students, teachers, and parents, it has become evident that additional preparatory information may be beneficial for all groups prior to survey completion. Ensuring a clear understanding of the survey's purpose—that the government gathers this data to uphold and enhance educational quality by ensuring optimal resourcing, environments, and quality teaching—is essential to achieving accurate and meaningful responses.

Survey outcomes can be influenced by several factors, including the timing of survey completion, school climate and culture, survey presentation methods, and levels of understanding of the questions. Additionally, there is evidence suggesting that “I don’t know” responses are selected when participants lack clarity on question intent or have insufficient time to consider their responses thoroughly.

The data provided by Alberta Education includes a four-year comparative analysis to support schools in evaluating progress over time. For instance, reviewing the Calgary Jewish Academy’s results over recent years, an increase in survey participation is evident from all stakeholders, which positively reflects heightened engagement. This past year, we had 100% participation in the survey from our sixteen Alberta Education certified teachers. However, it is important to recognize that this data is affected by external and internal factors such as the COVID-19 pandemic, staff turnover, changes in administration, and specific events relevant to the school community (e.g., October 7).

The results of the 2024 AEAM underscores the need for enhanced communication regarding survey objectives and clear guidance on question interpretation. Moving forward, the Administration is committed to implementing measures to improve contextual understanding of the survey, including dedicating sufficient time for thoughtful response completion. Additionally, a recommendation is made to encourage all staff members to seek clarification as needed to further the goal of leveraging survey data as a tool for sustained growth and continuous improvement.

By addressing these opportunities, we can strengthen the partnerships between teachers, parents, and the broader school community, ensuring that survey data becomes a valuable tool for sustained growth, continuous improvement, and, ultimately, the success of all our students.

REQUIRED ALBERTA ED 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	79.7	83.6	81.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.6	84.1	80.1	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	91.7	81.3	81.3	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	37.5	43.8	43.8	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	76.7	75.0	75.0	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	25.0	17.6	17.6	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.5	87.3	85.6	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.2	86.8	84.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	78.2	88.3	85.0	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	75.8	89.8	81.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

We recognize that focused improvement is needed across several key areas identified by our stakeholders. Citizenship has emerged as an area with ongoing challenges for teachers and rising concerns among students, underscoring the need to build a school culture that fosters honesty, respect and responsibility. In terms of Education Quality, both teachers have raised issues and students have expressed concerns, highlighting the importance of reinforcing instructional standards and ensuring a consistently high-quality educational experience. Furthermore, we have observed a notable decline in students' perceptions of a Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE), emphasizing the need to strengthen community-building efforts in order to create a supportive, safe and inclusive atmosphere for all. Finally, Access to Supports and Services for students has seen a significant decline, calling for an evaluation of resources and the availability of essential services to better meet student needs. We are committed to collaborating with all stakeholders to address these areas and enhance the overall learning experience.

Due to our low number of students who receive additional supports for EAL, the data is not reported.

REQUIRED ALBERTA ED ASSURANCE MEASURES

Indigenous

We at the CJA do not have any students who self-identified on the AEAM as First Nations, Métis, or Inuit. However, we are deeply committed to supporting the implementation of the Truth and Reconciliation Commission's (TRC) Calls to Action. This commitment aligns with our broader mission of fostering a deep understanding of diverse histories, cultures, and identities, including our ongoing efforts to connect our students to their own Jewish heritage and culture.

To this end, we have integrated several meaningful strategies and processes to advance reconciliation and enhance Indigenous awareness within our school community. These include embedding Indigenous perspectives and histories across the curriculum, providing staff with ongoing professional development focused on cultural competency. Similarly, just as we explore Jewish history, traditions, and values to foster identity and community, we approach Indigenous teachings with respect and care, recognizing the shared importance of cultural preservation and education.

A key example of this commitment is our observance of September 30th, the National Day for Truth and Reconciliation. On this school day, our entire school engages in a full day of learning focused on First Nations, Métis, and Inuit cultures, histories, and perspectives. Through age-appropriate workshops, guest speakers, art projects, and storytelling, we create meaningful opportunities for students to reflect on the impact of residential schools and the importance of reconciliation. This day of focused learning serves as a powerful reminder of the shared responsibility we hold in fostering understanding and healing, while also connecting to our Jewish values of justice, community, and remembrance.

The impact of these initiatives has been significant, with increased awareness and respect for Indigenous cultures among students and staff, as well as a strengthened commitment to equity and social justice across our school community. Our work continues to emphasize the values of learning, respect, and action that are central to both reconciliation and our Jewish ethos.



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

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	The Calgary Jewish Academy													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	143	89.0	86	79.2	130	83.6	129	79.7	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	22	97.0	20	93.3	19	87.7	23	88.4	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	101	73.5	66	65.1	105	63.0	89	56.5	n/a	Declined	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	20	96.6	5	*	6	100.0	17	94.1	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

The Alberta Education Assurance Measure results indicate a decline in student engagement with their learning, highlighting an area for improvement. While students generally find their studies in English Language Arts, Mathematics, Science, and Social Studies to be useful, many report that the content lacks excitement and does not fully capture their interest. This feedback underscores the need to make learning more engaging and meaningful.

In response, Administration is committed to enhancing both the relevance and appeal of the curriculum to better captivate students’ curiosity and motivation. Recognizing that engagement thrives when students see the connection between their studies and the world around them, we will work collaboratively with teachers to design and implement more hands-on, inquiry-based learning opportunities. These activities will enable students to actively engage with core concepts, exploring them through real-world applications that make learning tangible and impactful. Professional Development will be a cornerstone of this initiative. Teachers will participate in workshops and training focused on instructional strategies that promote creativity, critical thinking, and problem-solving. By fostering these competencies, we aim to cultivate a dynamic and stimulating classroom environment where students feel inspired to learn and challenged to think deeply. Furthermore, we will explore integration opportunities between the Alberta Curriculum and Judaic Studies objectives. This cross-disciplinary approach will provide students with a richer, more cohesive educational experience, demonstrating how the values and principles of their heritage can inform and enhance their understanding of secular subjects. We aim to increase both the perceived value and enjoyment of learning across all subject areas.

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.																							
	The Calgary Jewish Academy													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	180	88.5	143	90.5	86	76.1	129	84.1	129	74.6	Intermediate	Declined	Issue	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	40	94.0	22	97.2	20	83.7	19	93.7	23	92.2	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	118	77.0	101	76.3	66	68.6	104	58.7	89	48.0	Very Low	Declined Significantly	Concern	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	22	94.5	20	98.0	5	*	6	100.0	17	83.5	Low	Declined	Issue	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

The Alberta Education Assurance Measure Results indicate, as reported by both students and teachers, that key citizenship values have declined. Our students and staff feel that honesty, respect, and responsibility require work by all stakeholders. These values are fundamental to nurturing responsible and engaged citizens, and the data suggests that further efforts are needed to strengthen these qualities in our students. In response, we are committed to implementing targeted strategies that will promote a deeper understanding and practice of these values. This may include integrating character education into the curriculum, providing opportunities for students to actively demonstrate these values through school activities, and engaging teachers in Professional Development focused on fostering positive citizenship. By addressing these areas, we aim to help our students grow into respectful, responsible, and honest individuals who contribute meaningfully to their communities. Our Jewish Calgary community continues to welcome families from Ukraine and Israel who were displaced due to war and ongoing conflict.

In addition, it is important for our faculty to model and reinforce the values of honesty, respect, and responsibility in their professional interactions with colleagues and students. Moving forward, we are committed to fostering a culture of transparency and constructive dialogue, where concerns are raised and resolved through respectful and direct conversations. By prioritizing collaboration and accountability, we can strengthen our professional environment and work together to solve challenges effectively. Ultimately, by improving these practices among staff, we aim to model a positive example of citizenship that will help create a better, more respectful environment for our students.

STUDENT GROWTH AND ACHIEVEMENT (continued)

Student Learning Engagement - Grade 1-3 Literacy & Numeracy Results

List of the Alberta Education approved screening assessments used at each grade level:

Letter Name-Sound (LeNS)
Castles and Coltheart 3 (CC3)
Numeracy Screening

Total number of students assessed at the beginning of the school year at each grade level:

Gr 1: 28 students total
Gr 2: 22 students total
Gr 3: 17 students total

Total number of students identified as being in the At-Risk Range at the beginning of the school year at each grade level:

Gr 1:
Letter Name-Sound (LeNS): 2 students
Castles and Coltheart 3 (CC3): 2 students
Numeracy Screening: 3 students

Gr 2:
Letter Name-Sound (LeNS): 4 students
Castles and Coltheart 3 (CC3): 2 students
Numeracy Screening: 4 students

Gr 3:
Castles and Coltheart 3 (CC3): 1 student
Numeracy Screening: 2 students

Total number of students identified as being in the At-Risk Range at the end of the school year at each grade level:

Gr 1:
Letter Name-Sound (LeNS): 1 student
Castles and Coltheart 3 (CC3): 3 students
Numeracy Screening: 6 students

Gr 2:
Letter Name-Sound (LeNS): 2 students
Castles and Coltheart 3 (CC3): 2 students
Numeracy Screening: 3 students

Gr 3:
Castles and Coltheart 3 (CC3): 1 student
Numeracy Screening: 1 student

STUDENT GROWTH AND ACHIEVEMENT (continued)

Student Learning Engagement - Grade 1-3 Literacy & Numeracy Results

Average number of months behind grade level after the administration of the initial assessments for at risk students:

The approved screening assessments that we used did not provide data around the number of months that students were behind grade level.

Average number of months gained at grade level after the administration of the final assessments for at risk students:

The approved screening assessments that we used did not provide data around the number of months that students gained towards achieving grade level.

A summary of support strategies used for students identified as being at risk at each grade level:

- Targeted 1:1 or small group literacy and numeracy Resource Pull-out Intervention sessions, 40 periods/week
- In-class individualized and small group Educational Assistant support
- Small-group targeted teacher support in classrooms
- Differentiation strategies and accommodations in the classroom
- Adaptations to student programming
- Extensive teacher-parent collaboration (ie: home reading programs, additional nightly practice, connecting with tutors, etc.)

STUDENT GROWTH AND ACHIEVEMENT (continued)

Student Learning Engagement - PAT Results

		The Calgary Jewish Academy							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	Very High	Maintained	Excellent	24	91.7	16	81.3	53,806	68.8	54,859	66.7
	Standard of Excellence	Very High	Maintained	Excellent	24	37.5	16	37.5	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	24	91.7	16	81.3	60,804	68.5	57,655	66.2
	Standard of Excellence	Very High	Maintained	Excellent	24	37.5	16	43.8	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	15	93.3	17	76.5	59,096	69.5	56,255	71.4
	Standard of Excellence	High	Maintained	Good	15	20.0	17	11.8	59,096	11.8	56,255	13.4
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	15	66.7	17	76.5	58,577	52.7	55,447	54.4
	Standard of Excellence	Very High	Maintained	Excellent	15	33.3	17	23.5	58,577	14.0	55,447	13.5
Science 9	Acceptable Standard	Very High	Maintained	Excellent	14	78.6	17	70.6	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Maintained	Excellent	14	21.4	17	29.4	59,072	20.8	56,311	20.1
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	15	73.3	17	76.5	59,125	60.5	56,309	58.4
	Standard of Excellence	Very High	Improved	Excellent	15	26.7	17	5.9	59,125	15.8	56,309	15.9

We are once again proud of our students’ achievements on the Provincial Achievement Tests. For the 2023/2024 school year, the Grade 6 English Language Arts and Literature, and Mathematics Provincial Achievement Tests were not administered. Instead, Alberta Education conducted optional Field Tests. These Field Tests aimed to support the development of future PATs for Grade 6 English Language Arts and Literature, and Mathematics, ensuring alignment with the new curriculum in these subjects. The Calgary Jewish Academy felt that participating in these Field Tests provided our students with valuable practice and exposure to testing formats and environments, further enhancing their preparedness for future assessments.

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.																							
	The Calgary Jewish Academy													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	180	90.1	142	92.9	86	83.9	130	87.3	129	80.5	Very Low	Declined	Concern	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	40	92.5	22	95.5	20	83.3	19	86.7	23	86.2	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	118	87.8	100	89.2	66	84.5	105	77.9	89	64.2	Very Low	Declined Significantly	Concern	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	22	90.1	20	94.1	5	*	6	97.2	17	91.1	Low	Maintained	Issue	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

In recognition of the concerns that continue to be raised by students regarding their perception of teacher quality, the CJA remains committed to a comprehensive improvement plan. To address these issues, we have not only continued to invest in Professional Development programs but also taken meaningful steps to enhance the quality of our teaching staff. We made thoughtful decisions to fill open teaching assignments with highly qualified educators who bring years of experience from diverse educational settings. These new team members have joined us with a strong sense of dedication and enthusiasm, free from the weight of past challenges, and are deeply committed to fostering an engaging and supportive learning environment.

Our ongoing focus on Professional Development ensures that all educators have access to the latest teaching methodologies, resources, and tools to facilitate effective instruction. By continuing to invest in our staff, technology, curriculum enhancements, and up-to-date teaching materials, we are empowering our educators to deliver high-quality lessons that resonate with students and inspire success.

At CJA, staff members are required to complete Teacher Professional Growth Plans (TPGPs) at the start of each school year. Throughout the year, they are provided with opportunities to reflect and check in on their goals. Teachers and staff are also regularly evaluated in alignment with our CJA Supervision and Evaluation Policy, ensuring accountability and continuous growth.

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.																							
	The Calgary Jewish Academy													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	143	91.6	86	82.7	129	86.8	129	79.2	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	22	98.3	20	92.3	19	95.4	23	92.3	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	101	77.9	66	73.2	104	64.9	89	57.7	n/a	Declined	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	20	98.6	5	*	6	100.0	17	87.4	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Creating a welcoming, caring, respectful, and safe learning environment remains a top priority at the CJA. Our approach is grounded in the core values of Honesty, Respect, and Responsibility. However, recent feedback from students has highlighted a need for further growth. Many students responded with "I don't know" when asked questions about their school experiences, reflecting uncertainty or disengagement. Additionally, some students have shared feelings of not belonging, not being cared for by their peers, or not being treated fairly by teachers. The events of October 7th in Israel deeply affected the emotional state of everyone in our school community, further amplifying the need for heightened awareness and support. These challenges have underscored the importance of fostering a strong sense of connection and community within the school. To address these concerns, the CJA continues to commit to creating opportunities for students to feel heard, valued, and supported. We are working to set a positive tone each day, prioritizing social and emotional well-being before academic pursuits. Through intentional activities, open discussions, and ongoing efforts to cultivate an inclusive and respectful environment, we aim to nurture a sense of belonging and ensure that every student feels safe, cared for, and empowered to succeed.

Respect and openness within the classroom, continues to lay 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.																							
	The Calgary Jewish Academy													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	143	90.4	86	81.7	129	88.3	130	78.2	n/a	Declined	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	22	98.2	20	87.0	19	95.7	23	87.7	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	101	76.9	66	76.3	104	69.3	90	51.7	n/a	Declined Significantly	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	20	96.0	5	*	6	100.0	17	95.2	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

At the Calgary Jewish Academy, ensuring that every student has access to a comprehensive range of supports and services is a top priority. However, recent feedback has shown that students continue to answer "I don't know" when asked about their access to academic and non-academic supports. Even more concerning is the increase in "no" responses, particularly among students in grades 7-9. This raises important questions: Do students truly feel that their teachers are not supporting them academically and emotionally, or do they struggle to understand the question on the AEA survey? This trend is especially notable in grades where students experienced a number of new teachers, some of whom did not connect personally with them. These findings highlight the critical importance of prioritizing relationships above all else. Building trust and fostering meaningful connections with students must be the foundation for any academic success.

To address these challenges, we continue to provide a nurturing environment with a dedicated team of professionals, including a counsellor, learning support specialists, and a Gifted and Identified Needs (GAIN) coordinator, who are readily available to meet the unique needs of each student. Lunchtime Study Hall offers additional opportunities for students to review or complete classwork with teacher support. Moreover, we are committed to collaborating with parents, guardians, and community partners to ensure every student receives tailored support. This school year, we have a significant increase in EAL learners. As such we have prioritized and hired additional staff to support their learning both in their classrooms and in small group learning.

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.																							
	The Calgary Jewish Academy													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	60	90.9	42	90.9	20	72.7	25	89.8	39	75.8	Intermediate	Maintained	Acceptable	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	38	90.0	22	89.0	20	72.7	19	83.2	23	76.6	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	22	91.8	20	92.9	5	*	6	96.4	16	75.0	Very Low	Declined	Concern	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Survey results indicate that teachers are unsatisfied with the level of input from parents and guardians in decisions related to their children's overall education. However, this feedback is challenging to interpret due to its broad scope—it could pertain to academics, Jewish holiday celebrations and commemorations, or any number of activities involving parent participation throughout the year. Notably, a significant number of teachers continued to respond "I don't know," reflecting uncertainty or a lack of clarity on this issue.

This year, participation in the survey increased substantially, with all 16 Alberta Education certified teachers providing feedback compared to just 6 last year. This higher engagement provides a more comprehensive perspective but also highlights the importance of addressing these concerns thoughtfully. To move forward effectively, it is essential for teachers to have open and ongoing dialogue with Administration to ensure alignment with the school’s goals and direction.

This year’s participation by staff in the AEA survey reflects a growing understanding of the importance of hearing from all our stakeholders. The increased participation provides us with more data to analyze and consider as we work towards improving our school environment. However, while more responses are valuable, it also highlights the need for deeper engagement with the survey process. A significant number of responses, such as “I don’t know,” suggest that some staff members may lack clarity about how certain questions relate to our school’s specific context or how to interpret them fully. This points to an opportunity for us to work collaboratively with staff—and all stakeholders—to ensure that each question is answered with a thorough understanding of its intent and relevance to our unique environment. By fostering this clarity, we can gather more accurate and actionable insights to guide meaningful progress. By fostering collaboration and clear communication, we can strengthen partnerships between teachers, parents, and the broader school community to benefit all students.

Summary of Financials

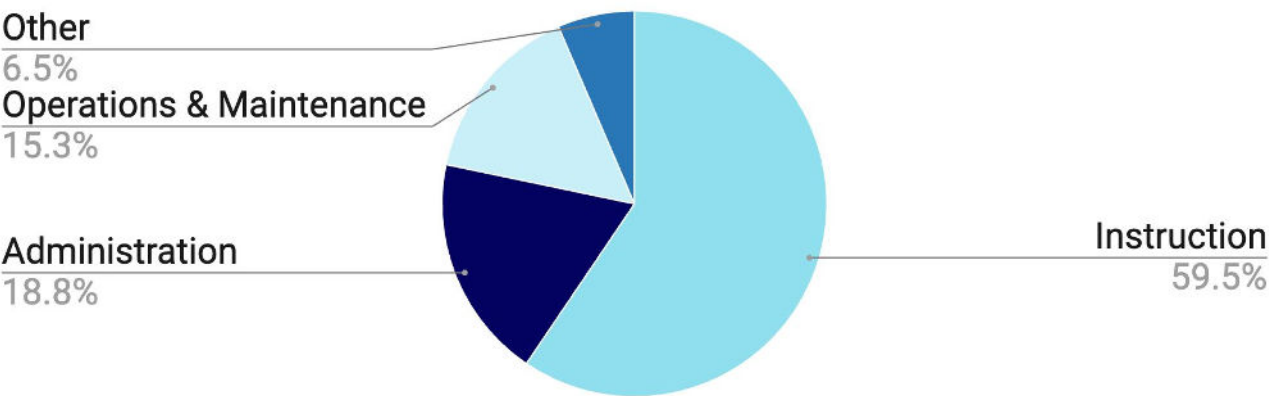
School authorities are responsible for effectively managing their resources.

Total ECS to Grade 9 Expenditures **\$3,859,338**

These expenditures were allocated as follows

- Instruction 59.49 %
- Administration 18.79 %
- Operations and Maintenance 15.27 %
- Other 6.46 %

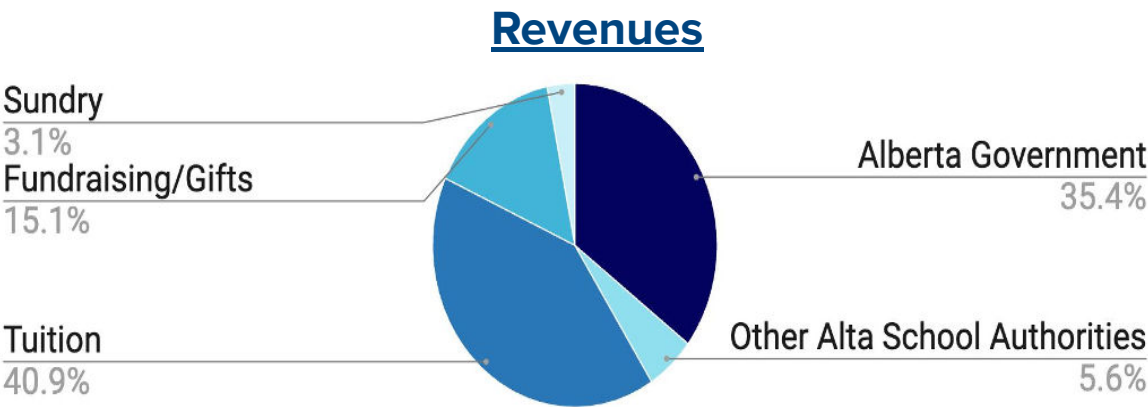
(2023-2024 Audited Financial Statements:)



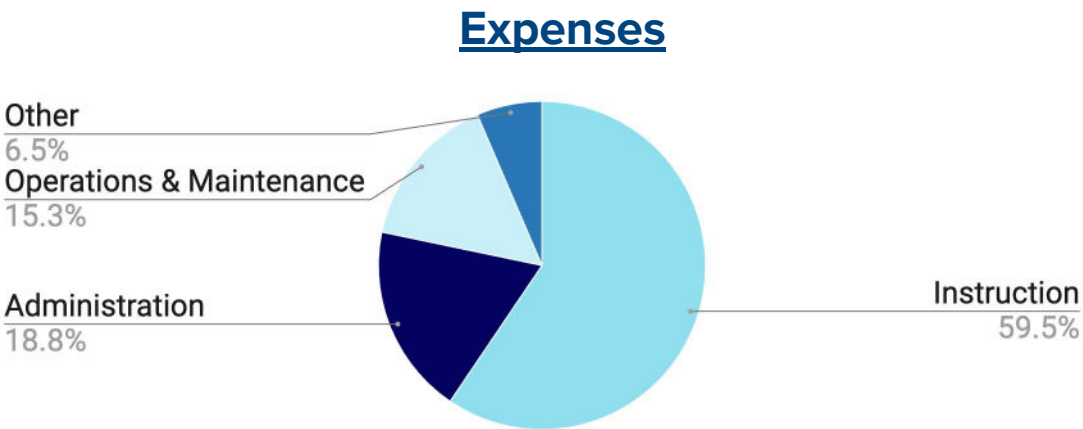
The Annual Operating Surplus for the 2023-2024 school year audited: \$812,632
Received from Alberta Education \$ 1,902,862

Summary of Financial Results 2023/2024 (continued)

Revenue Summary	Amount	Percentage
Alberta Government	\$1,902,862	35.26 %
Federal Grants CEWS	\$0	0 %
Other Alta School Authorities	\$298,666	5.55 %
Other Revenue		
Tuition	\$2,196,743	40.85 %
Fundraising/Gifts	\$810,086	15.07 %
Sundry	\$168,729	3.14 %
Total Revenues	\$5,377,086	100 %



Expenditure Summary	Amount	Percentage
Instruction	\$2,715,370	59.49 %
Administration	\$856,986	18.78 %
Operations & Maintenance	\$697,109	15.27 %
Other	\$294,983	6.46 %
Total Expenditures	\$4,564,448	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.