



The Calgary Jewish Academy
בית הספר היהודי בקלגרי

2025 PARENT SURVEY RESULTS REPORT TO COMMUNITY

September 2025

Table of Contents

Introduction	1
Section 1: About Your Family	1
Student Enrolment at CJA	1
Distribution of Students by Grade	1
Siblings Not Yet in School	2
Other School-Aged Children Not at CJA	3
Section 2: Satisfaction & School Experience	3
Overall Satisfaction	3
Family Advocacy	4
Core Academic Instruction	4
Judaic Programming & Identity	5
Enrichment, Innovation, and Student Support	6
Student Safety & Wellbeing	7
Language Offerings	8
Section 3: Judaic Learning & Identity	9
Importance of Jewish Education	9
Top Elements of Judaic Education	9
Prioritization of Judaic Programming Areas	10
Student Engagement in Judaic Learning	11
Section 4: Vision & Future Direction	12
Strategic Priorities	12
Community Perception	13
Tuition Investment	14
Governance Awareness	14
Parent Association Visibility	15
Section 5: Communication & Community	15
Remind App Adoption	15
Effectiveness of Parent Communication	15
Perception of Opportunities to Share Input with Leadership	16
Section 6. Junior High	17
Junior High Re-enrolment Intentions	17
Hebrew Requirements and Retention	17
Program Priorities for Junior High	17
Section 7: Final Reflections	18
Start – Stop – Continue Comments	18
Final Comments	20
Conclusion	20

Introduction

This report shares highlights from the 2025 Parent Survey, conducted online from June 25 to July 13, 2025. We are grateful to the 94 parents who responded, representing 30% of CJA families in the 2024-25 school year and 152 students.

The survey collected feedback on academics, student well-being, communication, and overall school culture. Responses reflect both the strong commitment families feel to CJA’s Jewish values and traditions, as well as areas where parents would like to see improvement.

To keep families engaged in shaping our school’s future, CJA plans to continue parent surveys on a regular basis, with the next one planned for fall 2026. This will allow us to track trends year over year and measure progress on the priorities that matter most to our community.

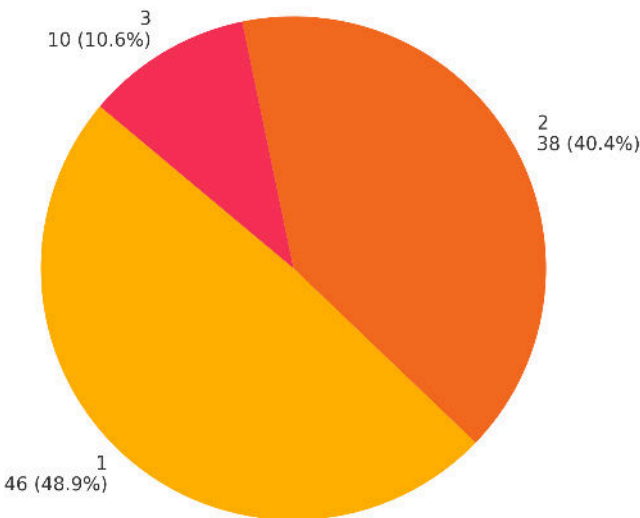
Section 1: About Your Family

Student Enrolment at CJA

Respondents to the survey included both single-child and multi-child households in nearly equal numbers.

Chart 1. Survey Responses: Number of Children Attending CJA

Half of the families who completed the survey have one child attending CJA (46 families, 49%), while the other half have two or more children enrolled (48 families, 51%).

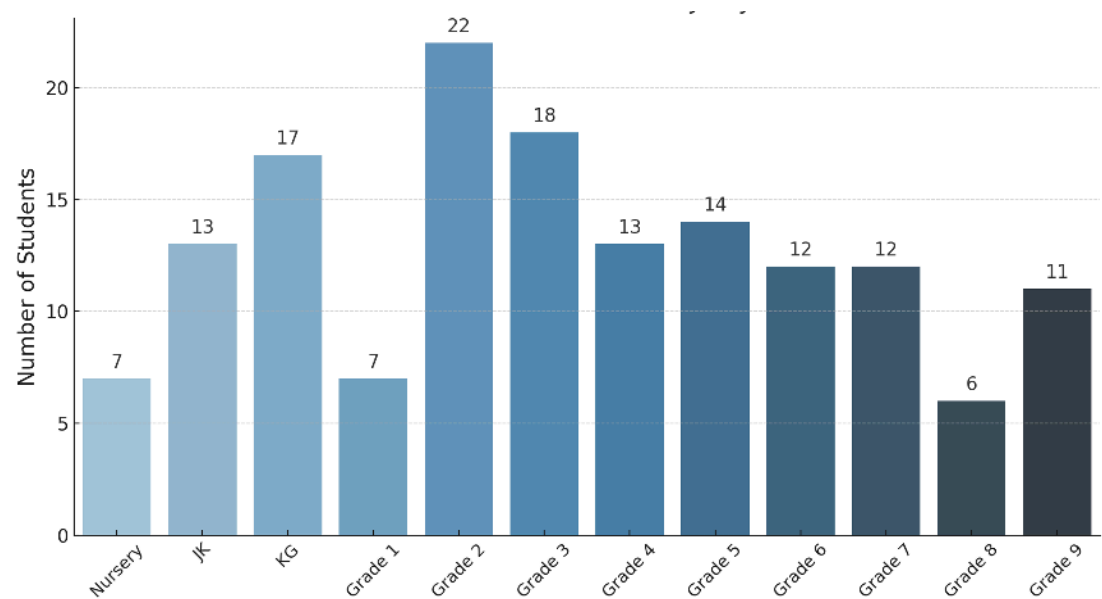


Distribution of Students by Grade

The 94 families who took part in the survey accounted for 152 students, with many families indicating they have students enrolled in more than one grade level. The chart below shows how students are distributed across the grades at CJA.

The responses cover the full range of grades from Nursery through Grade 9. There was especially strong representation in Kindergarten as well as Grades 2 and 3. Over half of participating families (51%) reported having children in more than one grade, showing that many families are engaged with CJA at multiple levels.

Chart 2. Survey Responses: Distribution of Students at CJA by Grade



Siblings Not Yet in School

Of the 94 parents who responded to the survey, 18 families (19%) reported having younger children not yet in school, while 76 families (81%) did not.

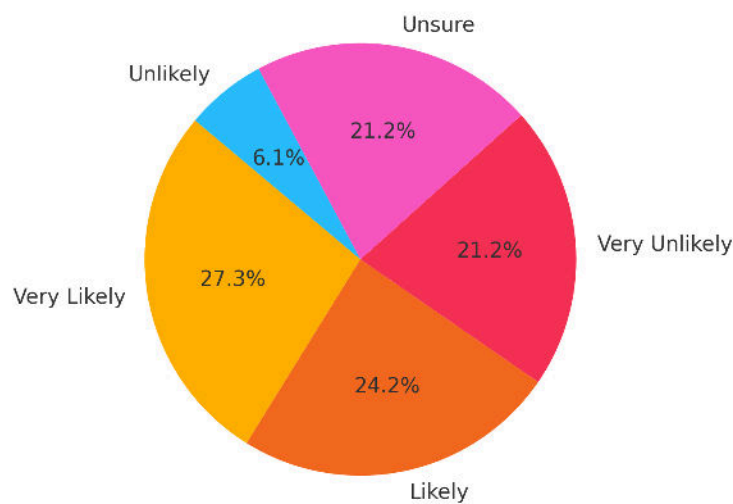


Chart 3 shows how those 18 families responded when asked about their likelihood of enrolling younger siblings at CJA in the future. All 18 families answered the follow-up question. Seven said they are *very likely* to choose CJA, and three said they are *likely*. Four were *unsure*, one said *unlikely*, and three said *very unlikely* to enrol their younger children. This shows that just over half of families with preschool-aged children are inclined to continue with CJA, while some remain uncertain about their future plans.

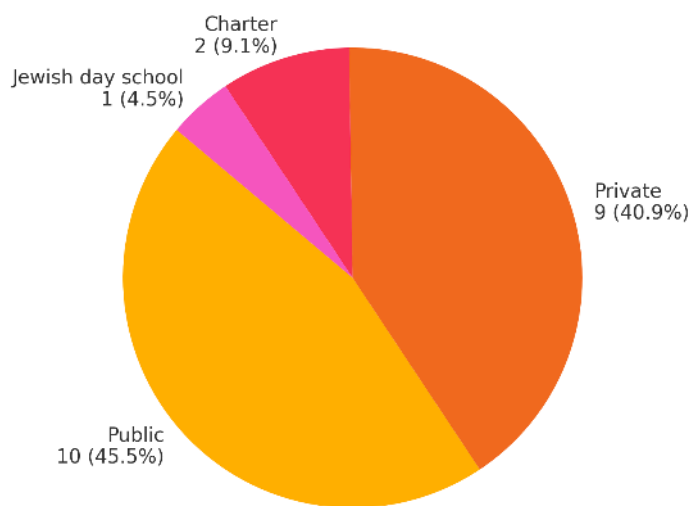
Chart 3. Survey Responses: Future Enrolment Likelihood

Other School-Aged Children Not at CJA

Among survey respondents who reported having school-aged children not currently enrolled at CJA, 22 families shared where those siblings attend school. The responses show a mix of educational choices:

- Public schools were the most common alternative (46%).
- 41% of families chose private schools.
- 9% of families chose charter schools.
- 5% of families reported another Jewish day school.

Chart 4. Survey Responses: Alternative School Types for Siblings Not at CJA



As shown in Chart 4, families make a range of schooling decisions based on their needs and priorities. This chart reflects responses from 22 families.

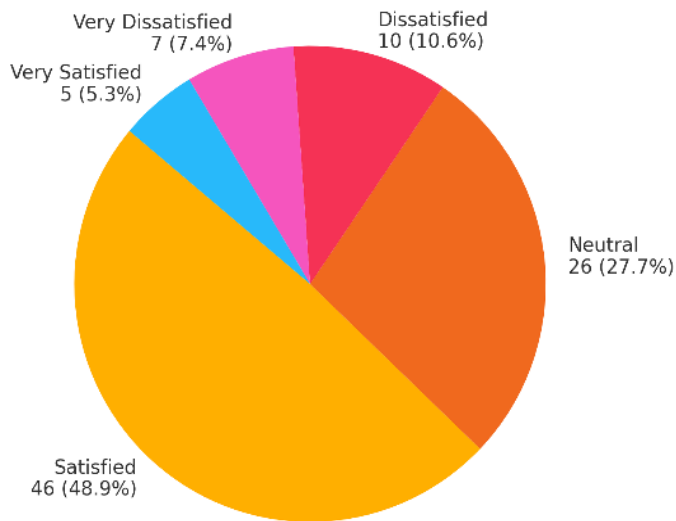
Section 2: Satisfaction & School Experience

Overall Satisfaction

When asked about their overall satisfaction with CJA, 54% of respondents said they are *Satisfied* or *Very Satisfied*. Another 28% rated their experience as *Neutral*, while 18% said they are *Dissatisfied* or *Very Dissatisfied*.

As shown in Chart 5 below, most families expressed satisfaction with their CJA experience, while a smaller portion shared neutral or negative views. This chart reflects responses from all 94 families who completed the survey.

Chart 5. Survey Responses: Overall Satisfaction with CJA



Family Advocacy

Parents were asked: “How likely are you to recommend CJA to a friend or colleague?” on a scale from 0 (not at all likely) to 10 (extremely likely).

Out of 94 responses:

- 22% gave a rating of 9–10 (*very likely to recommend*)
- 36% gave a rating of 7–8 (*somewhat likely*)
- 43% gave a rating of 0–6 (*less likely*)

About one in five families are strong advocates, while just over one-third are moderately positive. A larger group shared that they are less likely to recommend CJA at this time..

Core Academic Instruction

Satisfaction in this category was rated on a 1-5 scale (1 = Very Dissatisfied, 5 = Very Satisfied).

These results offer insight into perceptions of CJA’s academic performance under the Alberta curriculum, as well as the school’s ability to integrate Jewish and general studies into a cohesive dual curriculum.

Dual Curriculum (Jewish and Alberta Education): This area received the highest score, with an average of **3.97**. Nearly three-quarters of parents (73%) said they were *Satisfied* or *Very Satisfied*, and no families reported dissatisfaction. About one-quarter (27%) were neutral. This shows that most families value the balance of Jewish and general studies at CJA.

Alberta Curriculum Instruction: The average score here was **3.49**. A majority of families (58%) reported being satisfied, while 25% were neutral. About 17% expressed dissatisfaction, and only 13% said they were *Very Satisfied*.

Literacy and Numeracy Development: Ratings in these core skills averaged **3.46**. About half of families (51%) were satisfied, while nearly one-third (32%) were neutral. Around 17% reported being *Very Satisfied*, and 17% reported dissatisfaction.

Overall Quality of Academic Instruction: This category had the lowest score, with an average of **3.30**. Just under half (48%) said they were satisfied, while nearly one-third (32%) were neutral. About 20% reported dissatisfaction, and fewer than 10% said they were *Very Satisfied*.

Table 2. Survey Responses: Core Academic Instruction

Category	Avg Score (1-5)	Very Dissatisfied (%)	Dissatisfied (%)	Neutral (%)	Satisfied (%)	Very Satisfied (%)
Dual curriculum (Jewish and Alberta education)	3.97	0.0	0.0	27.3	48.1	24.7
Alberta curriculum instruction	3.49	4.3	12.8	25.5	44.7	12.8
Literacy and numeracy development	3.46	5.3	11.7	31.9	34.0	17.0
Overall quality of academic instruction	3.30	7.4	12.8	31.9	38.3	9.6

As shown in Table 2, families strongly support the dual curriculum model, while responses to individual elements of the Alberta program and overall academic instruction were more mixed. These results reflect responses from all 94 families.

Judaic Programming & Identity

Satisfaction in this category was rated on a 1-5 scale (1 = Very Dissatisfied, 5 = Very Satisfied).

As a Jewish day school, Judaic education is at the heart of CJA’s mission. Survey results show that families feel the school is meeting this commitment, with the strongest ratings in **fostering Jewish identity (4.33)** and **building a sense of Jewish community (4.36)**. These were the highest-rated areas in this category, reflecting pride in CJA’s values-based environment.

Survey results across all areas of Judaic programming showed positive levels of satisfaction, with most families reporting that CJA is meeting expectations in this core part of the school’s mission. Families were more mixed in their views on Hebrew instruction and Junior High travel opportunities. These results reflect responses from all 94 families who completed the survey.

Connection to Israel (4.06) and **overall Judaic education (4.00)** also received strong scores, with about three-quarters of families satisfied. Roughly one-quarter were neutral.

Hebrew language instruction (3.88) showed a similar pattern: half of the respondents were satisfied, 19% were very satisfied, and about 31% were neutral.

Junior High travel and experiential learning (3.78) received the lowest score in this category. Nearly half of families (48%) responded *Neutral*, with about one-quarter satisfied and one-quarter very satisfied.

Table 3. Survey Responses: Judaic Programming & Identity

Category	Avg Score (1–5)	Very Dissatisfied (%)	Dissatisfied (%)	Neutral (%)	Satisfied (%)	Very Satisfied (%)
Fostering Jewish identity	4.33	0.0	0.0	10.1	47.2	42.7
Building a sense of Jewish community	4.36	0.0	0.0	9.2	46.0	44.8
Connection to Israel	4.06	0.0	0.0	22.7	48.9	28.4
Overall Judaic education	4.00	0.0	0.0	25.3	49.4	25.3
Hebrew language instruction	3.88	0.0	0.0	30.9	50.0	19.1
Junior High travel and experiential learning	3.78	0.0	0.0	48.3	25.8	25.8

Enrichment, Innovation, and Student Support

Satisfaction in this category was rated on a 1-5 scale (1 = Very Dissatisfied, 5 = Very Satisfied).

This section of the survey asked parents to rate their satisfaction with a range of enrichment programs (arts, sports, clubs), innovation-related instruction (STEM and technology), inclusive education supports, and French language programming. Responses showed strong satisfaction with athletics, while most other areas received more mixed ratings.

As shown in Table 4, athletics stands out as a strong area of satisfaction, while most other enrichment and support programs received more mixed feedback. These results reflect responses from all 94 families who completed the survey.

Physical education and school sports (3.86): The highest-rated area, with half of families *Satisfied* and nearly one-quarter *Very Satisfied*.

Technology integration (3.36) and **STEM instruction (3.23):** Both received mostly neutral to satisfied ratings, with fewer than 10% selecting *Very Satisfied*.

Arts education (3.22): Around one-third of families were satisfied, while just over one-fifth expressed dissatisfaction.

Extracurricular options (3.12): Almost half of families responded *Neutral*, with about one-third satisfied.

Support for diverse learners (3.06): Half of families were neutral, with smaller groups satisfied (28%) or dissatisfied (22%).

French language instruction (2.82): The lowest-rated area, with over one-third dissatisfied, fewer than one in ten satisfied, and about 43% neutral.

Table 4. Survey Responses: Enrichment, Innovation, and Student Support

Category	Avg Score (1-5)	Very Dissatisfied (%)	Dissatisfied (%)	Neutral (%)	Satisfied (%)	Very Satisfied (%)
Physical education and school sports	3.86	3.2	4.3	19.1	50.0	23.4
STEM instruction	3.23	3.2	17.0	41.5	29.8	8.5
Technology integration	3.36	2.1	16.0	35.1	37.2	9.6
Arts education (visual art, drama)	3.22	7.4	14.9	36.2	30.9	10.6
Extracurricular options (e.g. Student Council, clubs)	3.12	9.6	11.7	44.7	25.5	8.5
Support for diverse learners (e.g., EAL, learning supports)	3.06	7.4	14.9	50.0	19.1	8.5
French language instruction	2.82	18.1	17.0	42.6	9.6	12.8

Student Safety & Wellbeing

Satisfaction in this category was rated on a 1-5 scale (1 = Very Dissatisfied, 5 = Very Satisfied).

This section asked parents to rate their satisfaction with two important aspects of school life: physical safety on campus and emotional wellbeing in the school environment.

As shown in Table 5, families expressed strong confidence in CJA’s physical safety and security measures, while views on emotional well-being were somewhat less certain. These results reflect responses from all 94 families who completed the survey.

Physical safety and security measures (4.19): This was the highest-rated item in this category. Nearly 60% of families said they were *Satisfied* and about 30% said they were *Very Satisfied*. No families reported dissatisfaction, and only 11% responded *Neutral*.

Promoting emotional safety and student well-being (3.81): Ratings here were more mixed. Almost half of families (47%) were *Satisfied* and 17% were *Very Satisfied*, while over one-third (36%) responded *Neutral*. No families reported dissatisfaction.

Table 5. Survey Responses: Student Safety & Wellbeing

Category	Avg Score (1–5)	Very Dissatisfied (%)	Dissatisfied (%)	Neutral (%)	Satisfied (%)	Very Satisfied (%)
Physical safety and security measures on campus	4.19	0	0	11.1	59.3	29.6
Promoting emotional safety and student well-being	3.81	0	0	36.4	46.8	16.9

Language Offerings

Parents were asked to rate both their satisfaction with language instruction and the level of priority they place on different language options at CJA. Satisfaction was measured on a 1–5 scale, while priority was measured on a 1–3 scale.

As shown in Table 6, families view Hebrew instruction as central to the school experience, while French and other potential language offerings were considered much less important. These results reflect responses from all 94 families who completed the survey.

Hebrew as a second language received the highest priority rating (2.13). About 40% of families identified it as a *High Priority*. It also received a relatively strong satisfaction score of 3.88, showing that Hebrew instruction is valued and generally seen as meeting family expectations.

French as a second language received lower results, with a priority rating of 1.81 and a satisfaction score of 2.82. More than 40% of families identified it as a *Low Priority*.

Hebrew and French as third languages received even lower priority ratings (1.67 and 1.80). Nearly half of families rated both as *Low Priority*.

Other languages (e.g., Spanish) received the lowest ratings, with an average priority score of 1.35 and more than three-quarters of families ranking it as *Low Priority*.

Table 6. Survey Responses: Language Offerings

Language Option	Average Priority Level (1–3)	High Priority	Medium Priority	Low Priority
Hebrew as a second language	2.13	40.4%	31.9%	27.7%
Hebrew as a third language	1.67	14.9%	37.2%	47.9%

Language Option	Average Priority Level (1-3)	High Priority	Medium Priority	Low Priority
French as a second language	1.81	22.3%	36.2%	41.5%
French as a third language	1.80	23.4%	33.0%	43.6%
Other languages (e.g. Spanish)	1.35	10.6%	13.8%	75.5%

Section 3: Judaic Learning & Identity

Importance of Jewish Education

We asked families to reflect on the role of Jewish education in both the continuity of Calgary’s Jewish community and in maintaining their own family’s traditions, identity, and values. The vast majority of respondents, over 80%, consider Jewish education to be either “*very important*” or “*absolutely essential*” in both contexts. Only a small minority saw it as slightly or not at all important.

This strong endorsement affirms the central role CJA plays in supporting Jewish continuity, identity, and values, and reinforces the importance of maintaining a robust and meaningful Judaic program.

Table 7. Survey Responses: Importance of Jewish Education

Importance Level	To Community (%)	To Family (%)
Absolutely Essential	42.6%	40.4%
Very Important	40.4%	38.3%
Moderately Important	13.8%	17.0%
Slightly Important	2.1%	4.3%
Not at all Important	1.1%	0%

Top Elements of Judaic Education

We asked families to identify which aspects of Judaic education are most important to them. The highest priorities were developing a strong Jewish identity (74.5%), connection to Israel (63.8%), and observing Chagim (Jewish holidays) (61.7%). More than half of families also indicated that the Hebrew language, Jewish history, and Torah study are key. Tefillah was a lower priority for most respondents.

These responses highlight a strong desire for CJA’s Judaic program to nurture identity, cultural connection, and meaningful traditions, core pillars that should continue to shape the student experience.

Table 8. Survey Responses: Top Elements of Judaic Education

Element	% of Families Selecting
Developing a strong Jewish identity	74.5%
Connection to Israel	63.8%
Chagim (Jewish holiday observance)	61.7%
Hebrew language (read/write/speak)	53.2%
Jewish history (ancient and modern)	50.0%
Torah and Jewish texts	46.8%
Tefillah (prayer literacy and participation)	29.8%

Prioritization of Judaic Programming Areas

We asked families to rank the importance of various components of CJA's Judaic programming. The strongest support was for Jewish holidays, values, and traditions, with 85.1% of respondents rating it a *high priority*. This was followed by differentiated Hebrew instruction (57.4%) and experiential Judaic learning (54.3%), reinforcing the value families place on both Hebrew language learning and hands-on experiences.

Table 9. Survey Responses: Prioritization of Judaic Programming

Programming Area	High Priority	Medium Priority	Low Priority
Jewish holidays, values, and traditions	85.1%	13.8%	1.1%
Differentiated Hebrew instruction	57.4%	30.9%	11.7%
Experiential Judaic learning	54.3%	40.4%	5.3%
Junior High travel (Israel, NY, cultural sites)	46.8%	39.4%	13.8%
Integrated Judaic themes in the Alberta curriculum	37.2%	42.6%	20.2%
Optional Hebrew instruction (families opt out option)	23.4%	26.6%	50.0%

At the other end of the spectrum, only 23.4% viewed *optional Hebrew instruction* as a high priority, with 50% rating it *low priority*, suggesting that the majority of families support maintaining Hebrew as a core part of the curriculum rather than an opt-out option.

Judaic Programming Feedback – Themes

In addition to rating the importance and priorities of Judaic education at CJA, families were invited to share open-ended feedback on how the school’s Judaic learning and overall student experience could improve. Their responses offer valuable insights into what’s working, what’s missing, and where there’s opportunity for growth.

Several common themes emerged across the responses, from concerns about Hebrew language outcomes and the impact of staffing changes, to a call for stronger early foundations and deeper, more meaningful engagement with Jewish learning. The comments highlighted both strengths and areas where families would like to see improvement.

Key Themes from Parent Feedback:

Hebrew Language Outcomes: Parents expressed concern that students are not consistently developing strong skills in Hebrew reading, writing, or conversational fluency. Some felt that progress was uneven and would like to see more focused instruction.

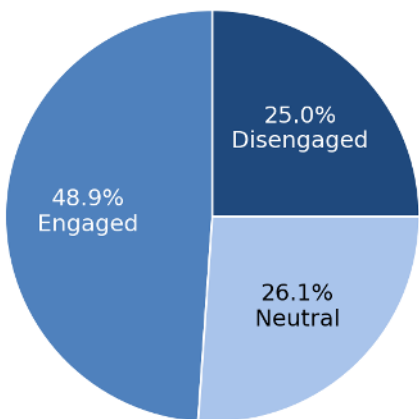
Impact of Staff Changes: Several families noted that the departure of long-standing Judaic teachers has affected their confidence in the program and raised questions about long-term continuity.

Early Years Foundations: Families expressed interest in more engaging and enriched Judaic experiences in Kindergarten and early elementary grades, to help establish a strong base for identity and learning.

Depth and Connection: Some parents felt that while holiday observances are positive, there could be more opportunities for deeper learning connected to Jewish texts, values, and cultural understanding.

Student Engagement in Judaic Learning

We asked parents to describe their child(ren)’s enjoyment and engagement with Judaic learning at CJA. Just under half of families (48.9%) reported that their children are *engaged*, while 26.1% are *neutral* and 25.0% indicated their children are *disengaged*.



While it’s encouraging that many students are connecting with Judaic content, the number of disengaged learners highlights a need to re-evaluate and refresh elements of the program, particularly for students or those who may struggle with Hebrew language instruction.

Chart 6. Survey Responses: Student Engagement in Judaic Learning

Section 4: Vision & Future Direction

Strategic Priorities

When asked to identify the CJA's top strategic priorities for the next 3-5 years, parents overwhelmingly emphasized **academic excellence** – a clear indicator of the community's expectations for rigorous, high-quality education rooted in the Alberta curriculum. This was the most frequently selected priority, chosen by **69 families (48%)**, signalling a need to ensure strong foundational instruction and visible academic outcomes, particularly as students approach the middle and junior high years.

Closely tied to academic improvement is the call for **enhanced teacher professional development (47 responses, 33%)**. This reinforces a belief among parents that **teaching quality is directly linked to student outcomes**, and that ongoing investment in faculty learning, classroom consistency, and support is essential.

Alongside academics, several priorities clustered around **trust, identity, and transparency**:

- Strengthening school reputation and community trust – 42 responses
- Improving communication and transparency – 35 responses
- Modernizing Judaic programming – 25 responses

As shown in Chart 7 below, families consistently place academic excellence at the centre of CJA's future, while also emphasizing teacher support, communication, and confidence in the school's long-term direction. These results reflect responses from all 94 families who completed the survey.

Themes from Open-Ended Feedback

Families were invited to share open-ended responses to 'other' areas of strategic importance. The primary themes in those comments were:

Communication and trust: Families want clear and timely updates, especially during staff changes or sensitive times in the community.

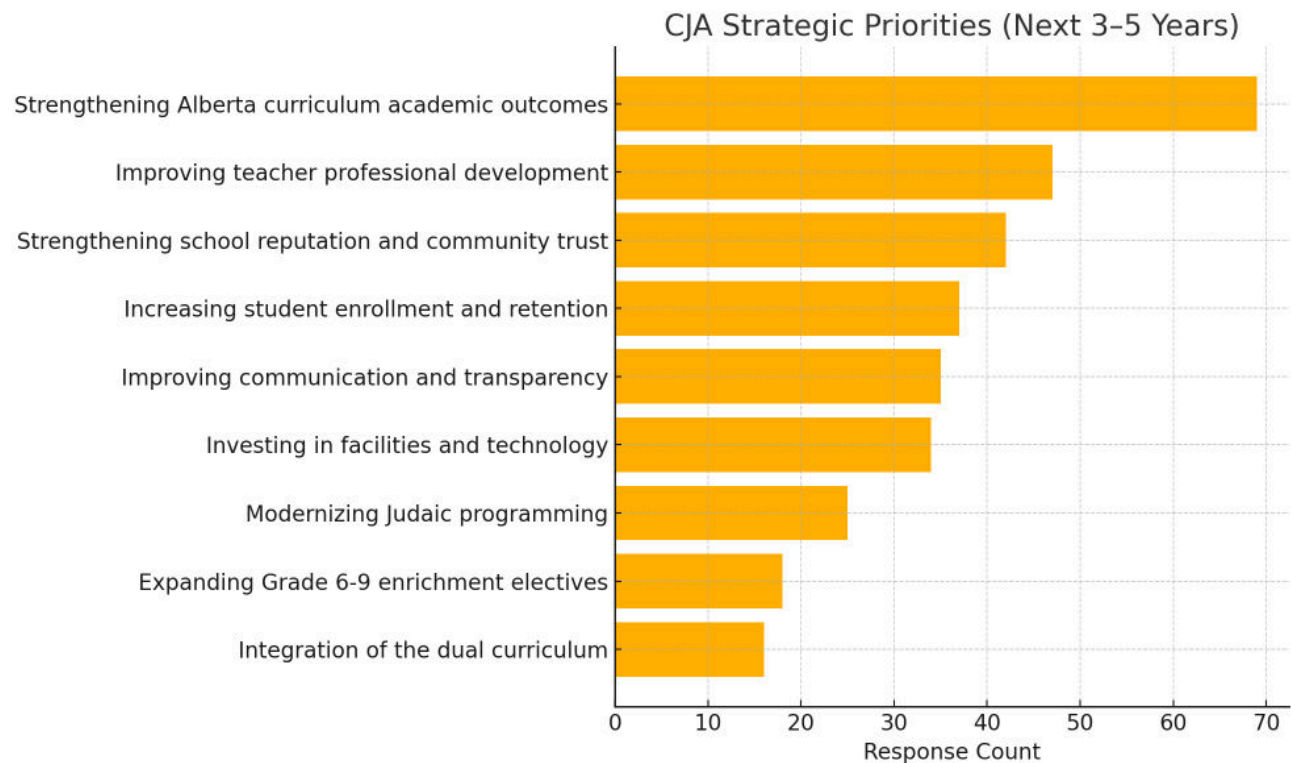
Hebrew and Judaics: Parents expressed concern about Hebrew fluency and engagement, calling for more interactive instruction and stronger learning outcomes.

Identity and values: Some parents emphasized the importance of CJA standing visibly with Jewish families and Israel, particularly during times of global antisemitism.

Enrolment and sustainability: Parents noted concerns about school size and long-term viability, with some suggesting growth into higher grades or efforts to attract more families.

Technology use: Feedback included a desire for clearer policies on classroom technology and cell phone use.

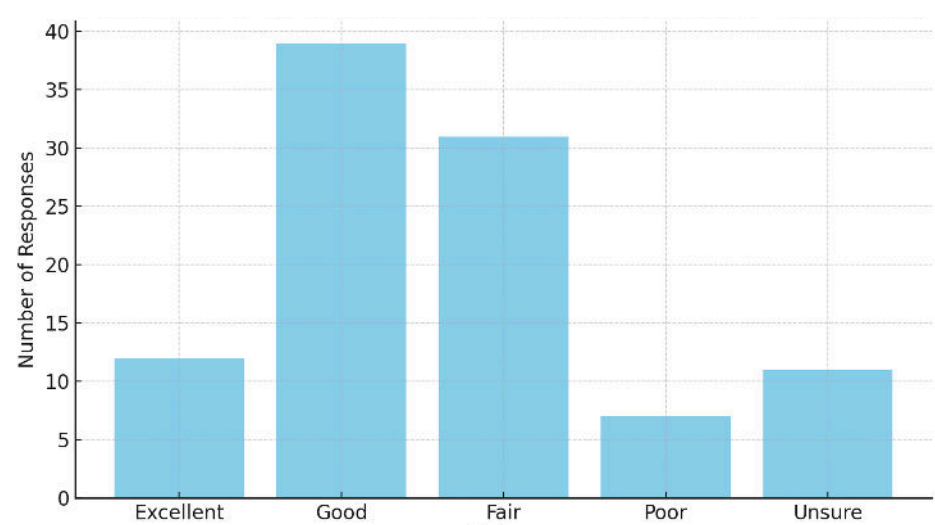
Chart 7. Survey Responses: Strategic Priorities (closed-ended options)



Community Perception

When asked to describe CJA’s reputation within the Calgary Jewish community, **39% of respondents rated it as “Good”**, while **31% said “Fair.”** Only **12% described it as “Excellent”**. While these results reflect a generally positive perception, they also highlight an opportunity for growth.

Chart 8. Survey Responses: Perception of CJA’s Reputation in the Calgary Jewish Community



Tuition Investment

When asked if they would be willing to pay higher tuition for enhanced teaching and education:

- **37% said Yes**
- **30% said No**
- **33% were Unsure**

These results reveal a **divided sentiment** within the parent community. While over one-third of families are open to increased tuition for improved educational outcomes, a similar portion is either hesitant or firmly opposed.

Governance Awareness

The survey asked families about their understanding of the role of the CJA Board of Directors.

Survey Results:

- 5% said they understand the Board’s role *Extremely well*
- 18% said *Very well*
- 77% indicated only partial understanding or none at all

As shown by these responses, most parents have limited clarity about the role of the Board. Some families also expressed a desire for more communication about how the Board supports the school’s mission and direction.

These results reflect responses from all 94 families who completed the survey.

Parent Association Visibility

The survey asked families about their understanding of the role of the CJA Parent Association (PA).

Survey Results:

- 6% said they understand its role *Extremely well*
- 15% said *Very well*
- 63% said *Somewhat* or *Only a little*
- 16% said they have *no understanding at all*

These results show that most families have a limited awareness of the Parent Association. Many are unsure of what the PA does, how it supports the school, or how they might get involved.

These results reflect responses from all 94 families who completed the survey.

Section 5: Communication & Community

Remind App Adoption

A large majority of families (73%) report using the Remind app to receive calendar reminders and school notices, confirming its value as a primary communication tool. However, nearly 1 in 5 families do not use the app, and 9% are unsure. This suggests a need to ensure that all families are aware of and supported in using this platform effectively, particularly new or less digitally connected parents.

Effectiveness of Parent Communication

Families were also asked how well CJA communicates across a variety of areas, from school-wide announcements to classroom updates and leadership decisions. As shown in Table 10, families feel well-informed about school-wide events and safety, but expressed a desire for clearer, more consistent updates about academic progress, classroom experiences, and the school's overall direction. These results reflect responses from all 94 families who completed the survey.

- **School-wide events and announcements (4.15):** The highest-rated area, with 85% of families saying communication is *Very Well* or *Extremely Well*.
- **Student physical safety and security (4.10):** Similarly strong, with 82% rating communication highly.
- **Changes to programs, policies, or schedules (3.37):** More mixed, with 20% reporting low satisfaction and about one-third responding *somewhat*.
- **Academic progress (3.30):** 42% of families said communication is only *somewhat* effective, and 16% expressed dissatisfaction.
- **Opportunities to be involved or provide input (3.28):** Nearly 29% felt only minimally informed about ways to engage.

- **Classroom-specific updates (3.21):** About 24% reported dissatisfaction, suggesting inconsistency in teacher-family communication.
- **Social and emotional wellbeing (3.02):** One of the lower-rated areas, with more than a quarter of families reporting dissatisfaction.
- **Strategic direction and leadership decisions (2.83):** The lowest-rated area, with nearly 40% saying communication is *Not at all* or *Only a little* effective.

Table 10. Survey Responses: Effectiveness of Parent Communication

Category	Ave Score (1-5)	Not at all (%)	Only a little (%)	Somewhat (%)	Very well (%)	Extremely well (%)
School-wide events and announcements	4.15	1.1	2.1	11.7	51.1	34.0
Student physical safety and security measures	4.10	3.2	2.1	12.8	45.7	36.2
Changes to programs, policies, or schedules	3.37	7.4	12.8	31.9	30.9	17.0
Your child's academic progress	3.30	6.4	9.6	41.5	33.0	9.6
Opportunities to be involved or provide input	3.28	7.4	21.3	25.5	27.7	18.1
Classroom-specific updates from teachers	3.21	9.6	13.8	29.8	39.4	7.4
Your child's social and emotional well-being	3.02	13.8	12.8	40.4	23.4	9.6
School leadership's strategic direction and decisions	2.83	19.1	19.1	29.8	23.4	8.5

Perception of Opportunities to Share Input with Leadership

The survey asked parents how comfortable they feel in sharing feedback with school leadership.

- **21%** said they have clear and meaningful opportunities to contribute.
- **45%** said they feel *somewhat* able to engage.
- **25%** said they don't really feel heard or don't see accessible ways to communicate.
- **9%** said they haven't tried to share input.

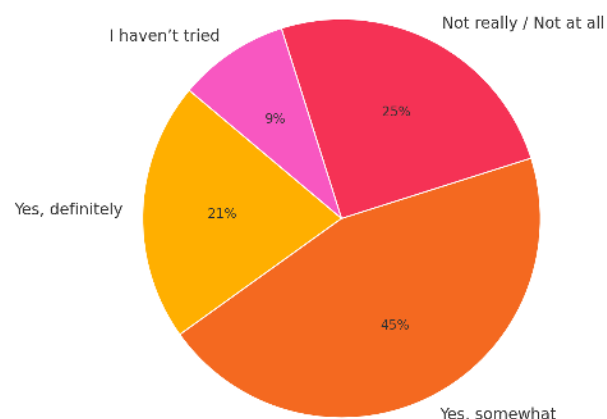


Chart 9. Survey Responses: Perception of Opportunities to Share Input

As shown in Chart 9, while some families feel included, many were uncertain about how their input was received or how much impact it had over the last year. These results reflect responses from all 94 families who completed the survey.

Section 6. Junior High

Junior High Re-enrolment Intentions

Families were asked if they planned to keep their children enrolled at CJA through Grade 9. Out of the 88 responses received:

- **31 families (33%)** said **yes**
- **33 families (35%)** said **undecided**
- **24 families (26%)** said **no**

Hebrew Requirements and Retention

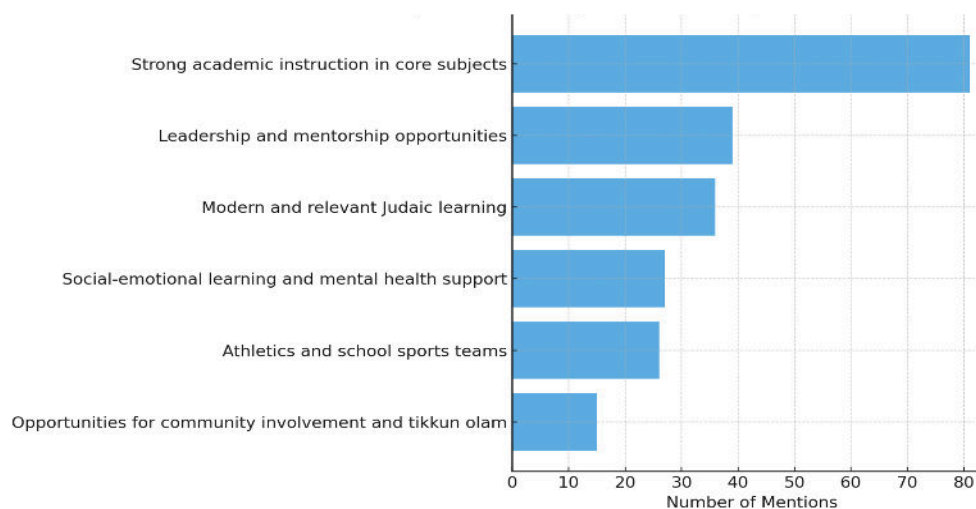
Parents who said they were not planning to stay through Grade 9 were asked if they would reconsider if Hebrew became optional instead of mandatory. Of the 43 parents who responded: 23 (53%) said “Possibly”, 6 (14%) said “Yes”, and 22 (33%) said “No”.

While only a small number would definitely stay if Hebrew were optional, more than half expressed openness to the idea. This suggests that CJA could explore more flexible or differentiated Hebrew options at the Junior High level.

Program Priorities for Junior High

When asked to select their top priorities for Junior High, parents ranked the following responses and provided open-ended comments. As shown in Chart 11, families are looking for a Junior High program that combines strong academics with a rich, age-appropriate student experience. These results reflect responses from 94 families.

Chart 11. Survey Responses: Program Priorities (closed-ended options)



Junior High Feedback – Themes

In addition to ranking priorities, families were invited to share open-ended comments about Junior High programming. Common themes included:

Broader and more engaging program design: Families want Junior High to feel distinct from the elementary years, with new opportunities that challenge and inspire students.

Academic rigour and core focus: Parents emphasized the importance of serious academic preparation, especially in core subjects and Hebrew.

Whole-child development: Several families highlighted the need to go beyond academics by supporting life skills, kindness, and social-emotional growth.

Parent-school communication: Some noted a desire for more regular opportunities to connect with teachers and leadership beyond formal conferences.

Device use and discipline: A smaller number of responses mentioned concerns about device use and consistency in enforcing school policies.

These themes reinforce that families want a Junior High program that is academically strong, developmentally engaging, and clearly distinct in its offerings for older students.

Section 7: Final Reflections

Start – Stop – Continue Comments

In response to the open-ended prompt “What are three things you would like CJA to: Start doing? Stop doing? Continue doing?”, a total of 69 families provided feedback. Responses reflected a broad range of perspectives, but several key themes emerged.

Many parents suggested starting initiatives that enhance communication, student engagement, and enrichment programming, such as more hands-on learning opportunities, differentiated instruction, and increased transparency around curriculum and student progress.

Common requests in the “stop” category included reducing inconsistencies in teaching quality, re-evaluating homework practices, and addressing perceived rigidity in certain policies.

The “continue” responses overwhelmingly praised CJA’s strong sense of community, Jewish identity programming, and caring staff, underscoring the value families place on relational and values-based education. Taken together, this feedback provides a valuable directional lens for leadership as it balances tradition with the need for growth and adaptation.

Table 11. Survey Responses: Snapshot of Start-Stop-Continue Themes

Theme Category	Mentions (Est.)
Improve Academics - Alberta Curriculum	18+
Increase Communication & Transparency	22+
Improve Leadership/Professionalism	15+
Preserve Judaic Curriculum	14+
Concerns with Culture/Discipline	10+
Community Building & Events	12+
Staff Morale/Hiring	9+
Tech/Systems Improvements	6+
Stop Low-Value Traditions	5+

Start Doing – Key Themes

- Stronger academic focus, especially in Alberta curriculum subjects.
- Increased accountability and professionalism in teaching and leadership.
- More community-building events and engaging student activities.
- Consistent use of systems or platforms for classroom updates.

Stop Doing – Key Themes

- Practices or policies that feel overly rigid or authoritarian in tone.
- Inconsistent or unclear policy implementation, especially around communication and accommodations.
- Some school traditions or activities are viewed as outdated or less valuable.

Continue Doing – Key Themes

- Strong Judaic programming, Hebrew, and dual curriculum as a core identity of the school.
- Maintaining small class sizes and a strong sense of community.
- Enrichment opportunities such as sports teams, school trips, and student leadership activities.

Final Comments

At the end of the survey, families were invited to share any final thoughts or suggestions. A total of 32 families responded. Feedback ranged from expressions of appreciation and support to constructive comments about teaching quality, affordability, governance, and future planning.

Key Themes from Final Comments:

Appreciation and Support: Several families expressed gratitude for the opportunity to share feedback and reaffirmed their support for CJA and its Jewish mission.

Instructional Quality: Many parents raised concerns about the consistency and quality of teaching, emphasizing a desire for greater inspiration and stronger classroom experiences.

Affordability and Value: Some families questioned tuition costs and additional fees, noting the importance of aligning cost with perceived value.

Leadership and Governance: A number of responses reflected a desire for stronger leadership, clearer decision-making, and greater accountability.

Programming and Future Planning: Families encouraged CJA to plan confidently for the future, with a clear vision and direction.

These reflections show that while families hold deep appreciation for CJA's role in Jewish education, many also want greater clarity, consistency, and confidence in the school's path forward.

Conclusion

The 2025 CJA Parent Survey was designed to capture a wide range of parent perspectives and priorities, providing valuable insights into how families experience the Calgary Jewish Academy today, and what they hope for in its future. Feedback offers important insights into areas of strength and concern, with particular attention to academics, communication, governance, and Junior High retention.

While the results reflect appreciation for CJA's Jewish mission and community, they also surface areas of concern that the Board and leadership will address to increase clarity, accountability, and trust across the school community.

Next Steps:

- These results will be shared with staff, leadership, and the Board to inform planning and decision-making in the coming year.

- Families can expect future updates on how the feedback is shaping initiatives in academics, Judaic programming, communication, and community engagement.
- The survey will be repeated regularly, beginning in fall 2026, to track progress and measure improvement over time.

Together, these steps aim to build on areas of strength while addressing the concerns families have shared, with the goal of reinforcing trust and creating the best possible CJA experience for students and their families.

We are deeply grateful to every parent who took the time to complete the survey and share their perspectives. Your input is vital to helping us grow stronger as a school and community. Thank you for your partnership in ensuring that CJA continues to inspire, support, and prepare our students for a bright future.