



The Calgary
Jewish Academy

בית הספר
היהודי בקלגרי

Annual Education Results Report (AERR)

November 2025

School: 9911 Authority: 9633



Accountability Statement for the AERR

The Annual Education Results Report for the 2024/2025 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 2024/2025 was approved by the CJA's Governance Board.

(signed copy publicly available at the CJA office)



Michelle Jacobson



Eytan Donsky

Co-Chairs CJA Board of Directors

Message from Administration

Shelly Gelfand - Principal

The information included in this report celebrates the Calgary Jewish Academy and all it has to offer. We are an independent Jewish day school that is dedicated to following the Alberta Education requirements while fostering a love of Judaism and Jewish identity. Our focus every day is on each student arriving at a safe space (CJA) ready to learn. We take each student from where they are at, and provide learning opportunities that challenge and build curiosity. Our overall goal is to empower our students to be contributing members of the greater Calgary communities.

A Profile of the School Authority

Who are we at the Calgary Jewish Academy?

The Calgary Jewish Academy (CJA) is an accredited independent 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 208 students. Our three year old Nursery class has an enrollment of 14 children. Our four year old Junior Kindergarten classes have a total enrollment of 23 children. The three and four year olds have the option of staying for our afternoon program, in which we currently have 31 enrolled. There are 24 students in our Kindergarten program. These students have the option of staying for our afternoon Arts & Science based programs, this year all 24 kindergarten aged students stay for afternoon programming. 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 113 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.

Vision & Purpose

Rooted in Purpose, Growing Toward Our Vision

Vision Statement: We are a pillar of the Jewish community that provides an exceptional foundation for academic success, identity, and citizenship.

Purpose Statement: We guide students on their Jewish and academic journeys, enabling them to become outstanding community members.



Education Plan Alignment

A Summary of Our Education Plan Goals and Key Strategic Actions

Each year CJA engages in a 3 year planning process and reports results of that plan to our stakeholders through the Annual Education Results Report or AERR. We are pleased to share these results with you through this document.

The Education Plan of Calgary Jewish Academy outlines our commitment to analyzing data from the Provincial Achievement Tests (PATs) results, Alberta Education Accountability and OurSchool surveys, numeracy and literacy Grs. 1-3 diagnostic tests along with other local measures administered by the school administration. Leveraging this data, CJA is dedicated to continual improvement through informative data based strategies that promote success and wellbeing for every student.

Collaboration with all stakeholders—including parents, board members, school administration, teaching and support staff, and students—is a key component of our approach. Our Annual Education Results Report (AERR) reflects the strategies outlined in our Education Plan. The Education Plan and the Annual Results Report are essential components for us in demonstrating planning, monitoring results, assessing progress and adapting appropriate future plans all with the goal of providing assurances to our stakeholders. Below is a brief overview of our school goals.

Goal 1: Improve Student Behaviour and Create a Culture of Respect and Responsibility

Desired Outcomes:

As a Jewish Day School, we are committed to fostering a culture of respect, responsibility, and *menschlichkeit* in every aspect of school life. Over the next 3 years, we will implement a proactive and consistent approach to improving student behaviour, rooted in our shared Jewish values and supported by evidence-based practices. This includes refining our school-wide behaviour expectations, enhancing staff capacity through professional learning, and increasing student voice and leadership opportunities. By aligning our behavioural supports with our values of *כבוד kavod* (respect), *אחריות achrayut* (responsibility), and *שלום shalom* (peace), we aim to build a learning environment where all students feel safe, supported, and empowered to make thoughtful choices.

Strategies:

- ☆ Professional Development: Training for staff on proactive behaviour strategies, restorative practices, and consistent implementation across grades.
 - Building Community and Inclusion: Training for staff on creating inclusive classrooms and fostering a positive school climate that reflects Jewish values of כבוד *kavod* (respect) and שלום *shalom* (peace).
 - Consistent Behaviour Framework: Train staff in clear, school-wide expectations and responses, using practical strategies to ensure consistency.
 - Jewish Values Integration: Support teachers in embedding middot (e.g., כבוד *kavod*, ארץ דרך *derech erez*) into daily routines and classroom culture.
 - Restorative Practices: Equip staff to lead restorative conversations and circles that promote accountability and empathy (e.g., creating morning community chat time to set the tone for the day)
 - Family Partnership Skills: Train staff to communicate effectively with parents, emphasizing shared responsibility and positive collaboration.
- ☆ Time Allocation: Scheduled time for staff collaboration, planning, and behaviour review meetings.
- ☆ Student Leadership Support: Materials and mentorship for student leadership programs and middot-based initiatives.
- ☆ Behaviour Framework Tools: Visuals, signage, and templates that reinforce behaviour expectations and Jewish values.
- ☆ Family Engagement & Collaboration: Communication to align home and school behavioural expectations in order to strengthen home-school partnerships and increase engagement.
- ☆ Data Tracking Systems: Tools for monitoring behaviour trends and measuring progress over time.

Goal 2: Enhance School Culture for Staff, Students, Families and Community

Desired Outcomes:

At the heart of a thriving Jewish Day School is a strong, vibrant culture that nurtures connection, belonging, and shared purpose among staff, students, families, and the broader community. This goal focuses on enhancing our school culture by fostering meaningful relationships, celebrating our Jewish identity, and promoting collaboration and mutual respect across all community members. By prioritizing inclusivity, wellness, and active engagement, we aim to create an environment where everyone feels valued, supported, and inspired to contribute to our collective growth. Through intentional

initiatives and ongoing dialogue, we will strengthen the bonds that make our school a warm, welcoming, and dynamic place to learn and grow together.

Strategies:

- ☆ **Staff Wellness Supports:** Professional development, wellness programs, and recognition initiatives to promote staff morale and resilience.
- ☆ **Family Engagement Tools:** Communication platforms, event planning resources, and parent education workshops to build strong home-school partnerships.
- ☆ **Student Leadership Development:** mentorship programs and opportunities for students to lead community-building activities. (e.g., Student Council, buddy bridges/cross-grade connections)
- ☆ **Community Events:** support for school-wide celebrations, cultural events, and collaborative projects that highlight Jewish identity and community spirit. (e.g., new families welcome event, Start of School Meet and Greet, Remembrance Day Assembly, Hanukkah Latke Lunch, Yom HaShoah Community commemoration)
- ☆ **Feedback Systems:** ongoing dialogue to gather input from staff, students, and families and guide continuous improvement.

Goal 3: Improve Student Achievement in Literacy and Numeracy Across all Grade Levels Through Consistent Programing Across Divisions

Desired Outcomes:

Our aim is to enhance student achievement in literacy and numeracy by establishing consistent, research-based programming across all grade levels and divisions. By aligning instructional practices and curricular expectations, we will ensure that every student receives a coherent and seamless learning experience that builds progressively year over year. This consistency will support targeted interventions, differentiated instruction, and collaborative professional learning among teachers, fostering a culture of high expectations and continuous growth. Ultimately, we seek to empower all students to develop strong foundational skills in reading, writing, and mathematics that prepare them for academic success and lifelong learning.

Strategies:

- ☆ **Ongoing Coaching and Mentoring:** Implement coaching cycles and peer/colleague observation opportunities to support the consistent application of effective literacy and numeracy practices.
- ☆ **Instructional Strategies Training:** Provide targeted professional development on evidence-based teaching methods in literacy (e.g., guided reading, phonics, writing

- workshops) and numeracy (e.g., number sense, problem solving, math talks).
- ✧ Curriculum Alignment Workshops: Facilitate sessions for teachers across divisions to collaboratively align literacy and numeracy curricula, ensuring clear progression and consistent expectations from grade to grade.
- ✧ Data-Driven Instruction: Train staff in using assessment data to inform instruction, identify student needs, and implement timely interventions.
- ✧ Collaborative Planning and Professional Learning: Establish regular opportunities for cross-divisional teacher collaboration focused on sharing best practices, analyzing student work, and problem-solving instructional challenges.
- ✧ Supporting Diverse Learners: Offer workshops on differentiation, scaffolding, and culturally responsive teaching to meet the needs of all learners, including English language learners and students with learning differences.

Overall Results and Additional Considerations

Interpreting the Data to Inform Next Steps

Overall, the results from this year’s surveys and achievement data provide a multifaceted picture of student experience, academic progress, and school climate. While several areas demonstrate strong performance and stability, the data also highlights important considerations that will guide our priorities moving forward. These insights help us understand both our strengths and the areas that require focused improvement.

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	76.7	79.7	80.6	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	76.2	74.6	76.3	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	71.6	76.7	75.8	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	20.5	25.0	21.3	15.6	15.4	15.5	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	62.0	61.5	60.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	74.6	80.5	83.9	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)	84.0	79.2	82.9	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	81.0	78.2	82.7	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	79.9	75.8	79.4	80.0	79.5	79.1	High	Maintained	Good

Student Growth and Achievement: Student Learning Engagement

Results: CJA Current: 76.7 CJA Previous Year: 79.7 CJA 3-Year Average: 80.8
Alberta: 83.9

Evaluation: Achievement: Very Low Improvement: Maintained Overall: Concern
Interpretation: Student engagement has declined compared to CJA's past performance and is substantially below the provincial result. Despite a "maintained" improvement rating, the achievement level indicates students may feel less invested, less motivated, or less connected to their learning experiences than in previous years.

Student Growth and Achievement: Citizenship

Results: CJA Current: 76.2 CJA Previous Year: 74.6 CJA 3-Year Average: 78.3
Alberta: 79.8

Evaluation: Achievement: Intermediate Improvement: Maintained Overall: Acceptable
Interpretation: Citizenship remains stable and reasonably aligned with provincial results. Students appear to demonstrate respect, responsibility, and positive social behaviour. Slight variation from the 3-year average suggests some inconsistency, but overall results remain solid.

Student Growth and Achievement: PAT 6 – Acceptable Standard

Results: CJA Current: 68.3 CJA Previous Year: 72.4 CJA 3-Year Average: 70.1
Alberta: 69.4

Evaluation: Achievement: Intermediate Improvement: Maintained Overall: Acceptable
Interpretation: CJA's Grade 6 Acceptable Standard performance is comparable to the provincial average and remains within the Acceptable evaluation category. While results decreased slightly from last year, they align closely with the school's longer-term trend. This suggests students demonstrate a reasonable level of mastery of foundational curricular outcomes, with some variability year to year. Continued focus on literacy and numeracy scaffolding in Grades 4–6 will help stabilize results.

Student Growth and Achievement: PAT 6 – Standard of Excellence

Results: CJA Current: 12.5 CJA Previous Year: 15.8 CJA 3-Year Average: 14.2
Alberta Current: 14.3

Evaluation: Achievement: Intermediate Improvement: Maintained Overall: Acceptable
Interpretation: CJA's Grade 6 Excellence results are slightly below both the provincial average and the school's three-year trend. These outcomes indicate that while some students demonstrate strong academic achievement, fewer are reaching the highest level of performance. Strengthening differentiation and enrichment practices in earlier grades may support increased numbers of students achieving at the Excellence level.

Student Growth and Achievement: PAT 9 – Acceptable Standard

Results: CJA Current: 71.6 CJA Previous Year: 76.7 CJA 3-Year Average: 75.8
Alberta: 62.5

Evaluation: Achievement: Intermediate Improvement: Maintained Overall: Acceptable
Interpretation: CJA performs above the provincial level on the Acceptable Standard, although results have declined from previous years. This suggests reasonable mastery of grade-level curricular outcomes with some emerging gaps. Continued attention to instructional consistency is recommended to prevent further decline.

Student Growth and Achievement: PAT 9 – Standard of Excellence

Results: CJA Current: 20.5 CJA Previous Year: 25.0 CJA 3-Year Average: 21.3
Alberta: 15.6

Evaluation: Achievement: High Improvement: Maintained Overall: Good
Interpretation: CJA's excellence results exceed provincial performance and fall into the High achievement category. Although slightly lower than last year, performance is stable. This indicates strong high-end academic performance for students who are excelling.

Teaching and Leading: Education Quality

Results: CJA Current: 74.6 CJA Previous Year: 80.5 CJA 3-Year Average: 83.9
Alberta: 87.7

Evaluation: Achievement: Very Low Improvement: Declined Overall: Concern
Interpretation: Education Quality shows a significant decline from previous years and falls well below provincial averages. This suggests reduced confidence in instructional consistency, assessment practices, communication, or program delivery. This is the most urgent area for improvement.

Learning Supports: Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)

Results: CJA Current: 84.0 CJA Previous Year: 79.2 CJA 3-Year Average: 82.9
Alberta: 84.4

Evaluation: Achievement: Intermediate Improvement: Maintained Overall: Acceptable
Interpretation: Students and parents perceive CJA as a safe and caring environment, consistent with provincial levels. This measure shows improvement and remains a school strength that supports student well-being and engagement.

Learning Supports: Access to Supports and Services

Results: CJA Current: 81.0 CJA Previous Year: 78.2 CJA 3-Year Average: 82.7
Alberta: 80.1

Evaluation: Achievement: Intermediate Improvement: Maintained Overall: Acceptable

Interpretation: CJA outperforms the province and shows improvement from last year. Families feel the school provides appropriate academic and wellness supports. This is a strong foundation for addressing concerns in Education Quality and Engagement.

Governance: Parental Involvement

Results: CJA Current: 79.9 CJA Previous Year: 75.8 CJA 3-Year Average: 79.4
Alberta Current: 80.0

Evaluation: Achievement: High Improvement: Maintained Overall: Good

Interpretation: Parental involvement is a major area of strength and aligns closely with provincial performance. Families feel welcome, heard, and engaged in decision-making, an asset that will support improvement planning in academic areas.



A Deeper Dive into Student Growth and Achievement

Student Learning Engagement

	Calgary Jewish Academy										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	143	88.0	88	79.2	130	83.6	129	79.7	106	76.7	Very Low	Maintained	Concern	230,958	85.6	249,740	85.1	257,214	84.4	285,079	83.7	289,076	83.9
Parent	22	97.0	20	93.3	19	87.7	23	88.4	17	78.0	Very Low	Maintained	Concern	30,994	89.0	31,894	88.7	31,862	87.3	33,209	88.7	34,444	87.6
Student	101	73.5	88	65.1	105	83.0	89	58.5	82	57.6	Very Low	Maintained	Concern	189,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	20	96.6	5	-	6	100.0	17	94.1	8	94.4	Low	Maintained	Issue	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

The survey data from the past year paints a complex picture of school satisfaction and student engagement. Only about 30% of staff responded to the survey, which reflects the reality of a very tumultuous year for the team.

Parent satisfaction remains strong overall, with 94% feeling positive about their children’s literacy skills and 71% satisfied with numeracy. Notably, 33% of parents expressed dissatisfaction with Junior High numeracy instruction, an issue the school proactively addressed by hiring a new staff member.

Student responses, however, show a clear pattern of disengagement in several subject areas. Among Grades 4–6 students, 34% reported they do not like learning language arts, and over half (52%) said they do not enjoy math. In Grades 7–9, 61% of students said language arts is not interesting, 51% said the same of math, 71% for social studies, and only 8% felt science was uninteresting. This highlights a significant contrast across subjects. Despite these student perceptions, teacher responses were unanimously positive: all six teachers surveyed agreed that the literacy and numeracy skills being taught are useful.

Collectively, the data underscores strong parent confidence, teacher belief in instructional relevance, and a clear need to address student engagement, especially in humanities and math across grades.

A Deeper Dive into Student Growth and Achievement

Citizenship

	Calgary Jewish Academy										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	143	90.5	86	76.1	129	84.1	129	74.6	106	75.2	Intermediate	Maintained	Acceptable	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	22	97.2	20	83.7	19	83.7	23	92.2	17	90.5	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	101	78.3	68	68.6	104	58.7	89	48.0	82	59.7	Low	Maintained	Issue	189,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	20	98.0	5	*	6	100.0	17	83.5	8	78.6	Very Low	Maintained	Concern	30,197	94.1	30,981	91.7	32,347	90.3	32,067	89.8	33,557	90.5

The citizenship data indicates a widening gap between younger and older students' behaviours and perceptions around school culture. Parent responses show strong confidence in Grades 4–6, with 100% agreeing that students follow school rules, yet this drops sharply to 66% among parents of Grades 7–9 students, suggesting notable challenges emerging in Junior High.

Teacher responses reinforce this concern: for five consecutive years, only about two-thirds (67%) have agreed that students at our school respect one another, a stability that unfortunately reflects an ongoing issue rather than improvement.

Student feedback deepens the picture. In Grades 4–6, a high proportion of students continue to select “don't know” on citizenship-related questions, limiting the usefulness of the data and possibly pointing to a lack of clarity or awareness about expectations. Among Grades 7–9 students, however, the responses are much more definitive and concerning, with students identifying significant issues around peers following rules and demonstrating respect. Together, these results show a consistent pattern: while younger students are perceived positively, and sometimes lack the vocabulary to articulate concerns, there is a clear and growing need to strengthen respectful behaviour, rule-following, and overall community culture in the Junior High grades.

In response, we are implementing a focused, school-wide plan to strengthen citizenship, respect, and community expectations, especially in the Junior High grades. This includes explicitly teaching behaviour expectations, reinforcing consistent routines, and ensuring predictable follow-through when norms are not met. We will work closely with teachers to build shared language and approaches, increase supervision and adult presence during transitional times, and integrate regular class discussions that centre on respect, peer relationships, and community responsibility. 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.

A Deeper Dive into Student Growth and Achievement

Overall PAT Results

Across the Calgary Jewish Academy, Provincial Achievement Tests (PAT) performance shows multiple areas of strong achievement compared to provincial results, along with a small number of clear areas requiring targeted improvement.

Course	Measure	Calgary Jewish Academy						Alberta				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	20	95.0	20	86.5	50,053	64.1	59,230	67.4
	Standard of Excellence	Very High	Maintained	Excellent	20	35.0	20	40.6	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	High	Maintained	Good	22	86.4	16	84.9	59,391	69.8	57,676	70.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	22	13.6	16	15.9	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	22	50.0	16	71.6	58,911	51.7	57,012	53.5
	Standard of Excellence	Intermediate	Declined	Issue	22	13.6	16	28.4	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	22	68.2	16	74.6	59,453	68.6	57,892	68.9
	Standard of Excellence	Very High	Maintained	Excellent	22	22.7	16	25.4	59,453	21.1	57,892	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	22	81.8	16	74.9	59,472	60.5	57,717	59.4
	Standard of Excellence	Very High	Improved	Excellent	22	31.8	16	16.3	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

A Deeper Dive into Student Growth and Achievement

Comprehensive PAT Analysis - Grade 6

The Grade 6 PAT results at the Calgary Jewish Academy demonstrate exceptionally strong student achievement across all core subjects.

		Calgary Jewish Academy		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	19	n/a	53,045	n/a
	Acceptable Standard %	100.0	n/a	80.3	n/a
	Standard of Excellence %	31.6	n/a	14.7	n/a
Mathematics 6	Number Writing	19	n/a	53,321	n/a
	Acceptable Standard %	100.0	n/a	61.4	n/a
	Standard of Excellence %	36.8	n/a	17.5	n/a
Social Studies 6	Number Writing	19	19	42,116	50,676
	Acceptable Standard %	100.0	94.3	76.1	78.8
	Standard of Excellence %	36.8	44.6	22.0	22.1

In English Language Arts 6, 100% of students met the Acceptable Standard, far exceeding the provincial result of 80.3%. Additionally, 31.6% of students reached the Standard of Excellence, more than double Alberta's 14.7%, indicating strong literacy instruction and high levels of performance.

Mathematics 6 shows equally impressive results, with 100% of students achieving the Acceptable Standard compared to 61.4% provincially. The Standard of Excellence rate (36.8%) is also significantly higher than Alberta's 17.5%. These outcomes highlight the effectiveness of early numeracy instruction at CJA and reflect a strong foundation before students enter Junior High.

Social Studies 6 continues to be a major strength, with 100% of students meeting the Acceptable Standard compared to the provincial result of 76.1%. Although our Excellence rate (36.8%) is slightly lower than our previous three-year average (44.6%), it remains substantially higher than Alberta's 22%. This consistency reinforces Social Studies as a high-performing area for Grade 6 students.

Across all Grade 6 subjects, CJA significantly outperforms provincial averages, showing strong foundational learning, effective classroom practices, and strong student preparedness as they transition into Junior High.

A Deeper Dive into Student Growth and Achievement

Comprehensive PAT Analysis - Grade 9

Overall, the Grade 9 PAT results at the Calgary Jewish Academy show several strong areas of academic achievement alongside one clear area requiring targeted improvement.

		Calgary Jewish Academy		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts 9	Number Writing	19	14	50,327	48,093
	Acceptable Standard %	100.0	96.4	82.4	84.5
	Standard of Excellence %	15.8	17.9	13.1	15.1
Social Studies 9	Number Writing	19	15	50,688	48,925
	Acceptable Standard %	94.7	79.9	71.0	70.1
	Standard of Excellence %	36.8	17.4	20.1	18.7
Science 9	Number Writing	19	14	50,678	48,896
	Acceptable Standard %	78.9	82.1	80.4	79.0
	Standard of Excellence %	26.3	28.6	24.8	24.2
Mathematics 9	Number Writing	19	15	50,311	48,192
	Acceptable Standard %	57.9	79.0	60.6	63.3
	Standard of Excellence %	15.8	31.2	16.4	16.2

English Language Arts 9 continues to be a solid and consistent area of performance, with 100% of students meeting the Acceptable Standard. This result exceeds both the provincial rate (82.4%) and the school's already strong three-year average (96.4%). The Standard of Excellence rate (15.8%) is similar to provincial expectations and aligns closely with previous years' results, showing stability in literacy achievement.

Social Studies 9 emerged as a major strength, with 94.7% of students achieving the Acceptable Standard, far above the provincial 71%, and 36.8% reaching the Standard of Excellence, nearly double Alberta's 20.1%. These results also represent significant growth from the school's previous three-year average (79.9% Acceptable, 17.4% Excellence), demonstrating strong instruction and student preparedness in the humanities.

Science 9 results are also strong, with 78.9% of students meeting the Acceptable Standard, very close to Alberta's 80.4%, and 26.3% of students achieving Excellence, outperforming the provincial rate of 24.8%. Compared to the school's previous three-year average, Excellence results remain steady, while Acceptable Standard shows a slight dip, but still within a high-performing range.

The most notable area for improvement remains Mathematics 9. Only 57.9% of students achieved the Acceptable Standard, lower than both Alberta's 60.6% and the school's previous three-year average of 79%. Similarly, the Standard of Excellence rate fell to 15.8%, down from the three-year average of 31.2%. These results confirm long-standing concerns shared by parents and students about Junior High numeracy instruction and reinforce the need for the staffing and programmatic changes already underway.

Across Grade 9, the data shows a clear pattern: strong literacy, science, and social studies performance, and a continuing need to rebuild and strengthen the mathematics program to ensure students enter high school with the skills and confidence they need for long-term success.



A Deeper Dive into Teaching and Leading

Educational Quality

	Calgary Jewish Academy										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	142	92.9	86	83.9	130	87.3	129	80.5	105	74.6	Very Low	Declined	Concern	230,814	89.8	249,532	89.0	257,584	88.1	285,843	87.0	269,550	87.7
Parent	22	95.5	20	83.3	19	88.7	23	86.2	17	73.0	Low	Maintained	Issue	31,024	86.7	31,726	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	100	89.2	86	84.5	105	77.9	89	64.2	82	67.6	Very Low	Declined	Concern	168,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	20	94.1	5	*	6	97.2	17	91.1	8	83.3	Very Low	Maintained	Concern	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

The Educational Quality results highlight a complex picture in which engagement, rigor, and satisfaction vary significantly between elementary and Junior High, as well as across respondent groups. Parent data indicates several areas requiring attention. While 76% of parents agree that their child finds schoolwork challenging, 12% selected “don’t know,” suggesting that a notable portion of parents may feel disconnected from or unsure about the expectations and level of academic rigor, particularly in Junior High where concerns have been more vocal this year. Similarly, only 59% of parents feel that their child finds schoolwork interesting, pointing to a need to strengthen engagement, student motivation, and instructional practices that foster curiosity and relevance, especially for learners in Grades 7–9.

When asked about overall educational quality, only 65% of parents reported satisfaction, with an additional 12% choosing “don’t know.” This downward trend aligns with the broader decline shown in the Accountability Pillar results. However, parents reported much stronger satisfaction with the quality of teaching (81%), suggesting that while they value and trust the work of individual teachers, they have broader concerns about program coherence, expectations, consistency across grades, and the cumulative learning experience offered by the school. This discrepancy likely reflects the highly transitional nature of the past year, including staffing changes, instability in Junior High numeracy programming, and shifts in curriculum implementation.

Student data reinforces this pattern. Junior High students reported declining clarity about learning expectations, decreasing interest in schoolwork, and a significant decline in perceptions of the usefulness of core subjects. The percentage of students rating the quality of teaching also dropped, an average of 65% in 2025 while two years prior was an average of 77% in 2023. These results signal that older students are experiencing inconsistency in instructional quality, engagement, and classroom clarity, factors strongly tied to stability and program structure.

In contrast, Grade 4–6 student responses are more stable and more positive, especially regarding teacher quality and overall school experience, though even these measures

have declined in the past two years. This widening gap between elementary and Junior High highlights the importance of rebuilding alignment, routines, and instructional consistency in Grades 7–9.

Teacher responses, however, are limited in reliability. Only six teachers responded to the survey, representing roughly 30% of staff. Given the unusually small response rate and significant turnover this year, the teacher data does not offer a reliable or comprehensive representation of staff perceptions. The small sample size means that a single respondent can shift percentages dramatically, reducing the usefulness of these results for decision-making.

Overall, the Educational Quality data reflects a school year marked by instability, transitions, and inconsistency in the Junior High experience. While parents and students continue to recognize the strengths of individual teachers, concerns about program rigor, engagement, expectations, and overall educational coherence, particularly in Grades 7–9, are clearly reflected in the survey responses. These insights will guide the school's focus on rebuilding instructional alignment, strengthening Junior High programming, and improving communication with families around curriculum, expectations, and student learning.

A Deeper Dive into Teaching and Leading

Professional Learning, Supervision and Evaluation

All certified teachers employed at CJA complete a Teacher Professional Growth Plan (TPGP) that represents the teacher's appraisal of their own practice. Administration provides support for teachers in achieving the stated goals of their TPGP.

Ongoing supervision by the Leadership Team provides support and guidance for teachers to determine where they are relative to the Alberta Teaching Quality Standards. Administrative observations play a vital role in fostering accountability and professional growth. These observations, conducted by school administrators, provide valuable feedback and insight into teaching practices, instructional strategies and classroom management. Formal evaluations occur in every teacher's first and second years at the CJA and then regularly thereafter.

A Deeper Dive into Learning Supports

Welcoming, Caring, Respectful & Safe Learning Environment

	Calgary Jewish Academy										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	143	91.6	86	82.7	129	86.8	129	79.2	105	84.0	Intermediate	Maintained	Acceptable	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	22	98.3	20	92.3	19	95.4	23	92.3	17	91.9	Very High	Maintained	Excellent	30,980	88.2	31,715	88.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	101	77.9	68	73.2	104	84.9	69	57.7	82	69.6	Very Low	Maintained	Concern	189,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	20	98.6	5	-	6	100.0	17	87.4	6	90.5	Low	Maintained	Issue	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

The survey results for the Welcoming, Caring, Respectful & Safe Learning Environment measure present a mixed and complex picture across respondent groups, influenced both by unusually low parent and teacher participation and by inconsistencies in student responses, particularly in the Junior High grades. Parent participation decreased which limits the conclusiveness of the data. However, among those who did respond, parent perceptions were overall positive, with strong agreement that students feel safe and cared for at school. The lower number of respondents, paired with a high percentage of “don’t know” answers in several questions, suggests that some parents may feel less connected to or less aware of the day-to-day experiences of their children at school.

Teacher responses must also be interpreted cautiously due to the small number of respondents, but they highlight concern regarding how students treat one another, a trend also seen elsewhere in the data. Despite this, teachers continue to express confidence that students are safe at school and that teachers care deeply about their students, indicating strong relationships between staff and students even amid concerns about peer interactions.

Student data is the most challenging to interpret. Across Grades 4–6, there were high percentages of “don’t know” responses, especially for questions related to peer respect and fairness, suggesting that younger students may require clearer definitions and contextual understanding of the survey terms. Their responses nonetheless show generally positive feelings about safety, teacher care, and being welcomed at school.

In Junior High, the data becomes more contradictory. While only 53% of students agree that students respect each other, a significantly higher 90% report that they personally are treated well by others. Similarly, feelings of belonging fluctuate, and responses about fairness and safety vary widely year to year.

Overall, the data indicates that while students generally feel safe, cared for, and

personally supported by teachers, there are ongoing challenges related to peer relationships, especially in Junior High. Clarifying survey language for younger students, improving consistency in the Junior High culture, and strengthening supports around respect, relationships, and belonging will be important priorities moving forward.

A Deeper Dive into Learning Supports

Access to Supports and Services

	Calgary Jewish Academy										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	143	90.4	86	81.7	129	88.3	130	78.2	105	81.0	Intermediate	Maintained	Acceptable	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	22	98.2	20	87.0	19	95.7	23	87.7	17	89.2	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	101	76.9	66	76.3	104	69.3	90	51.7	82	64.2	Very Low	Maintained	Concern	169,631	80.2	186,835	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	20	96.0	5	*	6	100.0	17	95.2	6	89.7	High	Maintained	Good	30,194	88.7	30,951	87.3	32,342	88.2	32,040	85.6	33,545	86.0

The Access to Supports and Services data shows generally positive perceptions from parents and staff, with more mixed and nuanced responses from students that highlight areas for strengthened communication, clarity, and support structures, particularly in the Junior High grades.

Parent responses continue to indicate strong confidence in the school’s ability to support their children. Parents report that their children have access to the supports and services they need at school, and that teachers are available to help students be successful in their learning. These positive perceptions suggest that parents trust the school’s approach to academic support, student wellbeing, and teacher availability, even in a year marked by several transitions.

Teacher responses also remain positive overall. Staff feel confident in their ability to support students, and view themselves as accessible and responsive to student needs. However, as with other measures, the very low number of teacher respondents (six) limits the reliability of these results and means they should be interpreted with caution.

Student responses, however, reveal a more complex picture that varies notably between Grade 4–6 and Grade 7–9. Among younger students, 22% reported that they “don’t know” whether their teachers can support them with non-academic challenges. This indicates that younger students may require clearer communication about who they can go to for help, and what types of supports are available beyond academics. Additionally, while 62% of Grade 4–6 students say they can easily get help with schoolwork, a significant 33% reported that they cannot, pointing to inconsistent experiences with

academic help-seeking that merit closer attention.

In the Junior High grades, students’ perceptions also show areas for growth. When asked whether they can get help with non-academic issues, 51% agreed but 44% disagreed, suggesting that nearly half of students are unsure about or dissatisfied with the support structures available to them for social-emotional or personal challenges. These results align with other Junior High trends indicating heightened peer concerns, stress, and uncertainty about adult support. When it comes to academic help, 72% of Grade 7–9 students feel they can get help with schoolwork, and 73% believe teachers are available to help them.

In response to these findings, we will work to strengthen and clarify our support systems across the school, with particular focus on Junior High. This includes improving communication with students about who they can go to for help, both academically and for personal or social concerns, and ensuring that support pathways are visible, consistent, and well understood. We will establish more predictable structures for academic help and consistent expectations across classrooms. For non-academic support, we will reinforce connections with trusted adults, increase check-ins, and explicitly teach students how to seek help when challenges arise. In the elementary grades, we will focus on helping students understand the types of support available and the adults they can turn to. These steps aim to ensure that all students, regardless of grade level, feel supported, know where to seek help, and experience consistent and accessible supports throughout their school day.

A Deeper Dive into Governance

Parental Involvement

	Calgary Jewish Academy										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	42	90.9	20	72.7	25	89.8	39	75.8	23	79.9	High	Maintained	Good	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	22	89.0	20	72.7	19	83.2	23	76.6	17	69.9	High	Maintained	Good	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.8
Teacher	20	92.9	5	*	8	96.4	18	75.0	6	90.0	High	Maintained	Good	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.8	33,353	84.3

The parental involvement results indicate ongoing challenges in how parents understand their role in school decision-making and how they perceive their input is used. A consistently high percentage of parents selected “don’t know” across multiple questions, suggesting confusion about what constitutes involvement in school decisions, how their feedback is incorporated, and which types of decisions they are invited to participate in. This uncertainty reduces the interpretive value of the data and signals a need for clearer

communication from the school about governance structures, opportunities for input, and how parent voices inform school processes.

Results show that parents want to be more involved, but do not always feel their perspectives influence school decisions. While a majority of parents feel involved in their own child’s education, far fewer feel involved in broader school decisions, and satisfaction with how their input is considered has declined. This reflects a desire for stronger two-way communication and clearer pathways through which parents can meaningfully contribute to school improvement and planning.

Teacher data reinforces this pattern. Teachers feel confident that parents are involved in decisions relating to their child’s individual education, an area where communication is more structured and predictable. However, teachers are less confident when responding to questions about parent involvement in school-wide decisions, mirroring the uncertainty expressed by parents. This suggests that staff also require clearer processes, shared language, and consistent communication expectations regarding governance and parent engagement.

Despite these challenges, the overall measure continues to score in the “Good” category provincially with “High” achievement, indicating strong potential for improvement through targeted clarity and communication. Strengthening shared understanding of what parent involvement looks like at the classroom, divisional, and whole-school levels. This will be essential to improving confidence, participation, and satisfaction for both parents and staff.



Local Component

Early Years Literacy & Numeracy Assessments

In alignment with Alberta Education’s mandatory literacy and numeracy screening initiative for Kindergarten to Grade 3, the Calgary Jewish Academy administers the full suite of government-provided screeners, including LeNS, RAN, PAST, CC3, and the Provincial Numeracy Screening Assessments, following the timeline guidelines from the Government of Alberta (with follow-up administrations as required). These assessments focus on key foundational skills such as letter–sound knowledge (LeNS), phonological awareness (PAST), rapid automatic naming (RAN), and single-word reading (CC3), as well as early numeracy skills that probe students’ understanding of the number system, operations, and proportional reasoning. Consistent with Alberta Education’s intent, the screeners are not used for grading but to identify students who may be at risk, to monitor growth over time, and to support a transparent, responsive education system by informing timely classroom, small-group, and individualized interventions. In the 2024–2025 school year, screening data from 104 students in Kindergarten through Grade 3 provide the evidence base for our early identification and support processes at the CJA.

Alberta Education approved screening assessments used at each grade level:

Kindergarten:

- Rapid Automized Naming (RAN)
- Kindergarten Phonological Awareness Screening Test (PAST)
- Kindergarten Letter Name-Sound (LeNS)
- Kindergarten Provincial Numeracy Screening Assessment

Grade 2:

- Letter Name-Sound (LeNS)
- Castles & Coltheart 3 (CC3)
- Grade 2 Provincial Numeracy Screening Assessment

Grade 1:

- Rapid Automized Naming (RAN)
- Grade 1 Phonological Awareness Screening Test (PAST)
- Grade 1 Letter Name-Sound (LeNS)
- Castles & Coltheart 3 (CC3)
- Grade 1 Provincial Numeracy Screening Assessment

Grade 3:

- Castles & Coltheart 3 (CC3)
- Grade 3 Provincial Numeracy Screening Assessment

Total number of students assessed at the beginning of the 2024/2025 school year:

Kindergarten: 24 students total
Grade 2: 29 students total

Grade 1: 21 students total
Grade 3: 30 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:

Grade 1:
LeNS: 9 students
RAN: 6 students
PAST: 4 students
Numeracy Screening: 3 students

Grade 2:
LeNS: 3 students
CC3: 4 students
Numeracy Screening: 7 students

Grade 3:
Castles and Colheart 3 (CC3): 7 students
Numeracy Screening: 3 students

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

Kindergarten:
RAN: 2 students
PAST: 2 students
LeNS: 2 students
Numeracy Screening: 2 students

Grade 1:
LeNS: 6 students
CC3: 3 students
Numeracy Screening: 3 students

Gr 2:
LeNS: 2 students
CC3: 3 students
Numeracy Screening: 3 students

Grade 3:
CC3: 5 students
Numeracy Screening: 3 students

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.)

First Nations, Métis and Inuit Student Success

Building Relationships, Honouring Identity, and Supporting Achievement

The CJA does 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.

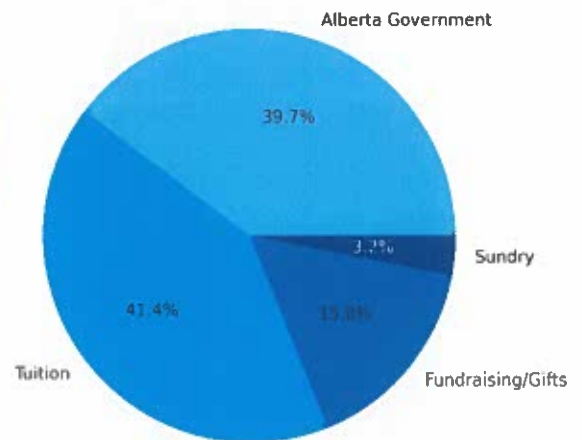


Summary of Financials

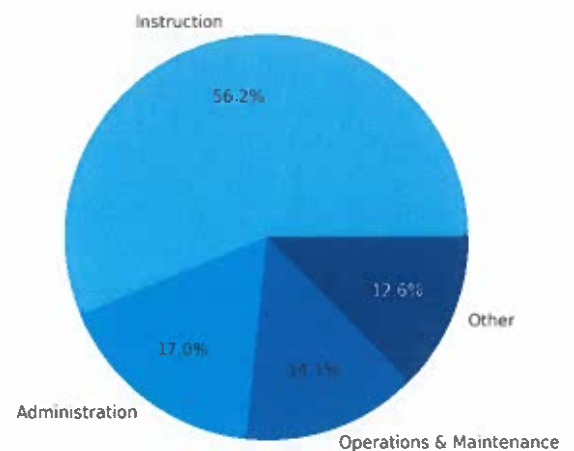
Overview of Funding, Expenditures, and Resource Allocation

Allocation of Actual Revenues & Expenses to Programs for the school year ending August 31, 2024

<u>Revenue Summary</u>	<u>Amount</u>	<u>Percentage</u>
Alberta Government	\$2,213,909	39.7 %
Tuition	\$2,309,781	41.4%
Fundraising/Gifts	\$881,220	15.8 %
Sundry	\$176,133	3.2 %
Total Revenues	\$5,581,043	100 %



<u>Expenditure Summary</u>	<u>Amount</u>	<u>Percentage</u>
Instruction	\$2,955,858	56.2%
Administration	\$896,413	17.0 %
Operations & Maintenance	\$740,411	14.1 %
Other	\$664,921	12.6 %
Total Expenditures	\$5,257,603	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.