



CALGARY  
INTERNATIONAL  
ACADEMY  
[www.ciacademy.ca](http://www.ciacademy.ca)

# Annual Education Results Report (AERR) Information 2024-25



# ACCOUNTABILITY STATEMENT

The Annual Education Results Report for **Calgary International Academy** for the 2024-25 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The operator and/or governing body is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024-25 was approved by the operator and/or governing body on November 29, 2025.

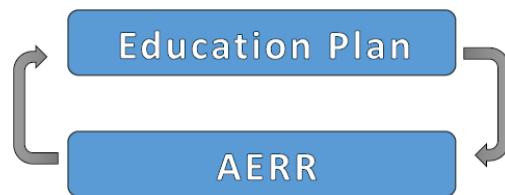
**James R. Dage**

Board Chair

Calgary International Academy

# PLANNING & REPORTING CYCLE

Education plans and Annual Education Results Reports (AERRs) are essential components of the continuous improvement process, serving as core documents for accountability and assurance. The education plan outlines the outcomes, measures, and strategies addressing priorities identified in the AERR analysis. In turn, the AERR presents the results of the plan's implementation and the actions taken to fulfill responsibilities across key assurance domains.



The planning and reporting cycle fosters continuous improvement and cultivates a growth- focused culture at Calgary International Academy, empowering teachers, staff, students, and the entire school community. This collaborative environment promotes clear connections and shared insights, strengthening the school's commitment to academic excellence.



# GENERAL: Education Plan Measures

## Education Plan Goals 2024-25:

- **Student Growth & Achievement** Local survey results (Quality of Education): At least **80% of students and parents** are very satisfied with the quality of education (Integrated AB Program of Studies, IB PYP, and STEAM) offered at the school. Strategies of real-time observation and prompt referrals by teachers, utilizing screening tools and lesson planning with unit development.
- **Teaching & Leading** – elevate professional practice by engaging collaboratively in supervision and evaluation processes through AISCA.
- **Local & Societal Context** – partnership with the PAC (Parent Association Council) to seek parental input.

## Key Insights from Alberta Education Measures (AEMS):

- ***Unavailable AEAM Results: Most, if not all, data collected under the Alberta Education Assurance Measures (AEMS) are suppressed or unavailable due to sample sizes of fewer than six in the Grade 6 Provincial Achievement Test (PAT), Student Learning & Engagement, Citizenship, Access to Supports & Services, Parental Involvement, and Quality of Education. The school will supplement the provincial records with local measures, surveys, feedback, and related data.***

## Required Alberta Education Assurance Measures - Overall Summary Spring 2025

Authority: 0356 Calgary International Academy Ltd

Assurance Domain	Measure	Calgary International 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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	83.9	83.7	84.4	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	79.8	79.4	80.4	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	84.4	84.0	84.9	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	80.1	79.9	80.7	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# GENERAL: Education Plan Measures

## Key Insights from Stakeholder Engagement (Local Measures):

- K-6 parent surveys highlighted that 90% of parents reported being “Very Satisfied” with the quality of education provided by the school.
- Surveys of students in Grades 4 to 6 showed that 90% are very satisfied with the quality of education and feel supported, while 86% feel safe at school.

## LOCAL MEASURES:

- **All students:** Since AEAM results from provincial assessments (PATs/Diploma Exams) are unavailable, the school consistently utilizes local measures, including term reports and student learning achievements, to track progress. The PDF copy of the term report cards is sent once, every trimester, after the parent-teacher conferences in December and March, each school year.
- **Special Education and EAL students:** Homeroom teachers provide real-time observation and promptly refer students with occupational therapy or speech delays to appropriate services, such as Occupational Therapy and Speech and Language Pathology, ensuring timely support for optimal learning. Two out of three homeroom teachers and all educational assistants are bilingual, offering tailored support to EAL students to enhance their learning experience effectively.
- **First Nations, Metis, and Inuit students:** We currently do not have self-declared Indigenous students. Still, our school integrates the "Indigenous Ways of Knowing and Learning" into our curriculum and daily lessons. We will continue to incorporate the daily circle ("The Circle Way"), nurture connections to the natural world, and observe significant days such as the "National Day for Truth and Reconciliation" and "Orange Day." Furthermore, we will expand our exploration of Indigenous oral traditions through diverse resources, including books and online materials, ensuring that all students gain a deeper understanding of Indigenous cultures and perspectives.

# Student Growth & Achievement

## Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0356 Calgary International Academy Ltd



Course	Measure	Calgary International Academy							Alberta				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

### Key Insights from Alberta Education Measures (AEMS):

- ***Unavailable AEAM Results: Most, if not all, data collected under the Alberta Education Assurance Measures (AEMS) is suppressed or unavailable due to a sample size of fewer than six. However, we will supplement the provincial records with local measures, surveys, feedback, etc.***

# Student Growth & Achievement

Legend: Requiring Additional Support (RAS); Requiring Additional Support (NRAS)															
School Code	Course Grade	Course Code	Course Name	Subject	Task	Students Responses	RAS Count	RAS Percent of Total (%)	RAS - Average Score	NRAS Count	NRAS Percent of Total (%)	NRAS Average Score	Scoring Error Count	Scoring Error Percent of Total (%)	Mean Score
S.2319	1			Literacy	Literacy Overall Performance	21	1	4.8		17	81		3	14.3	
S.2319	1	KTT0100	Numeracy Screening Assessments	Numeracy	Weighted Total Score Outcome	21	2	9.5	20.1	19	90.5	36.4	0	0	34.9
S.2319	1	LNS0100	Letter Name-Sound (LeNS) Assessments	Literacy	LeNS Overall Performance	21	3	14.3	21	15	71.4	37.8	3	14.3	35
S.2319	1	LNS0100	Letter Name-Sound (LeNS) Assessments	Literacy	Name Accuracy	21	6	28.6	12.5	15	71.4	19.5	0	0	17.5
S.2319	1	LNS0100	Letter Name-Sound (LeNS) Assessments	Literacy	Sound Accuracy	21	3	14.3	9	15	71.4	18.3	3	14.3	16.8
S.2319	1	PST0100	Phonological Awareness Screening Test (PAST)	Literacy	PAST Overall Performance	21	13	61.9	1.2	8	38.1	9.9	0	0	4.5
S.2319	1	RAN0100	Rapid Automated Naming (RAN)	Literacy	RAN Overall Performance	21	4	19		17	81		0	0	
S.2319	2			Literacy	Literacy Overall Performance	6	0	0		6	100		0	0	
S.2319	2	CCT0100	Castles & Coltheart 3 (CC3) Assessment English	Literacy	CC3 Overall Performance	6	0	0		6	100		0	0	
S.2319	2	CCT0100	Castles & Coltheart 3 (CC3) Assessment English	Literacy	Irregular Words	6	0	0		6	100	22.2	0	0	22.2
S.2319	2	CCT0100	Castles & Coltheart 3 (CC3) Assessment English	Literacy	Non-Words	6	0	0		6	100	23.2	0	0	23.2
S.2319	2	CCT0100	Castles & Coltheart 3 (CC3) Assessment English	Literacy	Regular Words	6	0	0		6	100	30.5	0	0	30.5
S.2319	2	KTT0100	Numeracy Screening Assessments	Numeracy	Weighted Total Score Outcome	6	0	0		6	100	40.5	0	0	40.5
S.2319	2	LNS0100	Letter Name-Sound (LeNS) Assessments	Literacy	LeNS Overall Performance	6	0	0		6	100	26.8	0	0	26.8
S.2319	2	LNS0100	Letter Name-Sound (LeNS) Assessments	Literacy	Name Accuracy	6	0	0		0	0		0	0	16.7
S.2319	2	LNS0100	Letter Name-Sound (LeNS) Assessments	Literacy	Sound Accuracy	6	0	0		6	100	26.8	0	0	26.8
S.2319	3			Literacy	Literacy Overall Performance	4	0	0		4	100		0	0	
S.2319	3	CCT0100	Castles & Coltheart 3 (CC3) Assessment English	Literacy	CC3 Overall Performance	4	0	0		4	100		0	0	
S.2319	3	CCT0100	Castles & Coltheart 3 (CC3) Assessment English	Literacy	Irregular Words	4	0	0		4	100	28.5	0	0	28.5
S.2319	3	CCT0100	Castles & Coltheart 3 (CC3) Assessment English	Literacy	Non-Words	4	0	0		4	100	35.8	0	0	35.8
S.2319	3	CCT0100	Castles & Coltheart 3 (CC3) Assessment English	Literacy	Regular Words	4	0	0		4	100	36.5	0	0	36.5
S.2319	3	KTT0100	Numeracy Screening Assessments	Numeracy	Weighted Total Score Outcome	4	1	25	31.7	3	75	47.5	0	0	43.6

## Key Insights from Stakeholder Engagement (Local Measures):

- In 2024-25, all three grade 6 student met the acceptable standard and achieved the standard of excellence on the Provincial Achievement Tests (PATs).
- **Student Learning Engagement:** A shared commitment among teachers, parents, and students at Calgary International Academy, that students are actively engaged in their learning at school.

# Student Growth & Achievement

## Early Years Literacy & Numeracy Assessments:

- Below is the summary of the literacy and numeracy results for children and students in Kindergarten to Grade 3:

	Kindergarten		Grade 1		Grade 2		Grade 3	
A list of the Alberta Education and Childcare-approved screening assessments used at each grade level;	LeNS RAN Provincial Numeracy Screening Assessment		LeNS RAN Provincial Numeracy Screening Assessment		LeNS CC3 Provincial Numeracy Screening Assessment		LeNS CC3 Provincial Numeracy Screening Assessment	
The total number of children and students assessed using the initial assessment at each grade level;	Literacy 9	Numeracy 9	Literacy 21	Numeracy 21	Literacy 6	Numeracy 6	Literacy 4	Numeracy 4
The total number of children and students identified as requiring additional supports based on the initial assessment at each grade level;	Literacy 3	Numeracy 3	Literacy 3 (Overall)	Numeracy 2	Literacy 0	Numeracy 0	Literacy 0	Numeracy 1
The total number of students identified as requiring additional supports at the end of the school year in grades 1 to 3; and			Literacy 0	Numeracy 0	Literacy 0	Numeracy 0	Literacy 0	Numeracy 0
A summary of support strategies used for children and students identified as requiring additional supports at each grade level.	<p><b>Support Strategies for all grade levels include:</b></p> <ul style="list-style-type: none"> <li><b>Education Assistant support</b> – one-to-one, small group, inside classroom and pull-out support</li> <li><b>Home reading</b> – students take home books and reading materials and have access to school reading apps at home.</li> <li><b>Buddy Reading program</b> - Kindergartens and Grade 1s are paired with students in higher grades for reading fluency.</li> </ul>							

# Student Growth & Achievement

## LOCAL MEASURES:

- **Student Learning Engagement Strategies:** STEAM projects and experiments integrated in Science, Math, and Literacy AB learning outcomes, with a play-based approach to learning. Off-site educational field trips three times (or per term) every school year. Daily use of the premises amenities (secured playground, gym, green spaces, and nature walks).
- **Early Years Literacy and Numeracy Assessment:** Mandatory provincial screening assessments for numeracy and literacy are conducted for students in Kindergarten to Grade 3. In the 2024–25 school year, Kindergarten students will be screened in the winter, while students in Grades 1–3 will be screened in both the fall and winter. A follow-up screening will also take place in June for students who require additional support after completing the January assessment.
- **Learning Supports:** The registration form requires a report card with attendance from the previous grade level, a health screening for any known symptoms of developmental delays, any existing Individualized Program Plan (IPP), and other relevant information. These documents help homeroom teachers identify potential learning gaps and, together with the school’s PUF/SDF coordinator, determine appropriate learning supports.
- **Access to Support and Services:** Homeroom teachers conduct real-time observations and promptly refer students to the PUF/SDF coordinator, ensuring timely and targeted special education support. Once OT or SLP assessments are completed, the OT/SLP professionals work with the PUF/SDF coordinator to assign a special education code for each student, which is then submitted to PASI. The PUF/SDF coordinator also develops an Individualized Program Plan (IPP) that documents therapy goals and aligns them with learning outcomes throughout the school year. The IPP is signed by parents each term.
- **Access to Continuum of Supports & Services:** Home reading (taking home books and reading materials) and access to school reading apps at home; clinicians’ access for speech and OT screenings/therapies; and group/classroom therapy through ECLS in partnership with Renfrew.
- **Term Report Cards:** Trimester report cards (Term 1: September–December; Term 2: January–March; Term 3: April–May) draw from the IB PYP Achievement Academic Indicators to ensure students reach a “Secure” mastery level in every concept. Parent-teacher conferences are also held to collaborate with families on learning supports outside of school.
- **Citizenship:** Students demonstrate by participating in monthly school-wide events such as *Reconciliation Day*, *Remembrance Day*, *International Day*, *Anti-Bullying Awareness or Pink Day*, Buddy Reading, Field trips (Calgary Central Library, Heritage Park, etc.), and student leadership ambassadors in Grades 4-7.

Assurance Domain	Measure	IB PYP Academic Achievement Indicators							
		Achievement				Demonstration			
		Extending	Secure	Developing	Emerging	All the time	Most of the time	Sometimes	
Student Growth & Achievement	Academics: Term 3 Report, 2024-25	%	%	%	%	%	%	%	50 students
	ELA	54	72	22	4	72	74	50	
	Math	56	74	34	4	72	68	36	
	Science	56	8	10	0	76	64	26	32 students
	Social Studies	37.5	78.125	21.875	6.25	84.375	62.5	40.625	
	Fine Arts	37.5	75	3.125	0	75	56.25	18.75	
Physical Education	37.5	93.75	25	0	78.125	90.625	34.375		

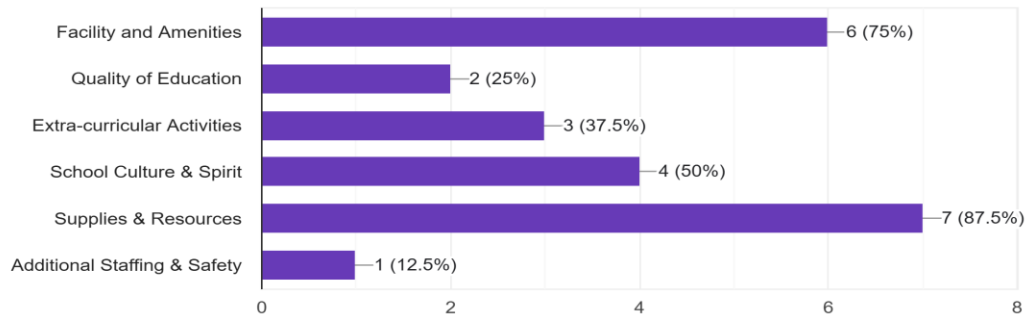
# Teaching and Leading

**Unavailable AEAM Results: Due to a sample size of fewer than six.**

**Local Measures:** Teacher and staff member survey results.

As a teacher or staff member at the school, what areas would you like to see receive more attention and improvement? Please pick up your top 3.

8 responses



## Required Alberta Education Assurance Measures - Overall Summary Spring 2025

Authority: 0356 Calgary International Academy Ltd

Assurance Domain	Measure	Calgary International 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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	83.9	83.7	84.4	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	79.8	79.4	80.4	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Learning Supports	<a href="#">Education Quality</a>	n/a	n/a	n/a	87.7	87.6	88.2	n/a	n/a	n/a
Governance	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCORSE)</a>	n/a	n/a	n/a	84.4	84.0	84.9	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	80.1	79.9	80.7	n/a	n/a	n/a
	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# Teaching and Leading

## LOCAL MEASURES:

### • **Teacher and Staff Survey:**

- ✓ All teachers are very satisfied with the quality of education the students are receiving and the quality of teaching at the school. Teachers and educational assistants find that students find school work interesting, challenging, and full of learning opportunities, with useful skills;
  - They care about the students, treat them fairly, help them access programs and services not related to schoolwork or continuum of supports and services responsive to students' needs, and are always available to students in need of help.
  - Parents and guardians are supportive and highly involved in collaborating to support students' overall education and provide critical input into decisions about the school.
  - They are satisfied with the variety of learning opportunities available to students at school (i.e., Music, Drama, Art, Technology, Health, STEAM, and IB PYP learning pedagogy).
- ✓ Students are safe, they care, respect, follow the rules, and treat each other well.

## Teacher and Students Supports:

- **Professional Learning, Supervision and Evaluation:** All teachers and school leaders are required to attend AISCA's professional learning workshops, conventions, and leadership events, as outlined in the Teacher Growth, Supervision, and Evaluation Policy, Section 1(e). During the 2024-25 school year, all teachers and school leaders actively participated in AISCA's professional development opportunities. The school principal is responsible for evaluating teachers in accordance with the Teacher Growth, Supervision, and Evaluation Policy.
- **Education Quality:** All homeroom teachers must hold a valid Alberta teaching certificate (at minimum an Interim Certificate) before the start of each school year and obtain IB PYP certification by the end of the second school year. They are expected to uphold high standards of professional conduct and excellence in practice, ensuring accountability and fostering a culture of integrity and continuous professional growth.
- **Early Years Literacy and Numeracy Assessment:** All students in grades 1 to 3 must complete the mandatory provincial screening assessments in September and January, with a follow-up assessment in June for students who require additional supports after completing the January assessment. Support strategies for children requiring additional supports include PUF (Program Unit Reading), At-Home-Reading Program, Pull-out one-on-one reading with an EA, and Buddy reading (higher grades pairing with K & Grade 1).

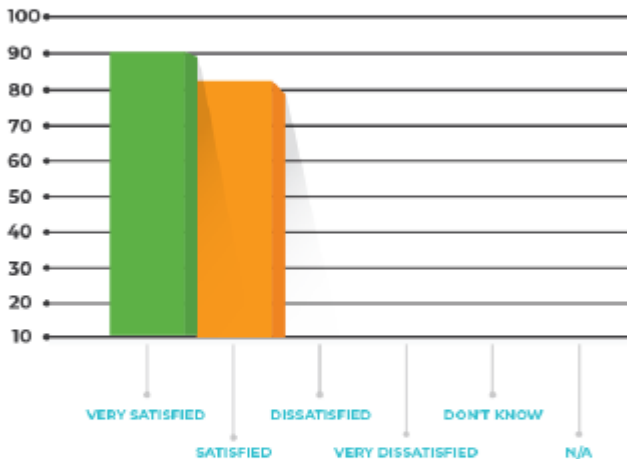
# Stakeholder Engagement

## 4 KEY QUESTIONS

- What are the key strengths of CIA?
- What are the key opportunities of CIA?
- Do you feel safe and supported at CIA?
- How satisfied are you with the quality of education at CIA?

### QUALITY OF EDUCATION

PARENT SURVEY (%)



## 6 STAKEHOLDERS

- Head & Board
- Admin
- Teachers
- Parents
- Students
- Educator Assistants

**83%** Students feel safe at school

**90%** Students feel supported at school

### WHAT DO YOU LIKE ABOUT CIA?

"Small class size and STEM education."

"Top notch education"

"We've been happy with the warm, supportive environment the school provides. The small group settings are especially beneficial for young learners, and it's clear that the teachers are caring and attentive. This has helped our kid feel comfortable and excited about going to school, which we truly appreciate. We also appreciate the updates we have started receiving through the app"

"IB PYP"

# Stakeholder Engagement

## KEY FUTURE OPPORTUNITIES

### WHAT DO YOU WANT TO IMPROVED AT CIA?

"While we understand that the school integrates the IB framework, Alberta CBE curriculum, and elements of STEM, it seems that the curriculum pacing may be slower than expected. We'd appreciate a clearer roadmap showing how these frameworks are being implemented throughout the year, and how they ensure readiness for Grade 1."

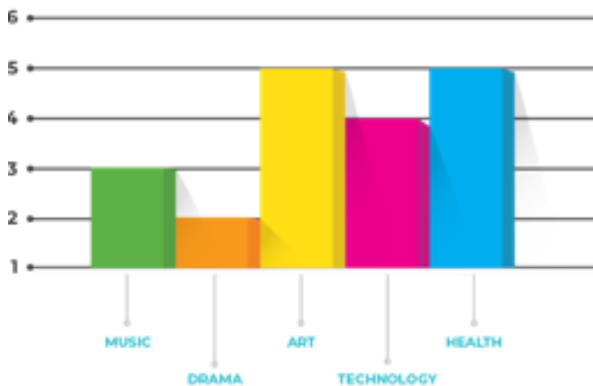
"Better coaching for troubled kids. This should also include a required parent follow through if there's no improvement for said troubled kid."

"Grade levels up to Grade 12."

"To have music and home economics added to their curriculum in early years. More field trips with a school bus for transportation to add to the experience."

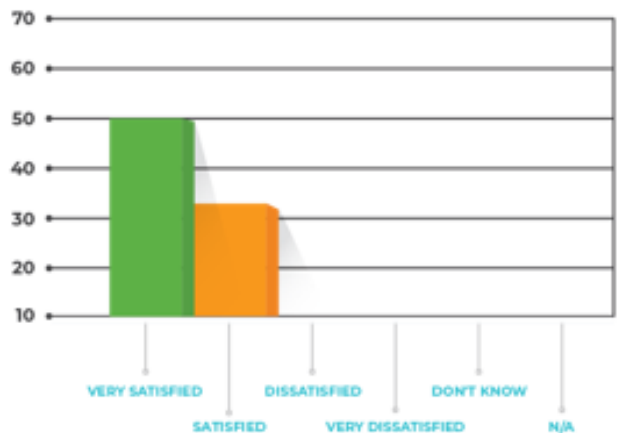
### LEARNING OPPORTUNITIES

#### VERY SATISFIED & SATISFIED



### KNOWLEDGE, SKILLS & ATTITUDES

#### PARENT SURVEY (%)



# Local and Societal Context

## Key Insights from Alberta Education Measures (AEMS):

- ***Unavailable AEAM Results: Most, if not all, data collected under the Alberta Education Assurance Measures (AEMS) is suppressed or unavailable due to a sample size of fewer than six. However, we will supplement the provincial records with local measures, surveys, feedback, etc.***
- Parental Involvement includes IPP collaboration and signing, classroom & field trips volunteering and PAC.

## Required Alberta Education Assurance Measures - Overall Summary Spring 2025

Authority: 0356 Calgary International Academy Ltd

Assurance Domain	Measure	Calgary International 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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	83.9	83.7	84.4	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	79.8	79.4	80.4	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	*	n/a	n/a	19.8	16.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	87.7	87.6	88.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCORSLE)</a>	n/a	n/a	n/a	84.4	84.0	84.9	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	80.1	79.9	80.7	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
  3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses Included: Social Studies (Grade 6).
  4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses Included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
  5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
  6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
  8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
  9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses Included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Local and Societal Context

**Calgary International Academy** is a non-profit private educational institution in Calgary, Alberta. It is dedicated to offering the International Baccalaureate (IB) Primary Years Programme (PYP) and seamlessly integrates STEAM (Science, Technology, Engineering, Arts, and Math) with the Alberta Education Program of Study, all within a family-oriented **and results- driven environment**.

The school is a “Candidate School” for the Primary Years Programme in pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high-quality, challenging, international education that the school believes is important for our students.

**Mission:** Calgary International Academy aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, life-long learners, empowering students to be innovators in chosen fields, leaders in our communities, and the driving force of our future generations.

**Vision:** To lead in delivering cutting-edge educational methodologies and world-class programs, cultivating students who seamlessly transition to university, college, and lifelong learning. We believe that the active learning fostered in the International Baccalaureate (IB) Primary Years Programme (PYP) lays a solid foundation for future success in the Middle Years Programme (MYP) and Diploma Programme (DP). By integrating STEAM, we prepare young learners with the 21st-century skills and competencies essential for thriving in an ever-evolving world.

## Whistleblower Protection Act

**Pursuant to Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2024-25 school year.**

## Accountability & Assurance System

- The principal actively shares results from Provincial Assessments, Education Plan, and Annual Education Results Report (AERR) with the PAC (Parent Advisory Council) on a regular basis, before the start of the school year, or if there are any updates (monthly meetings).

# FINANCIAL SUMMARY

## Allocation of Budget Revenues and Expenses to Programs

For the Year Ending August 31, 2025

### CALGARY INTERNATIONAL ACADEMY Statement of Revenues and Expenditures Year Ended August 31, 2025

	2025	2024
<b>REVENUES</b>		
EDC Funding	\$ 273,963	\$ 399,325
Tuition Fees Non-Profit Income	342,133	332,473
Summer Camps	507	40,337
CSJ Federal Funding	44,138	22,000
Donations	275,000	85,000
	<u>935,741</u>	<u>879,135</u>
<b>EXPENSES</b>		
Advertising and promotion	210	5,860
Amortization	2,713	3,391
Bad debts	23,820	-
Employee benefits	172,311	125,467
Insurance	2,928	2,805
Interest and bank charges	891	12,632
Management fees	10,845	37,610
Miscellaneous	4,615	3,756
Office and general	-	19,689
Professional fees	7,750	8,250
Rent	215,663	193,150
Repairs and maintenance	-	2,866
Salaries and wages	438,449	391,780
Subcontracting	14,361	10,366
Supplies	24,702	37,084
Utilities	8,950	6,922
	<u>928,208</u>	<u>861,628</u>
<b>EXCESS OF REVENUES OVER EXPENSES FROM OPERATIONS</b>	<b>7,533</b>	<b>17,507</b>
<b>OTHER INCOME</b>	<b>9</b>	<b>19</b>
<b>EXCESS OF REVENUES OVER EXPENSES</b>	<b>\$ 7,542</b>	<b>\$ 17,526</b>

# FINANCIAL SUMMARY

## Audited Financial Statements

**Weblink:** <https://wp.me/a8uu4a-4JV> or <https://ciacademy.ca/about-us/>

For the 2024–25 school year, Calgary International Academy incurred a loss of **\$167,026.67** in EDC funding due to the principal's failure to submit the required PUF documentation on time. This administrative lapse placed the school's operations in a precarious position, ultimately resulting in a total impact of approximately **\$275,000**, including penalties and interest. This unfortunate situation could have been prevented with more collaborative support from Alberta Education's PUF office. Had staff worked closely with the school to verify that all required documents were complete and submitted, such a significant financial setback might have been avoided. Instead, the school was left to absorb the consequences and navigate the challenge of balancing a loss that emerged from a rigid and unforgiving bureaucratic process.

## Financial Information Contact:

GURJINDER DHILLON, CPA  
Managing Partner



3515 27 ST NE, Unit 23, Calgary, AB, T1Y 5E4  
Cell: 403-618-6458 | Office: 403-460-6855  
gdhilloncga@gdpc.ca  
www.gdpc.ca

# REPORT CONTACT



**Angelina McMullin**

Head of School

Calgary International Academy

[amcmullin@ciacademy.ca](mailto:amcmullin@ciacademy.ca)