



Authority 0151: Calgary Arts Academy Society

The Art of Learning

Annual Education Results
Report 2023-2024



Accountability Statement

The Annual Education Results Report for Calgary Arts Academy for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. 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 Annual Education Results Report for 2023/2024 was approved by the Board on November 19, 2024.

Respectfully submitted,



Neil Tichkowsky
Calgary Arts Academy, Board Chair

Continuous Improvement

Results from the Annual Education Results Report (AERR) informs the Annual Education Plan. Calgary Arts Academy's Annual Education Results Report and Education Plan reflect its commitment to fulfilling its charter and provide a collaborative, democratic learning environment that empowers each individual to become self-directed, lifelong learners who value community focused and citizen based action facilitated through effective communication, collaboration, critical and creative thinking.

Alberta Education's requirements for reporting assesses performance broadly and locally. Calgary Arts Academy's charter school goals and outcomes have been integrated into the broader outcomes that outline our overall priorities.

Community member engagement and feedback is essential to continuous improvement and assurance. Allocation of financial resources to support the plan and implementation of researched-based and practice informed strategies follows. Reflecting on data throughout the teaching and learning process supports effective program delivery and student achievement. Measuring, analyzing and reporting results offers valuable opportunities for reviewing, re-envisioning, and revising. Communicating and engaging community members brings us back to planning for improvement. Together, this AERR and Education Plan provide evidence of continuous improvement and assurance.

Calgary Arts Academy's AERR presents our school's accomplishments and results for the 2023/2024 school year. It provides an overview of how the school has advanced our charter and provincial outcomes over the previous year within the Provincial Assurance Framework. Foundational to the annual planning and reporting are Calgary Arts Academy's Vision, Mission, and the Alberta Education 2023-2026 Business Plan. All three campuses have contributed to this report.

Our Education Plan sets out what needs to be done, while our AERR provides the results obtained from implementing this plan. This is a rolling process, meaning the timeframe will 'roll' forward with a new year added for each one completed. This plan will be updated annually and will reflect adjustments in priorities, outcomes, measures and strategies for implementation. This plan aligns our six charter school goals, locally developed outcomes and aligns with the five assurance domains provided by Alberta Education. All three campuses contributed to this plan.



Provincial Assurance Domains



Land Acknowledgment

Calgary Arts Academy is an innovative charter school that engages children through Arts Immersion to become confident learners and spirited citizens. We acknowledge that our campuses are located on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Îyâxe Nakoda Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Foundation Statements

Vision

Children and community that value arts and learning!

Mission

Our mission is to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community focused and citizen based action facilitated through effective communication, collaboration, critical and creative thinking.

Beliefs

1. Children come first!
2. Magic happens when you nurture the whole child: body, mind and spirit.
3. We treat each child as an individual, a person with his or her unique way of learning and doing.
4. We believe that a personalized approach enables each child to get the most out of school.
5. We believe that through Arts Immersion education combined with a culture created using the four pillars including the Circle of Courage, Developmental Assets, Democratic Discipline and Contract Learning, all students will excel.
6. Current brain research including actively participating in mindfulness activities facilitates student academic performance and well-being.

Calgary Arts Academy Profile

Calgary Arts Academy is a public charter school operating in one elementary campus (K- Year 3) located at 2036 - 20 Avenue S.W., one middle school campus (Year 4-9) located at 1406 - 40 Street SW, and our high school located at the Erickson Centre 640 - 14 Avenue S.E. in Calgary, Alberta.

Calgary Arts Academy serves students and parents who value education delivered through Arts Immersion, a unique planning and delivery model that begins with five art forms (music, drama, visual art, dance and literary arts) and infuses core curriculum. In order to accomplish this, Calgary Arts Academy hires teachers who are artists in their own right and hires artists who work collaboratively with teachers to plan and deliver the Alberta Curriculum. In addition, Calgary Arts Academy hires short-term contract artists as required.

31.5 full-time equivalent teaching staff
 7.5 full-time equivalent artists
 5.0 full-time equivalent education assistants
 1.0 full-time equivalent guidance counsellor
 0.4 full-time equivalent early reading intervention coach
 0.5 full-time equivalent early mathematics intervention coach
 3.5 full-time equivalent administrators

Grade	Count	Grade	Count
Kindergarten	44	Year 8	64
Year 1	34	Year 9	59
Year 2	50	Year 10	41
Year 3	52	Year 11	28
Year 4	55	Year 12	21
Year 5	62	Total	622 FTE
Year 6	65		
Year 7	69		

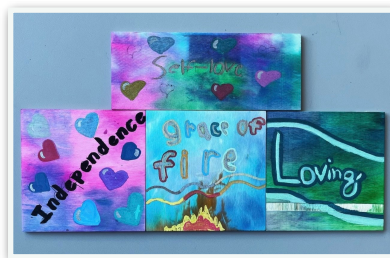
Calgary Arts Academy is performance based. Performances are original and based on the program of studies. All students participate.

Our student population is very diverse. In 2023/2024, the percentage of students with mild/moderate/severe codes in Years 4-9 was **39%**. Year 10-12 students with mild/moderate/severe codes was **65%**. At the high school **51%** of students identify as belonging to the 2SLGBTQIA+ community. Our community is unique and diverse and we celebrate their strengths.

Calgary Arts Academy Charter Goals

1. Students demonstrate superior language and communication skills through Arts Immersion learning.
2. Year 9 students' achievement in the standard of excellence in Math, Science and Social Studies will demonstrate growth.
3. All artists and teachers participate in Arts Immersion learning.
4. Explore the concept of 'Design Thinking' as it relates to Arts Immersion.
5. To share successful Arts Immersion teaching and learning with outside organizations.
6. Improved teaching and learning opportunities through enhanced technology.

The charter school goals have been addressed and met through the Assurance Domains, Alberta Education Assurance Measures (AEAMs) and local measures as described in this document on the pages that follow.



Partnerships

At Calgary Arts Academy, we nurture social capital by forming unique partnerships with individuals and Calgary community as we deliver public education through Arts Immersion. CAA's student-centred community approach to learning allows students to work directly with our business partners.

Together, in a spirit of unity, we will discover, develop and promote Arts Education in support of public education.

Alberta Education and Alberta Infrastructure

We thank Alberta Education and Alberta Infrastructure for supporting our move to Rosscarrock School. We are also thankful for the renovation of the historic Weston Bakery building, home of our Education Centre at Stampede Park's Youth Campus.



Calgary Arts Academy Adult Choir

The Adult Choir has been in existence for over thirty years. It is part of the official Charter document and is named as the official ambassadors for Calgary Arts Academy. The mandate of the Adult Choir is:

- To support and perform with CAA students
- To perform for Senior Citizens and to inform them about the active involvement of Seniors in CAA programs
- To perform at community functions and promote CAA
- To volunteer a minimum of ten hours per member each year in the school

The Adult Choir has two major performance periods during the year (winter and spring).



www.lovetosing.ca

Calgary Exhibition and Stampede

Calgary Arts Academy and the Calgary Stampede have worked together planning the "Youth Campus." In February of 2014, Premiere Allison Redford announced we would be modernizing the Weston Bakery building at Stampede Park. As a partner on the Youth Campus, Calgary Arts Academy has been instrumental in coordinating and facilitating involvement of arts organizations and the local, national and international community, focusing on western heritage and culture, education and the arts.



Calgary Public Library

In the spring of 2014, we began discussions with the Calgary Public Library's central branch to forge a new, mutually beneficial partnership. Indicators have shown that this relationship is very supportive of our school objectives as it gives us access to countless resources, the use of space when required and the ability to gain perspective from individuals outside of our organization. In turn, we serve to bring vitality and excitement to the library by hosting activities and bringing the Arts to the forefront. We believe that through this unique partnership we can have a very positive impact on the City of Calgary. With the Erickson Centre campus being at the Calgary Stampede Youth Campus, the proximity to the central library is advantageous.



Contemporary Calgary

In the winter of 2023, we began discussions with the Contemporary Calgary to forge a new, mutually beneficial partnership. This partnership can impact students throughout the City of Calgary. Calgary Arts Academy has supported the educational component of Contemporary Calgary that will be used by students from all schools who visit Contemporary Calgary. In return, we have one week of gallery space for our students. This is an exciting opportunity to help share Arts Immersion learning!



Calgary Arts Academy Research

University of Calgary

Calgary Arts Academy was proud to become research practice partners with University of Calgary's Werklund School of Education. We have three research projects through University of Calgary.



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Design for learning through a complexity perspective. This research is focused on creating learning environments to support students' construction of their own knowledge and skills, through a game design project-based learning approach.

Literacy in the Green Room: A Phenomenological Inquiry into what it is like to Experience literacy within a Theatrical Space. This study will create a theatrical space in which students will communicate their experience of literacy and learn new ways of approaching literacy learning.

Social Justice as Citizenship: Understanding Youth Participation in School-Sponsored Student Groups. The focus of this research is on how youth understand social justice and how young people work within their school social justice and/or citizenship groups to make improvements in their schools, communities, and society more generally.



Being Well Together: The Impact of Collaborative Teaching on Educator Well-being. This work explores the research that has been done to help mediate some of the stress educators feel, and found that positive and collaborative relationships between educators and colleagues can help. Further exploration to better understand the implications of collaborative teaching on teacher well-being is considered.

University of Alberta

We are also excited to become Research Practice Partners with University of Alberta's Department of Educational Psychology along with Suzuki Public Charter school.



Identifying Formative Instructional and Assessment Strategies for Academic and Personal Excellence: Application of the LEAFF Model in K-6. This is a five-year project that explores the relationships between teachers and students within the context of teacher feedback. The Learning Errors and Formative Assessment (LEAFF) model is a learning and assessment model that provides simple and inclusive teaching practices to improve student-teacher engagement.

University of Victoria

Using the Arts as a Vehicle for Interdisciplinary Learning. This research demonstrates that Arts Immersion teaching promotes cross-curricular and emergent learning as it identifies the benefits of an arts education, explored the ways that art can be used as a language, and proposed a model for implementing Arts Immersion in any classroom.

Memorial University

From Balanced to Structured Literacy: Learning and Leading through Change. This research speaks to navigating change from a school leadership perspective.



A Critical Review of Teacher Burnout Mitigation in Beginning Teachers. This research examines how pre-service teaching programs and educational leadership teams can mitigate burnout in beginning teachers.

2023-2024: Year 1-3 Learning Loss Literacy and Numeracy Results Reporting

	Name of Alberta Education provided screening assessment used	Total number of students assessed at each grade level	Total number of students identified as being at risk on initial assessments	Total number of students identified as being at risk on final assessments	Average number of months behind grade level of at-risk students at the time of initial assessments	Average number of months behind grade level of at-risk students at the time of final assessments	Average number of months gained at grade level by at-risk students at the time of final assessments
Literacy							
Year 1 January - June	LeNs & CC3	45	22	19	CC3: 5	CC3: 6.9	-1.9
Year 2 September - June	LeNs & CC3	48	25	13	CC3: 8.5	CC3: 11.1	-1.6
Year 3 September - June	LeNs & CC3	52	12	3	CC3: 12.2	CC3: 11.7	0.5
Numeracy							
Year 1 January - June	Provincial Numeracy Screening Assessment	47	12	18	6	5.2	0.8
Year 2 September - June	Provincial Numeracy Screening Assessment	48	19	25	10	10.6	-0.4
Year 3 September - June	Provincial Numeracy Screening Assessment	52	16	31	8.5	9.5	-1.0

Summary of support strategies used for Literacy

- Ongoing structured literacy professional development opportunities were provided.
- Teachers worked collaboratively to plan for instruction in multi-aged groups. The groups were selected based on skill development and student need and lessons were focused on developing skills through structured literacy.
- Instruction was varied and offered in flexible and responsive student groupings (whole group, small group, one-on-one) to target student needs and foster achievement.
- Decodable readers were used to practice phonics rules and for instruction.
- Literacy resources were sourced and activities created for meaningful practice and implementation.
- Strong emphasis on phonological awareness and phonics acquisition through universal, targeted, and individual supports.
- Continued focus on developing vocabulary and word part knowledge (morphology).
- Comprehension strategies followed a clear progression for students to understand information and ideas.
- K-3 assessment documents developed collaboratively for scaffolding and to support accurate, timely and relevant assessment school wide.
- Collaboratively developed a scope and sequence for implementation campus wide to support assessment and shared expectations at each grade level and learning continuum.

Summary of support strategies used for Numeracy

- Numeracy was taught in grade groups explicitly and supported through [Arts Immersion](#) projects.
- Early math intervention was offered to Year 1-3 students who required further support where focus was on number sense and fluency. These groupings were re-assessed regularly and created in response to student need and skill development.
- JUMP Math program is used and is now the recommended resource for the new curriculum in Alberta. The lessons are structured, sequenced, and scaffolded, and offer regular opportunities to practice content, to build confidence, to strengthen mental math, and offer remediation and extension activities.
- Being mindful that the new numeracy curriculum is expansive. The expectations are higher and more rigorous, and the demanding grade level content reflects knowledge and understandings that were from grades above in the prior curriculum. This has resulted in ongoing challenges and created disparities.
- JUMP Math PD was offered to new staff and math resources were re-evaluated and prioritized throughout the year. Also, teacher mentorship and feedback was provided with a JUMP Math consultant.

Community Experiences and Engagements

Kindergarten - Year 3

Terry Fox Run
 Orange Shirt Day
 Jessie Fiddler Kiss - National Day for Truth and Reconciliation
 Pink Shirt Day
 Remembrance Day
 Weaselhead Flats Conservation Area field trip
 Kindergarten & Year 3 Rose Ceremonies
 Granary Road field trip
 Alien In-Line Skating and Baton Twirling in Physical Education
 Halloween Dance
 Calgary Zoo field trip
 Telus Spark Science Centre field trip
 Contemporary Calgary Art Gallery field trips
 Various Community Visitors and Presenters: Correctional Officer, Doctor (family physician), Fire Fighter, Massage Therapist, alternative medicine practitioner, yoga instructor, somatic movement practitioner, SPCA, Elder Hal Eagletail
 K/1/2/3 Arts Immersion Showcase: The Art Of Community
 Winter Performance Jubilee Auditorium: The Art Of Community
 Calgary Public Library (through the book bin program with library)
 Blue Spruce Forest of Reading national book award program
 Year 3 Spirit Club
 SAM Centre field trip (Year 3)
 September pancake breakfast
 Thrive Day wellness field trips to Sibbald Lake
 Scholastic Book Fair
 Special Adult Day pancake breakfast
 SpARTS Day

Year 10/11/12

United Way Kick Off Event
 National Day For Truth and Reconciliation/Orange Shirt Day
 Terry Fox Run
 Guest Artist Visits from: Jared Tailfeathers, Nathan Green, Mario Swampy, Josh Dalledone
 Art students field trip to a gallery
 Swamp Donkey Theatre field trip to Bragg Creek to see "Spitfire Grill" musical
 Remembrance Day Assembly with special guests
 Winter Performance Jubilee Auditorium: The Art of Community
 Full school field trips to Alberta University of the Arts, Swamp Donkey Musical Theatre, Theatre Calgary, National Geographic's
 Kiliü Yüyan's: Life on Thin Ice presentation at Theatre Calgary
 Thrive Day wellness field trips to Sibbald Lake
 Pink Shirt Day

Year 4-9

Terry Fox Run
 Orange Shirt Day – Jessie Fiddler Kiss presentation
 Alien In-Line Skating
 Pink Shirt Day
 Remembrance Day
 Arts Immersion Showcases: Cirque du CAA, Ella the Elk
 Winter Performance Jubilee Auditorium: The Art of Community
 Calgary Public Library and Book Deposit program (monthly exchanges)
 Participation in the Calgary Zoo conservation program
 Richard Rodrigues workshop on Indian cooking
 Amanda Bonnell and Joanne Baker dance presentation (part of Black History Month)
 Vertigo Theatre
 Field trip to the Military Museum
 Field trip to the Rothney Astrophysical Observatory
 Field trips to Contemporary Calgary
 Paul Davis internet safety presentation
 Field trip to Studio Bell for Indigenous Peoples Day workshop
 SpArts Day
 Field trip to Aggie Days at the Calgary Stampede
 Field trip to the Most Imaginary Worlds play
 Field trip to the SAM Centre
 Miranda Krogstad presentation and workshop
 Robert Bassett presentation on the Youth Criminal Justice Act
 Kinkonauts Improv Theatre presentation
 Silver Birch, Yellow Cedar and Red Maple Forest of Reading national book award program
 Pancake Breakfast
 Scholastic Book Fair
 Performance Hampshire Academy Of Irish Dance

Year 10-12 Showcase: "The Play that Goes Wrong"

Select students on a 6 day trip to New York City
 Media Arts photography field trip
 LA 30-2 class visit to Calgary Court House
 Student Showcase at cSPACE
 Two Interdisciplinary weeks
 Year 12 Art students' exhibition at Contemporary Calgary in collaboration with CAA staff
 Presentations from post-secondary institutions (UoFA, ULeth, AUA, Bow Valley College, UoFC, etc.)
 Second Voices Holocaust presentation for Year 11 students
 High School students performed at the Ironwood Stage & Grill
 High School music students recording session at Audiohouse Recording Studio
 Year 12 field trip to Calgary Courts Centre
 Music Students participated in the CBC Music challenge (2nd place)



FALL 2024 Required Alberta Education Assurance Measures - Overall Summary

± Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Calgary Arts Academy			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	81.5	84.3	84.4	83.7	84.4	84.8
	Citizenship	86.2	86.2	85.4	79.4	80.3	80.9
	3-year High School Completion	92.3	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	79.1	73.7	73.7	68.5	66.2	66.2
	PAT6: Excellence	22.4	17.5	17.5	19.8	18.0	18.0
	PAT9: Acceptable	55.2	65.8	65.8	62.5	62.6	62.6
	PAT9: Excellence	4.7	11.2	11.2	15.4	15.5	15.5
	Diploma: Acceptable	75.4	72.7	72.7	81.5	80.3	80.3
	Diploma: Excellence	10.8	6.1	6.1	22.6	21.2	21.2
Teaching & Leading	Education Quality	87.9	92.2	90.6	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.8	90.6	89.8	84.0	84.7	85.4
	Access to Supports and Services	87.9	85.5	84.8	79.9	80.6	81.1
Governance	Parental Involvement	86.6	85.5	84.3	79.5	79.1	78.9

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 was 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.

For overall and specific course results for all students please click [here](#). This link includes available results for provincially available Provincial Achievement Tests (PAT) and diploma exams.

The Provincial Achievement Tests (PAT) and diploma exam results for First Nation, Métis and Inuit and English as an Additional Language (EAL) students are not provided as the school authority did not have enough students registered in these categories in the 2023-2024 school year to report.



Provincial Assurance Domain: Student Growth and Achievement

Calgary Arts Academy students demonstrate citizenship, engage intellectually and grow continuously as learners.

Outcomes

- Students demonstrate superior language and communication skills through Arts Immersion learning
- Students demonstrate superior numeracy skills through Arts Immersion learning
- Teachers, parents and students are satisfied that students model the characteristics of active citizenship
- Students are taught attitudes and behaviours that will make them successful at work when they finish school
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning

Provincial Performance Measures	Results (in percentages)				
	2024 Provincial	2024 CAA	2023 CAA	2022 CAA	2021 CAA
Overall average of students, parents and teachers who agree that students are engaged in their learning at school.	81.7	81.5	84.4	84.5	88.7
The percentage of students who agree that students are engaged in their learning at school.	69.3	66.7	70.7	71.3	77.1
The percentage of parents who agree that students are engaged in their learning at school.	86.7	81.1	86.7	83.5	92.1
The percentage of teachers who agree that students are engaged in their learning at school.	95.1	96.8	95.7	98.7	97.1
Percentage of teachers who are satisfied that students model the characteristics of active citizenship.	89.8	90.6	98.3	99.2	97.4
Percentage of parents who are satisfied that students model the characteristics of active citizenship.	78.7	96.7	84.7	83.9	95.5
Percentage of students who are satisfied that students model the characteristics of active citizenship.	69.6	71.1	75.7	70.6	82.3
Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	74.8	71.2	80.3	83.9	96.9
Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	90.7	100	100	88.9	91.3
Percentage of parents who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	73.3	72.7	70.7	71.9	84.8
Percentage of teachers who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	86.6	92.3	94.3	93.2	78.0
High School Completion Rate	88.6	92.3	N/A	N/A	N/A
PAT: Excellence	17.6	13.6	12.6	11.6	N/A
PAT: Acceptable	65.5	67.2	67.6	66.9	N/A
Diploma: Acceptable	81.5	75.4	72.7	N/A	N/A
Diploma: Excellence	22.6	10.8	6.1	N/A	N/A
Local Performance Measures	Results (in percentages)				
	2024 CAA	2023 CAA	2022 CAA	2021 CAA	
Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Language Arts.	90	90	88.6	92.2	
Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Math, Science and Social Studies.	81.5	81.5	82.0	84.0	
Percentage of students in Year 4-9 demonstrating “Achieving” and “Excelling” in Language Arts as reported on report cards.	85	79	85	85.4	
Percentage of students in Year 4-9 demonstrating “Achieving” and “Excelling” in Math as reported on report cards.	80.3	82	77	92.0	
Percentage of parents who believe their child has demonstrated an increased understanding of the Circle of Courage.	90.4	N/A	N/A	N/A	
Percentage of students and learning facilitators who agree that students have demonstrated growth in critical thinking, collaboration, creativity, communication and design thinking.	88.8	N/A	N/A	N/A	

Student Growth and Achievement Analysis

Characteristics of Active Citizenship:

We are pleased that parents and teachers have indicated that they are satisfied that students model the characteristics of active citizenship. Engaging in Arts Immersion learning supports increased engagement and autonomy in student learning. Students are able to express their individual needs and participate collaboratively in their learning. Students, parents and teachers have engaged as a community of learners participating in various events that are centred around learning and celebrating creativity and the arts.

Provincial Achievement Tests and Diploma Exams:

CAA's overall acceptable standard for PATs is above the province, with particular growth in scores for the Year 6 Science and Social Studies. As the Year 6 Math and Language Arts curriculum was newly implemented last year, PATs were not written in those areas in any schools across the province.

Our Year 9 Math scores remain low in comparison to the province, and continues to be an area of focus for improvement. We are excited to continue our math focus by working with experts in the field of math education, participating in ongoing staff professional development, and whole school math initiatives.

2023/2024 was the second year for Year 12 students writing diploma exams. Diploma exams written in January and June indicated that 100% of students achieved an acceptable standard (>50%) in their final blended marks, across all disciplines. Our high school completion rate is above the provincial average and all Year 12 students graduated with their Alberta high school diploma.



Alberta Education Assurance Domain: Excellence in Teaching and Leading.

Calgary Arts Academy teachers and leaders make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes

- Teachers provide quality instruction based on the Teaching Quality Standard
- Teachers focus on the provision of quality cross curricular Arts Immersion teaching and learning
- Improved teaching and learning opportunities through enhanced technology
- School administrators provide quality leadership and support
- School administrators provide opportunities for quality professional development

Provincial Performance Measures	Results (in percentages)				
	2024 Provincial	2024 CAA	2023 CAA	2022 CAA	2021 CAA
Overall average of students, parents and teachers satisfied with the overall quality of education.	87.5	87.9	92.3	89.0	93.1
Percentage of students satisfied with the overall quality of education.	84.9	85.4	89.6	87.0	89.7
Percentage of parents satisfied with the overall quality of education.	83.8	81.1	87.9	83.7	93.3
Percentage of teachers satisfied with the overall quality of education.	93.9	97.3	99.3	96.2	96.4
Percentage of teachers reporting that in the last 3-5 years the professional development and in-servicing received from the school authority has been focussed, systematic and contributed significantly to their ongoing professional growth.	81.1	85.6	100	87.7	84.8
Local Performance Measures	Results (in percentages)				
	2024 CAA	2023 CAA	2022 CAA	2021 CAA	
Percentage of teachers reporting that planning and facilitating cross curricular Arts Immersion teaching and learning is central to their teaching and learning.	100	100	95	100	
Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in LA, Math, Science and Social Studies.	78.2	83.6	80	83	
Percentage of students reporting that students have completed meaningful technological projects related to the core subjects they study.	73.2	75	73.3	79.0	
Percentage of teachers reporting that students have completed meaningful technological projects related to the core subjects they study.	100	100	100	100	
Percentage of teachers who agree they have the opportunity to participate in discussions and decision making that furthers teaching and learning at CAA.	100	96	95	92.3	

Excellence In Teaching And Leading Analysis

Education Quality:

Arts Immersion and cross curricular instruction continue to be central to our quality educational program. As identified above, our community acknowledges this achievement. Our teachers are empowered to participate in discussions and make decisions to further teaching and learning at Calgary Arts Academy. Instructional teams plan collaboratively with artists to provide enriched learning activities and experiences. We develop learning contracts and individual learning support plans to identify student needs and communicate and target strengths, stretches and strategies to foster growth and success. Calgary Arts Academy prioritizes ongoing assessment and feedback (for students and parents), and shares progress and achievement through learning contracts. The report card template was redesigned and the assessment language is more specific and outcome based. The Calgary Arts Academy community was offered many opportunities to celebrate learning through Arts Immersion performances and by embracing new partnerships both in and outside the school.

Quality Leadership Support:

All teachers at Calgary Arts Academy are Alberta Certificated teachers. We have met the responsibility to supervise and evaluate teacher growth through formal and informal observations, written evaluations for interim and permanent teaching certification, bi-annual fireside chats with administrators, and providing time for teachers to create, implement, share and reflect on their professional growth plans. The entire staff comes together for all professional development days that are targeted and focused with both internal and external resources, and are inspired by current community needs and our school pillars and program. This is in addition to weekly professional development meetings at each campus that are designed to ensure consistency amongst staff in democratic discipline practices and a positive discipline approach.

Provincial Assurance Domain: Learning Supports

Calgary Arts Academy provides a learning environment where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Outcomes

- Students, families and staff have knowledge and can live according to Circle of Courage values
- Students, families, and staff feel that they belong to a school community
- All students participate in mindfulness and experience learning in nature at Camp Connect
- Students and staff have the opportunity to develop a deep foundational knowledge of First Nations, Metis, and Inuit experiences

Provincial Performance Measures	Results (in percentages)				
	2024 Provincial	2024 CAA	2023 CAA	2022 CAA	2021 CAA
Overall average of students, parents and teachers who agree that their learning environments are welcoming, caring, respectful and safe.	84.0	89.7	90.6	89.1	95.2
The percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	75.2	75.9	82.3	80.0	89.2
The percentage of parents who agree that their learning environments are welcoming, caring, respectful and safe.	85.3	95.2	91.4	90.5	97.4
The percentage of teachers , who agree that their learning environments are welcoming, caring, respectful and safe.	91.6	98.1	98.1	96.7	99.1
Overall average of students, parents and teachers who agree that students have access to the appropriate supports and services at school.	80.0	88.0	85.5	84.0	86.5
The percentage students who agree that students have access to the appropriate supports and services at school.	78.7	85.1	87.5	84.9	87.0
The percentage parents who agree that students have access to the appropriate supports and services at school.	75.4	85.3	77.0	74.9	84.0
The percentage teachers who agree that students have access to the appropriate supports and services at school.	85.6	93.5	92.0	92.3	88.6
Percentage of student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	80.4	80.9	85.3	84.1	89.2
Percentage of parent agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.0	95.9	92.4	91.6	97.4
Percentage of teacher agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.9	97.4	98.2	95.3	99.1
Local Performance Measures	Results (in percentages)				
	2024 CAA	2023 CAA	2022 CAA	2021 CAA	
Percentage of students that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences.	99.5	97.0	85.6	84.4	
Percentage of parents that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences.	N/A Question was missed on survey.	83.0	80.7	84.5	
Percentage of teachers that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences.	83.9	93.2	90.4	92.3	
Percentage of students who participate in mindfulness weekly.	90.8	87.0	83.3	82.5	
Percentage of students who believe student social, emotional learning has demonstrated growth with the Open Parachute program.	63.7	N/A	N/A	N/A	
Percentage of teachers who believe student social, emotional learning has demonstrated growth with the Open Parachute program.	95.0	N/A	N/A	N/A	

Learning Supports Analysis

Access to Appropriate Supports:

We are pleased to provide access to appropriate learning support for our students. With the student learning support grant and additional support grants from the ministry, we were able to maintain and increase our student support staff such as early literacy and numeracy coaches, education assistants and a guidance counsellor. Student learner support teams worked closely with literacy and numeracy leads to ensure support strategies aligned with research-based and classroom approaches. To support our increasingly complex student population, we have modified our learning contracts and added “addendums” for students who require extra supports. This is to be explicit about individualized learning supports and goals required for success to encourage and facilitate open communication with parents/guardians about student needs. Further, we have developed learner profiles to get to know each student as individuals. Parents/guardians, students, and teachers work together to develop and follow up on the learner profile in an effort to respond to student interests, strengths, and stretches.

First Nations, Metis, and Inuit Foundational Knowledge:

Calgary Arts Academy uses the Indigenous teachings of the Circle of Courage to teach and model the characteristics of citizenship. It is clear in our results that students feel that this learning opportunity is offered in their instructional experiences at Calgary Arts Academy.

Calgary Arts Academy is working toward reconciliation by actively engaging in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences. We have been achieving this with professional development from the Indigenous community and ensuring our students and families feel belonging at Calgary Arts Academy. We invite Indigenous speakers and knowledge keepers in to our community to work with students as they share their culture and teach us about the Indigenous ways of knowing. We prioritize and provide an increased number of Indigenous resources to our library and teacher resource collections, which serves to support the development of knowledge, understanding and increase representation.

Partnerships:

Through the mental health and wellness grant from Alberta Education, we have partnered with Connect Charter School to facilitate Thrive days at the Field Experience Centre in Kananaskis. Thrive days were planned and hosted by staff from Calgary Arts Academy and Connect, and activities to foster self-awareness, self-management, and resilience were offered through outdoor and creative experiences. All CAA students, K-12 had the opportunity to participate in all three rounds of Thrive. The Open Parachute curriculum was provided as a resource for all staff and parents to facilitate conversations around mental health and wellness with students.

The administration team participated in a five part learning series alongside other charter school leaders. This professional development was offered through the Charter School Leadership Network. Calgary Arts Academy has representation on the steering committee to engage in the planning and facilitation process, and to prioritize our commitment to leadership learning and growth.



Provincial Assurance Domain: Governance

Policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Outcomes

- School Council and parents are engaged around the planning and reporting cycle
- Teachers are engaged to inform the improvement of teaching and learning
- Partnerships result in mutually beneficial projects, decisions, and agreement
- Communication with Alberta government is productive and constructive
- Resources are allocated and managed in the interests of ensuring student success

Provincial Performance Measures	Results (in percentages)				
	2024 Provincial	2024 CAA	2023 CAA	2022 CAA	2021 CAA
Percentage of students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.2	74.2	80.7	74.1	85.9
Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	74	79.0	69.8	60.3	89.2
Percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.2	75.9	81.8	62.5	81.0
Overall parents and teachers satisfaction with parental involvement in decisions about their child's education.	79.5	86.6	85.5	83.1	88.3
Overall parent satisfaction with parental involvement in decisions about their child's education.	74.4	81.7	75.3	71.7	83.3
Overall teacher satisfaction with parental involvement in decisions about their child's education.	84.6	91.5	95.6	94.5	93.3
Local Performance Measures	Results (in percentages)				
	2024 CAA	2023 CAA	2022 CAA	2021 CAA	
Percentage of parents involved in initiatives in support of the school.	80.0	82.0	73.0	70.5	
Percentage of parents who have volunteered hours in support of the school.	84.0	84.0	72.3	68.8	
Percentage of parents who support and enrich their child's learning through the learning contracts.	92.0	88.0	88.7	91.1	
Percentage of parents satisfied with communications between home and school.	90.4	80.0	90.7	94.6	

Governance Analysis

Parent Involvement:

Parents report that they are very satisfied with the communication between home and school. We have seen an increase in parent involvement and initiatives in support of the school. Parents are more engaged in learning contracts and appreciate the weekly home numeracy and literacy tasks shared with them. Parents volunteer their time supporting field trips and special projects, and have been more involved in facilitating enrichment projects. Calgary Arts Academy is grateful for the work and commitment that School Council has shown to create meaningful community events and maintain traditions that bring families together, support school priorities, and foster a strong school spirit.

Jurisdiction Improvement:

This was our second year in our current three campus model which allows us to have the space we need for student enrolment growth and programming. This offers for more flexible use of space and resources to maximize our arts instruction and student support programs. As an administration team, we prioritize communication and strategize collaboration to ensure consistency and establish shared expectations. Staff are provided opportunities to help shape professional development, school improvement and instructional practices by analyzing results, reflecting on impact, and committing to provincial priorities, school priorities and charter goals.

Summary of Financial Results

Additional information on Calgary Arts Academy financial statements and related schedules can be found on our website at www.caaschool.com, by clicking on the links below or by contacting the Secretary Treasurer or Superintendent through the school office at (403) 532-3020.

Calgary Arts Academy Budget Information: [Calgary Arts Academy's Budget for 2023/2024](#)

Calgary Arts Academy AFS information: [Calgary Arts Academy's Audited Financial Statement for 2023/2024](#). Detailed information on school generated funds can also be obtained in this statement.

The provincial roll up of the audited financial statements [here](#).

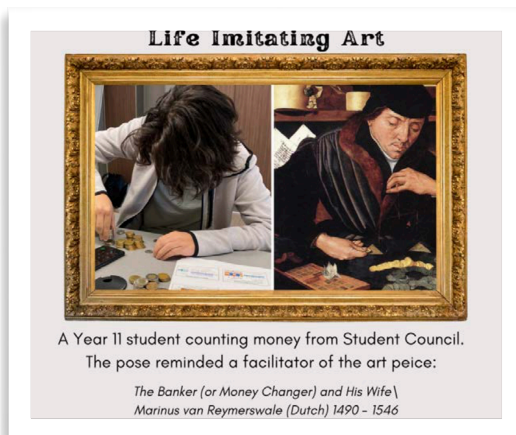
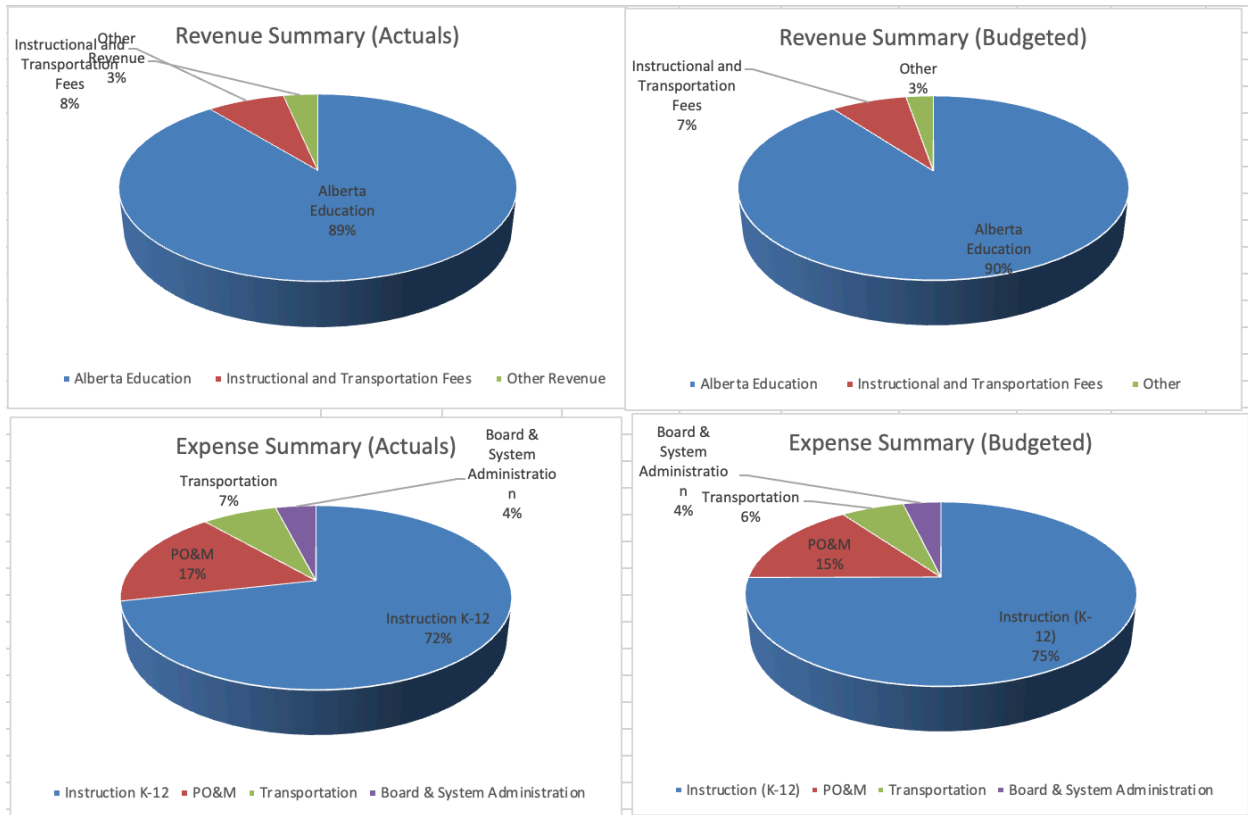
Summary of Financial Results for the 2023/2024 School Year		
Actual Revenue by Source	2023/24	2022/23
Alberta Education	\$ 6,414,596	\$ 5,383,352
Instructional and Transportation Fees	\$ 540,500	\$ 496,724
Other Revenue	\$ 240,165	\$ 637,941
	\$7,195,261	\$6,518,017
Actual Expense by Source	2023/24	2022/23
Instruction K-12	\$ 5,096,942	\$ 4,864,246
PO&M	\$ 1,223,746	\$ 1,139,546
Transportation	\$ 529,361	\$ 367,501
Board & System Administration	\$ 284,466	\$ 279,449
	\$ 7,134,515	\$ 6,650,742
Surplus(Deficit)	\$60,746	(\$132,725)
Accumulated Surplus	2023/24	2022/23
Unrestricted Net Assets	\$1,331,685	\$1,464,410
Operating Surplus(Deficit)	\$60,746	(\$132,725)
Total	\$1,392,431	\$1,331,685
Budgeted Revenue by Source	Final Budget	% of Budget
Alberta Education	\$ 6,934,041	90%
Instructional and Transportation Fees	\$ 580,655	8%
Other	\$ 208,473	3%
	\$ 7,723,169	100%
Budgeted Expense by Source	Final Budget	% of Budget
Instruction (K-12)	\$ 5,848,511	75%
PO&M	\$ 1,180,060	15%
Transportation	\$ 486,411	6%
Board & System Administration	\$ 292,109	4%
	\$ 7,807,091	100%
Budgeted (Deficit)	\$ (83,922)	

Summary of Financial Results

Budget Actual Comparison

The actual spent and the variance from the “Total Expense” line in the Variance Analyses schedule are as follows:

Budget	Actual	Variance Amount	Variance	Explanation
\$ 7,195,261	\$ 6,518,017	\$ (677,244)	-10%	We had lower than anticipated enrolment. This meant a lower number of classes, and lower instruction costs for the year.



Summary of Facility and Capital Needs

Calgary Arts Academy began offering high school programming in August 2020. We began with Year 10 and added Year 11 in 2021, and Year 12 in 2022. The Education Centre located on Calgary Stampede Youth Campus is growing at a controlled rate, with capacity expected to reach 300. Our facilities, Knob Hill Elementary Campus and the Rosscarrock Campus are over 90% capacity.

CAA received approval for six modular classrooms and one washroom facility on May 20, 2021. This interim project allowed for additional space for moderate growth and provided the opportunity for high school students to be located at the Education Centre.

In March 2023, we received approval for funding of up to \$100,000 for the first phase of planning of a new school build on Stampede Park's Youth Campus across the parking lot from the current Erickson Centre. This plan allowed full implementation of our high school program and provided space for Year 4 to 9 students.

In April 2023, the Calgary Events Centre negotiation stopped all our planning for building on the Youth Campus site. Calgary Arts Academy is moving forward with efforts to find land near the Youth Campus to be near our community arts partners. The Minister of Education is fully informed of our new direction and is supportive of a new build for Calgary Arts Academy. Cost: approximately \$18,000,000.

Calgary Arts Academy has worked in conjunction with Capital Planning and the Calgary Board of Education and received a second approval for a short term lease at Rosscarrock School.

We continue to work collaboratively with the Calgary Stampede Board of Directors, Capital Planning, Alberta Education and Alberta Infrastructure. Calgary Arts Academy Society Board is moving forward with planning to find a suitable location.



Left: Knob Hill
Campus (Year K-3)

Right: Rosscarrock
Campus (Year 4-9)

Below: Erickson
Centre (Year 10-12)



Stakeholder Engagement/Assurance System

Calgary Arts Academy Public Charter School Board and staff members are strongly committed to establishing and maintaining open, direct, information and formal communication processes with the school community and with external stakeholders and partners. Evidence-based decision-making is essential to Calgary Arts Academy's assurance model, where cogent data is used to reflect on what has been accomplished, and to help inform strategies and allocation of resources into the future.

- The School Council- Chair attends monthly meetings with the board chair, superintendent and principal. Chair attends monthly meetings with principal. The Chair is invited to monthly Calgary Arts Academy Society board meetings. As such, they represent our community members. Council sponsors community building events and parent directed information sessions. A high school student attends the School Council Meetings.
- Monthly Public Board Meetings
- School Based Information Sessions- High school information sessions, CAA Pillar Information Sessions, New Student Orientation Evenings
- Weekly school based communication "What's Happening"
- Mostly School Newsletter "The Art of Learning"
- Social Media Profiles
- Weekly Administrative meetings from amongst all campuses to coordinate philosophies, events, PD, operational matters, and cooperation within the charter school community
- Weekly learning leader meetings with administration to discuss student learning, teacher practice, resources, new curriculum implementation etc.
- Weekly campus specific staff meetings
- Student Leadership groups
- University of Calgary and Mount Royal University continue to be partners as we consistently welcome and support cohorts of pre-service teachers
- Transparent communication with our Alberta Education partners
- Yearly Stakeholder Surveys inform our planning: CAA Student, Parent and Staff Surveys, as well as the Accountability Survey
- School Tours



Calgary Arts Academy's procedure can be found on our website under About Us / CAAS Board/ Policy Manual (see "CAA Public Interest Disclosure Administrative Procedure September 1, 2014").

Calgary Arts Academy did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2023-2024 school terms.

This report is posted to www.caaschool.com/Accountability. Zone Director notified on November 30, 2024.