



Authority 0151: Calgary Arts Academy Society

The Art of Learning

Annual Education Results
Report 2024-2025



Accountability Statement

Under the direction of the School Board / Board of Directors, the Annual Education Results Report for Calgary Arts Academy for the 2024/2025 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting 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 2024/2025 was approved by the Board on November 18, 2025.

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 providing 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 research-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 2024/2025 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 2024-2027 Business Plan. All three campuses have contributed to the Annual Education Results 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 the Education Plan.

For the 2025-2028 Education Plan, click [here](#).

Planning & Reporting Cycle



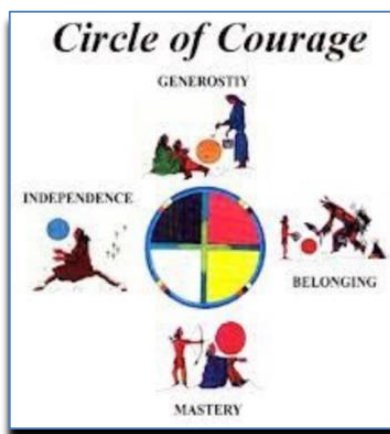
Provincial Assurance Domains



Land Acknowledgment

With gratitude, mutual respect, and reciprocity, we acknowledge the ancestral home, culture, and oral teachings of the Treaty 7 signatories, which include the Siksika Nation, the Piikani Nation, the Kainai Nation, and the Îethka Stoney Nakoda Nation, consisting of the Chiniki, Bearspaw, and Good Stoney Bands, as well as the people of the Tsuut'ina Nation. We also recognize that the City of Calgary is the homeland of the historic Northwest Métis and of the Otipemisiwak Métis Government, including the Métis Nation Battle River Territory, Nose Hill Métis District 5, and Elbow Métis District 6.

At Calgary Arts Academy, we celebrate art: the stories of individuals and the community and the land that we live on. We serve the community on Wîcîspa, Guts'ists'i, and Moh'kinstsis, which describes the gathering place where the Bow and Elbow rivers meet. We respect all people who share, celebrate, and care for the Treaty 7 territory of southern Alberta, and honour the original caretakers of the land who remind us of the ongoing histories that precede us. We recognize our shared responsibilities going forward to help bring everyone together on this journey of Truth and Reconciliation.



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 jurisdiction, operating three schools with three campus locations, 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 and Program of Studies. In addition, Calgary Arts Academy hires short-term contract artists as required.

Knob Hill	Rosscarrock	Erickson Centre	TOTAL
Teaching Staff			
8	16.8	6.9	31.7
Artists & Specialists			
Resident Artists			
6.6		0.5	7.1
Educational Assistants			
2	4	1	7
Early Reading Intervention			
1 [started Jan. 2025]	0.4	-	1.4
Early Math Intervention			
-	0.4	-	0.4
Lab Tech			
-	-	0.1	0.5
Guidance Counsellors			
-	0.6	0.4	1.0
Support Staff			
Custodians			
2	2	2	6
Secretaries			
1	1.4	1	3.4
Transportation			
-	-	1	1
IT Coordinator			
-	-	1	1
Administration			
1	1.7	1	3.7

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

Calgary Arts Academy is arts-based. Arts Immersion experiences and projects are original and rooted in the Alberta Curriculum and Program of Studies. All students participate.

Our student population is very diverse. In 2024/2025, the percentage of students:

- With mild/moderate/severe codes in Years 4-9 was **38%**
- In Year 10-12 with mild/moderate/severe codes was **6%**
- In Year 4-9 identifying as belonging to the 2SLGBTQIA+ community was **26%**
- In high school identifying as belonging to the 2SLGBTQIA+ community was **48%**

Our community is unique and diverse, and we celebrate students' 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 and maintaining unique partnerships with individuals and the 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 partners.

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

Alberta Education & Alberta Infrastructure

We thank Alberta Education and Alberta Infrastructure for their ongoing support with various ongoing infrastructure initiatives and the ongoing Alberta Education charter school review process.



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 ambassador 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 alongside Calgary Arts Academy students (winter and spring).

Calgary Stampede

Calgary Arts Academy and the Calgary Stampede worked together in the planning and development of the Calgary Stampede Youth Campus (now known as the Calgary Stampede Campus). In February of 2014, Premiere Allison Redford announced the modernization of the Weston Bakery building at Stampede Park. 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. This partnership includes space sharing, where Calgary Arts Academy students use various Campus spaces daily, and organizations within the Calgary Stampede, such as the Calgary Stampede Showbands, use the Calgary Arts Academy spaces in the evenings and weekends.



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 Contemporary Calgary to forge a new, mutually beneficial partnership. This partnership impacts students throughout the City of Calgary. Calgary Arts Academy has supported the educational component of Contemporary Calgary, which is used by students from all schools across Calgary who visit the gallery. In exchange, we have opportunities throughout the year to visit the various art shows being hosted at Contemporary Calgary, as well as Calgary Arts Academy's graduating class's annual art show is installed annually during June.



Other Ongoing Partnerships

Some examples of other ongoing partnerships include the Werklund Centre (formerly Arts Commons), Southern Jubilee Auditorium, Vertigo Theatre, National Music Centre, Werklund Foundation, Alberta University of the Arts, SAIT, Bow Valley College, and Connect Charter School Field Experience Centre.

Charter School Network

The school has actively engaged with the Charter School Network, participating in every Charter School Conference and hosting the event multiple times. Through these initiatives, the school has built strong relationships with other charter schools and organizations. One notable collaboration was with Mother Earth Charter School, which served First Nations students, fostering a meaningful cultural exchange for students. Maxine Hildebrandt from Mother Earth shared her Indigenous knowledge not only with students but also with staff in formal professional development. Additionally, the school has become a partner with Connect Charter School to enhance both student mental wellness and teacher capacity through the Alberta Education Mental Health and Wellness Grant. Further, Calgary Arts Academy is a partner with Connect's Field Experience Camp at Sibbald Lake. Calgary Arts Academy students are able to foster environmental awareness and connection and be inspired with overnight and day trips in nature.

Calgary Arts Academy Research

Calgary Arts Academy is proud to be research practice partners with various post-secondary institutions. Our research practice partners allow us to both participate in current educational research as professionals, as well as share our research and practice of Arts Immersion with the greater education community of practitioners and professionals. Both functions allow us to meet the charter school goal of sharing its innovative practices and learning outcomes with others in the educational community, as outlined by Alberta Education and the Education Act.

University of Calgary

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.

Rae Ann Van Beers, *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.



Charlotte Nixon, *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

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

Alyson Moore, *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, explores the ways that art can be used as a language, and proposes a model for implementing Arts Immersion in any classroom.



Memorial University

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



Jessica Maye, *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.

University Of Oregon

Michelle Stonehouse, *Transformational Leadership and New Directions*.





Early Years Literacy & Numeracy Results

2024/2025

	Name of Alberta Education-Provided Screening Assessment Used	Total Number of Students...			
		Assessed at Each Grade Level [Initial]	Requiring Additional Supports [Initial]	Requiring Additional Supports [January]	Requiring Additional Supports [June]
Literacy					
Kindergarten	LeNS	43	N/A	11	N/A
	PAST	43	N/A	4	N/A
	RAN	42	N/A	10	N/A
Year 1	LeNS	29	13	15	4
	PAST	32	6	N/A	N/A
	RAN	31	8	N/A	N/A
	CC3	11	N/A	8	3
Year 2	LeNS	45	17	26	12
	CC3	43	6	13	12
Year 3	CC3	45	5	15	7
Numeracy					
Kindergarten	Provincial Numeracy Screening Assessment	43	N/A	5	N/A
Year 1		31	6	14	8
Year 2		46	12	20	12
Year 3		50	17	29	12

Alberta Education-Approved Screening Assessments Used

- Letter Name & Sound (LeNS) K-Year 2
- PAST K-Year 1
- RAN K-Year 1
- Castles & Coltheart Reading (CCR3) Year 1 - Year 3
- Provincial Numeracy Screening Assessment

Literacy Supports

Literacy support strategies in the 2024–2025 school year, saw the school authority prioritize structured literacy through targeted interventions, professional collaboration, and resource alignment.

Key strategies include:

- **Dedicated Intervention Staffing:** A total of 1.4 FTE was allocated to Early Reading Intervention (ERI), including 1.0 FTE at the Knob Hill campus (K–Year 3) beginning January 2025, and 0.4 FTE for an ERI coach/interventionist supporting early learners.
- **Structured Literacy Alignment:** Instructional resources and methods were aligned with structured literacy principles. Programs such as UFLI, Orton-Gillingham, Lively Letters, and other dyslexia-informed tools were used to support phonological awareness, phonics, vocabulary, morphology, and comprehension.
- **Targeted and Differentiated Delivery:** Literacy instruction was delivered through whole-group, small-group, and one-on-one formats. A combination of in-class and pull-out interventions ensured responsiveness to student needs. In-class support was provided to 14 students, with 9 receiving only in-class support.
- **Scope of Intervention:** 30 students received literacy support—28 for intervention and 2 for enrichment—across kindergarten (8), Year 1 (14), and Year 2/3 (8).
- **Assessment & Identification:** Students were identified using provincial screening tools (LeNS, PAST, RAN, CC3), teacher assessments, and external professional evaluations provided by families.
- **Collaborative Planning & Curriculum Development:** Teachers worked in multi-age groups to plan instruction based on skill development. A campus-wide scope and sequence and K–3 assessment documents were collaboratively developed. ERI staff supported new teachers in resource development and structured literacy implementation.



Numeracy Supports

Numeracy support strategies in 2024–2025 focused on explicit instruction, targeted intervention, and professional development aligned with the Alberta curriculum

Key strategies include:

- **Dedicated Intervention Staffing:** A total of 0.5 FTE was allocated to Early Math Intervention, with 0.4 FTE at the elementary/middle campus. A dedicated Numeracy Lead supported instructional planning and differentiation.
- **Responsive Intervention Delivery:** Math support was provided to Year 1–3 students through flexible groupings that were regularly reassessed based on student progress and needs.
- **Core Program Implementation:** The JUMP Math program was used as the primary instructional resource, offering structured, scaffolded lessons that build number sense, mental math fluency, and confidence. The program also provided remediation and extension opportunities.
- **Instructional Focus:** Emphasis was placed on developing number sense and fluency in early years. Numeracy instruction was integrated into grade-level teaching and supported through Arts Immersion projects to enhance engagement and application.
- **Professional Development & Mentorship:** Staff participated in PD sessions focused on the numeracy curriculum. Mentorship was provided through collaboration with consultants from the University of Calgary and JUMP Math. The school prioritized access to high-quality teaching and learning resources to support effective math instruction.

Key Events & Experiences

Whole School

Annual Pancake Breakfast
Jubilee Auditorium Winter Performance: Cultivating Curiosity
Kindergarten-Year 12 Arts Immersion Showcases
National Day for Truth & Reconciliation
Orange Shirt Day
Pink Shirt Day
Remembrance Day Assembly (with Honoured Guests)
Field Trips: Contemporary Calgary
Calgary Arts Academy Charter Review with Alberta Education

Terry Fox Run
Thrive Parent Learning Series Inspired by “The Anxious Generation” by Jonathon Haidt
Field Trips: Thrive Day Wellness Day Trips (Connect Camp Field Experience Centre)
Field Trips: Yr. 4-12 Overnight Camp (Connect Camp Field Experience Centre)
Monthly Sharing Assemblies to Spotlight Arts
Immersion Learning
Colours Of Spring Carnival

Kindergarten - Year 3

National Day for Truth & Reconciliation (Guest Artist Performance -Nevada Oulette & Kyle Agapi)
Kindergarten & Year 3 Rose Ceremonies
Alien In-Line Skating and Alberta Baton Twirling in Physical Education
Halloween Dance
Baton Club
Field Trip: Granary Road

Calgary Public Library Book Deposit
Blue Spruce Forest of Reading National Book Award Program
Spirit Club (Year 3)
Scholastic Book Fair
Special Adult Day Community Celebration
SpARTS Day
In School Field Trips: Teacher’s Pet

Year 4 - Year 9

National Day for Truth & Reconciliation (Guest Artist Performance -Nevada Oulette & Kyle Agapi)
Guest: Julius Hirsch, National Indigenous Peoples Day
Guest: Calgary Police Services- Cyber Safety
Guest: Indigenous Elder- Natalie Dempsey
Decidedly Jazz Danceworks
Field Trip: Be Brave Hitmen Game
Field Trip: City Of Calgary Landfill
Field Trip: Telus Spark
Field Trip: Heritage Park
SpArts Day

Archery Tag
Artist In Residence: Wakefield Brewster
Guest Artist: String Theory presentation of Baroque Odyssey
School Council events: Spirit Days & School Dances
Student Clubs
Arts Options Program for Students (Year 6-9)
Music Showcase: Ironwood Stage and Grill
Year 9 Graduation
Participation in School Athletics (through intramurals and through CAAA league)

Year 10 - Year 12

United Way Kick Off Event
 Field Trip: Theatre Calgary, The Play That Goes Wrong
 Field Trips: Year 10 Phys Ed to Flying Squirrel, Activate, Calgary Rowing Club, Bowling, Swimming,
 Field Trip: Calgary Surge
 Field Trip: Legally Blonde
 Guest Artists: ILLfx hip hop dance, Jennifer Mahood, Passion for Glass, Rhonda Perry
 High School Play at Vertigo Theatre: Leaving Iowa
 Art Show at Contemporary Calgary (Year 12)
 Technical Theatre Artists in Residence with Theatre

Calgary
 Transgender Day of Remembrance
 Presentations from post-secondary institutions (UofA, ULeth, AUA, Bow Valley College, UofC, etc.)
 Second Voices Holocaust presentation (Year 11)
 Performance at the Ironwood Stage & Grill
 Field Trips: Year 11 Military Museum
 Guest Artist: String Theory presentation of Baroque Odyssey
 Music Showcase: Ironwood Stage and Grill
 Field Trip: Decidedly Jazz Danceworks
 Year 12 Graduation

Required Alberta Education Assurance Measures - Overall Summary
FALL 2025

Assurance Domain	Measure	Calgary Arts Academy			Alberta		
		Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average
Student Growth & Achievement	Student Learning Engagement	85.1	81.5	83.5	83.9	83.7	84.4
	Citizenship	85.0	86.2	85.6	79.8	79.4	80.4
	3 Year High School Completion	95.1	92.3	92.3	81.4	80.4	81.4
	5 Year High School Completion	N/A	N/A	N/A	87.1	88.1	87.9
	PAT9: Acceptable	50.4	55.2	60.5	62.5	62.5	62.6
	PAT9: Excellence	3.0	4.7	8.0	15.6	15.4	15.5
	Diploma: Acceptable	84.5	75.4	74.1	82.0	81.5	80.9
	Diploma: Excellence	19.7	10.8	8.4	23.0	22.6	21.9
Teaching & Leading	Education Quality	90.7	87.9	89.7	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)	90.1	89.8	89.8	84.4	84.0	84.9
	Access to Supports & Services	84.0	87.9	85.8	80.1	79.9	80.7
Governance	Parental Involvement	72.4	86.6	85.1	80.0	79.5	79.1

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.

For overall and specific course results for all students, click [here](#). This includes available results for publicly available Provincial Achievement Tests (PATs) 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 2024-2025 school year to report.



Domain: Student Growth & 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
- Year 9 achievement in the standard of excellence in Math, Science and Social Studies will demonstrate growth
- Students demonstrate superior skills through [Arts Immersion](#) learning
- Teachers, parents and students are satisfied that students model the characteristics of active citizenship

Provincial Performance Measures	Results (in percentages)				
	2025 Provincial	2025 CAA	2024 CAA	2023 CAA	2022 CAA
Overall average of students, parents and teachers who agree that students are engaged in their learning at school.	83.9	85.1	81.5	84.4	84.5
Percentage of students who agree that students are engaged in their learning at school.	69.3	71.8	66.7	70.7	71.3
Percentage of parents who agree that students are engaged in their learning at school.	87.6	83.4	81.1	86.7	83.5
Percentage of teachers who agree that students are engaged in their learning at school.	100	95	96.8	95.7	98.7
Percentage of teachers who are satisfied that students model the characteristics of active citizenship.	90.5	96.8	90.6	98.3	99.2
Percentage of parents who are satisfied that students model the characteristics of active citizenship.	78.6	86.1	96.7	84.7	83.9
Percentage of students who are satisfied that students model the characteristics of active citizenship.	70.3	72.0	71.1	75.7	70.6
Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.0	66.7	71.2	80.3	83.9
Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	91.4	94.7	100	100	88.9
Percentage of parents who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	74.5	69.9	72.7	70.7	71.9
Percentage of teachers who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	87.1	90.0	92.3	94.3	93.2
High School Completion Rate	81.4	95.1	92.3	N/A	N/A
PAT: Excellence	16.2	5.5	13.6	12.6	11.6
PAT: Acceptable	63.9	61.7	67.2	67.6	66.9
Diploma: Acceptable	81.9	90.4	75.4	72.7	N/A
Diploma: Excellence	25.1	18.8	10.8	6.1	N/A
Local Performance Measures	Results (in percentages)				
	2025 CAA		2024 CAA	2023 CAA	2022 CAA
Percentage of students in Year 4-9 demonstrating “Achieving” and “Excelling” in Language Arts as reported on report cards.	73.0		85	79	85
Percentage of students in Year 4-9 demonstrating “Achieving” and “Excelling” in Math as reported on report cards.	67.7		80.3	82	77
Percentage of parents who believe their child has demonstrated an increased understanding of the Circle of Courage.	88.1		90.4	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.	87.0		88.8	N/A	N/A

Analysis: Student Growth and Achievement

We are pleased that we continue to demonstrate growth both year over year and compared to the province in the following areas:

- Overall engagement in student learning among parents, teachers, and students continues to improve, moving above the provincial average.
- Teachers and students are feeling satisfied that students model the characteristics of active citizenship.
- High school completion exceeds the provincial average.

Engaging in Arts Immersion learning supports increased engagement and autonomy in student learning. Students can express their individual needs and collaborate on their learning. Students, parents and teachers have engaged as a community by participating in various events that are centred around learning and that celebrate creativity and the arts.

A slight decline in student perception of their engagement and experience highlights the need for strategies to increase student involvement, interest, and awareness in their learning. Results suggest that there is a need for a more intentional focus on identified strategies, such as:

- Provide learning contracts in K-12 that focus on student engagement and interest.
- Use of learning contracts to foster collaboration and increase commitment to achieving student learning goals.
- Focus on a monthly Developmental Asset to promote the healthy development of students.

These strategies have been outlined in our most recent Education Plan.

CAA's overall acceptable standard for the Year 6 PATs is above the province in Language Arts, Social Studies and Math. As the Year 6 Science curriculum was newly implemented, PATs were not written in that subject for any schools across the province.

Our Year 9 Math scores remain low compared to the province and are an area of focus for improvement. We are committed to continuing our math focus and engagement school-wide by:

- Working with experts in the field of math education.
- Participating in ongoing staff professional development.
- Strategic hiring of math specialists and implementation of robust supports regarding math intervention and staff deployment.

The high school completion rates continue to exceed the provincial expectations. Consistently, this is a highly successful outcome. This indicates that nearly all students entering Year 10 will complete high school within three years. This strong result may be attributed to the culture of belonging, collaboration and academic excellence fostered by CAA staff.

Domain: Excellence in Teaching & Leading

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

Outcomes
<ul style="list-style-type: none"> Teachers provide quality instruction based on the Teaching Quality Standard Teachers focus on the provision of quality cross-curricular <u>Arts Immersion</u> teaching and learning Improved teaching and learning opportunities through enhanced technology School administrators provide quality leadership and support School administrators will continue to provide opportunities for quality professional development

Provincial Performance Measures	Results (in percentages)				
	2025 Provincial	2025 CAA	2024 CAA	2023 CAA	2022 CAA
Overall average of students, parents and teachers satisfied with the overall quality of education.	87.7	90.7	87.9	92.3	89.0
Percentage of students satisfied with the overall quality of education.	87.1	89.3	85.4	89.6	87.0
Percentage of parents satisfied with the overall quality of education.	84.1	86.1	81.1	87.9	83.7
Percentage of teachers satisfied with the overall quality of education.	97.6	100	97.3	99.3	96.2
Percentage of teachers reporting that in the last 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	81.7	79.2	85.6	100	87.7
Local Performance Measures	Results (in percentages)				
	2025 CAA	2024 CAA	2023 CAA	2022 CAA	
Percentage of teachers reporting that planning and facilitating cross-curricular Arts Immersion teaching and learning is central to their teaching and learning.	94.9	100	100	95	
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.	95.7	78.2	83.6	80	
Percentage of students reporting that students have completed meaningful technological projects related to the core subjects they study.	77.6	73.2	75	73.3	
Percentage of teachers reporting that students have completed meaningful technological projects related to the core subjects they study.	92.1	100	100	100	
Percentage of teachers who agree they have the opportunity to participate in discussions & decision-making that furthers teaching and learning at CAA.	100	100	96	95	

Analysis: Excellence in Teaching & Leading

CAA consistently maintains high satisfaction rates for the Overall Quality of Education measure, significantly exceeding the provincial average across all key respondent groups. These results continue to be an encouraging highlight for our jurisdiction. Unanimous satisfaction with the overall quality of education of students elicits feelings of pride and excitement within and amongst all members of our community. During the 2024/2025 charter review process, it was noted that students spoke clearly and confidently about the impact of cross-curricular Arts Immersion learning contracts. In their design, learning contracts are purposefully integrated into student learning experiences to create excitement and engagement and enrich activities.

Some other highlights include:

- **Teacher Empowerment:** Teachers are empowered to participate in discussions and make decisions that further teaching and learning at CAA. This is quantified by 100% of teachers reporting that they agree they have the opportunity to participate in discussions and decision-making.
- **Attributes to the success of CAA's core charter:** A substantial 94.9% of teachers report that planning and facilitating cross-curricular Arts Immersion teaching and learning is central to their practice. This high result confirms the success of the school's intentional hiring and continuous professional development (PD) efforts (Charter Goal #3).

CAA staff consistently report high satisfaction with the quality of professional development received. 79.2% of teachers reported that professional development contributed significantly to their ongoing professional growth. While this is slightly below the provincial average of 81.7%, historical data shows exceptionally high results (100% in 2023). Professional development is planned annually and is targeted and focused, using both internal and external resources, aligned with current community needs and school pillars. Both whole-school and campus-specific strategies have been outlined in our most recent Education Plan.

Charter Goal #6 (Improved teaching and learning opportunities through enhanced technology) is supported by the high percentage of teachers and students reporting completion of technological projects. The slight decline in teachers reporting that students have completed meaningful technological projects related to the core subjects they study may be attributed to the following. We adopted a measured and strategic approach when implementing student use of technology and often, administratively, made the decision to roll back the use of technology by implementing its use when it was deemed safe, rooted in Arts Immersion, in line with our charter goals, and suitable for the task at hand.

The overall commitment to quality instruction is tied to Charter Goals #4 and #5, covering the exploration of Design Thinking and the sharing of successful Arts Immersion practices with outside organizations. The analysis confirms that partnerships were embraced to celebrate learning through Arts Immersion performances.

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 of and can live according to Circle of Courage values
- Students, families and staff feel that they belong to the school community
- All students participate in Mindfulness (weekly) and experience learning in nature at the Connect Camp
- 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)				
	2025 Provincial	2025 CAA	2024 CAA	2023 CAA	2022 CAA
Overall average of students, parents and teachers who agree that their learning environments are welcoming, caring, respectful and safe.	84.4	90.1	89.7	90.6	89.1
Percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	79.0	82.0	75.9	82.3	80.0
Percentage of parents who agree that their learning environments are welcoming, caring, respectful and safe.	87.9	96.1	95.2	91.4	90.5
Percentage of teachers who agree that their learning environments are welcoming, caring, respectful and safe.	97.5	90.1	98.1	98.1	96.7
Overall average of students, parents and teachers who agree that students have access to the appropriate supports and services at school.	80.1	84.0	88.0	85.5	84.0
Percentage of students who agree that students have access to the appropriate supports and services at school.	70.9	75.6	85.1	87.5	84.9
Percentage parents who agree that students have access to the appropriate supports and services at school.	79.2	90.6	85.3	77.0	74.9
Percentage teachers who agree that students have access to the appropriate supports and services at school.	100	97.5	93.5	92.0	92.3
Percentage of student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	79.0	82.0	80.9	85.3	84.1
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.	87.9	96.1	95.9	92.4	91.6
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.	100	97.5	97.4	98.2	95.3
Local Performance Measures	Results (in percentages)				
	2025 CAA	2024 CAA	2023 CAA	2022 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.	95.7	99.5	97.0	85.6
Percentage of students who participate in mindfulness weekly.	56.2	90.8	87.0	83.3
Percentage of students who believe student social-emotional learning has demonstrated growth with the Open Parachute program.	65.2	63.7	N/A	N/A
Percentage of teachers who believe student social-emotional learning has demonstrated growth with the Open Parachute program.	94.6	95.0	N/A	N/A



Analysis: Learning Supports

Due to the complexities that we are seeing in relation to student mental health and behaviour, it is expected to see a slight drop in the percentage of teachers who agree that their learning environments are welcoming, caring, respectful and safe. This is of significance as we strive to ensure that the well-being and safety of all students, as well as educators, in our community are supported. We have addressed the increasing complexity in classrooms with several strategies that support the entirety of our community, such as:

- Intentional and continuous implementation of our four pillars: Circle of Courage, Democratic Discipline, Developmental Assets, and Contract Learning.
- Based on student enrolment and increasing classroom complexities, provide: 1.0 FTE Student Learning Supports Teacher, 2.0 FTE Reading Interventionists and 2.0 FTE Mathematics Interventionists, 1.0 FTE Guidance Counsellor, 7.0 FTE Education Assistants, 5.7 FTE Artists.
- Develop the mental wellness outdoor, land-based field trips for students, in a continued partnership with Connect Charter School.
- Strategically hire and collaboratively develop a new Student Learning Supports teaching role to support diverse student needs in an inclusive education setting.
- Build teacher capacity in social-emotional learning, mental health, and wellness for teachers and students.
- Strengthen our practices and culture in a trauma-informed educational environment.

CAA continues to demonstrate strong performance in this assurance domain, achieving a 90.1% overall satisfaction rate, which is substantially higher than the provincial average of 84.4%. This provides robust assurance that the school is meeting its responsibility to provide a safe and positive learning environment.

However, it is also important to recognize that there is a larger societal context related to and impacting student mental health and behaviour. That being said, our jurisdiction continues to report results that exceed the provincial average in the area of welcoming, caring, respectful, and safe learning environments. Student mental health, wellbeing and behaviour continue to impact our three campuses daily.

Mindfulness Participation: The percentage of students who participate in mindfulness weekly was reported as 56.2% in 2025, following a significant decline from 90.8% in 2024 and 87.0% in 2023. This decline suggests that strategies related to universal wellness practices may require re-evaluation to match the level of participation seen in previous years.

Wider Wellness Strategies: CAA utilizes its core cultural framework and pillars, including the Circle of Courage, Developmental Assets, and Democratic Discipline, to foster belonging. This is supported by local data that 88.1% of parents believe their child demonstrated an increased understanding of the Circle of Courage. Furthermore, CAA participates in 'Thrive' mental wellness outdoor field trips in an expanded partnership with Connect Charter School. CAA links these high results directly to the continuous and intentional implementation of its four pillars (Circle of Courage, Developmental Assets, Democratic Discipline, and Contract Learning), which foster shared values and a strong sense of belonging and community.

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

Provincial Performance Measures	Results (in percentages)				
	2025 Provincial	2025 CAA	2024 CAA	2023 CAA	2022 CAA
Percentage of students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.4	76.7	74.2	80.7	74.1
Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	74.4	76.5	79.0	69.8	60.3
Percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.1	86.7	75.9	81.8	62.5
Overall parents and teachers' satisfaction with parental involvement in decisions about their child's education.	80.0	72.4	86.6	85.5	83.1
Overall parent satisfaction with parental involvement in decisions about their child's education.	75.6	76.9	81.7	75.3	71.7
Overall teacher satisfaction with parental involvement in decisions about their child's education.	84.3	68.8	91.5	95.6	94.5
Local Performance Measures	Results (in percentages)				
	2025 CAA	2024 CAA	2023 CAA	2022 CAA	
Percentage of parents involved in initiatives in support of the school.	80.0	80.0	82.0	73.0	
Percentage of parents who have volunteered hours in support of the school.	87.2	84.0	84.0	72.3	
Percentage of parents who support and enrich their child's learning through the learning contracts.	87.2	92.0	88.0	88.7	
Percentage of parents satisfied with communications between home and school.	100	90.4	80.0	90.7	

Analysis: Governance

The Governance analysis attributes a positive trend to successfully managing a three-campus model to accommodate student enrolment growth, maximize arts instruction, and facilitate student support programs. The administration team's prioritization of communication and collaboration is noted as key to ensuring consistency amongst the CAA learning community. Further, the results highlight the impact of how school leaders are demonstrating the stewardship of resources, ensuring an emphasis on student success, continual community engagement, transparency, and accountability. An area of celebration in this domain continues to be the high percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years. Specifically, the data identifies that:

- Student Satisfaction (76.7% CAA vs. 76.4% Provincial): Students are slightly more positive than the provincial average.
- Teacher Satisfaction (86.7% CAA vs. 79.1% Provincial): Teachers report highly that the school has improved or stayed the same, significantly exceeding the provincial average.
- Parent Satisfaction (76.5% CAA vs. 74.4% Provincial): Parents also show above-average satisfaction regarding jurisdiction improvement.

The overall satisfaction with parental involvement has seen a notable decline, currently placing CAA below the provincial average.

Teachers are reporting a significant drop in teacher satisfaction with parental involvement in decisions about their child's education. This suggests that while parents feel they are involved in their child's education, teachers may feel less supported or less satisfied with the effectiveness or quality of that involvement. While Parent Satisfaction remains adequate, the sharp drop in Teacher Satisfaction to 68.8% signals a key area for immediate improvement and investigation. The Education Plan notes that Parental Involvement was previously a measure where CAA was above the provincial average, reflecting a recent downturn.

Many ongoing and targeted strategies based on these results have been developed and included in our most recent Education Plan, such as:

- Provide opportunity for parent engagement through a restructured School Council to meet the needs of Alberta Education mandates and our current three-campus model. This commitment addresses the legislative requirement to engage the School Council of each school in the planning and reporting cycle.
- Ongoing monthly community newsletters, weekly “What’s Happening” emails, as well as weekly team updates from teachers.
- The Board ensures transparency by receiving monthly reporting on established goals, which ensures evidence of progress is shared and discussed regularly. The principal presents student achievement measures to the Board at the AGM each November.
- Monthly School Council meeting attended by the principal(s).
- Learning Contracts are signed by all interested parties to ensure communication of and commitment to achieving learning outcomes.

Summary of Financial Results

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

Calgary Arts Academy Budget Information: [Calgary Arts Academy's Budget for 2025/26](#)

Calgary Arts Academy AFS information: [Calgary Arts Academy's Audited Financial Statement for 2024/25](#)
Detailed information on school-generated funds can also be obtained in this statement.

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

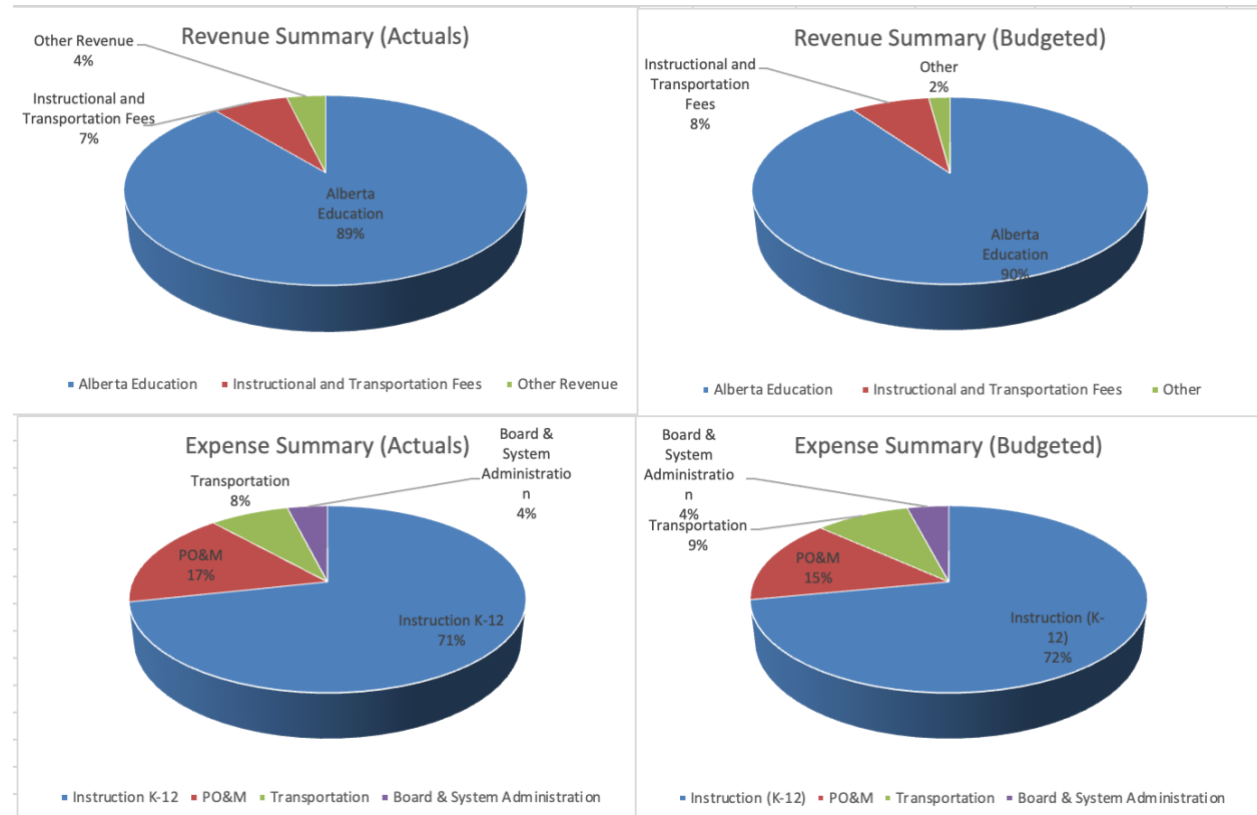
Summary of Financial Results for the 2024/2025 School Year

	2024/25	2023/24
Actual Revenue by Source		
Alberta Education	\$ 7,013,182	\$ 6,414,596
Instructional and Transportation Fees	\$ 565,573	\$ 540,500
Other Revenue	\$ 294,586	\$ 240,165
	\$7,873,341	\$7,195,261
Actual Expense by Source		
Instruction K-12	\$ 5,592,174	\$ 5,096,942
PO&M	\$ 1,313,855	\$ 1,223,746
Transportation	\$ 602,315	\$ 529,361
Board & System Administration	\$ 305,380	\$ 284,466
	\$ 7,813,724	\$ 7,134,515
Surplus(Deficit)	\$59,617	\$60,746
Accumulated Surplus	2023/24	2023/24
Unrestricted Net Assets	\$1,392,431	\$1,331,685
Operating Surplus(Deficit)	\$59,617	\$60,746
Total	\$1,452,048	\$1,392,431
Budgeted Revenue by Source	Final Budget	% of Budget
Alberta Education	\$ 7,522,956	90%
Instructional and Transportation Fees	\$ 642,525	8%
Other	\$ 174,641	2%
	\$ 8,340,122	100%
Budgeted Expense by Source	Final Budget	% of Budget
Instruction (K-12)	\$ 5,999,984	72%
PO&M	\$ 1,235,711	15%
Transportation	\$ 766,745	9%
Board & System Administration	\$ 337,682	4%
	\$ 8,340,122	100%
Budgeted (Deficit)	\$ -	

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
\$ 8 340 122	\$ 7 813 724	\$ 526 398	-6.3%	We had lower than anticipated enrollment. This meant a lower number of classes and lower instruction costs for the year.



Summary of Facility & Capital

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.

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. 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 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(s) attend monthly meetings with principal(s). The Chair is invited to the 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"
- Monthly School Newsletter "The Art of Learning"
- Social Media Profiles
- Meet the Team nights and Parent/Teacher Interviews
- Weekly Administrative meetings from amongst all campuses to coordinate philosophies, events, PD, operational matters, and cooperation within the 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 did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2024-2025 school term. 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").

This report is posted to caaschool.com/accountability. Zone Director notified on November 30, 2025.



