

Learn Today, Lead Tomorrow

Annual Education Results Report (AERR)- 2023-2024

ASASA ACADEMY,
Northmount Drive- NW, CALGARY

MISSION, VISION, AND CORE VALUES

Mission: The mission of ASASA Private School Academy is to sculpt our students' inner and outer worlds to reflect only the best in academics, physical activity, and morality.

Vision: Our vision is to create a group of exemplary academicians and scientists who will learn to solve the problems of the future with the tools of tomorrow. They will cure disease, aid in economic growth, foster philanthropy, build a world of peace and constructively manage global issues.

Core Values: Our core values are:

- Ambition
- Diligence
- Knowledge

INTRODUCTION

We aim to analyze data collected by the principal from the Alberta Education Assurance Measures (AEAM) survey and local measures such as “The School's Digital Survey”, PAC engagement sessions, Parent-Teacher interviews and daily communication with Stakeholders. Using this data, ASASA strives for continual improvement by utilizing strategies to ensure success for every student, collaborating with all Stakeholders like Board members, the Principal, teaching and support staff, parents, and our students. We focus on the following domains: Student Growth and Achievement, Teaching, Leading and Learning Support and Governance. Our Planned Strategies are evaluated by our Annual Education Results Report (AERR).

MESSAGE FROM BOARD CHAIR:

As head of the ASASA Board, I believe that the board of an independent school we have been assigned three major tasks:

First, we uphold the school's mission and core values, which define ASASA as a unique learning environment. Our students are our priority, and we work hard to give them access to various engaging academic opportunities and means of demonstrating their understanding of what they learn. Our comprehensive strategies help children develop and integrate in the ever evolving society.

Second, we ensure that Board Governance is very effective. This approach makes it easier for the team and the Head of the Academy to manage the School's daily operations while keeping a closer eye on students' progress.

Third, we choose the most suitable person as the Leader and mentor the Academy. ASASA Academy celebrates diversity and cultivates a sense of empathy and belonging, and it supports an inclusive, safe, and caring environment. This empowers our staff and students to follow their passions, achieve their full potential, and thrive personally.

We communicated our AERR and Education Plans directly and openly to the school community and other vital Stakeholders directly and publicly. We designate several hours each week within the school schedule for our Head of School, teachers, and educational assistants to collaborate on adopting creative solutions that promote student ‘s individual and team learning and understanding of Alberta Curriculum.

Annual reviews of progress are conducted both formally and informally. Beyond the regular board meetings, digital surveys, casual in-person and email communications, and frequent focus group sessions involve our larger parent community in an advisory capacity.

Moreover, we are steadfastly devoted to maintaining small class sizes, which has allowed The Academy to become remarkable in supporting students in discovering and recognizing their voices. The accomplishments of our graduates demonstrate the success of the ASASA student-centered learning model.

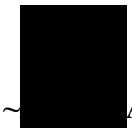
~ A[redacted]**Ali**

Board Chair

ACCOUNTABILITY STATEMENT

The Board oversaw the preparation of the Annual Education Results Report for the ASASA Academy 2023–24 school year following its obligations under the Private Schools Regulation and the Minitrial Grants Regulation. Furthermore, the provincial government's business and Fiscal Plans were considered when developing this document. The Board is dedicated to using the information in this report as effectively as possible to raise student achievement and ensure that every student under its jurisdiction can acquire the skills, knowledge, and attributes necessary to succeed as contributing members of society.

On December 25, 2024, the Board adopted the Annual Education Results Report for 2024–2025. Board approved the revised report on May 30th 2025. Upon approval, this document will be uploaded to Alberta Education and posted on ASASA Academy's website.



~ Ali

Board Chair

WHISTLEBLOWER PROTECTION POLICY

Policy Statement: Workplace culture plays a fundamental role in the success of independent schools in Alberta. To ensure that ASASA Academy maintains high legal, ethical and fiscal standards, The Academy endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing. Our Whistleblower Protection Policy facilitates employees to make confidential discourse about serious wrongdoing in a safe setting free from reprisal. The employees who come forward to report misconduct are protected and appreciated.
There have been no disclosures for the 2023-24 school year.

https://asasaprivateschool.ca/wp-content/uploads/2021/05/Whistle-Blower-Policy.pdf

Alberta Government

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

Authority: 0235 Asasa Learning

Assurance Domain	Measure	Asasa Learning			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**94.8**	92.8	89.2	**83.7**	84.4	84.8	n/a	Maintained	n/a
	Citizenship	**89.4**	93.8	90.2	**79.4**	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**80.4**	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**88.1**	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	*	*	n/a	**68.5**	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	**19.8**	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**62.5**	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**		a	**15.4**	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**81.5**	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.6**	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	**93.6**	91.4	88.4	**87.6**	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**97.1**	95.2	89.8	**84.0**	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	**98.8**	92.5	87.1	**79.9**	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	**97.2**	76.6	81.1	**79.5**	79.1	78.9	Very High	Improved	Excellent

Download

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.

ANALYSIS OF MOST RECENT RESULTS:
Areas of Success:

DOMAIN	DATA	
STUDENT GROWTH AND	Student Learning Engagement	89.2 (previous three-year Average) to 94.8% (5.6% increase ^)

Teaching and Leading	Education Quality	88.4% (last three-year Average) to 93.6. % (5.2 % ^)
LEARNING SUPPORT	Welcoming, caring, Respectful & Safe Learning Environment Access to Support and Services	89.8% (previous three-year Average) to 97.1% (7.3 %^) 87.1% (previous three-year Average) to 98.8% (11.7%^)
Governance	Parental Involvement	81.1% (previous three-year Average) to 97.2% (16.1%^)

Areas of Improvement:

ASSURANCE DOMAIN	**DATA**	
STUDENT GROWTH AND ACHIEVEMENT	PAT: Acceptable	n/a (previous 3-year Average) to n/a
	PAT: Excellence	n/a (previous 3-year Average) to n/a%
	Citizenship	90.2% (previous three-year Average) to 89.4% (0.8% Decrease)

Comment on Results:

According to the overall summary of the Alberta Education Assurance Measures Survey, ASASA Academy has improved in almost all Assurance Categories except the Students Growth and Achievement in Citizenship domain which is less than 1%.

We established our goals, met our outcomes, and planning through parent-teacher interviews, school-wide surveys, conversations, and regular stakeholder communication regarding strategic planning.

With an emphasis on incorporating more of the most recent research-based methods, we chose to adhere to the instructional approaches used the year before. Nonetheless, we will involve parents more in their children's social and intellectual development.

The administrators and teachers at ASASA Academy aim to provide evidence-informed instruction and foster a positive learning environment in the new online schooling model established by the Al-Ghani Learning Board moving forward.

Teaching and Leading Local Measures

To support teaching and leadership quality through professional learning, supervision, and evaluation process Academy has developed yearly procedures in the following areas:

1. Teachers are required to submit the Annual Education Growth Plan by September 15 of each year. Monitoring of the implementation of these plans are conducted throughout the year by the principal and finally reviewed in June.
2. Informational and formal teacher supervision is conducted throughout the year.
3. Formal evaluations are conducted on teachers written request to obtain permanent teaching licenses and for the purpose of assessing growth in specific areas of practice.
4. Professional Development days are used to host seminars or invite speakers who give share knowledge that helps our staff to meet their Annual Education Growth plans. Academy always finance all the workshops and seminars for the professional growth.

Learning Supports and Local Measures

To ensure our students have access to a wide variety of services provided by various organizations, we offer the following additional services in addition to providing Academic learning

One of our main partners are Renfrew Educational Services they provide Occupational Therapist, Speech Language Pathologist and Phycological Assessments and Therapy to our students. This partnership has helped our organization to achieve better learning platform for challenged students. A significant financial investment was made in order to achieve above goals.

Learning Supports FNMI Focus

In order to better focus on FNMI course Academy has provided multiple resources to our teaching staff, such as Professional Development Days on these areas of studies.

Academy invites theatrical indigenous groups to perform in the week of "Truth and Reconciliation" to display the culture. This strategy works well as it provides information visually.

We have no FNMI student registered at our academy.

Student Growth and Achievement – Data Summary

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

Authority: 0235 Asasa Learning

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	25	85.9	29	85.5	33	92.8	16	94.8	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	1	*	9	81.5	11	87.9	8	95.8	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	16	71.9	14	75.0	16	90.6	8	93.8	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	9	100.0	6	100.0	6	100.0	5	*	*	*	*	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Students' Learning Engagement

- **Overall**, 94.8 % of stakeholders' satisfaction with student learning engagement is 11.11 % more than the provincial average (83.7%). The following is the satisfaction rate breakdown for each stakeholder (parent, student, and teacher) of ASASA Academy and the provincial stakeholder groups.
- **ASASA Parent**(N.8) 95.8%
- **ASASA Student**(N. 8) 93.8%
- **ASASA Teacher**(N. 5)*

Note: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

The key insight from the Analysis of the Most Recent Results:

ASASA Academy's stakeholders demonstrated their trust and satisfaction with all our attempts to have fun-filled, hands-on learning in the classroom. Integrating relevant real-life experiences and catering to the specific needs of students in teaching instruction and learning keeps them involved in their daily work at school. 100% of parents of grades 4-6 students approved our strategies.

(Page 12) agreed with the quality of literacy and numeracy skills students learn from ASASA Academy. 82% of parents said their children learn what they need to know at school. Also, students (grades 4-6, page 15)) displayed their satisfaction with Math and English

Language Arts learning by 100% and 88%, respectively. Students look forward to coming to school every day.

Student Growth and Achievement (Grades K-9)

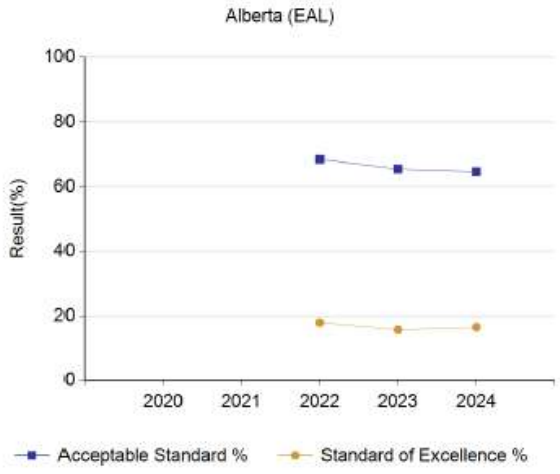
Alberta Government

Grade 6 PAT Results By Number Enrolled Measure History

Authority: 0235 Asasa Learning (EAL)
Province: Alberta (EAL)

	Asasa Learning (EAL)					Measure Evaluation			Alberta (EAL)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	3	5	3	n/a	n/a	n/a	n/a	n/a	9,378	10,098	11,278
Acceptable Standard %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	68.4	65.4	64.6
Standard of Excellence %	n/a	n/a	*	*	*	*	*	*	n/a	n/a	17.9	15.7	16.5





Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the
number of students enrolled in each course. Courses included: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used
when interpreting trends over time.
4. Participation in the Provincial Achievement Tests 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.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

Overall Comments on EAL PAT Results

PAT Acceptable/Excellence
Three students from ASASA Academy appeared in the 2023-24 PAT exam. No PAT data for grade 6 students is available as data values have been suppressed in the overall summary where the number of respondents/students in the PAT exam is fewer than 6. Suppression is marked with an asterisk (*).

Students appeared in PAT were not EAL.

ASSURANCE DOMAIN: STUDENTS' GROWTH AND ACHIEVEMENT
Outcome: Citizenship
Education Quality Data Summary

Student Growth and Achievement

A.6 Citizenship - Measure History

Authority: 0235 Asasa Learning
Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	24	87.3	25	91.4	29	86.6	33	93.8	16	89.4	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	n/a	n/a	1	*	9	86.7	11	94.2	8	97.5	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	16	74.6	16	82.8	14	73.2	16	90.6	8	81.3	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	8	100.0	9	100.0	6	100.0	6	96.7	5	*	*	*	*	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Comments on Results

89.4 % of stakeholders agreed that ASASA Academy students model active citizenship. This percentage is above the provincial average (79.4%). The satisfaction rate breakdown for each (parent, student, and teacher) of ASASA Academy and the provincial's stakeholder groups follows.

- **ASASA Parent**(N.8) 97.5%
- **ASASA Student**(N. 8) 81.3 %.
- **ASASA Teacher**(N. 5)*

The key insight from the Analysis of the Most Recent Results and strategies

89.4 % of stakeholders reported that students model the characteristics of active citizenship, and 97.5% of parents demonstrated satisfaction with our attempts to encourage students at school to do their best.100 % of parents agreed that students follow school rules and help and respect each other. In addition, 100 % of parents were satisfied with their children's encouragement from school to be involved in community service, respect each other, and try their best.

This excellent approval of our routine activities related to citizenship is due to the regular celebration of diverse communities' events, festivals, monthly virtues activities, and awareness about current local, national, and global issues that help our students behave like responsible citizens. Moreover, our students participate in charity drives such as Terry Fox fundraising and Veteran and Calgary Food Bank Food drives. These routines help make our students empathetic citizens and community members.

The results also show that all parents, teachers and students feel that ASASA Academy fosters the characteristics of active citizenship. Moreover, the attributes of citizenship, attitudes, and behavior are interconnected. Therefore, we will continue incorporating the required and practical strategies related to this domain in our teaching, learning and extracurricular activities next academic year 2025-26, in our online schooling.

Early Years Literacy and Numeracy Assessments

A list of the Alberta Education-approved screening assessments is used at each grade level (1-3) at ASASA Academy. We will continue to use these tools in our new academic setting (online schooling) as well.

Literacy: LeNS
Numeracy: Alberta Education Numeracy Screening Assessment
https://www.alberta.ca/early-years-assessments

Literacy and Numeracy Results

2023-2023	Name of AB Education Provided or approved screening assessment used	Students assessed in the beginning of the school year	Students identified as being at risk in the beginning of year for Grade 1	Students identified as being at risk of final assessment	Number of months students being at the beginning	Number of months gained grade level at final assessment
Literacy						
Grade 1	LENS	N/A	N/A	N/A	N/A	N/A
Grade 2	LENS, CC3	3		1	9	8
Grade 3	CC3	2		0	10	9
Numeracy						
Grade 1	Screening	N/A	N/A	N/A	N/A	N/A
Grade 2	Screening	3		1	9	8
Grade 3	Screening	2		0	10	9

Student at Risk at Both Numeracy and Literacy

	At risk in the beginning school year	Remain at risk at the end of school year
Grade 1	13	4
Grade 2	4	1
Grade 3	0	0

Summary of Intervention

Literacy	Numeracy
Grade 1 Students working with literacy specialist such as EA focusing of letter recognition, sounds and phonics	Grade 1 Students working with EA focusing on number concepts up to 1000 also engaged in math games
Grade 2 Students worked on decoding strategies, phonics and reading comprehensions on IXL or RZ Kids	Grade 2 Students worked on IXL software for math solving problems guided by EA
Grade 3 Students focused on comprehension, fragments, sentence structure and vocabulary on Raz Kids and with EA	Grade 3 Students worked on different math games to achieve their grade level and worked on various assignments for practice

A summary of support strategies for students identified as being at risk at each grade level.

- One-on-one support through Education Assistants
- Small group work
- Peer mentoring
- ixl.com, Raz kids', and Prodigy digital apps. subscribed
- School wide and AISCA's convention Teachers' PD learning on Numeracy and literacy
- Reading Buddy
- Differentiated teaching instructions and tasks

IMPLICATION:

The Education plan for 2025-26 incorporates goals and strategies to enhance students' growth and achievement. Our fundamental areas of focus would be:

- Encourage students in all community-benefitting events and initiatives, such as Terry Fox fundraising, the Veterans of Calgary Food Bank Drive, Anti-bullying campaigns, and Orange Shirt Day. They become essential community members and learn good citizenship from these routines.
- Carry on with PAT-style testing in the classroom by assigning homework and conducting assessments using questions from past PATs to get students ready for their PAT and seventh grade.
- Encourage incorporating diverse teaching strategies, a culturally responsive school environment, and inquiry-based and experiential learning.
- Boost student engagement by having organized and unstructured dialogues with them and their parents. It makes it easier to put students at the center of learning in culturally appropriate ways.
- Integrate the indigenous community's pedagogy, worldviews, residential school legacy, and way of living in teaching and learning.

2. ASSURANCE DOMAIN: TEACHING AND LEADING

Outcome: (AERR) Education Quality

Teaching & Leading

A.4 Education Quality - Measure History

Authority: 0235 Asasa Learning
Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Asasa Learning										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	24	95.7	25	94.4	29	85.4	33	91.4	16	93.6	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	n/a	n/a	1	*	9	77.8	11	86.4	8	87.2	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	16	93.5	16	90.6	14	81.5	16	90.6	8	100.0	Very High	Improved	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	8	97.9	9	98.1	6	97.0	6	97.2	5	*	*	*	*	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Education Quality

Overall, 93.6 % (N.16) of stakeholders agreed with ASASA's good quality of education in the Alberta Education Assurance (AEA) survey. This is a 2.2 % rise from our previous year's results. The satisfaction rate breakdown for each (parent, student, and teacher) of ASASA Academy follows:

- **ASASA** Overall: 93.6%.
- **ASASA Parents (**N.8) 87.2 %
- **ASASA Students (**N.8) 100 %
- **ASASA Teachers.** (N. 5) *

88% of parents (grade 4-6) demonstrated their satisfaction with the questions," Your child clearly understands what they are expected to learn at school, your child finds school work fascinating, and your child is learning what they need to know.

The insight from the Analysis of the Most Recent Results:

ASASA Academy Board commends its school leaders, educators, and supporting staff for working hard and consistently putting effort into improving the quality of education. School stakeholders acknowledged their efforts with an increased satisfaction rate of almost 9% (100% %- 91. %) in this domain from the previous year. 100% of parents were satisfied with the overall quality of primary education. They appreciated the quality of instruction and teaching their children received from ASASA Academy (pp.48-49). Similarly, 100% of students were satisfied with the overall quality of basic education (p.54). However, 71% of parents were satisfied with the question," Your child finds school work challenging."
The above response indicates that teachers and administrators should pay attention to this. We will strive to achieve maximum parent satisfaction through research-informed teaching and learning strategies.

Professional Learning, Supervision, and Evaluation
ASASA Academy Policy 2.0
https://asasaprivateschool.ca/wp-content/uploads/2021/05/The-Teacher-Growth-Supervision-and-Evaluation-Policy.pdf

Teachers and School Leaders strive to achieve the evidence-informed tools/ techniques to assist their school community in the best possible ways. Teachers at ASASA Academy must prepare a teacher professional growth plan (TPGP) at the beginning of the school year that outlines the goals and objectives based on assessing the individual teacher's learning needs. Due to the presence of ELL students in each classroom, teachers use their TPGP to enhance their facilitating skills. The growth plan should also align with the teaching quality standard, integrating the school's unique philosophy and Alberta Education's outcomes. The teachers implement their TPGP and collaborate with the school leader to evaluate the plan's progress. Professional learning opportunities are provided to the teachers to enhance their efficacy in addressing their diverse students' needs.

The ASASA School Board hires school leaders who excel in their leadership roles. These leaders mentor their teams, drawing on their extensive academic knowledge and years of experience in teaching and leadership. They empower their teachers to take on leadership roles through collaboration, team meetings, and by facilitating professional development sessions.

For example, teachers attend Professional Development (PD) workshops and webinars outside school hours presented by Calgary and Edmonton Learning Consortiums. They are released an hour earlier from school to participate in such professional learning opportunities. They share the diverse learning with their colleagues during school's PD days. These routines create a collaborative learning community where everyone is empowered and strives to contribute to student's academic and social skill development.
To make decisions that result in high-quality teaching, leading, and learning for everyone, educators and leaders analyze the learning context, pay attention to culturally responsive factors, and use the necessary knowledge and skills.
Supervision of teachers is an ongoing process carried out by the principal. The principal observes and gathers information about the teachers' instructional practice quality. All teachers in ASASA are evaluated to assess their growth in specific areas of practice and provide them with the best professional learning opportunities to develop their teaching and learning. Their best practices are recognized in meetings and evaluation reports. Visiting each other's classes is routine for ASASA teachers to learn practical techniques from PLC.

IMPLICATION:
The Education plan for 2025-26 incorporates goals and strategies that will strengthen teaching and leadership. Our fundamental areas of focus would be:

- Continue incorporating the newest research and evidence-informed strategies in daily teaching and learning.
- Improve teachers' and supporting staff's capacity to assist students with special educational needs by accessing Renfrew services (PUF and ECLS- Extending Capacity

and Learner Supports) to work with students in small, targeted groups or train our staff in universal sessions.

- Enhance educators' Math teaching practices by attending webinars and PDs presented by Naomi Church (Growing Minds Consulting- USA) and Rosalind Carson (Mathematics Education Consultant)—also, Gale-online Educational courses offered by Calgary Public Library.
- Subscribe to the digital tool ixl.com for all students to enhance their numeracy and literacy skills.
- Boost educators' literacy mentoring skills by enrolling them in the right-to-read training offered by the Learning Disabilities Association of Alberta. The program is designed for kindergarten and grade 1 students in regular English programs. It can also benefit older struggling & English Language Learners.
- Increase students' confidence in numeracy by providing them opportunities to enjoy success." Set small goals for significant results."
- Enhance reading comprehension through critical literacy, metacognition, questioning strategy, voice, and identity, incorporating methods from the book "READ, WRITE, LEAD BY REGIE ROUTMAN" for students' literacy success.
- Engage teachers in co-learning by observing colleagues' classes and having weekly meetings to discuss any areas of concern.
- Create support for educators in building safe, responsive, inclusive numeracy learning environments to reduce Math anxiety.
- Incorporate inquiry-based, hands-on, experiential learning for a fun-filled learning environment.
- Train teachers in “Fair and Equitable assessment practice for all students.”

3. ASSURANCE DOMAIN: LEARNING SUPPORT

Outcome: (AERR) Welcoming, Caring, Respectful and Safe Learning Environment

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 0235 Asasa Learning
Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Asasa Learning										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	25	91.9	29	84.3	33	95.2	16	97.1	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	1	*	9	81.4	11	97.5	8	98.4	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	16	85.4	14	71.5	16	88.1	8	95.8	n/a	Improved	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	9	98.4	6	100.0	6	100.0	5	*	*	*	*	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

97.1 % of stakeholders are satisfied with our caring and welcoming learning environment for a diverse community. This is almost 2 % higher than our school's previous year's satisfaction rate and 13.1% more than the Provincial overall percentage (84.0 %)

- 98.4 % of **parents** (N.16) are satisfied with our plans to provide students with a caring, respectful, and safe learning environment.
- 95.8% **students'**(N.8) satisfaction in this domain

The insight from the analysis of the most recent results

Overall, 97.1 % of stakeholders are satisfied in this domain. They acknowledged ASASA Academy's efforts to provide its students with a safe, caring, welcoming, and culturally responsive learning environment.

In PAC meetings, parent-teacher interviews, School-wide surveys and student and teacher engagement sessions, our stakeholders appreciated all our efforts to support students academically and socially for their holistic growth.

We ask our students and staff to stay at home when sick as it can help prevent contagious diseases and minimize disruptions to learning. We also try to reduce the spread of illness in our school by practicing good handwashing, using hand sanitizer when washing is impossible, not sharing food and drink, and coughing and sneezing into the elbow or away from other people.

Our school stakeholders also commend our frequent acknowledgement and appreciation of diversity through multiple cultural events. Such routines create a respectful and appreciative learning atmosphere for the school community of diverse cultural backgrounds. In addition, our diverse staff is another way of cultivating a sense of belonging among our stakeholders.

Access to Support and Services:

Learning Supports

H.1 Access to Supports and Services - Measure History

Authority: 0235 Asasa Learning

Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	25	85.3	29	81.7	33	92.5	16	98.8	n/a	Improved	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	1	*	9	75.6	11	85.7	8	97.5	n/a	Improved	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	16	72.9	14	76.2	16	91.7	8	100.0	n/a	Improved	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	9	97.6	6	93.3	6	100.0	5	*	*	*	*	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Overall, 98.8 % of stakeholders agreed in the AEAM survey that students can access the appropriate school support and services. This percentage is 6.3% more than our school's previous year's satisfaction rate in this domain.

- 97.5 % of **Parents** (N.11) are satisfied with access to the appropriate support and services at school.
- 100 % of **students** (N.16) are happy with access to the proper support and services provided at school.

The insight from the analysis of the most recent results

A significant increase in the satisfaction rate in this domain is an acknowledgment of all our efforts to address our students' specific needs.

Access to a Continuum of Supports and Services

Studies have shown a significant impact of mental health in the school setting around academic success, safety, school culture, and community involvement. Our educators have observed depressed mood, anxiety, and stress among their students after the Covid-19 pandemic.

Research has emphasized that youth between 6 and 17 years of age should engage in at least 1 hour of moderate-to-vigorous Physical Activity (PA) each day as a mean of promoting multiple health benefits, such as healthy weight, improved cardiovascular health, and improved cognitive and behavioral health (Greenspan et al. 2022).

Our students have half an hour of PA daily in the school's gym and more than half an hour outside in the playground. Our teachers also enhance their proficiency in developing students'

social and emotional skills. They are encouraged to use Dr.Bruce Perry's 3Rs strategy to regulate students when they do not behave as expected. We will incorporate similar research-informed strategies to promote our students' social and emotional well-being in our online school.

The Renfrew Educational Services' multidisciplinary team, including Psychologists, Occupational Therapists, and Speech-Language Pathologists, will help teachers through PDs to develop their efficacy in catering to students' social and emotional well-being in their daily practices. They will also have grade-wise sessions for students to address their diverse needs through ECLS(K-6) and PUF(ECS) student programs.

Administration and staff also enhance their capacity in these support areas through PD programs. In addition, considering the interests of our digital citizens (students), some digital websites, such as prodigy and ixl.com, will be subscribed to for all students (JK—6).

First Nations, Métis, and Inuit Students' Success:

ASASA Academy has no self-identified students belonging to the indigenous community. However, considering the TQS" Applying the Foundational Knowledge about First Nations, Metis, and Inuit," we emphasize that it is essential that our non-indigenous students learn about this great community's sacrifices, history and pedagogical methods. Therefore, students are taught about First Nations, Metis, and Inuit people's history, language, games, culture, festivals, residential schools, and pedagogical methods in their daily learning.

IMPLICATION:

The Education plan for 2025-26 incorporates goals and strategies to strengthen Learning support. Our fundamental areas of focus would be:

- Incorporate research-based techniques in daily teaching and learning to address students' unique needs.
- Integrate culturally responsive material, real-life examples, and VAK (visual, Auditory, and Kinesthetic) planning to help students feel a sense of belonging.
- Provide fair and equitable learning opportunities to all.
- Enhance teaching skills by incorporating strategies from the book "*Learning Theories Simplified, Second ADITION by Bob Bates.*"
- Enhance teachers' capacity through PD programs by Renfrew Educational Services, attending webinars (Calgary/ Edmonton Regional Consortiums), and reading related articles and books to support students' social and emotional well-being.
- Invite Parents/ guardians working in AHS to have a session with our students and staff on wellness and fitness principles.
- Mentor students with academic, behavioral, and emotional needs with the parent and multidisciplinary team's consultation under an Individualized Program Plan (IPP).
- Share the Renfrew team's assessment reports with parents to make them a partner in students' learning.
- Gather parent's input to incorporate in IPPs and ISPs

- Create awareness about First Nations, Metis, and Inuit people's history, residential schools, and pedagogical methods in daily teaching and learning.

Learning Supports – Accountability / Assurance

4. ASSURANCE DOMAIN: GOVERNANCE

Outcome: (AERR) Parental Involvement

Governance

C.1 Parental Involvement - Measure History

Authority: 0235 Asasa Learning
Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	97.4	9	93.3	15	85.6	15	76.6	8	97.2	Very High	Improved	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	n/a	n/a	1	*	9	77.8	9	73.8	8	97.2	Very High	Improved	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	8	97.4	9	93.3	6	93.3	6	79.3	5	*	*	*	*	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Overall 97.2 % of stakeholders are satisfied with parental involvement in their child's education decisions. This rate is 20.6% more than the previous year percentage (76.6 %)

- 97.2 % of **parents** are satisfied with parental involvement in their children's education decisions.

The insight from the Analysis of the Most Recent Results:

ASASA Academy believes that ongoing community engagement is essential for creating and maintaining a culture that supports the success of all students. We are dedicated to providing the best learning environment by incorporating research-informed teaching practices. The Alberta Education Assurance Measures (AERR) also guide us in developing school routines and policies that enhance students' learning, stakeholders' involvement, and social skills.

At ASASA Academy, we value the feedback we receive from parents through various channels, including Alberta Education Assurance Measures, school-wide surveys, parent-teacher interviews, Parent Advisory Councils, and regular communication. This input helps us identify areas for improvement and shape our educational plans. We will continue collaborating with our stakeholders in decision-making processes that impact students' education and ensure their voices are heard.

We plan to continue implementing our successful strategies in our new academic environment of online schooling.

IMPLICATION:

The Education plan for 2025-26 incorporates goals and strategies to strengthen Governance. Our fundamental areas of focus would be:

- Enhance the efficacy of the school leader, educators, and support staff through constant professional development programs.
- Promote parent involvement in education through PAC (Parent Advisory Council).
- Increase stakeholder engagement through school-wide surveys and focused group meetings seeking their suggestions to improve students' academic, social, and emotional growth.
- Promote communication with parents to address their concerns by allowing them to talk to their child's teacher(s) over the phone or in Zoom meetings on PD days, not only at parent-teacher conferences.
- Develop educational and social plans based on authentic reflection and feedback from parents gathered through Class Dojo, PAC, Survey, and parent-teacher interviews.
- Address students' needs in partnership with parents, students, school administrators, Renfrew Educational Services, teachers, and support staff.

Supplemental Measures

Alberta Government

Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2024

Authority: 0235 Asasa Learning

Measure	Asasa Learning			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	100.0	91.7	81.1	82.2	83.0	n/a	n/a	n/a
Lifelong Learning	100.0	80.0	81.1	79.9	80.4	80.7	Very High	Improved	Excellent
Program of Studies	93.4	90.0	86.8	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	97.9	90.6	84.5	80.6	81.2	81.5	Very High	Improved	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	98.8	94.9	91.3	87.1	87.5	88.1	Very High	Improved	Excellent
Satisfaction with Program Access	92.9	72.2	71.7	71.9	72.9	72.7	Very High	Improved	Excellent
School Improvement	100.0	83.8	80.1	75.8	75.2	74.7	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	100.0	77.8	70.1	82.8	83.1	84.0	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

In Service Jurisdiction Needs

D.6 In-Service Jurisdiction Needs

Measure History

Authority: 0235 Asasa Learning

Province: Alberta

The percentage of teachers reporting that in the past 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.

	Asasa Learning										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	90.0	8	100.0	6	83.3	6	100.0	n/a	n/a	n/a	n/a	n/a	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	7	90.0	8	100.0	6	83.3	6	100.0	5	*	*	*	*	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments of Results

We frequently provide PD days with various specialists or AISCA we provide opportunities available to teachers to be role model for students for lifelong learning and teaching.

Lifelong Learning – Data summary

A.7 Lifelong Learning

Measure History

Authority: 0235 Asasa Learning

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Asasa Learning										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	73.3	9	100.0	14	82.2	9	80.0	6	100.0	Very High	Improved	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	n/a	n/a	1	*	8	76.9	9	80.0	6	100.0	Very High	Improved	Excellent	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	8	73.3	9	100.0	6	87.5	5	*	5	*	*	*	*	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

Comments
We are pleased that our results are significantly higher than the Provincial measures.

Program of Studies – Data Summary

A.1b Program of Studies

Measure History

Authority: 0235 Asasa Learning

Province: Alberta

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	98.4	9	98.5	15	83.6	17	90.0	8	93.4	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	n/a	n/a	1	*	9	71.6	11	86.7	8	93.4	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	8	98.4	9	98.5	6	95.7	6	93.3	5	*	*	*	*	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Results
We are very pleased that parents and staff are very satisfied with the resources and opportunity for the students to receive broad program of studies. We have full size gym to facilitate physical activity. Extracurricular activities are available to students. Parents involvement is encouraged.

Implication
We continue to provide various resources for students to excel. We will continue to focus on teacher's growth through professional development events. We will continue to provide EA's to students to aid extra help after school.

Safe and Caring – Summary

B.4 Safe and Caring

Measure History

Authority: 0235 Asasa Learning

Province: Alberta

Percentage of teacher, parent and 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.

	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	24	88.8	25	94.5	29	87.6	33	94.9	16	98.8	Very High	Improved	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	n/a	n/a	1	*	9	83.7	11	96.1	8	100.0	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	16	80.0	16	91.3	14	79.1	16	88.6	8	97.5	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	8	97.5	9	97.7	6	100.0	6	100.0	5	*	*	*	*	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

Comment on Results

Overall everyone feels safe and welcomed including staff and parents. Student and teacher relationship are very positive and encouraging. Staff and principal have good relationship with parents. We will continue to provide the same level of support and flexibility to students and staff to bring forward their ideas and make them feel heard.

Satisfaction with Program Access

B.2 Satisfaction with Program Access

Measure History

Authority: 0235 Asasa Learning

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	24	83.4	24	66.7	28	71.3	31	72.2	16	92.9	Very High	Improved	Excellent	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	n/a	n/a	n/a	n/a	9	61.9	9	72.2	8	85.7	Very High	Maintained	Excellent	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	16	78.1	16	65.6	13	65.4	16	71.9	8	100.0	Very High	Improved	Excellent	192,981	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	8	88.6	8	67.7	6	86.7	6	72.4	5	*	*	*	*	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results
We are very pleased that we have improved and overall, we are providing excellent level of credibility to efficient program and our students are excelling.

Implementation
We will continue to implant the same strategies and will improved if needed to achieve higher outcome.

School Improvement – Data Summary

Alberta Government

E.2 School Improvement

Measure History

Authority: 0235 Asasa Learning

Province: Alberta

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	22	83.3	25	90.6	29	76.5	26	83.8	16	100.0	Very High	Improved	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	n/a	n/a	1	*	9	88.9	10	80.0	8	100.0	Very High	Improved	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	15	66.7	16	81.3	14	57.1	16	87.5	8	100.0	Very High	Improved	Excellent	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	7	100.0	9	100.0	6	83.3	5	*	5	*	*	*	*	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Results
We are very happy to see 100% results on school improvement. We continue to discuss parents in Parent council for their input to improve and provide a better environment to students.

Work Preparation

A.8 Work Preparation

Measure History

Authority: 0235 Asasa Learning

Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

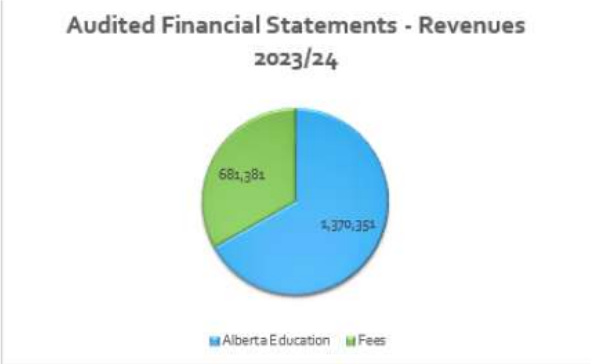
	Asasa Learning													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	8	100.0	8	100.0	8	62.5	9	77.8	7	100.0	Very High	Improved	Excellent	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	n/a	n/a	1	*	8	62.5	9	77.8	7	100.0	Very High	Improved	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	8	100.0	8	100.0	5	*	5	*	5	*	*	*	*	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comments on Results
ASASA Academy is pleased with the results that we are ahead of the province.

SUMMARY OF FINANCIAL RESULTS

Audited Financial Statements 2023/24	
Revenues	Current
Alberta Education	1,370,351
Fees	681,381
Total Revenue	2,051,732
Expenses	
Salaries	1,204,387
Services, Contracts and Supplies	1,127,030
Amortization	17,332
Misc.	4,271
Total Expenses	2,353,020
Surplus (Deficit) of Revenues Over Expenses	**(301,288)**



The complete audited 23/24 financial statements is available on our website: https://asasaprivateschool.ca/policies-procedures/

COMPARISON OF FINANCIAL RESULTS

- AB Ed revenues increased by 12.52% in 2023/24 based on the 3-year WMA model.
- Fees decreased by 26.46%. This was the last year our Northmount campus in operation, since the landlord sold the building.
- Salaries decreased by 8.39% as a result of fewer teachers were hired.
- Services, Contracts and supplies increased by 13.90% due to higher inflation, and Misc. expenditure increased by 75.49% because a lot of money has been spent for clearing out the building, while other campus has to subsidize the work.

Note: Do not hesitate to contact Aresha Ali at Aresha.ali@asasa.ca phone 403 285 9277 for more information.