

2022 - 2023

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**Halpern
Akiva
Academy's
Annual Education
Results Report
2022-2023**

School: 9914 Akiva Academy

Authority: 9147 Congregation House of Jacob-Mikveh Israel

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Congregation House of Jacob-Mlkveh Israel (Halpern Akiva Academy) for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board on November 29th, 2023.

David Silver
Chair
HOJMI Board of Directors



OVERALL RESULTS & ADDITIONAL CONSIDERATIONS

Over the past three years, Halpern Akiva Academy has consistently upheld or elevated satisfaction levels across all four assurance domains. Our approach involves leveraging insights from assurance surveys to identify areas for enhancement and excellence. Our commitment remains unwavering: to continuously enhance and maintain an exceptional standard of education.

It's important to note that the survey results reflect the sentiments of families with students in grades 4 and above. Given that the majority of our population comprises students in grades 3 and below, we gather insights from local data to encompass the perspectives of our entire community.

Assurance Domain	Measure	Congregation House of Jacob			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	79.3	87.1	87.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.5	87.6	91.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	*	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	89.3	92.3	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	85.2	90.6	90.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.4	86.8	86.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.9	86.2	92.2	79.1	78.8	80.3	High	Maintained	Good

STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

Provincial Exam Update:

Alberta Education will not provide specific Provincial Exam results for grade 9 students for the 2022-2023 school year, as fewer than six students were eligible to take the tests. We did not have any EAL students write without suppressed results, as fewer than six students were eligible to take the tests. In the Spring of 2023, HAA locally marked PATs to inform classroom curriculum decisions for the 2023-2024 school year.

Course	Measure	Congregation House of Jacob				
		Achievement	Improvement	Overall	2023	
					N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	7	85.7
	Standard of Excellence	Very High	n/a	n/a	7	42.9
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	n/a	n/a	7	100.0
	Standard of Excellence	Very High	n/a	n/a	7	71.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	7	85.7
	Standard of Excellence	Very High	n/a	n/a	7	42.9
English Language Arts 9	Acceptable Standard	*	*	*	1	*
	Standard of Excellence	*	*	*	1	*
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	*	*	*	1	*
	Standard of Excellence	*	*	*	1	*
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Science 9	Acceptable Standard	*	*	*	1	*
	Standard of Excellence	*	*	*	1	*
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Social Studies 9	Acceptable Standard	*	*	*	1	*
	Standard of Excellence	*	*	*	1	*
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a

STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

Student Learning Update:

In the 2022-2023 school year Halpern Akiva Academy used a variety of measures for regular assessments of students. Children in Kindergarten through grade 4 participated in the LeNS and CC3 testing, as well as the Alberta Education Numeracy Assessment.

In September 2022, six students were assessed in grade 2, five in grade 3, and four in grade 4. In January 2023, five students were assessed in Kindergarten and seven students were assessed in Grade 1. Of the total 27 students, seven were identified as being at risk in either literacy or numeracy. The students at risk were identified on average as being 13 months behind grade level. Through one-on-one pullout support, targeted small group intervention, increased teacher awareness of how to scaffold lessons and at-home support, students identified as at-risk gained 4.5 months. In June 2023, 4 number of students were identified as being at risk.

All students in kindergarten through Grade 9 are benchmarked for reading levels using the Fountas and Pinnell benchmark system. The results from these assessments influenced the delegation of support services.

STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

Citizenship:

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

	Congregation House of Jacob										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	39	82.7	32	95.8	27	84.3	35	87.6	31	85.5	Very High	Maintained	Excellent
Parent	6	86.7	7	100.0	5	*	6	76.7	14	85.7	Very High	Maintained	Excellent
Student	27	64.9	19	87.5	27	84.3	23	89.5	17	85.3	Very High	Maintained	Excellent
Teacher	6	96.7	6	100.0	3	*	6	96.6	5	*	*	*	*

Halpern Akiva Academy prides itself on preparing students' for positive and productive lives outside of school.

Halpern Akiva Academy reported an above provincial average percentage of teachers and students that feel students model the characteristics of active citizenship. Students are encouraged to go out into the community to do acts of kindness (Chesed) and volunteerism as well as find opportunities to volunteer their time and expertise around the school too.

Student Learning Engagement:

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

	Congregation House of Jacob										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	27	70.7	35	87.1	31	79.3	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	5	*	6	83.3	14	88.1	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	27	70.7	23	78.0	17	70.6	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	3	*	6	100.0	5	*	*	*	*

Through the hard work of our dedicated teachers and administrative team, we have been able to maintain over the past 3 years the percentage of teachers, parents and students who agree that students are engaged in their learning at school.

TEACHING & LEADING

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Education Quality:

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

	Congregation House of Jacob												
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	39	85.4	32	95.3	27	91.2	35	89.3	31	89.0	High	Maintained	Good
Parent	6	80.6	7	100.0	5	*	6	72.2	14	86.9	Very High	Maintained	Excellent
Student	27	75.8	19	85.8	27	91.2	23	95.6	17	91.2	Very High	Maintained	Excellent
Teacher	6	100.0	6	100.0	3	*	6	100.0	5	*	*	*	*

Halpern Akiva Academy has consistently maintained a high percentage of teachers and students who are overall satisfied with the quality of education that is provided. Parent satisfaction decreased during the Covid-19 pandemic. Halpern Akiva Academy's administration team worked hard to listen to parent input and feedback in order to increase levels of satisfaction once again.

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

Administration provides teachers with opportunities to engage in professional development activities such as: conferences, workshops and presentations as they relate to their TPGP's (Teacher Professional Growth Plans). Teachers are required to attend one professional development activity per year.

Ongoing supervision by the principal provides support and guidance for teachers to determine where they are relative to the Alberta Teaching Quality Standards. Administrative observations play a vital role in fostering accountability and professional growth. These observations, conducted by school administrators, provide valuable feedback and insight into teaching practices, instructional strategies and classroom management. Evaluations occur in every teacher's first year at Halpern Akiva Academy and then every five years thereafter. Informal observations happen frequently.

LEARNING SUPPORTS

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all

Welcoming, Caring, Respectful & Safe Learning Environment:

	Congregation House of Jacob												
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	27	84.9	35	90.6	31	85.2	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	5	*	6	81.3	14	90.0	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	27	84.9	23	93.0	17	80.4	n/a	Declined	n/a
Teacher	n/a	n/a	n/a	n/a	3	*	6	97.6	5	*	*	*	*

Our student's feedback revealed that there was confusion on how to reply accurately to the question, "Do you feel safe on the way to and from school?", leading to a decrease in the percentage of students who answered "yes" from 100% to 41%, with 59% of students responding "I don't know." We will contact Alberta Education to seek further clarification on how to address this question correctly. Most other results in this category that were not suppressed due to less than 6 respondents were maintained or increased.

Access to Support and Services:

	Congregation House of Jacob										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	27	87.5	35	86.8	31	81.4	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	5	*	6	72.4	14	76.6	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	27	87.5	23	91.3	17	86.3	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	3	*	6	96.7	5	*	*	*	*

Every student requiring additional support and modified programming, receives an Individualized Program Plan (IPP) to ensure their success. Halpern Akiva Academy works with Renfrew Educational Services through its AISCA membership to provide psycho-educational assessments, occupational therapy, speech therapy, and counseling services to students who require assistance in these areas as well as whole class social skill development support.

Presently, Halpern Akiva Academy has no students who identify as First Nations, Métis, or Inuit (FNMI). However, we remain inclusive in our teaching and resources to ensure that our students learn about this significant history in Canada, as well as modern-day issues and opportunities.

GOVERNANCE

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all

Parental Involvement in Education

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

	Congregation House of Jacob										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	12	95.0	13	98.1	n/a	n/a	12	86.2	14	80.9	High	Maintained	Good
Parent	6	90.0	7	100.0	5	*	6	72.4	14	80.9	Very High	Maintained	Excellent
Teacher	6	100.0	6	96.3	3	*	6	100.0	5	*	*	*	*

At Halpern Akiva Academy, we understand that parental involvement is critical to the success of our students. We value the input of parents and strive to maintain positive, lasting partnerships with them and the broader community.

Our commitment to involving parents in the education process is reflected in our consistently high percentage of satisfied parents and teachers when it comes to parental involvement decisions. We recognize that home and school partnerships are key to student success, and we actively seek out ways to involve parents in their child's education.

The COVID-19 pandemic presented unprecedented challenges for our Halpern Akiva Academy family. To ensure the safety and health of our students and staff, we had to restrict access to the building, which impacted parental involvement. However, our faculty worked tirelessly to increase parental involvement capacity once the pandemic restrictions had been lifted. We remain dedicated to fostering open communication and collaboration between parents and educators to ensure our students' success.

GOVERNANCE

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Stakeholder Engagement:

We truly believe in the idea of "Am Echad, BiLev Echad" and consider our students, staff, parents and supporters our Halpern Akiva Family. When you enter the school, you immediately feel you are part of something special, with everyone looking out for one another. Our older students help our younger students both in and out of class. Our staff support one another and look for ways to collaborate. Our supporters are always welcome to schedule a visit and see what exciting things we are learning. Our parents are encouraged to volunteer and our students are encouraged to go out into the community to do acts of kindness (Chesed).

Parents are encouraged to join the Halpern Akiva Academy board. We encourage parents to volunteer within the school and host events to encourage parent participation with the school.

Weekly newsletters continue to be sent digitally to all families to showcase pictures, as well as communicate classroom learning, field trips and upcoming events. During the 2022-2023 school year, we celebrated the Jewish holiday of Chanukah with families and community members with a "dinner and a show" in our school gymnasium. We held a successful gala dinner fundraiser for community members, families, donors and more. We were able to invite parents to our HAA Science Fair. An annual general meeting was held in June to welcome all interested parties to voice their feedback and suggestions.

GOVERNANCE

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Accountability/Assurance System

Assurance is provided to the community through constant communication and an open door policy. Financial information, the Education Plan, and Annual Results Reporting can be found on the school website. Information regarding student and school programs, what is happening in the classroom, and events are sent weekly in the school newsletter and from weekly emails sent by teachers to their classroom parents.

Classroom teachers provide parents with email updates regarding their coverage of curriculum by expressing what their child is learning in the classroom, sending pictures, and updating parents on important upcoming dates and ways they can get involved. Parents are encouraged to contact teachers regularly via email or phone, and teachers answer all communications promptly.

Diligent records are kept regarding student achievement, curriculum coverage, finances, and more in order to make data-driven decisions in the school.

The principal, with input from the parent body and teaching staff, creates an Annual Education Plan that is then approved by the board. This plan is reflected on the following November in an Annual Education Results Report which outlines the successes of the plan as well as areas for further improvement. This document is also approved by the board and then used to inform the following year's Education Plan.

FINANCES

We have been using Accountability Pillar Level 2 for the past ten years. With our acceptance of Level 2 funding and accountability, we once again received partial funding from Alberta Education the 2022 - 2023 school year, as do all accredited independent schools.

For the 2022 - 2023 school year, there was an increased focus on literacy and numeracy supports, as well as implementation of the new Alberta curriculum.

The budget reflects the anticipated costs of meeting the identified educational requirements of all students. Brander and Company Chartered Accountant accounting firm audited Halpern Akiva Academy's financial statements. Our major expenses continued to be salaries and benefits for teachers and staff.

We are able to offer a subsidy program in collaboration with Calgary Jewish Federation to ensure all Jewish families have access to quality Judaic and Alberta education in Calgary.

The budget serves as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of school programs and resource deployment.

Please visit the school website to view the audited financial statements for the 2022-2023 school year. For more information please contact the school office or visit the About Us section at www.halpernakiva.ca.

LOCAL & SOCIETAL CONTEXT

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Halpern Akiva Academy is committed to actively fostering strong partnerships with our community and collaborating with the broader educational system. We recognize the importance of understanding and responding to the unique learning needs, interests, aspirations, and diverse cultural, social and economic circumstances of all our students.

Through ongoing dialogue and collaboration with parents, local organizations such as AISCA, Alberta Education, Renfrew Educational Services, Calgary Jewish Federation, Cochrane Speech Language Therapy Centre and various community leaders, we strive to create an inclusive and supportive educational environment. Our school actively seeks input and feedback from various stakeholders to ensure that our programs and initiatives are responsive to the evolving needs of our students.

We believe that education extends beyond the classroom, and, as such, we actively involve ourselves in community events, cultural celebrations, and social initiatives that promote a sense of belonging and shared responsibility. By fostering a strong connection between the school and the community, we aim to provide a holistic education that prepares our students not only academically but also socially and culturally.

Halpern Akiva Academy is affiliated with the authority House of Jacob-Mikveh Israel, is a beneficiary agency of The Calgary Jewish Community Federation, is an accredited Alberta Learning school, and follows the curriculum guidelines of Torah UMesorah and the Consortium of Jewish Day Schools.

WHISTLEBLOWER POLICY

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Policy Statement

Halpern Akiva Academy is committed to providing students the best possible quality learning opportunities in a safe and caring environment characterized by behaviour consistent with the school's stated moral and ethical beliefs.

In this context, the school's governing board and chief officer (principal), teachers and other employees, parents and their children and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community.

Teachers and other employees have the right and obligation to report any wrongdoing.

Halpern Akiva Academy commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school's chief officer (principal), will be properly reviewed and investigated and then acted upon by the school, as appropriate.

An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school.

A copy of the Halpern Akiva Academy school's whistleblower policy and procedures is available in the school office.

Whistleblower Protection - Section 32 of PIDA (2013) requires school authorities to include their annual report of disclosures in their Annual Education Results Report (AERR). As of this date, there have been no incidents that fall within this policy or its intended protection.