



Preserving the Past...Preparing for the Future

Khalsa School Calgary Educational Foundation

Annual Education Results Report 2021-2022



Accountability Statement

The Annual Education Results Report for Khalsa School Calgary Educational Foundation commencing August 16, 2022 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Khalsa School Calgary Board reviewed and approved the Annual Education Results Report for the academic year of 2021-2022.

Signature of Khalsa School Calgary Board Chair (Mr. Gurjit Sidhu)

Signature of Khalsa School Calgary Principal (Ms. Herpinder Gill)

Signature of Khalsa School Calgary Financial Controller (Mrs.R. Boparai)

Dated at Khalsa School Calgary, Conrich, Alberta, on December 7th, 2022.

Whistleblower Protection Act

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report.

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, there were no disclosures received for Khalsa School Calgary during the 2021-2022 school year.

Khalsa School Profile

Khalsa School Calgary was founded in 2007 by the Dashmesh Culture Centre to provide excellence in education while providing an environment rich in Sikh culture, values, beliefs, traditions and principles. The school opened on September 4, 2007 with fifty-seven students in grades K-4, five certificated teachers and three support staff.

Currently, the school has five hundred fourteen students in grades K-9, twenty-nine certified teachers, and fourteen support staff members. Since the school's founding, the original building has undergone numerous improvements. The most recent additions to the building is a new wing with eight new classrooms (still under construction in 2022), fourteen additional classrooms that were added in September 2012, a new gymnasium (May 2014), and a new Learning Commons (May 2019).

Khalsa School Calgary is a Sikh faith based school that is directly supported by the Gurdwara, and by our community. In all matters of faith, we take our direction from our Board and the Gurdwara. As a Sikh School we respect the beliefs, values and practices of all other religions, and we welcome all students and families who wish to join us. We have a number of unique attributes of which the staff, students and community are very proud. The three fundamental pillars of academic excellence, personal and character development and a “Khalsa” attitude” underpin our teaching and learning community.

Our teaching and learning environment supports academic and spiritual growth while enhancing the personal and social development of our students. Our deliberate focus on “preserving the past...preparing for the future” underpins our students’ success and achievement. Every day we encourage our students to strive for excellence, embrace their full potential, and demonstrate pride in their culture, traditions and faith.

Unique attributes include:

- Enhanced curriculum to reflect the school’s core values, principles and goals.
- Compulsory courses in Punjabi, Gurmat & Keertan
- Celebration of Canadian and Sikh holidays and traditions
- Growth Mindset Implementation
- Promotion of Sikh values and principles
- Regular monthly performances at the Gurdwara
- Student led weekly assemblies
- Numerous leadership opportunities for students
- Yearly Seva projects in each grade level
- Implementation of STEM program

Foundation Statements

OUR MISSION

Khalsa School Calgary is an educational institution that aspires for academic excellence by maintaining a spiritual environment, which instills the highest standard of moral and humanitarian values.

OUR CORE VALUES

MEDITATE(Naam Japo)

Achieving and sustaining a positive outlook of the creator through a balance between the mind, body and soul.

HONEST LIVING (KIRT KARO)

Earning your livelihood through honest means and hard work.

SHARING (VANDD SHAKO)

Volunteering your time, knowledge and earnings with those in need.

OUR GOALS

During our review of the Accountability Pillar Results and reflection upon our accomplishments and areas in need of growth and improvement, we have identified the following goals to guide our educational journey in 2021-2022 and beyond. We are confident that these goals are embedded within the goals of the province of Alberta and we are accountable to them as an accredited funded private school offering the Alberta Program of Studies.

- Inspire students to follow the Guru Ji's teachings and to stay connected to their Sikh heritage.
- Provide students with the knowledge, skills, attributes and confidence they need to be good citizens and succeed in this ever-changing world (Resources – Sikh Teachings and Application of Growth Mindset)
- Strengthen the links between the family, education and communities.
- Capacity Building related to implementation of Growth Mindset.
- Promote leadership skills- by mastering great communication skills, which enable them to express their vision, inspire others to join them and put in the necessary effort to accomplish their goals, become good listeners, and become willing to accept criticism from others and own up to their mistakes. Their productivity is fueled by a passion to learn and a dedication to constant development.

Issues, Trends and Noteworthy Events

Champions of the Mission, Values and Principles

The greatest ongoing challenge facing Khalsa School Calgary is to ensure that the mission, vision and values of our school are evident in our daily school life and are, fundamentally, a part of who we are and how we do things. We must not only emulate our mission and philosophy in all things but also work towards its enhancement. This can occur only through deliberate and conscious choice and effort to go beyond the ordinary and embrace a culture of excellence. Our journey along this path is on-going and impacts every aspect of our school including our success and accomplishments and our challenges and opportunities for growth. We celebrate our success in creating and sustaining a culture of excellence with the recognition that our efforts are on-going....it is a journey, not a destination!

Excellence in Sikhism and Excellence in Education

Khalsa School Calgary was founded on the premise of providing academic excellence while maintaining a spiritual environment. We must strive for excellence in all aspects of our school and build an understanding and expectation amongst all students and staff that our journey to academic excellence occurs in concert with and is defined in terms of excellence in Sikh values and beliefs.

We must ensure that there is continuous quality sustainment of our educational services while embracing the exceptional focus and effort necessary to fulfill and enhance our mission to “Preserve the Past and Prepare for the Future”. The challenge to advance the concept of a Sikh faith school that provides excellence in education without losing sight and focus of its core community and faith values will be on-going. We need to continue to provide opportunities for our staff and students to excel educationally and spiritually.

Assimilation and Assuming Leadership

There is a tendency for Sikh children born and raised in Canada to lose touch with their language, culture and, most importantly, their faith. Khalsa School Calgary was established, in cooperation with the Gurdwara and the Sikh community, to provide for a spiritual environment while providing excellence in education as a means to mitigate the degeneration of language, culture and faith, as families face the issues and challenges of educating their children as a religious and cultural minority within a larger community.

With the trend towards assimilation and degeneration of language, faith and culture comes the challenge of ensuring that Sikhs of all ages become a vibrant part of the greater society, while maintaining the distinctive richness of Sikh faith, culture and creed. It is essential that an understanding of these challenges be instilled in our youth so that they embrace and advance their Sikh heritage. The school must continue to provide opportunities for leadership development so that students have the knowledge, skills, attributes and confidence to be positive role models in their community and beyond.

Technology

Since its inception, Khalsa School has prided itself on having technology available for all students and staff to use. Every classroom is equipped with a Smart Board, which is regularly used by both staff and students. In addition, all teachers are provided with a laptop.

Students use a variety of Chromebook carts, laptop carts, and tablet carts in the classroom and in the Learning Commons area. Students can utilize Osmos and robots in the Learning Commons during their allocated library and computer class time. Technology, in our opinion, can greatly improve education and enhance learning.

Professional Development

We have continued to hold whole school PD sessions on topics that apply to all. In addition, we have been finding great success in allowing teachers to attend PD sessions that are of interest to them and, when possible, having them then share this knowledge with their colleagues.

We will continue to allow teachers to choose professional development opportunities that will enable them to be successful in achieving the goals included in their Professional Growth Plan. This will include giving teachers the option of attending the Calgary Teachers' Convention. The convention is known for its high caliber speakers and diversity of seminars and workshops covering all grade levels and subject areas.

During the monthly meetings of the Parent Advisory Council, our staff also uses the knowledge acquired during professional development courses to instruct and inform our parents.

Our Annual Education Results Report shall be:

Posted on the Khalsa School Calgary Website

Reviewed with and available to all staff

Reviewed with and distributed to Board Members

Reviewed with the Parent Advisory Council

Available in "print copy" for parents and the public through the school office

Sent in "electronic copy" to Roberta Slobodian, Alberta Education, Field Services Consultant

Parents will be notified in the January 2023 newsletter that the report will be available at the office and on the website

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Assurance Domain	Measure	Khalsa School Calgary (ESL)			Alberta (ESL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	98.5	n/a	100.0	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	52.9	n/a	11.1	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	10.8	n/a	15.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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.

Required Alberta Education Assurance Measures - Overall Summary



Source Data Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Student Growth and Achievement	Student Learning Engagement	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Citizenship	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
	3-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	5-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	PAT: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	PAT: Excellence	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	Diploma: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
	Diploma: Excellence	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
Teaching & Leading	Education Quality	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Access to Supports and Services	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
Governance	Parental Involvement	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Student Growth and Achievement

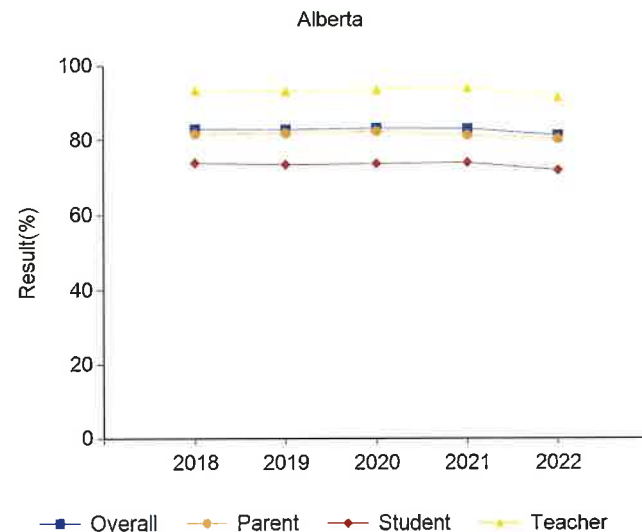
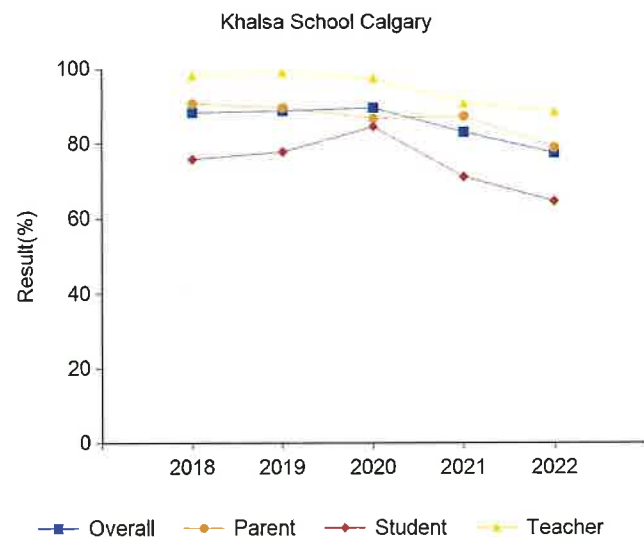
A.6 Citizenship - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation

Province: Alberta

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

	Khalsa School Calgary													Alberta									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	193	88.3	253	88.8	283	89.6	257	83.1	311	77.5	Intermediate	Declined Significantly	Issue	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	15	90.7	27	89.6	29	86.7	26	87.3	21	79.0	High	Maintained	Good	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	154	75.8	203	77.8	230	84.5	207	71.2	272	64.7	Intermediate	Declined Significantly	Issue	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	24	98.3	23	99.1	24	97.5	24	90.8	18	88.6	Intermediate	Declined	Issue	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



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.
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.

Student Growth and Achievement

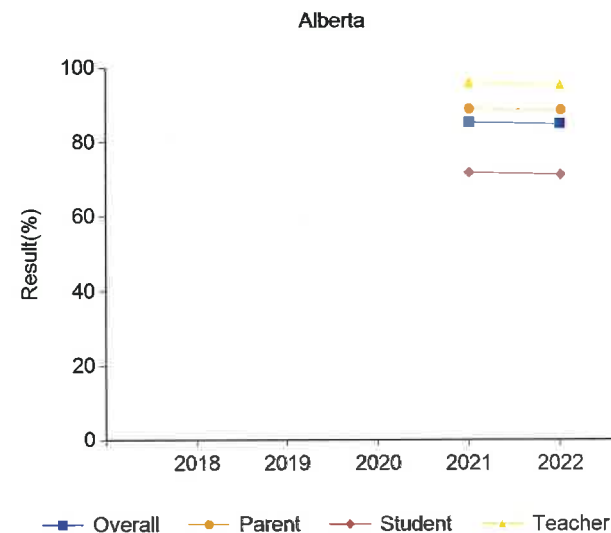
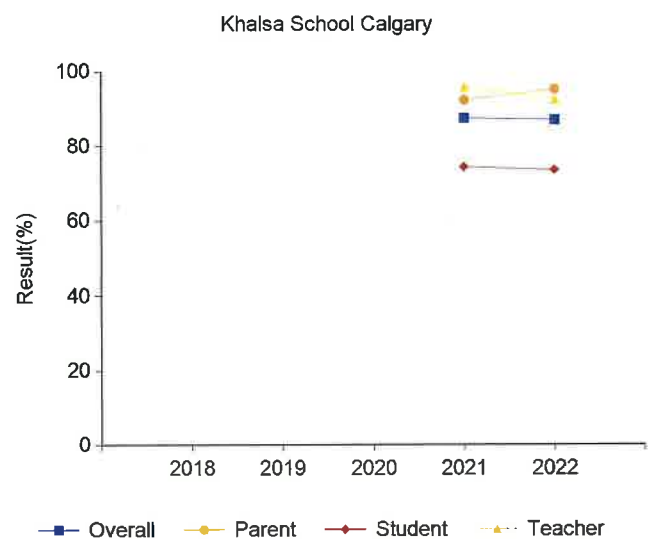
S.1 Student Learning Engagement - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation

Province: Alberta

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

	Khalsa School Calgary										Alberta													
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	257	87.5	311	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	92.3	21	95.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	
Student	n/a	n/a	n/a	n/a	n/a	n/a	207	74.3	272	73.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	95.8	18	92.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	



Notes:

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Teaching & Leading

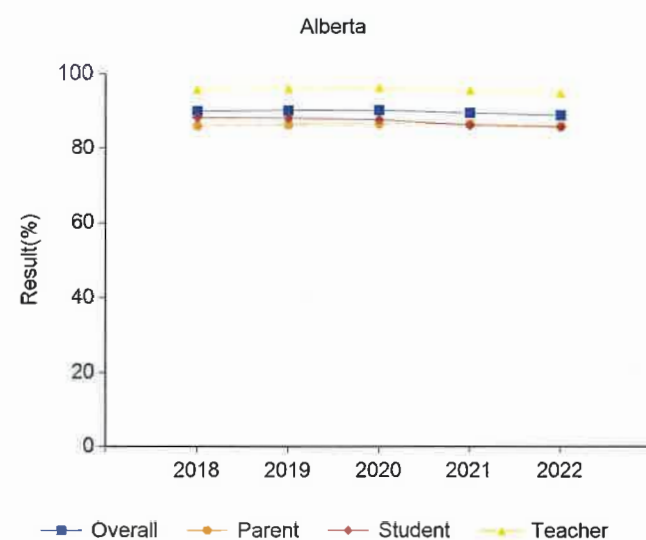
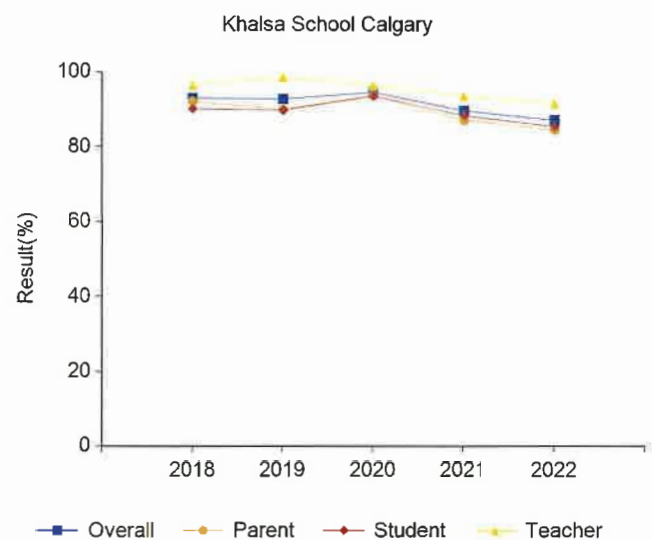
A.4 Education Quality - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation

Province: Alberta

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

	Khalsa School Calgary													Alberta									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	193	93.0	253	92.8	283	94.6	255	89.7	312	87.2	Intermediate	Declined Significantly	Issue	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	15	92.1	27	90.0	29	93.7	26	87.2	21	84.6	High	Maintained	Good	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	154	90.2	203	89.8	230	93.6	205	88.4	273	85.5	Intermediate	Declined Significantly	Issue	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	24	96.5	23	98.6	24	96.5	24	93.6	18	91.5	Low	Maintained	Issue	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



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.

Learning Supports

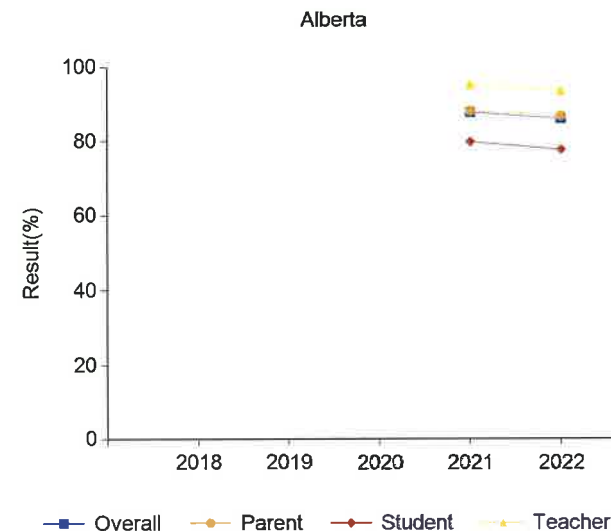
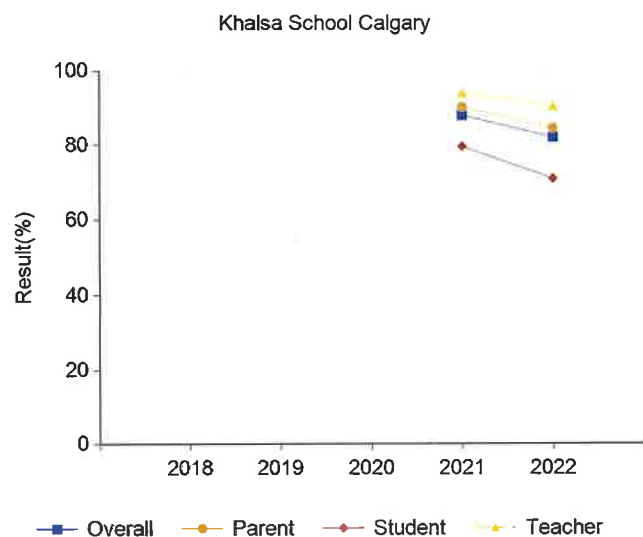
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation

Province: Alberta

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

	Khalsa School Calgary										Alberta													
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	257	87.9	312	82.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	90.1	21	84.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	207	79.5	273	70.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	94.0	18	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	



Notes:

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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.

Learning Supports

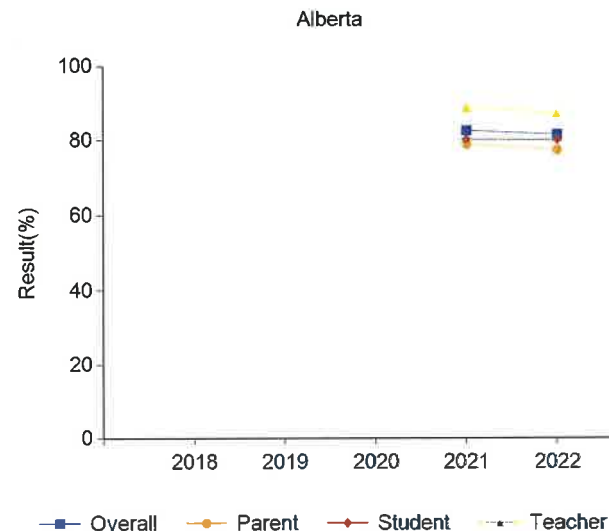
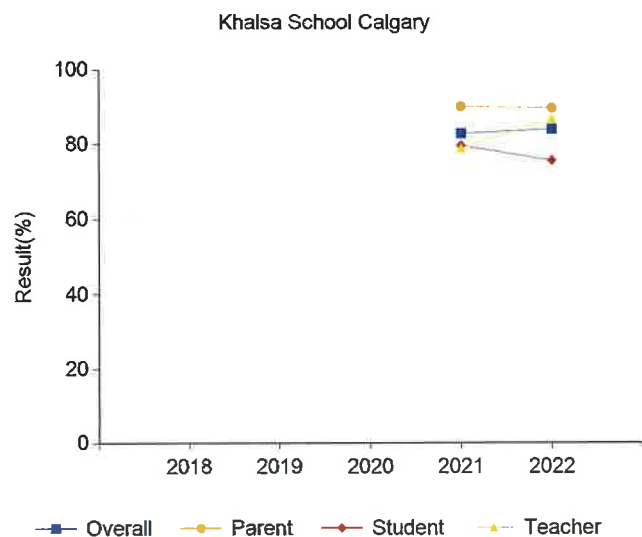
H.1 Access to Supports and Services - Measure History

Authority: 0207 Khalsa School Calgary Educational Foundation

Province: Alberta

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

	Khalsa School Calgary													Alberta									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	257	82.8	311	83.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	89.9	21	89.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	207	79.5	272	75.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	78.8	18	86.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3



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.

Provincial Outcomes, Performance Measures, Targets and Strategies

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2022	Evaluation			Targets		
	2018	2019	2020	2021	2022		Achievement	Improvement	Overall	2023	2024	2025
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	93.7	97.6	N/A	N/A	*	95	Very High	Maintained	Excellent	95	95	95
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	37.7	34.3	N/A	N/A	*	25	Very High	Maintained	Excellent	32	32	32

Comment on Results:

We continue to be very proud of our students' success and achievement in these areas and must celebrate such accomplishments. When comparing to the previous school year, our grade 6 students maintained their high scores in most areas. In Language Arts and Science, the percentage of students that received the standard of excellence nearly doubled. In math and Social, the number of students that achieved the acceptable standard and the standard of excellence remained consistent. It is noteworthy that we have exceeded the provincial results, in all the subject areas in grade 6.

It is noteworthy that we have exceeded the provincial results, in all the subject areas in grade 9. Our grade 9 students scored higher compared to the provincial results regarding both the acceptable standard and in those who achieved the standard of excellence. Compared to our school's results, we did see a significant drop in Social 9 and Math 9 in the percentage of students achieving standard of excellence. In English Language Arts, there was a marginal decrease in the percentage of students achieving both the acceptable standard and the standard of excellence. The percentage of students that received the acceptable standard in Math 9 dropped significantly as well. In Science, there was a marginal increase in the percentage of students achieving both the acceptable standard and the standard of excellence.

Our overall continued success could be due to consistent instructional strategies, common division goals, as well as the support time that is provided to students in all divisions.

With our high percentage of ESL learners, as well as a number of students with exceptional needs, we will continue to research ways in which we can better meet the needs of all learners. We must recognize the strengths reflected in these results while we also strive for excellence and commit to continuous and sustained improvement. We must also take into account the disruptions in learning due to COVID.

Strategies

- Maintain the Reading Resource Program, providing direct reading support for students in grades 1 to 4.
- Hold small group sessions with an EA during class time
- Increase the use of websites/resources to aid student understanding
- Increase regular use of technology to enhance student learning.
- Provide teachers with multiple opportunities to further their learning in the areas of ESL, supporting struggling learners, vocabulary, and technology.
- Provide supervision coverage so that Div.2 students can receive additional supports at morning recess
- During study hall, a homeroom Teacher/EA can be assigned to focus on at-risk students

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A			

Strategies:

This continues to be an area for which we have no concerns. Our students and families are very committed to continuing their education.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.3	88.8	89.6	83.1	77.5	90	Intermediate	Decline of Significance	Issue	90	90	90

Comment on Results:

Khalsa School Calgary prides itself on the pillars of Sikh faith and close bonds between the school, the family and the community. It is our philosophy of Care, Love, Humility and Respect that must guide our daily practice; we must “walk our talk”!

In acknowledging these results, we believe that there were a number of contributing factors and we must look to the future with a purposeful plan for improvement. We will continue to develop character education and work to have daily implementation of The Growth Mind set program being developed by the staff. In addition, numerous leadership opportunities are provided for our students in the form Student Council, student led announcements, and assemblies. Our Friday leadership assemblies will continue as a way to come together as a school and provide opportunities to celebrate student leadership, effort and success. As well, we will continue to refine and implement consistent discipline practices and focus on developing professional student/teacher/parent relationships. In addition, we will also provide regular opportunities for leadership development for both students and staff.

Strategies:

- Consistency in long term absence policy
- Consistency in testing in learning instead of memorizing. Increase academic, higher level questioning, Tier 2 vocabulary, and expectations.

- Consistency in tracking and handling discipline issues
- Continue implementation of the Growth Mind Set Program
- Continue to provide opportunities for student service, leadership development and civic responsibility in the school and in the larger community (local, national and global)
- Continue to require every student to be involved in a volunteer service (Seva) project
- Provide opportunities for our students to explore other cultures, schools, and community groups- video conferences, field trips, guest speakers, pen pals etc.
- Continue Friday assemblies that include recognition and celebration of student leadership and efforts, as well as Sikh and Canadian holidays and days of significance
- Continue to hold Education Week, including the 5th Annual Student Convention for students in grades 5 to 9
- Encourage parent involvement in school activities and educate the parents on how they can help their child at home (consistent moral education, encourage independence etc.) Hold parent information sessions on various topics that may be of interest and provide support with general parenting skills
- Direct instruction and discussions with students regarding cyber bullying, conflict resolution and respecting boundaries
- Provide students with the opportunity to take part in more clubs and extracurricular activities
- Invite more inspirational and diverse speaker's/role models as guests
- Educate students on the importance of giving back
- Model community activism to inspire students to get involved

Student Recommendations:

- Provide more opportunities for the students to do seva in the school and community and ensure that students have input in which seva projects they take part in
- Reward students for good behavior/citizenship hard work, regular attendance, and for helping others
- Have class field trips to volunteers centers and the Gurdwara so students can be more aware of what is happening in society
- Invite guest speakers to present on bullying and showing kindness
- Create a school newspaper
- Give marks/credit for volunteer work
- Make a win-win/conflict corner in each classroom
- Have a "report your problems" box to submit anonymous concerns

Outcome Two: First Nations, Metis, and Inuit students in Alberta are successful

Comment on Results:

We currently do not have any self-identified First Nations, Metis or Inuit students registered in Khalsa School Calgary. However, we are currently working on developing our foundational knowledge about First Nations, Metis and Inuit peoples for the benefit of all students. We are working to ensure that all students, teachers and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools. The teachers are encouraged to weave indigenous ways of knowing into new curriculum classroom planning.

Strategies:

- Land Acknowledgement is a part of our daily routine. All staff is encouraged to update their website and include Land Acknowledgement

- We have FNMI committee with representations from all divisions, they provide support and guidance to teachers to Weave Indigenous Knowledge Systems in their everyday practice.
- We are currently working on having monthly theme from the Seven Sacred Teachings for Division 1 & 2.
- This year our Division 2 goal is to Integrate First Nation's culture and history into the classroom by exposing the students to the history of Indigenous people.
- We have literature and resources for all grade levels at our school library and we will keep it up to date as per our requirement.
- We will continue to provide professional development opportunities for all staff.
- Teachers from all three divisions are provided with the resources, websites and lesson plans based on Indigenous learnings.

*Last year Khalsa School Calgary won the First Infographic Poster Competition in entire Alberta. Student's posters can be viewed in <https://empoweringthespirit.ca/orange-shirt-day-and-beyond/teaching-tools/>

** Elder Randy and Donna Ross spent a whole day at our school, presenting artefacts to the students and answering their questions.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2018	2019	2020	2021	2022	2022	Achievement	Improvement	Overall	2023	2024	2025
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.	85.5	89.1	88.2	81.5	75.7	90	Intermediate	Declined Significantly	Issue	90	90	90

Comments:

Results have shown significant decline in this area. This might be due to the limited number of option classes and skilled staff available during this time. Having more fine arts, career technology, and physical education exposure in diversified topics may help to engage learners. This decreased interest may be due to unavailability of choosing the option that they are most interested in, rather than being assigned by the teacher. Balancing options while still continuing to provide quality religious studies for Punjabi continues to be a challenge. Facility and space also continues to be a challenge due to ongoing construction in order to provide a wide variety of options.

Recommendations:

- Having more subject specific teachers to run the option classes in future and giving a flexibility to run it on various days
- Additional staff in PE and Option classes
- Having parent volunteers to aid in running some versatile option classes
- Allowing more student choice in what they would like learn
- Access to a green space, or taking weekly trips to Prairie Winds Park as an outdoor Ed option

- Look into the possibility of once again bringing in a residency program and guest presenters to provide additional opportunities for our students to participate in drama, art and extra-curricular activities
- Research and purchase additional technology
- Offer more outdoor activities for students
- Incorporate more technology and project based learning in all classes
- Continue and expand on the student-led clubs for all divisions
- Offer additional activities for students to take part in during recess breaks. Suggestions include: chess, board games, a club to share thoughts ideas and problems, air hockey, Lego, rotating art activities, peer tutoring, puzzles/brain teasers, Gurbani listening center, building things contest

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2022	Evaluation			Targets		
	2018	2019	2020	2021	2022		Achievement	Improvement	Overall	2023	2024	2025
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.	94.5	93.5	95.9	90.7	86.2	95	High	Declined Significantly	Issue	94	94	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.0	92.8	94.6	89.7	87.2	93	Intermediate	Declined Significantly	Issue	93	93	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	95.8	96.0	87.5	89.6	87.0	95	Very High	Maintained	Excellent	95	95	95
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	83.2	90.8	80.8	91.2	86.1	80	Very High	Maintained	Excellent	85	85	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.0	94.0	97.0	90.3	88.7	80	Very High	Declined	Good	85	85	85
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.	77.3	91.0	94.4	80.0	72.3	80	Intermediate	Declined Significantly	Issue	90	90	90

Comment on Results:

We are happy to see that the level of satisfaction has been maintained or increased in all areas. As all of the above areas are crucial to our success, we will implement the following strategies in each area, in order to maintain this high level of satisfaction from all stakeholders.

Strategies- Safe and Caring:

- Continue to review, edit, and communicate the school emergency plans, to ensure that all information is relevant and a wide variety of scenarios are considered
- Implement additional student leadership roles focused on safety and caring on busses and playgrounds
- Continue to work with both students and parents to ensure that students are aware of the necessity of using appropriate language
- Highlight students who display positive behavior and good citizenship and on a regular basis.
- Highlight Growth Mindset leaders in monthly newsletter and on bulletin boards around the school as well as promote the importance of maintaining a Growth Mindset in everyday interactions
- Educate students and parents on the resources that are available both within the school and in the community. Incorporate these resources in the monthly newsletter and PAC meetings.
- Continue to focus on building positive student-teacher relationships to enhance a safe and caring environment where students feel comfortable discussing their challenges and are open to asking questions
- Provide instruction and encourage ongoing conversations regarding inclusion to ensure that all learners and their families feel that they belong, are supported, and are encouraged to do their best
- Hold parent and student workshops on safety, self-regulation, and mental health
- Explicitly teach and consistently model manners and respectful behavior
- Ensure that love, humility and respect is modeled by all adults who interact with our students
- Ensure that teachers are demonstrating consistent respect and manners when engaging with another teacher
- Offer parents the opportunity to provide their suggestions on how to improve safety within the school
- Implement grade-level “buddy programs” where positive peer role models and mentorship is highlighted
- Continue to improve the “Reflection/Meditation Room” and provide students a variety of different tasks to complete that encourage responsibility and kindness

Strategies – Quality of Education:

- Encourage students to advocate for themselves and ask for support when needed
- Continue policy review and ensure that policies are regularly enforced (increased admin check ins)
- Create opportunities for parents and community members to experience and observe our teaching and learning environment by holding special invitation days. Encouraging parent volunteers to join in the classrooms.
- Continue to engage, educate and increase involvement of our parents and community in the school
- Develop a public relations strategy that highlights Khalsa School Calgary success and accomplishments
- Continue the thorough review of PAT and SLA results to help guide all teachers in planning for instruction
- Invest into teacher professional development and education, allowing teachers more PD days and time to learn about the new curriculum and helpful resources
- Gurudwara visits and increase community connections to learn more about faith-based Sikh traditions
- Increase the number of field trips and immersive learning experiences on and off KSC campus
- Increase mental health resources as well as spaces for students to have calm down time. Have relevant role models come to speak with students often.

Strategies: Students are taught attitudes and behavior that will make them successful at work (Performance Measure 3)

- Incentives and rewards for students to promote excellence
- Teach social/ emotional skills school wide, in classrooms and in small groups (through Social Skills intervention provided by Student Services Coordinator)
- Inculcating positive attitudes and values in students through growth mindset training.
- Providing leadership opportunities to students (student councils etc.)

Strategies- Lifelong Learning:

- Integrate instruction on life skills into regular programming
- Invite more guest speakers to meet with our students; motivational speakers; speakers who can speak to their life journey
- Provide more “real world” opportunities and learning examples for our students; example: Open Minds/Calgary Campus; school extended trips or exchange programs; pen pal opportunities

- Find additional ways to encourage students to provide their input on both optional programming and resources
- Incorporate more games and hands on activities into the lessons to allow for greater enjoyment of learning; inquiry-based learning opportunities
- Continue to develop our Learning Commons space and the resources available to both students and staff; Maker Space, plant center (UV light stand/microgreens); bulletin board for displaying student art and various projects
- Hold additional sessions for students to support them in their transition into high school; invite other schools in addition to Nelson Mandela to speak to the grade 9s about high school choices/options
- Continue to hold the Student Convention offering a wide variety of sessions
- Continue to maintain a high standard/expectations for work and study habits
- Create more opportunities for students to showcase their learning efforts to staff and students

Strategies-Parental Involvement

- Continue to provide opportunities for authentic input into decisions for staff, parents and students
- Increase engagement, education and involvement of our parents and community in the school, including a more active and engaged PAC meetings; additional communication by teachers to parents when PAC meetings are to be held
- Ensure the Khalsa School Calgary Facebook page is updated regularly
- Continue to send out monthly school newsletters and bi-monthly office newsletters
- Continue and increase Teacher/Parent communication via email/Google Classroom/Class DoJo, etc. to regularly inform parents of student learning and school events.
- Continue to invite and encourage parents and community members to attend school events and celebrations
- Encourage parents of students in grades 4-9 to regularly access the online parent portal that includes marks and attendance records
- Hold a variety of parent workshops that will be of interest and benefit to parents; example internet safety, social media, bullying, mental health, extra-curricular activity opportunities
- Provide opportunities for parent feedback such as surveys or suggestion box

Strategies – Continued Improvement:

- Maintain the low staff turnover rate
- Provide opportunities for authentic reflection and feedback to teachers, parents and students (i.e. KSC survey, suggestion box)

- Continue to provide opportunities for authentic input from staff, students and parents into decisions that impact the quality of education and school operations (i.e. Budget, AERR/Three Year Education Plan, Procedures, Professional Development, Committees, and Programming Options etc.)
- Regularly recognize staff for their effort
- Follow through on all plans and strategies that are included in this document

Student Recommendations – Safe and Caring:

- Provide more opportunities for the students to do seva in the school and community and ensure that students have input in which seva projects they take part in
- Reward students for good behavior/citizenship hard work, and for helping others
- Have class field trips to volunteers centers and the Gurdwara so students can be more aware of what is happening in society
- Invite guest speakers to present on bullying and showing kindness
- Make a win-win/conflict corner in each classroom
- Have a “report your problems” box to submit anonymous concerns
- Offer self-help groups
- Ensure students are treated equally and fairly by all
- Install additional cameras
- Provide a wider variety of reflection activities for students to complete when serving a detention
- Involve the RCMP in our lockdown practices
- Mandate criminal record checks for all volunteers

Student Recommendations – Quality of Education:

- Reduce amount of homework and give more time for assignments
- Reduce the number of tests and quizzes
- Eliminate final exams for Div. 2
- Project based and inquiry based learning
- More outdoor activities
- Use the Class Craft program

- Purchase additional document cameras
- Use technology in class more often.
- Plan more hands on activities that appeal to the interests of the students - "Inquiry Based Learning Opportunities"
- Opportunities for homework help after school

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation

Assurance Domain	Measure	Khalsa School Calgary			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	87.1	87.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.5	83.1	89.2	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	95.2	n/a	97.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	43.5	n/a	34.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.2	89.7	93.7	89.0	89.6	90.3	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.0	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.9	82.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.7	90.3	95.5	78.8	79.5	81.5	Very High	Declined	Good

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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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.

Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Data Updated
Student Growth and Achievement	Student Learning Engagement	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Citizenship	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
	3-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	5-year High School Completion	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	2015/2016 to 2017/2018	Mar 01, 2022
	PAT: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	PAT: Excellence	2021/2022	2020/2021	School Years 2018/2019	2011/2012 to 2013/2014	Aug 24, 2022
	Diploma: Acceptable	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
	Diploma: Excellence	2021/2022	2020/2021	School Years 2018/2019	2013/2014 to 2015/2016	Aug 24, 2022
Teaching & Leading	Education Quality	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
	Access to Supports and Services	2021/2022	2020/2021	n/a	n/a	Apr 27, 2022
Governance	Parental Involvement	2021/2022	2020/2021	School Years 2018/2019, 2019/2020	2003/2004 to 2005/2006	Apr 27, 2022

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2022

Authority: 0207 Khalsa School Calgary Educational Foundation

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Course		Measure	Khalsa School Calgary (ESL)						Alberta (ESL)				
			Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
						N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	14	100.0	6	100.0	9,336	76.8	9,804	81.3	
	Standard of Excellence	n/a	n/a	n/a	14	50.0	6	0.0	9,336	16.0	9,804	13.8	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	74.0	228	89.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	11.6	228	21.5	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	78.1	121	89.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	18.8	121	15.7	
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	14	100.0	6	100.0	9,289	65.3	9,792	72.7	
	Standard of Excellence	n/a	n/a	n/a	14	50.0	6	0.0	9,289	13.1	9,792	14.5	
Science 6	Acceptable Standard	n/a	n/a	n/a	14	100.0	6	100.0	9,369	72.0	9,819	76.4	
	Standard of Excellence	n/a	n/a	n/a	14	64.3	6	16.7	9,369	21.0	9,819	23.5	
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	14	92.9	6	100.0	9,379	68.4	9,817	74.8	
	Standard of Excellence	n/a	n/a	n/a	14	64.3	6	50.0	9,379	17.9	9,817	20.5	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	4,153	61.9	6,143	63.4	
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	4,153	7.0	6,143	6.8	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	45.7	191	49.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	2.4	191	2.1	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	64.0	158	79.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	10.1	158	13.9	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	72.5	42	81.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	17.5	42	9.5	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	4,157	47.0	6,102	53.3	
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	4,157	12.9	6,102	16.3	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	54.5	213	54.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	9.8	213	15.0	
Science 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	3,141	55.8	6,163	66.0	
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	3,141	13.7	6,163	18.1	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	52.3	167	61.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	2.8	167	6.0	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	4,434	54.5	6,151	59.6	
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	4,434	12.6	6,151	14.1	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	64.1	163	57.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	11.7	163	12.3	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. 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.

Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

Province: Alberta (ESL)

		Khalsa School Calgary (ESL)		Alberta (ESL)	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
English Language Arts 6	Number Writing	14	6	8,310	8,931
	Acceptable Standard %	100.0	100.0	86.3	89.3
	Standard of Excellence %	50.0	0.0	17.9	15.1
French Language Arts 6 année	Number Writing	n/a	n/a	202	226
	Acceptable Standard %	n/a	n/a	78.7	90.3
	Standard of Excellence %	n/a	n/a	12.4	21.7
Français 6 année	Number Writing	n/a	n/a	121	119
	Acceptable Standard %	n/a	n/a	82.6	90.8
	Standard of Excellence %	n/a	n/a	19.8	16.0
Mathematics 6	Number Writing	14	6	8,321	8,986
	Acceptable Standard %	100.0	100.0	72.9	79.2
	Standard of Excellence %	50.0	0.0	14.6	15.8
Science 6	Number Writing	14	6	8,461	9,012
	Acceptable Standard %	100.0	100.0	79.8	83.2
	Standard of Excellence %	64.3	16.7	23.2	25.6
Social Studies 6	Number Writing	14	6	8,436	8,982
	Acceptable Standard %	92.9	100.0	76.1	81.8
	Standard of Excellence %	64.3	50.0	19.9	22.5
English Language Arts 9	Number Writing	3	n/a	3,319	5,268
	Acceptable Standard %	*	n/a	77.4	73.9
	Standard of Excellence %	*	n/a	8.7	8.0
K&E English Language Arts 9	Number Writing	n/a	n/a	106	154
	Acceptable Standard %	n/a	n/a	54.7	61.7
	Standard of Excellence %	n/a	n/a	2.8	2.6
French Language Arts 9 année	Number Writing	n/a	n/a	173	152
	Acceptable Standard %	n/a	n/a	69.9	82.2
	Standard of Excellence %	n/a	n/a	11.0	14.5
Français 9 année	Number Writing	n/a	n/a	38	40
	Acceptable Standard %	n/a	n/a	76.3	85.0
	Standard of Excellence %	n/a	n/a	18.4	10.0
Mathematics 9	Number Writing	3	n/a	3,449	5,367
	Acceptable Standard %	*	n/a	56.7	60.6
	Standard of Excellence %	*	n/a	15.6	18.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

Province: Alberta (ESL)

		Khalsa School Calgary (ESL)		Alberta (ESL)	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
K&E Mathematics 9	Number Writing	n/a	n/a	126	189
	Acceptable Standard %	n/a	n/a	61.9	60.8
	Standard of Excellence %	n/a	n/a	11.1	16.9
Science 9	Number Writing	3	n/a	2,375	5,389
	Acceptable Standard %	*	n/a	73.8	75.5
	Standard of Excellence %	*	n/a	18.1	20.7
K&E Science 9	Number Writing	n/a	n/a	89	148
	Acceptable Standard %	n/a	n/a	64.0	68.9
	Standard of Excellence %	n/a	n/a	3.4	6.8
Social Studies 9	Number Writing	3	n/a	3,730	5,363
	Acceptable Standard %	*	n/a	64.7	68.3
	Standard of Excellence %	*	n/a	15.0	16.2
K&E Social Studies 9	Number Writing	n/a	n/a	90	150
	Acceptable Standard %	n/a	n/a	73.3	62.7
	Standard of Excellence %	n/a	n/a	13.3	13.3

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 Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

Student Growth and Achievement (Grades K-9)

Measure Evaluation Reference - Achievement Evaluation

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Student Growth and Achievement (Grades K-9)

Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 0207 Khalsa School Calgary Educational Foundation (ESL)

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

Province: Alberta (ESL)

		Khalsa School Calgary (ESL)		Alberta (ESL)	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
English Language Arts 6	Number Writing	14	6	8,310	8,931
	Acceptable Standard %	100.0	100.0	86.3	89.3
	Standard of Excellence %	50.0	0.0	17.9	15.1
French Language Arts 6 année	Number Writing	n/a	n/a	202	226
	Acceptable Standard %	n/a	n/a	78.7	90.3
	Standard of Excellence %	n/a	n/a	12.4	21.7
Français 6 année	Number Writing	n/a	n/a	121	119
	Acceptable Standard %	n/a	n/a	82.6	90.8
	Standard of Excellence %	n/a	n/a	19.8	16.0
Mathematics 6	Number Writing	14	6	8,321	8,986
	Acceptable Standard %	100.0	100.0	72.9	79.2
	Standard of Excellence %	50.0	0.0	14.6	15.8
Science 6	Number Writing	14	6	8,461	9,012
	Acceptable Standard %	100.0	100.0	79.8	83.2
	Standard of Excellence %	64.3	16.7	23.2	25.6
Social Studies 6	Number Writing	14	6	8,436	8,982
	Acceptable Standard %	92.9	100.0	76.1	81.8
	Standard of Excellence %	64.3	50.0	19.9	22.5
English Language Arts 9	Number Writing	3	n/a	3,319	5,268
	Acceptable Standard %	*	n/a	77.4	73.9
	Standard of Excellence %	*	n/a	8.7	8.0
K&E English Language Arts 9	Number Writing	n/a	n/a	106	154
	Acceptable Standard %	n/a	n/a	54.7	61.7
	Standard of Excellence %	n/a	n/a	2.8	2.6
French Language Arts 9 année	Number Writing	n/a	n/a	173	152
	Acceptable Standard %	n/a	n/a	69.9	82.2
	Standard of Excellence %	n/a	n/a	11.0	14.5
Français 9 année	Number Writing	n/a	n/a	38	40
	Acceptable Standard %	n/a	n/a	76.3	85.0
	Standard of Excellence %	n/a	n/a	18.4	10.0
Mathematics 9	Number Writing	3	n/a	3,449	5,367
	Acceptable Standard %	*	n/a	56.7	60.6
	Standard of Excellence %	*	n/a	15.6	18.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

Province: Alberta (ESL)

		Khalsa School Calgary (ESL)		Alberta (ESL)	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
K&E Mathematics 9	Number Writing	n/a	n/a	126	189
	Acceptable Standard %	n/a	n/a	61.9	60.8
	Standard of Excellence %	n/a	n/a	11.1	16.9
Science 9	Number Writing	3	n/a	2,375	5,389
	Acceptable Standard %	*	n/a	73.8	75.5
	Standard of Excellence %	*	n/a	18.1	20.7
K&E Science 9	Number Writing	n/a	n/a	89	148
	Acceptable Standard %	n/a	n/a	64.0	68.9
	Standard of Excellence %	n/a	n/a	3.4	6.8
Social Studies 9	Number Writing	3	n/a	3,730	5,363
	Acceptable Standard %	*	n/a	64.7	68.3
	Standard of Excellence %	*	n/a	15.0	16.2
K&E Social Studies 9	Number Writing	n/a	n/a	90	150
	Acceptable Standard %	n/a	n/a	73.3	62.7
	Standard of Excellence %	n/a	n/a	13.3	13.3

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 Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

PAT RESULTS ANALYSIS SUMMARY

The trend data is an important tool for educators as the data trend and pattern analysis, in whole and by subject and grade, inform teacher practice as well as provide information about areas of strength and areas in need of improvement for individual students. The PAT data along with other measures of assessment, growth and achievement will enable us to continue to provide excellence in education and enable our students to grow and thrive in their educational journey.

GRADE 6 TRENDS

When comparing to the previous school year, our grade 6 students maintained their high scores in most areas. In Language Arts and Science, the percentage of students that received the standard of excellence nearly doubled. In math and Social, the number of students that achieved the acceptable standard and the standard of excellence remained consistent. It is noteworthy that we have exceeded the provincial results, in all the subject areas in grade 6.

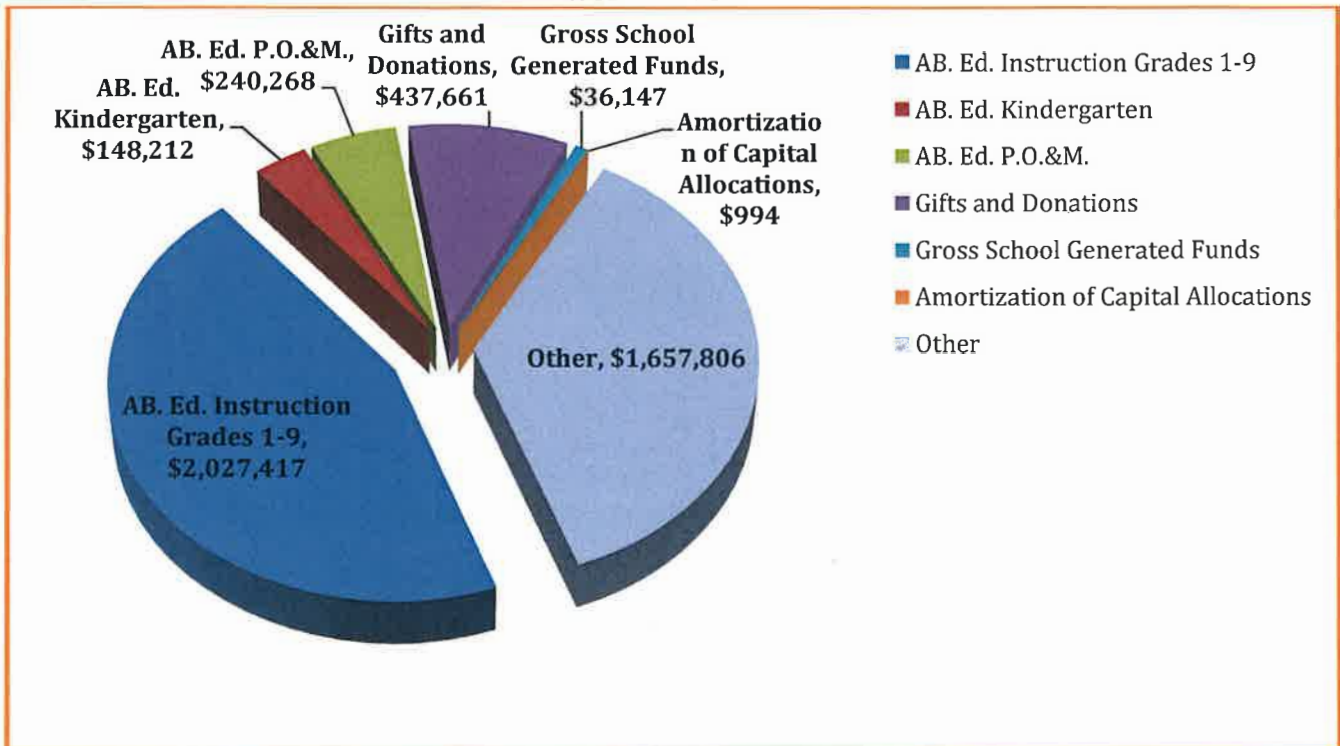
GRADE 9 TRENDS

It is noteworthy that we have exceeded the provincial results, in all of the subject areas in grade 9. Our grade 9 students scored higher compared to the provincial results in regards to both the acceptable standard and in those who achieved the standard of excellence. Compared to our school's results, we did see a significant drop in Social 9 and Math 9 in the percentage of students achieving standard of excellence. In English Language Arts, there was a marginal decrease in the percentage of students achieving both the acceptable standard and the standard of excellence. The percentage of students that received the acceptable standard in Math 9 dropped significantly as well. In Science, there was a marginal increase in the percentage of students achieving both the acceptable standard and the standard of excellence.

Financial and Capital Highlights-Summary of Financial Results

2021 – 2022 Summary of Audited Financial Results

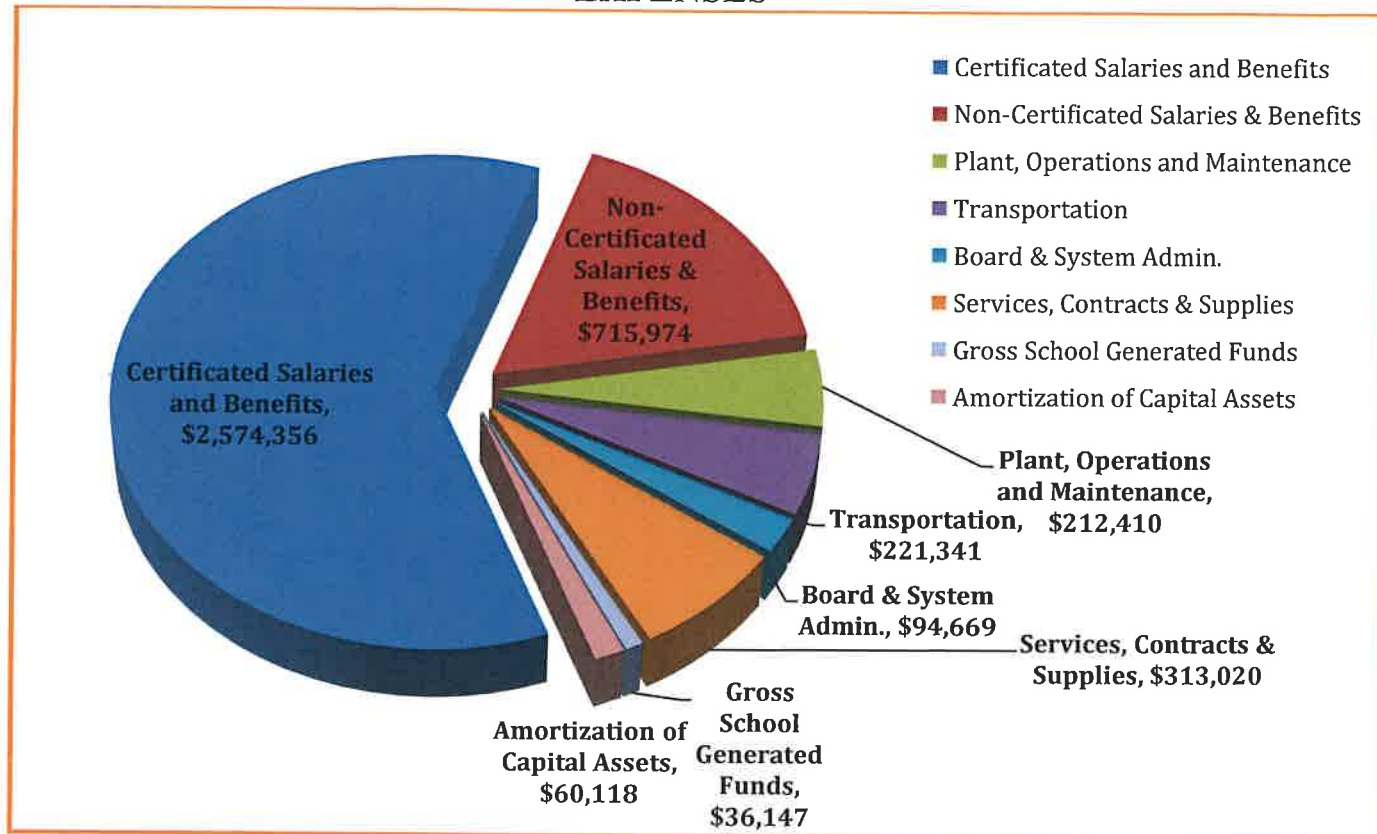
REVENUE



2021/22 Revenue Summary

	2021/2022	Percent of Total	2020/2021	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	\$2,027,417	44.57%	\$2,053,113	48.78%	-25,696	-1.25%
AB. Ed. Kindergarten	\$148,212	3.26%	\$160,046	3.80%	-11,834	-7.39%
AB. Ed. P.O.&M.	\$240,268	5.28%	\$227,220	5.40%	13,048	5.74%
Gifts and Donations	\$437,661	9.62%	\$325,021	7.72%	112,639	34.66%
Gross School Generated Funds	\$36,147	0.79%	\$35,677	0.85%	470	1.32%
Amortization of Capital Allocation:	\$994	0.02%	\$994	0.02%	0	0.00%
Other	\$1,657,806	36.45%	\$1,407,167	33.43%	250,639	17.81%
	\$4,548,504	100.00%	\$4,209,238	100.00%	\$339,267	8.06%

EXPENSES



2021/22 Expense Summary

	<u>Program Centre</u>	<u>2021/22</u>	<u>Percent of Total</u>	<u>2020/21</u>	<u>Percent of Total</u>	<u>Dollar Change</u>	<u>% Change</u>
Certificated Salaries and Benefits	Instruction	\$2,574,356	60.89%	\$2,369,317	60.39%	205,040	8.65%
Non-Certificated Salaries & Benefits	Instruction	\$715,974	16.93%	\$763,280	19.46%	-47,305	-6.20%
Plant, Operations and Maintenance	P.O.&M.	\$212,410	5.02%	\$183,061	4.67%	29,349	16.03%
Transportation	Transportation	\$221,341	5.02%	\$172,694	4.40%	48,647	28.17%
Board & System Admin.	Administration	\$94,669	2.24%	\$88,023	2.24%	6,647	7.55%
Services, Contracts & Supplies	Instruction	\$313,020	7.40%	\$256,143	6.53%	56,877	22.21%
Gross School Generated Funds	Instruction	\$36,147	0.85%	\$35,677	0.91%	470	1.32%
Amortization of Capital Assets	All Programs	\$60,118	1.42%	\$55,049	1.40%	5,068	9.21%
		\$4,228,036	99.79%	\$3,923,244	100.00%	\$304,792	7.77%

Financial Summary: 2021 - 2022 School Year

	2021/22	2020/21	Population Change
Total Funded Student Population	496	433	63
Instruction Staffing – FTE	29.1	26.6	2.5
Student Teacher/Instructor ratio	17	16	1

The categories defining the distribution of the Board's \$3,911,614 of expenses from 2021-22 are:

- Instruction Grades 1 – 9 (Students as per AB. Ed. definition)

School Year	Total Spending	# of Students	Per Student Expenditures
2021-22	\$2,677,220	434	\$6,169
2020-21	\$2,695,585	403	\$6,689

Includes: Salaries and benefits for certificated and un-certificated staff, supplies, field trips and minor equipment necessary to provide instruction that meets learner expectations in core and Gurmat programs.

- Instruction Kindergarten (Children as per AB. Ed. definition)

School Year	Total Spending	# of Children	Per Child Expenditures
2021-22	\$368,979	62	\$5,951
2020-21	\$331,569	30	\$11,052

Includes: Salaries and benefits for certificated and un-certificated staff, supplies, field trips and minor equipment necessary to provide instruction that meets learner expectations in core and Gurmat programs.

- **Plant Operations and Maintenance**

School Year	Total Spending	# of Students & Children	Per Learner Expenditures
2021-22	\$271,864	496	\$548
2020-21	\$241,868	433	\$559

Includes: Operation and maintenance of school buildings, including: utilities, custodial contractor, maintenance and repairs.

- **Transportation - Busing (Including Kindergarten)**

School Year	Total Spending	# of Student & Children riders	Per Rider Expenditures
2021-22	\$252,761	254	\$995
2020-21	\$174,962	214	\$818

Includes: Organization and transportation of students to and from schools, excluding charters for field trips.

- **Amortization of Capital Assets**

School Year	Total Spending	# of Students & Children	Per Learner Expenditures
2021-22	\$60,118	496	\$121
2020-21	\$55,049	433	\$127

Includes: Amortizing the costs of capital assets over their useful life such as technology and audio/visual purchases, furniture, vehicle, equipment and leasehold improvements.

Operating Summary as at August 31, 2022

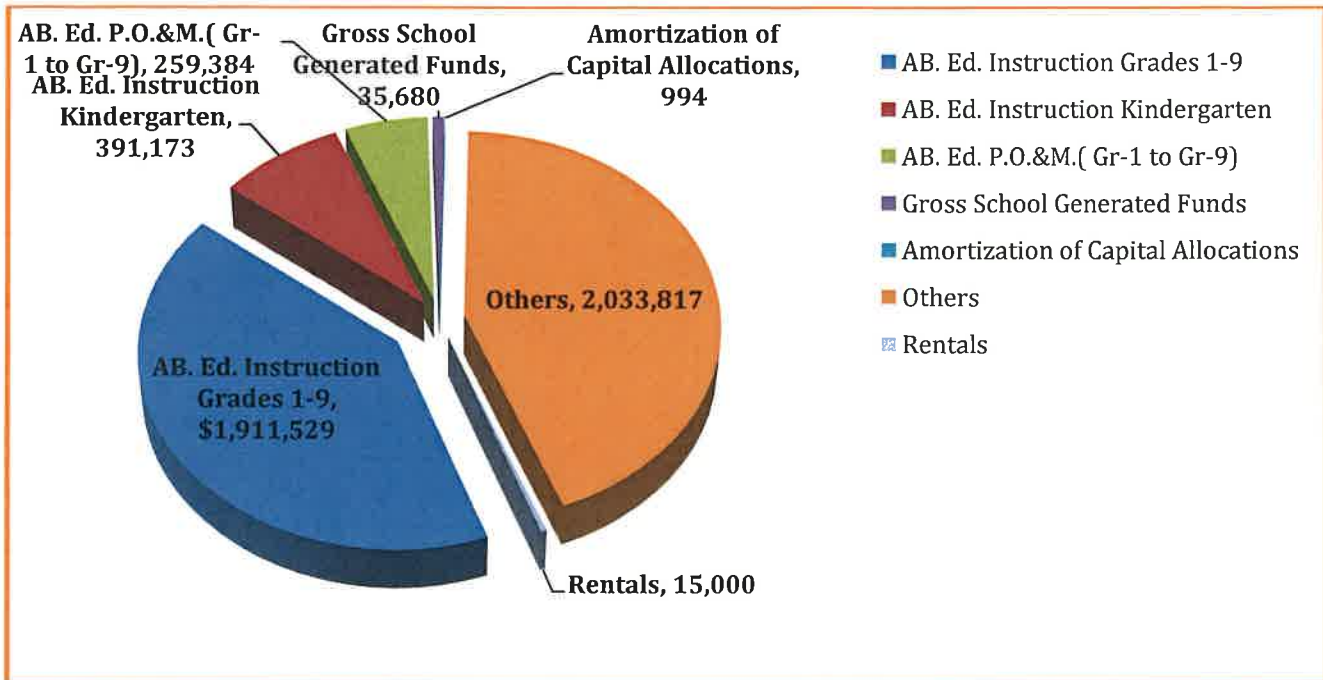
	<u>2021-2022</u>	<u>2020-2021</u>
Revenue	\$4,548,504	\$4,209,238
Expenses	\$4,228,036	\$3,923,242
Surplus (Deficit)	\$320,468	\$285,996

Accumulated Operating Reserves and Capital Assets as at August 31, 2022

	<u>2021-2022</u>	<u>2020-2021</u>
Unrestricted Net Assets	\$3,006,162	\$2,680,143
Investment in Capital Assets	\$413,484	\$419,037
Total Net Assets	\$3,419,646	\$3,099,180
The Unrestricted Net Assets can also be summarized :		
Current Earnings	\$320,469	\$285,996
Prior period deficits/income	\$3,099,179	\$2,813,183
Total Unrestricted Net Assets	\$3,419,648	\$3,099,179

2022 - 2023 BUDGET Summary as submitted to Alberta Education May 30, 2022

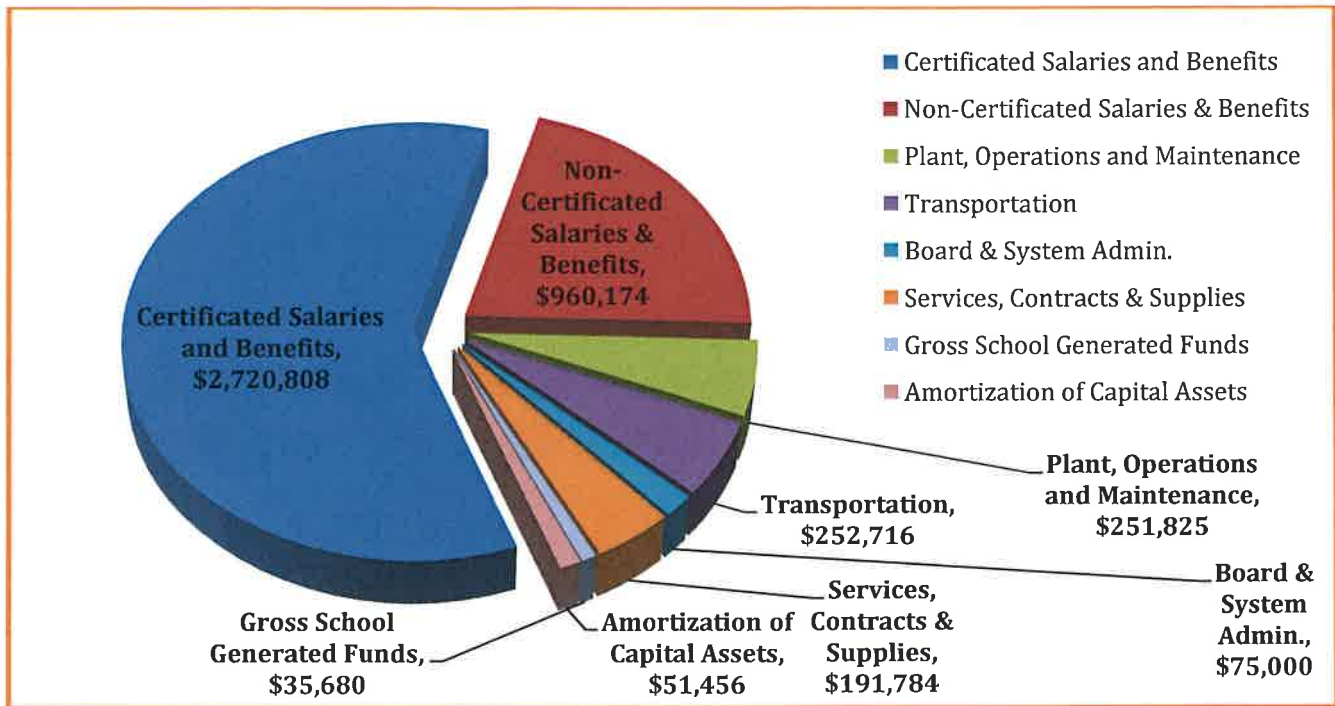
BUDGETED REVENUE



2022/23 BUDGET Revenue Summary as submitted to AB. Ed. May 30, 2022

	2022/23 BUDGET	Percent of Total	2021/22 BUDGET	Percent of Total	Dollar Change	% Change
AB. Ed. Instruction Grades 1-9	\$1,911,529	41.13%	\$1,966,907	45.48%	-55,378	-2.82%
AB. Ed. Instruction Kindergarten	391,173	8.42%	161,878	3.74%	229,295	141.65%
AB. Ed. P.O.&M.(Gr-1 to Gr-9)	259,384	5.58%	240,408	5.56%	18,976	7.89%
Gross School Generated Funds	35,680	0.77%	35,380	0.82%	300	0.85%
Amortization of Capital Allocation:	994	0.02%	994	0.02%	0	0.00%
Others	2,033,817	43.76%	1,909,581	44.15%	124,235	6.51%
Rentals	15,000	0.32%	10,000	0.23%	5,000	50.00%
	\$4,647,577	100.00%	\$4,325,148	100.00%	\$322,428	7.45%

BUDGETED EXPENSES



2022/23 BUDGET Expense Summary as submitted to AB. Ed. May 30, 2022

	<u>Program Centre</u>	<u>2021/22 BUDGET</u>	<u>Percent of Total</u>	<u>2021/22 BUDGET</u>	<u>Percent of Total</u>	<u>Dollar Change</u>
Certificated Salaries and Benefits	Instruction	\$2,720,808	59.94%	\$2,668,417	62.87%	52,391
Non-Certificated Salaries & Benefits	Instruction	\$960,174	21.15%	\$720,446	16.97%	239,729
Plant, Operations and Maintenance	P.O.&M.	\$251,825	5.55%	\$238,308	5.61%	13,517
Transportation	Transportation	\$252,716	5.57%	\$247,811	5.84%	4,905
Board & System Admin.	Administration	\$75,000	1.65%	\$93,500	2.20%	-18,500
Services, Contracts & Supplies	Instruction	\$191,784	4.22%	\$189,145	4.46%	2,639
Gross School Generated Funds	Instruction	\$35,680	0.79%	\$35,380	0.83%	300
Amortization of Capital Assets	All Programs	\$51,456	1.13%	\$51,456	1.21%	0
		\$4,539,443	100.00%	\$4,244,463	100.00%	\$294,981

The Budget comments below are based on the Budget sent to Alberta Education on May 30, 2022 showing a revenue of \$108k based on an enrolment of 479 students.

Budget 2022-2023 highlights are:

- Funding from Alberta Education for the 2022-23 school year is budgeted at \$2.75 million.

Khalsa School Calgary is a Level 2 Accredited Private School and receives 70% of the base per pupil allocation from Alberta Education based on weighted moving averages. This does not mean the School receives 70% of all the different funding areas AB. Ed. creates.

- The School relies heavily on parent donations to make up the difference between total program costs and AB. Ed. funding. 2022-23 funding from parents is budgeted at \$1.83 million. This does not include additional parent contributions for School Generated Funds like field trips, athletics etc.

The school is building waiting lists by grade and only when a sufficient number of students are enrolled is when we warrant opening another class.

- Khalsa School Calgary will offer a K-9 educational program for the foreseeable future.
- Khalsa School Calgary is committed to living within its means and working within a well balanced budget. Efforts will include increasing enrolment in all grades while targeting the Alberta Education Guidelines of maximum class sizes in conjunction with Board policy and the balance needed for fiscal management.

Additional information on Khalsa School Calgary financial statements and related schedules can be made available by contacting the Controller or Principal through the school office at (403) 293-7712.

Summary of Facility and Capital Plans

Facility:

The building is owned by the Dashmesh Cultural Centre (DCC) and as such, any new major development like additional classrooms would be coordinated and funded by DCC. The School looks after minor repairs and maintenance.

Neither the DCC nor the School receives any capital funding from Alberta Education for building development or upgrades as the School is a private school.

The new gym was opened in May of 2014 and the School can look forward to seeing additional rental revenues from this amazing gym.

Capital Plans:

Currently the School is developing long term plans for the implementation and renewal of items like Technology, Furniture and Equipment.

The School is making sure that amortization costs are accurately reflected in the annual budgets to ensure the recapture of the original cash outlay so that funds are available again for the next purchase cycle and to reduce the need to call upon new funding for capital assets.