



## ***Calgary Montessori School***

Annual Education Results Report (AERR)  
2024/2025

## Treaty 7 Land Acknowledgement

We acknowledge Treaty 7 territory—the traditional and ancestral territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika as well as the Tsuu T’ina Nation and Stoney Nakoda First Nation. We acknowledge that this territory is home to the Métis Nation of Alberta, Region 3 within the historical Northwest Métis Homeland. We acknowledge the many First Nations, Métis and Inuit who have lived in and cared for these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We make this acknowledgement as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

## Message from the Board Chair

The Calgary Montessori School was founded by Margaret and William Potts in 1919 as a day and boarding school for Grades One to Twelve to educate Calgary families following the Montessori method. Over the years the school has evolved based on Calgary’s economy and the needs of our families. Its primary focus for over fifty years was quality Montessori preschool and elementary education. In 2005, the Board shifted its focus to offering only Preschool/Kindergarten. Based on the continued success of the program and the needs and wishes of our families to continue receiving excellent Montessori education past Kindergarten, the Board made the exciting decision to establish an elementary program in September 2015.

With the blessing of Alberta Education, we opened a classroom with nine students in Grades One to Three for the 2015/16 school year. As of September 2025, the elementary has expanded into three classrooms, two for lower elementary and one for upper elementary with over 40 students. As well as over 30 kindergarten children over four locations.

We are so excited for the future of our program to see it continue to grow and expand.

## Accountability Statement

The Annual Education Results Report for The Canadian Montessori School Ltd. for the 2024/2025 school year was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The operator and/or governing body is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the operator and/or governing body on November 25, 2025.

Alison O’ Dwyer  
**Board Chair**

\*A signed copy of the Accountability statement can be found at our Britannia Location (900 47<sup>th</sup> Ave SW).

## Foundation Statements

### Vision

Guided by Dr. Maria Montessori's philosophy and educational principles, Calgary Montessori School strives to be a centre of excellence in teaching and learning, creating and nurturing global citizens committed to peace, sustainability and cohesive communities on a local, national and international level.

### Mission

Calgary Montessori School offers students and their families a quality Montessori Elementary program committed to implementing A.M.I. educational principles and practices as outlined in the Canadian Montessori Quality Assurance Program.

### Core Values

Respect  
Integrity  
Independence  
Community  
Trust  
Peace  
Global Citizenship

### Philosophy

Calgary Montessori School is committed to the provision of quality Montessori education to students from Preschool through Grade Six based on these key concepts:

- To honour the dignity of all children and trust in their innate desire to learn. Each child learns at their own pace with the teacher guiding and monitoring the learning environment.
- To have learning occur in an inquisitive, cooperative and nurturing atmosphere, with students increasing their own knowledge through self and teacher-initiated experiences.
- The atmosphere at Calgary Montessori School is one that promotes academic excellence and instills a love of learning, leading to a positive self-image.
- To foster autonomous, competent, responsible, adaptive citizens who are life-long learners and problem solvers.
- To respect the whole personality of the student, not merely his/her intellectual faculties but also his/her powers of deliberation and initiative. The physical, emotional, social, aesthetic and cognitive needs and interests of the student being inseparable and equally important.
- To instill in students a respect for one-self, others, the environment and life, as necessary precursors to developing both their full potential as well as a caring attitude towards all people and the planet.

**A Profile of the School Authority: 0170 The Canadian Montessori School Ltd.**  
**(Operating as *Calgary Montessori School*)**

- Calgary Montessori School offers an authentic Montessori program that strives to meet the criteria outlined by the Canadian Montessori Quality Assurance Program.
- All classrooms at Calgary Montessori School are comprised of multi-aged, multi-graded groupings of children. These groupings reflect the planes of development put forth by Dr. Maria Montessori: 0-6, 6- 12, 12-18 & 18-24. Calgary Montessori School currently offers Preschool/Kindergarten for ages 3 to 6 as well as Lower and Upper Elementary programs for students in Grades 1 to 6.
- Montessori guides with Primary/Elementary credentials work with the age level of students they are qualified to teach (Primary: 3 to 6, Elementary: 6 to 12). Our elementary guides and many of our preschool guides also have Alberta B.Ed. certification. Students remain with the same teachers/classroom community for a three-year cycle.
- Each prepared environment has a full complement of Montessori materials and activities that foster independence (physical, emotional, cognitive and social). These exercises/materials encourage spontaneous activity, self-directed learning and with repeated practice, promote mastery of concepts/skills.
- Students work at their own pace, at their own level and receive lessons on an individual, small group and large group basis. Collaboration, peer teaching and mentoring are core values of authentic Montessori practice.
- Each school day is structured with long, uninterrupted blocks of time, allowing children time to delve deeply into subject areas. Uninterrupted three-hour work cycles allow children time to absorb new concepts, make meaningful connections, practice new skills and reflect on newly acquired knowledge. Learning is mastery-based with each child progressing to the next lesson/concept acquisition when success has been observed by the Montessori guide and/or demonstrated by the child.
- Curriculum specialists work with the children on certain subject areas such as second language instruction and physical education. Every effort is made to ensure these lessons are scheduled so that there is minimal disruption to the daily three-hour uninterrupted work cycle.
- Dr. Maria Montessori's Cosmic Curriculum and the Great Lessons provide the children in the Elementary program with a jumping off point for exploration and discovery learning that integrates with Alberta Education's Program of Studies.

## **Stakeholder Engagement**

The Board of Directors, parents and staff members are able to view the completed AERR on our school website. Staff members were consulted when analyzing survey results and had input in developing the strategies and local components. Parents are welcome to comment on these results after they are shared on our website and influence future strategies for school improvements. The survey results are also discussed at our winter parent council meeting to inform plans for the coming school year.

# Accountability/ Assurance System

The Board of Directors of The Canadian Montessori School Ltd. approved C.M.S.'s 2024-2025 AERR during its annual fall meeting on November 25, 2025. The AERR will be submitted to Alberta Education by November 25<sup>th</sup>, 2025.

The AERR will be circulated to parents and hard copies will be available at each of the school's four locations. Members of the general public will have access to this document electronically, posted under *Policies and Reports* on Calgary Montessori School's website. [www.calgarymontessorischool.com](http://www.calgarymontessorischool.com)

Community members also have access to the Assurance Framework and AERR from previous years in our school office. They can compare reports and ensure that we are meeting our goals from year to year.

School surveys are sent to the parent body in the spring to ensure we are collecting evidence to make informed decisions.

The principal shares results from provincial assessments directly with the Parent Advisory Council at their meetings, a link to this document is also available on our school website for any other interested parties.

## Whistleblower Protection

The 2013 Public Interest Disclosure (Whistleblower Protection) Regulation requires Alberta School Authorities to include whistleblower disclosures in the annual AERR. The Canadian Montessori School Ltd.'s Whistleblower Protection Policy is up to date and there are no disclosures to report at this time.

## Annual Report of Disclosures

No disclosures to report for the 24/25 school year.

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-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 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
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
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 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
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00

Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
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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%.

## 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 5 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

## Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	The Canadian Montessori School			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	76.3	82.1	84.8	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	91.0	85.7	92.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.4	85.7	92.2	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.7	85.7	92.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	87.0	90.2	92.1	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	72.4	n/a	81.1	80.0	79.5	79.1	Low	Maintained	Issue

Notes:

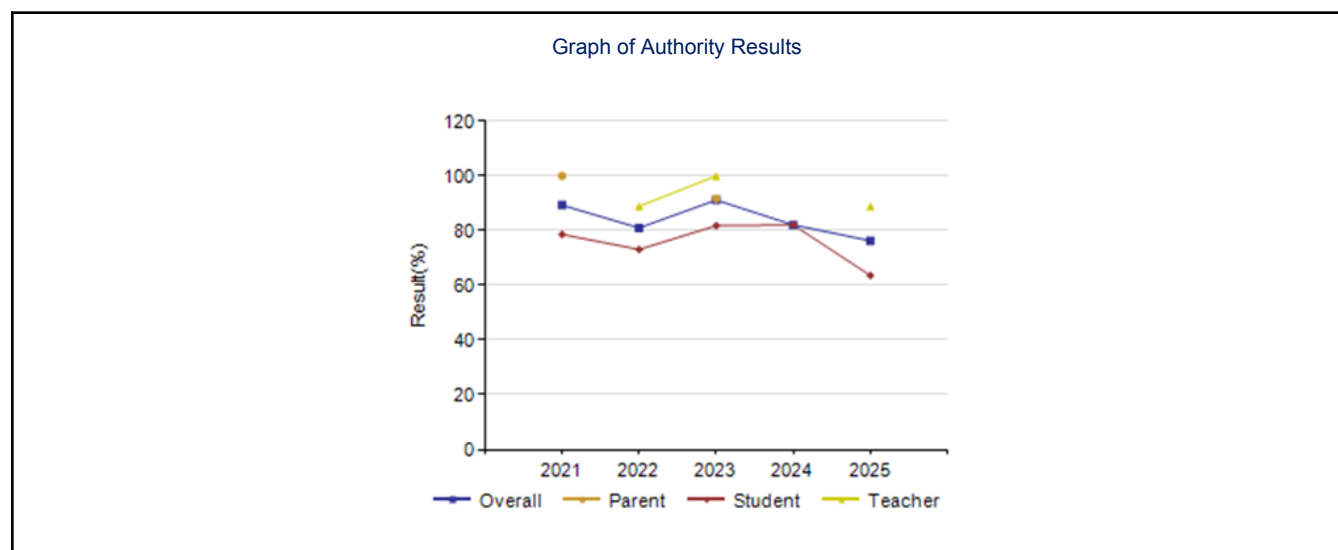
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement

level of diploma courses were determined solely by school-awarded marks.3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9,9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).4. 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 30-2.5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time. 6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.7. 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 result

## Student Growth and Achievement

### Student Learning Engagement – Measure Details

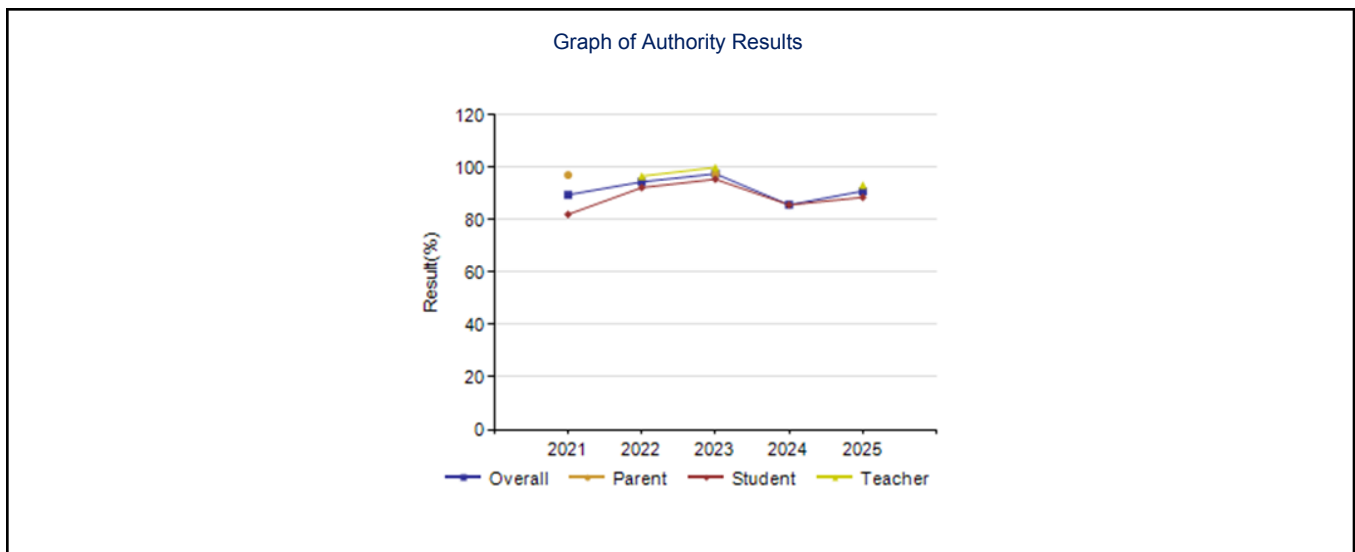
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																								
	Authority													Province										
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	21	89.3	19	81.0	25	91.2	14	82.1	17	76.3	Very Low	Maintained	Concern	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	
Parent	7	100.0	5	*	8	91.7	4	*	3	*	*	*	*	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	
Student	14	78.6	13	73.1	11	81.8	14	82.1	11	63.6	Very Low	Maintained	Concern	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	
Teacher	5	*	6	88.9	6	100.0	5	*	6	88.9	Very Low	Maintained	Concern	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	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 AECA 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.

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	21	89.6	19	94.5	25	97.6	14	85.7	17	91.0	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	7	97.1	5	*	8	97.4	4	*	3	*	*	*	*	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	14	82.1	13	92.3	11	95.5	14	85.7	11	88.6	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	5	*	6	96.7	6	100.0	5	*	6	93.3	High	Maintained	Good	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



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

### Comment on Results (OPTIONAL)

We trended downwards for students and teacher results in this category. Since we have a very small sample size, the results can be drastically affected by one answer. This makes it difficult to know if this report accurately reflects the opinions of the whole group. We plan to implement a survey for teachers and students to collect local data in the 25/26 school year.

In addition, the questions for students are opinion based (Do you like learning language arts? Do you like learning math?), so it is hard to say if they accurately reflect the overall engagement of students at the school. However, we continue to strive for high survey results in this category as our school grows using many of the strategies below.

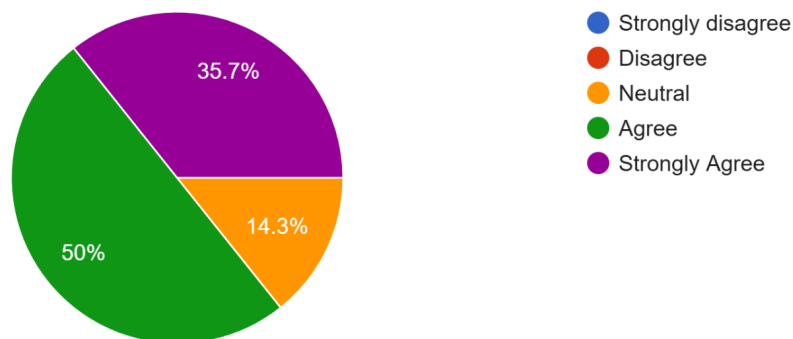
We are unable to report data from parents at this time as we did not meet the minimum amount of survey responses. See the chart below for local data from The School Satisfaction Survey given to parents in spring 2025.

## Strategies

- Creating and maintaining a culture of respect and kindness is actively encouraged at Calgary Montessori School.
- Students at Calgary Montessori School learn to balance *freedom* (of choice) and *responsibility* within the classroom community. Understanding this balance lies at the core of functioning, healthy societies.
- Active citizenship asks individuals to consider the needs of the larger society and to put those needs above their own personal needs when required. Students at Calgary Montessori School are encouraged to develop inner discipline and self-control.
- Lessons are based are tailored specifically to each child's learning needs ensuring they are engaging and developmentally appropriate for each child.

Your child enjoys their time at school.

14 responses



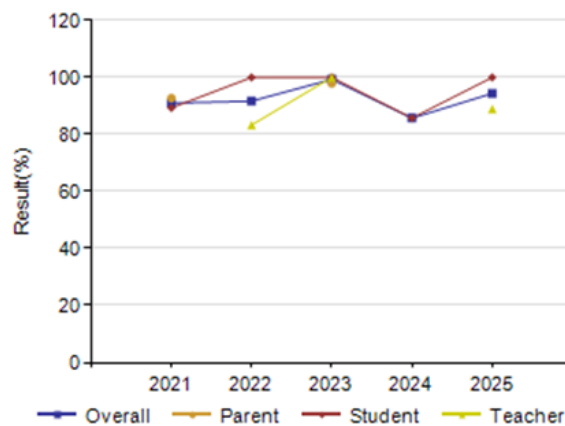
The majority of parents agree that their child enjoys their time at school. We continue to work to ensure that our school upholds its values of being a safe and caring community and making every child feel welcome and included. We are a small community, so children are able to form strong relationships with their teachers and peers. This allows us to nurture the whole child and make sure they are getting the most out of their time at school and feel seen and appreciated.

## Teaching and Leading

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																								
	Authority										Measure Evaluation			Province										
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achieve ment	Improve ment	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	21	91.0	19	91.7	25	99.3	14	85.7	17	94.4	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	
Parent	7	92.7	5	*	8	97.9	4	*	3	*	*	*	*	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	
Student	14	89.3	13	100.0	11	100.0	14	85.7	11	100.0	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	
Teacher	5	*	6	83.3	6	100.0	5	*	6	88.9	Very Low	Maintained	Concern	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	

Graph of Authority Results



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 AECA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### Comment on Results (OPTIONAL)

We have seen a decline in this category for teachers this year. We are committed to ensuring we have the best quality teaching and leading at our school. We have implemented some new professional development opportunities for staff this school year. In addition, there have been some changes to our teaching team at the elementary level which allow for more growth and development for the remaining staff. From a leadership perspective, our admin is taking the time to evaluate ways they can better support

the staff including more frequent classroom observations, clear expectations in all areas of teachers practice and work in the area of communication amongst staff.

We are unable to report data from parents at this time as we did not meet the minimum amount of survey responses. See the chart below for local data from The School Satisfaction Survey given to parents in spring 2025.

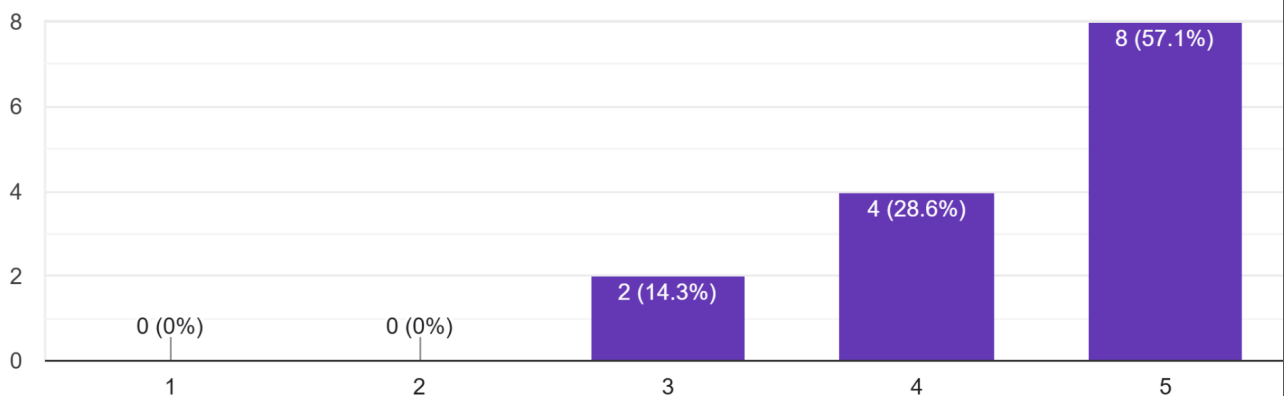
### Strategies and Required Local Component

- Teachers will continue to grow in their ability to provide quality instruction and leadership.
- Teachers meet in small groups to discuss lesson plans and ways to make learning more interesting for all the students.
- Teachers will engage in professional development to improve their pedagogy and better meet the needs of all the students. Including ensuring their students are constantly challenged.
- Teachers are evaluated on a yearly basis by a member of administration. These evaluations serve as a learning opportunity for teachers and allow them to make improvements to their teaching practices.
- Teachers are also required to complete a Teacher Professional Growth Plan and long range plans at the beginning of each school year. This is evaluated by the school principal and discussed with each individual teacher. The teachers meet with the principal as often as necessary to reevaluate their goals and receive feedback on their teaching practices.

The majority of parents rate the quality of teaching at the school very high. We continue to implement the strategies above to ensure the quality of teaching staff remains high.

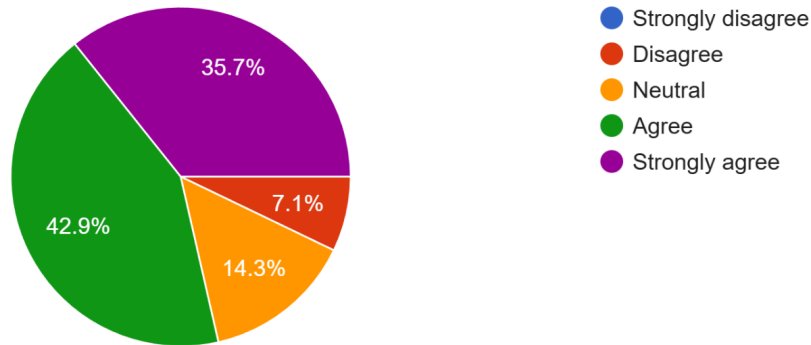
How would you rate the overall quality of teaching at the school?

14 responses



The school's administration is efficient.

14 responses



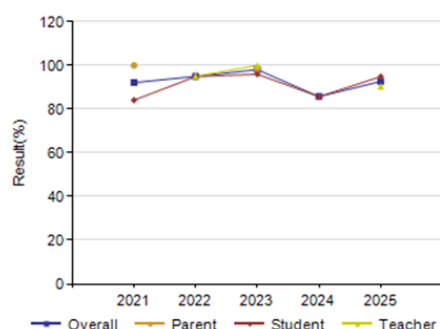
The majority of parents believe that the school's administration is efficient. We continue to strive to meet the needs of all of our families through on going communication with parents both formally and informally. As well as taking an active role in the school community from an administrative level. We are planning to add a few more questions to our Satisfaction Survey in the 25/26 school year relating to the effectiveness of administration to get more information on any areas we could improve.

## Learning Supports

### Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	21	92.1	19	95.0	25	98.1	14	85.7	17	92.7	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	7	100.0	5	*	8	98.4	4	*	3	*	*	*	*	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	14	84.1	13	94.9	11	96.0	14	85.7	11	94.9	Very High	Maintained	Excellent	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	5	*	6	95.1	6	100.0	5	*	6	90.5	Low	Maintained	Issue	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Graph of Authority Results

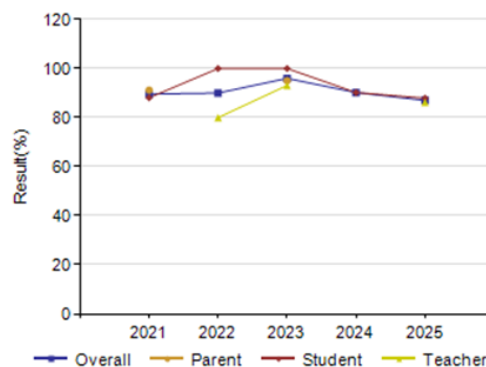


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### Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	21	89.6	19	90.0	25	96.0	14	90.2	17	87.0	High	Maintained	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	7	91.2	5	*	8	95.0	4	*	3	*	*	*	*	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	14	88.1	13	100.0	11	100.0	14	90.2	11	87.9	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	5	*	6	80.0	6	93.1	5	*	6	86.2	Intermediate	Maintained	Acceptable	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

**Graph of Authority Results**



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 AECA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### Comment on Results (OPTIONAL)

The results trended downwards this year for teachers. This is due to a specific question about providing support with work outside of school to students. This is not something we offer at this time, but might be worthwhile to look into in the future if there is high demand from families. See the strategies below for our plan to trend upwards in future surveys.

Although no students who self-identify as FNMI are currently enrolled, Calgary Montessori School is committed to cultivating a balanced and respectful relationship between Indigenous knowledge systems and C.M.S. knowledge systems. Montessori's cosmic curriculum offers students a global perspective where the disciplines of culture and history are concerned, and as such, the cosmic curriculum provides students with avenues to better understand and appreciate indigenous cultures/all cultures.

We are unable to report data from parents at this time as we did not meet the minimum amount of survey responses. See the chart below for local data from The School Satisfaction Survey given to parents in spring 2025.

### Strategies and Required Local Component

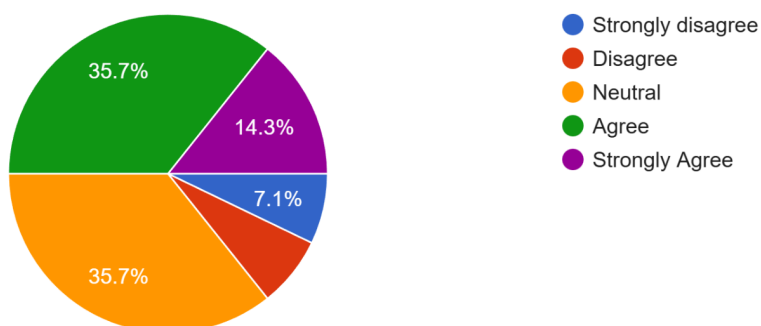
- Students will develop their understanding of FNMI history by studying the Social Studies curriculum outlined in Alberta Education's Program of Studies.
- Administration at C.M.S. will work to ensure teachers are knowledgeable and respectful regarding treaties and agreements with First Nations, Metis and Inuit: the implications of treaties and agreements with First Nations and Metis as well as the history and legacy of residential schools.
- Students and staff will open official meetings and gatherings with

a Treaty 7 Land Acknowledgment declaration to show respect for local First Nations people.

- Teachers will weave FNMI history and culture into the students work in the many of their activities.
- Students will have access to any additional support they may need through staff members or outside resources if necessary.
- We are fortunate to receive the opportunity to participate in Expanding Capacity and Learner Supports (ECLS) grant in the 2024/2025 school year. This grant provided supports from speech, occupational and physical therapists, as well as psychologists to students in small target groups as well as whole class lessons. It was an excellent way to provide additional supports to students in all these areas.
- Students will have their needs communicated clearly to their parents through IPP meetings and parent teacher interviews.
- In the 25/26 school year we are working closely with a consultant from Renfrew Education to review and modify our IPP template and reporting process.
- Parents will be provided with strategies to work with their child at home when necessary.

The school offers adequate mental health support.

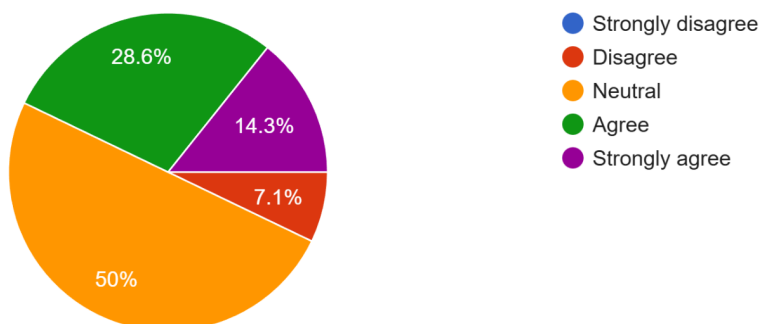
14 responses



This is an area for future growth for us. As some parents responded as neutral, disagree or strongly disagree in this category. We have had the privilege of working with a psychologist from Renfrew Education to help us gain insight on how to best meet the needs of our students when it comes to their mental health. It is important that all our students feel they have a safe place to go if they need someone to talk to and we ensure that our staff are well equipped to handle these conversations with the children. In addition, we provide staff with professional development workshops to help them gain strategies to better take care of their own mental health.

The school supports children with additional needs well.

14 responses



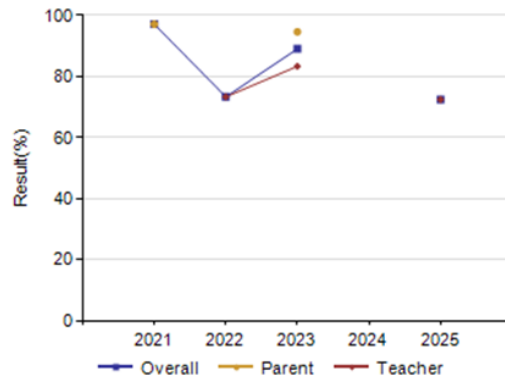
The fact that many parents strongly agree or agree in this category is a testament to the work we have put into the support of the children with additional needs as outlined in the strategies above. However, there is always room for growth in this category through staff professional development, parent education and work with organizations like Renfrew Education. We will also work to provide more education to parents in the ways in which we support all learners so they have a better understanding even if their child may not require additional support.

## Governance

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	97.1	6	73.3	14	89.0	n/a	n/a	6	72.4	Low	Maintained	Issue	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	7	97.1	5	*	8	94.6	4	*	3	*	*	*	*	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	5	*	6	73.3	6	83.3	5	*	6	72.4	Very Low	Maintained	Concern	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

Graph of Authority Results



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 AECA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

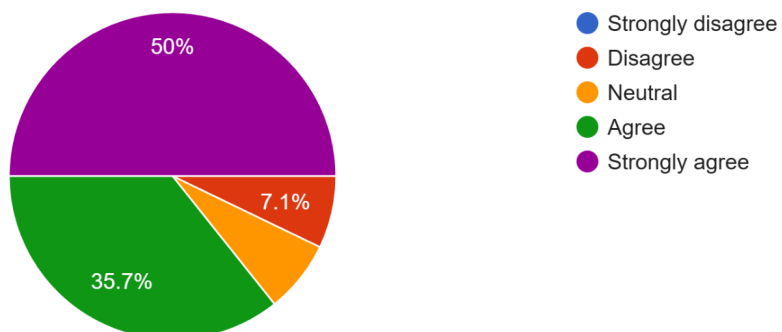
### Comment on Results (OPTIONAL)

Our results trended downwards this area this year. Some teachers felt that parents are involved very little in the decision making about their child. Moving forward we will ensure that the ways in which parents are involved are communicated clearly with our teachers. In addition, this response will inform our practices to ensure that all parents feel involved in decision making as a whole.

We are unable to report data from parents at this time as we did not meet the minimum amount of survey responses. See the chart below for local data from The School Satisfaction Survey given to parents in spring 2025.

You are comfortable approaching the school with complaints or concerns.

14 responses



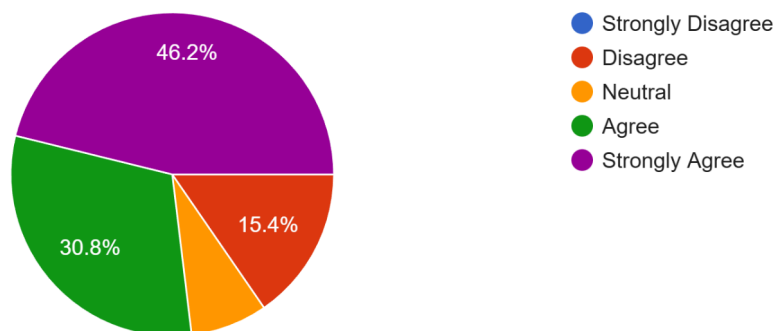
The results clearly indicate that parents feel comfortable voicing their complaints and concerns to administration. The strategies below outline how we will continue to maintain these results.

### Strategies

- Parents will continue to be involved in decision making through the Parent council and parent surveys.
- Annual general meeting is held each spring to give parents another opportunity to be involved in decision making involving their child and the school.
- An updated parent hand book will be developed to ensure parents are informed and up to date on all our policies and procedures.
- Parents have the ability to directly communicate with administration and/or their child's individual teacher to advocate for their child.
- Calgary Montessori School is a small, tight-knit community. Parents communicate with staff members on a daily basis therefore we do our best to ensure parents always feel their voice is heard and necessary action is taken.
- Teachers will be informed on the process that goes into decision making and how parents are involved during beginning, middle and end of the year whole staff meetings.
- Parent Education evenings are held at all locations to keep parents informed on Montessori education practices and specifics on what is going on in the classroom as a whole.

Teachers are accessible for discussing your child's progress.

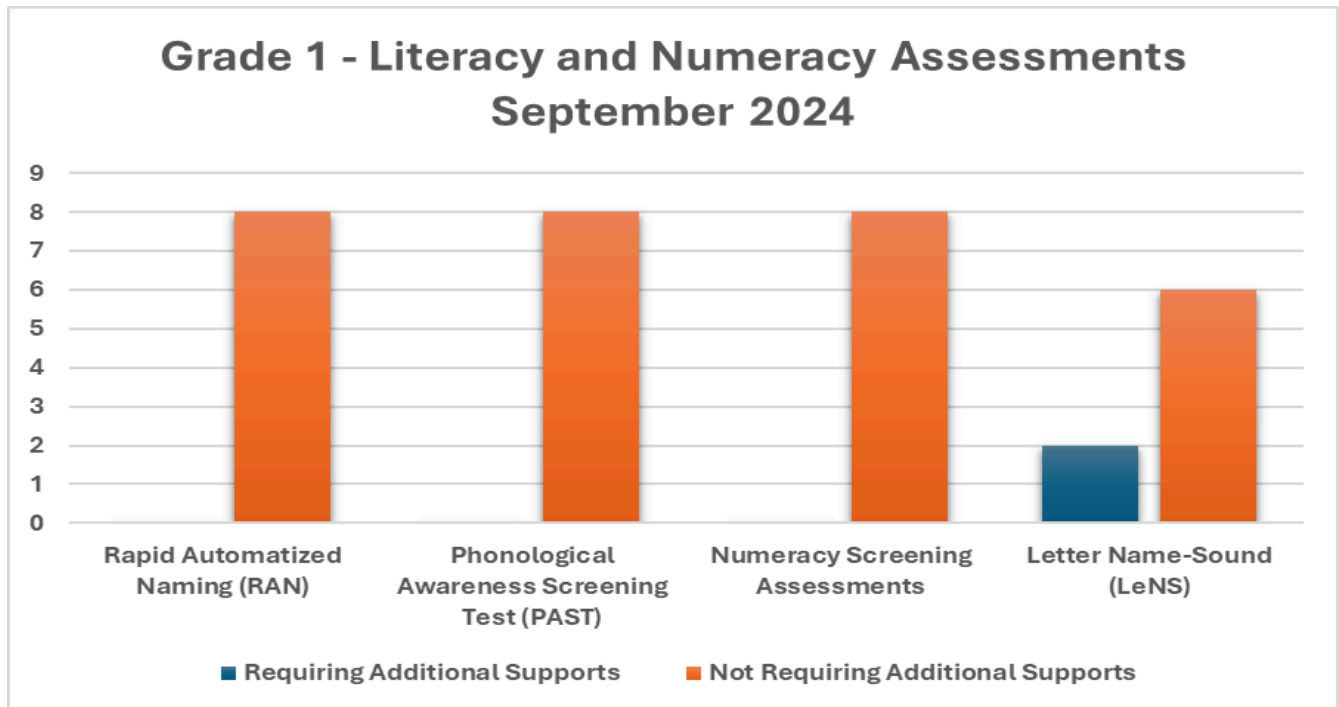
13 responses

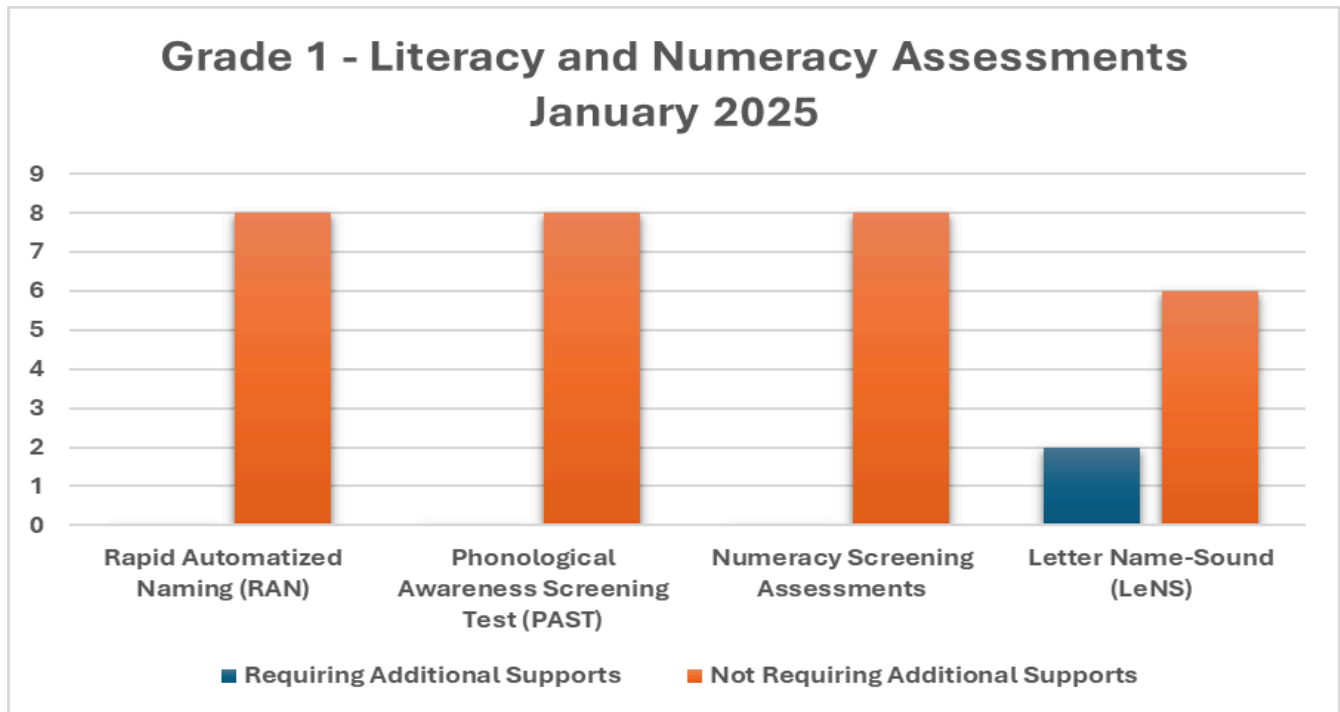


The results indicate that parents feel they can easily discuss their child's progress with their teacher. However, a few parents did disagree in this category. We offer parent observation, parent/ teacher conferences, student-led conferences and parent education nights throughout the school year as a way of parents checking on the progress of their child. As well as gaining insight into what is happening in the classroom. We have also begun using an app for sharing photos with parents. This has been well received so far this school year. We plan to circulate a second survey in the 25/26 school year specifically focusing on parent/teacher communication to see which areas parents find the most value and where we can continue to make improvements.

## Early Years Literacy & Numeracy Assessments

These charts outline our results for the required provincial assessments to date. We administer assessments for grade 4-6 at school level. Our students tend to be successful on these assessments. They inform the teachers on areas for support for the children in our classroom in conjunction with their own observations and assessments.





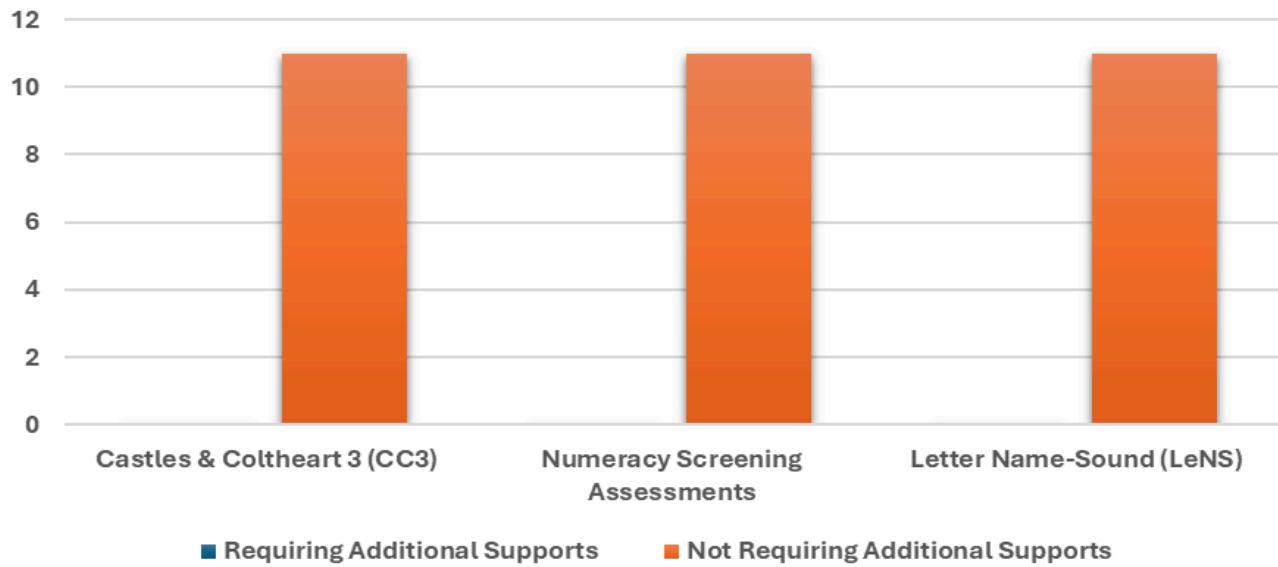
### Grade One Assessments

Eight grade one students were assessed in literacy and numeracy in September 2024. With two students identified as needing additional support in Letter Name Sound recognition. Nine grade one students were assessed in January 2025 as we gained a new student in the new year. There were two students identified as needing additional support in January 2025.

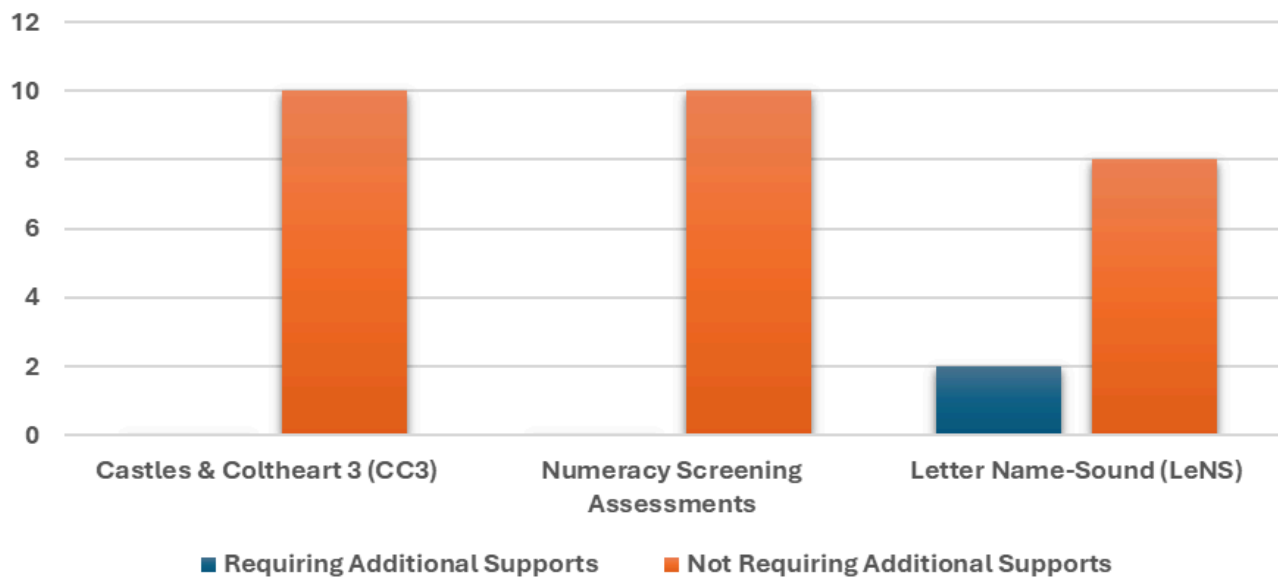
Strategies for support:

- One on one work with adults in the classroom.
- Use of tactile materials (sand paper letters, moveable alphabet)
- Daily practice of letter names and sounds.
- Exposure to literature in a variety of forms.
- Take home reading program for students to work with parents at home.
- Consultation with parents to ensure they are aware we are providing additional support.

## Grade 2 - Literacy and Numeracy Assessments September 2024



## Grade 2 - Literacy and Numeracy Assessments January 2025

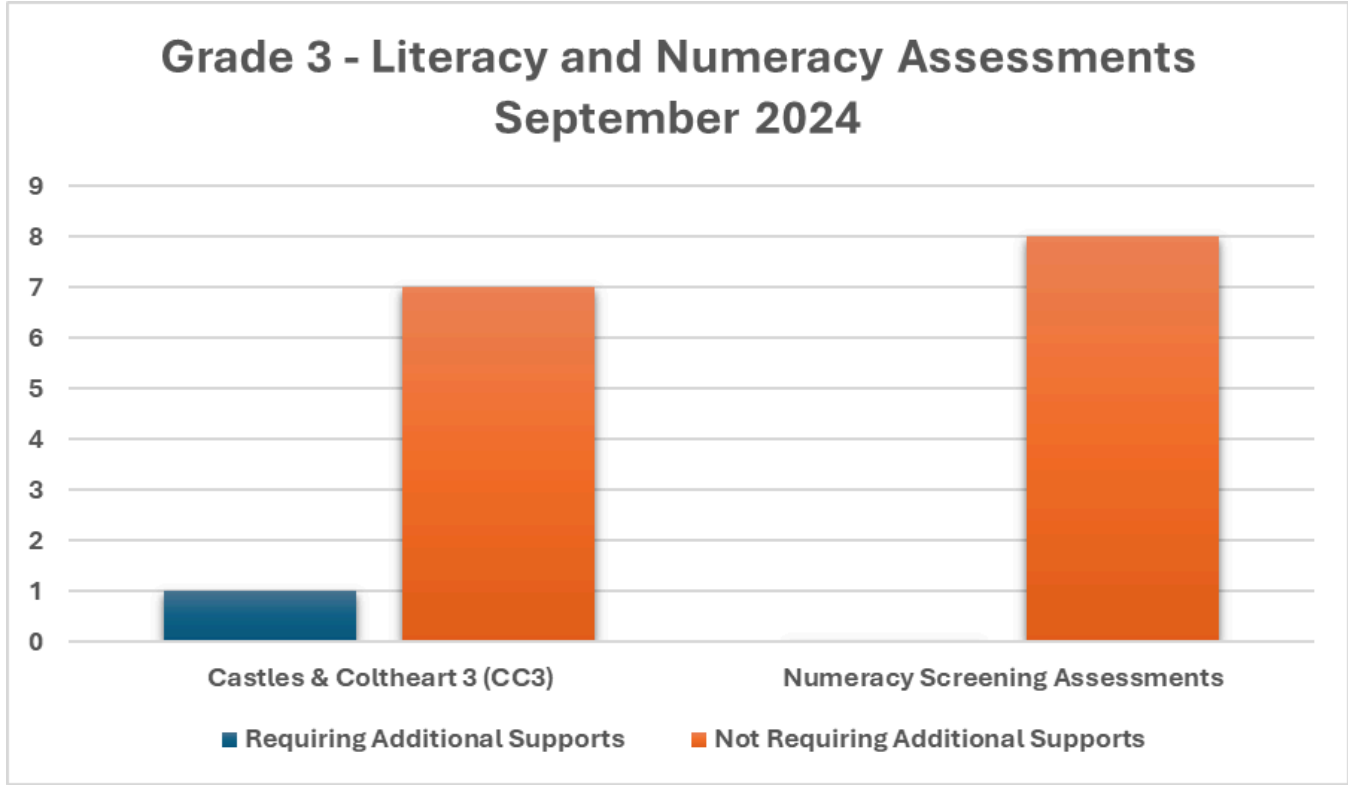


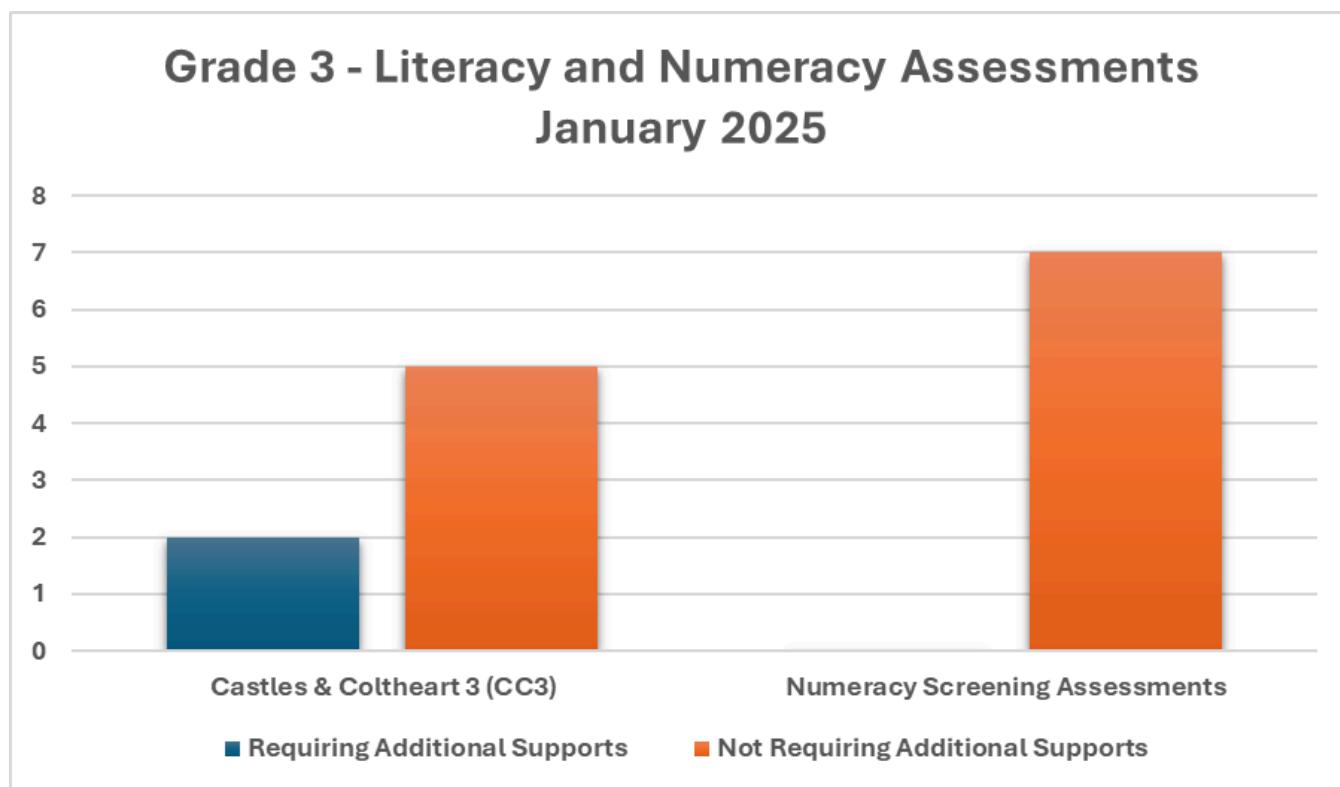
# Grade Two Assessments

Ten grade two students were assessed in literacy and numeracy in September 2024. With no students identified as needing additional support in September. Ten grade one students were assessed in January 2025. There were two students identified as needing additional support in January 2025. We re- assessed those students in June to see if progress had been made and will continue to track their progress closely the following school year.

Strategies for support:

- One on one work with adults in the classroom.
- Use of tactile materials (sand paper letters, moveable alphabet)
- Daily practice of letter names and sounds.
- Exposure to literature in a variety of forms.
- Take home reading program for students to work with parents at home.
- Consultation with parents to ensure they are aware we are providing additional support.





#### Grade Three Assessments

Seven grade three students were assessed in literacy and numeracy in September 2024. With one student identified as needing additional support in literacy in September. Seven grade two students were assessed in January 2025. There were two students identified as needing additional support in January 2025. We re-assessed those students in June to see if progress had been made and will continue to track their progress closely the following school year.

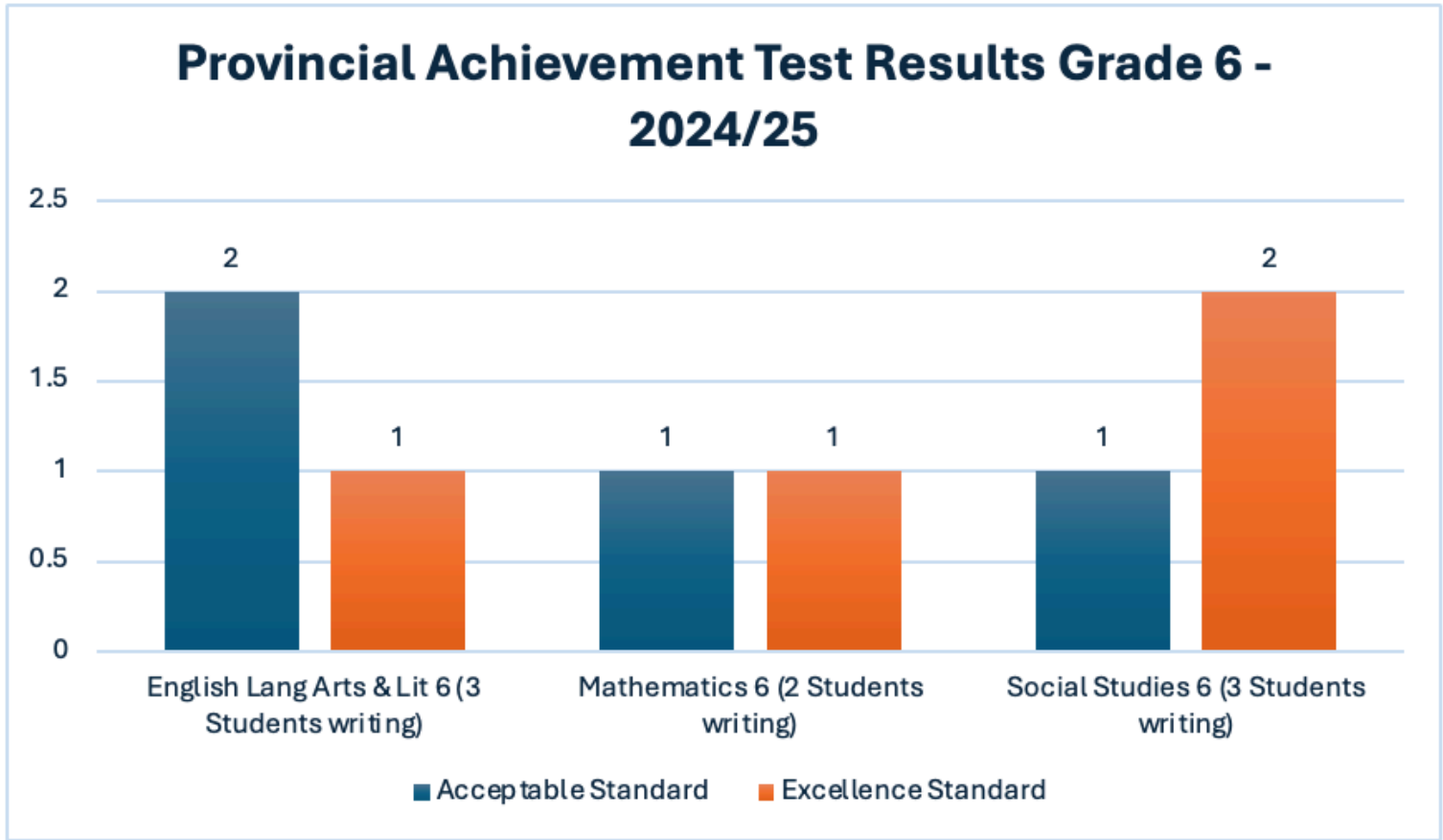
#### Strategies for support:

- One on one work with adults in the classroom.
- UFLI reading program.
- Use of tactile materials.
- Daily practice of letter names and sounds.
- Exposure to literature in a variety of forms.
- Take home reading program for students to work with parents at home.
- Consultation with parents to ensure they are aware we are providing additional support.

At the end of the school year we had four students needing additional support. We will continue to use the strategies above if they continue in our program the following year.

## Provincial Achievement Results

This chart shares our results for the 24/25 school year as we do not receive provincial data in this area due to our small number of grade 6 students.



## English as a Second Language

We do not have any English as second language data to report due to the lack of students who are a part of this category.

## Access to Continuum of Supports and Services

Students at Calgary Montessori School have access to a continuum of supports through private **contracts** with Renfrew Education services as well as the ECLS (Expanding Capacity and Learning Supports) services grant. These supports include speech therapy, occupational therapy, physiotherapy and educational psychology. In addition, our certified and support staff are highly trained to support each child’s individual educational needs in all subject areas.

## Link to Audited Financial Statements

<https://docs.google.com/spreadsheets/d/1HoWiYkF-hfdsagfV-g8uHkboBAEtdBHG/edit?usp=sharing&oid=107259461760861029577&rtpof=true&sd=true>

## Financial Information Contact

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LNS: Chartered Accountants

[pkhinda@LNSaccountants.ca](mailto:pkhinda@LNSaccountants.ca)

Please send any financial inquiries to: [principal@calgarymontessorischool.com](mailto:principal@calgarymontessorischool.com)

## Summary of Financial Results for 2024-2025

### Revenues

Alberta Education	\$503,162
Instruction/Tuition Fees	\$312,401
Other sales and services	\$9,719
Other Government of Alberta	\$13,645

### Expenses

Certificated Salaries	\$336,926
Certificated Benefits	\$60,802
Non-Certificated Salaries/Wages	\$256,986
Non-Certificated Benefits	\$29,353
Services, Contracts & Supplies	\$127,695
Leases - Building	\$79,824

**Total** **\$838,927**

**Total** **\$891,886**

Surplus (Deficit) of revenues over expenses: **\$(52,659)**

## Projected Revenues and Expenses for 2024-2025

### Revenues

Alberta Education	\$560,578
Instruction/Tuition Fees	\$393,750
Other	\$1340

### Expenses

Instruction - ECS	\$308,015
Instruction – Grades 1 to 12	\$513,542
Operations and maintenance	\$35,460
Board and System Administration	\$98,400

**Total** **\$955,468**

**Total** **\$955,417**

Surplus (Deficit) of revenues over expenses: **\$51**

### Note:

We experienced a deficit in our audited financials, due to a decision to open a new classroom which increased staffing and supply costs without increasing enrollment. We also received less funding from Alberta Education than budgeted because of last minute changes to enrollment.

