

DELTA WEST ACADEMY



Annual Education Results Report

2024-2025

www.deltawestacademy.ca

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Calgary, AB T3E 4P3

Annual Education Results Report 2024-2025

Delta West Academy's AERR presents the results of local and AEAMS data relating to the 2024-2025 school year. This report will reflect on the assurance indicators of Student Learning, Teaching and Leading, Learning Supports, Governance, and Local Measures. These domains are key components to AB Education's continuous cycle of improvement, and these results will also be reflected in future Education Plans for DWA. Alberta Education AEAMS, local surveys, and other stakeholder engagement opportunities, including Coffee with Admin have been used to assess our current standing and to identify areas of success and key areas for growth. We will also use the results from the AEAMS to identify if the goals outlined in our current Education Plan and the strategies we have implemented have had a positive impact on helping us to attain our goals.



Message from the Board of Directors:

Board of Directors

- Jennifer Rees : President
- Denise Dutchuk-Smith: Treasurer
- Leslie Gregory: Director
- Anne Phillips: Director
- Nicolas Dunne: Director
- Colin Merrick: Director
- Gurpreet Purhar: Director

Delta West Academy continues to create confident and successful students, as it has done so for over 30 years.

The low student to teacher ratio and close school community allows students to believe in themselves and their ability to succeed in whatever they choose to pursue. Although the main emphasis is on academic excellence the school is well balanced and students develop strong problem-solving skills. The level of attention students receive from their teachers allows students to be unique, become brilliant academically and also succeed socially and globally.

Every year teachers manage to find interesting projects and new adventures (local and international trips), as well as making sure that they are available after hours to help with areas students are struggling with.

There is no doubt that Delta West Academy continues to inspire children to be a life-long achievers and successful in any area they choose.

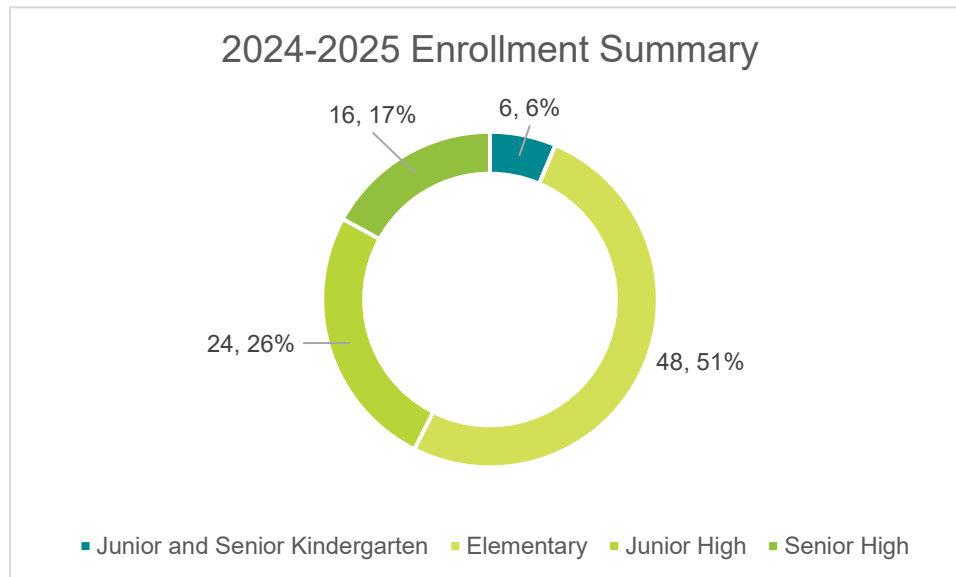
Accountability Statement:

The Annual Education Results Report for Delta West Academy 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 27, 2025.

Board President Signature: _____ **Original Signed** _____

Who We Are:

Delta West Academy is a co-educational, non-denominational day school which challenges average to above average and gifted students to achieve exceptional outcomes through profound experiences both in and out of the classroom. We embrace our multi-culturalism in both our student body and staff. Students come from all quadrants of Calgary as well as from surrounding communities which further adds to our diversity.



For over 30 years, small class sizes have continued to be the cornerstone of DWA's program. A low student to teacher ratio allows the students to speak often, share their thoughts, mentally manipulate the information they are learning, listen to the ideas of others, and, most importantly, to question what they see, read, and hear in order to become critical, independent thinkers.

While the emphasis is on academic excellence, the school's program is well-balanced with fine arts, physical education, regular off-campus experiences (both local and international), clubs, Dragons Athletics, school activities, community outreach, and special events to nurture the developing minds and personalities of the DWA students. A large variety of school community activities, from fundraisers to fun days, keep everyone involved and active in growing DWA to its full potential (Dragon Values).

Above all, the students at Delta West Academy are treated as individuals. The teachers know them as individuals and the students know each other as individuals.

DWA Mission Statement:

We create confident and engaged learners by providing the most excellent, student-centred learning environment.

DWA Motto: For Myself, My Future, Our World

At Delta West Academy, students are encouraged to excel, and we create the safe, caring, and invigorating learning environment where they can do it.

Ultimately, we believe every child can be successful in whatever they choose to do:

- to be inspired as life-long achievers
- to reach the goals they set for themselves
- to live a life of strong purpose and fulfilment
- and ultimately, to create a dynamic world they will live and succeed in.

Everyone, including staff, students and parents, has a responsibility in maintaining a cohesive, safe, and vibrant school community through honest and timely communication, being committed to the vision of DWA and contributing to the progress and growth of the school community.

Our vision has always been centred on a safe, caring environment where all stakeholders (students, faculty, and parents) play a role in providing a setting that supports students in the achievement of exceptional academic and personal goals and experiences.

“Rooted in Community, Strengthened in Diversity, Inspired by Excellence!”

DWA Leadership Team 2024-2025:

Head of School: Denise Dutchuk-Smith

Principal: Jocelyn Forrester

Vice Principal: Doralí Briceno-Rivas

Director of Admissions: Amanda Dennis



Alberta Education Assurance Measures: 2024-2025 Overall Summary



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 9972 Delta West Academy

Assurance Domain	Measure	Delta West Academy			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	91.5	90.4	89.2	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	90.9	90.2	87.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	93.6	100.0	100.0	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	*	*	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT9: Acceptable	95.0	78.6	86.8	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	40.0	7.1	27.3	15.6	15.4	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	81.5	81.3	72.4	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
	Diploma: Excellence	37.0	8.3	9.9	23.0	22.6	21.9	Very High	Improved	Excellent
Teaching & Leading	Education Quality	94.2	93.7	92.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	91.7	90.9	87.8	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	92.1	90.4	87.2	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	94.1	93.8	87.0	80.0	79.5	79.1	Very High	Maintained	Excellent

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

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2025

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
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

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%.

Measure Evaluation Reference

Fall 2025

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

*** The tables included in this report are summaries of overall responses by teachers, students, and parents. Each category included multiple questions. Anyone who would like to view the full AEAMS results is encouraged to contact the DWA Administration.

For the 2024-2025 School year, Delta West Academy did not have any students identifying as FNMI.

Please see Appendix 1 for the AEAMS Overall Summary for EAL students to view the Alberta results.

Additional Considerations:

1. The government survey is conducted in February when half of the school year is yet to come but parents, students and teachers are expected to comment on the whole school year. Courses that are offered in the second semester cannot be commented on, nor can any initiatives, events, improvements, or progress that happen in the second half of the school year. As an independent school, this is also the point in the year when decisions have been made regarding student enrollment for the following school year. When families have made decisions to change schools, or when DWA has suggested that another school may be a better fit for their child, it can lead to a period of adjustment realizing that there is more of the school year to come and that we can still work together to create a positive experience for the following months. This adjustment period falls in line with the AEAMs survey and as many students and parents feel they need justification for changing schools, it can also impact the feedback provided.

2. The teacher and student surveys are conducted online and done at school ensuring a very high percentage of participation; DWA has less control over the completion of the survey by our parent population. This was the first year where survey codes were provided to the school to give to the parents. We were able to time this with our Parent-Teacher interviews to personally hand the survey codes to the majority of our parent body. This did result in double the parents completing the survey compared to the 2023-2024 school year, however this was still only 18 parents representing 25% of the school community (94 students, 72 families).

3. The Alberta Education survey is a generic one provided to families all over Alberta. The questions, by their nature, are not always applicable to niche schools such as Delta West Academy. Many of the questions have no relevance to our school at all and cause confusion in our community of respondents (parents, teachers, and students alike). This in turn presents some unusual results.

4. Lastly, the surveys are only sent to families of students from Grade 4 to Grade 12. The kindergarten to Grade 3 families have no voice in these surveys. Thus, 31 students representing 33% of our school community is not represented in the results.

Therefore, apart from the teacher and student results, we cannot consider this year's survey results to be an accurate reflection of the thoughts and opinions of our entire school community. It is important to keep this in mind when reading the percentages for each section.

To get a better measure of parent feedback for the continued growth and development of our programs, DWA conducted an online survey in June where 32 families, 44.4% of our families participated. Typically, we see improved parent response rates in our independent survey. However, there was still a lack of overall participation despite sending the link several times at the end of this year. This survey was valuable as it allowed for feedback from families from all divisions, and these results, in combination with the AEAMs data, will help to drive our future planning.

5. End of school year results, including the June Diploma, and Grade 6 and 9 PAT results were not available for review until mid-October. Receiving this information quite deep into the new school year is challenging, as it doesn't allow us to plan for changes ahead of time, and instead we must react mid-year. We feel this delays progress, and we cannot see the full results of our intentional changes for a full calendar year.

Public Interest Disclosure Act (Whistleblower Protection):

It is a requirement to report on the Public Interest Disclosure. Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received by Delta West Academy for the 2024-2025 school year.

Student Growth and Achievement:

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

School: 9972 Delta West Academy

Province: Alberta



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

	Delta West Academy													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	82	88.4	79	85.7	86	91.6	86	90.4	92	91.5	Very High	Maintained	Excellent	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	22	90.9	14	78.6	11	100.0	9	100.0	18	96.3	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,882	87.3	33,209	86.7	34,444	87.6
Student	51	74.4	53	78.5	61	77.2	63	71.1	62	78.1	Very High	Maintained	Excellent	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	9	100.0	12	100.0	14	97.6	14	100.0	12	100.0	n/a	Maintained	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

Comment on Result:

Delta West Academy is pleased to have maintained excellence across students, teachers, parents, and students in this measure. Most importantly, we are pleased to see a 7% increase in our student results. Each of the grade divisions demonstrated improvement, with the most significant increases in our High School group.

	Delta West Academy									
	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Student - All	51	74.4	53	78.5	61	77.2	63	71.1	62	78.1
Student - Grade 4-6	18	80.6	17	73.5	17	84.8	22	68.2	22	72.7
Student - Grade 7-9	18	81.9	18	80.3	21	71.4	22	80.6	24	81.3
Student - Grade 10-12	15	60.7	18	81.7	23	75.4	19	64.5	16	80.3

The 2024-2025 school year was the second year of having planned Friday afternoon activities for our Junior and Senior High students. We feel that this has had a positive impact on showing students the importance of what they are learning both inside and outside of the classroom. Having dedicated time to plan trips has removed a barrier that is traditionally present in High School classes in not wanting to take away class time from other courses.

In our Elementary group, we had a significant number of students select "Don't Know" as their responses to the question "Do you like learning language arts", 18%, and "Do you like learning Math", 23%. "Don't Know" counts as a negative in these surveys, and this was the highest number of students we have had in recent years that have selected this response. With these questions being very broad, it is likely some students were not clear on the overall meaning of the question and could have responded based on the activity they were working on only in class that day. As we want to ensure that we are not coaching student answers, there is a delicate balance between explaining the intention of the questions and influencing responses. In future years, we will need to spend more time explaining the surveys to the questions, and encouraging them to think beyond "Don't Know" unless that is truly the response they feel is most valid for them.

In our Junior High Group, the questions around Math showed the least favorable responses with 67% of students understanding how the mathematics they are using as school is useful to them, and 58%

identifying it as interesting to them. Language Arts, Science, and Social Studies topics remained consistently high or showed slight improvement this year.

Our High School group showed improvements across all subjects for students to understand how the subjects they are learning are useful to them, and significant improvements for the Science, Social Studies, and Math being interesting to them. We believe these results are directly due to the increased off-campus programming instituted at Delta West Academy.

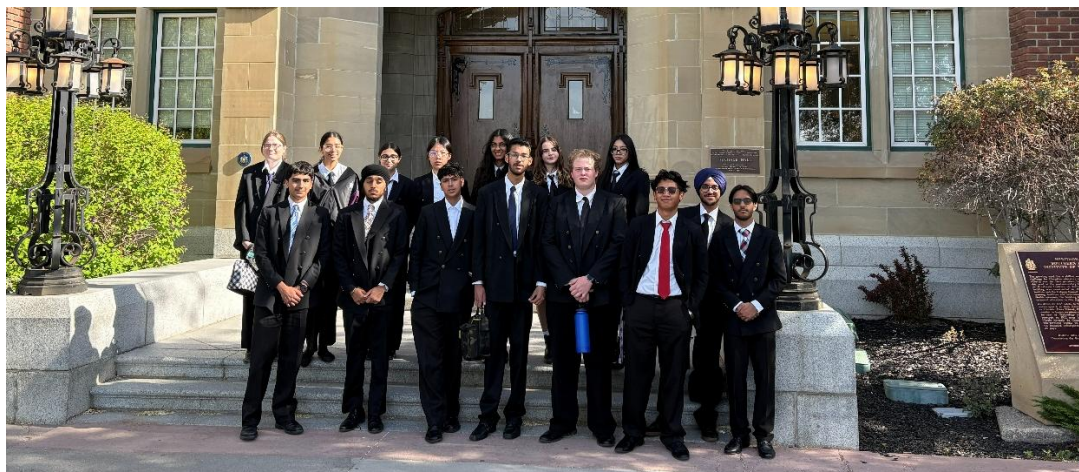
Results of under 6 surveys are redacted, so we are only able to view specific parent responses within our Junior High Parent group, although their responses were in line with the overall parent average. We are content to see a maintained standard of excellence in our parent group. This year, we doubled the number of responses we received for the survey, making the results more statistically relevant, so achieving the same level of satisfaction is important to note.

Key Strategies:

Delta West Academy will continue to work with its teachers to plan off-campus excursions for the students throughout the year that align with the curriculum to show them learning in a relevant and meaningful way. Our Junior and Senior High students are often much better at recollecting the number of field trips they have taken than our Elementary students, which has encouraged our homeroom teachers to create a visible timeline in their classrooms to help students identify all the learning opportunities they have had throughout the year.

Continuing to have subject specialists in our classrooms also ensures that students are receiving instructions from a teacher who is passionate about what they are teaching, and knowledgeable about the content they are delivering to the students. As part of our Education Plan, Delta West Academy is also encouraging our staff to expand their professional development by attending additional conferences and courses or purchasing new resources to ensure that we continue to model the practices of being life-long learners and improving ourselves and our craft.

This school year, Delta West Academy is also field testing the new Math and Social Studies curriculum. As many of our junior high students have been exposed to the new Math curriculum for many years, we hope that the use of the new Math curriculum will have positive effects on student engagement particularly in Math. Our choice to field test the curriculum will also allow us the opportunity to provide input from teachers, students, and parents about suggested changes that may make the courses more relevant to student learning.



Citizenship:

Student Growth and Achievement

A.6 Citizenship - Measure History

School: 9972 Delta West Academy

Province: Alberta



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

	Delta West Academy										Measure Evaluation			Alberta											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	82	91.1	79	82.2	86	90.1	87	90.2	92	90.9	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	22	92.7	14	69.6	11	98.2	9	100.0	18	93.3	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6		
Student	51	80.7	53	78.8	61	82.3	64	80.9	62	79.3	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	9	100.0	12	98.3	14	90.0	14	89.9	12	100.0	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5		

Comment on Result:

The citizenship results are an important measure for Delta West Academy, creating a community of learners and developing our students to be active citizens in built into everything we do at our school. Two of our four foundational pillars, and two of our goals outlined in our Education Plan, are about leadership and legacy.

We are pleased to have maintained excellent results across the survey groups for parents, students, and teachers.

Within our parent group, 100% of parents believe that their child is encouraged at school to be involved in activities that help the community. This is a testament to the success of our initiatives in the 2024-2025 school year including Terry Fox, Dragon's Give Back Week, Field of Crosses, Upcycled Book Sale, Brown Bagging for Calgary Kids, and donations to several other charities from fun lunches.

It was also encouraging to see our teacher's result improve to 100%. Through our Education Plan goal to improve teacher retention, we have emphasized developing and creating a strongly united staff. Working from the top down created an environment of staff members working together to put forward different initiatives for students which as a whole positively impacted our community.

In our student group, we saw over a 10% increase in our Grades 4-6 students with improvements across all questions including if they are encouraged to try their best, if most students follow the rules, if most students help each other, and if most students respect each other. Delta West Academy will be specifically working to improve the result of only 64% of students believing that most students follow the rules. This could include having conversations around expectations for following the rules, recognizing that students in elementary are not expected to follow the rules 100% of the time as they are still learning how to regulate their behaviour, as well as reminding students that they are not always made aware of reparations that are done with students who need help in learning about how to follow the rules.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community	2021	15	13	67	7	13	0	80
	2022	18	50	44	0	0	6	94
	2023	23	9	78	4	9	0	87
	2024	19	37	47	11	0	5	84
	2025	16	50	50	0	0	0	100
At school, I am encouraged to try my best	2021	15	27	53	13	7	0	80
	2022	18	61	39	0	0	0	100
	2023	23	30	61	9	0	0	91
	2024	19	37	63	0	0	0	100
	2025	16	50	50	0	0	0	100
At school, students follow the rules	2021	15	7	53	20	20	0	60
	2022	18	22	67	6	0	6	89
	2023	23	0	70	22	4	4	70
	2024	19	11	74	11	5	0	84
	2025	16	19	44	25	6	6	63
At school, students help each other	2021	15	40	47	7	7	0	87
	2022	18	56	44	0	0	0	100
	2023	23	9	65	13	4	9	74
	2024	18	33	44	17	0	6	78
	2025	16	31	63	6	0	0	94
At school, students respect each other	2021	14	21	64	7	7	0	86
	2022	18	33	56	11	0	0	89
	2023	23	0	65	26	4	4	65
	2024	19	21	63	16	0	0	84
	2025	16	19	44	31	0	6	63

Not sure why the major drop about students following the rules... and respecting each other. Some issues with the girls???

Delta West Academy had a generally maintained result for our High School Students, with 100% of students agreeing that they are encouraged to get involved in activities that help people in my community and encouraged to try their best. Some areas of focus within the High School group surround students following the rules and respecting each other. We believe the majority of these results stem from the implementation of our new cell phone policy. While DWA has been collecting phones in classrooms for several years, last year marked the introduction of collecting phones at the beginning of the school day and not releasing them to the students until the end of the day. With so many students having cell phone addictions, we were prepared for students to be creative about trying to circumvent this policy, including having multiple phones, or having them in lockers instead of submitting them to the office. As the year progressed, we encountered significantly less issues surrounding the cell phone policy. This survey is conducted in February, which is why we feel there was still some concerns around students following the rules.

In our Junior High Group, we experienced a 14% decline in our measures result. After this survey was completed, Delta West Academy became aware of inappropriate conduct occurring through the Teams platform which was negatively contributing to our junior high connectivity. As soon as we were made aware of this, we took steps to rectify the damage to the relationships that had been caused by the inappropriate use of the online platform. This included removing access to Teams temporarily until stronger monitoring measures could be put in place, and then also working with the students to mediate and help resolve the issues impacting the students.

Key Strategies:

Some key strategies for Delta West Academy to maintain our excellence measures, but to also improve specific categories of concern also align with many of our Education Plan goals.

We are working to create a more active student council which will help ensure student voices are directly responsible for helping to create the changes they want to see. Having student council be mandatory for all High School students ensures that we have created an opportunity for everyone to speak up and create a better school community. In 2024-2025, we began the process of starting a PAC committee, which is still work in progress. For the 2025-2026 school year, DWA is actively recruiting members for PAC which will also include a student representative, providing yet another opportunity for student voice in shaping the direction of our community initiatives.

We will also continue to work within our Leadership goal to encourage students to come forward with issues prior to them becoming larger. We have already seen our Grade 12 students stepping up to speak directly to younger students when they feel that their behaviours are not aligned with Delta West Academy values.

Delta West Academy has also ensured that the Teams platform, which has been restored for this year, has much stronger controls and active monitoring to confirm that our school provided platform is used only as a means for students to communicate in a productive manner that will positively impact their learning at school.



High School Completion Rates

Student Growth and Achievement

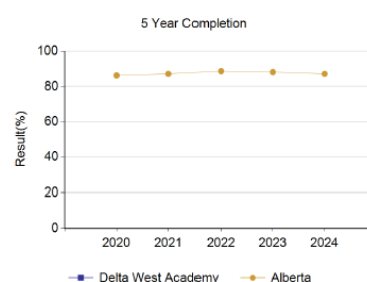
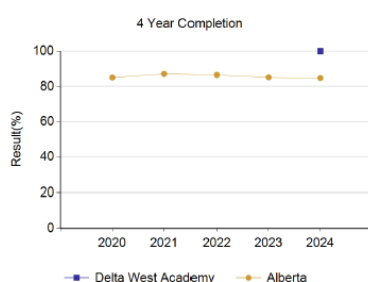
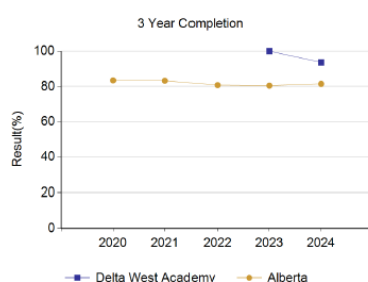


High School Completion Rates - Measure History

School: 9972 Delta West Academy

Province: Alberta

	Delta West Academy										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	1	*	4	*	2	*	9	100.0	9	93.6	Very High	Maintained	Excellent	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4		
4 Year Completion	n/a	n/a	1	*	4	*	2	*	9	100.0	Very High	n/a	n/a	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7		
5 Year Completion	5	*	n/a	n/a	1	*	4	*	2	*	*	*	*	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1		



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Comment on Result

All students who have been at Delta West Academy for their 3 years of high school, have graduated within those three years. In their three years of high school, DWA students will write up to six Diploma exams, complete a 30-level language, and graduate with Physical Education, Drama, and Art or Cooking 30. This provides them with significantly more credits than required to graduate and enables them to have more options when applying for post-secondary education. Due to delays for VISA applications, our number did decline because of the need to complete a course in summer school following their Grade 12 year.

Key Strategies

DWA strives to support all students in their academic success through many initiatives. These initiatives include ATI (access to instruction), re-assessment, and offering multiple ways for students to demonstrate their understanding through differentiated assessment. We will continue to offer small class sizes for individualized attention, leadership opportunities, participation in Performing Arts and Physical Education classes, access to career counselling, and individualized assistance with university applications and schedule creation with Ms. Dutchuk-Smith, Head of School.

PAT Results:

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 9972 Delta West Academy



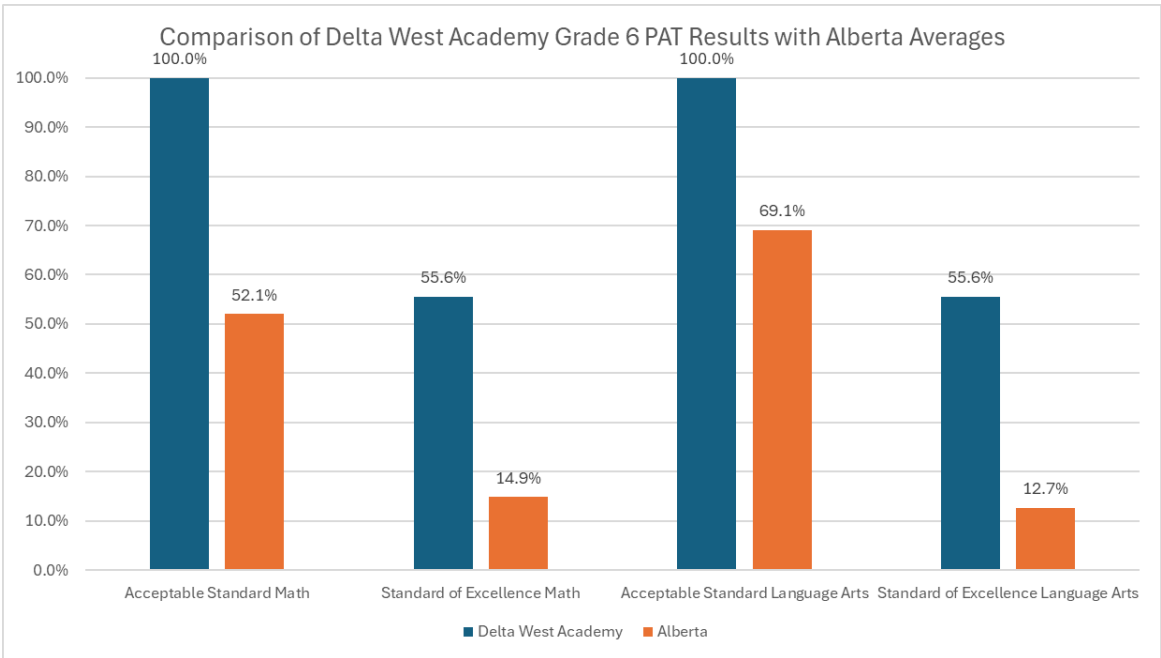
Course	Measure	Delta West Academy							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	100.0	50,053	64.1	59,230	67.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	36.4	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	9	92.9	59,391	69.8	57,676	70.4
	Standard of Excellence	Very High	Improved	Excellent	10	50.0	9	27.1	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	10	80.0	9	80.7	58,911	51.7	57,012	53.5
	Standard of Excellence	Low	Maintained	Issue	10	10.0	9	22.1	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Very High	Improved	Excellent	10	100.0	9	87.9	59,453	68.6	57,692	66.9
	Standard of Excellence	Very High	Maintained	Excellent	10	50.0	9	30.0	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	10	100.0	9	85.7	59,472	60.5	57,717	59.4
	Standard of Excellence	Very High	Maintained	Excellent	10	50.0	9	30.0	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 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.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. 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.

Comment on Results:

Grade 6:

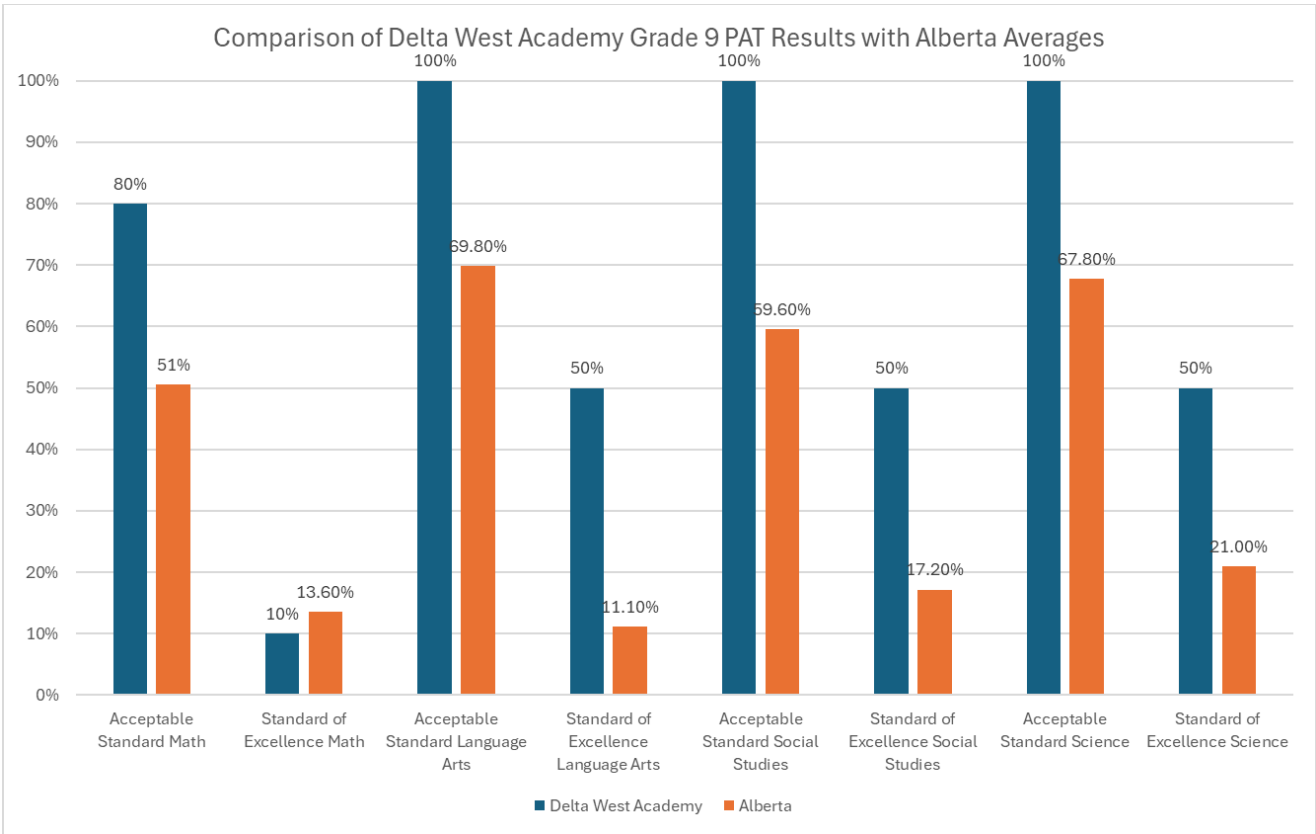


In 2024-2025, our Grade 6 students wrote a PAT for Language Arts and Math. This was the first year of PATs in these subjects structured around the new curriculum. Delta West Academy began to implement the new curriculum for Math and Language Arts in the first year of piloting, and we were very eager to see the results of this year's PAT's. In both Language Arts and Math, Delta West Academy scored significantly higher than the provincial average in both standards of excellence and the acceptable standard. This is a promising result and a reflection of the hard work that our staff has done to build and develop resources to support the new curriculum, and the delivery to the students.

Our Grade 6 students did not write a Science or Social Studies PAT in the 2024-2025 school year, as we have also been using the new curriculum for these subjects, and the PATs were either not available this year, or did not align with the curriculum we were using.



Grade 9:



Our Grade 9 PATs also yielded impressive results, with the class almost achieving our goal of achieving 100% acceptable standard in all subjects. We also saw remarkable increases in our standards of excellence in Language Arts, Social Studies, and Science. Delta West Academy believes these results tie into our programming and off-campus excursions which have helped to make stronger learning connections for the students. DWA also recognizes that while we are celebrating our return to 100% acceptable standard in Language Arts, Social Studies, and Science, we still have some work to do with our Math program.

Key Strategies:

A key strategy for maintaining these results and continuing to improve aligns directly with one of our Education Plan goals to continue to retain a high percentage of our teachers. Being able to have consistency in our programming, and the building and development of resources and professional knowledge of the curriculum is important to achieving these results. To encourage teacher retention, DWA will continue to collaborate with staff to create a TEAM environment, provide opportunities for professional development, and champion our staff to be leaders in helping develop and have a say in curriculum development.

Another key strategy for Delta West Academy is to implement Math 15 as a bridging course for our Grade 10 students in the 2025-2026 school year. Recognizing that Math was not of the same strength as our

other courses required us to meet students where they are at and give them the best opportunities for success in High School.

To help improve our future PAT results, Delta West Academy is also working with our math teachers to create consistency in our expectations, practice routines, and again the importance of meeting the students where they are at.



Diploma Exam Results:

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results By Students Writing Measure History

School: 9972 Delta West Academy
 Province: Alberta

	Delta West Academy					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	12	11	8	8	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	92.9	63.5	81.3	81.5	Intermediate	Maintained	Acceptable	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	14.3	11.5	8.3	37.0	Very High	Improved	Excellent	n/a	18.2	21.2	22.6	23.0

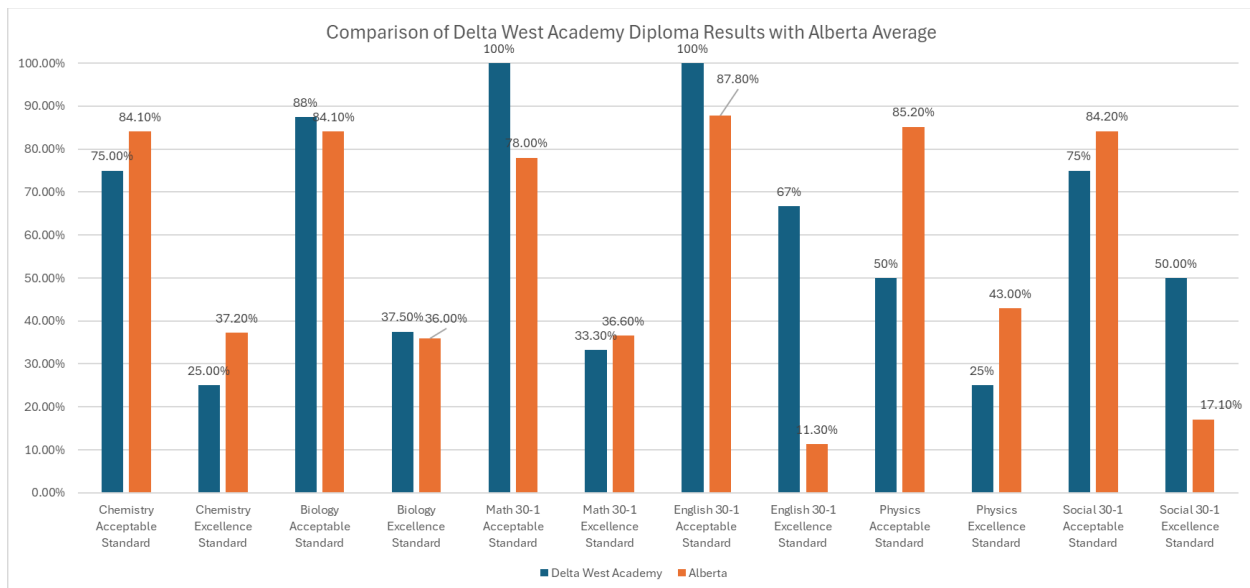
Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 9972 Delta West Academy

		Delta West Academy							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	8	75.0	35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	*	*	*	4	*	8	0.0	35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,398	11.3	18,166	12.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	8	68.8	22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	*	*	*	3	*	8	18.8	22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	9	85.0	26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	*	*	*	4	*	9	6.3	26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	High	Maintained	Good	8	87.5	10	90.9	25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	8	37.5	10	10.8	25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	4	*	9	63.8	21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	*	*	*	4	*	9	16.3	21,438	40.6	19,160	37.5
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	8	56.3	11,366	85.6	9,598	83.7
	Diploma Examination Standard of Excellence	*	*	*	4	*	8	6.3	11,366	43.6	9,598	41.5
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	79.6	8,223	80.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	26.2	8,223	23.9



Comment on Results:

Our 2024-2025 Grade 12 class was a small class, and so individual results are redacted due to the size of the class being under 6 students. This also means that each student accounts for a significant percentage and looking at results from year to year can vary significantly due to our small class sizes.

During our January Diploma exams, we also had a significant number of students impacted by a respiratory virus outbreak at DWA which impacted the number of students able to write exams during this time.

Looking at our results, it is also important to recognize that all students were enrolled in 6 Diploma Courses, along with writing an in-school Math 31 final exam. Delta West Academy's programming requires our students to expand themselves to take all Sciences and an honours program, to keep doors open for them in post-secondary, and to prepare them for the workload in their future endeavours. Our goal of students achieving excellence is an individual goal, and for each student, excellence is a different measure. Delta West Academy is pleased that our students continue to perform well given their rigorous programming, and to see students tackling courses that also may be out of their comfort zone. Of the students who achieved the acceptable standard, 33% in Chemistry 30, 43% in Biology 30, 33% in Math 30-1, 67% in English 30-1, 50% in Physics 30, and 67% in Social 30-1 achieved the standard of excellence.

Key Strategies:

Key strategies for addressing Diploma Exam results continue to include maintaining our honours level programming for all students, unless they have an IPP requirement. Students will be provided supports for these classes including off-campus programming to enrich their learning, ATI (Access to Instruction) for additional help in core classes, and continued work with Renfrew services to help students learn the power of self-advocacy in their own learning.

Other key strategies for our Diploma program are consistent with the strategies outlined for our PAT courses. This includes continuing to retain our amazing teachers to build and develop consistency in our programming and working with the students where they are at and building their skills to be able to meet the required levels by Grade 12 Diploma courses.

Early Literacy and Numeracy Results:

For the 2024-2025 school year, the LeNS (Grade 1 and 2) and CC3 (Grade 3) literacy assessments and the AB Education Numeracy Screening assessments were administered to all Kindergarten to Grade 3 students.

	ECS	Grade 1	Grade 2	Grade 3
Number of Students Assessed in September	N/A	7	7	10
Students considered at risk for Literacy in September	N/A	0	0	0
Students considered at risk for Numeracy in September	N/A	0	1	1
Number of Students Assessed in January	5	8	7	10
Students considered at risk for Literacy in January	0	1	0	1
Students considered at risk for Numeracy in January	2	1	2	1
Number of Students Assessed in June	5	8	7	10
Students considered at risk for Literacy in June	0	1	0	0
Students Considered at risk for Numeracy in June	0	1	1	1

Comment on Results:

Delta West Academy is pleased to see that we had very few students assessed as at-risk in our Kindergarten-Grade 3 classes for the 2024-2025 school year. Completing these assessments is a valuable way for teachers to reflect on current understanding, as it enables us to easily identify not only if a student is at risk, but also the specific areas of risk. This helps us engage our parent community to also

get involved for students who are struggling. Completing multi-stage assessments also allows us to track our progress on whether the remediation we are doing with at-risk students is effective.

Key Strategies:

Delta West Academy will continue to utilize the Early Literacy and Numeracy assessments to ensure that our students are meeting the necessary milestones as they progress through our program and to implement the necessary interventions for students who are deemed to be at risk. This will include individual support for students, continued professional development, working with Renfrew Services for group sessions, and helping to identify students needing extra supports, and communication with parents.



Teaching and Leading:

Teaching & Leading

A.4 Education Quality - Measure History

School: 9972 Delta West Academy

Province: Alberta



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

	Delta West Academy													Alberta									
	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	82	89.6	79	87.4	88	98.0	87	93.7	92	94.2	Very High	Maintained	Excellent	230,814	89.8	240,532	89.0	257,584	88.1	265,843	87.8	269,550	87.7
Parent	22	89.4	14	75.0	11	100.0	9	95.3	18	95.4	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	51	83.1	53	87.3	61	90.3	64	85.9	62	87.3	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	9	96.3	12	100.0	14	97.6	14	98.8	12	100.0	Very High	Maintained	Excellent	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Comment on Results:

Delta West Academy maintained our parent, student, and teacher results reflecting overall satisfaction with the quality of education at Delta West Academy.

Parent satisfaction remained excellent with 95.4% of parents agreeing they were satisfied with the overall quality of basic education at DWA, and 100% of parents responding positively to the question “How satisfied or dissatisfied are you with the quality of education your child is receiving at school”. In our parent survey, conducted in June, which included all families from Junior Kindergarten to Grade 12 which consisted of 32 responses demonstrated similar levels of confidence with 84.4% of families saying they are satisfied with the education their child is receiving at Delta West Academy.

I am satisfied with the level of communication I receive from my child's teachers.

I am satisfied with the level of access I have to my child's teachers through email, parent-teacher interviews, online platforms, in-...

I am satisfied with the level of access I have with the administration of the school through email, parent-teacher...

I am satisfied with the weekly teacher-sent Dragon Spark

I am satisfied with the education my child is receiving at Delta West Academy.

I am satisfied with the education my child is receiving at Delta West Academy.

I am satisfied with the education my child is receiving at Delta West Academy.

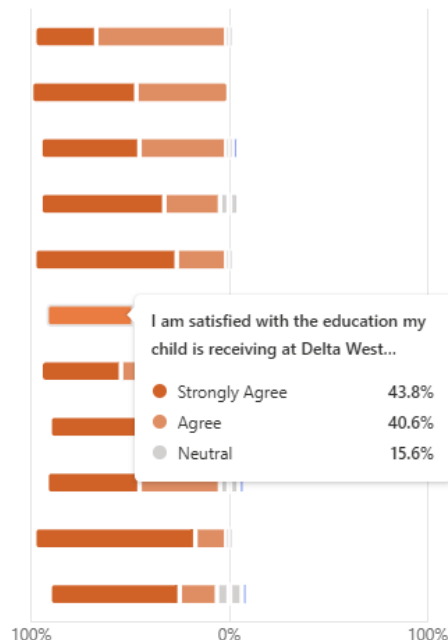
I am satisfied with my child's access to technology at school, and at home when necessary.

I am satisfied with the opportunities I have to be involved in the school community.

I would recommend DWA to friends, family, and colleagues.

I regularly read the Dragon Weekly Email.

I regularly read the Dragon Spark Classroom Blog.



“I am grateful for the DWA community for the impact they have made on my child. As they say it takes a village to raise a child, and I am thankful that DWA is my village” – Parent Survey Comment

Our student results were maintained in this measure, which included some positive feedback on student perspectives on the quality of teaching at Delta West Academy. 100% of Grades 4-6 students agreed their teachers are Very Good, or Good, 92% of Grade 7-9 students agreed their teachers are Very Good,

or Good, and 94% of Grade 10-12 students agreed their teachers are Very Good or Good. These impressive measures reflect the hard-working teachers at Delta West Academy, and their continuous pursuit of their own teaching excellence, working to engage the students, and finding ways to make the curriculum relevant to the students. It also suggests the work that we have done as a teaching team to ensure consistency and policy implementation is allowing the teachers to focus on their craft.

Key Strategies:

One of our goals, and one of the biggest comments from parents in recent years, has been a discussion around reducing the teacher turnover from year to year. Last year, we were extremely intentional about our hiring process, and pulled together a really great team of teachers, ending our year with the highest teacher retention in several years. This has allowed us to build some consistency within our programming.

As shown below, our parents value the High-quality academics and Teacher interaction/feedback as the top 2 reasons for choosing DWA.



DWA will continue to work to retain its current teaching staff to provide development opportunities for our program through consistency, and teamwork and collaboration.

Delta West Academy is also committed to supporting teachers in their professional development through access to resources, time for professional development, and encouragement to seek out opportunities. Our Education Plan goal includes a desire for all staff to attend at least 1 additional PD session to the AISCA Teacher Conference which can help ensure that DWA maintains these teaching and leading measures results.



Learning Supports:

Learning Supports

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

School: 9972 Delta West Academy

Province: Alberta



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

	Delta West Academy											Alberta											
	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	82	92.2	79	81.9	86	90.7	87	90.9	92	91.7	Very High	Maintained	Excellent	231,091	87.8	249,941	88.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	22	92.0	14	70.0	11	97.7	9	100.0	18	93.7	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.7
Student	51	84.7	53	76.9	61	80.6	64	84.8	62	82.6	High	Maintained	Good	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	9	100.0	12	98.8	14	93.8	14	87.8	12	98.8	Very High	Maintained	Excellent	30,211	95.3	30,988	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Comment on Results:

“Everyone was amazing and very supportive. Thank you for making this school safe and a place where our kids can grow and learn.” Quote from Parent Survey

Our results were generally maintained in the WCRSLE measure, with a slight decline in student and parent rating, but an increase in our teacher rating.

Of our parent results, 100% of parents agreed that teachers care about their child, and that they feel their child is safe at school. Learning doesn't occur if a child doesn't feel safe and cared for, so these measures are extremely important and DWA is pleased to see this result repeated and hope to see it continued in the future.

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

	Delta West Academy										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	51	84.7	53	76.9	61	80.6	64	84.8	62	82.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Student - Grade 4-6	18	83.9	17	68.6	17	85.6	23	86.3	22	88.4	72,734	82.2	77,172	80.9	77,329	80.1	80,200	77.8	78,532	78.1
Student - Grade 7-9	18	90.4	18	67.1	21	76.2	22	85.0	24	77.8	56,991	78.6	62,712	76.4	63,619	74.6	66,065	72.6	66,756	73.4
Student - Grade 10-12	15	79.7	18	95.1	23	79.9	19	83.1	16	81.7	40,175	78.6	47,374	75.9	52,208	75.0	53,755	75.3	55,980	75.7

For our student results, the Grade 7-9 result impacted our overall rating the most, with 77.8% of students agreeing their learning environments are welcoming, caring, respectful and safe. As mentioned previously, at the time of this survey, there was some inappropriate use of the online platform Team which DWA believes had an impact on student responses. We will look to see if next year's results show a rebound, barring any similar issues impacting this group of students. In a small school, with 24 students in the Grade 7-9 group, a few students impacted by negative peer interactions can have a major impact on the percentages in the surveys. Although this doesn't negate the importance of recognizing the concerns, it is also important to remember that small numbers have a much bigger impact when the pool is a smaller group.

In our Elementary group, this line of questions also contained a significant number of “Don't Know” responses which count negatively towards our overall results. Students were able to clearly answer if

adults treat them fairly at school, with 95% saying “Yes”, and only 5% saying “Don’t Know”, but when asked if most students care about each other, 68% said “Yes” and 32% said “Don’t Know”. These “Don’t Know” responses are another reminder for DWA to make sure we are working on our community objectives with our elementary students, as our primary focus has been doing so with our Junior and Senior High students.

In our Grade 10-12 group, 81% of students felt they belonged at school, and 94% of students felt safe at school. Measures around a sense of belonging, students caring and respecting each other, and being treated fairly by adults at the school remained generally consistent.

Key Strategies:

Some Key strategies that Delta West Academy will look towards implementing to improve and maintain our WCRSLE measures are to continue to involve students in our community.

By encouraging them to become actively involved in the school, especially our Junior and Senior high students, we hope to continue to broaden their understanding of the importance of advocating, speaking up, and working with each other to build a culture of respect. We can do this by encouraging participation in our Student Council, administration maintaining an open-door policy, and involving students more in understanding school policies to show fair, and consistent use of policies. All Junior and high school students are required to join their parents at the back-to-school meeting in August, which ensures that they are also hearing the information about new or updated policies that will impact them at school. The goal is to keep the students informed about the expectations to avoid surprises in situations, especially those surrounding behavior, exams, and academic integrity.

Access to Supports:

Learning Supports

H.1 Access to Supports and Services - Measure History

School: 9972 Delta West Academy
Province: Alberta



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

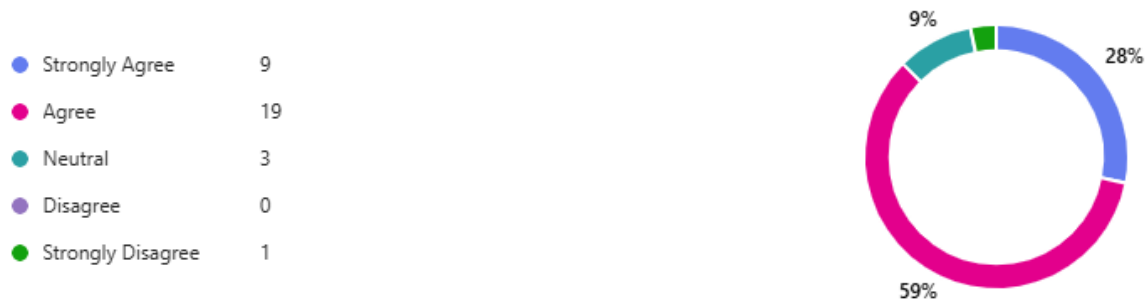
	Delta West Academy										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	82	89.9	79	80.8	86	90.5	87	90.4	92	92.1	Very High	Improved	Excellent	230,761	82.6	240,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	22	89.1	14	68.6	11	100.0	9	97.7	18	95.5	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	51	80.5	53	82.3	61	84.8	64	80.7	62	85.8	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	9	100.0	12	91.7	14	86.8	14	92.8	12	95.0	Very High	Maintained	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Comments on Results:

Delta West Academy is encouraged by the results surrounding access to supports and services. Our results were maintained with improvement among students and teachers.

Our parent result of 95.5% of families agreeing they have access to appropriate supports is encouraging and aligns with the results of our parent survey in which 88% of parents agreed there are adequate supports.

5. There are adequate supports in place to help my child when they need it.



Another question that Delta West Academy feels is important for parents to consider is whether they would feel comfortable reach out for suggestions of support, where 91% of parents agreed they would be.

6. I would feel comfortable reaching out to the school for suggestions for support for my child(ren).



As a small school, our staff get to know the students both individually and as a learning group very quickly and are often able to use their own classroom observations and assessments to identify areas of need. However, we also recognize that it is extremely important to work with our families to identify things that students may be good at coping with, and there are conversations at home about struggles. DWA truly sees itself as an institution that requires the collaboration of staff, students, and parents, to gain a wholistic view of the child and to create a deliver a program to best meet their needs and help prepare them for successful next steps.

Another question that we feel impacts student support, and that aligns with both the Learning Supports measure, and our goal of increasing resilience, was to ask parents if they felt there were enough support in place to help students struggling with resilience. 47% of parents agrees, but a large group of responders were unsure. This will continue to be an area of focus for DWA.

7. Do you feel that DWA has enough supports in place to help students who are struggling with resilience?



For our student results, 95% of our elementary students acknowledged that teachers are available when they need help. An area to work on is helping students to understand that this help is not only for academic reasons, but also if there are things happening outside of school that may be impacting their learning or focus.

In our Grade 7-9 Group, students responded similarly about access to supports, but with less feeling they could reach out about non-school related concerns. Delta West Academy is an intentionally small school in order to allow its teachers and administrators to build relationships with the students. We will continue to work on demonstrating that these relationships include looking out for the overall well-being of the student, and not just during the time they are within our building.

Our Grade 10-12 students showed the most favourable results, with consistent measures across the questions regarding help if needed about both schoolwork, and things outside of school. For the 2024-2025 school year, this group of students had the most access to our administration team, due to the courses the admin team taught, which we believe had a positive impact on their recognition that our doors are always open and available for a conversation. Typically, by High School, our students who have been at the school for a long time, and even those who are new, have reached an age of maturity where they are better able to self-advocate and seek out resources to help them.

Key Strategies:

We will look towards ways that our Administration team can become more actively involved with the elementary and junior high school groups. This began after the survey in the 2024-2025 school year, with the admin team scheduling a special lunch, and off-campus excursion with our Grade 6 and 9 students to work on these relationships. We will also look for additional opportunities to get involved in their classes in other ways, either by teaching, or hosting clubs, or lunches to provide them with opportunities to build trust and communication that may open the students up to discussing things that we can help them with.

Delta West Academy will also continue to have one Administrator, Ms. Briceno-Rivas, dedicated to working with Renfrew Services to ensure that teachers, students, and parents all have a voice on the sessions that will be support students needs. Her role will also be to help teachers access resources, and to assist in the creation of Dragon Learning Plans, and Individual Program Plans, and in the implementation of the strategies.

Delta West Academy’s parent survey also included a question asking parents about what supports they would like to see. Some of those suggestions have been already considered for the 2025-2026 school year including bringing in specific supports to help students who are struggling, and focusing our Renfrew Services workshops on requested topics like resilience and emotional regulation. Other requests from the survey included access to a guidance counsellor, and the use of therapy dogs. As a small school, we also need to be mindful of our staffing, and while a full-time guidance counsellor may not be available, Delta West Academy can continue to look towards bringing in outside support for different sessions which could include things that we have utilized in the past like art therapy, career counselling, and psychology supports. The school is also working on having an administrator dog certified as a therapy dog to be better able to understand how to utilize the healing power of animals.

Another key strategy for Delta West Academy will be to promote the work that our staff and administrators already do. With a diverse background of knowledge, our staff collectively bring many different perspectives, and a wealth of knowledge on different topics to support our students. Such as post-secondary graduate work with Mrs. Forrester and Ms. Gaspar, Counsellor training with Ms. Dennis, and anxiety-training specifically for parents and education with Ms. Dutchuk-Smith. As a highly trained staff, we can also make sure that we are promoting the work that we are doing on a daily basis already at DWA.

Governance: Parental Involvement

Governance

C.1 Parental Involvement - Measure History

School: 9972 Delta West Academy
Province: Alberta



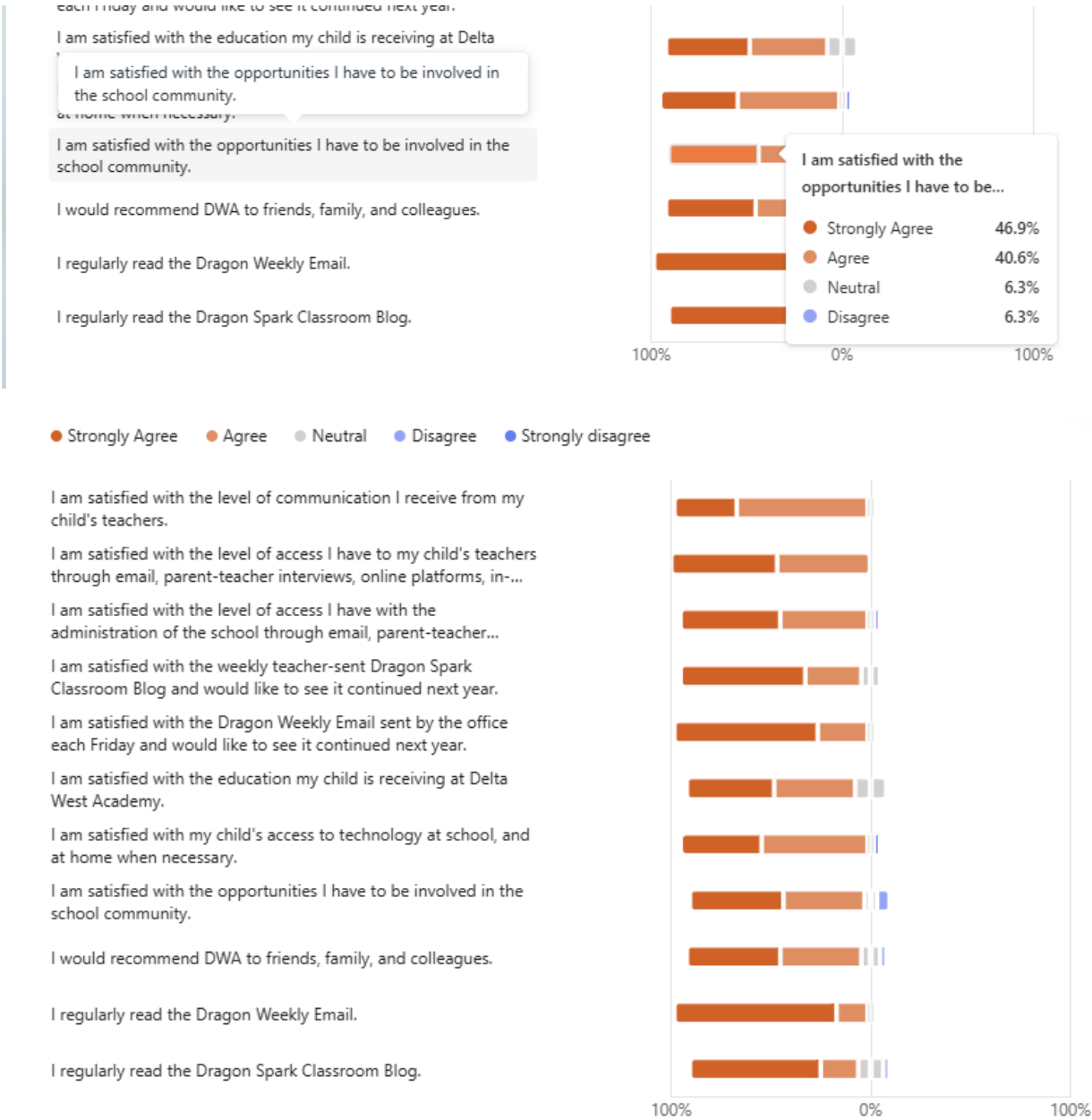
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Delta West Academy													Alberta											
	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	31	89.4	26	75.5	25	91.8	23	93.8	30	94.1	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,069	80.0		
Parent	22	81.3	14	61.5	11	90.9	9	93.3	18	93.3	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6		
Teacher	9	97.6	12	89.5	14	92.8	14	94.2	12	95.0	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3		

Comment on Results:

Delta West Academy maintained excellent results in our parental involvement measures. Parents are an extremely important contributor to student success, and their involvement in the school community is essential to our overall growth and community. 100% of parents responded they were satisfied with the extent of involvement in decisions about their child’s overall education, and 89% responded that they are involved in decisions about the school.

From DWA’s parent survey, we were able to gain more detailed information about specifics to our parent involvement, including their access to teachers, administrators, the communication from the school, and opportunities to be involved in the school community.



Below are the questions in full:
I am satisfied with the level of access I have to my child's teachers through email, parent-teacher interviews, online platforms, in-person, etc.
I am satisfied with the level of access I have with the administration of the school through email, parent-teacher interviews, online platforms, etc.

From these surveys, we can see extremely positive results, with most parents expressed satisfaction with how Delta West Academy communicates and how open and responsive we are to communication.

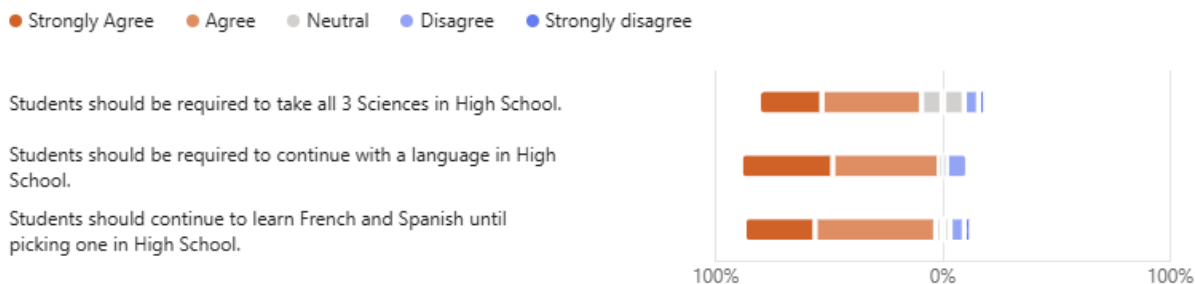
Through our parent survey, we were also able to ask parents about their feelings on the variety of community building events. 84% of parents were satisfied with the events that were available to them to engage with their child’s learning and character building.

11. I was pleased with the variety of events that enabled community building this year including Christmas Tea, Bring Your Parents to School Day, Multicultural Fair, and Field Trip opportunities. DWA's Graduation is also an upcoming event.



Parents also had the opportunity to provide input on the direction of our high school program. As part of our admissions, we have been working to really educate our perspective families on the strengths of Delta West Academy and the intentionality of our program. With our admissions being more targeted towards identifying our purpose and our strengths as a school, we have been building our school population with a group of students and families that more closely align with our school priorities. As shown below, a large majority of parents believe in the importance of our program structure and support it continuing to help open doors for students in post-secondary.

13. Please answer the following questions regarding the importance of academic programing at DWA. [Mc](#)



Key Strategies:

Key strategies to help maintain our governance measures will be to continue to provide opportunities for parent involvement. This includes our 10-hour volunteer requirement, hosting Coffee with Admin, creating an actively involved PAC, educating our parents about the importance of interacting with our

various communication channels (School Cloud, Parent Portal, Dragon Weekly, and Dragon Sparks Classroom Blogs), as well as continuing to conduct surveys that provide all our parents with a voice.

A celebrated day at Delta West Academy is also our Bring Your Parent To School Day, which provides parents a snapshot of our classrooms.

Prior to Covid-19, Delta West Academy Foundation used to host a major Gala fundraiser each year which brought together parents and teachers in a different context. Although the feedback was to move toward more family-friendly events, there is still an opportunity to try creating more opportunities for connection through smaller events to build community amongst our parent-group. A community of parents working together towards the common goal of helping to provide the best possible environment for their children is a very powerful thing. We look forward to working on not just giving our parents a voice but also having them get actively involved.

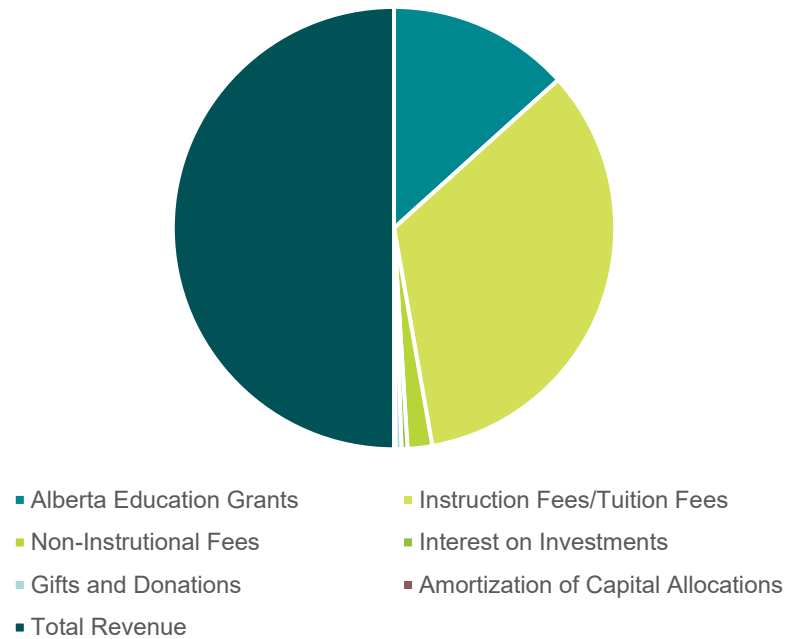
Budget:

Below is a summary of the projected budget for the 2024-2025 School Year as prepared in May 2024. The budget was prepared with early enrollment projections, and in an abundance of caution about the continued impact of energy prices on the 2024-2025 school year.

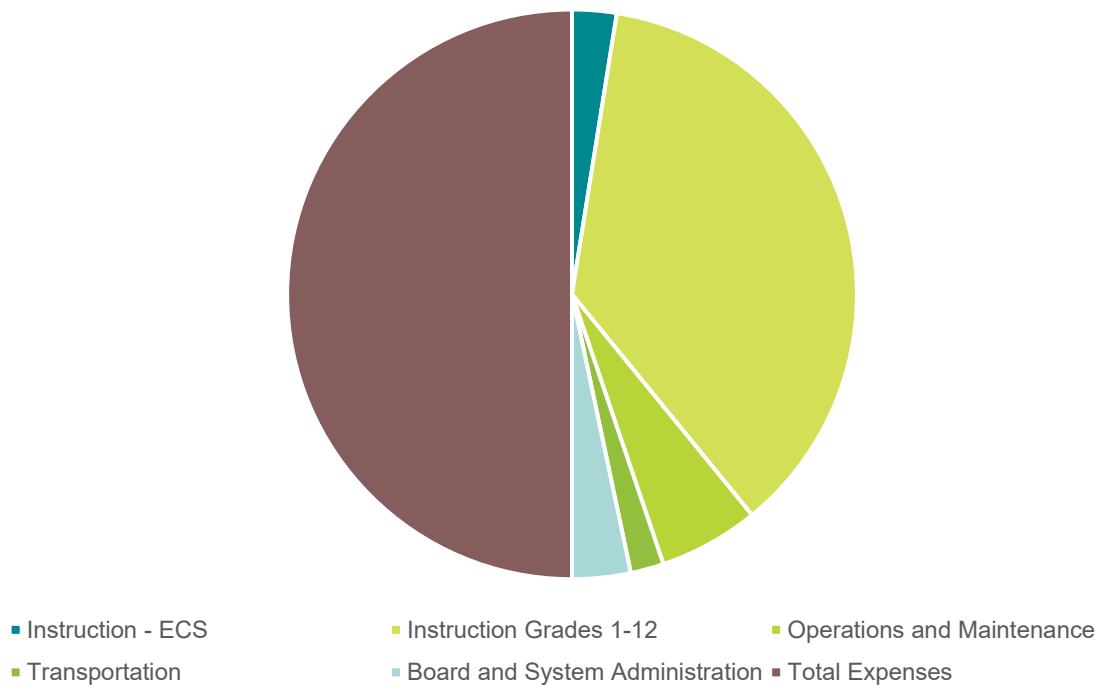
2024-2025 Budget Summary:

Revenue Summary	
Alberta Education Grants	\$614,099
Instruction Fees/Tuition Fees	\$1,564,280
Non-Instructions Fees	\$83,000
Interest on investments	\$20,000
Gifts and Donations	\$20,000
Amortization of Capital Allocations	\$5,000
Total Revenue	\$2,306,379
Expenditure Summary	
Instruction - ECS	\$115,700
Instruction – Grades 1-12	\$1,678,200
Operations and Maintenance	\$261,000
Transportation	\$86,500
Board and System Administration	\$152,000
Total Expenditures	\$2,293,400
Surplus	\$12,979

2024-2025 Revenue Projections



2024-2025 Expenses Projection



Delta West Academy Society Audited Financial Summary 2024-2025

This is a summary of the highlights of the Audited Financial Statement for the year ending August 2025. As per Alberta Education requirements for independent schools, an external audit is performed every year.

Audited Financial Statement Summary for the Year Ending August 2025.

Revenue Summary (figures in dollars)

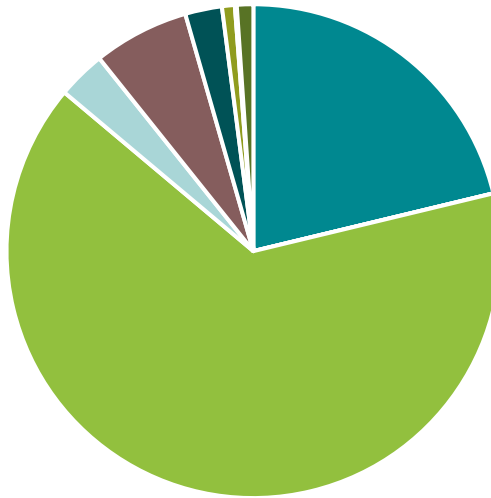
Alberta Education Grants	\$605,805
Other Government of Alberta	\$0
Federal Government and/or First Nations	\$0
Tuition	\$1,850,608
Non-Instructional Fees	\$89,909
Other Sales and Services	\$179,086
Donations	\$68,806
Amortization	\$23,904
Other Receipts	\$3570
Interest on Investments	\$30,708
Total Revenue	\$2,852,396

Expenditures Summary (figures in dollars)

Home Education	\$0
Instruction ECS	\$77,741
Instruction Grades 1-12	\$1,582,031
Operations and Maintenance	\$562,441
Transportation	\$112,519
Board and System Administration	\$306,987
External Services	\$10,118
Total Expenditures	\$2,651,837
Surplus	\$200,559

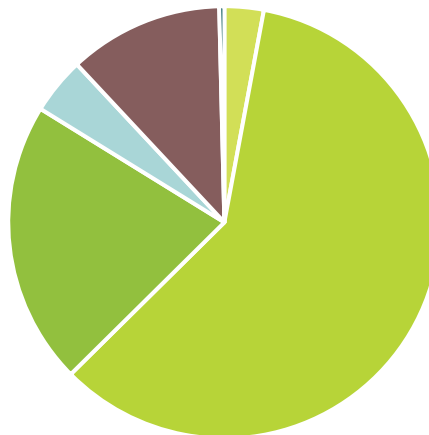
Anyone wishing to review the audited financial statements is asked to request from the administration.

2024-2025 AFS Revenue



- Alberta Education Grants
- Federal Government and/or First Nations
- Other Sales and Services
- Donations
- Other Receipts
- Other Government of Alberta
- Tuition
- Non-Instructional Fees
- Amortization
- Interest on Investments

2024-2025 AFS Expenditures



- Home Education
- Instruction Grades 1-12
- Transportation
- External Services
- Instruction ECS
- Operations and Maintenance
- Board and System Administration

Appendix 1: EAL Student Results Overall Summary



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 9972 Delta West Academy (EAL)

Assurance Domain	Measure	Delta West Academy (EAL)			Alberta (EAL)			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	73.5	72.0	74.4	*	n/a	n/a
	5-year High School Completion	n/a	*	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	51.2	52.7	54.0	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.0	10.1	10.5	*	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	67.4	66.3	66.7	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	*	n/a	14.8	14.0	13.9	n/a	n/a	n/a
	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 (WCRESLE)	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 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 results.

For the 2024-2025 School Year, Delta West Academy had a limited number of students identified as EAL students, which causes our results to be redacted.

Our individualized attention allows us to work with our EAL students to continue to progress in each of their subjects and build upon their English skills. Ms. Briceno-Rivas does specific work with our EAL students, along with supporting our teachers to help students in their regular Language Arts classes.

DWA tracks its success in working with our EAL students, with a goal of ensuring they are prepared to write the same number of PAT and Diploma exams with their classmates, and ultimately successfully transition into post-secondary institutions.