Calgary French & International School



Annual Education Results Report
2024-2025

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Accountability Statement

The Annual Education Results Report for the Calgary French & International School (CFIS) Society for the 2024-25 school year was prepared under the direction of the CFIS Society's Board of Governors, in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. The CFIS Society Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024-25 was approved by the CFIS Society Board on November 27th, 2025.

Kate Bilson
Chair, CFIS Society
(Original copy signed and on file at school)

Message from the CFIS Society's Board of Governors

Calgary French & International School (CFIS) is a vibrant and dynamic independent school that offers a full French immersion education to students in junior preschool through to Grade 12. In the 2024-25 school year, CFIS was overseen by a Board of Governors, of whom all but one were current parents of students attending the school. The Board collectively determines the school's mission and vision, oversees the strategic plan, fulfills fiscal oversight responsibilities, creates and reviews governance policies, employs the Head of School, and monitors and measures the Head's performance. In short, the Board focuses on a combination of strategic and governance matters.

During the 2024-25 school year, there were six standing Board committees – Academic, Advancement, Executive, Finance & Audit, Governance, and Strategic Planning - and four ad hoc Board committees - Equity, Diversity, Inclusion, and Accessibility (EDIA) Steering, Nominations, Risk Management Review, and Strategic Financial Planning . Together, the work of the above committees, combined with the work of the Board as a whole, served to ensure that the overarching responsibilities of the Board were fulfilled.

The school's Board of Governors is very proud of the bright and eager young learners, dedicated and talented faculty, and enthusiastic, committed staff who together comprise this exceptional school. We are also very appreciative of the school's senior leadership team, especially Head of School Mme Nicola Abrioux-Camirand.

CFIS holds a place of prominence on the local and national independent school landscapes, and has a well-earned reputation in the world of education as a vibrant and progressive school with a first-class educational program and exceptionally strong language programming. As this document will show, CFIS's unique educational model consistently develops well-rounded, fluently multilingual young global citizens who recognize the importance of cultural peace and understanding.

Kate Bilson
Chair, CFIS Society

Profile of CFIS



CFIS is a co-educational private day school on a 14-acre campus in Calgary's west southwest. In the 2024-25 school year, CFIS educated 816 students in three divisions: 175 students in Early Childhood Education (junior preschool to Kindergarten), 329 students in Elementary (Grades 1 to 5), and 312 students in Secondary (Grades 6 to 12).

CFIS is widely recognized as Western Canada's top French language immersion independent school. It is accredited by Alberta Education, and a proud member of Canadian Accredited Independent Schools (CAIS). It is also one of Calgary's oldest private schools, having been founded in 1969 (as the Calgary French School). In 2003, the school moved into its new, 120,000-square-foot facility, added "International" to its name, and began to expand its programming to include junior and senior high.

CFIS's enriched academic program is taught in a caring, dynamic, and supportive full French immersion learning environment. Over the course of the 2024-2025 school year, the school's values were revised with the engagement of students, staff and parents. The desire was to have our values be more streamlined and easily accessible for students in all divisions.

CFIS has a global focus, centering on the United Nations Educational, Scientific and Cultural Organization (UNESCO) four pillars of learning in the younger grades, and Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service) in the Secondary Division. In the higher grades, CFIS's international focus extends to encompass experiential learning opportunities across Canada as well as around the globe, including group travel as well as group and individual student exchanges.

CFIS follows both the Alberta Curriculum and the International Baccalaureate (IB) Programme. CFIS is an authorized IB Primary Years Program provider, beginning at the age of three, and a candidate school for the IB Middle Years Programme, from Grade 6 to Grade 10. Beginning in Grade 11, students are provided with the opportunity to complete either the Bilingual IB Diploma, the Advanced Bilingual IB Diploma or IB course certificates, in addition to completing Alberta Education courses and diploma requirements.

All CFIS students are encouraged by faculty, staff, and their parents to develop their intellectual, physical and creative potentials to become caring and self-reliant young citizens who have a solid foundation for life-long success.

CFIS's Mission, Vision, Values



MISSION

Calgary French & International School develops each student's individual and academic potential through full French immersion, an international focus and the development of the whole student in a rich and dynamic learning environment.

VISION

CFIS graduates will be active global citizens with a foundation for life-long success, and our school will be the leader in French immersion and international education.


We care.
Nous sommes bienveillants.
We connect.
Nous créons des liens.
We strive.
Nous visons l'excellence.
We grow.
Nous grandissons ensemble.

CFIS's Strategic Priorities

Priority 1: Grow vibrant school divisions within full French immersion and international contexts.

Priority 2: Engage our diverse community.

Priority 3: Value and celebrate our staff.

Priority 4: Enhance our financial flexibility.

Priority 5: Evolve with purpose, together

Required Alberta Education Assurance Measures (AEAMs):

Overall Summary

Assurance Domain	Measure	Calgary French & Int'l Sch Soc			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	**90.3**	88.4	88.4	**83.9**	83.7	84.4	Very High	Improved	Excellent
	Citizenship	**88.7**	87.0	87.1	**79.8**	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	**99.4**	96.2	97.4	**81.4**	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	**91.6**	100.0	94.2	**87.1**	88.1	87.9	High	Maintained	Good
	PAT9: Acceptable	**95.0**	93.9	94.4	**62.5**	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	**46.9**	50.9	56.2	**15.6**	15.4	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	**95.1**	91.1	93.0	**82.0**	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	**44.4**	63.3	48.9	**23.0**	22.6	21.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	**94.0**	92.4	92.4	**87.7**	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**91.6**	89.8	90.0	**84.4**	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	**90.1**	86.0	86.5	**80.1**	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	**87.5**	84.9	82.6	**80.0**	79.5	79.1	Very High	Improved	Excellent

The Alberta Education Assurance (AEA) survey is provided annually to all public and separate school students in Grades 4, 7, and 10, as well as their parents and guardians and teachers.

10% of CFIS' parents and guardians ("parents"), 75% teachers and 91% students in Grades 4, 7 and 10 completed the AEA survey.

The combined "parent" (parent and guardian), student, and teacher results from the January 2025 Alberta Education Assurance surveys inform the above "current results" for the following AEAMs: Student Learning Engagement; Citizenship; Education Quality; Welcoming, Caring, Respectful and Safe Learning Environments; Access to Supports and Services; and Parental Involvement.

CFIS's results for the above-referenced AEAMs continue to be excellent. A thorough analysis is completed for each category and the information is used to guide annual action plans and long range planning.

The administration of an annual CFIS parent survey (early December) also provides us with data points to gather information from our parents and guardians.

In addition to the Alberta Education Assurance survey and CFIS parent survey, in April 2025, CFIS underwent an accreditation review by Canadian Accredited Independent Schools (CAIS). The accreditation process included focus groups of staff, parents, board of governors and students. The recommendations from CAIS are also used to guide our strategic direction and annual action plans.

Assurance Domain: Student Growth and Achievement

CFIS PRIORITY 1:
Grow vibrant school divisions within a full French immersion and international context.

CFIS continues to fulfill its mission of developing each student's academic, individual, and creative potential within a dynamic and rigorous learning environment. Our full French immersion program, enriched by an international perspective, provides students with opportunities to explore their talents and develop their capacity for self-expression and critical thinking. Beginning at age three, CFIS integrates the Alberta Program of Studies with the International Baccalaureate (IB) framework, ensuring that students acquire the IB learner profile attributes, such as curiosity, open-mindedness, and empathy, throughout their educational journey.

Student achievement remains strong across all divisions, with consistently high levels of performance on school-based and standardized assessments. CFIS students demonstrate strong literacy and numeracy outcomes in both French and English, reflecting the success of our early immersion model. Teachers use formative and summative assessment data to inform instruction and support individual growth, contributing to maintained or improved results in provincial achievement measures and internal benchmarks.

AEAM: Student Learning Engagement

CFIS Strategies for Student Learning Engagement

- Strengthen bilingual and multilingual competencies
- Deliver robust, evolving academic programming
- Expand experiential and real-world opportunities

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	546	89.8	548	88.4	485	88.3	525	88.4	538	90.3	Very High	Improved	Excellent
Parent	94	96.8	106	94.6	60	95.0	83	93.5	85	96.5	Very High	Maintained	Excellent
Student	389	77.0	382	77.3	367	76.4	380	76.5	395	77.3	Very High	Maintained	Excellent
Teacher	63	95.7	60	93.3	58	93.6	62	95.1	58	97.1	High	Maintained	Good

Student Learning Engagement — Three-Year Rolling Average

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

	Calgary French & Int'l School					
	2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg	
	N	%	N	%	N	%
Overall	517	88.4	519	88.4	516	89.0
Parent	83	94.8	83	94.4	76	95.0
Student	375	76.8	376	76.7	381	76.7
Teacher	59	93.5	60	94.0	59	95.3

CFIS's three-year rolling average for *Student Learning Engagement* has remained steady, with "maintained" ratings across all respondent groups—parents, students, and teachers—and an overall improvement in the combined score. High levels of agreement from parents continue to reflect strong confidence in the quality of instruction and learning experiences, indicating sustained positive perceptions of engagement across the parent community. Teacher responses have also consistently shown strong levels of agreement, suggesting that educators observe active, motivated learners in their classrooms. These results align with CFIS's intentional approach to curriculum design, formative assessment, and differentiated instruction that supports student agency and authentic learning.

While student agreement rates remain positive, averaging approximately 77% with some year-to-year variability, this represents a continued area of focus. The school recognizes the importance of ensuring that students not only experience rigorous and relevant learning but also *perceive* its usefulness and interest. Efforts to deepen engagement are directed toward helping students make meaningful connections between what they learn and how it applies to their world.

Across divisions, CFIS continues to implement targeted strategies to support engagement:

Early Childhood Education (ECE):

A strong early academic foundation is established through focused literacy and numeracy programming and an early start to the IB Primary Years Programme (PYP). Teachers use *Tests de*

Dépistage results to guide instruction and interventions, while ongoing professional development ensures the application of best practices in early learning. Clear report card content helps parents understand their child's progress and supports a shared focus on early academic engagement.

Primary:
Collaborative planning is embedded within the school schedule, with teachers receiving two designated days per cycle to work on team goals and receive guided support from curriculum coordinators and learning strategists. The transition to new Alberta curricula has required bridging supports to address gaps in student readiness, particularly in numeracy and literacy. Targeted professional learning in numeracy for Grades 4–5, including the support of an external consultant, has strengthened instructional consistency and student confidence. Teachers also provide flexible, individualized support before or after school, reinforcing a culture of care and academic persistence.

Middle & Senior:
Student engagement at the upper levels is supported through advanced academic programming and the integration of IB principles. The school has entered the candidacy phase for the *IB Middle Years Programme* (MYP), promoting interdisciplinary learning and critical thinking. At the senior level, all students complete *IB French B Higher Level* and *French 30-1*, reflecting exceptional language proficiency and sustained engagement in bilingual studies. Ongoing curriculum alignment between Alberta Education and IB outcomes ensures relevance, challenge, and coherence across subjects.

Looking ahead, CFIS will continue to focus on increasing students' sense of connection and motivation through continued professional learning in inquiry-based instruction, authentic assessment, and student reflection. By maintaining strong instructional coherence from early years through high school, CFIS remains committed to fostering curiosity, confidence, and meaningful engagement in learning.

Early Years Numeracy and Literacy Assessments

The charts below indicates the number of Kindergarten to Grade 3 students that were identified as At-Risk based on Early Years Assessment. These students received intervention programming in the 2024-25 school year, with assistance from a government grant.

French Literacy					
Grade	# of students in 2024-25	Name of Standardized Assessment	Number of EAL students by grade level	# of students identified at-risk (initial assessment)	# of students identified at-risk (year-end assessment)
KG	72	NSLe/DRS / TDCP	17	4	N/A
Grade 1	73	CC3/NSLe/DRS/ TDCP	10	4	0
Grade 2	70	CC3/NSLe	13	11	4
Grade 3	65	CC3	11	4	2

Numeracy					
Grade	# of students in 2024-25	Name of Standardized Assessment	Number of EAL students by grade level	# of students identified at-risk (initial assessment)	# of students identified at-risk (year-end assessment)
KG	72	Test de dépistage - Numératie	17	18	N/A
Grade 1	73	Test de dépistage - Numératie	10	13	12
Grade 2	70	Test de dépistage - Numératie	13	9	3
Grade 3	65	Test de dépistage - Numératie	11	3	2

In addition to differentiated instructional planning and the in-class support provided by teachers, identified students also received targeted one-on-one or small-group interventions, occurring an average of three times per six-day cycle. Support was extended not only to students identified as at-risk according to Alberta Education's Provincial Literacy and Numeracy screening tools, but also to students assessed as performing below grade level or within a low-average range. These assessments combined data from provincial screening tools and teacher-led evaluations. It is worth noting that students identified as at-risk in literacy and/or numeracy demonstrated individual progress. We are pleased to see the result of specific strategies in grades 2 and 3.

Intervention strategies in numeracy emphasized reinforcing students' number sense, fact fluency, and comprehension of mathematical operations. Similarly, literacy interventions prioritized establishing a strong foundation in phonological awareness skills. The focus and strategies include, but are not limited to:

Literacy

- Revision of kindergarten concepts in terms of phonological awareness: segmenting, blending, counting syllables, representing syllables, rhyming, onset, locating a sound in a word through oral and visual games;
- Revision of letter names and sounds;
- Reinforcement and revision of complex sounds;
- Enhancing decoding of syllables and words through games; and
- Speed and endurance in decoding.
- Segmenting into syllables to read a new word;
- Encoding decodable syllables and words;
- Reading decodable words and irregular words in context;
- "Francisation" to develop vocabulary;
- Strategies to read with more fluency (liaisons, reread a word or a sentence);
- Guided reading: Decoding in context, reviewing silent letters (s, t, d, and the -ent at the end of verbs);
- Practice of comprehension strategies: identification, keywords, inference, answering questions "who, what, where, when, how," and summarizing the main idea of each paragraph; and
- Reinforcement of grammar concepts such as how to conjugate a verb in the present tense.

Numeracy

- Rote Counting to 100, starting from any number;
- Counting Sets using 1:1 correspondence;
- Number identification and number recognition to 100;
- Build visual and tactile models of how to make 10 (ex. 10+0. 9+1, 8+2...);
- Cardinal (quantity) relations (e.g., $3 > 1$; $2 < 3$);
- Ordinal relations (e.g., 2 comes after 1 and before 3);
- Arithmetic relations (e.g., $1 + 2 = 3$; $3 - 1 = 2$);
- Using number matching games, place-value charts;
- Explore patterns and rules that determine number sequence and structure;
- Use tactile manipulative to explore magnitude of number;
- Use number charts and number lines as visual markers for numbers to 100, explore patterns ;
- Strengthen fact fluency with online games, and card or dice games;
- Writing 2-digit, 3-digit, or 4-digit numbers using matching games, place-value charts, and number lines;
- Develop and use number ordering relations in games involving sequences (what comes before, what comes after);
- Understanding magnitude of number as it relates to quantity; and
- Strengthen operations (addition, subtraction, and multiplication facts) using card and dice games.

It is of note that there is a significant jump between the current kindergarten curriculum and the grade 1 Math curriculum expectations, as provided by Alberta Education. It is also important to note that 2024-2025 is the first year when the early screening assessment was required to be used and reported for kindergarten. Beginning in 2025-2026, the ECE and lower elementary division will implement a cohesive plan that is informed by triangulated assessment data to better understand each student's strengths and needs.

AEAM: Provincial Achievement Tests (Grade 6 & Grade 9)

CFIS students in Grades 6 and 9 continue to show strong academic performance on Alberta Education's standardized tests. The June 2025 Provincial Achievement Test (PAT) results for these grades align closely with both previous years' outcomes and the school's three-year average.

Please note that 2 students in Grade 6 and 1 student in Grade 9, did not write provincial achievement exams. As a result, there is a discrepancy in our results for students enrolled vs students who wrote the exams.

The tables below show the percentages of Grade 6 and 9 CFIS students who met the Acceptable Standard and the Standard of Excellence on the June 2025 PATs, as well as the provincial averages for those same standards.

Table for combined Grade 6 PAT results by number enrolled is not available.

Grade 6 — Results of June 2025 Provincial Achievement Tests for Number Enrolled

Subject:	Province Acceptable Standard (# Enrolled)	CFIS Acceptable Standard (# Enrolled)	CFIS Acceptable Standard (# Writing)	Province Standard of Excellence (# Enrolled)	CFIS Standard of Excellence (# Enrolled)	CFIS Standard of Excellence (# Writing)
ELAL 6	69.1	96.1	100	12.7	39.2	40.8
FILAL 6	New Curriculum - PAT not administered					
Math 6	67.7	92.2	95.9	18.0	52.9	55.1
Science 6	CFIS Piloting New Curriculum - PAT not administered					
Social Studies 6	CFIS Piloting New Curriculum - PAT not administered					

*NB: Grade 6 EAL results were suppressed due to the number of students. Two students were excused

CFIS's Grade 6 cohort continued to demonstrate strong academic performance in both literacy (English) and numeracy. Literacy achievement remains consistently strong, reflecting the depth of instruction in reading comprehension and written expression. Mathematics performance showed an upward trend in standard of excellence, with continued strength in core number sense. It is important to note that with the introduction of the new Alberta Curriculum in Grade 6, our Grade 6 students did not write the June 2025 Provincial Achievement Tests in the areas of FILAL, Science, and Social Studies.

Key Highlights: English Language Arts and Literature 6

- Strong comprehension skills, showing consistent mastery of reading strategies such as inference, context clues, and interpretation.
- Writing quality: High proportions of students scored Proficient to Excellent in Ideas & Impressions, Structure & Form, and Vocabulary & Style, particularly in fiction writing.

Key Highlights: Mathematics 6

- CFIS exceeded the provincial averages by more than 25 percentage points.
- High performance across Number in the areas of Integers, Decimals, and Powers and Fractions,
  Rates and Ratios.
- Strong results in problem-solving and operations across both Part A and Part B of the assessment, indicating conceptual understanding and procedural fluency.

Combined Grade 9 PAT Results By Number Enrolled

	Calgary French & Int'l Sch Soc					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	52	54	46	52	n/a	n/a	n/a	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	97.7	94.8	93.9	95.0	Very High	Maintained	Excellent	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	49.6	61.5	50.9	46.9	Very High	Maintained	Excellent	n/a	16.8	15.5	15.4	15.6

Grade 9 - Results of June 2025 Provincial Achievement Tests for Number Enrolled

Subject:	Province Acceptable Standard (# Enrolled)	CFIS Acceptable Standard (# Enrolled)	CFIS Acceptable Standard (# Writing)	Province Standard of Excellence (# Enrolled)	CFIS Standard of Excellence (# Enrolled)	CFIS Standard of Excellence (# Writing)
ELA 9	69.8	98.1	100	11.1	44.2	45.1
FLA 9	75.2	96.2	98.0	9.3	38.5	39.2
Math 9	72.3	92.3	94.1	21.4	44.2	45.1
Science 9	81.3	98.1	100	22.6	71.2	72.5
Social Studies 9	69.2	90.4	92.2	16.2	36.5	37.3

*NB: Grade 9 EAL results were suppressed due to the number of students. One student was excused.

CFIS students demonstrated a strong mastery in core subjects. The high percentage of students meeting the Acceptable Standard in nearly every tested subject highlights the robustness of CFIS's educational foundation, which prepares students effectively for provincial assessments. An average of 48% of Grade 9 students who wrote the June PAT's achieved the Standard of Excellence, far surpassing provincial benchmarks. This high level of achievement in critical subject areas suggests that CFIS students are well-prepared not only to meet but to exceed academic standards, positioning them strongly for future academic success.

Key Highlights: English Language Arts 9

- Exceptional mastery in both reading and writing components.
- Above-average success in Associating Meaning and Synthesizing Ideas, showing strength in
  inference and interpretation skills.
- Writing quality: High proportions of students scored Proficient to Excellent in Sentence Structure, Vocabulary, and Conventions, particularly in narrative/essay writing.

Key Highlights: French Language Arts 9

- 96% achieved the Acceptable Standard and 38% the Standard of Excellence, well above provincial averages.
- Strong outcomes in Signification des mots et des expressions and Idées principales, reflecting
  strong reading comprehension.
- High performance on Écrit fonctionnel, with students effectively developing ideas.

Key Highlights: Mathematics 9

- 92% of students met the Acceptable Standard and 44% achieved Excellence, surpassing provincial outcomes.
- 3 students were awarded 100% on their mathematics PAT.
- High accuracy on Part B problem-solving questions, demonstrating effective application of mathematical reasoning to real-world contexts.

Key Highlights: Social Studies 9

- High achievement in Political and Judicial Systems, and Individual and Economic Decision-Making.
- Students demonstrated strong comprehension and analytical thinking in interpreting sources.

Key Highlights: Science 9

- Performance in standard of excellence improved by 8.9% from the previous year, with 72.5% of students achieving the standard of excellence.
- Strong understanding of Biological Diversity, Matter & Chemical Change, and Electrical Principles & Technologies contributed to above-average scores.
- Students effectively connected scientific concepts across units.

AEAM: Diploma Examinations

The table below shows the percentages of CFIS students who met the Acceptable Standard and the Standard of Excellence on both the June 2025 Diploma Exams and blended course marks, as compared to the provincial averages.

Results of June 2025 Diploma Exams								
Subject:	**Acceptable Standard (Province)**		**Acceptable Standard (CFIS)**		**Standard of Excellence (Province)**		**Standard of Excellence (CFIS)**	
	Diploma	Blended	Diploma	Blended	Diploma	Blended	Diploma	Blended
ELA 30-1	83.1	98.2	90.5	100	10.8	25.4	33.3	81.0
FLA 30-1	91.9	99.5	100	100	2.5	41.1	0	85.7
Math 30-1	76.8	93.6	89.3	92.9	36.2	42.5	67.9	78.6
Biology 30	81.6	96.7	96.0	100	33.9	44.1	64.0	84.0
Chemistry 30	83.5	96.5	100	100	43.3	49.2	92.9	92.9
Physics 30	85.2	96.8	100	100	43.0	51.5	44.4	77.8
Social Studies 30-1	84.2	99.1	95.5	100	17.1	32.7	18.2	36.4

*NB: EAL results were suppressed due to the number of students.

The school is pleased to report strong performance by senior high students on the June 2025 Diploma Exams across all subject areas. Our student's blended marks have consistently met or exceeded the Acceptable Standard, with a 100% success rate in most areas. This impressive result underscores the dedication of both students and faculty to academic excellence. It is important to note that in the 2024-2025 school year, all students participated in Alberta 30-1 courses. Except for ELA 30-1, students completed their exams in French, demonstrating high bilingual proficiency alongside academic success.

Key Highlights: Humanities (French & English Language Arts, and Social Studies)

- Balanced proficiency between Part A (Written) and Part B (Reading), both exceeding provincial averages.
- Strong mastery in Ideas and Impressions and Critical/Analytical Response writing components.
- Strong reasoning and argumentation in Written Response tasks.

Key Highlights: Sciences (Biology, Chemistry, and Physics)

- High proficiency across all reporting categories, with all students achieving the acceptable standard.
- Balanced results between multiple-choice and numerical-response formats.
- Exceptional comprehension in Cell Division & Genetics and Neuroendocrine Systems.
- Outstanding achievement in Thermochemical and Electrochemical Changes.
- Perfect achievement rate in knowledge and calculation-based questions.
- Superior performance in Momentum & Impulse and Forces & Fields categories.

Key Highlights: Mathematics

- Nearly 8 in 10 students achieved the Standard of Excellence, indicating strong mastery of course content and the ability to apply mathematical reasoning in complex and multi-step problems.
- Strong achievement in Procedural and Problem-Solving components.

These results reflect the school's strength in preparing students to meet and exceed provincial standards, even when challenged with advanced curriculum and bilingual assessments. We remain committed to continuous improvement and personalized guidance, ensuring that each student can achieve their highest potential on provincial assessments and beyond.

English as an Additional Language (EAL)

In the 2024–2025 school year, CFIS identified a total of 84 students as "English as an Additional Language" (EAL) under Alberta Education's criteria. Of these, six EAL students will participate in the Provincial Achievement Tests (PATs) and Diploma exams.

Beginning in the Early Childhood Education (ECE) Division, EAL students undergo individualized assessments to determine their language proficiency and specific support needs. All EAL students at CFIS are assessed using the Alberta K–12 English as an Additional Language Benchmarks 2.0, which guide programming decisions and ongoing progress monitoring. Support may include reteaching key concepts, small-group instruction, or targeted one-on-one support. Additional strategies include frequent check-ins during writing activities, access to enhanced vocabulary resources, and small-group guided reading sessions with a focus on language development.

Local Measure: International Baccalaureate Diploma Programme Results

This year's IB exam results highlight notable achievements across multiple subjects, showcasing the dedication of our students and the strength of our academic program. IB students take either Higher Level (HL) subjects or Standard Level (SL) subjects. HL and SL courses differ in scope but are measured according to the same grade descriptors. Students taking HL subjects are expected to demonstrate a greater body of knowledge, understanding, and skills. As diploma results do not measure a student's oral language abilities, CFIS can refer to our students' IB results as an external measure attesting to their strong language skills.

CFIS's 2025 IB Diploma results reflect exceptional overall performance, with students achieving an average diploma score of 39 points—well above the global average of approximately 30 points. The highest diploma score of 45 points underscores the calibre of academic excellence within the cohort. The school continues to demonstrate strong outcomes in the attainment of bilingual diplomas, reaffirming CFIS's commitment to French immersion and international education. Student achievement remained robust across all subject groups, with particularly strong results in Group 1 (Language and Literature), Group 3 (Individuals and Societies), and Group 4 (Sciences), highlighting the depth and consistency of academic success across disciplines.

Subject-Specific Highlights

Language and Literature (Group 1)

- English A: Literature HL – Average grade: 5.29, world average: 4.58.

- 50% of students achieved a grade of 6 or higher, showing strong analytical and interpretive skills.

Language Acquisition (Group 2)

- French B HL – Average grade: 5.86, above the world average of 5.21.
- 70% of students achieved 6 or 7, confirming CFIS's deep expertise in advanced French language education.
- Spanish B EE received grades A–B, showing excellence in additional language acquisition and independent research.

Individuals and Societies (Group 3)

- History SL/HL (in French) – both exceeding world averages. Reflects high-level historical analysis and critical thinking in the target language.
- History Extended Essays: majority of students achieved A or B, demonstrating mastery of historical inquiry and argumentation.

Sciences (Group 4)

- Biology HL/SL – Average grades in both courses exceed world averages.
- Chemistry SL – Average grade was one of the strongest results across subjects.
- Physics HL – Average was close to global mean, with opportunities for targeted enrichment identified.

Mathematics (Group 5)

- Mathematics: Analysis and Approaches HL/SL (in French) – Averages are consistent with global norms.
- Results highlight balanced achievement and the importance of continued development in higher-level mathematical reasoning and problem-solving.

Theory of Knowledge, Extended Essay, and Creativity, Activity, Service

- 100% of Extended Essays received grades A–C, with several achieving *A* in both French and English, demonstrating strong research and academic writing skills.
- Theory of Knowledge (TOK) results show a majority of students achieving grades *A–B*, indicating critical thinking and conceptual understanding.
- 100% of students successfully completed their Creativity, Activity, Service (CAS) requirements, reflecting strong engagement and commitment beyond academics.

These results not only highlight individual achievements but also demonstrate the quality of instruction and support in our IB program, contributing to our school's continued success in nurturing academic excellence.

In addition to completing the Alberta Program of Studies and IB courses, in the 2024-25 school year, 36 CFIS students obtained their Diplôme d'études en langue française (DELF) and 19 obtained their Diplôme d'Espagnol (DELE) certificate. These diplomas are official titles certifying a degree of competence, attesting to their French and Spanish proficiency.

Supplemental AEAM: Transition Rate

Alberta Education's post-secondary transition rate is the percentage of students in any given Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering Grade 10, adjusted for attrition. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province. However, the actual percentage of CFIS students who attend university outside of Alberta is likely significantly higher than the estimate applied. CFIS provides academic counselling to each of its senior high students, and offers post-secondary university trips every year. Attending university, whether in Alberta or beyond, is by far the most common path for CFIS students.

Twenty three students graduated from CFIS in June, 2025. 18 of these students are attending their first program and university of choice, and 4 will be attending their second choice. Fields of study include Engineering, Psychology, Political Science, Business, Culinary Arts, Biology, Linguistics and Philosophy and some universities include Dalhousie, UBC, UVic, Richmond University and La Bouvrette. One student is taking a gap year, and one student is relocating to China. Only 5 of the 23 graduates chose to pursue post-secondary in Alberta.

Supplemental AEAM: Three-Year and Five-Year High School Completion Rates

	Calgary French & Int'l Sch Soc												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	**18**	**93.7**	**27**	**100.0**	**15**	**96.0**	**26**	**96.2**	**12**	**99.4**	Very High	Maintained	Excellent
4 Year Completion	5	*	18	88.4	27	100.0	15	91.6	26	96.2	Very High	Maintained	Excellent
5 Year Completion	**15**	**100.0**	**5**	*	**18**	**88.3**	**27**	**100.0**	**15**	**91.6**	High	Maintained	Good

Supplemental AEAM: Rutherford Scholarship Eligibility Rate

The Rutherford Scholarship eligibility rate is the percentage of Grade 12 students who have met the eligibility criteria for a Rutherford Scholarship. A student can receive a one-time award of up to $2,500, based on course marks in each of Grade 10, 11, and 12.

	Calgary French & Int'l Sch Soc					Measure Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
Total Gr 12 Students	15	24	12	25	12	n/a	n/a	n/a
Percent Eligible for Scholarship	100.0	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent

The above chart from Alberta Education's spring 2025 Assurance Measures results shows that 100% of 2024 CFIS graduates were eligible to receive a Rutherford Scholarship.



Supplemental AEAM: Work Preparation

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	152	91.0	163	89.7	115	91.3	139	89.7	138	94.0	Very High	Improved	Excellent
Parent	89	89.9	104	91.3	59	91.5	80	91.3	83	95.2	Very High	Maintained	Excellent
Teacher	63	92.1	59	88.1	56	91.1	59	88.1	55	92.7	High	Maintained	Good

CFIS continues to achieve strong results in preparing students for future work success, with high percentages of both teachers and parents agreeing that students are taught the attitudes and behaviours essential for success in the workplace. We are pleased to see an increase in the level of parent satisfaction, particularly in senior school, and believe that this may be a result of our internship program for students in grade 10 that was launched this year. This confidence underscores the school's commitment to equipping students with practical skills, resilience, and a positive mindset that will serve them well beyond graduation.

	Calgary French & Int'l School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent - All	89	89.9	104	91.3	59	91.5	80	91.3	83	95.2	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Parent - Grade 4-6	40	90.0	59	91.5	31	90.3	38	92.1	35	91.4	12,477	80.9	12,790	79.4	12,824	76.9	13,020	76.3	14,304	77.2
Parent - Grade 7-9	32	84.4	32	90.6	19	94.7	28	89.3	34	97.1	9,380	76.8	9,558	75.8	9,229	74.1	9,641	73.5	10,180	75.2
Parent - Grade 10-12	17	100.0	13	92.3	9	88.9	14	92.9	14	100.0	7,005	73.7	7,205	75.4	7,621	73.0	8,070	73.9	7,286	74.8

AEAM: Citizenship

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	546	91.3	548	89.4	485	84.9	525	87.0	538	88.7	Very High	Maintained	Excellent
Parent	94	92.5	106	91.9	60	89.7	83	95.1	85	94.5	Very High	Maintained	Excellent
Student	389	82.8	382	82.0	367	75.0	380	77.1	395	76.7	Very High	Maintained	Excellent
Teacher	63	98.7	60	94.3	58	90.0	62	89.0	58	94.8	Very High	Maintained	Excellent

We are pleased that the survey responses of CFIS parents, teachers and students on the subject of citizenship continue to indicate strong satisfaction in this measure.

Our school's membership in and commitment to the UNESCO Associated Schools Project Network (ASPnet) and to UNESCO values has remained in evidence throughout the school. In 2024-2025, CFIS teachers continued to creatively reinforce the four UNESCO pillars (learning to know, learning to do, learning to be, and learning to live together) with their students. CFIS teachers also continued to infuse UNESCO's themes of study (education for sustainable development, peace and human rights, and intercultural learning) into their yearly curricula: there are also strong connections between these pillars.

In addition to being a UNESCO school, CFIS is also a Global Round Square member.

Membership in Round Square is based on a commitment to character education and experiential learning built around Round Square's six IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service). The six themes are underpinned by twelve "Discoveries" (inquisitiveness, tenacity, courage, compassion, inventiveness, problem-solving, self-awareness, responsibility, appreciation of diversity, commitment to sustainability, communication, and teamwork). These reflect many of the same qualities that are supported by the IB learner profile, which is used as a reflection assessment tool.

Last year, student members of CFIS's Round Square Club (comprised of students in Grades 6-11) hosted virtual discussions with other member schools, and planned some school events to highlight our shared values of internationalism, democracy, and inclusiveness.

Jörd Environment Committee:

- Our Grade 6 to 12 Environmental Committee led two major fundraising initiatives which raised over $10,000 for eco-themed initiatives in the school. They hosted our annual spring market, where a circular economy was promoted by collecting used goods for resale, and hosted a used uniform sale.

The money raised helped us make more sustainable choices in our recent school renovations, such as light dimmers and automatic motion sensors.
- They also participated in the planting of a native plant garden, which will serve educational purposes for students from across all CFIS grade levels.
- They held Earth Day assemblies and workshops for all students, as well as movie screenings with documentaries on environmental issues.

EDIA Student Committee:
- Held educational sessions over lunch, and gathered volunteers to paint a Pride crosswalk at the school.
- Organized a Global Celebration with our whole school community, inviting musicians and performers, and parents and families to host workshops.
- Organized a keynote speech from Alison Springer, talking about the importance of speaking up when you hear something or see something wrong.

Student Life committee:
- Held two dances, an open mic night and planned a "Casino" night.

Global Citizenship:
- Our Round Square committee planned a virtual discussion for students in Grades 6 to 12 on the topic of leadership, and celebrations for the International Day for Cultural Diversity.
- Our Gefjun service club volunteered at a nearby senior care center on an arts program, at a farm, at our Drop In center for people who are experiencing homelessness, and with a local women's shelter.
- Our Model UN club competed at various tournaments city-wide.

In addition to this:
- Orange Shirt Day, Winter Solstice and National Indigenous Peoples Day were recognized through school-wide activities and assemblies.
- World Children's Day & Pink Shirt Day were recognized.
- Our Grade 5 students presented their PYP exhibitions.
- ECE and Elementary students heard from guest speakers on Indigenous music, and from a local author to highlight Black history month.

CFIS students are active citizens within the school, and their citizenship also extends to the local community and even internationally. In addition to initiatives linked to curriculum, CFIS has an Elementary Student Council. Over the past school year, the council members worked on a number of different projects. They surveyed their classmates about themes for spirit days, and then helped design and implement activities associated with the events. They also reflected on current humanitarian and environmental issues.

A multitude of club offerings in Elementary also worked on a gardening initiative, learning about our native plant gardens and caring for our vegetable gardens.

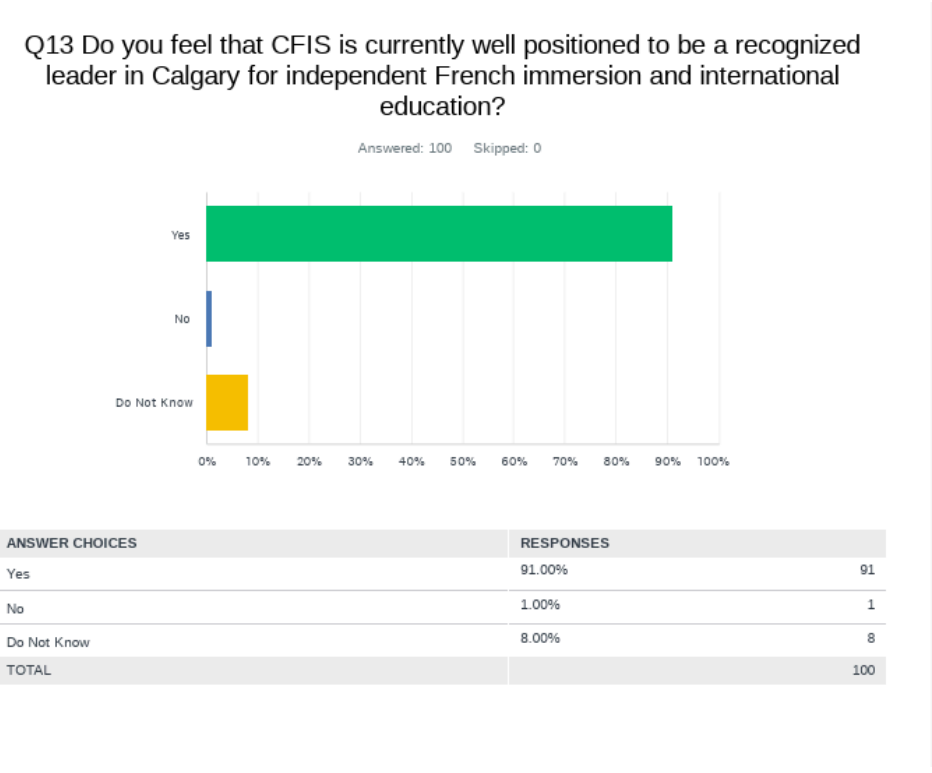
The Secondary Division's "House" program has the goal of building a proud, healthy, and enduring community of principled, fulfilled students. It does so by encouraging positive relationships, recognizing student successes, and promoting the development of the whole student. In the past school year, House program citizenship activities included:

- Organizing spirit days to promote school spirit, and build a sense of community, including House Olympics and assemblies;
- Learning about Diversity, Equity, and Inclusion (DEI) and ways to support a more inclusive community; and
- A Service and Leadership Day, where students learned about housing issues, poverty, loneliness, domestic violence, and ableism.

Middle school students who needed reminders on how to be thoughtful and kind citizens attended workshops with our Student Learning and Wellbeing team on how to manage stress, have good relationships, and how to work with others.

In the past school year, students learned from an indigenous storyteller, and participated in activities about La Francophonie through cultural activities, such as a sugar shack and musical performances.

We are pleased to see an improvement in this category, from both parents and guardians and students. It illustrates that our tactic of providing students with regular check in surveys and including their voice through student committees has led to positive growth in this area.
Our annual CFIS parent survey supports the findings of the Assurance survey and illustrates how CFIS is seen as a leader in international education.



ANSWER CHOICES	RESPONSES	
Yes	91.00%	91
No	1.00%	1
Do Not Know	8.00%	8
TOTAL		100

Assurance Domain: Teaching and Leading

CFIS PRIORITY 3:
Value and Celebrate Staff

AEAM: Education Quality

CFIS Strategies for Education Quality

- Attract and retain excellent teachers
- Grow university partnerships
- Nurture a culture of support, appreciation and growth

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	544	94.4	548	92.2	485	92.6	525	92.4	538	94.0	Very High	Improved	Excellent
Parent	94	94.3	106	94.3	60	92.2	83	91.5	85	93.1	Very High	Maintained	Excellent
Student	387	90.3	382	88.7	367	90.6	380	91.4	395	91.2	Very High	Maintained	Excellent
Teacher	63	98.7	60	93.6	58	95.1	62	94.4	58	97.7	Very High	Maintained	Excellent

The above chart shows CFIS parent, student, and teacher results from recent AEA surveys with regard to the overarching topic of satisfaction with the overall quality of basic education. CFIS's results in this category have been consistently very strong for many years.

Calgary French & International School continues to demonstrate a strong commitment to high-quality teaching and learning, reflected in consistently positive feedback from parents, students, and staff. The school's emphasis on professional excellence, inquiry-based learning, and student agency contributes to high levels of satisfaction with the overall quality of education.

CFIS prioritizes continuous professional learning within the International Baccalaureate (IB) framework. All faculty members—across Kindergarten to Grade 12—receive targeted professional development to ensure alignment with the IB philosophy and inquiry-based pedagogy. Regular training in the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) ensures that students experience a cohesive and progressive learning journey. Furthermore, our IB coordinators facilitate collaborative planning sessions with teachers, fostering professional dialogue, sharing of best practices, and consistent implementation of IB standards. This structure enhances instructional quality and ensures that students clearly understand learning expectations.

CFIS educators contribute to the broader educational community through professional presentations, including leading sessions at the Association canadienne des professionnels de l'immersion (ACPI) national conference, IB modules at Société des écoles du monde BI du Québec (Sébiq), as well as participate in Canadian Accreditation of Independent Schools (CAIS) accreditation. These opportunities enhance CFIS's internal expertise and reinforce best practices in literacy and language immersion.

At CFIS, high expectations for academic excellence are paired with strong supports from the Student Learning and Well-Being team and educational assistants. Small class sizes promote individual attention and meaningful teacher-student connections, helping students engage deeply with challenging and interesting learning tasks. CFIS students consistently achieve strong results on Provincial Achievement Tests (PATs) and Diploma exams, reflecting both the rigor of the Alberta curriculum and the depth of IB learning experiences. Approximately 20% of senior students graduate with both the International Baccalaureate Diploma and the Alberta High School Diploma, underscoring the school's commitment to academic excellence and holistic preparation for post-secondary success.

Across grade levels, CFIS fosters student ownership of learning. Through reflection, goal setting, and performance assessments, students develop autonomy, responsibility, and confidence in their ability to demonstrate what they have learned. Students regularly showcase their understanding through authentic performance tasks and exhibitions:

- Early Childhood and Elementary Spring Showcase—celebrating cross-curricular learning and artistic expression.
- Primary Years Programme Exhibition—a capstone project demonstrating inquiry, reflection, and action.
- Theory of Knowledge Projects—highlighting critical thinking and synthesis of learning in the Diploma Programme.

These collective practices—rooted in strong instructional quality, collaborative professional culture, and an engaging IB-aligned curriculum—ensure that CFIS continues to meet and exceed provincial expectations for educational quality.

Supplemental AEAM: School Improvement

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	536	84.2	540	77.5	477	80.5	518	85.0	527	87.2	Very High	Improved Significantly	Excellent
Parent	89	93.3	102	90.2	59	88.1	82	91.5	80	92.5	Very High	Maintained	Excellent
Student	387	77.5	381	73.8	363	77.1	378	77.3	395	82.6	Very High	Improved Significantly	Excellent
Teacher	60	81.7	57	68.4	55	76.4	58	86.2	52	86.5	Very High	Improved	Excellent

Continuous improvement is an important theme at CFIS. Over the past three years, CFIS has maintained strong measures of school improvement across all stakeholder groups. Parents consistently report confidence in the school's programs and leadership, reflecting trust in the school's ongoing commitment to providing a high-quality learning environment. Students' responses show recognition of sustained efforts to enhance their learning experience, while teachers' feedback highlights the school's focus on collaborative improvement initiatives.

In April 2025, CFIS welcomed a delegation from the Canadian Accredited Independent Schools who spent time on-site examining 12 standards across all areas of the school. Our membership with CAIS supports the reporting framework for Alberta Education and contributes to a culture committed to continuous improvement.

Supplemental AEAM: In-Service Jurisdiction Needs

Percentage of CFIS teachers reporting that in the past three to five years that P.D. and in-servicing received from the school has been focused, systematic, and contributed significantly to their ongoing professional growth.

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	60	83.8	58	75.9	58	75.0	62	78.3	57	84.1	Intermediate	Improved	Good
Teacher	60	83.8	58	75.9	58	75.0	62	78.3	57	84.1	Intermediate	Improved	Good

We are pleased to continue seeing an improvement in faculty satisfaction in response to their professional growth. Professional learning opportunities are intentionally designed to align with divisional and whole-school priorities, which are communicated clearly at the beginning of each school year. Each division identifies focus areas to guide planning, allowing teachers to align their professional growth plans with school goals or pursue individualized goals within that framework. PD days include a balance of structured, division-wide sessions and choice-based offerings that allow staff to select sessions most relevant to their needs. Annual surveys gather teacher input on professional development priorities, and staff requests are respected and incorporated wherever possible. A strong focus on IB pedagogy continues to guide professional collaboration, with designated time for divisional and cross-divisional IB planning that teachers have found valuable. External professional learning requests connected to teachers' growth plans are supported and funded whenever feasible, and staff continue to appreciate these opportunities. In addition to formal PD days, teachers benefit from frequent "mini-PD" opportunities such as virtual learning sessions, working groups, and collaborative meetings including SLW team planning. These structures contribute to CFIS's professional learning model remains responsive, targeted, and effective in supporting teacher growth and instructional excellence.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2021	59	36	51	5	0	8	86
	2022	54	30	54	11	0	6	83
	2023	56	36	52	4	2	7	88
	2024	61	38	48	2	2	11	85
	2025	57	40	46	7	0	7	86
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2021	60	28	55	8	5	3	83
	2022	58	24	50	19	7	0	74
	2023	58	22	48	14	10	5	71
	2024	62	26	48	21	3	2	74
	2025	57	35	49	9	7	0	84
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Significantly contributed to your on-going professional growth	2021	60	30	52	12	5	2	82
	2022	58	24	47	19	7	3	71
	2023	58	22	45	19	7	7	67
	2024	61	21	54	16	5	3	75
	2025	56	38	45	13	5	0	82

Supplemental AEAM: Program of Studies

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	372	87.6	370	87.0	314	85.5	354	86.3	378	89.4	Very High	Improved	Excellent
Parent	94	91.8	106	91.5	60	91.1	83	92.6	85	93.9	Very High	Maintained	Excellent
Student	215	78.5	204	78.7	196	76.8	209	81.0	235	83.6	Very High	Improved	Excellent
Teacher	63	92.4	60	90.9	58	88.6	62	85.1	58	90.8	Very High	Maintained	Excellent

CFIS continued to provide a robust, enriched, and balanced program of studies that reflects the school's mission to foster the academic, creative, and personal potential of every student. In addition to the strong academic core, students at all grade levels benefit from specialist instruction in physical education, art, and music, with expanded opportunities in musical performance, and technology. These programs play a vital role in nurturing creativity, communication, and confidence, while promoting holistic development and well-being.

In 2025, overall satisfaction with the breadth of the CFIS program of studies increased, earning an "Excellent" overall rating and an "Improved" measure evaluation. Parent satisfaction remained consistently strong, reflecting ongoing confidence in the school's ability to provide rich and varied learning experiences. Student satisfaction also increased from the previous year, indicating a growing appreciation for the diverse opportunities available beyond core academics. Additionally, teacher satisfaction remained high, underscoring the staff's shared commitment to delivering a comprehensive program that values both academic rigour and creative expression.

Through its continued investment in specialist teaching, integration of fine arts, and emphasis on health and physical education, CFIS ensures that students experience a well-rounded education aligned with

the school's holistic philosophy of learning.

Supplemental AEAM: Lifelong Learning

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	154	84.8	163	85.1	116	86.3	140	83.6	140	89.8	Very High	Improved	Excellent
Parent	91	86.1	104	86.0	60	87.6	80	86.3	84	89.9	Very High	Maintained	Excellent
Teacher	63	83.5	59	84.2	56	84.9	60	80.9	56	89.6	High	Maintained	Good

All three groups continue to show strong satisfaction in CFIS students demonstrating knowledge, skills and attitudes necessary for lifelong learning.

Assurance Domain: Learning Supports

CFIS PRIORITY 2:
Engage our diverse community

CFIS Strategies for Learning Supports

- Create a culture of belonging
- Students and parents are active members of our community.

AEAM: Welcoming, Caring, Respectful and Safe Learning Environments

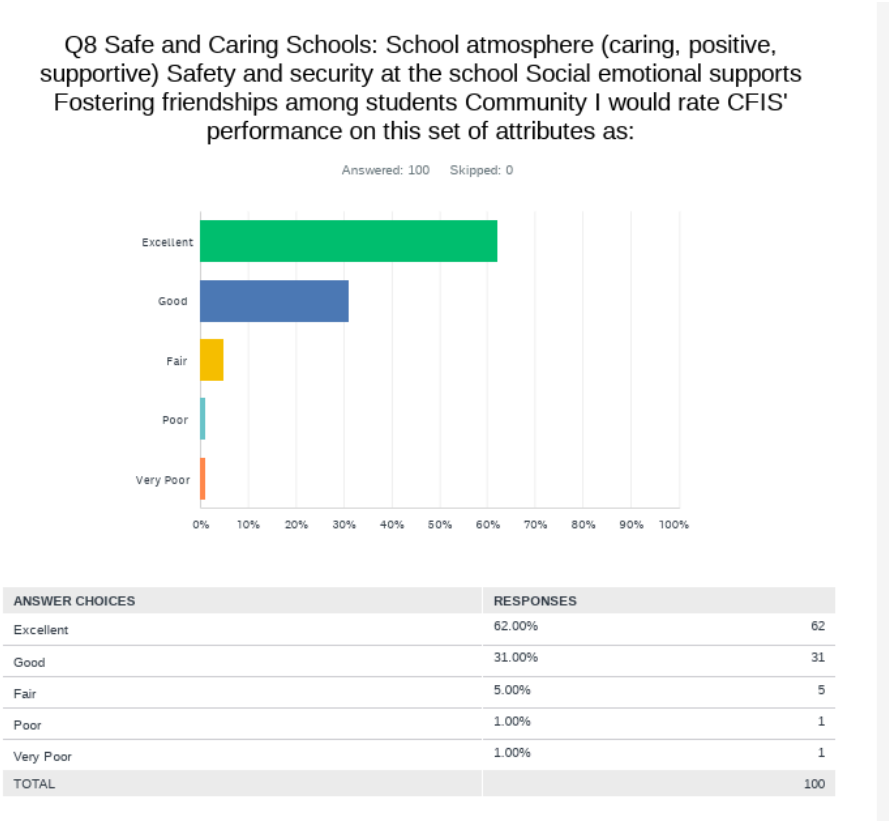
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	546	92.8	548	91.2	485	89.1	525	89.8	538	91.6	Very High	Maintained	Excellent
Parent	94	95.1	106	93.9	60	92.0	83	95.4	85	96.9	Very High	Maintained	Excellent
Student	389	86.8	382	84.8	367	80.1	380	84.1	395	82.4	High	Maintained	Good
Teacher	63	96.6	60	94.7	58	95.3	62	90.0	58	95.5	High	Maintained	Good

Supplemental AEAM: Safe and Caring

Percentage of teacher, parent and student agreement that CFIS students are safe at school, are learning the importance of caring, learning respect for others, and are treated fairly in school.

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	546	94.1	548	93.1	485	92.3	525	91.3	538	93.6	Very High	Maintained	Excellent
Parent	94	95.9	106	95.6	60	93.9	83	95.8	85	98.1	Very High	Improved	Excellent
Student	389	91.2	382	89.1	367	86.1	380	88.8	395	87.6	Very High	Maintained	Excellent
Teacher	63	95.2	60	94.6	58	96.8	62	89.2	58	95.1	High	Maintained	Good



ANSWER CHOICES	RESPONSES	
Excellent	62.00%	62
Good	31.00%	31
Fair	5.00%	5
Poor	1.00%	1
Very Poor	1.00%	1
TOTAL		100

Both the 2024-2025 Assurance Survey and the 2024-2025 CFIS Parent survey illustrate that Calgary French & International School (CFIS) continues to maintain high levels of satisfaction among students, parents, and staff regarding the sense of safety, belonging, and respect within the school community. The school's intentional focus on relationships, student leadership, and consistent behavioural expectations supports a culture where students feel valued, supported, and safe. Across all divisions, the use of IB Learner Profile attributes and social–emotional learning resources reinforce caring and respectful behaviours that contribute to positive peer and adult interactions.

In Early Childhood Education, a strong emphasis is placed on ensuring a safe and nurturing environment where children feel secure, respected, and cared for. A doorbell entry system was introduced to enhance access control and overall student safety within the ECE and Before and After School (BAS) areas. Each classroom has developed essential agreements that emphasize safety, caring, and respect, helping even

the youngest learners understand expectations for positive interactions. Increased staffing ratios during transition periods allow teachers and assistants to provide individualized guidance and prevent conflicts before they arise. Shared planning time between educators and support staff ensures consistent routines, effective communication, and a cohesive approach to meeting student needs, fostering a calm and supportive learning atmosphere.

In the Primary Division, consistent behavioural expectations and structures help create a welcoming and predictable learning environment. All adults apply the same recess and transition guidelines, ensuring clarity and fairness for students throughout the school day. Monthly assemblies—often student-led—celebrate positive behaviour, kindness, and school spirit while reinforcing the Learner Profile attributes. The *big buddy–little buddy* program and other leadership opportunities promote connection, empathy, and responsibility among students of different ages. The use of *Moozoom*, an interactive social-emotional learning platform, supports the development of empathy, respect, and self-regulation through engaging lessons and scenarios. Ongoing recognition through classroom celebrations, ribbons, and trophies encourages students to demonstrate caring, respectful behaviour and to take pride in contributing to a positive, inclusive school culture.

Within the Middle and Senior School divisions, CFIS continues to build a culture of respect, belonging, and safety through a variety of proactive initiatives. Regular House assemblies and Learner Profile–based recognitions highlight student leadership, integrity, and character, reinforcing the school's shared values. Daily homeroom check-ins in Middle School allow teachers to connect with students, monitor class dynamics, and address concerns early. Senior School students benefit from daily Office Hours, which ensure ongoing access to teachers for academic and personal support, fostering strong and trusting relationships. Enhanced supervision during lunch and breaks, combined with structured hallway monitoring, contributes to a secure and visible presence throughout the school. A scaffolded disciplinary framework ensures consistency, fairness, and restorative practices in handling student behaviour. In addition, bi-weekly meetings between the leadership team and the Student Life and Wellness (SLW) department enable early identification and support of students at risk, promoting a proactive and collaborative approach to well-being.

While CFIS continues to demonstrate strong adult-to-student relationships, survey results indicate that greater attention could be given to fostering positive peer interactions. Helping students perceive that their classmates consistently treat one another with kindness and respect remains an area for continued focus. Additionally, while initiatives such as the buddy program and House activities have effectively promoted belonging and school spirit, ongoing efforts to strengthen students' sense of connection, particularly during key transitions between divisions, would further enhance overall school connectedness and ensure that all students feel fully included within the CFIS community.

AEAM: Access to Supports and Services

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	546	92.2	548	87.1	485	86.3	525	86.0	538	90.1	Very High	Improved	Excellent
Parent	94	94.0	106	88.1	60	90.2	83	88.3	85	94.5	Very High	Improved	Excellent
Student	389	87.1	382	82.3	367	81.1	380	81.4	395	82.9	High	Maintained	Good
Teacher	63	95.5	60	90.9	58	87.5	62	88.3	58	93.1	High	Maintained	Good

Satisfaction among teachers, parents, and students regarding access to appropriate supports and services remains consistently strong at CFIS. The school continues to build a comprehensive, tiered model of support that promotes early identification and intervention across all divisions. In response to teacher feedback emphasizing the need for greater consistency and scheduling clarity, CFIS refined the coordination of student support services under divisional principals, ensuring a more streamlined and equitable delivery model.

Through the continued partnership with Providence Children, CFIS provides on-site speech and occupational therapy and has expanded access to psychological services. The on-campus psychologist is available weekly for consultation, provides short-term counselling, and facilitates proactive workshops on social-emotional well-being and mental health literacy.

The Student Learning and Well-Being Department supports students through a multidisciplinary team that includes:

- Elementary Division: 1.6 FTE academic learning strategists, a full-time English literacy/EAL strategist, three full-time teaching assistants dedicated to literacy and numeracy intervention, and a full-time social-emotional learning strategist.
- Early Childhood Education: a full-time Coordinator of Early Learning and Development supporting early intervention and kindergarten readiness.
- Secondary Division: 1.7 FTE learning strategists, a full-time youth worker focused on social-emotional development, and a full-time Student Supports Administrative Assistant.

This collaborative structure ensures that supports are responsive to individual needs, monitored through data-informed decision-making, and aligned with CFIS's mission to nurture each learner's academic and personal growth.

Supplemental AEAM: Program of Studies - At Risk Students

Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	154	84.8	163	85.1	116	86.3	140	83.6	140	89.8	Very High	Improved	Excellent
Parent	91	86.1	104	86.0	60	87.6	80	86.3	84	89.9	Very High	Maintained	Excellent
Teacher	63	83.5	59	84.2	56	84.9	60	80.9	56	89.6	High	Maintained	Good

While overall satisfaction with programs for students at risk remains positive, survey data indicate that both teachers and parents desire improved timeliness and accessibility of targeted interventions. CFIS has responded by aligning student support practices within each division under the leadership of divisional principals and by enhancing internal communication pathways between classroom teachers, learning strategists, and the Student Learning and Well-Being team.

The integration of the Secondary Youth Worker role in 2023–2024 has significantly strengthened early intervention capacity, ensuring at-risk students receive consistent social-emotional support. The collaboration with Providence Children has further expanded CFIS's mental health capacity through on-site psychological consultation and short-term counselling, allowing for faster response times and earlier identification of needs.

Moving forward, CFIS will continue to:

- Strengthen the consistency of support schedules and communication protocols between teachers and support staff;
- Expand data tracking and WeCollab management systems to ensure timely monitoring of at-risk students; and
- Explore additional professional learning opportunities for teachers on early identification, classroom accommodations, and trauma-informed practices.

These initiatives demonstrate CFIS's commitment to a responsive, inclusive learning environment that supports all learners—particularly those requiring additional academic or emotional support—to achieve success and well-being.

Local Measure: First Nations, Métis, and Inuit Peoples Teaching and Leading

As a community, CFIS prides itself on its commitment to celebrating diversity and advancing cultural peace and understanding. In the 2024-2025 school year, no CFIS students self-identified as being a member of a First Nations, Métis or Inuit (FNMI) community. Nonetheless, the Administration of CFIS, together with the pedagogical leadership team, is committed to supporting teachers to implement recommendations from the Truth and Reconciliation Commission and to meet requirements specified in Alberta Education's Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS), with

the aim of advancing reconciliation by ensuring that students acquire knowledge of FNMI experiences.

We started the year with workshops connecting us to Indigenous history and ways of knowing through Mahikan Trails (all staff: pedagogical and operational). We also added a part time position for an Indigenous Education Lead, who has been responsible for supporting teachers in their learning around Indigenous ways of knowing and being, leading PD initiatives and supporting the resources that are in the classroom. This role is also meant to develop and sustain meaningful and intentional partnership with the Indigenous community in Calgary. We continued working with the Library Department team members to add more authentic resources about FNMI peoples and Indigenous voices and representation in our selection. She was also responsible for leading a 10 member committee on Indigenous Education, consisting of faculty and staff members. The committee met monthly to develop events and learning opportunities about indigenous ways of knowing, as well as truth and reconciliation. With the support of other staff members, this committee was responsible for the the following activities during the past school year, aimed at advancing our school community's collective knowledge of Indigenous peoples:

- CFIS's Elementary Division recognized Orange Shirt Day with an assembly and classroom activities.
- Our Secondary Division students spent time in workshops and activities focused on the themes of truth and reconciliation with an indigenous storytellers Chantal and Cheryl Chagnon during our Global Celebration in February, and our Truth and Reconciliation Assembly
- Elementary teachers filled in a gap analysis document with Indigenous learning outcomes to have a better understanding of under-resourced areas, and general gaps in knowledge.
- CFIS was closed on September 30th to honour Truth & Reconciliation Day, and to afford all members of the CFIS community with the opportunity to reflect on this nationally important subject. The decision was also made to open the school to allow for learning activities to happen for the whole family on September 30, 2024, and planning for this event began in May of 2024.
- In June 2025, CFIS students from preschool through to Grade 12 took part in educational workshops with Experience Métis
- Planning for experiential learning experiences with Indigenous artisans and speakers were explored
- Activities during CFIS's Global Education Week included most CFIS Grade 7 students travelling the Louis Riel Trail in Saskatchewan, and visiting locations of historical significance in his story, including Batoche, the RCMP headquarters, and Duck Lake. The students also visited Wanuskewin, and learned about the impact of the overhunting of the bison population on indigenous peoples.
- The Director of Global Education & Experiential Learning also attended a series of workshops and educational sessions offered by the United Way on Indigenous Learning & Reconciliation. Based on this, the recommendation to allocate a part-time position to the development of a relationship with indigenous knowledge keepers and elders to support CFIS in its journey towards reconciliation was implemented for the 2024-2025 school year.

Assurance Domain: Governance

CFIS Priority 2:
Engage our Diverse Community
CFIS Priority 4:
Enhance our financial flexibility

CFIS Strategies for Governance

- Parents are active partners in building a caring, connected and thriving community.
- Maintain a healthy and sustainable operational budget.
- Support financial strength and future growth through fundraising.

AEAM: Parental Involvement

As an independent school, the CFIS Society's Board of Governors is largely made up of parents of current CFIS students, unlike large public school boards. The chart below shows the percentage of parents and teachers satisfied with parental involvement in decisions about their child's education at CFIS.

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

	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	156	87.2	166	81.5	118	81.2	145	84.9	143	87.5	Very High	Improved	Excellent
Parent	94	82.6	106	82.0	60	86.9	83	85.9	85	86.1	Very High	Maintained	Excellent
Teacher	62	91.7	60	81.0	58	75.6	62	83.9	58	89.0	Intermediate	Improved	Good

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

	Calgary French & Int'l School										Alberta									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher - All	62	91.7	60	81.0	58	75.6	62	83.9	58	89.0	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3
Teacher - Grade 4	7	97.1	37	78.5	35	74.1	30	81.0	26	84.8	4,516	88.1	4,709	86.7	4,772	86.7	4,809	86.1	4,771	86.7
Teacher - Grade 7	12	86.4	12	93.3	11	81.5	18	80.7	16	92.2	5,727	85.8	6,280	84.2	6,512	85.1	6,567	83.2	6,644	83.5
Teacher - Grade 10	10	91.7	10	86.0	8	74.4	12	93.3	11	90.9	5,856	81.6	6,185	79.9	6,920	80.0	6,869	79.5	7,422	79.1

We are particularly pleased to see an improvement in our teacher level of satisfaction with parental involvement. The new parent engagement committee "Les Amis" has been actively involved in supporting CFIS events. Both the Monster Mash and Spring Benefit events were hugely successful in 2025, hitting the highest participation numbers to date.

As evidenced in the below chart, the overall school improvement rating continues to be very high. In particular, we are very pleased with the improvement noted by teachers in this category of results.

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

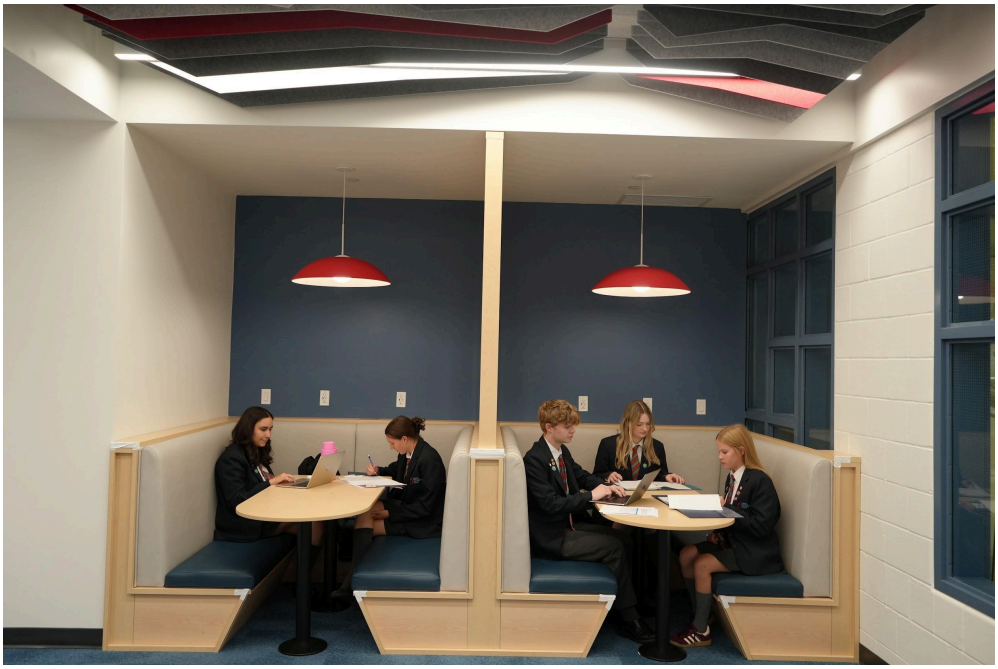
	Calgary French & Int'l School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	536	84.2	540	77.5	477	80.5	518	85.0	527	87.2	Very High	Improved Significantly	Excellent
Parent	89	93.3	102	90.2	59	88.1	82	91.5	80	92.5	Very High	Maintained	Excellent
Student	387	77.5	381	73.8	363	77.1	378	77.3	395	82.6	Very High	Improved Significantly	Excellent
Teacher	60	81.7	57	68.4	55	76.4	58	86.2	52	86.5	Very High	Improved	Excellent

AEAM: Summary of 2024-25 Financial Results

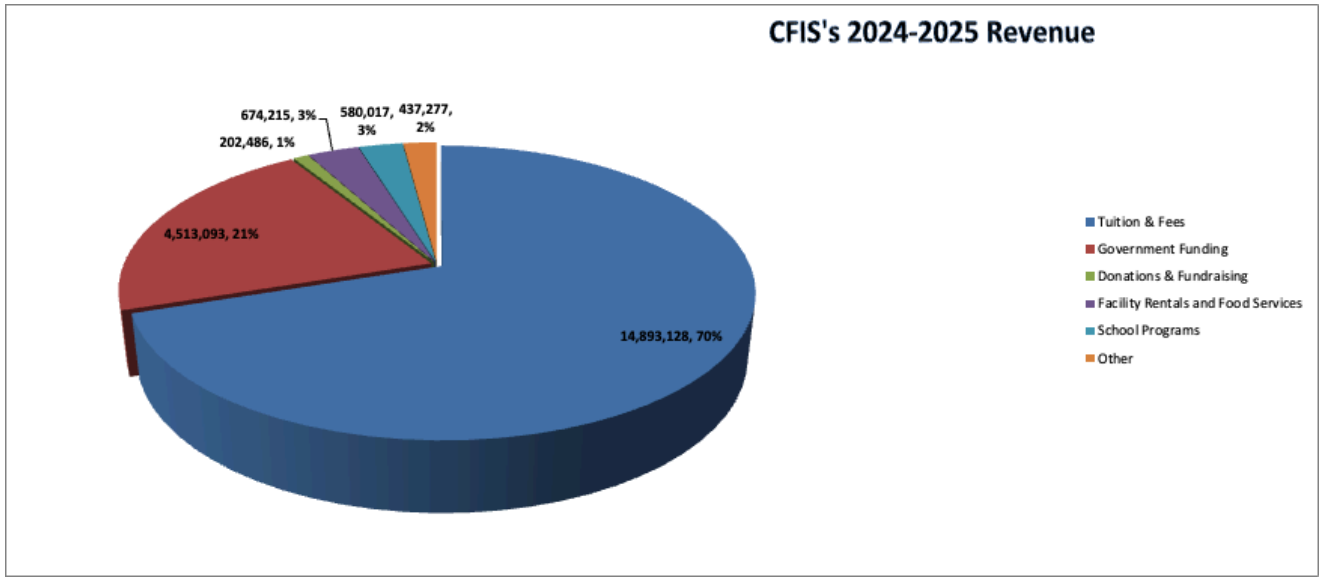
The number of students for the 2024-25 school year increased by 70 students from the previous school year.

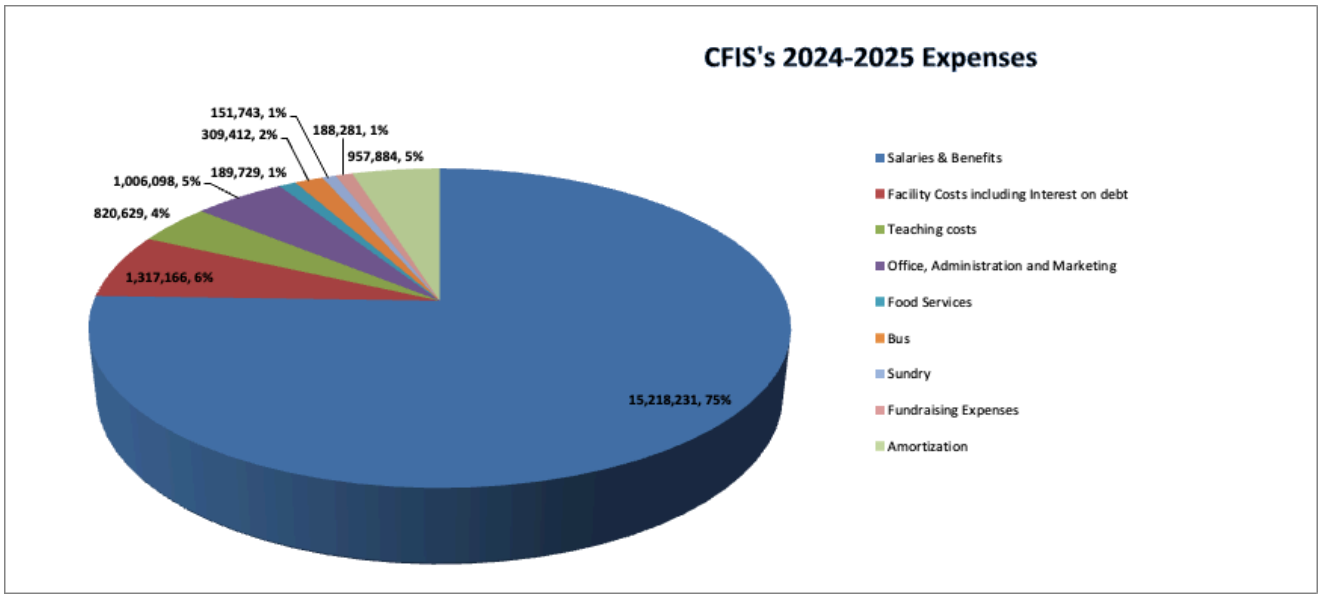
In addition to the impact of the additional enrolments , financial results were favorably impacted by before and after school programs which have increased over prior years, greater food service revenue and more facility rentals. Fundraising efforts were focused on funding bursaries and school enhancements.

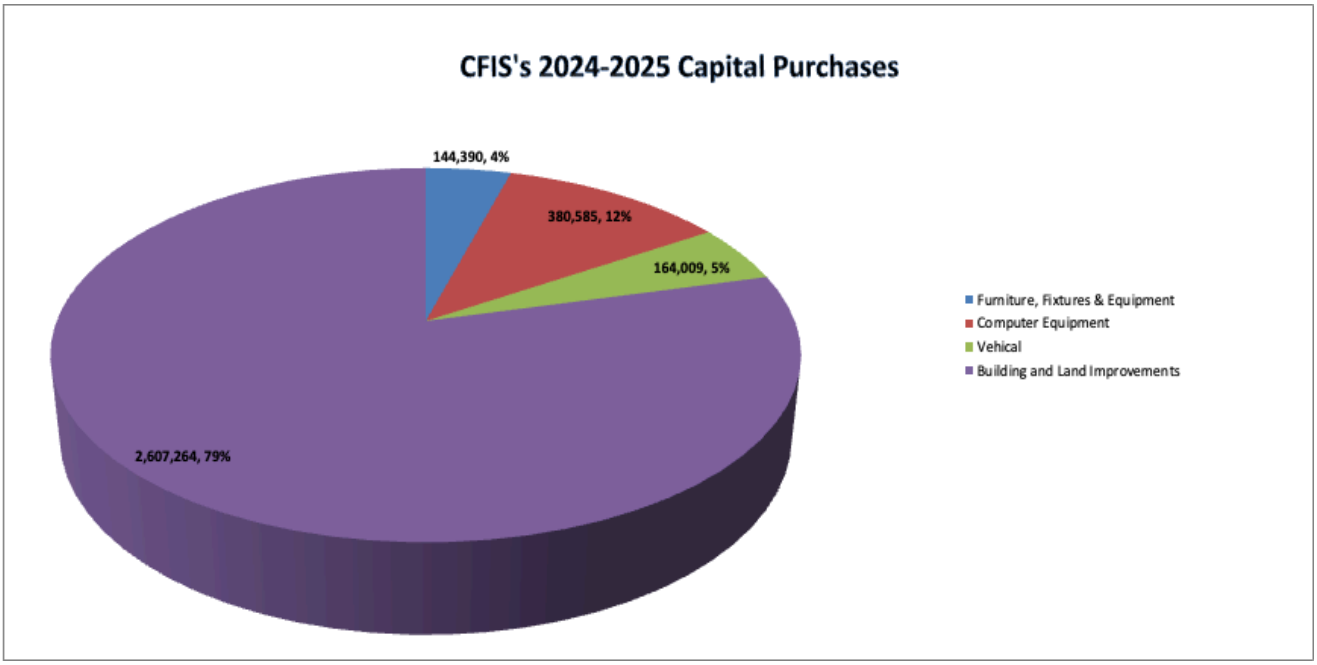
Copies of the school's audited financial statements are available from Julie Thomson, Director of Finance, by e-mailing jthomson@cfis.com or by calling (403) 240-1500 (extension 134).



CFIS Revenue & Expenses, August 31, 2025		
Revenue		
Tuition & Fees	14,893,128	70%
Government Funding	4,513,093	21%
Facility Rentals and Food Services	674,215	3%
School Programs	580,017	3%
Donations & Fundraising	202,486	1%
Other	437,277	2%
	21,300,216	100%
Expenses		
Salaries and Employee Benefits	15,218,231	75%
Office and Administration	595,836	3%
Bursaries	130,860	1%
Facility Costs	948,085	5%
Sundry	151,743	1%
Food services	189,729	1%
Advertising and Promotion	202,456	1%
Computer Supplies and Services	207,806	1%
Health and Safety	31,243	0%
Amortization of Capital Assets	957,884	5%
Busing	309,412	2%
Teaching supplies, fieldtrips, and development	689,769	3%
Interest on Bank Loan	337,838	2%
Fundraising Expenses	188,281	1%
	20,159,173	100%
Capital Purchases		
Furniture, Fixtures & Equipment	144,390	4%
Computer Equipment	380,585	12%
Building and Land Improvements	2,607,264	79%
Vehical	164,009	5%
	3,296,248	100%


CFIS's 2024-2025 Revenue
674,215, 3%
580,017, 3%
437,277, 2%
202,486, 1%
4,513,093, 21%
14,893,128, 70%
Tuition & Fees
Government Funding
Donations & Fundraising
Facility Rentals and Food Services
School Programs
Other


CFIS's 2024-2025 Expenses
151,743, 1%
309,412, 2%
188,281, 1%
957,884, 5%
1,006,098, 5%
189,729, 1%
820,629, 4%
1,317,166, 6%
15,218,231, 75%
Salaries & Benefits
Facility Costs including Interest on debt
Teaching costs
Office, Administration and Marketing
Food Services
Bus
Sundry
Fundraising Expenses
Amortization


CFIS's 2024-2025 Capital Purchases
144,390, 4%
380,585, 12%
164,009, 5%
2,607,264, 79%
Furniture, Fixtures & Equipment
Computer Equipment
Vehical
Building and Land Improvements

Assurance Domain: Local & Societal Context

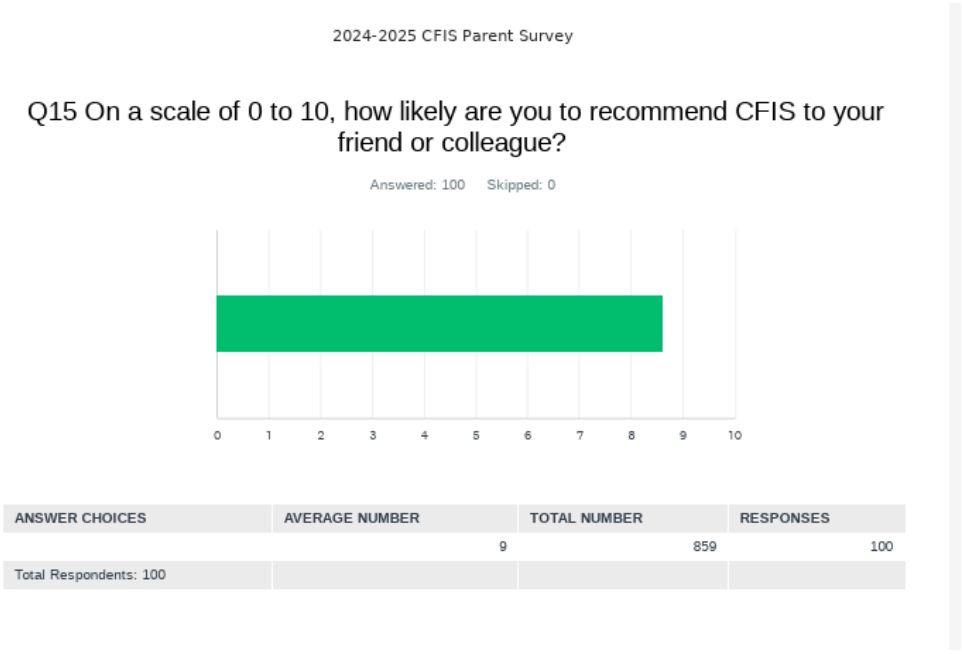
CFIS Priority 5:
Evolve with Purpose, Together

CFIS Strategies for Local Context

- Ensure stable enrolment across all divisions
- Expand facilities and program delivery to sustain enrolment growth and the student experience

Priority 5 of our Strategic Plan focuses on ensuring sustainable growth through strategic enrolment management, targeted program development, and long-term capacity planning—and we are pleased to share that CFIS is currently at an enrolment high. The successful launch of our JR Preschool and Embark (Late immersion) programs has strengthened our enrolment pipeline, ensuring a steady and mission-aligned pathway from Early Childhood and Primary.

Higher retention rates over the past few years, combined with increased demand for our bilingual and international programming, have reinforced the effectiveness of our student experience and family engagement strategies. Word of mouth from our current parents and guardians is the number 1 indicator to new enrolments.



In response to this growth, we undertook significant renovations this summer across our Middle and Senior High divisions, including the creation of new design labs and modern collaborative learning spaces that support innovation, interdisciplinary thinking, and enhanced student engagement. Looking ahead, and in alignment with our long-term facilities strategy, we are planning to add eight

classrooms in 2027 to increase capacity and ensure we remain well positioned to welcome new families while continuing to support the success of our current students.

Whistleblower Protection

Section 32 of Alberta's Public Interest Disclosure Act (2013) requires that an independent school include its annual report of disclosures in its Annual Education Results Report. The Calgary French & International School did not receive any whistleblower reports in the 2024-25 school year.

Communication of Results and link to AERR

Annual academic results, survey findings, and strategic updates are regularly shared with stakeholders through various platforms to ensure transparency and engagement. These include divisional information meetings, parent engagement sessions, the community report, the prospectus, Board committee meetings, discussions with student prefects, and a presentation at the CFIS Society Annual General Meeting, providing multiple opportunities for the community to stay informed and aligned with CFIS's goals and progress.

CFIS's 2024-25 Annual Education Results Report (AERR) can be found at: https://www.cfis.com/aerr.