

Annual Education Results Report

2024-2025

Canadian International School Abu Dhabi



Table of Contents

Accountability Statement.....	4
Our Vision, Mission and Values.....	5
Our Vision.....	5
Our Mission.....	5
Our Values.....	5
Guiding Principles.....	6
School Profile.....	7
Future Focused Learning.....	8
Summary of Accomplishments.....	9
Performance Outcomes.....	14
Provincial Measures – Grades 6 and 9 Provincial Achievement Tests (PAT), Grade 12 Diploma (DIP).....	14
Grade 6 Provincial Achievement Test Results.....	14
Grade 9 Provincial Achievement Test Results.....	16
Graphs of PAT Results by Course (Grade 9).....	18
Grade 12 Diploma Results.....	23
Graphs of Diploma Examination Results by Course.....	25
University Offers of Admission.....	31
Implications for the CIS Education Plan Based on PAT and Diploma Results.....	33
Teaching and Leading.....	37
Areas of Strength.....	37
Education Quality:.....	37
Engagement in Learning:.....	37
Professional Development:.....	38
Areas for Growth.....	38
Consistency in Teaching Quality across grade levels:.....	38
Student Respect and Collaboration:.....	38
Implications for the Education Plan.....	39
Strengthen Consistency of High-Quality Instruction Across Divisions.....	39
Elevate Student Engagement and Respect, Particularly in Middle Years.....	39
Continue Building Capacity Through Focused Professional Learning.....	40
Deepen Communication Around Learning Expectations and Student Progress.....	40

Strengthen Belonging and Well-being Systems for Long-term Culture Building	40
Continuous Improvement at CIS	42
Data-Informed Practices	42
Professional Development, Leadership, and Mentorship	42
Targeted Support for Diverse Learners	42
Stakeholder Collaboration	43
Alignment with Strategic Goals	43
Learning Supports	44
Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)	44
Areas of Strength:	44
Areas of Growth:	44
Implications for the Education Plan	45
Access to Supports and Services	46
Areas of Strength:	46
Areas of Growth:	46
Implications for the Education Plan:	46
Strengthen Awareness Campaigns:	46
Target support for middle-years students:	46
Align Services with Student Needs:	46
Governance	47
Overview	47
Areas of Strength	47
Areas of Growth	47
Implications for the Education Plan	47
Local and Societal Context	48
Acknowledgements	49
Appendix	50

Accountability Statement

The Annual Education Results Report for Canadian International School Abu Dhabi, Authority 1480, for the 2024/2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Handbook for Alberta Accredited International Schools. The Board is committed to using the results in this report to the best of its abilities, to improve student learning and results.

This Annual Education Results Report for 2024/2025 was approved by the Board on November 25, 2025.

A handwritten signature in black ink, appearing to read 'John Saliba', is written over a horizontal line. The signature is stylized with a large loop at the top and a vertical stroke extending downwards.

Mr. John Saliba

Board Chair

Our Vision, Mission and Values

The Canadian International School is committed to providing educational excellence that meets each student's interests, abilities and needs within a common curricular framework. CIS strives to continuously develop a learning environment which reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. CIS challenges each student to develop intellectual independence, creativity and curiosity, to achieve their potential, to pursue excellence, and to contribute responsibly to the world of today and tomorrow.

Our Vision

CIS students embrace challenges, respect diversity, and achieve personal and academic excellence.

Our Mission

To provide a rich learning environment for students to develop the self-confidence necessary to achieve their potential, pursue excellence, and contribute responsibly in the world of today and tomorrow.

Our Values

We believe:

- all children can learn and are entitled to a safe and caring learning environment.
- students from many countries and cultures can work together to create a unique and caring learning community.
- in the importance of developing students who become contributing citizens of the world and who have the abilities and attitudes to make our world a better place.

Guiding Principles

Students at CIS are:

Challenged

Learning experiences that stretch the students' capacities ultimately lead to personal and academic growth. Success is defined by having been challenged and, consequently, learning and growing from experience.

Respected

As members of our global community, students bring diverse experiences to the classroom. To contribute their voices to the community of learners, students need to feel respected and to be respectful of others.

Encouraged

What students DO with knowledge is more important than simply comprehending it. Students need the support of parents, teachers and colleagues to take the risk to develop knowledge beyond the recognition and comprehension stages. Being able to analyze and evaluate information leads students to creative and critical thinking.

Academic, Artistic, Athletic

Engaging students in all aspects of school life allows them to achieve their individual potential and to ignite learning across a variety of dimensions.

Thinkers

When students are encouraged to develop the skills and strategies needed to interpret, analyze, evaluate, infer, synthesize and explain information, they reach a level of metacognition that enables creative and critical thinking. Developing creative and critical thinkers today ensures that our next generation of leaders will have the cognitive skills to solve problems locally, regionally and globally.

Empowered

Developing a positive sense of SELF (Self-directed, Self-reliant, Self-confident, Self-motivated) in a child is a long and patient process that is very rewarding for parents, teachers and students alike. Independence comes in stages and emerges when children are continuously provided with and participate in positive learning experiences.

We C.R.E.A.T.E an environment for student success!

School Profile

The Canadian International School (CIS) Abu Dhabi is a vibrant learning community located in Khalifa City, approximately 30 kilometres from downtown Abu Dhabi. With an enrolment of close to 1,000 students from more than 80 nationalities, CIS reflects a diverse and inclusive environment that celebrates cultural richness and global perspectives.

CIS offers a modern campus equipped with state-of-the-art facilities, including spacious classrooms, science laboratories, libraries, performance spaces, and dedicated learning hubs. Specialized amenities such as an indoor swimming pool, gymnasium, shaded play areas, and outdoor sports fields enhance both academic and extracurricular experiences. Our school is proud to integrate Alberta's internationally recognized curriculum, emphasizing inquiry-based learning to inspire curiosity, critical thinking, and problem-solving skills.

Recognized as a top-tier Alberta International School, CIS continues to excel in meeting international and local benchmarks. In 2024, Alberta Accredited International Schools awarded CIS a "Tier 1" rating (the highest), re-affirming our dedication to academic excellence, innovation, and student well-being.

CIS promotes a well-rounded educational experience, offering a variety of academic, athletic, artistic, and leadership opportunities. Programs such as the Duke of Edinburgh Award, National Honor Society, and inter-school competitions allow students to develop skills and character beyond the classroom. Our inclusive ethos ensures that every student is supported to reach their fullest potential, preparing them for success in a rapidly evolving, interconnected world.

CIS is more than a school; it is a community where students, staff, and families collaborate to create a nurturing environment that inspires lifelong learning and global citizenship.



Future Focused Learning

At CIS, we are committed to preparing students for success in a rapidly changing, interconnected world through a future-focused approach to education. This philosophy ensures that students develop a strong foundation of knowledge along with the skills and attributes needed to thrive as global citizens, innovative thinkers, and ethical leaders.

Our curriculum emphasizes critical thinking, collaboration, and creativity, empowering students to navigate complex challenges and seize emerging opportunities. Inquiry-based learning lies at the heart of our instructional design, encouraging curiosity, problem-solving, and real-world application. Cross-curricular projects further deepen understanding by connecting concepts across disciplines and fostering meaningful, authentic learning experiences.

Leadership development is a cornerstone of our approach. Programs such as the *Duke of Edinburgh's Award*, *National Honor Society*, and the *CIS Ambassador Program* provide students with opportunities to lead, serve, and collaborate, helping them build confidence, resilience, and a strong sense of purpose.

Global citizenship is woven throughout the CIS experience. Students participate in international service learning, and initiatives that promote intercultural understanding. Through these experiences, students develop empathy, adaptability, and the ability to work effectively in diverse contexts.

Aligned with the Alberta Education Assurance Framework, CIS is committed to continuous improvement in teaching and learning. Innovative instructional practices and technologies support personalized, differentiated learning pathways that meet the needs of every student.

Through this future-focused lens, CIS graduates emerge academically strong, socially responsible, and globally minded, ready to lead and succeed in an evolving world.



Summary of Accomplishments

The 2024-2025 school year marked another successful year for the Canadian International School Abu Dhabi, with significant accomplishments across academic, extracurricular, and community initiatives. Highlights include:

Academic Excellence

- **Alberta Accredited International School (AAIS) Tier 1 rating:** CIS re-achieved a "Tier 1" rating during its 2024-2025 Alberta Education inspection, reflecting the school's commitment to academic excellence, innovation, and student well-being. This is the highest rating that a school can achieve with AAIS.
- **Diploma Exam Success:** CIS students outperformed provincial averages in almost all subjects (6 out of 9). The school reduced the grade differential between school-awarded and diploma grades to 8%, demonstrating enhanced alignment and rigour in assessments. This score was the lowest of all Alberta Accredited International Schools and was also lower than the Alberta Provincial average.
- **Provincial Achievement Tests (PATs):** CIS students outperformed the province in Acceptable standard, and Standard of Excellence in all Grade 6 and 9 exams.
- **International Testing:**
 - **MAP** - Students in grades 3 to 10 continue to write the MAP Growth test in English (Reading and Language fluency), Mathematics, and Science. The British Columbia, Canada curriculum was used for English and Mathematics, while the international curriculum was used for Science. CIS is using this data to track academic growth in our students.
 - **PIRLS** – we received our results from our testing in 2024. CIS had a score of 568, which places us in the High International Benchmark. It also ranked us as the top Canadian school in Abu Dhabi, scoring us higher than all other curriculums and programs.

Table 6: PIRLS mean scores by curriculum.

Curriculum	PIRLS Score
Your School	568
Private - Indian	565
Private - Canadian	562
Private - IB	560
Private - SABIS	558
Private - UK	541
Private - Pakistani	509
Private - US	470
Private - MOE	455

Student Leadership and Global Citizenship

- **Sports Week – The Summer Games:** Students engaged in culturally enriching activities, learning traditional Indigenous games. These activities highlighted CIS's commitment to promoting diversity and inclusion.
- **National Honor Society:** Offers students opportunities to engage in service-learning projects and demonstrate leadership within the school and broader community.
- **Duke of Edinburgh Award:** 30 students participated in the program, completing adventurous journeys and demonstrating their commitment to personal growth and leadership.
- **International Service:** 23 students attended the community service international trip to Tanzania where they worked on building a community school classroom. They also learned about the many local issues the Tanzanian's face, and how the projects positively impact the local community.
- **CIS Ambassador Program:** over 65 (up 25) students joined this year to be active, volunteer leaders in our school community's events, Extra Curricular Activities (ECAs) and teams. They also participated in leadership workshops throughout the year. This program is growing and expanding each year.

Innovative Teaching and Learning

- **Integration of Technology in Learning:** CIS expanded its use of digital platforms, adding the Alberta curriculum-based program Solaro (grade 4-12) to our repertoire.

- **Classroom Observations:** Observations with feedback at each school level (elementary, middle and high) providing insight into potential gaps and highlighted data driven, research based instructional practices at CIS. CIS runs a robust mock inspection each year that encompasses 4 days of classroom observations with feedback mimicking the school inspections from ABED and ADEK.
 - **Cross-Curricular Learning:** Collaborative planning allowed students to experience seamless integration of concepts across subjects, fostering deeper understanding and critical thinking.
-

Extracurricular Excellence

Over 100 ECA clubs/committees ranging from KG-Grade 12

- **Sports Achievements:**

- Varsity Girls Basketball teams won ADEK Championship
- U19 Boys Football were ADISSA league champions
- Varsity Boys Basketball won their group in the ISAC league
- Varsity Girls Basketball won their group in the ISAC league
- Junior Varsity Boys Basketball won their group in the ISAC league
- Junior Varsity Girls Basketball won their group in the ISAC league
- The Senior and Junior Swim teams ranked in the top 5 schools across Abu Dhabi.
- The Triathlon team of 15 students represented CIS at the local Tri Yas event in February and in the ADEK cup.
- The middle school Robotics team won the local competition and received the judges award.
- The middle school Robotics team won the judges award at the National competition.
- 49 sports teams (30 competitive, 19 non-competitive).

- **Arts and Competitions:**

- Students showcased their talents in the Fine Arts Show and participated in the University of Waterloo Mathematics and Computing Contest (CEMC) Math and Science competitions.

Community and Cultural Engagement

- **Terry Fox Run:** CIS raised money for cancer research, with full participation from students and staff, honouring the legacy of a Canadian hero.
 - **Environmental Initiatives:** Students participated in sustainability projects and campus beautification efforts, reinforcing the importance of environmental stewardship. The high school science classes participated in Mangrove sustainability by assisting in planting.
 - **Book Fairs and Literacy Activities:** Two successful book fairs and a Book Week celebration encouraged reading across all grades, supported by engaging literacy activities.
-

Focus on Inclusion and Support

- **Differentiated Learning:** Programs for gifted and talented students (GATE) expanded, this included the creation of Advanced Learner Profiles (ALP) with three student driven goals. Enrichment was enhanced through Depth of Knowledge (DoK) task design and questioning, offering more opportunities for advanced learning. Additional support was provided for students requiring remediation or accommodation.
 - **Behaviour Management:** Enhanced classroom behaviour strategies were implemented which included a new Student Behavioural Policy, supported by teachers and EAs, ensuring a productive learning environment for all students.
-

Teacher Development

- **Professional Learning:** Teachers participated in workshops on MAP Data and Triangulation, Gifted and Talented Identification and Support, Classroom management, Assessment Practices, Depth of Knowledge in Task Design, and Inquiry Based Learning. Teachers at CIS have a minimum of 75 hours of Professional Learning each year.

Leadership, Governance, Strategic Planning

- **Senior Leadership:** Maintained strong oversight of school performance data, resource deployment and curriculum implementation. Timely data-driven decision-making has been further embedded.

- **Governance structures (Board, Committees, Parent Council):** engaged robustly in monitoring and evaluation of school strategic priorities, risk management, and policy compliance.
- **Policy development:** The school proactively reviewed its policies during the year, aligning them with latest ADEK circulars, UAE Federal labour and education laws, and Alberta Education requirements, ensuring that CIS remains fully compliant and inspection ready.

Community and Global Engagement

- CIS hosted its annual Fall and February Festivals, and Fine Arts Night, opening the campus to families and celebrating student work across subjects.
- The school's social media feed documented several successful family and community-facing events, including wellbeing-themed days which emphasize not only the academic but the happy, inclusive school culture.
- A strong commitment to service learning and student leadership was evident in the number of student-led initiatives, and leadership development programs throughout the year.
- CIS is a vibrant part of the Abu Dhabi community, this year we added our first CIS Iftar, aligning with local values and the UAE national identity.

CIS's accomplishments in 2024-2025 reflect its unwavering dedication to fostering a community of excellence, diversity, and innovation. As the school moves forward, it remains committed to ensuring that every student is empowered to achieve their fullest potential.



Performance Outcomes

Provincial Measures – Grades 6 and 9 Provincial Achievement Tests (PAT), Grade 12 Diploma (DIP)

Grade 6 Provincial Achievement Test Results

In the 2024-2025 academic year, our Grade 6 students participated in the Provincial Achievement Test in Mathematics, Social Studies, and English Language Arts. Consequently, no PAT results are available for the piloted subject of Science. The data on the three subjects provides insight into our students' achievements.

ELA 6	Math 6	Science 6	Social Studies 6
PAT Mark School	PAT Mark School	PAT Mark School	PAT Mark School
Acceptable – 89.2 (+20.1)	Acceptable – 79.5 (+27.4)	No Exam	Acceptable – 89.2 (+25.1)
Excellence – 13.3 (+0.6)	Excellence – 27.7 (+12.8)		Excellence – 25.3 (+6.0)
PAT Mark Province	PAT Mark Province		PAT Mark Province
2024 Acceptable – 69.1	2024 Acceptable – 52.1		2024 Acceptable – 64.1
2024 Excellence – 12.7	2024 Excellence – 14.9		2024 Excellence – 19.1

Green highlighting demonstrates greater achievement in a category.

Subject-Specific Performance

English Language Arts (ELA)

- **Acceptable Standard:** 89.2% of students achieved this benchmark, exceeding the provincial average of 69.1%.
- **Standard of Excellence:** 13.3% of students achieved this benchmark exceeding the provincial average of 12.7%.
- **Strengths:** The Grade 6 ELA PAT results indicate that CIS students have strong foundational literacy skills. They demonstrated solid reading comprehension, showing confidence in understanding both stated and implied ideas, using context clues effectively, and identifying genre, purpose, and key details across a variety of texts. Participation was strong, with very few students performing below expectations, which reflects steady development of core literacy habits. In writing, most students produced responses that met the essential criteria of the rubric, showing strengths in generating ideas, organizing content, and managing basic conventions. Overall, these results show that CIS students are well prepared for the increased reading and writing demands of grade 7.
- **Focus Areas:** As students move on to Grade 7, the PAT results highlight several important areas of focus for continued growth. Students would benefit from strengthening their understanding of grammar and sentence structure,

including how punctuation and sentence types contribute to clarity and meaning. The results also point to a need for deeper development in vocabulary and word-analysis skills, particularly with prefixes and suffixes, academic vocabulary, and interpreting unfamiliar words in context. In writing, many students met expectations but would benefit from greater attention to organization, elaboration, sentence fluency, and consistent use of conventions to move their work beyond the satisfactory level. Students also found nonfiction text structures and features more challenging, especially when interpreting charts, diagrams, and cues that signal purpose or organization. These areas will guide instructional focus as students enter Grade 7, so they continue to build the literacy skills needed for success across all middle years subjects.

1. Mathematics

- **Acceptable Standard:** 79.5% achieved the benchmark, well above the provincial standard of 52.1.
- **Standard of Excellence:** 27.7%, above the provincial average of 14.9%.
- **Strengths:** Students showed strong understanding of fractions, particularly in adding and subtracting mixed numbers, where results were well above provincial performance. Their ability to work confidently with fraction operations suggests solid foundational instruction in Grade 6 and readiness for more complex fraction and rational number work in later grades. Students also demonstrated strength in the procedural aspects of solving equations, showing that they can isolate variables and complete basic algebraic steps accurately. This foundational algebra strength provides a helpful starting point for the more advanced algebra work in Grades 7, 8, and 9. Overall, these strengths demonstrate that CIS students are entering Grade 7 with solid procedural fluency in key number and operations skills and a strong base for continued development.
- **Focus Areas:** The results also identify several important focus areas as students move forward into Grade 7. The most significant gap appeared in prime factorization using exponents, where students struggled notably more than provincial peers, indicating that this concept will need explicit remediation in Grade 7 and strengthened emphasis in Grade 6 moving forward. Students also demonstrated difficulty with decimal subtraction, confirming early observations from classroom diagnostic tasks. Proportional reasoning emerged as a major area of concern across both Part A and Part B, particularly in determining percent of a number and solving real-life ratio or proportion problems. Because proportional reasoning underpins major outcomes in Grades 7–9 and connects directly to science, this will be an essential instructional priority. Results also showed that while students could solve basic algebraic equations, they struggled with writing equations from real-life situations and linking graphs to equations, indicating a need for stronger conceptual understanding. Finally, students found higher-complexity, multi-step

problem solving questions challenging across the PAT, especially tasks requiring interpretation of real-life situations or application of area concepts. These results point to the need for increased emphasis on reasoning, conceptual understanding, and persistence with multi-step tasks as students move through the middle years.

2. Social Studies

- **Acceptable Standard:** 89.2%, surpassing the provincial average of 64.1%.
- **Standard of Excellence:** 25.3%, significantly higher than the provincial average of 14.9%.
- **Strengths:** The Grade 6 PAT results show that CIS students demonstrated strong understanding of key curricular outcomes, performing well above provincial expectations in several areas. Students showed clear strengths in their knowledge of the Charter of Rights and Freedoms, demonstrating confidence with fundamental rights, freedoms, and their applications. They also performed well on items assessing democratic principles, showing solid recall of foundational civic concepts and terminology. Content knowledge related to Ancient Athens and the Iroquois Confederacy was another area of strength, with students successfully identifying structures of governance, historical significance, and key cultural characteristics. Overall, the results indicate that CIS students enter the middle years with strong recall of core social studies content, a solid grasp of democratic ideas, and a clear understanding of major historical case studies.
- **Focus Areas:** The Grade 6 PAT results also highlight several key areas of focus as students move through the middle years. Students showed consistent difficulty with local and provincial government, particularly understanding the roles of elected officials, differences in responsibilities between levels of government, and how accountability and electoral processes work. Active citizenship and participation also emerged as a challenge, with students struggling to evaluate viewpoints, identify media bias, and demonstrate skills connected to civic engagement. The results indicate that visual literacy needs strengthening, especially interpreting maps, charts, graphs, and decision-making models that require students to extract and apply information. Students also found it difficult to apply democratic principles such as equity, equality, representation, and decision-making to new or historical scenarios. These trends suggest a need for targeted instruction in government structures, citizenship skills, media and source analysis, and the interpretation of visual information to support deeper conceptual understanding.

Grade 9 Provincial Achievement Test Results

In the 2024-2025 academic year, our school achieved results exceeding the province in the Grade 9 Provincial Achievement Tests (PATs). These outcomes underscore our

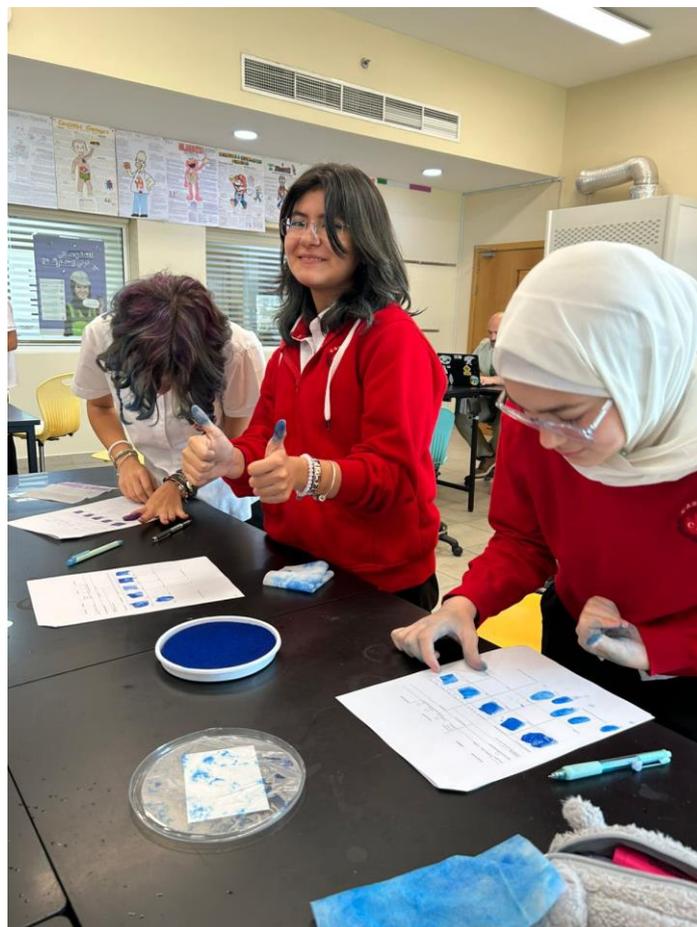
dedication to delivering quality education and reflect targeted efforts to enhance student learning outcomes.

ELA 9	Math 9	Science 9	Social Studies 9
PAT Mark School	PAT Mark School	PAT Mark School	PAT Mark School
Acceptable – 87.8 (+18.0)	Acceptable – 81.1 (+30.6)	Acceptable – 88.9 (+21.1)	Acceptable – 81.8 (+21.9)
Excellence – 21.1 (+10.0)	Excellence – 23.3 (9.7)	Excellence – 30.0 (+9.0)	Excellence – 33.3 (+16.1)
PAT Mark Province	PAT Mark Province	PAT Mark Province	PAT Mark Province
Acceptable – 69.8	Acceptable – 50.5	Acceptable – 67.8	Acceptable – 59.9
Excellence – 11.1	Excellence - 13.6	Excellence – 21.0	Excellence – 17.2

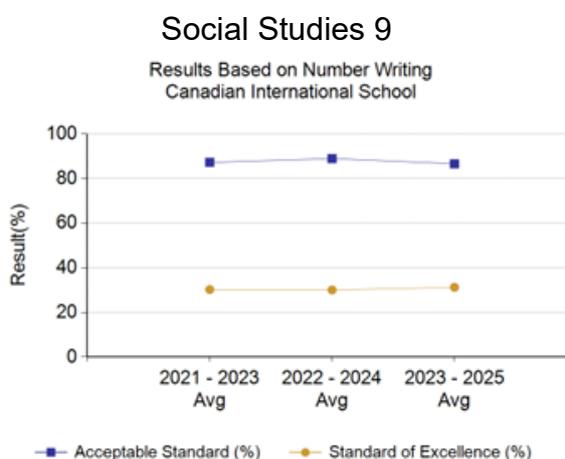
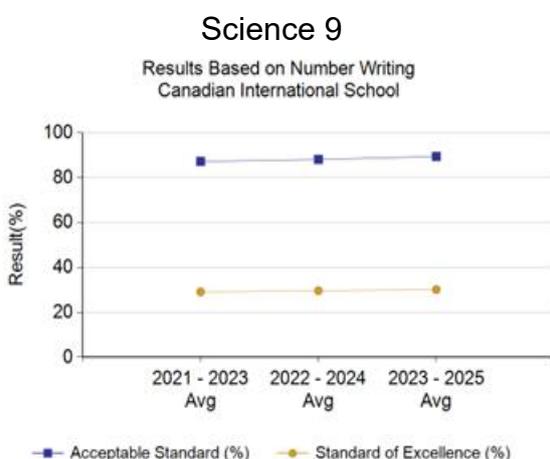
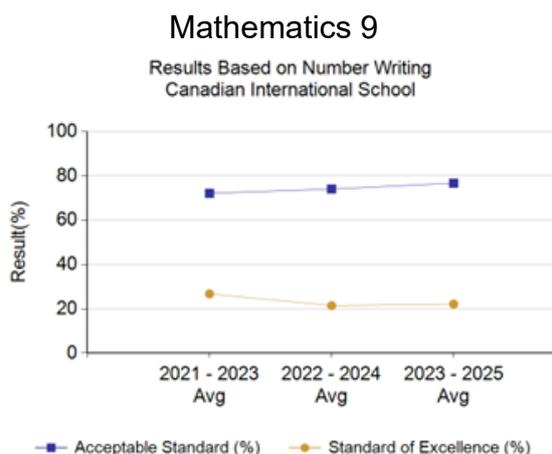
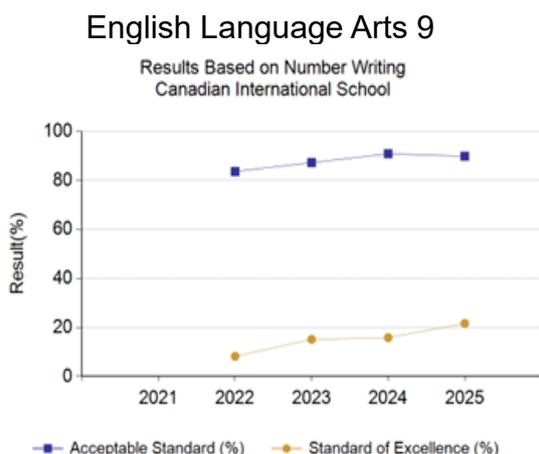
Green highlighting demonstrates greater achievement in a category.

Overall Highlights

- **Acceptable Standard:** Across all subjects, 81.1-88.9% of students met or exceeded the Acceptable Standard, surpassing the provincial averages in all areas.
- **Standard of Excellence:** Performance at the Standard of Excellence ranged from 21.1% to 33.3%, consistently exceeding provincial norms.



Graphs of PAT Results by Course (Grade 9)



Subject-Specific Performance

English Language Arts (ELA)

- **Acceptable Standard:** 87.8% of students achieved this benchmark, exceeding the provincial average of 69.8%.
- **Standard of Excellence:** 21.1% of students achieved this benchmark exceeding the provincial average of 11.1%.
- **Strengths:** The Grade 9 ELA PAT results highlight several clear strengths for CIS students in both reading and writing. Students showed strong comprehension across a range of texts, performing well on tasks that required identifying key ideas and details, interpreting character actions, and recognizing implied meaning in poems, stories, and cartoons. They also demonstrated solid skills in synthesizing ideas, drawing logical conclusions, and determining an author’s purpose, showing confidence with higher-level inferencing. In addition, students performed well in understanding text organization, including how writers use structure, rhetorical devices, and punctuation to shape meaning. Writing results further support these strengths, with students producing well-

organized, coherent responses that showed control of content and language. Overall, CIS students demonstrated strong literacy foundations and clear readiness for the expectations of senior high ELA.

- **Focus Areas:** The results point to several areas for continued focus as students move into senior high. Students were less consistent on higher complexity reading items, particularly those requiring deeper inferencing, analysis of subtle textual clues, and interpretation of more abstract ideas in poems and informational texts. Some tasks involving vocabulary in context, interpreting figurative language, and analyzing the effectiveness of stylistic choices were also weaker compared with other areas. In writing, students showed solid organization and content control but were less consistent in areas requiring precise language use, stronger elaboration, and clearer development of ideas. These focus areas indicate a need to provide more practice with challenging texts, build confidence in analytical reading, and strengthen students' ability to develop and support ideas with clarity and depth in their writing.

3. Mathematics

- **Acceptable Standard:** 81.1% achieved the benchmark, above the provincial standard of 50.5.
- **Standard of Excellence:** 23.3%, above the provincial average of 13.6%.
- **Strengths:** Strengths were visible across several reporting categories. In Part A, students performed well on rational numbers, square roots, and exponent laws, where results were consistently aligned with or above provincial patterns. In Part B, CIS students demonstrated strong skills in several low- and moderate-complexity outcomes, including applying order of operations, interpreting graphs, solving linear equations, identifying scale factors, and answering probability questions. Many of these items had performance levels that closely matched provincial results, suggesting that core numeracy skills and procedural fluency are solid. The school also showed notable strengths in patterns and relations, where several items in writing linear equations, identifying polynomials, and solving contextual problems showed high student accuracy. Additionally, performance in Shape and Space was strong on tasks involving symmetry, circle properties, and transformations, demonstrating a solid understanding of geometry concepts relative to provincial expectations.
- **Focus Areas:** While CIS showed strong overall achievement, the results also highlight several areas that will require focused attention moving forward. Students performed well on foundational skills but found higher-complexity, multi-step problems more challenging, particularly those involving proportional reasoning, advanced algebraic thinking, and geometry tasks that required deeper inference rather than recall. Some items involving data interpretation and connecting multiple representations were also weaker compared with provincial results. Strengthening these areas through targeted instruction, more opportunities for complex problem solving, and increased practice with real-

world applications will help ensure students are well prepared for the demands of senior high mathematics.

4. Science

- **Acceptable Standard:** 88.9%, surpassing the provincial average of 67.8%.
- **Standard of Excellence:** 30.0%, significantly higher than the provincial average of 21.0%.

- **Strengths:** The Grade 9 Science PAT results show that CIS students demonstrated strong understanding across multiple areas of the curriculum. Students showed solid strengths in Biological Diversity, particularly in classifying examples, identifying niches, analyzing inheritance patterns, and determining strategies that support species diversity. They performed well in Matter and Chemical Change on tasks involving identifying elements, using physical and chemical properties, interpreting reaction types, naming compounds, and working with atomic structure. Results also highlight strong skills in interpreting data and graphs within Environmental Chemistry, including analyzing feeding relationships, acidity levels, concentration comparisons, and environmental change. In Electrical Principles and Technologies, students excelled in calculating resistance and current, identifying circuit diagrams, predicting circuit outcomes, and determining energy efficiency. Strengths were also clear in Space Exploration, where students effectively classified galaxies, interpreted patterns, identified Canadian contributions, and analyzed information to determine perspectives or testable questions. Overall, CIS students showed strong scientific reasoning, reliable ability to interpret visual and numerical information, and confidence across both knowledge and skills-based items, indicating a well-balanced understanding of the Grade 9 Science program.

- **Focus Areas:** There are several areas that will benefit from targeted attention moving forward. Students were less consistent on items requiring deeper analysis in Biological Diversity, particularly tasks involving interpreting complex genetic information or assessing environmental impacts on species. In Matter and Chemical Change, multi-step reasoning involving chemical formulas, balancing reactions, and interpreting particle models proved more challenging. Within Environmental Chemistry, students showed difficulty with questions requiring synthesis of multiple data sources or application of chemical principles to real-world environmental scenarios. Results in Electrical Principles and Technologies suggest the need for stronger foundational understanding of circuit relationships, energy transformations, and predicting outcomes in more complex circuit configurations. Space Exploration items that required students to analyze technical information, apply conceptual models, or evaluate historical and scientific contributions also showed weaker performance.

Collectively, these patterns indicate that students would benefit from more practice with higher-level problem solving, opportunities to work through multi-step science tasks, and explicit instruction linking conceptual knowledge to real-world applications.

5. Social Studies

- **Acceptable Standard:** 81.8% of students reached this level, exceeding the provincial average of 59.9%.
- **Standard of Excellence:** 33.3%, well above the provincial average of 17.2%. This was a 4.4% increase over the previous year.

- **Strengths:** The Grade 9 Social Studies PAT results highlight several notable strengths for CIS students. Students demonstrated strong knowledge of Canada's political and judicial system, showing confidence in identifying responsibilities of Parliament, understanding the role of the Senate, and analyzing political cartoons and headlines to determine key issues. Results also show strength in individual and collective rights, particularly in interpreting sources about democratic rights, determining the focus of speakers' comments, and recalling core features of the Charter. Students performed well in immigration, accurately identifying immigration categories, characteristics of economic immigrants, and drawing conclusions from diagrams and written sources. In economic decision making, CIS students showed solid understanding of labour unions, minimum wage, and the functions of mixed economies, along with strong interpretation of maps, cartoons, and arguments related to economic issues. They demonstrated further strengths in consumerism and quality of life, especially in understanding factors that influence consumer choices and identifying ideas supported by graphs and written sources. Overall, students showed strong source-analysis skills, the ability to connect information across multiple representations, and a confident grasp of foundational social studies concepts.

- **Focus Areas:** Students were less consistent on items that required deeper interpretation of complex sources, particularly when multiple documents had to be compared or when subtle distinctions in viewpoint, bias, or purpose were involved. Some questions involving political decision making and the relationships between government branches showed weaker performance, especially when students needed to infer implications rather than identify factual information. In the justice system, items that required applying principles to unfamiliar scenarios or analyzing consequences of judicial actions proved more challenging. Within immigration and economics, students showed difficulty with tasks that required synthesizing numerical data with written sources or evaluating competing arguments. A few outcomes in consumerism and quality of life also indicated that students would benefit from stronger skills

in distinguishing cause from correlation and identifying the broader impact of economic choices. These trends suggest a need to deepen students' critical thinking, strengthen their ability to interpret layered and abstract information, and provide more opportunities to practice analyzing multiple sources together.



Grade 12 Diploma Results

In the 2023-2024 academic year, our school achieved improved performance outcomes in Diploma Examination results across several subject areas. These results reflect a combination of targeted interventions, enhanced instructional strategies, and focused support for both high-achieving and struggling students.

Student Growth and Achievement (Grades 10-12)

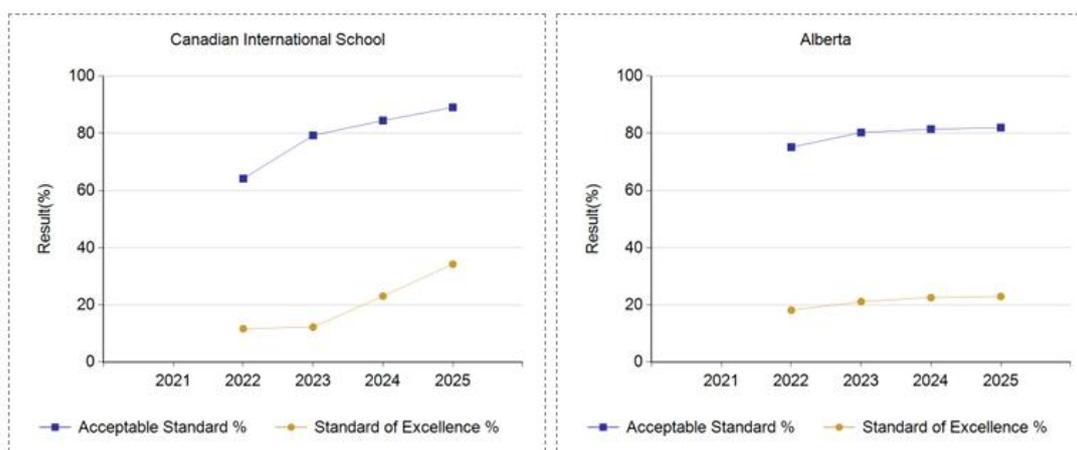


Diploma Exam Results By Students Writing Measure History

School: 1480 Canadian International School

Province: Alberta

	Canadian International School					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	65	75	80	82	n/a	n/a	n/a	n/a	58,444	67,294	72,444	76,236
Acceptable Standard %	n/a	64.2	79.3	84.5	89.1	Very High	Improved	Excellent	n/a	75.2	80.3	81.9	82.0
Standard of Excellence %	n/a	11.7	12.3	23.1	34.3	Very High	Improved Significantly	Excellent	n/a	18.2	21.2	22.6	23.0



ELA 30-1	ELA 30-2	Math 30-1	Math 30-2
Diploma Mark School	Diploma Mark School	Diploma Mark School	Diploma Mark School
2023 - 57.1	2023 – 69.7	2023 – 57.8	2023 – 51.3
2024 - 60	2024 – 75.7	2024 - 66	2024 – 61.4
2025 – 66.5 (+3.5)	2025 – 69.5 (+6.7)	2025 – 76.3 (+8.9)	2025 – 58.8 (-0.8)
Diploma Mark Province	Diploma Mark Province	Diploma Mark Province	Diploma Mark Province
2023 - 62.3	2023 64.4	2023 – 63.2	2023 – 58.8
2024 - 63.1	2024 – 64	2024 – 64.6	2024 – 59.4
2025 – 63.0	2025 – 62.8	2025 – 67.4	2025 – 59.6

Green highlighting demonstrates greater achievement in a category.

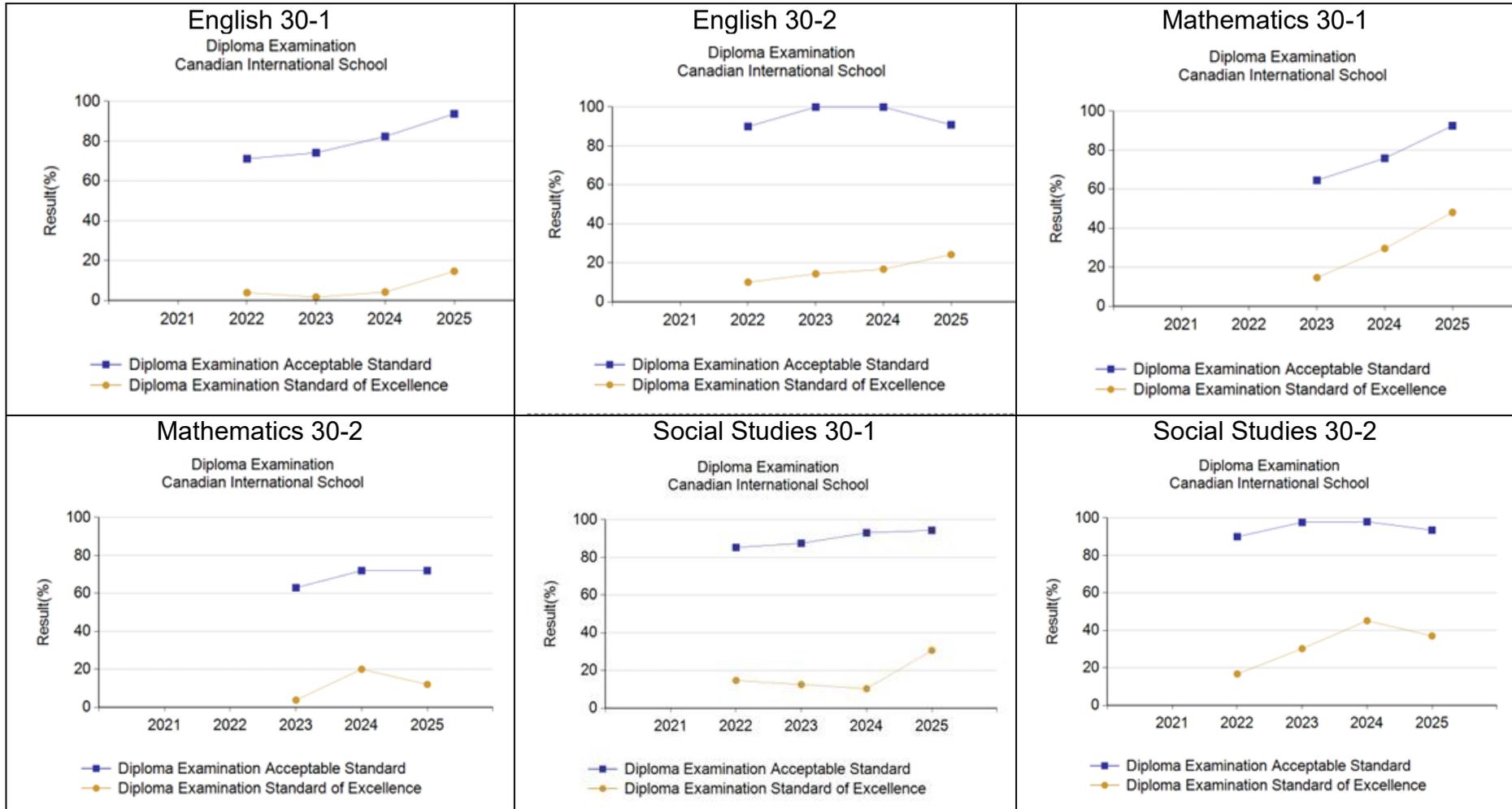
SS 30-1	SS 30-2	Bio 30	Chem 30
Diploma Mark School	Diploma Mark School	Diploma Mark School	Diploma Mark School
2023 – 66.2	2023 – 74.2	2023 – 63.8	2023 – 60.7
2024 – 65.8	2024 – 76.1	2024 – 69.2	2024 – 63.8
2025 – 73.0 (+8.1)	2025 – 73.6 (+13.1)	2025 – 76.0 (+7.5)	2025 - 68.2 (-3.0)
Diploma Mark Province	Diploma Mark Province	Diploma Mark Province	Diploma Mark Province
2023 – 65.2	2023 - 62.2	2023 – 68.9	2023 – 68.3
2024 – 65.8	2024 – 60.9	2024 – 68.5	2024 – 70.2
2025 – 64.9	2025 – 60.5	2025 – 68.5	2025 – 71.2

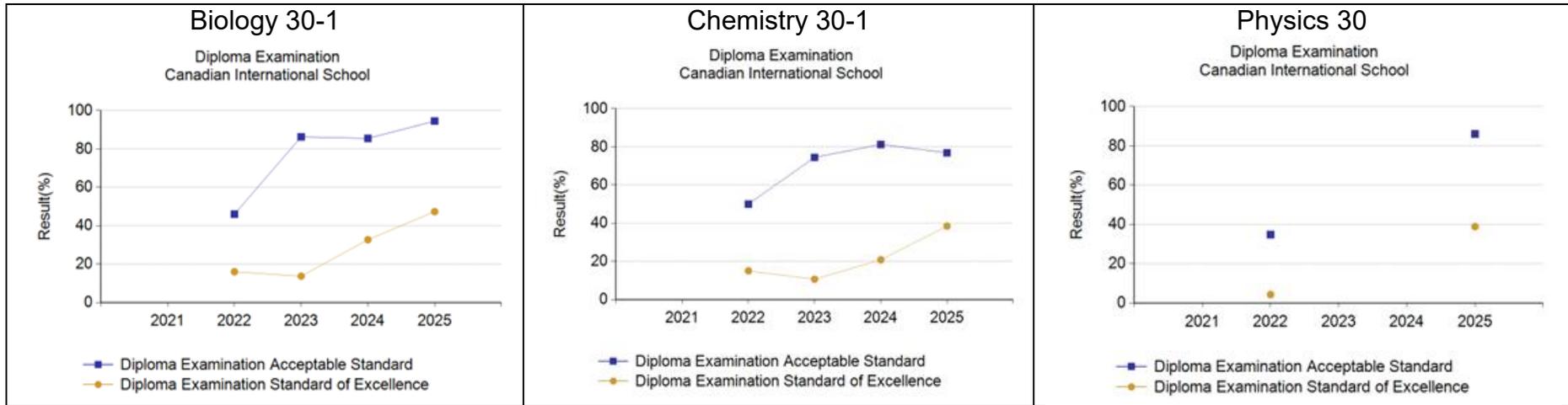
Green highlighting demonstrates greater achievement in a category.

Physics
Diploma Mark School
2023 – Did not write
2024 – Did not write
2025 – 68.8 (-3.0)
Diploma Mark Province
2025 – 71.8

CIS exceeded the province in 6 out of 8 exams in 2024. In 2025, CIS exceeded the province in 6 out of 9 exams. When CIS exceeded the province the average mark differential was +7.96%. When CIS did not exceed the province the average mark differential was -2.26%.

Graphs of Diploma Examination Results by Course





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 Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

English Language Arts

- **ELA 30-1:**

The ELA 30-1 Diploma results reflect strong overall performance at CIS. Students scored 4 percent above the province on Part B: Reading Comprehension and 3.1 percent above the province on Part A: Writing. In total, 54.2 percent of students achieved a blended mark in the 65–100 percent range, and 18 students earned the Standard of Excellence, with female students accounting for two-thirds of these results. CIS outperformed the province across diploma mark bands, with results 3.8 percent higher in the 80–100 percent range, 2.5 percent higher in the 65–79 percent range, and 4.3 percent higher in the 50–64 percent range. Reading comprehension results were particularly strong, with students performing substantially above the province on 41 of 70 questions. Writing performance also exceeded provincial norms, with 70.8 percent of students scoring Satisfactory to Excellent in Thought and Understanding on the Personal Response and 83.3 percent scoring Satisfactory to Excellent on Presentation. On the Critical Analytical Response, student performance in all scoring categories averaged above the province, demonstrating strong skills in literary analysis and composition. While results were strong overall, three students did not meet the passing standard, highlighting the importance of ongoing support.

- **ELA 30-2**

The ELA 30-2 Diploma results show strong achievement for CIS students. Overall, 69.7 percent of students earned a blended mark within the 65–100 percent range, and diploma mark results exceeded provincial averages across all performance bands. CIS students scored 13.4 percent above the province in the 80–100 percent range and 6.3 percent above the province in the 65–79 percent range. Ten students achieved the Standard of Excellence on the blended mark, with female students representing most of this group. Reading comprehension performance was solid, with the school performing 5 percent above the province overall, including substantially stronger results on 37 of 70 questions. Writing performance was especially strong, with the combined Part A results scoring 10 percent above the province. In the Visual Reflection, all students scored at least Satisfactory, with no failures. In the Literary Exploration and Persuasive Writing assignments, all but one student scored Satisfactory to Excellent, demonstrating strong skills in writing, analysis, and composition. While overall results were positive, the presence of two non-passing scores underscores the continued need to support students.

Mathematics

- **Math 30-1:**

The Math 30-1 Diploma results show significant improvement and strong overall achievement for CIS students. The cohort improved its results by 10.3 percent from last year, reaching a diploma average of 76.3 percent, which is well above the provincial average of 67.4 percent. This places CIS 8.9 percent higher than the province. The discrepancy between school-awarded grades and diploma grades was also far tighter than the provincial pattern. CIS posted a discrepancy of 2.6 percent, compared to the provincial 9.4 percent, giving the school a margin that is 6.8 percent tighter. Achievement levels were strong across both benchmarks. The Standard of Excellence reached 48.1 percent, compared to 36.2 percent provincially, showing that CIS outperformed the province by 11.9 percent. At the acceptable standard, 92.6 percent of CIS students achieved success, compared to 76.8 percent across Alberta, an advantage of 15.8 percent. These results reflect strong instructional alignment, improved student readiness, and consistent performance across diploma-style items. The cohort demonstrated meaningful growth, stronger mastery of key outcomes, and increased confidence on complex problem-solving tasks, positioning Math 30-1 as a clear area of academic strength in the school's diploma program.

- **Math 30-2:**

The Math 30-2 Diploma results for this year were generally in line with provincial performance. CIS students earned a diploma average of 58.8 percent, which is 0.8 percent below the provincial average of 59.6 percent. Although results decreased by 2.6 percent from the previous year, the discrepancy between school-awarded and diploma marks remained strong. CIS posted a discrepancy of 8.3 percent, compared to the provincial 11.3 percent, making our results 3 percent tighter than Alberta's, which reflects solid accuracy in classroom assessment. Achievement at the acceptable standard was strong, with 72 percent of CIS students meeting the benchmark compared to 70 percent provincially. At the standard of excellence, CIS achieved 12 percent, which is 3.2 percent below the provincial 15.2 percent. The percentage of students not meeting the acceptable standard was 28 percent, slightly better than the provincial 30 percent. Overall, these results show that Math 30-2 is performing close to provincial expectations, with clear strengths in maintaining tight alignment between classroom grading and diploma outcomes. Continued focus on strengthening written-response skills, problem solving in probability and relations, and targeted review in prerequisite concepts will support improved performance in the upcoming year.

Social Studies

- **Social 30-1:**

The Social Studies 30-1 Diploma results were exceptionally strong this year and represent the strongest performance the school has seen. CIS students scored nearly 10 percent above the provincial average overall, and the discrepancy between school-awarded and diploma grades was 5.6 percent, which reflects strong alignment between classroom expectations and provincial standards. The Standard of Excellence rate was 30.6 percent, compared to the provincial 17.1 percent, showing that CIS students reached the highest performance levels at almost double the provincial rate. The most significant achievement was a 71.4 percent class average on the written response, which is approximately 10 percent higher than typical results at the school. This improvement suggests that the scaffolding, reading instruction, and skill development taking place in the earlier grades are having a meaningful impact on diploma-level writing. Several students who have received targeted support over the years also achieved their strongest written scores to date, demonstrating growth in analytical and argumentative writing. Overall, these results reflect a high level of student mastery and strong instructional alignment throughout the Social Studies program.

- **Social 30-2:**

The Social Studies 30-2 Diploma results were also very strong and demonstrate consistent performance across the program. CIS students scored 13 percent above the provincial average overall, and the discrepancy between school-awarded and diploma grades was a low 2.1 percent, indicating strong accuracy in classroom assessment practices. The Standard of Excellence rate reached 37 percent, compared to the provincial 11.1 percent, showing exceptionally high achievement among students pursuing the 30-2 pathway. Writing averaged 69.3 percent, which is 15 percent above the provincial average, and multiple-choice performance was also strong at 77.9 percent. These results continue a pattern of steady achievement in 30-2 and reflect the strength of instruction, feedback structures, and exam preparation within the course.

Sciences (Biology, Chemistry, Physics)

- **Biology 30:**

The Biology 30 Diploma results highlight strong achievement for CIS students. CIS outperformed the province on 50 of the 60 outcomes assessed, demonstrating a solid level of mastery across the curriculum. The province surpassed CIS on only 10 outcomes, and only 2 of those were by more than 3 percent, both connected to STI understanding and reproduction involving twins. These specific areas will receive additional focus this year. CIS students also showed stronger alignment between classroom grades and diploma

performance, with a 4.8 percent gap compared to the province's 9.7 percent. Overall, CIS exceeded the provincial diploma average by 7.5 percent and demonstrated a tighter standard distribution, showing that more students achieved strong results within a consistent range. Although the provincial awarded class grade was 6.8 percent higher than the school's, CIS diploma results indicate this reflects provincial grade inflation rather than a performance concern. Diploma averages were also higher than class averages at CIS, which may prompt a review of assignment and lab weighting if the pattern continues. With Science 30 added this year and all exams cumulative, targeted instruction will focus on strengthening the remaining eight outcomes.

- **Chemistry 30:**

The Chemistry 30 Diploma results show several strengths and provide clear direction for continued improvement. CIS had an average gap of approximately 9 percent between diploma and school-awarded grades, which is slightly higher than the provincial gap of 8 percent. Unit A Thermochemistry and Unit B Electrochemistry show the largest performance differences compared with the province, especially in concepts such as corrosion in redox reactions, electron transfer, redox stoichiometry, redox titrations, and calculating enthalpy changes for known masses. Since these units were taught between August and December, several changes have been implemented to strengthen retention and deepen understanding. Cumulative tests have been added, Labster simulations have been expanded in laboratory work, and lessons have been redesigned to support inquiry-based learning. Classroom routines now include targeted problem solving, regular exit slips, guided analysis during independent practice, and vertical surface problem work. These adjustments aim to close existing gaps, reinforce foundational knowledge, and better prepare students for the rigor of the diploma exam.

- **Physics 30:**

The Physics 30 Diploma results provide the school with valuable information to guide improvement as we return to offering this diploma after several years. CIS was within 0.1 percent of the province's gap between school-awarded and diploma grades, closely matching the provincial gap of 8 percent. Our main area of focus moving forward is the overall average, as students across Alberta performed approximately 9 percent higher than CIS when comparing combined class and diploma results. The province outperformed CIS on 32 of the 50 competencies assessed on the diploma, which reflects areas where students require stronger conceptual understanding and greater depth of practice. This information has been shared with the physics team, who are reviewing instructional gaps between Physics 20 and Physics 30 and updating assessments, notes, and supporting materials to address the identified deficits. To support improvement across the program, CIS has introduced both Science

30 and a gatekeeping process for Physics 30, recommending that students earn a minimum of 60 percent in Physics 20 before continuing. Some students chose to enrol in Science 30 based on this recommendation. The physics team has begun implementing a targeted plan for the year that strengthens foundations, elevates instructional clarity, and ensures that students are better prepared for the expectations of the next diploma exam.

Key Interventions and Future Focus

1. **Data-Driven Interventions:** Continuous review of assessment data informs teaching strategies, particularly in underperforming curricular outcomes.
2. **Targeted Support:** Scaffolded support for students below acceptable standards and enrichment for high achievers ensures balanced growth.
3. **Enhanced Assessments:** Integration of diploma-style questions and practical applications in lessons improves readiness for exams.

University Offers of Admission

CIS students receive offers from universities and colleges around the world, and the Class of 2025 continued this strong tradition of global achievement. Graduates secured placements at top-tier institutions across Canada, the United States, the United Kingdom, Europe, Asia, and the Middle East, reflecting their academic readiness, commitment to extracurricular involvement, and leadership both in and beyond the classroom.

The Class of 2025 received offers from more than 150 post-secondary institutions, including McMaster University, University of Toronto, Western University, Queen's University, McGill University, Concordia University, University of British Columbia, Imperial College London, Pennsylvania State University, American University of Sharjah, University of the Philippines, and Kyoto University of Advanced Science, among many others. Students applied to over 15 different countries, demonstrating the global reach of CIS graduates. On average, each applying student received three offers, with some receiving more than 25 offers of admission. Scholarship offerings exceeded 5.5 million USD, underscoring the academic strength, talent, and dedication of the cohort. Popular areas of study included Engineering in multiple disciplines, Biomedical and Health Sciences, Medicine, Finance, and Political Science and International Relations, reflecting the diverse aspirations of the class. CIS remains proud of its graduates, who continue to demonstrate the skills, mindset, and ambition required to excel in their chosen pathways and contribute meaningfully to communities around the world. CIS remains proud of its graduates, who are equipped with the skills and mindset necessary to excel in their chosen fields and to make meaningful contributions to society.



Implications for the CIS Education Plan Based on PAT and Diploma Results

The PAT and Diploma results point to a strong overall pattern of achievement at CIS, as well as some clear priorities for the next cycle of school improvement. Across Grades 6, 9, and 12, CIS consistently outperforms provincial averages in most courses and maintains very high levels of acceptable and excellence. At the same time, the data highlights specific skill areas and transition points where targeted work will help sustain growth and close remaining gaps.

1. Sustain and deepen core strengths in literacy and numeracy

Across Grade 6, Grade 9, and the ELA 30 and Math 30 streams, students show strong reading comprehension, writing, and numeracy outcomes. This confirms that the current focus on:

- explicit reading instruction
- structured writing routines
- foundational number and algebra skills

is working and should be sustained. The Education Plan should continue to prioritize:

- common literacy practices from K to 12
- consistent numeracy routines that reinforce fluency with number, fractions, and core algebra
- regular use of PAT and Diploma style tasks so students remain familiar with format and expectations

2. Strengthen language foundations: grammar, vocabulary, and academic writing

The Grade 6 and Grade 9 ELA results show that students read well and write competently, but weaker areas cluster around:

- grammar and sentence structure
- punctuation and text forms
- vocabulary, morphology, and figurative language
- moving writing from “satisfactory” into “proficient/excellent”

Implications for the Education Plan:

- build a clear continuum for grammar and sentence instruction across K to 9
- embed daily vocabulary and morphology routines in ELA and content areas
- increase explicit teaching of nonfiction text structures and features

- use mentor texts and structured revision cycles in junior and senior high to push more students into higher writing bands

3. Target proportional reasoning and higher-order mathematics

Math PAT and Diploma data show strong performance in many areas but recurring weaknesses in:

- proportional reasoning and percent
- prime factorization with exponents
- multi-step, higher-complexity problems
- writing and interpreting equations from real contexts
- connecting equations, tables, and graphs

Implications:

- make proportional reasoning a key throughline from Grade 6 to 9, with explicit links to science and real-life contexts
- increase cumulative review of prerequisite topics (fractions, decimals, ratios) at the start of each year
- design more rich tasks that require multi-step reasoning, not just single-skill practice
- in high school, continue to align Math 20 and 30 content, ensuring that students see and practice Diploma-style applications throughout the course

4. Build capacity in source analysis, visual literacy, and critical thinking in Social Studies

Grade 6 and Grade 9 Social Studies results show very strong content knowledge and performance, but also highlight gaps in:

- local and provincial government structures and roles
- active citizenship and participation skills
- interpreting maps, graphs, charts, and other visuals
- analyzing viewpoint, bias, and purpose
- applying democratic principles to new scenarios

Implications:

- embed visual literacy work (maps, graphs, diagrams) in Social Studies from Grade 5 onward

- include regular tasks that require students to compare multiple sources and identify bias, perspective, and implications
- strengthen explicit teaching of local and provincial government and electoral processes
- increase opportunities for civic simulations, debates, and scenario-based tasks that require students to apply democratic ideas rather than only recall them

5. Support complex reasoning and multi-step science understanding

Science 9 and the 30-level Biology, Chemistry, and Physics results show strong overall achievement, with some weaker spots in:

- multi-step reasoning with chemical formulas, balancing, and particle models
- interpreting and synthesizing multiple data sources in environmental and space science
- understanding complex circuit relationships and energy transformations
- specific Biology and Chemistry outcomes that rely on deep conceptual understanding, not just recall

Implications:

- continue to use cumulative assessments and lab-based learning to reinforce retention and transfer in the sciences
- prioritize explicit teaching of how to read and integrate tables, graphs, diagrams, and written data sets
- build vertical alignment between biology, chemistry, and physics 20 courses and the 30-level courses, ensuring early and repeated exposure to Diploma-style conceptual questions
- maintain and refine targeted supports such as Science 30 and gatekeeping recommendations for Physics 30 to place students appropriately and protect course integrity

6. Continue to tighten alignment between classroom assessment and external exams

Across most Diploma courses, CIS has a tighter gap between school-awarded and exam marks than the province, and in several courses Diploma averages exceed class averages. This suggests:

- strong teacher judgment overall
- some need to recalibrate assignment and lab weighting in specific subjects (for example, Biology and Chemistry)

Implications:

- continue moderation and calibration work in core departments, using PAT and Diploma data as anchor points
- review assessment design and weighting in courses where Diploma marks are consistently higher or lower than class marks
- build more frequent internal “mini PAT” or “mini Diploma” checks to monitor alignment during the year rather than only at the end

7. Focused intervention and enrichment structures

Across PAT and Diploma levels, the majority of students meet or exceed expectations, but there is a small, consistent group who do not meet the acceptable standard and a broad middle band that could be pushed closer to excellence.

Implications:

- maintain and refine tiered intervention for students at risk of not meeting the standard in Grade 6, 9, and 30
- use PAT and Diploma data to identify specific skill clusters for small-group intervention (for example, proportional reasoning, grammar and conventions, scientific reasoning)
- continue enrichment pathways and opportunities for students already at or near excellence, particularly in high-performing areas such as Math 30-1, Social 30-1, Social 30-2, Biology 30, and ELA

Taken together, the PAT and Diploma results affirm that CIS is providing strong academic preparation and that students are performing above provincial expectations in most areas. As we move forward, the Education Plan will now focus on tightening key skill gaps, strengthening transitions between grades and course levels, and ensuring that all students, from those just meeting expectations to those performing at the highest levels, receive the targeted instruction and support needed to continue to grow.



Teaching and Leading

Areas of Strength

Education Quality:

- The Education Quality measure remains very high at 93.6%, up 1.4% from last year, and well above the provincial average of 87.7%. This reflects strong instructional strategies, teacher expertise, and positive relationships between staff and students.
 - Grade 7–9 students: 90 percent rate teaching as Very Good or Good
 - Grade 10–12 students: 92 percent rate teaching as Very Good or Good
- Teacher responses in 2025 show:
 - 93 percent of teachers are satisfied or very satisfied with overall teaching qualityThis internal confidence in instructional quality contributes to a strength in professional practice.

Engagement in Learning:

- Students see themselves taking responsibility for their learning
- This is another strong indicator of effective teaching and support for learner independence:
 - Grades 7–9: 98 percent agree or strongly agree they take responsibility for their own learning
 - Grades 10–12: 91 percent agree or strongly agree

This reflects effective classroom structures and teacher support for student ownership.

- Students report clarity about what they are expected to learn. There is a high clarity of learning expectations is consistent across grades:
 - Grades 4–6: 98 percent top-two-box in 2025
 - Grades 7–9: 91 percent top-two-box in 2025

Clear expectations signal strong instructional design and communication.

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- High clarity of learning expectations is consistent across grades:
- Grades 4–6: 98 percent top-two-box in 2025
- Grades 7–9: 91 percent top-two-box in 2025
- Clear expectations signal strong instructional design and communication.

Professional Development:

Professional learning continues to be a strong asset for the school. Teachers report that the professional development they receive is focused, relevant, and aligned with school priorities. Results show consistently high confidence that professional development is not only well-designed but also purposeful, helping teachers stay connected to system goals.

Teachers also indicate that the professional learning made available to them effectively meets their needs. High agreement rates across grade levels show that staff feel supported in building the skills and knowledge required for their roles.

Another clear strength is the perception that professional development contributes meaningfully to ongoing growth. Teachers see a direct link between the learning they engage in and improvements in their classroom practice. This reinforces a culture of continuous improvement and a shared commitment to strong instruction.

Overall, the data reflects a professional learning program that is well-structured, responsive, and impactful, with teachers expressing strong satisfaction in both the quality and the relevance of the development provided.

- Staff participation in workshops on new curriculum implementation and differentiation techniques has strengthened teaching capabilities.
- High satisfaction among teachers with the resources and supports provided for professional growth.

Areas for Growth

Consistency in Teaching Quality across grade levels:

While most groups show strong satisfaction, teacher results in some grades drop slightly. For example, Grade 4 teacher satisfaction sits at 83 percent, which is lower than the very high ratings seen in Grades 7–12. This signals an opportunity to ensure strong vertical alignment in instructional practice and support.

Student Respect and Collaboration:

Students report that they help each other. There is evidence of strong collaboration across grades:

- Grade 10–12: 89 percent agree that students help each other in 2025
- Grade 7–9: 90 percent in 2025
- Grade 4–6: 100 percent in 2025 (small sample)

This shows a consistent culture of students supporting one another.

Students also report being treated well by others. The older students fell positively about how peers treat them:

- Do other students treat you well? (Grade 7–12): 87 percent

Although students continue to report positive relationships with their peers, the data shows a few patterns that deserve careful attention. The most consistent trend appears in the middle-years grades, where students report lower levels of respect compared with previous years. This decline suggests a need to strengthen expectations for how students interact with one another and reinforce a positive culture during a developmental stage that naturally brings social challenges.

Younger students also show some softening in how they view caring behaviours among classmates. While collaboration remains strong, fewer students report that peers consistently show care and kindness. This change signals an opportunity to refresh social-emotional learning work and provide students with more structured opportunities to build healthy peer connections.

Overall, the school benefits from strong collaboration and positive treatment among students, yet the shifts in respect and caring behaviours indicate that continued focus on relationship-building and shared expectations will help sustain a supportive and respectful environment for all grade levels.

Implications for the Education Plan

The Assurance Survey results point to several important implications for the next cycle of school planning. While the school continues to perform strongly in Teaching and Leading, Student Learning Engagement, and overall school climate, the data highlights a few areas where strategic focus will strengthen outcomes across the three-year plan.

Strengthen Consistency of High-Quality Instruction Across Divisions

Although overall instructional quality is rated strongly, results show variation between grade groups, particularly in student perceptions of challenge and clarity of expectations. This reinforces the need to:

- Continue embedding common instructional frameworks and shared success criteria.
- Strengthen vertical alignment through PLCs, learning walks, and collaborative planning. The possibility exists for restructuring of the lead teachers at grades 1-6.
- Ensure that all teachers apply high-impact strategies at the same depth and consistency.

Elevate Student Engagement and Respect, Particularly in Middle Years

Survey items related to student respect, caring, and belonging dip in the Grade 7–9 cohort. These patterns suggest the need to:

- Strengthen relationship-building and social-emotional learning in the middle years.
- Prioritize well-being structures such as advisory programming, SEL routines, and leadership opportunities.
- Reinforce behavioural expectations and proactive supervision.

Continue Building Capacity Through Focused Professional Learning

Teachers express strong satisfaction with PD, but the survey also highlights fluctuations in how PD contributes to growth year over year. This indicates a need to:

- Maintain a clear approach to yearly PD themes, aligned to literacy, numeracy, and well-being goals.
- Strengthen follow-up coaching, reflection, and practice-based application of PD learning.
- Ensure new staff receive onboarding that builds shared instructional identity and consistency.

Deepen Communication Around Learning Expectations and Student Progress

Survey results show small but notable dips in student understanding of what they are expected to learn in certain grades. Implications include:

- Reinforcing visible learning practices such as learning goals, exemplars, and feedback protocols.
- Improving communication with parents about curriculum expectations and pathways of support.
- Increasing student ownership through conferences, goal-setting, and reflection cycles.

Strengthen Belonging and Well-being Systems for Long-term Culture Building

Because well-being indicators are strongly linked to academic results, the Assurance Survey reinforces the importance of:

- Fully implementing SEL frameworks and well-being action plans.
- Improving documentation of well-being interventions (aligned to ADEK and ABED recommendations).
- Expanding leadership, co-curricular involvement, and student voice opportunities..

The Assurance Survey confirms that CIS continues to perform at a high level while also highlighting opportunities to refine instructional consistency, deepen engagement, and strengthen middle-years belonging. These implications reinforce the direction of the 2025–2028 Education Plan and validate the need for clear instructional frameworks, evidence-based well-being practices, and ongoing professional learning that is tightly linked to schoolwide data.



Continuous Improvement at CIS

At CIS, continuous improvement guides every aspect of our work. Our commitment to academic excellence, student well-being, and organizational effectiveness is grounded in a culture of reflection, collaboration, and evidence-based decision making. Through purposeful planning and a shared vision for growth, CIS ensures that instructional practices, support systems, and operational structures evolve to meet the needs of our students, families, and community.

Data-Informed Practices

CIS uses a comprehensive, data-informed approach to monitor performance and guide instructional improvement. Regular analysis of Alberta Education Assurance Measures (AEAM), Provincial Achievement Tests (PATs), Diploma Examination results, MAP Growth assessments, PISA benchmarking, Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), and internal common assessments allows teachers and leaders to understand student learning trends across the school. This continuous review of evidence helps staff refine instruction, target interventions, adjust programming, and ensure alignment with both provincial expectations and international standards. By grounding decisions in multiple sources of data, CIS maintains a clear and accurate picture of student progress and program effectiveness.

Professional Development, Leadership, and Mentorship

CIS benefits from a strong and experienced Senior Leadership Team that includes the Head of School and divisional heads for the Elementary, Middle, and High School. This team provides strategic oversight and ensures that daily practice aligns with school-wide goals. CIS also uses a distributed leadership model that empowers teachers and coordinators to contribute to decision making, drive innovation, and support school improvement at all levels.

Professional development remains a key priority. Teachers participate in ongoing workshops, collaborative planning, and training that supports instructional growth and innovation. All teachers are required to produce a teacher professional growth plan (TPGP) each year and to participate in 75 hours of professional development. The three School Improvement Coordinators play a central role in designing and leading professional learning aligned to school goals. Lead Teachers further support staff through coaching, modelling best practices, and helping teachers apply new strategies in their classrooms. Together, these structures cultivate a collaborative culture where professional learning is continuous and directly connected to student achievement.

Targeted Support for Diverse Learners

CIS is committed to supporting the diverse learning needs of all students. Our experienced Head of Inclusion oversees the Literacy and Special Education Needs team, which works closely with classroom teachers to provide targeted interventions

that help students meet curricular outcomes. Push in support allows specialists to work alongside teachers in real time, promoting inclusive practice and strengthening classroom instruction. Pull out sessions provide focused, small group or individual instruction for students who benefit from additional time and specialized strategies. The Learning Resource Centre further extends this support by offering a small group setting where students who are struggling receive extra time, targeted teaching, and tailored strategies. When needed, students also work one on one with a specialist to help them achieve success in their classes. These structures support student growth and build teacher capacity, ensuring that personalized learning remains a key part of instructional practice at CIS.

Stakeholder Collaboration

CIS prioritizes meaningful engagement with families and stakeholders to strengthen community partnerships. The Community Relations position plays a vital communication role, helping facilitate clear, consistent, and responsive communication between the school and parents. Through surveys, advisory committees, and regular feedback cycles, families are invited to contribute their perspectives and collaborate with the school. This engagement supports shared ownership of school improvement goals and enhances trust, transparency, and community connectedness.

Alignment with Strategic Goals

All continuous improvement efforts at CIS are guided by the school's strategic priorities, which focus on academic rigor, inclusivity, global citizenship, and student well-being. By ensuring that daily practice mirrors long-term aspirations, CIS remains committed to meaningful, sustainable improvement. The combined work of the Senior Leadership Team, School Improvement Coordinators, Literacy and SEN teams, Lead Teachers, and distributed leadership ensures that CIS maintains high expectations and supports innovation across programs and grade levels. This commitment aligns closely with the Alberta Education Assurance Framework and reinforces CIS's dedication to nurturing a thriving, globally minded learning community.



Learning Supports

Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)

At CIS, creating a welcoming, caring, respectful, and safe learning environment remains central to our work. A positive school culture is essential for student success, well-being, and achievement, and we strive to make sure every student feels known, supported, and able to thrive. Our approach brings together clear expectations, strong relationships, and consistent practices that help students feel connected and confident at school.

The Alberta Education Assurance Framework continues to guide our reflection in this area. Feedback from students, parents, and staff helps us understand what is working well and where further attention is needed. This cycle of review and refinement keeps our practices aligned with provincial expectations and responsive to the needs of our community.

In this section, we outline our current performance in WCRSLE, highlight key strengths, identify areas for growth, and describe how these findings shape our Education Plan as we work to uphold a culture of safety, respect, and care for all students.

Areas of Strength:

Positive Perceptions of Safety and Respect:

- 93-96% of Students feel safe at school (Grade 4-6).
- 95% of students feel safe traveling to and from school (Grade 4-6).
- 87% of students feel welcome at school (Grade 7-9).
- 81% of Students feel teachers care about them (Grade 7-9)
- 84% of students feel they are treated fairly by adults (Grade 7-9).
- 95% of students feel safe at school (Grade 7-9).
- 96% of students feel safe on the way to and from school (Grade 7-9).

Areas of Growth:

Student Relationships:

- Respect among students shows a steady decline (Grade 4-6). Respect has dropped from 86% (2021) to 64% (2025).
- Caring behaviour among students (Grade 4-6) has weakened. Students' perceptions that peers care about one another has declined over time. In 2021 this was 83% and in 2025 it is 72%.
- Fair treatment by adults (Grade 4-6) is lower than previous years. Although this is still positive, the score was 86% (2021) and is now 77% (2025).

Implications for the Education Plan

Enhance Social-Emotional Learning (SEL):

- In grades 4-6, introduce additional SEL resources and integrate them into the curriculum to expand social skills, empathy, respect, and conflict resolution skills among students.
- Provide professional development for teachers on implementing SEL strategies in classrooms.

Expand Parent Engagement:

- Organize workshops for parents on supporting a safe and caring environment at home.
- Strengthen communication about ongoing initiatives and their outcomes to foster alignment between school and home environments.

Increase Monitoring and Reporting:

- Our wellness committee will regularly assess student experiences through surveys and focus groups to track improvements in WCRSLE perceptions and address emerging concerns.
- Implement real-time monitoring tools for reporting and addressing safety and behavioural issues.



Access to Supports and Services

Areas of Strength:

Comprehensive Support Offerings:

- 98% of students agreed that they can easily access help with schoolwork.
- 98% of students agreed that they can get help with problems not related to schoolwork.
- 98% of students agreed teachers are available when needed (Grades 4-9).
- 93% of students (Grade 10-12) agreed teachers are available when needed.
- 93% of students agreed supports are available when needed.
- 98% of students agreed the continuum of supports meets their needs.
- Strong academic counselling programs ensure that all students receive guidance tailored to their needs, from academic challenges to post-secondary planning.

Areas of Growth:

Awareness of Available Services:

- Some students and parents are not fully aware of the range of supports available, suggesting a need for improved communication and visibility.

Implications for the Education Plan:

Strengthen Awareness Campaigns:

- Develop a communication plan to enhance awareness of available support among students and families.
- Use digital platforms and regular newsletters to highlight available resources and how to access them.

Target support for middle-years students:

- A need for more visible counsellor access in the middle years
- Improved transitions from Grade 6 to 7
- SEL and coaching supports tailored to early adolescence

Align Services with Student Needs:

- Regularly review data from feedback and interventions to ensure support services remain aligned and timely with evolving student needs.
- Increase communication with teachers when supports are deployed.

Governance

Overview

Governance at CIS encompasses the collaborative efforts of school leadership, staff, parents, and other stakeholders to ensure the delivery of high-quality education in alignment with the Alberta Education Assurance Framework. By fostering open communication, encouraging parental involvement, and prioritizing accountability, CIS continues to strengthen its governance structures and processes.

Areas of Strength

Parental Involvement:

- Strong parent involvement in decisions about the school (91%)
- Parents feel their input is considered (87%)
- Strong satisfaction with opportunities to be involved (100%)
- Strong teacher confidence in parental involvement (90%)

Areas of Growth

The governance strengths at CIS are clear, but the data highlights several growth opportunities:

- Strengthen consistency in how parent voice is used and communicated
- Continue to make school-level decision-making processes more transparent
- Continue to build steady, predictable structures for parent involvement
- Reduce “Don’t know” responses by improving communication about how parents can engage (9%)

Implications for the Education Plan

Inclusive Engagement Strategies:

- Develop visible feedback loops
 - Ensure parents see how their input shapes decisions
 - Sharing “you said, we did” summaries (VIPS and WAG)
 - Communicating outcomes of surveys, committees and consultations in a timely fashion
 - Regular opportunities for parents to participate in learning conversations
 - Build parent understanding of how to engage with the school

By addressing these areas of growth, CIS will continue to excel in governance, ensuring an inclusive, transparent, and collaborative environment that supports the success of all students and aligns with the Alberta Education Assurance Framework.

Local and Societal Context

CIS operates within a multicultural, globally connected community, serving families from diverse cultural and national backgrounds. This diversity fosters an environment where students can develop global awareness, cultural understanding, and the skills needed to navigate an interconnected world. Families in our school community place a strong emphasis on academic excellence and post-secondary preparation, reflecting the values of internationally focused education.

As a school operating under the national jurisdiction of the Ministry of Education (MOE) and the Abu Dhabi Department of Education and Knowledge (ADEK), CIS is guided by their regulatory frameworks and priorities. While adhering to these national standards, CIS delivers the Alberta Curriculum, which offers a comprehensive and rigorous educational program. This dual alignment allows the school to provide a globally recognized education while remaining deeply rooted in the local and national context.

Guided by the teachings of Sheikh Zayed bin Sultan Al Nahyan, CIS embraces principles of tolerance, unity, and ethical responsibility. Sheikh Zayed's vision of a society built on respect, inclusion, and collaboration deeply informs our approach to education. These values resonate within our school community as we strive to foster an environment where students not only excel academically but also learn to contribute meaningfully to the betterment of society. His emphasis on coexistence and the shared responsibility of shaping a sustainable and just future aligns with the global challenges we address in our curriculum.

The current cultural climate shaped by urgent global issues such as climate change, social justice, and ethical leadership, highlights the importance of preparing students to engage with the complexities of our time. Sheikh Zayed's teachings on stewardship and collective action serve as a foundation for developing programs that instill responsibility and a sense of purpose in our students. At the same time, the societal focus on mental health and well-being underscores the need to provide a supportive environment that promotes resilience and holistic growth.

CIS is committed to integrating these values into all aspects of the school experience. By emphasizing culturally responsive teaching, fostering global citizenship, and ensuring that all students feel valued and supported, we prepare our students to lead with purpose and empathy. These efforts align with the Alberta Education Assurance Framework while honouring the directives of the MOE and ADEK and the enduring principles of Sheikh Zayed's vision for a harmonious and inclusive society.

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Nicole Brosz, Lead Teacher English Language Arts and Social Studies (Grades 6-8)

Jan Edwards, Head of Elementary School

Dee Elder, Consulting Superintendent

Kelly Estrada, Lead Teacher Mathematics and Science (Grades 6-8)

Colin Haydu, Head of High School

Rob Longhurst, Student Performance Coordinator, Lead of Social Studies (Grades 9-12)

Renata Lynch, Administrative Assistant

Stacey Marianchuk, Head of Inclusion

Jaemie McCluskey, Student Performance (Grades 6-8) and Advance Placement
Coordinator, Lead of Physical Education (K-12)

Dr. Shawn O'Neill, Head of School

Mike Saliani, Lead Teacher Mathematics (Grades 9-12)

Jessica Saliba, Human Resources and Administration Manager

Cole Savage, Lead Teacher Science (Grades 9-12)

Susan White, Administrative Assistant

Graeme Worth, Head of Middle School

Appendix

The data and insights presented in the appendix are derived from the Alberta Assurance Survey, a comprehensive tool used to measure key areas of performance and stakeholder satisfaction within Alberta schools. These links provide direct access to the survey results, which include feedback from students, and teachers. Readers are encouraged to review the written analysis in the preceding sections before referencing the simplified charts in the appendix. This will provide essential context and a deeper understanding of the data, ensuring a more informed interpretation of the survey outcomes. The Alberta Assurance Survey reflects our commitment to transparency, accountability, and continuous improvement in meeting the needs of our school community.

[Overall Summary - Alberta Education Assurance Measure](#)

[Student Growth and Achievement \(S1\) – Student learning Engagement](#)

[Student Growth and Achievement \(A6\) – Citizenship](#)

[Student Growth and Achievement – Grade 6 and 9 PAT Results by Course Summary](#)

[Student Growth and Achievement – Diploma Results](#)

[Student Growth and Achievement – Diploma Results by Course Summary](#)

[Teaching and Leading \(A4\) – Education Quality](#)

[Learning Supports – WCSRLE](#)

[Learning Supports \(H1\) – Access to Supports and Service](#)

[Governance \(C1\) – Parent Involvement](#)

[Supplementary AEAM – Overall Summary](#)

[Lifelong Learning \(A7\)](#)

[Program of Studies \(A1B\)](#)

[Program of Studies \(B3\) – At Risk Students](#)

[Safe and Caring \(B4\)](#)

[Satisfaction with Program Access \(B2\)](#)

[School Improvement \(E2\)](#)

[Work Preparation \(A8\)](#)