

Annual Education Results Report
Lycée international de Calgary
(Lycée Louis Pasteur Society)
2024-2025



Note:

This digital copy is published without the Board Chair's signature to safeguard personal digital information. The original hard copy was duly signed and executed upon approval.

The priority of Alberta's K-12 education system is the success of every child. While the provincial government governs education through the Education Act, school authorities like the Lycée Louis Pasteur Society (operating as Lycée International de Calgary) are the accountable organizations responsible for student success. Through a transparent funding and accountability relationship with Alberta Education, we must report publicly on our financial stewardship and the educational results achieved through the fulfillment of our mission.

Beyond regulatory compliance, Lycée International de Calgary is committed to an Assurance Framework that builds trust with our local stakeholders. This trust is cultivated through evidence-based reporting, ongoing collaboration with educational partners, and a culture of shared responsibility.

The 2024-2025 school year marked a pivotal moment. While concluding the objectives of our previous strategic plan (Vision 2025), we engaged in the comprehensive development of our new roadmap, IMPACT 2030. This Annual Education Results Report (AERR) reports on the outcomes of the 2024-2025 school year, which marks Year 2 of our current multi-year Education Plan. The Education Plan outlines our strategies for growth based on data identified in the AERR, bridging our past achievements with our future ambitions. Both documents are available on our website.

Key priorities from our 2024-2025 Education Plan included:

- **Priority #1:** Academic Excellence through Bilingualism. We championed best practices in dual-language immersion, starting in our Petite Section (3-year-olds), where students learn in both French and English, culminating in the introduction of Spanish in Grade 6.
- **Priority #2:** Indigenous Ways of Knowing. We focused on deepening understanding of First Nations, Métis, and Inuit (FNMI) perspectives, treaties, and the legacy of residential schools. Notably, we hosted a Métis guest speaker during FNMI Month to share heritage insights and advance our journey toward reconciliation.
- **Priority #3:** Citizenship & Well-being. We prioritized diversity and belonging as pillars of student support. To reinforce this, we successfully integrated a dedicated school counsellor for the 2024-2025 school year to support the mental and physical health of our student body.

This AERR is drafted by the Director of Curriculum and the Head of School. Reviewed and approved by the Board of Directors, this document serves as a vital tool for public assurance, keeping our community informed of the Lycée's advancements and our unwavering commitment to student thriving.

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Message From the Board Chair

Dear Lycée international de Calgary Community,

Looking back on the 2024–2025 school year, the Board is filled with gratitude. It was a year defined not just by the milestones we reached, but by the spirit of collaboration and renewal that carried us through.

We want to express our sincere appreciation to Françoise Bougaeff as she completes her first full year as Head of School. Françoise has done more than just lead; she has truly connected with our students, staff, and families. Her energy and thoughtful direction have been instrumental in strengthening our community bonds, and we are delighted to continue working alongside her to nurture the unique culture of the Lycée.

To our families, faculty, and staff—thank you. You are the heartbeat of this school. Your daily devotion and the trust you place in us are what allow our students to thrive in such a supportive and ambitious environment.

This past year marked the end of an era as we brought our Vision 2025 plan to a close. It was rewarding to see a long-held dream become reality with the completion of the modernized Maternelle spaces. Seeing our youngest learners settle into an environment that is finally as vibrant and inspiring as they are, and explore and grow in these purpose-built classrooms, is the best reward for the work that went into the project.

Meanwhile, another highlight of the year was looking ahead. We spent months engaging in deep conversations with students, parents, and staff to craft our new roadmap: Impact 2030. This wasn't just a planning exercise; it was a collective effort to define who we want to be. We are incredibly proud of the result and eager to bring these shared aspirations to life.

Thank you to everyone who played a part in making 2024–2025 such a memorable year. We look forward to stepping into this exciting new chapter together.

Warmly,

Jennifer Pound
Board Chair

Accountability Statement

The Annual Education Results Report for Lycée International de Calgary for the 2024/2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The 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 2024/2025 was approved by the Board on January 13, 2026

Jennifer Pound

Board Chair

Foundation Statements

MISSION

To provide challenging and stimulating bilingual education within a multicultural and multidisciplinary environment.

VISION

Education for Participation in the Global Community.

VALUES

At the Lycée Louis Pasteur, we value:

- The integration of the curricula and learning philosophies of Alberta and France
- Culturally diverse student and educator school population
- Sustainable academic excellence
- Student achievement fostered through independent and supportive learning
- Curriculum embedded art, music & physical education
- Community awareness and responsibility

A Profile of the School Authority

Established in 1966, Lycée International de Calgary stands as a premier private, non-denominational, and non-profit institution. Officially incorporated under the Societies Act of Alberta in 1982, the school holds the distinction of being the only institution in Western Canada to offer a comprehensive pre-Kindergarten to Grade 12 French Ministry of Education curriculum. We operate as an Accredited International School and a Category Two Private School recognized by Alberta Education.

Lycée International de Calgary is a vital node in the Agency for French Education Abroad (AEFE), a unique global network connecting approximately 600 schools across 140 countries and fostering a learning community of nearly 400,000 students. As one of only eight AEFE members in Canada (joining peers in Vancouver, Montreal, Quebec City, Ottawa, and Toronto), we offer our students unmatched academic mobility. Adherence to the standardized French national curriculum ensures that students can transition seamlessly between schools within this international network without academic interruption. Our student body represents a diverse international cohort: approximately 30% are French nationals, while 70% represent a wide array of global backgrounds.

We maintain rigorous standards of educational excellence, validated by an extensive portfolio of accreditations and memberships, including:

- The Government of Alberta Ministry of Education and Childcare
- The French Ministry of Education (MEN)
- The Agency for French Education Abroad (AEFE)
- Canadian Accredited Independent Schools (CAIS)
- The Association of Independent Schools and Colleges in Alberta (AISCA)
- The Association of French Schools in North America (AFSA)

Lycée provides a unique dual curriculum that interweaves Alberta Education standards with the French national curriculum. Instruction is primarily delivered in French, with robust English language learning integrated throughout the program to ensure high-level bilingualism. In Grade 6, students begin their Spanish language learning journey, establishing a pathway toward trilingual fluency by high school.

Our academic program is designed to ensure student success in a comprehensive range of standardized examinations, validating their achievements on both local and international stages:

- Provincial: Alberta Provincial Achievement Tests (PATs) and Alberta Diploma Examinations.
- International: The Diplôme National du Brevet (DNB) and the French Baccalaureate (Le Bac).

The Bac is recognized by universities worldwide, providing our graduates with global post-secondary access. Lycée International de Calgary graduates emerge fully prepared for the challenges of higher education in diverse international settings. Our rigorous academic program, coupled with a deliberate focus on global citizenship, empowers graduates to pursue further studies, embrace international travel, and seek careers with a truly global outlook.

Additionally, students have the opportunity to obtain internationally recognized certifications in language proficiency through the DELF (French) and DELE (Spanish) examinations.

Lycée Events

Over a typical school year, Lycée Calgary holds numerous events and celebrates many special occasions with the school community. We are very honoured to be a part of the AEFE network of international schools. We have a unique opportunity to participate in events and invite speakers to come to our school.

- Fall Festival
- Back to School Celebration Parent Welcome
- 5 café-croissants
- Terry Fox Run
- Meet the Teacher Night
- Parent Rep Info Nights
- A Journey through Excellence (Secondary School) Information Nights
- WordFest Author Visits
- University of Calgary Admission Information Sessions
- Orange Shirt Day
- Pink Shirt Day
- Anti-Bullying Week/Kindness Day
- Remembrance Day
- Halloween Celebration - pumpkin carving contest, parade of costumes, door decorating
- La semaine de la poésie"
- Poetry in Voice
- Strategic Planning Committee
- Bilingual Celebration Week
- "Semaine des Lycées Français du Monde"
- Kangourou des Mathématiques
- Rallye Mathématiques
- Celebration of Learning



- Year-End BBQ
- Castor Informatique
- Ambassadeurs en Herbe
- Concours Algorea
- Maths en Jeans
- Hour of Code
- Day of Code (Virtual) - 3rd place in North America
- Musical-Mathilda
- Digital Citizenship workshops for Parents and Students
- Salon des Arts



Academic Program

Preschool - Ages 3-4

Our preschool Program welcomes students, ages 3 and 4. The program allows children to:

- learn French
- interact with others
- acquire the foundations of reading, writing, and numeracy

The preschool program is a vital part of our school. The program is delivered mostly in French, allowing young students to be fully immersed in the French language. A French Ministry of Education certified teacher specializing in early childhood education and development along with an Alberta Child Care Services certified classroom assistant is assigned to each preschool class. Classroom activities are designed to develop students' sense of self and a love of learning while progressing at their own comfortable pace. Careful consideration is given to routines and the need for play, learning, group activities, and rest. Children quickly gain confidence in their new language and environment.



Kindergarten

Our full-day French Kindergarten program is unique in Calgary. We deliver harmonized dual curricula of Alberta and France, taught in French and English. A teacher specializing in early childhood education and development certified by both the French Ministry of Education and Alberta education, along with a certified Early Childhood educator, are assigned to each kindergarten class.

Classes and activities in Kindergarten emphasize the acquisition of the French language, building on the child's first language, using the best current practices in bilingual education. The program balances physical, intellectual and emotional needs. Kindergarten students have regular physical education classes and visit the bilingual library once a week.

Kindergarten is primarily taught in French, with students receiving five hours of English Language Arts instruction per week. The English program follows the Alberta Education curriculum and goes far beyond its scope. The purpose is to develop the language in many ways and forms. Children engage with the language, fostering communication skills, developing confidence and creativity and deepening their critical thinking.

Lycée Kindergarten prepares children for their first year in elementary school. Upon completion, children have a strong foundation of important skills such as listening, retaining and recalling information and expressing themselves in a class setting.

Elementary – Grades 1 to 5

Elementary years are structured to provide the time and consistency necessary for our students to succeed in our challenging and accelerated program. In these grades, teachers invite students to observe, question and reflect on the world around them. The goal is to further develop strong bilingual (EN-FR) language skills.

By integrating elements from several disciplines to build on and reinforce learning, students in Grades 1 through 5, focus on the fundamentals of French, English, mathematics (mental math, operations and facts, measurements & problem-solving), and sciences. Students begin to write in cursive in Grade 1. Civic education examines the concepts of justice, equality, and liberty from a global perspective. Students explore the world, both current and past, in social studies, history and geography. Students engage in international projects with other AEFE network schools around the world. All core subjects are complemented with art, music, and physical education classes (restrictions permitting). Technology such as software and tablet usage, coding, and robotics are integrated into students' daily routines.

All elementary classes participate in the annual Winter Concert and Fête de la Musique and regularly take part in field trips such as overnight museum visits, theatre performances, outdoor school, community outreach, etc.

Throughout our elementary program, more emphasis is placed on academic achievement, the development of independent work skills, and an appreciation of cultural diversity.

Junior High - Grades 6-9

Junior high in the French system begins in grade 6. Our students follow a rotary system that allows for in-depth exploration through courses taught by a team of subject-specific teachers. Our teachers collaborate across classrooms and disciplines to coordinate their lessons in creative ways. The program consists of the following subjects: French Language Arts, English Language Arts, Mathematics, History and Geography, Sciences (Biology, Geology, Physics, Chemistry), Technology, Social Studies, Visual Arts, Music, and Physical Education. Spanish is added to the curriculum in grade 6 with the program focusing on both language and culture.

Diplôme National du Brevet (DNB)

At the end of Grade 9, students put their cumulative knowledge to the test and write the French National Diploma exam (Diplôme National du Brevet des Collèges) in Mathematics, Sciences, French, Technology, and History-Geography. All of the 2024-2025 Grade 9 students passed their Brevet with excellent results, many receiving honourable mentions from the Brevet jury.



The Alberta Provincial Achievement Tests (PATs)

At the end of Grades 6 and 9, students participate in the writing of Alberta's Provincial Achievement Tests in French Language Arts, English Language Arts, Mathematics, Science, and Social Studies.

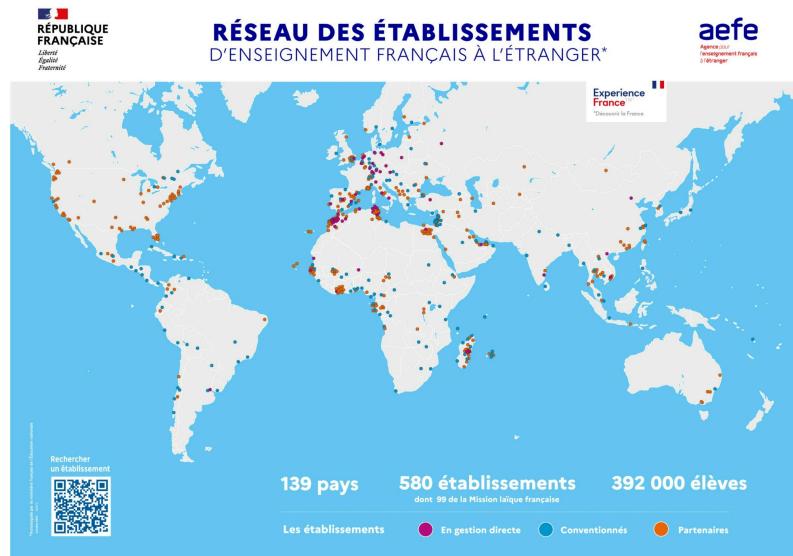
High School Grades 10-12

The Lycée's high school program is unique to Calgary and the World. We are the only school where students can graduate with the French Baccalauréate and Alberta's High School Diploma. Our high school program includes the following subject areas: French Language Arts, English Language Arts, Social Studies, Philosophy, History and Geography, Mathematics, Spanish, Physics, Chemistry, Biology, and Physical Education. Coursework is counted for both credits towards the French Baccalaureate and Alberta High School Diploma.

In Grades 11 and 12, students choose a combination of core subjects, specialties and options, allowing them to pursue their area of interest and, depending on the course, they may be able to receive credit for, or enroll in advanced post-secondary courses. The opportunities after graduation are endless for our students, whether locally or globally!

International Program

Lycée Calgary typically welcomes international students from all over the world from grades 9 through 12. This program allows students to benefit from the high academic standards of Lycée Calgary while improving their English and learning about Canadian culture. Lycée Calgary students also have the opportunity to participate in an exchange program. We were pleased to have welcomed 6 international students as part of our international program throughout the 2024-2025 school year.



Above, a map of the global AEFE network.

After-School Activities - Maternelle/Primary/Junior High

We believe that learning and growth occur well beyond the classroom. We continue to offer an extracurricular and after-school program despite the continued global pandemic. These programs focus on physical, artistic, performance, and curiosity-based activities. Our program allows students to broaden their horizons by exposing them to new areas of interest and ideas.

Club offerings in 2024-2025

- AEFE sport tournaments
- Café Littéraire
- Chess
- CISAA Badminton
- CISSA Basketball
- CISSA Cross Country
- CISSA Golf
- CISSA Soccer
- CISSA Volleyball
- Climbing
- Community Engagement Club
- Drama
- E-sports
- Fencing
- French Book Club
- Heure du Code
- Intro to 3D Printing
- Intro to Coding and Robotics
- Les petits chefs
- Little Medical School
- Little Veterinarian School
- Making the Musical-Mathilda
- Math Club
- Martial Arts
- Maternelle Ballet
- Media Club
- NASA Space Explorers
- Orchestra
- Reading Rockets
- Soccer
- Theatre
- Ukulele
- Violin
- Volleyball
- Yoga
- Young Rembrandts
- Zumba



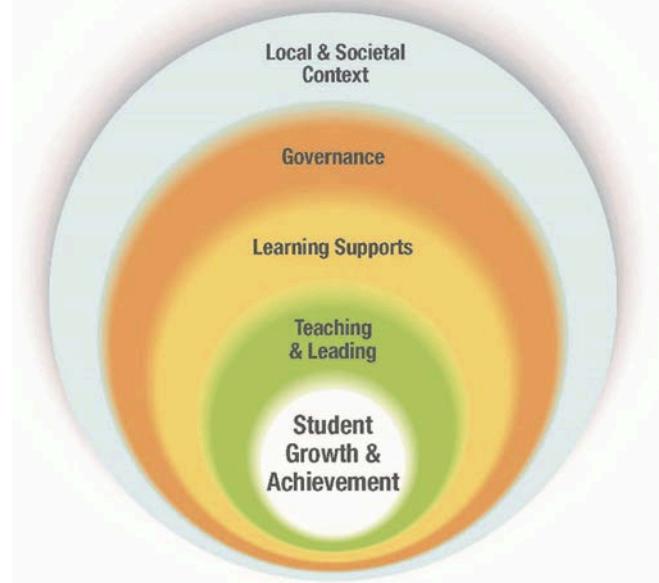
Assurance Domains

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and
- Local and Societal Context.

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.

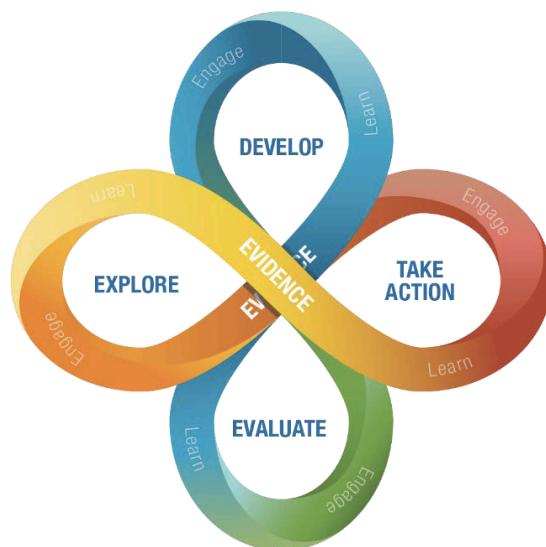
Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context, while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:



Continuous Improvement Cycle

Successful work within and across the domains occurs within a continuous improvement cycle. There are a variety of approaches to improvement, and some of the key components include:

- Explore: Involves accessing, analyzing and interpreting accurate and relevant data and identifying and understanding an issue, concern or problem. Key question: What is going on here?
- Develop: Involves Identification of a problem or challenge that can be addressed; identification of potentially successful strategies to address learner-centered problem/challenge; and developing an action plan. Key question: What needs to be improved? How?
- Take action: Involves learning as you implement the plan and making adjustments through formative feedback. Key question: How are we 'actioning' the plan?
- Evaluate: Involves evaluating the impact of the plan. Key question: Did our planned strategies have the desired outcomes? What next?



Legend

This legend explains the meanings behind the colour coded Measure Evaluations found in this document.

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2025

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Student Learning Engagement	0.00 - 80.63	80.63 - 82.49	82.49 - 85.34	85.34 - 87.37	87.37 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	0.00 - 79.99	79.99 - 82.81	82.81 - 87.17	87.17 - 90.40	90.40 - 100.00
Access to Supports and Services	0.00 - 74.19	74.19 - 78.27	78.27 - 83.43	83.43 - 88.16	88.16 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

Required Alberta Education and Childcare Assurance Measures - Overall Summary



Measure Evaluation Reference

Fall 2025

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Required Alberta Education Assurance Measures

Assurance Domain: Student Growth & Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Overall Summary



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

School: 9919 Lycée international de Calgary

Assurance Domain	Measure	Lycée international de Calgary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.6	88.8	90.8	83.9	83.7	84.4	Very High	Declined	Good
	Citizenship	83.7	79.9	83.2	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	73.2	78.3	56.7	81.4	80.4	81.4	Low	Maintained	Issue
	5-year High School Completion	64.4	23.8	26.5	87.1	88.1	87.9	Very Low	Improved	Issue
	PAT9: Acceptable	89.6	90.5	84.0	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	27.2	32.4	28.3	15.6	15.4	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	76.0	81.0	78.3	82.0	81.5	80.9	Low	Maintained	Issue
	Diploma: Excellence	14.0	19.0	12.2	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
	Education Quality	91.6	92.5	93.9	87.7	87.6	88.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.1	84.5	88.0	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	80.1	79.4	78.6	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	84.3	77.9	81.4	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rates over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Provincial Achievement Tests and Diploma Exams

PAT % Acceptable Standard and Standard of Excellence: The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort).

Local measures of student learning achievement are shown through the school-based final marks in Grade 6 and Grade 9 core subjects, as well as in senior high 30-level academic courses. The summary scores in the table below represent all enrolled students, while the detailed tables that follow only include the scores of students who completed the assessments. Therefore, students who were absent or excused on assessment days are not included in these detailed tables.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 9919 Lycée international de Calgary



		Lycée international de Calgary								Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	88.3	50,053	64.1	59,230	67.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	59.4	50,053	18.5	59,230	18.9	
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	25	96.0	27	87.7	59,391	69.8	57,676	70.4	
	Standard of Excellence	Very High	Maintained	Excellent	25	28.0	27	27.9	59,391	11.1	57,676	12.6	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6	
French Language Arts 9 année	Acceptable Standard	Very High	Improved	Excellent	25	100.0	27	94.6	3,134	75.2	3,262	76.4	
	Standard of Excellence	High	Maintained	Good	25	28.0	27	34.0	3,134	9.3	3,262	10.7	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0	
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	25	84.0	27	80.1	58,911	51.7	57,012	53.5	
	Standard of Excellence	High	Maintained	Good	25	24.0	27	28.1	58,911	14.0	57,012	13.7	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	25	88.0	27	81.6	59,453	68.6	57,692	66.9	
	Standard of Excellence	Very High	Maintained	Excellent	25	16.0	27	13.4	59,453	21.1	57,692	20.5	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9	
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	25	80.0	27	76.2	59,472	60.5	57,717	59.4	
	Standard of Excellence	Very High	Maintained	Excellent	25	40.0	27	38.1	59,472	17.1	57,717	15.8	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

School: 9919 Lycée international de Calgary
Province: Alberta

		Lycée international de Calgary		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	29	n/a	53,045	n/a
	Acceptable Standard %	100.0	n/a	80.3	n/a
	Standard of Excellence %	65.5	n/a	14.7	n/a
Mathematics 6	Number Writing	28	n/a	53,321	n/a
	Acceptable Standard %	82.1	n/a	61.4	n/a
	Standard of Excellence %	32.1	n/a	17.5	n/a
Social Studies 6	Number Writing	n/a	25	42,116	50,676
	Acceptable Standard %	n/a	100.0	76.1	78.8
	Standard of Excellence %	n/a	67.1	22.0	22.1
English Language Arts 9	Number Writing	24	24	50,327	48,093
	Acceptable Standard %	100.0	100.0	82.4	84.5
	Standard of Excellence %	29.2	31.9	13.1	15.1
K&E English Language Arts 9	Number Writing	n/a	n/a	1,104	968
	Acceptable Standard %	n/a	n/a	63.1	70.1
	Standard of Excellence %	n/a	n/a	6.9	7.9
French Language Arts 9 année	Number Writing	25	26	2,992	3,069
	Acceptable Standard %	100.0	97.6	78.7	81.2
	Standard of Excellence %	28.0	35.3	9.7	11.4
Français 9 année	Number Writing	n/a	n/a	561	560
	Acceptable Standard %	n/a	n/a	87.3	87.5
	Standard of Excellence %	n/a	n/a	16.9	22.3
Mathematics 9	Number Writing	25	26	50,311	48,192
	Acceptable Standard %	84.0	82.3	60.6	63.3
	Standard of Excellence %	24.0	28.7	16.4	16.2
K&E Mathematics 9	Number Writing	n/a	n/a	1,582	1,532
	Acceptable Standard %	n/a	n/a	60.9	64.7
	Standard of Excellence %	n/a	n/a	13.5	13.1
Science 9	Number Writing	25	25	50,678	48,896
	Acceptable Standard %	88.0	86.6	80.4	79.0
	Standard of Excellence %	16.0	13.6	24.8	24.2
K&E Science 9	Number Writing	n/a	n/a	1,150	1,030
	Acceptable Standard %	n/a	n/a	63.7	66.7
	Standard of Excellence %	n/a	n/a	10.0	12.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



PAT Results Course Summary - By Number Writing

School: 9919 Lycée international de Calgary
Province: Alberta

		Lycée international de Calgary		Alberta	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
Social Studies 9	Number Writing	22	22	50,686	48,925
	Acceptable Standard %	90.9	93.2	71.0	70.1
	Standard of Excellence %	45.5	46.6	20.1	18.7
K&E Social Studies 9	Number Writing	n/a	n/a	1,136	998
	Acceptable Standard %	n/a	n/a	63.6	62.4
	Standard of Excellence %	n/a	n/a	13.4	13.6

Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 9919 Lycée international de Calgary (EAL)

Course	Measure	Lycée international de Calgary (EAL)						Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025	Prev 3 Year Average	
					N	%	N	%			
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	9,834	60.7	10,688
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	42.9	9,834	15.2	10,688
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,504	54.5	7,109
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,504	4.7	7,109
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	33.5	150
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	2.6	150
French Language Arts 9. année	Acceptable Standard	*	*	*	1	*	7	100.0	155	63.9	184
	Standard of Excellence	*	*	*	1	*	7	42.9	155	11.6	184
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	79.7	82
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	5.4	82
Mathematics 9	Acceptable Standard	*	*	*	1	*	7	85.7	7,506	45.2	7,066
	Standard of Excellence	*	*	*	1	*	7	42.9	7,506	11.6	7,066
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	51.0	187
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	13.4	187
Science 9	Acceptable Standard	*	*	*	1	*	7	100.0	7,515	57.6	7,106
	Standard of Excellence	*	*	*	1	*	7	0.0	7,515	13.8	7,106
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	41.6	149
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	2.0	149
Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7,509	47.9	7,116
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7,509	10.4	7,116
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	48.7	136
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	3.2	136

Notes:

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3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Currently, there are no self-identified First Nations, Métis, and Inuit students enrolled at Lycée Calgary. Therefore, no specific measures or evaluations for this group are available. The school recognizes the importance of inclusivity and will continue to explore ways to support the learning needs of all students.

PAT Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

English Language Arts & Lit 6

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	30	n/a	n/a	n/a	n/a	61,670
	Students Writing	n/a	n/a	n/a	n/a	29	n/a	n/a	n/a	n/a	53,045
	Students Writing (%)	n/a	n/a	n/a	n/a	96.7	n/a	n/a	n/a	n/a	86.0
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	96.7	n/a	n/a	n/a	n/a	69.1
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	63.3	n/a	n/a	n/a	n/a	12.7
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	16.9
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	100.0	n/a	n/a	n/a	n/a	80.3
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	65.5	n/a	n/a	n/a	n/a	14.7
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	19.7

PAT Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

Mathematics 6

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	30	n/a	n/a	n/a	n/a	61,656
	Students Writing	n/a	n/a	n/a	n/a	28	n/a	n/a	n/a	n/a	53,321
	Students Writing (%)	n/a	n/a	n/a	n/a	93.3	n/a	n/a	n/a	n/a	86.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	76.7	n/a	n/a	n/a	n/a	53.1
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	30.0	n/a	n/a	n/a	n/a	15.1
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	16.7	n/a	n/a	n/a	n/a	33.3
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	82.1	n/a	n/a	n/a	n/a	61.4
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	32.1	n/a	n/a	n/a	n/a	17.5
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	17.9	n/a	n/a	n/a	n/a	38.6

PAT Results Course Summary - By Number Writing

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

		Lycée international de Calgary (EAL)		Alberta (EAL)	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	2	n/a	10,255	n/a
	Acceptable Standard %	*	n/a	70.4	n/a
	Standard of Excellence %	*	n/a	9.0	n/a
Mathematics 6	Number Writing	2	n/a	10,420	n/a
	Acceptable Standard %	*	n/a	58.1	n/a
	Standard of Excellence %	*	n/a	16.6	n/a
Social Studies 6	Number Writing	n/a	6	8,657	9,453
	Acceptable Standard %	n/a	100.0	69.0	73.5
	Standard of Excellence %	n/a	50.0	17.2	18.2
English Language Arts 9	Number Writing	1	n/a	6,210	5,930
	Acceptable Standard %	*	n/a	65.8	71.4
	Standard of Excellence %	*	n/a	5.6	7.2
K&E English Language Arts 9	Number Writing	n/a	n/a	124	110
	Acceptable Standard %	n/a	n/a	41.9	55.4
	Standard of Excellence %	n/a	n/a	3.2	3.5
French Language Arts 9 année	Number Writing	1	7	150	174
	Acceptable Standard %	*	100.0	66.0	73.5
	Standard of Excellence %	*	42.9	12.0	10.9
Français 9 année	Number Writing	n/a	n/a	73	73
	Acceptable Standard %	n/a	n/a	80.8	69.8
	Standard of Excellence %	n/a	n/a	5.5	10.8
Mathematics 9	Number Writing	1	7	6,432	6,050
	Acceptable Standard %	*	85.7	52.7	56.5
	Standard of Excellence %	*	42.9	13.5	13.7
K&E Mathematics 9	Number Writing	n/a	n/a	133	160
	Acceptable Standard %	n/a	n/a	57.1	52.3
	Standard of Excellence %	n/a	n/a	15.0	10.3
Science 9	Number Writing	1	7	6,325	6,059
	Acceptable Standard %	*	100.0	68.4	68.7
	Standard of Excellence %	*	0.0	16.4	17.1
K&E Science 9	Number Writing	n/a	n/a	122	117
	Acceptable Standard %	n/a	n/a	50.8	46.9
	Standard of Excellence %	n/a	n/a	2.5	5.5

Notes:

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2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course Summary - By Number Writing

School: 9919 Lycée international de Calgary (EAL)
Province: Alberta (EAL)

		Lycée international de Calgary (EAL)		Alberta (EAL)	
		2025	2022 - 2024 Avg	2025	2022 - 2024 Avg
Social Studies 9	Number Writing	1	n/a	6,251	6,063
	Acceptable Standard %	*	n/a	57.5	58.5
	Standard of Excellence %	*	n/a	12.5	12.0
K&E Social Studies 9	Number Writing	n/a	n/a	135	111
	Acceptable Standard %	n/a	n/a	56.3	51.5
	Standard of Excellence %	n/a	n/a	3.7	5.4

Student Growth and Achievement (Grades K-9)**PAT Results By Course**

School: 9919 Lycée international de Calgary
Province: Alberta

English Language Arts & Lit 6

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	30	n/a	n/a	n/a	n/a	61,670
	Students Writing	n/a	n/a	n/a	n/a	29	n/a	n/a	n/a	n/a	53,045
	Students Writing (%)	n/a	n/a	n/a	n/a	96.7	n/a	n/a	n/a	n/a	86.0
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	96.7	n/a	n/a	n/a	n/a	69.1
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	63.3	n/a	n/a	n/a	n/a	12.7
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	16.9
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	100.0	n/a	n/a	n/a	n/a	80.3
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	65.5	n/a	n/a	n/a	n/a	14.7
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	19.7

PAT Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

English Language Arts & Lit 6

		Lycée international de Calgary (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	11,591
	Students Writing	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	10,255
	Students Writing (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	88.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	62.3
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	8.0
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	26.1
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	70.4
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	9.0
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	29.6

Currently, there are no self-identified First Nations, Métis, and Inuit students enrolled at Lycée Calgary. Therefore, no specific measures or evaluations for this group are available. The school recognizes the importance of inclusivity and will continue to explore ways to support the learning needs of all students.

Student Growth and Achievement (Grades K-9)



PAT Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

Mathematics 6

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	30	n/a	n/a	n/a	n/a	61,656
	Students Writing	n/a	n/a	n/a	n/a	28	n/a	n/a	n/a	n/a	53,321
	Students Writing (%)	n/a	n/a	n/a	n/a	93.3	n/a	n/a	n/a	n/a	86.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	76.7	n/a	n/a	n/a	n/a	53.1
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	30.0	n/a	n/a	n/a	n/a	15.1
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	16.7	n/a	n/a	n/a	n/a	33.3
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	82.1	n/a	n/a	n/a	n/a	61.4
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	32.1	n/a	n/a	n/a	n/a	17.5
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	17.9	n/a	n/a	n/a	n/a	38.6

PAT Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

Mathematics 6

		Lycée international de Calgary (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	11,588
	Students Writing	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	10,420
	Students Writing (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	89.9
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	52.3
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	14.9
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	37.6
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	58.1
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	16.6
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	41.9

We participated in the optional piloting of the new social studies 6 curriculum and therefore did not participate in the writing of the grade 6 social studies Provincial Achievement Test.

PAT Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

English Language Arts 9

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	30	33	21	25	n/a	35,521	56,255	59,096	59,391
	Students Writing	n/a	30	28	19	24	n/a	28,956	47,191	48,994	50,327
	Students Writing (%)	n/a	100.0	84.8	90.5	96.0	n/a	81.5	83.9	82.9	84.7
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	100.0	84.8	90.5	96.0	n/a	69.6	71.4	69.5	69.8
	Standard of Excellence (%)	n/a	36.7	27.3	28.6	28.0	n/a	12.9	13.4	11.8	11.1
	Below Acceptable Standard (%)	n/a	0.0	0.0	0.0	0.0	n/a	11.9	12.5	13.4	15.0
Results Based on Number Writing	Acceptable Standard (%)	n/a	100.0	100.0	100.0	100.0	n/a	85.4	85.1	83.8	82.4
	Standard of Excellence (%)	n/a	36.7	32.1	31.6	29.2	n/a	15.8	15.9	14.2	13.1
	Below Acceptable Standard (%)	n/a	0.0	0.0	0.0	0.0	n/a	14.6	14.9	16.2	17.6

PAT Results By Course**School: 9919 Lycée international de Calgary (EAL)****Province: Alberta (EAL)****English Language Arts 9**

		Lycée international de Calgary (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	5	7	5	1	n/a	4,153	6,969	7,249	7,504
	Students Writing	n/a	5	5	4	1	n/a	3,319	5,908	5,951	6,210
	Students Writing (%)	n/a	*	*	*	*	n/a	79.9	84.8	82.1	82.8
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	*	*	*	*	n/a	61.9	62.2	56.9	54.5
	Standard of Excellence (%)	n/a	*	*	*	*	n/a	7.0	6.6	5.4	4.7
	Below Acceptable Standard (%)	n/a	*	*	*	*	n/a	18.1	22.5	25.2	28.3
Results Based on Number Writing	Acceptable Standard (%)	n/a	*	*	*	*	n/a	77.4	73.4	69.3	65.8
	Standard of Excellence (%)	n/a	*	*	*	*	n/a	8.7	7.8	6.5	5.6
	Below Acceptable Standard (%)	n/a	*	*	*	*	n/a	22.6	26.6	30.7	34.2

PAT Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

French Language Arts 9 année

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	30	33	21	25	n/a	3,228	3,215	3,308	3,134
	Students Writing	n/a	29	31	21	25	n/a	2,990	3,027	3,110	2,992
	Students Writing (%)	n/a	96.7	93.9	100.0	100.0	n/a	92.6	94.2	94.0	95.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	96.7	93.9	95.2	100.0	n/a	73.5	76.1	76.6	75.2
	Standard of Excellence (%)	n/a	46.7	39.4	28.6	28.0	n/a	9.9	10.9	10.6	9.3
	Below Acceptable Standard (%)	n/a	0.0	0.0	4.8	0.0	n/a	19.1	18.1	17.4	20.3
Results Based on Number Writing	Acceptable Standard (%)	n/a	100.0	100.0	95.2	100.0	n/a	79.4	80.8	81.5	78.7
	Standard of Excellence (%)	n/a	48.3	41.9	28.6	28.0	n/a	10.7	11.5	11.3	9.7
	Below Acceptable Standard (%)	n/a	0.0	0.0	4.8	0.0	n/a	20.6	19.2	18.5	21.3

PAT Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

French Language Arts 9 année

		Lycée international de Calgary (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	5	7	5	1	n/a	189	194	174	155
	Students Writing	n/a	5	7	5	1	n/a	173	187	161	150
	Students Writing (%)	n/a	*	100.0	*	*	n/a	91.5	96.4	92.5	96.8
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	*	100.0	*	*	n/a	64.0	71.1	67.8	63.9
	Standard of Excellence (%)	n/a	*	42.9	*	*	n/a	10.1	11.3	9.2	11.6
	Below Acceptable Standard (%)	n/a	*	0.0	*	*	n/a	27.5	25.3	24.7	32.9
Results Based on Number Writing	Acceptable Standard (%)	n/a	*	100.0	*	*	n/a	69.9	73.8	73.3	66.0
	Standard of Excellence (%)	n/a	*	42.9	*	*	n/a	11.0	11.8	9.9	12.0
	Below Acceptable Standard (%)	n/a	*	0.0	*	*	n/a	30.1	26.2	26.7	34.0

PAT Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

Mathematics 9

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	30	33	21	25	n/a	32,890	55,447	58,577	58,911
	Students Writing	n/a	30	31	21	25	n/a	27,331	46,587	49,797	50,311
	Students Writing (%)	n/a	100.0	93.9	100.0	100.0	n/a	83.1	84.0	85.0	85.4
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	70.0	69.7	90.5	84.0	n/a	53.0	54.4	52.7	51.7
	Standard of Excellence (%)	n/a	20.0	18.2	38.1	24.0	n/a	16.7	13.5	14.0	14.0
	Below Acceptable Standard (%)	n/a	30.0	24.2	9.5	16.0	n/a	30.1	29.6	32.3	33.7
Results Based on Number Writing	Acceptable Standard (%)	n/a	70.0	74.2	90.5	84.0	n/a	63.7	64.7	62.0	60.6
	Standard of Excellence (%)	n/a	20.0	19.4	38.1	24.0	n/a	20.1	16.0	16.5	16.4
	Below Acceptable Standard (%)	n/a	30.0	25.8	9.5	16.0	n/a	36.3	35.3	38.0	39.4

PAT Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

Mathematics 9

		Lycée international de Calgary (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	5	7	5	1	n/a	4,157	6,930	7,201	7,506
	Students Writing	n/a	5	7	5	1	n/a	3,449	5,968	6,132	6,432
	Students Writing (%)	n/a	*	100.0	*	*	n/a	83.0	86.1	85.2	85.7
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	*	85.7	*	*	n/a	47.0	50.1	46.7	45.2
	Standard of Excellence (%)	n/a	*	42.9	*	*	n/a	12.9	12.0	11.5	11.6
	Below Acceptable Standard (%)	n/a	*	14.3	*	*	n/a	35.9	36.0	38.4	40.5
Results Based on Number Writing	Acceptable Standard (%)	n/a	*	85.7	*	*	n/a	56.7	58.1	54.9	52.7
	Standard of Excellence (%)	n/a	*	42.9	*	*	n/a	15.6	13.9	13.5	13.5
	Below Acceptable Standard (%)	n/a	*	14.3	*	*	n/a	43.3	41.9	45.1	47.3

PAT Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

Science 9

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	30	33	21	25	n/a	31,215	56,311	59,072	59,453
	Students Writing	n/a	29	29	21	25	n/a	25,840	47,397	50,395	50,678
	Students Writing (%)	n/a	96.7	87.9	100.0	100.0	n/a	82.8	84.2	85.3	85.2
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	76.7	72.7	90.5	88.0	n/a	68.0	66.3	67.6	68.6
	Standard of Excellence (%)	n/a	6.7	3.0	23.8	16.0	n/a	22.6	20.1	20.8	21.1
	Below Acceptable Standard (%)	n/a	20.0	15.2	9.5	12.0	n/a	14.8	17.8	17.7	16.7
Results Based on Number Writing	Acceptable Standard (%)	n/a	79.3	82.8	90.5	88.0	n/a	82.1	78.8	79.2	80.4
	Standard of Excellence (%)	n/a	6.9	3.4	23.8	16.0	n/a	27.3	23.9	24.4	24.8
	Below Acceptable Standard (%)	n/a	20.7	17.2	9.5	12.0	n/a	17.9	21.2	20.8	19.6

PAT Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

Science 9

		Lycée international de Calgary (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	5	7	5	1	n/a	3,141	6,975	7,236	7,515
	Students Writing	n/a	5	7	5	1	n/a	2,375	5,971	6,147	6,325
	Students Writing (%)	n/a	*	100.0	*	*	n/a	75.6	85.6	85.0	84.2
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	*	100.0	*	*	n/a	55.8	59.4	57.7	57.6
	Standard of Excellence (%)	n/a	*	0.0	*	*	n/a	13.7	15.0	14.2	13.8
	Below Acceptable Standard (%)	n/a	*	0.0	*	*	n/a	19.8	26.2	27.3	26.6
Results Based on Number Writing	Acceptable Standard (%)	n/a	*	100.0	*	*	n/a	73.8	69.4	67.9	68.4
	Standard of Excellence (%)	n/a	*	0.0	*	*	n/a	18.1	17.5	16.7	16.4
	Below Acceptable Standard (%)	n/a	*	0.0	*	*	n/a	26.2	30.6	32.1	31.6

PAT Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

Social Studies 9

		Lycée international de Calgary					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	30	33	21	25	n/a	30,108	56,309	59,125	59,472
	Students Writing	n/a	28	24	19	22	n/a	25,130	47,410	50,440	50,686
	Students Writing (%)	n/a	93.3	72.7	90.5	88.0	n/a	83.5	84.2	85.3	85.2
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	83.3	66.7	85.7	80.0	n/a	60.8	58.4	60.5	60.5
	Standard of Excellence (%)	n/a	36.7	33.3	42.9	40.0	n/a	17.2	15.9	15.8	17.1
	Below Acceptable Standard (%)	n/a	10.0	6.1	4.8	8.0	n/a	22.7	25.8	24.8	24.7
Results Based on Number Writing	Acceptable Standard (%)	n/a	89.3	91.7	94.7	90.9	n/a	72.8	69.3	70.9	71.0
	Standard of Excellence (%)	n/a	39.3	45.8	47.4	45.5	n/a	20.6	18.9	18.5	20.1
	Below Acceptable Standard (%)	n/a	10.7	8.3	5.3	9.1	n/a	27.2	30.7	29.1	29.0

PAT Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

Social Studies 9

		Lycée international de Calgary (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Participation	Students Enrolled	n/a	5	7	5	1	n/a	4,434	6,983	7,249	7,509
	Students Writing	n/a	5	3	4	1	n/a	3,730	5,990	6,136	6,251
	Students Writing (%)	n/a	*	*	*	*	n/a	84.1	85.8	84.6	83.2
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	*	*	*	*	n/a	54.5	50.4	49.4	47.9
	Standard of Excellence (%)	n/a	*	*	*	*	n/a	12.6	11.0	9.6	10.4
	Below Acceptable Standard (%)	n/a	*	*	*	*	n/a	29.7	35.4	35.3	35.4
Results Based on Number Writing	Acceptable Standard (%)	n/a	*	*	*	*	n/a	64.7	58.7	58.3	57.5
	Standard of Excellence (%)	n/a	*	*	*	*	n/a	15.0	12.8	11.3	12.5
	Below Acceptable Standard (%)	n/a	*	*	*	*	n/a	35.3	41.3	41.7	42.5

Currently, there are no self-identified First Nations, Métis, and Inuit students enrolled at Lycée Calgary. Therefore, no specific measures or evaluations for this group are available. The school recognizes the importance of inclusivity and will continue to explore ways to support the learning needs of all students.

Comment on Results:

- Exceptionally high achievement across almost all Grade 6 and Grade 9 subjects, consistently above provincial averages.
- Very strong Standard of Excellence results, often double or triple provincial rates (notably in Grade 9 ELA, FLA, Math, Science, and Social Studies).
- High participation rates, ensuring meaningful and representative results.

- Improvement status marked as “Improved,” “Very High,” or “High” in multiple areas, especially:
 - Grade 9 ELA
 - Grade 9 FLA
 - Grade 9 Mathematics
 - Grade 9 Science
 - Grade 9 Social Studies
 - Grade 6 ELA & Math (new curriculum)
- ELA 6 and Math 6 performed very well under the new curriculum, with Acceptable Standard and Excellence levels far above Alberta.
- Smooth transition to the new Grade 6 curriculum, with strong performance in both ELA and Math.
- Grade 9 remains a high-performing cohort, with excellence rates often more than double provincial levels

Areas for Growth:

- Room to grow in Math 6 Excellence given how strong Grade 6 ELA is.
- Slight dips from 2024 in the Acceptable Standard for Science 9 and Social Studies 9 (still far above provincial average).
- Grade 9 Science Excellence (16%) is slightly below the provincial rate (21%).
- Cohort size means small changes impact percentages.

Next Steps:

- Maintain structured literacy and numeracy approaches in K–6 to support long-term stability.
- *Strengthen vertical alignment between Grade 7–9, especially in writing, critical reading, and multi-step problem solving.*
- *Increase explicit instruction in test-taking skills, including vocabulary, source analysis, and multi-step reasoning.*
- *Continue using PAT-style assessments and practice items to build familiarity.*
- *Maintain common assessment frameworks in ELA/FLA and Math.*
- *Support ongoing collaboration between English and French departments to align expectations and share best practices.*
- *Provide PAT item analysis sessions for new teachers*
- Encourage teachers to participate in provincial marking and exam creation

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 9919 Lycée international de Calgary

		Lycée international de Calgary							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Course	Measure											
English Language Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	20	70.0	8	87.5	35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	20	10.0	8	0.0	35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,398	11.3	18,166	12.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	10	100.0	11	100.0	1,234	94.7	1,218	94.2
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	10	10.0	11	36.4	1,234	6.0	1,218	7.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	62.5	22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Declined	Issue	20	70.0	8	100.0	26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	20	20.0	8	0.0	26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,438	40.6	19,160	37.5
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	16.7	11,366	85.6	9,598	83.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	0.0	11,366	43.6	9,598	41.5
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	79.6	8,223	80.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,027	26.2	8,223	23.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 9919 Lycée international de Calgary (EAL)

Course		Lycée international de Calgary (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	2,611	64.7	2,289	62.3
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	2,611	3.3	2,289	3.2
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,932	67.4	2,309	70.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,932	4.5	2,309	5.4
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	96.0	24	85.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	8.0	24	9.5
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	96.2	19	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	7.7	19	10.1
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,977	67.6	1,629	62.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,977	30.8	1,629	25.4
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,557	63.3	1,289	58.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,557	13.4	1,289	9.4
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,322	72.5	1,263	71.6
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,322	8.2	1,263	9.8
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,551	63.2	2,827	62.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,551	8.3	2,827	8.1
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,803	69.2	1,650	71.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,803	25.3	1,650	24.1
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,600	74.7	1,422	73.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,600	33.1	1,422	29.8
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	771	75.0	680	73.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	771	32.0	680	32.6
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	752	66.0	653	68.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	752	17.7	653	16.2

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results By Students Writing Measure History

School: 9919 Lycée international de Calgary

Province: Alberta

	Lycée international de Calgary					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	13	13	16	20	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	61.5	75.7	81.0	76.0	Low	Maintained	Issue	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	11.5	5.4	19.0	14.0	Intermediate	Maintained	Acceptable	n/a	18.2	21.2	22.6	23.0

Government

Diploma Exam Results By Students Writing Measure History

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

	Lycée international de Calgary (EAL)					Measure Evaluation			Alberta (EAL)				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	1	2	6	3	n/a	n/a	n/a	n/a	5,396	6,167	5,610	6,878
Acceptable Standard %	n/a	*	*	62.5	*	*	*	*	n/a	59.0	67.1	66.3	67.4
Standard of Excellence %	n/a	*	*	25.0	*	*	*	*	n/a	10.8	13.8	14.0	14.8

Diploma Exam Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

English Language Arts 30-1

	Lycée international de Calgary					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	6	8	5	20	n/a	17,372	31,493	33,001	35,845
Diploma Examination Acceptable Standard (%)	n/a	83.3	87.5	*	70.0	n/a	78.8	83.7	84.2	85.3
Diploma Examination Standard of Excellence (%)	n/a	0.0	0.0	*	10.0	n/a	9.4	10.5	10.1	10.9
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	*	100.0	n/a	98.2	98.4	98.6	98.8
School Awarded Standard of Excellence (%)	n/a	83.3	87.5	*	55.0	n/a	44.6	42.4	42.1	42.4

Diploma Exam Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

English Language Arts 30-1

	Lycée international de Calgary (EAL)					Alberta (EAL)				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	1	n/a	2	3	n/a	1,398	2,482	2,095	2,611
Diploma Examination Acceptable Standard (%)	n/a	*	n/a	*	*	n/a	55.5	63.3	61.3	64.7
Diploma Examination Standard of Excellence (%)	n/a	*	n/a	*	*	n/a	2.6	3.7	2.7	3.3
School Awarded Acceptable Standard (%)	n/a	*	n/a	*	*	n/a	96.4	95.6	95.8	97.1
School Awarded Standard of Excellence (%)	n/a	*	n/a	*	*	n/a	28.5	29.7	30.3	29.2

Diploma Exam Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

French Language Arts 30-1

	Lycée international de Calgary					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	7	5	11	10	n/a	666	1,236	1,200	1,234
Diploma Examination Acceptable Standard (%)	n/a	100.0	*	100.0	100.0	n/a	91.9	93.1	95.3	94.7
Diploma Examination Standard of Excellence (%)	n/a	42.9	*	36.4	10.0	n/a	6.8	6.1	8.6	6.0
School Awarded Acceptable Standard (%)	n/a	100.0	*	100.0	100.0	n/a	99.8	99.4	99.3	99.7
School Awarded Standard of Excellence (%)	n/a	71.4	*	81.8	70.0	n/a	65.8	62.3	67.4	64.6

Diploma Exam Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

French Language Arts 30-1

	Lycée international de Calgary (EAL)					Alberta (EAL)				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	2	4	n/a	n/a	16	27	21	25
Diploma Examination Acceptable Standard (%)	n/a	n/a	*	*	n/a	n/a	93.8	85.2	85.7	96.0
Diploma Examination Standard of Excellence (%)	n/a	n/a	*	*	n/a	n/a	12.5	0.0	19.0	8.0
School Awarded Acceptable Standard (%)	n/a	n/a	*	*	n/a	n/a	100.0	96.3	90.5	100.0
School Awarded Standard of Excellence (%)	n/a	n/a	*	*	n/a	n/a	56.3	48.1	71.4	64.0

Diploma Exam Results By Course

School: 9919 Lycée international de Calgary

Province: Alberta

Social Studies 30-1

	Lycée international de Calgary					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	8	5	20	n/a	13,811	24,023	25,167	26,238
Diploma Examination Acceptable Standard (%)	n/a	n/a	100.0	*	70.0	n/a	81.5	83.5	85.2	84.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	*	20.0	n/a	15.8	15.9	18.7	16.8
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	*	100.0	n/a	99.3	99.3	99.3	99.5
School Awarded Standard of Excellence (%)	n/a	n/a	50.0	*	70.0	n/a	50.6	50.0	50.1	51.3

Diploma Exam Results By Course

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

Social Studies 30-1

	Lycée international de Calgary (EAL)					Alberta (EAL)				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Students Writing	n/a	n/a	n/a	2	3	n/a	804	1,415	1,110	1,322
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	*	*	n/a	68.7	72.7	70.5	72.5
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	*	*	n/a	9.0	8.8	10.7	8.2
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	*	*	n/a	98.3	98.3	98.2	98.9
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	*	*	n/a	40.8	43.0	39.6	43.1

Currently, there are no self-identified First Nations, Métis, and Inuit students enrolled at Lycée Calgary. Therefore, no specific measures or evaluations for this group are available. The school recognizes the importance of inclusivity and will continue to explore ways to support the learning needs of all students.

Comment on Results

Overall, the school continues to demonstrate strong achievement in French Language Arts 30-1. However, the results also show clear areas for improvement—particularly in ELA 30-1 and Social Studies 30-1. Achievement is rated *Low* or *Intermediate* for the acceptable standard and Overall Evaluation shows *Concern* or *Issue*. We are pleased to see that we were able to maintain and improve our results for the Standard of Excellence in both Social Studies 30-1 and ELA 30-1. French instruction remains a major strength, with bilingual students performing exceptionally well at high levels.

This report recognizes both the strengths and the areas requiring focused attention. We are committed to improving student outcomes and ensuring strong alignment between the Alberta curriculum and our unique bilingual academic model.

We are unable to comment on our EAL results as we did not have enough EAL students write the exams to release our results.

Acceptable Standard

- FLA 30-1: remains at 100%; no concerning trends.
- ELA 30-1: trending downward over time, and below provincial benchmarks.
- Social 30-1: stable and matching or exceeding provincial levels.

Standard of Excellence

- Strong in FLA 30-1 and Social 30-1.
- Low in ELA 30-1
- Rolling averages show a decline in ELA excellence

Areas for Growth:

- Improve Diploma examination marks in all subjects and in both categories. There is a slight downward pattern in both achievement and excellence. This suggests a need to strengthen writing stamina, exam-format familiarity, and literary analysis in English.
- Strategies: Performance gaps may be a result of workload fatigue given students complete both the French Baccalauréat and Alberta diploma course requirements. Continue to seek ways to harmonize the two programs.
- Targeted training in Alberta-style written responses, particularly Part A essay formats.
- Provide co-teaching opportunities to demonstrate the similarities and differences between French and English ways of writing
- Curricular alignment between French Ministry expectations and Alberta outcomes may require further harmonization, especially in English writing instruction.
- Use benchmarked student exemplars to model proficiency and excellence.
- Provide targeted source analysis practice twice monthly in Grades 10–12.
- Develop shared rubrics for argument writing, source analysis, and thesis development across Humanities courses.

Student Growth and Achievement



High School Completion Rates - Measure History

School: 9919 Lycée international de Calgary

Province: Alberta

	Lycée international de Calgary												Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	2	*	10	25.4	8	66.3	8	78.3	6	73.2	Low	Maintained	Issue	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4	
4 Year Completion	8	29.5	2	*	10	23.2	8	64.3	8	89.0	High	Improved	Good	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7	
5 Year Completion	6	54.0	8	29.2	2	*	10	23.8	8	64.4	Very Low	Improved	Issue	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1	

Student Growth and Achievement



High School Completion Rates - Measure History

School: 9919 Lycée international de Calgary (EAL)

Province: Alberta (EAL)

	Lycée international de Calgary (EAL)												Alberta (EAL)											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	n/a	n/a	1	*	1	*	1	*	3	*	*	*	*	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0	2,974	73.5	
4 Year Completion	1	*	n/a	n/a	1	*	1	*	1	*	*	*	*	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2	3,202	81.1	
5 Year Completion	n/a	n/a	1	*	n/a	n/a	1	*	1	*	*	*	*	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1	3,079	85.3	

Currently, there are no self-identified First Nations, Métis, and Inuit students enrolled at Lycée Calgary. Therefore, no specific measures or evaluations for this group are available. The school recognizes the importance of inclusivity and will continue to explore ways to support the learning needs of all students.

Comment on Results

High School Completion Rate (3-Year)

As an international school, our student population is highly mobile, with families relocating regularly due to professional, diplomatic, or personal circumstances. When a high school student moves abroad or to another province—as is common at the Lycée—the student is no longer counted in Alberta's 3-year High School Completion Rate.

This does not mean the student has dropped out or failed to complete high school. It simply means they completed their secondary education outside of Alberta, often in their home country such as Spain, Luxembourg, Colombia, France, or another international destination.

In reality, 100% of our students go on to successfully complete high school, either through the French Baccalauréat or equivalent qualifications in their new location. The Alberta reporting system does not

capture these international completions, which is why our provincial completion rate appears lower than our true school outcome.

Goals:

Increase retention from Grade 9 to Grade 12 by enhancing academic advising, well-being supports, and student engagement programming through enhanced program visibility, targeted recruitment strategies, and strengthened retention of current families.

Improve Communication About Dual-Diploma Pathways

- Ensure 100% of Grade 9+ families understand the Alberta High School Diploma and French Baccalauréat pathways, including university admissions processes and scholarship eligibility.

Track “True Completion Rate” Internally

- Establish an internal tracking system to measure the true completion rate of departing students (including international transfers), with an annual public reporting summary.

Strengthen Post-Secondary Pathways & Advising

Formalize a Grade 10–12 Post-Secondary Pathway Program (Canadian, French, and international) to ensure all students receive personalized advising aligned with the French Bac

Student Learning Engagement: Teacher, parent, student agree that students are engaged in their learning at school.

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

School: 9919 Lycée international de Calgary

Province: Alberta

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



	Lycée international de Calgary												Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	266	91.0	274	92.2	293	91.5	250	88.8	262	87.6	Very High	Declined	Good	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	
Parent	51	97.4	46	99.3	46	96.4	61	96.7	47	93.5	Very High	Maintained	Excellent	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	
Student	181	77.6	192	79.3	207	78.0	153	75.4	190	73.3	High	Maintained	Good	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	
Teacher	34	98.0	36	98.1	40	100.0	36	94.4	25	96.0	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	

Comment on Results

Lycée international de Calgary's overall engagement score for 2025 is 87.6%, reflecting a slight decrease from 88.8% in 2024 and 91.5% in 2023. Alberta Education identifies this as a "Decline," although it is important to note that our results continue to remain well above provincial engagement levels, which sit at 83.9% this year.

A key factor influencing this year's result is the change in student participation rates. Student respondents increased from 153 in 2024 to 190 in 2025, but remained below the 207 respondents in 2023. Because student responses make up a significant portion of the engagement measure, fluctuations in the number of students completing the survey can meaningfully impact the overall score.

Parent and teacher participation also shifted slightly from previous years, which may contribute to variation in the final measure.

As we now begin a new Education Plan, we are well-positioned to build on our strengths and address areas of growth. The plan's renewed focus on student voice, belonging, engagement, and community connections gives us confidence that engagement scores will continue to improve in the coming years.

Overall: 87.6% (down from 88.8% in 2024 and 91.5% in 2023)

Goal:

Increase the overall engagement score to above 90% by the next evaluation period.

Strategies:

- Implement a coordinated, school-wide engagement strategy supporting students, parents, and teachers.
- Monitor progress throughout the year using pulse checks, informal feedback sessions, and interim engagement measures.
- Share regular updates with staff and the school community to reinforce our collective commitment to engagement.
- Promote belonging, well-being, and student leadership as core components of the new Education Plan.

Citizenship: Teacher, parent, and student agreement that students model the characteristics of active citizenship.



Student Growth and Achievement

A.6 Citizenship - Measure History

School: 9919 Lycée international de Calgary

Province: Alberta

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

	Lycée international de Calgary										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	266	86.8	274	88.3	293	81.3	250	79.9	262	83.7	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	51	86.6	46	91.3	46	81.7	61	85.6	47	90.2	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	181	79.2	192	76.5	207	66.7	153	64.6	190	66.6	Intermediate	Maintained	Acceptable	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	34	94.6	36	97.2	40	95.5	36	89.4	25	94.4	High	Maintained	Good	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Comment on Results:

Overall Satisfaction: Overall satisfaction at Lycée international de Calgary increased in 2025, rising from 79.9% in 2024 to 83.7% in 2025, returning the measure to a *Very High* evaluation with a *Maintained* improvement rating. This positive shift shows that the school's efforts to rebuild community connection and engagement are beginning to take hold. Our 2025 result is also above the provincial average (79.8%), indicating strong relative performance after last year's decline.

Parent Satisfaction

Parent satisfaction continues to be a notable strength. The 2025 score of 90.2% reflects a steady upward trend from the rebound in 2024. This remains well above the provincial average (~78%) and highlights strong confidence in the school's citizenship initiatives and communication with families.

Student Satisfaction

Student satisfaction, while still an area of focus, also showed improvement in 2025, increasing from 64.6% in 2024 to 66.6% in 2025, but it remains below the provincial average (~70%). Although the

score is still evaluated as *Intermediate*, the shift upward indicates that early interventions—greater student voice, leadership opportunities, and improved belonging—are beginning to make an impact.

Teacher Satisfaction

Teacher satisfaction improved significantly in 2025, rising from 89.4% in 2024 to 94.4% in 2025, achieving a *High* evaluation with a *Maintained* improvement status. This places staff satisfaction well above the provincial average (~90.5%) and suggests that strengthened communication, support structures, and professional collaboration are contributing positively to teacher morale.

Goals:

Increase Student Satisfaction with Citizenship to at least 80% by the next evaluation period.

Strategies:

- Student Leadership & Voice: Expand student-led citizenship initiatives (clubs, campaigns, service projects).
Implement biannual student citizenship surveys to gather targeted feedback.
Increase Visibility of Citizenship Work
Highlight student-driven projects in assemblies, newsletters, and online platforms.
Create regular cross-grade opportunities for students to collaborate on citizenship themes.
Improve Sense of Belonging

Maintain Parent Satisfaction at or above 90%.

Strategies:

- Transparent Communication
 - Provide consistent updates about citizenship learning, community partnerships, and student-led successes.
 - Continue sharing parent-friendly snapshots of classroom citizenship learning.
- Meaningful Parent Engagement
 - Invite parent involvement in community service events or cultural celebrations.
 - Offer short, optional workshops or information sessions linked to school citizenship goals.

Maintain or exceed 95% Teacher Satisfaction.

Strategies:

- Strengthen Teacher Collaboration & Autonomy
 - Establish a teacher advisory group for citizenship initiatives.
 - Provide clear tools, templates, and planning supports to reduce workload.
- Professional Growth & Support

Provide structured time for teams to share strategies and co-develop successful approaches.
- Consistent Communication

Celebrate teacher contributions publicly to strengthen morale and recognition.

Required Local Component

Early Years Literacy and Numeracy Assessments

Strong literacy and numeracy skills are essential for students to effectively navigate and derive understanding in a world that is constantly evolving and becoming more intricate. These skills serve as the tools through which individuals gain access to and comprehend information. Literacy and numeracy serve as the cornerstone for thriving in today's society, encompassing prosperous living, effective learning, and successful participation in the workforce.

The COVID-19 pandemic had an influence on education, leading to the implementation of additional support for our youngest learners. Students underwent assessments at the commencement and conclusion of the academic year in both literacy and numeracy, and the forthcoming charts illustrate their progress.

We used the following literacy and numeracy tools to screen our students:

- K-PAST, RAN, LeNS, Provincial Numeracy Assessments
- Grade 1-Castles and Coltheart 3 (CC3) Test de dépistage-Immersion (CC3 overall performance, irregular words, non-words, regular words)
- Nom et son des lettres (NSle) Test de dépistage-Immersion (LeNS overall performance, name accuracy, sound accuracy)
- Test de dépistage-Numeratie
- Grade 2-Castles and Coltheart 3 (CC3) Test de dépistage-Immersion (CC3 overall performance, irregular words, non-words, regular words)
- Nom et son des lettres (NSle) Test de dépistage-Immersion (LeNS overall performance, name accuracy, sound accuracy)
- Test de dépistage-Numeratie
- Grade 3- Castles and Coltheart 3 (CC3) Test de dépistage-Immersion (CC3 overall performance, irregular words, non-words, regular words)
- Nom et son des lettres (NSle) Test de dépistage-Immersion (LeNS overall performance, name accuracy, sound accuracy)

Literacy and Numeracy Screening

	EC	Grade 1	Grade 2	Grade 3
Number of Students	51	50	45	42
Number of Students identified as being at risk at the beginning of the school year- Overall Literacy	9	2	0	0
Number of Students identified as being at risk at the beginning of the school year-Numeracy	6	8	1	0
Total Number of Students Identified as being at risk at the end of the school year-Literacy	N/A	0	0	0
Number of Students identified as being at risk at the end of the school year-Numeracy	N/A	4	1	0

Summary of Support Strategies

Educational Assistant Support

- Provide in-class support to reinforce concepts, guide practice, and offer individualized attention.
- Ensure EA support is aligned with teacher-directed goals and targeted skill development.

Structured Literacy: Phonemic Awareness & Phonics Focus

- Continue explicit instruction in phonemic awareness, phonics, and decoding for students who require foundational support.
- Use daily practice routines to strengthen sound-symbol relationships and automaticity.

Repetition & Spiral Review

- Integrate repeated exposure and practice of key concepts to support long-term retention.
- Use cumulative review in both literacy and numeracy to close gaps and reinforce mastery.

Modelling (Think-Alouds & Demonstrations)

- Model reading comprehension strategies, problem-solving steps, and numeracy processes.
- Provide clear demonstrations before releasing students to guided or independent practice.

Guided Practice

- Offer scaffolded practice with immediate feedback to solidify understanding.
- Gradually move students toward independent mastery while monitoring for misconceptions.

Consistent Communication
Celebrate teacher contributions publicly to strengthen morale and recognition.

Direct, Targeted Instruction

- Provide focused teaching in specific skill areas identified through literacy and numeracy assessments.
- Ensure instruction is aligned with structured literacy practices and the Alberta numeracy framework.

Small-Group Instruction (Literacy & Numeracy)

- Deliver targeted lessons in small groups to address gaps and reinforce essential skills.
- Use flexible grouping based on ongoing assessment data to ensure timely intervention.

Assurance Domain: Teaching & Leading

Domain: Teaching & Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Required Alberta Education Assurance Measures (AEAMs)

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

Teaching & Leading



A.4 Education Quality - Measure History

School: 9919 Lycée international de Calgary

Province: Alberta

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

	Lycée international de Calgary										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	265	94.7	274	95.9	293	93.5	250	92.5	262	91.6	Very High	Declined	Good	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	51	95.1	46	97.1	46	90.9	61	95.6	47	91.1	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	180	89.5	192	91.9	207	90.7	153	87.5	190	89.1	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	34	99.5	36	98.6	40	98.7	36	94.4	25	94.6	Intermediate	Maintained	Acceptable	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Comment on Results: Lycée international de Calgary's overall satisfaction remains very strong. Although it decreased slightly from 92.5% in 2024 to 91.6% in 2025, the school continues to perform well above the provincial average of 87.8%, which has remained relatively stable in recent years. This small decline signals the need to monitor specific areas of experience but still reflects high confidence in the quality of education.

Parent Satisfaction

Parent satisfaction remains a major strength. While the score decreased from 95.6% in 2024 to 91.1% in 2025, it continues to exceed the provincial average of 84.3% by a significant margin. This indicates that parents maintain strong trust in the school's educational quality, communication, and classroom experiences. Continued attention to communication and parent involvement will help maintain high satisfaction levels.

Student Satisfaction

Student satisfaction increased from 87.5% in 2024 to 89.1% in 2025, demonstrating that the school's initiatives to strengthen student engagement and learning relevance are having a positive impact. This is a strong indicator that students feel more supported, more engaged, and more connected to their school experience.

Teacher Satisfaction

Teacher satisfaction also increased, moving from 94.4% in 2024 to 94.6% in 2025, remaining above the provincial average of 93.9%. This improvement reflects the effectiveness of increased

collaboration, professional support, and clearer communication around expectations and resources. Maintaining strong teacher satisfaction will be essential as it directly impacts student experience

Goals: Increase Overall Satisfaction to Above 95%

Strategies

Conduct detailed stakeholder surveys (students, teachers, parents) to identify specific drivers of satisfaction and areas for improvement.

- Implement targeted initiatives based on feedback—such as enhanced student supports, expanded teacher resources, and improvements to communication or classroom experiences.
- Enhance school-wide communication to ensure families and staff clearly understand ongoing quality initiatives and improvements.

Maintain Parent Satisfaction at 95% or Higher

Strategies

- Continue consistent and transparent communication about school priorities, academic expectations, and student progress.
- Strengthen parent involvement through informational sessions, class representative meetings, and opportunities to provide feedback.
- Highlight school improvements and successes in newsletters, assemblies, and community events to reinforce confidence.

Increase Student Satisfaction to at Least 90%

Strategies

- Facilitate student focus groups to help identify what influences their perceptions of learning quality and engagement.
- Enhance instructional engagement by increasing hands-on, interactive, and relevant learning tasks that align with student interests.
- Expand extracurricular opportunities at lunch to promote belonging, connection, and overall student well-being.
- Increase visibility and recognition of student voice, leadership, and personal achievements to strengthen the sense of school community.

Maintain or Improve Teacher Satisfaction Beyond 95%

Strategies

- Provide targeted professional development aligned with identified teacher needs and emerging challenges.
- Ensure teachers have access to sufficient classroom resources, planning time, and instructional supports.
- Continue structured collaboration opportunities across departments and divisions to strengthen alignment and professional culture.
- Use teacher feedback loops (surveys, committees, check-ins) to ensure staff feel heard and included in school-wide decision-making

Required Local Component

Process for Teacher Personal Growth Plan & Teaching Quality Standards

Teachers must complete a TPGP on an annual basis that is reviewed with a member of the administration team. The TPGP reflects Alberta's TQS that is expected of all teachers in Alberta throughout their careers, and ensures Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in the programs of study. The TQS provides a framework for the preparation, professional growth, supervision, and evaluation of all teachers.

Professional Learning, Supervision, and Evaluation at Lycée international de Calgary

Throughout the 2024–2025 school year, the **Head of School**, **Director of Curriculum (English Program)**, and **School Leadership Team** actively supported teacher growth and professional learning across all divisions (Preschool to Grade 12). Professional learning at Lycée Calgary is closely aligned with the Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), Alberta curriculum expectations, and the requirements of the French Ministry of Education (MEN). The Directors of Primary and Secondary attended the AISCA New Leaders Conference. The Head of School and the Director of Curriculum attended the AISCA Fall Leadership Conference. In addition to that the Head of School completed the Canadian Association of Independent Schools (CAIS) Leadership Diploma and has actively encouraged the Director of Secondary and Director of Curriculum to pursue that as well.

Lycée international de Calgary employs **only certified teachers** in teaching roles

The school follows a structured supervision and evaluation cycle:

- **Principals evaluate teachers** following the comprehensive Alberta-aligned evaluation framework.

- The **Director of Curriculum** supervises and supports teachers through walkthroughs, coaching cycles, and curriculum-alignment reviews.
- The **Head of School** evaluates the Directors of Curriculum, Lower, Upper School, ensuring alignment with the Leadership Quality Standard.

In addition, the school uses:

- Classroom walkthroughs
- Teacher Professional Growth Plans (TPGPs)
- Mid-year and end-of-year reflections
- AEFE and Alberta curriculum audits

These measures ensure continuous growth, alignment with Alberta and French Ministry expectations, and improved instructional quality across the bilingual program. We also Revamped the Teacher Evaluation Policy at the school

Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Required Alberta Education Assurance Measures (AEAMs)

Welcoming, Caring, Respectful, and Safe Learning Environment: Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

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

Learning Supports

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

School: 9919 Lycée international de Calgary

Province: Alberta

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

	Lycée international de Calgary												Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	266	91.5	274	92.6	293	87.0	250	84.5	262	88.1	High	Maintained	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4	
Parent	51	92.3	46	95.7	46	88.8	61	90.9	47	92.2	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	
Student	181	83.6	192	83.2	207	74.8	153	71.9	190	76.2	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	
Teacher	34	98.7	36	98.8	40	97.5	36	90.7	25	96.0	High	Maintained	Good	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	

Comment on Results

Overall Satisfaction – Welcoming, Caring, Respectful & Safe Learning Environments

Overall satisfaction at Lycée international de Calgary increased from 84.5% in 2024 to 88.1% in 2025, returning this measure to a strong *High* level with a *Maintained* improvement rating. This result places the school **above** the provincial average of 84.4%, demonstrating that the school's efforts to strengthen belonging, safety, and respect are having a positive effect.

Parent Satisfaction

Parent satisfaction remains a major strength and increased again from 90.9% in 2024 to 92.2% in 2025, evaluated as *Very High* with a *Maintained* improvement status. This is significantly higher than the provincial parent satisfaction level (85.2%) and reflects strong trust in the school's learning environment, communication, and classroom climate.

Student Satisfaction

Student satisfaction increased meaningfully from 71.9% in 2024 to 76.2% in 2025, moving from *Intermediate* to the top of that category. While still below the provincial average (75.7%), 2025 marks a positive upward trend after last year's drop. This improvement suggests that recent initiatives—student voice opportunities, focus on belonging, improved supervision structures, and more targeted social-emotional supports—are starting to produce noticeable impact. Continued attention to student relationships, fairness, and safety expectations will be important to sustain momentum.

Teacher Satisfaction

Teacher satisfaction increased from 90.7% in 2024 to 96.0% in 2025, evaluated as *High* with a *Maintained* improvement rating. This score is well above provincial levels (92.3%) and reflects strong staff confidence in school culture, leadership, collegiality, and support. Maintaining this positive staff climate will be vital, as teacher perceptions directly influence student experience and overall school culture.

Goals: Raise Overall Satisfaction to Above 90%

Strategies

- Increase the visibility of school-wide initiatives related to safety, respect, and belonging through assemblies, newsletters, and classroom conversations.
- Strengthen communication pathways for reporting concerns to ensure all stakeholders feel heard, supported, and respected.
- Conduct mid-year pulse surveys to identify emerging trends and intervene earlier

Raise Student Satisfaction to 80% or Higher

Strategies

Expand student voice structures (school climate forums, Student Council focus groups, classroom circles) to better understand student experiences of fairness, safety, and respect.

- Increase supervision and presence in high-traffic areas (hallways, playground, arrival/dismissal, washrooms) to promote safety and positive behaviour.
- Implement targeted social-emotional supports, such as Phare a conflict resolution training, restorative conversations, and peer mentorship programs.
- Enhance belonging through extracurriculars, lunchtime clubs, and mixed-age community experiences.
- Continue staff training on classroom management, trauma-informed practice, and inclusive environments.

Maintain Parent Satisfaction Above 92%

Strategies

- Continue regular communication about the school's safety, respect, and well-being initiatives.

- Provide parent information sessions or newsletters explaining how the school responds to concerns, supports students, and handles conflict.
- Offer more opportunities for parent involvement in community-building activities.

Maintain Teacher Satisfaction at or Above 95%

Strategies

- Continue providing teachers with strong administrative support, clear expectations, and timely communication.
- Offer PD focused on safe and caring practices, restorative approaches, and inclusive learning environments.
- Encourage teacher leadership in shaping school culture (committees, working groups, student support initiatives).

Maintain a positive, collaborative staff environment through shared planning, recognition, and accessible well-being supports.

Access to Supports and Services



Learning Supports

H.1 Access to Supports and Services - Measure History

School: 9919 Lycée international de Calgary

Province: Alberta

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

	Lycée international de Calgary										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	266	77.7	274	81.1	293	75.3	250	79.4	262	80.1	Intermediate	Maintained	Acceptable	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	51	77.9	46	74.8	46	70.3	61	81.6	47	82.3	High	Maintained	Good	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	181	70.7	192	75.5	207	70.0	153	75.4	190	75.2	Low	Maintained	Issue	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	34	84.4	36	93.1	40	85.6	36	81.1	25	82.9	Low	Maintained	Issue	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Comment on Results:

Overall Satisfaction

In 2024–25, Lycée international de Calgary continued to demonstrate steady improvement in the Learning Supports measure, rising to 80.1% overall. Parent and teacher satisfaction both increased. Student satisfaction remains the key growth area. The school has significantly strengthened its capacity through the addition of an Inclusive Education Coordinator, a School

Counsellor, and an additional Education Assistant. These roles will streamline referral processes, increase access to specialized supports, and enhance the school's ability to respond to student needs in a timely and coordinated manner.

Goals:

Maintain Parent Confidence Above 80%

Strategies

- Provide clear communication around support services and new staff roles.
- Termly update outlining available supports, assessment timelines, and referral process.
- Increase visibility of the Counsellor and Inclusive Ed Coordinator at parent events

Improve Teacher Satisfaction and Reduce “Low” Category Rating Maintain above 83% AND shift into “Acceptable” or higher.

Strategies

- Inclusive Education Coordinator creates a streamlined referral pathway (1 form, clear steps).
- Monthly “Support Snapshot” communication to staff.
- Regular case conferences with teachers for high-needs students.
- Early identification strategies
- Differentiation
- Effective classroom accommodations

Increase Student Satisfaction With Access to Supports

Goal: 80% or higher in 2025–26.

Strategies

- *Expand student access through drop-in times, office hours, and small-group sessions.*
- *Introduce wellness and academic support workshops, co-delivered by the Counsellor and Inclusive Education Coordinator.*
- *Provide a Student Support Map (“Who Do I Talk To?”) in homeroom*

Required Local Component – Student Growth & Achievement

Ensuring students have access to a continuum of supports and services that reflect Alberta's principles of inclusive education

Inclusive Education

Lycée international de Calgary remains deeply committed to Alberta Education's principles of inclusive education. We continue to create learning environments that:

- Anticipate, value, and support diversity and learner differences
- Hold high expectations for all students
- Recognize individual learner strengths and needs
- Remove barriers within classrooms and school systems
- Build capacity across the entire school team
- Foster collaboration among staff, families, and community partners

Our school provides a comprehensive continuum of supports to ensure that every student has access to the assistance they need to succeed. These supports include:

- Individualized learning supports based on student profiles, strengths, and areas of growth
- Targeted academic and behavioural interventions for students requiring additional support
- Professional development for faculty focused on learning differences, differentiation, and evidence-based strategies
- A full-time School Counsellor, whose presence has been tremendously helpful in strengthening student wellness, academic support, crisis response, and parent communication
- A new Inclusive Education Coordinator, who will streamline student support processes, improve referral pathways, strengthen documentation, and ensure more coordinated

follow-through across departments

- An additional Education Assistant, allowing for more focused in-class supports, reduced caseloads, and targeted small-group intervention
- Small class sizes that promote relationship-based learning
- Ongoing collaboration with external agencies, including services related to academic support, counselling, psychoeducational assessments, therapy, and mental health
- Continued partnership with Providence Child Development Society to provide student workshops and staff learning related to mental health and wellness
- Staff participation in AISCA and consortium workshops to ensure alignment with current best practices

These expanded supports strengthen our ability to respond quickly and effectively to student needs. The addition of the Counsellor has already made a meaningful difference in the lives of students, and we anticipate that our Inclusive Education Coordinator and expanded EA support will further enhance the clarity, accessibility, and responsiveness of our student support services.

First Nations, Métis, and Inuit Education

Commitment to Truth, Reconciliation, and the 7 Grandfather Teachings

Although Lycée Calgary does not currently have self-identified First Nations, Métis, or Inuit students, we recognize that reconciliation is the responsibility of every school and every learner. As a proudly designated Downie Wenjack Reconciliation School, we actively commit to:

- Embedding the 7 Grandfather Teachings—Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth—into our school values and daily practices
- Continuing to deepen our collective understanding of the history and legacy of residential schools

- Ensuring all students, teachers, and leaders learn about First Nations, Métis, and Inuit perspectives, experiences, treaties, and agreements
- Fostering a school culture grounded in empathy, respect, relationship-building, and responsibility
- Creating meaningful school-wide initiatives that honour Truth and Reconciliation

This work aligns directly with **Education Plan Priority #2**, ensuring that faculty and leaders apply foundational knowledge of FNMI history, culture, and perspectives within teaching and learning. It also supports our **Strategic Plan** commitments to:

- Cultivating rich co-curricular programming
- Developing well-rounded, curious global citizens
- Strengthening our relationships within the Calgary community
- Modeling multiculturalism, plurilingualism, reconciliation, and lifelong learning

Expected Outcomes

Students will:

- Engage with all FNMI content described in the Alberta curriculum
- Participate in meaningful land acknowledgements during school events
- Continue to honour October as FNMI Month, with expanded classroom activities, lessons, and cross-curricular links
- Develop a deeper understanding of Truth and Reconciliation through stories, inquiry, and reflection

Teachers will:

- Teach FNMI content as outlined in the Alberta Program of Studies
- Create meaningful class activities and lessons anchored in FNMI perspectives
- Develop and lead school-wide assemblies and initiatives that promote Truth and Reconciliation
- Participate in professional learning opportunities that build foundational knowledge

Leadership will:

- Support and guide faculty in embedding FNMI content and the 7 Grandfather Teachings
- Anchor Truth and Reconciliation efforts in thoughtful partnerships and school-wide action
- Model ongoing learning and develop personalized land acknowledgements that demonstrate authentic understanding and relationship

Assurance Domain

Governance

Parental Involvement: percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



Governance

C.1 Parental Involvement - Measure History

School: 9919 Lycée international de Calgary

Province: Alberta

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

	Lycée international de Calgary												Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%
Overall	85	83.5	82	85.3	86	81.0	97	77.9	72	84.3	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,835	79.1	64,949	79.5	67,669	80.0		
Parent	51	74.7	46	71.8	46	71.3	61	76.1	47	80.0	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6		
Teacher	34	92.3	36	98.9	40	90.8	36	79.8	25	88.5	Intermediate	Maintained	Acceptable	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3		

Comments on results:

The overall parental involvement satisfaction increased to **84.3%**, a substantial rise from 77.9% in 2024. This improvement places the school **well above the provincial average of 80.0%** and earned a rating of **Very High**, with an **Excellent** evaluation and **Maintained** improvement. This upward trend suggests that recent efforts—such as increased communication, improved access to staff, clearer feedback loops, and expanded family engagement opportunities—are positively impacting parent perceptions.

Parent Results

Parent satisfaction rose from 76.1% in 2024 to **80.0%** in 2025, maintaining a **Very High** rating with an **Excellent** overall evaluation. This score remains significantly above the provincial average of 75.6%. These results reflect consistent, effective practices including parent-focused events, town halls, open houses, and improved clarity in reporting student learning. Parents report feeling more informed and more connected to school initiatives and decision-making.

Teacher Results

Teacher satisfaction increased significantly from 79.8% in 2024 to **88.5%** in 2025. While categorized as **Intermediate** with an **Acceptable** evaluation, this score is above the provincial teacher result (84.3%). The improvement reflects enhanced structures for parent communication, better expectations for teacher-parent interactions, and stronger supports through expanded staffing (e.g., Inclusive Education Coordinator). Continued meaningful collaboration between teachers and families will further strengthen this indicator.

Overall, the 2025 results show strong confidence in parental involvement at Lycée international de Calgary and reflect meaningful progress toward building a cohesive, communicative, and engaged school community.

Goals:

Maintain Overall Satisfaction Above 84% and Aim for 86%

- Continue effective communication practices, including regular newsletters, reminders, surveys, and parent information evenings.
- Increase visibility of leadership and teaching teams through engagement at events and community gatherings.

Maintain Parent Satisfaction at or Above 80%

- Expand opportunities for parent involvement in school life (volunteering, committees, student presentations, and classroom partnerships).

- Ensure consistent school–home communication across divisions by clarifying expectations for teacher–parent updates.
- Introduce brief “pulse surveys” to gather timely feedback on parent perceptions.

Enhance Parent–Teacher–Student Communication

- Promote consistent use of digital platforms (pronote, googleclassroom, SeeSaw, email) for streamlined communication.
- Provide clear, timely updates around curriculum, assessment timelines, and division-wide initiatives.
- Ensure support teams (Inclusive Education Coordinator, academic leadership) play an active role in bridging communication between families and classroom teachers

Continue Embedding Feedback Into Decision-Making

- Implement regular short-form surveys tied to specific initiatives or events.
- Share back results (“You said... We did...”) to demonstrate responsiveness.
- Expand opportunities for parents to participate in advisory sessions or school improvement conversations.

Budget Summary

Summary of Financial Results

The School finished the 2024-2025 year in a stable financial position and net revenue over expenses of \$530,831.

The Board Reserve Funds were allocated to the facility expansion project over last year, resulting in a balance of \$0 in the reserve. The remainder of the expansion costs has been funded through a mortgage. The expansion was for most part completed in the 2024-2025 school year.

Revenue Distribution	
Tuition	7,115,607
Alberta Education Funding	2,528,666
AEFE Funding	123,534
Other	2,190,439
Total Revenue	\$11,958,246
Expense Distribution	
Instruction	6,020,334
Administration	1,872,182
Facilities	1,462,496
Interest	443,189
Other	1,629,214
Total Expenses	\$11,427,415
Excess Revenue less Expenses	\$530,831

Audited Financial Statements

Active Society Members may review the Lycée Louis Pasteur Society's Audited Financial Statements by emailing the Board Treasurer to schedule a supervised, on-site appointment within five business days. Non-members may request access through the Board Treasurer, but the Society reserves the right to refuse such requests unless the requester is a major funder.

Budget Summary

Recognizing the changes in the financial climate and the importance of supporting our families in times of economic uncertainty, we have set the 2024-2025 tuition fees at a level that allows us to continue to provide an excellent education to our students while ensuring the financial stability of the school.

The budget for 2024-2025 is based on stable enrollment numbers and shows a budgeted excess of revenue over expenses of \$101,383. The budget was set in conjunction with the 2024-2025 Educational Plan, and as such, sufficient resources have been allocated to carry out the mandate of the plan.

The highlights of the 2024-2025 budget are as follows:

- 4.5% weighted average tuition increase
- Alberta Education funding for \$2,605,513
- No increase in the salary grids
- Step increases for teachers, assistants and support staff not at the top of the grid
- 2% increase for teachers, assistants and support staff at top of the grid

Results from Measures Identified in Lycée 's Education Plan

Priority #1

Promote best practices in bilingual education to achieve academic excellence across the curriculum

Students at Lycée international de Calgary are immersed in a vibrant school community guided by a mission that promises a challenging, stimulating, and fully bilingual education within a rich multidisciplinary environment. Our students learn alongside peers who represent diverse linguistic and cultural backgrounds, reinforcing our commitment to bilingualism, multiculturalism, and global citizenship. Through a combination of strong academic programming, experiential learning, and cultural enrichment, students are equipped with the skills, perspectives, and adaptability needed to thrive in today's rapidly evolving world.

The opening of our new Maternelle building in January 2025 further strengthens our early learning program, offering enhanced bilingual environments that support foundational development in French, English, and global competencies.

Priority #2

Embed the 7 Grandfather Teachings into our school culture to honor Indigenous knowledge, build respectful relationships, and support the development of a compassionate and responsible community.

Our work this year continues to align with our commitment to embedding the 7 Grandfather Teachings—Wisdom, Truth, Love, Respect, Bravery, Honesty, and Humility—into our school culture. These teachings provide the foundation for building respectful relationships, honouring Indigenous knowledge, and fostering a compassionate, responsible school community. This approach also reflects our broader goal of recognizing the diverse global experiences within our student and staff community while deepening our shared responsibility toward Truth and Reconciliation. Together, these efforts strengthen our collective commitment to reconciliation and ensure that FNMI learning remains an ongoing, lived part of our school's values and daily practice.

Priority #3

Enhance citizenship, leadership, and student support by prioritizing the promotion of diversity and fostering a sense of belonging within our community. This foundational support aims to bolster overall student well-being, including both physical and mental health.

Enhancing citizenship, leadership, and student support remains a central priority at Lycée international de Calgary. Our ongoing efforts aim to strengthen diversity, equity, inclusion, and belonging across the school community, recognizing that a strong sense of belonging is foundational to student well-being—both physical and mental.

In alignment with our Education Plan and following consultation with students, parents, and academic administration, the school hired an Inclusive Education Coordinator for the 2024–2025 school year. This role has significantly strengthened our capacity to support diverse learners, streamline support processes, and foster more coordinated communication between families, teachers, and administration.

Student leadership also saw meaningful growth this year. While there was no CAIS Middle School Leadership Conference, the Community Engagement Club emerged as a vibrant and highly active student leadership group. Members organized and led multiple school-wide initiatives, including running assemblies, coordinating two fundraising campaigns, and leading a successful Calgary Food Bank drive. These activities not only supported the wider community but also helped build student confidence, collaboration skills, and civic responsibility.

Our commitment to diversity, equity, and inclusion continues to guide our work as a school community. Although we did not host Dr. Derrick Gay this year, the foundational learning from his previous workshops remains integrated into our practices. Faculty and students continue to apply these principles through classroom discussions, community initiatives, and school-wide actions that reinforce respect, understanding, and belonging. DEI and student well-being remain embedded in our strategic priorities and continue to shape our programming, partnerships, and school culture.

Stakeholder Engagement

Lycée Calgary stakeholders were engaged throughout the year in a variety of ways: Students are surveyed locally to monitor student engagement in school life, families can fill out a survey with information that helps administration with class placements for the following year; students and their families can complete surveys for their preferred BAC stream. Informal meetings take place with students and parents to discuss school life and project development. While not required, we also have a school council that is composed of members from each group (teachers, admin, parents, and students) that meets three times a year to discuss pedagogy and general items related to the school and its well-being. During the 2024-2025 school year, many open houses took place to introduce our school and neighbourhood community to our facilities plan, along with focus groups to provide feedback. The feedback was recorded and discussed at a committee and Board level. Community outreach was started by our elementary team to introduce members of the neighbourhood to our school.

Lycée international de Calgary engaged with stakeholders to develop priorities and share progress and results. The processes, strategies and local measures/data are described below.

Stakeholder	How engaged?	Dates	Shared results
Entire Community	Website	Ongoing	Education Plan and Results Report posted.
Entire Community	Pasteur Hebdo Newsletter	Bi-weekly through the school year	Updates from the school about the day-to-day activities and initiatives taken by the school
Entire Community	Head of School Headlines Newsletter	Monthly	
Entire Community	In person Meetings and Focus Groups with stakeholders	September - April 2025	Presentations to the community for each stakeholder group
Parents, Staff and Students	School Council	3x a year	AERR & Education Plan discussed; feedback sessions.
Parents	Meet the Teacher events.	September	Introduction to Lycee Calgary and faculty.
Parents	School Climate Surveys	Spring 2025	Results incorporated into the Education Plan.
Entire Community	Fall Fest	October 2024	
Students	Opening Assemblies	August / September	Invitation to ongoing feedback for the Education Plan.
Select Staff,	Strategic Plan	November -	Release of brand new strategic plan to entire

Students, and Parents	Steering Committee	May 2025	community at an event
Students	School Climate Surveys	Spring 2024	Results incorporated into the Education Plan.
Parents	AGM	June 2025	Results shared via Pasteur Hebdo

While specialized Education Plan Measures Surveys were established for students, staff, and parents during the 2024-2025 academic year, the findings were disseminated to the faculty and staff. Additionally, feedback sessions were organized to provide stakeholders with a platform to express inquiries, apprehensions, and suggestions for enhancing the school.

Accountability/Assurance System

Lycée Calgary shares the features of our accountability/assurance system with others. Assurance is provided to our communities that we are meeting our responsibilities in various ways. Lycée Calgary sends out a weekly Head of School newsletter on highlights at Lycée Calgary, what has happened and what is upcoming at our school. Special communications and surveys are utilized when necessary. Lycée Calgary supports ongoing improvement and evidence-informed decision-making through its robust PD program, the funding of professional learnings for staff, and extensive PD day initiatives throughout the year. Utilization of professional growth plans and an evaluation program for all employees, and special programs to specifically develop student and staff leadership. Lycée Calgary maintains a process to develop content and format of our education plans and AERRS, now AEAMS, guided by the funding manual and AISCA. While not required, Lycée Calgary meets the obligations listed under the regulations to facilitate opportunities for parents/families to pose pedagogical related questions to members of the School Council.

Lycée Calgary supports continuous improvement through evidence informed decision-making. We take time to examine and review our PAT, Diploma, Brevet, and French Baccalaureate results to gain insight, draw conclusions, identifying and determining opportunities for improvement. This helps us provide targeted faculty professional development programs, student support and ensure we continue to adhere to delivering the best practices in bilingual education, furthering our students' competencies across the curricula.

We look forward to introducing more local measures to our stakeholders to receive valuable, accurate and timely feedback.

Assurance Domain: Local & Societal Context

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2024-2025 school year. Our whistleblower policy is distributed to all staff yearly

and published on our internal network. It is also an appendix in our Employee Handbook, which all staff are required to read and acknowledge.

The Whistleblower Policy can be accessed through the AERR, which can be found on the school website, www.lycee.ca/policies. A paper copy of the Whistleblower Act can be requested from the Executive Assistant by contacting ea@lycee.ca.

Communication

School authorities must notify the appropriate Field Services Branch Director by email of the posting of their AERR by November 30, 2025 and include the Funding Manual 2023/24 148 permalink in the email notice. A permalink is a web link or URL to a web page that does not change from year to year and where the education plan is posted.

This report will be published on our website and can be found at the following permalink: www.lycee.ca/policies