STEM INNOVATION ACADEMY

Annual Education Results Report

2024–2025

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Message from the Board Chair

On behalf of the Board of Directors of STEM Innovation Academy (STEM IA), I am pleased to present the 2024–2025 Annual Education Results Report. This year's achievements build directly on the priorities set forth in our 2023–2024 Education Plan and reflect the unwavering commitment of our students, families, staff, board members, and valued partners in post-secondary, industry, and government. Together, our collaborative community continues to advance our mission to prepare future technology creators, innovators, and leaders for Alberta and beyond.

This past year marked a major milestone for STEM IA as we celebrated the graduation of our first Grade 12 class with 140 students crossing the stage in June. In 2024–2025, despite challenges with access to additional locations, our community expanded to serve 1,155 students across two campuses. Supported by ongoing curriculum development, professional learning for more than 90 staff, and collaboration with leading institutions such as MIT and the University of Calgary, STEM IA continues to excel across all provincial assurance measures and demonstrates outstanding performance in local indicators. Our students' Diploma and PAT results consistently surpass provincial averages, placing STEM IA among Alberta's top public schools. Our evolving Mental Health Pilot Program is helping students build resilience with daily *SPARK* time and a continuum of supports that foster a safe, caring, and inclusive school culture.

These accomplishments, and the collective efforts of the past four years, have built a strong foundation for continued growth and excellence. As demand for STEM IA continues to grow, we are thoughtfully managing the challenges that accompany expansion—balancing enrolment pressure, program interest, staff capacity, and access to suitable real estate. Through thoughtful governance and strategic planning, the Board remains focused on sustaining excellence and ensuring that growth aligns with our mission and values. Looking ahead, we remain dedicated to fiscal stewardship and the pursuit of STEM IA's vision: to be Alberta's premier STEM learning community, inspiring the next generation of knowledgeable creators, innovators, and responsible leaders.

- Dee-Ann Evans, Board Chair

Accountability Statement

The Annual Education Results Report for STEM Innovation Academy for the 2024/2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. 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 November 19, 2025.

Dee-Ann Evans, Board Chair (original signed)

STEM Innovation Academy School Demographics

Address

Junior High: 1204-96 Ave SW Calgary AB, T2V 0Y1
High School: 3636 Research Road NW. Calgary, AB T2L 1Y1

Phone

Junior High 403-259-4211
High School 587-943-2499

Website www.steminnovationacademy.com

Administration

Principals:	Mrs. Kerry Blum (High School)	Mrs. Michelle Riddick (Junior High)
Assistant Principals:	Mr. Jeff Crane (High School)	Mr. Bob Ackerman (Junior High)
	Mr. Keith Christensen (High School)	

Authority Profile

STEM Innovation Academy is a public charter school founded in 2020 by Lisa Davis and Sarah Bieber. STEM IA embodies a vision for education our province needs more than ever – one that inspires students to be technology creators and innovators, not just technology users. Our unique and innovative program is designed to meet the needs of our students in preparing for a future-ready economy. We believe every student can be successful in STEM and should have the opportunity to learn about cutting edge science and technology topics.

We opened our doors on August 30, 2021, to 409 Grade 7-9 students. Students attend our SW Calgary Junior High location from all geographic areas in and around the city of Calgary. In September 2022, we expanded our program to high school (beginning with grade 10) in a second temporary location in NW Calgary. In Fall 2023, our high school moved to its permanent location in the Calgary Charter Hub, supporting 365 Grade 10 and 11 students. Fall 2024 represented the first year that STEM IA did not open a new campus. We continued to expand our high school program to include grade 12 students and in June 2025 we were thrilled to celebrate the first graduating class of STEM IA with 138 students and their families. It is significant to note that in four short years of operation, our student population has grown by over 181%.

2024-2025 Student Enrolment:	Grade 7-12: 1155 students
Staffing	Teaching Staff/Administration: 74 Support Staff: 11 Business Office Staff: 5 Senior Leadership Team: 2

Charter Review and Evaluation

Our charter was approved in 2020 for a five-year term. In the fall of 2023, we entered our Charter Review and Evaluation. The process addresses the twelve charter renewal criteria as specified by Alberta Education. After compiling all the information, the final report was shared by the review team with the STEM Board of Directors in June 2024. The board formally accepted the report as information in October 2024. It is important to note there are no required changes in the report. The formative process of this Review and Evaluation will further support our commitment to continuous improvement of our program. Throughout 2024, we have addressed the recommendations provided in the report and look ahead to December 2025 when we submit a request to the Minister of Education for a fifteen-year renewal to our STEM Innovation Academy charter. The full Charter School Evaluation Report can be viewed on our website.

First Graduating Class of STEM Innovation Academy – June 2025

2024-2025 Highlights

- Continued exponential growth with two campuses in August 2024 serving a total 1155 students (450 Gr. 7-12, 705 Gr. 10-12).
- First graduating class of 138 STEM IA students in June 2025. Hosted multiple Canadian post-secondary schools presenting information sessions for our graduating students.
- Continued focused professional development through Marzano's High Reliability Schools Framework including a focus on excellence of teaching and learning in every classroom implementing STEM IA's own Model of Instruction along with practices learned at the ResearchEd Science of Learning Conference, including retrieval practice, vocabulary instruction, and cognitive science strategies.
- Hired new administration and completed plans to open a second Junior High campus in NW Calgary in fall 2025. 310 students registered to attend with hundreds more on the waitlist.
- Signed Memorandum of Understandings with Massachusetts Institute for Technology (MIT) and UCalgary for new course development, mentorship, and post-secondary partnerships.
- Continued course development for junior high and high school option courses, including the addition of over six new options courses such as Artificial Intelligence, Space Science, and Mechatronics Engineering 35.
- Continued superior results of grade 9 PAT exams along with diploma exams written in January and June with outstanding results far exceeding provincial average in all subject areas.
- Hosted five open houses at our junior high and high school. Over 2500 interested students and their families attended these events. This illustrates the overwhelming interest and demand for our program.
- Students benefited from expert guest and Future Ready speakers along with mentorships strengthening connections between classroom learning and real-world applications in industry and post-secondary.
- Daily SPARK time focusing on community, leadership, executive functioning, and social-emotional learning, fostering belonging and readiness to learn across the school.

- Sparkans Robotics – over 250 high school students participated in Robotics teams this year including an all-girls FRC team, participation in provincials and the VEX world competition. Our students received many awards such as the all-star rookie award, design award, innovation award, and sustainability award. In addition, we hosted two major tournaments at the Charter Hub.

- Over fifteen Sparks & Sparkans athletic teams participated in the Calgary Independent Schools Athletic Association at the Jr. High and High School level winning banners in many sports and divisions.

- STEM IA Junior High and High School were well represented at many other competitions across Canada including the Calgary Youth Science Fair, Hack the House, Speech and Debate, Ivey Business Case Competition, Waterloo and other math contests, chess tournaments, Essay Writing, and Poetry in Voice.

- Several successful field trips to post-secondary and industry partners providing students with unique and real-world opportunities.

- Increased opportunities for women in STEM with participation in Girls Excel in Math (GEM), International Girls in ICT Day, all girls' robotics teams, and Technovation Girls club.

- Various provincial, national, and international student trips including Sparkans Robotics competing in Hawaii and the Robotics, Engineering, and the Future of Cities trip to Japan.

- STEM IA students earned top recognitions and scholarships, including a UBC Schulich Leader Scholarship, First Robotics Dean's List, VEX provincial finalists advancing to Worlds, Calgary Youth Science Fair winners, Skills Alberta champions, Samsung Solve for Tomorrow national finalists, Calgary Poetry first place, and a provincial cross-country finalist.

Comments From Parents and Students

“My humanities teacher helped me realize that I am a good writer but also allowed me to see how I could become even better. My math teacher taught me that you must be hard working and dedicated to do good on tests and assignments. My options teacher taught me that it's never too late to have fun in school. My science teacher taught me you should never be afraid of what you're not good at, but instead you should try to become better at it.”

“Our child's grades improved greatly when starting to attend STEM. Their overall enjoyment of attending school also improved and I recommend STEM whenever discussing schools with any of our friends.”

“All of the teachers at STEM IA are very knowledgeable and passionate about teaching. I have never had a “bad” teacher, and I look forward to school every day.

“I have seen my daughter positively transform into a more accountable and responsible individual because of attending STEM IA.“

“While there is certainly room for growth, what I tell people about STEM IA is that the most important elements of making school great for kids are prioritized-strong connections with their teachers, engaging classes and homeroom advisors.”

“I greatly appreciate the opportunities I was given to pursue an independent Capstone project and experiment with tech like the muse headband and feel that this should be encouraged for future. I’m grateful for this school and how it has set me up for my next steps at UBC.”

“The caring and kind attitude of the teachers help me learn better. They create a positive environment that ensures my safety.”

“School staff are so helpful and organized. and the teacher's teaching quality is above and beyond. I can't be more appreciative that my daughter spent three years at STEM.”

“The freedom that option classes provide allows me to learn and develop skills much more than if there was strict coursework to do, and FIRST robotics are an amazing way to enhance learning, and I think they should be given more.”

2024-2025 Challenges

Lack of accessible real estate and government funding for expansion

We are a public charter school in Calgary that has rapidly become a top choice for families seeking an innovative STEM-focused education. Each year, demand far exceeds capacity—over 5000 students have been turned away due to limited space. This clearly reflects both the success of our program and the urgent need for additional facilities. Expanding to new sites will enable us to serve more students, ensure continuity from junior high to high school, and sustain the high-quality, future-ready education that defines our school.

Certificated Teaching Staff Expertise in Specialized Option Areas

With our highly specialized option programming, it is a challenge to hire certificated teaching staff with the required knowledge and skillset to effectively teach our option courses. With ever-evolving software, technology, and scientific advancements, our program will continually adapt to the changing tech industry. We are fortunate to currently have seven engineers, now teachers, working at our high school. As we continue to grow and adapt our option programming to advancements in Alberta industry, it will be difficult to staff these specialized teaching positions given the existing teacher education programs and Alberta Education Teacher Certification requirements.

Lack of Onsite Gymnasium for High School

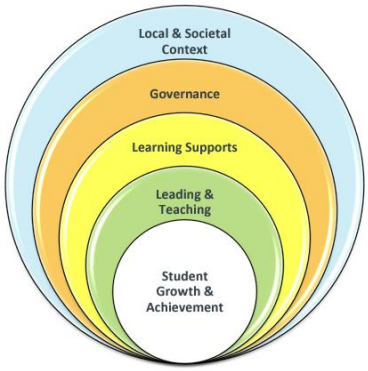
With no gymnasium on-site at the Calgary Charter Hub, delivering effective physical education and athletic programs has been challenging. Physical Education 10 is a mandatory course for all Alberta high school students, yet meeting these curricular standards has proven difficult without access to nearby gym or field facilities. Our mission to develop well-rounded, future-ready leaders through diverse extracurricular activities has faced obstacles, especially in forming athletic teams and hosting home games.

Junior High Modernization

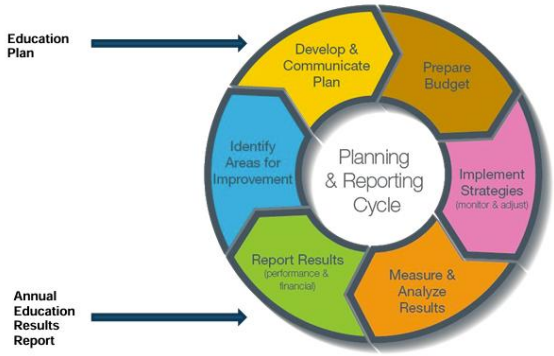
We require modernization of our aging elementary facility to better support our program and adolescent learners. Key needs include a proper science lab—our current space is elementary-level and lacks adequate resources—as well as basic upgrades such as a dishwasher, fridge, and additional cabinetry. Our gym is also undersized, preventing us from safely hosting home basketball games under CISAAA regulations. Hosting games off-site limits our ability to build school spirit, underscoring the need for facility improvements.

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government provides certainty that our education system is working. The Assurance Framework, developed collaboratively with education partners, outlines guiding principles, domains and processes for enhancing public trust and confidence that the education system is meeting the needs of students and that students are successful. Each spring school authorities and their schools create education plans that guide us throughout the year as we identify priorities, teach students, keep current with educational research, manage resources effectively and ensure our schools are excellent places to learn and grow. The education plan and AERR are closely connected and inform one another. The education plan describes the outcomes, measures and strategies that address the priorities arising from the results analysis in the AERR, while the AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains.



Assurance Domains



Planning and Reporting Cycle

As articulated in the Funding Manual,

"Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains of Student Growth and Achievement; Teaching and Leading, Learning Supports; Governance; and Local and Societal Contexts" (p. 30).

"Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance" (p. 203).

Alberta Education Assurance Measures – Overall Summary

Alberta Government

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 0370 STEM Innovation Academy Society

Assurance Domain	Measure	STEM Innovation Academy Societ			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**90.4**	89.1	90.1	**83.9**	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	**88.3**	86.3	84.8	**79.8**	79.4	80.4	Very High	Improved Significantly	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**81.4**	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**87.1**	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**98.6**	97.8	95.1	**62.5**	62.5	62.6	Very High	Improved	Excellent
	PAT9: Excellence	**63.8**	59.6	50.8	**15.6**	15.4	15.5	Very High	Improved Significantly	Excellent
	Diploma: Acceptable	**97.0**	99.0	99.0	**82.0**	81.5	80.9	Very High	Declined	Good
	Diploma: Excellence	**53.0**	68.3	68.3	**23.0**	22.6	21.9	Very High	Declined Significantly	Acceptable
Teaching & Leading	Education Quality	**95.1**	93.2	93.4	**87.7**	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**91.1**	90.1	89.2	**84.4**	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	**88.2**	85.0	83.1	**80.1**	79.9	80.7	Very High	Improved Significantly	Excellent
Governance	Parental Involvement	**87.7**	85.0	86.5	**80.0**	79.5	79.1	Very High	Maintained	Excellent

Comments:

- In our fourth year of operation, we continue to demonstrate significant results reflective of both our junior high and high school programs.
- In the ten measures reported above, STEM IA exceeds the provincial average by greater than 6.5 percentage points on all measures.
- Our 2024–25 results represent the first year in which all diploma exams were written. As we continue to welcome many new staff and students, our focus will remain on sustaining and advancing these levels of excellence.
- STEM IA has maintained or improved in all areas measured except for Diploma exam results.
- The decline in the percentage of students achieving at the *acceptable* and *excellence* standards on Diploma Exams is explained by the significant increase in the number and range of exams written in 2025 compared to 2024. In 2024, our first year of writing Diploma Exams, only two Exams (Biology and Chemistry) were written by 125 students. In 2025, students completed the full complement of Diploma Exams across all subjects, totaling 400 exams written by Grade 11 and 12 students. We expect the 2025 results to serve as our baseline for future comparisons.

- With each additional year of provincial measures, we will be able to analyze our results and identify trends over time through multi-year reports.

Student Growth & Achievement Results

Outcome: *Students will reach their highest academic potential demonstrating strengths in literacy, numeracy, and digital literacy.*

Charter Goal: *Students will have core STEM knowledge and skills needed to become global innovators and problem solvers.*

Provincial Measures:

***2025 PAT Results Summary**

	# Students Writing	% Acceptable		% Excellence		% Below		STEM IA Test Average	Province Test Average	Difference (STEM IA & Province)
		STEM	Prov	STEM	Prov	STEM	Prov			
ELA	140	100	82	40	12	0	18	78%	63%	+15%
Writing		100	85.3	38.6	15	0	14	76%	64%	+12%
Reading		100	77.3	55	17.4	0	23	80%	62%	+18%
Math	140	100	59	76	16	0	41	87%	53%	+33%
Part A		99	46	72	19	1	54	89%	48%	+41%
Part B		100	67	78	18	0	33	86%	55%	+32%
Science	141	100	80	80	24	0	21	88%	65%	+24%
Knowledge		100	79	79	26	0	21	86%	63%	+24%
Skills		100	81	79	27	0	20	90%	66%	+24%
Social Studies	141	98	71	62	21	2	29	84%	64%	+20%
Knowledge								86%	69%	+17%
Skills								82%	61%	+21%

* First Nation, Metis, Inuit (FNMI) results and English as Additional Language (EAL) results are not available as fewer than 6 students wrote the PAT exams. See Appendix A.

*2025 Diploma Exam Results Summary

	# Students Writing	% Acceptable		% Excellence		% Below		School-Awarded Avg.		Diploma Exam Average		Diploma Exam Avg. Comparison (STEM IA to Province)
		STEM	Prov	STEM	Prov	STEM	Prov	STEM	Prov	STEM	Prov	
Biology 30												
	121	99	83	68	35	1	17	81%	78%	82%	69%	+13%
Chemistry 30												
	198	98	85	71	40	2	15	83%	79%	84%	71%	+13%
English 30-1												
	123	99	86	19	11	1	14	78%	76%	71%	64%	+7%
Math 30-1												
	119	96	77	57	37	4	23	82%	78%	80%	68%	+12%
Math 30-2												
	21	100	79	48	19	0	21	66%	72%	75%	63%	+12%
Physics 30												
	75	98	86	60	44	2	14	85%	81%	81%	72%	+9%
Social 30-1												
	112	93	85	24	17	7	15	81%	78%	71%	66%	+5%
Social 30-2												
	6	100	78	0	12	0	22	66%	70%	67%	62%	+5%

* First Nation, Metis, Inuit (FNMI) results and English as Additional Language (EAL) results are not available as fewer than 6 students wrote Diploma exams. See Appendix A.

Comments:

- **Junior High Achievement:**
  - STEM IA achieved exceptional results on Provincial Achievement Tests (PATs), ranking among the top public schools in Alberta. Excellence levels showed significant growth from 2023–24 to 2024–25, far exceeding provincial averages. This success reflects the dedication of both students and teachers and the effectiveness of our targeted instructional strategies.
  - In October 2024, junior high staff engaged in a full-day data review of PAT and school-based results to identify areas for growth and refine teaching practices. Mid-year check-ins ensured accountability and steady progress, with measurable gains across key learning strands.

- **High School Achievement:**
    - Diploma Exam results placed STEM IA within the top public schools in Alberta across all subject areas. Results consistently surpassed provincial averages, with close alignment between school-awarded marks and diploma exam scores—evidence of rigorous, outcome-based assessment practices and strong instructional alignment.

- **Continuous Improvement:** Teachers across campuses routinely analyze assessment data to identify patterns, inform instruction, and share best practices. These collective efforts have strengthened instructional coherence and contributed directly to our province-leading results.

Provincial Measure – AEA Measure Results, Spring 2025	**Results (in percentages)**		
	STEM IA 2025	**AB 2025**	**STEM IA 2024**
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	90.4	83.9	89.1
Percentage of parents who agree that students are engaged in their learning.	97.2	87.6	95.2
Percentage of students who agree that students are engaged in their learning.	77.1	69.3	76.7
Percentage of teachers who agree that students are engaged in their learning.	96.9	95.0	95.3
Percentage of parents who agree:			
The literacy skills your child is learning at school are useful	95.0	n/a	95.0
The numeracy skills your child is learning at school are useful	99.0	n/a	95.0
Your child is learning what they need to know	97.0	n/a	95.0
Percentage of parents who agree that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	93.1	74.5	87.6
Percentage of teachers who agree that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	94.8	87.1	90.6
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.3	79.4	86.3
Percentage of parents who are satisfied that students model the characteristics of active citizenship	86.2	78.7	87.1
Percentage of students who are satisfied that students model the characteristics of active citizenship	82.0	69.6	76.9
Percentage of teachers who are satisfied that students model the characteristics of active citizenship	96.6	89.8	94.8

Provincial Measure – AEA Measure Results, Spring 2025	**Results (in percentages)**		
	STEM IA 2025	**AB 2025**	**STEM IA 2024**
Parent satisfaction with the opportunities your child has to learn about technology.	99.0	n/a	99.0
Parent satisfaction with the variety of subjects available to your child at school.	92.0	n/a	92.0
Student satisfaction with the opportunities to learn about technology at school.	98.0	n/a	98.0
Student satisfaction with the variety of courses available at school.	85.5	n/a	80.0

Local Measures:

1. **Core Courses (Math, Science, English Language Arts, Social Studies, Phys. Ed & Health)**

    - **Data-Informed Instruction:** Junior high students completed baseline math (MIPI, diagnostic benchmarks) and literacy assessments at the start of the year to identify individual learning needs and inform targeted instructional planning.
    - **Targeted Math Intervention:** Students performing below grade level received personalized math support through adaptive software and small-group instruction to strengthen foundational numeracy skills.
    - **Common Assessments:** Junior high and high school students completed common midterm and final exams in all core subjects, ensuring alignment and consistency across classrooms and campuses.
    - **Blueprinted Evaluation:** All summative assessments were directly aligned (blueprinted) to provincial curriculum outcomes and the provincial assessment standards for Acceptable and Excellence Standards.
    - **Collaborative Analysis:** Grade-level and subject-area teams analyzed baseline, mid-year, and summative data to inform instruction, identify trends, and adjust teaching strategies to support growth.
    - **Curriculum Alignment:** Teachers worked both vertically (Grades 7–12) and horizontally (within grade levels) to ensure coherent skill progression and consistency in expectations across all STEM IA campuses.
    - **Digital Literacy Integration:** Students continued developing essential digital competencies across disciplines, using technology for data analysis, design, and communication of learning.
    - **Continuous Data Tracking:** STEM IA is building a longitudinal data set over three years to monitor student growth in literacy and numeracy across junior and senior high, supporting evidence-based improvement planning.

2. **First Nations, Métis, Inuit Learning Community:**

- **Demographics:** Approximately 3% of STEM IA students self-identify as First Nations, Métis, or Inuit.
- **Inclusive Resources:** FNMI-focused learning materials were added across subjects, including new resources in *Edwin*, our digital textbook platform, to help teachers meaningfully embed Indigenous perspectives in classroom learning.

- **Curricular Integration:**

    - **Grade 7:** Students examined pre- and post-Confederation history through Indigenous worldviews, exploring residential schools and the ongoing journey toward Truth and Reconciliation.
    - **Grade 9:** Units focused on collective rights, the Indian Act, and the role of Indigenous peoples within Canada's federal system.
    - **High School:** Courses in Social Studies and Globalization encouraged critical reflection on the impacts of globalization on Indigenous cultures, economies, and identities.

- **Physical Education – Indigenous Games:** All junior high students participated in an Indigenous Games unit celebrating traditional games and teachings from diverse Indigenous communities across Canada.

- **Commemorative Learning:**

    - **Orange Shirt Day (Sept. 30):** Students and staff designed and wore STEM IA "Every Child Matters" shirts while participating in school-wide activities focused on empathy, learning, and remembrance.
    - **National Indigenous Peoples Day (June 21):** Both campuses celebrated Indigenous culture and contributions through assemblies and learning experiences promoting respect, understanding, and reconciliation.
    - **Campus Activities:** Junior high students engaged in reflective presentations on the history and legacy of residential schools, while high school students shared stories of heritage, identity, and belonging, deepening appreciation for the diversity of our community.

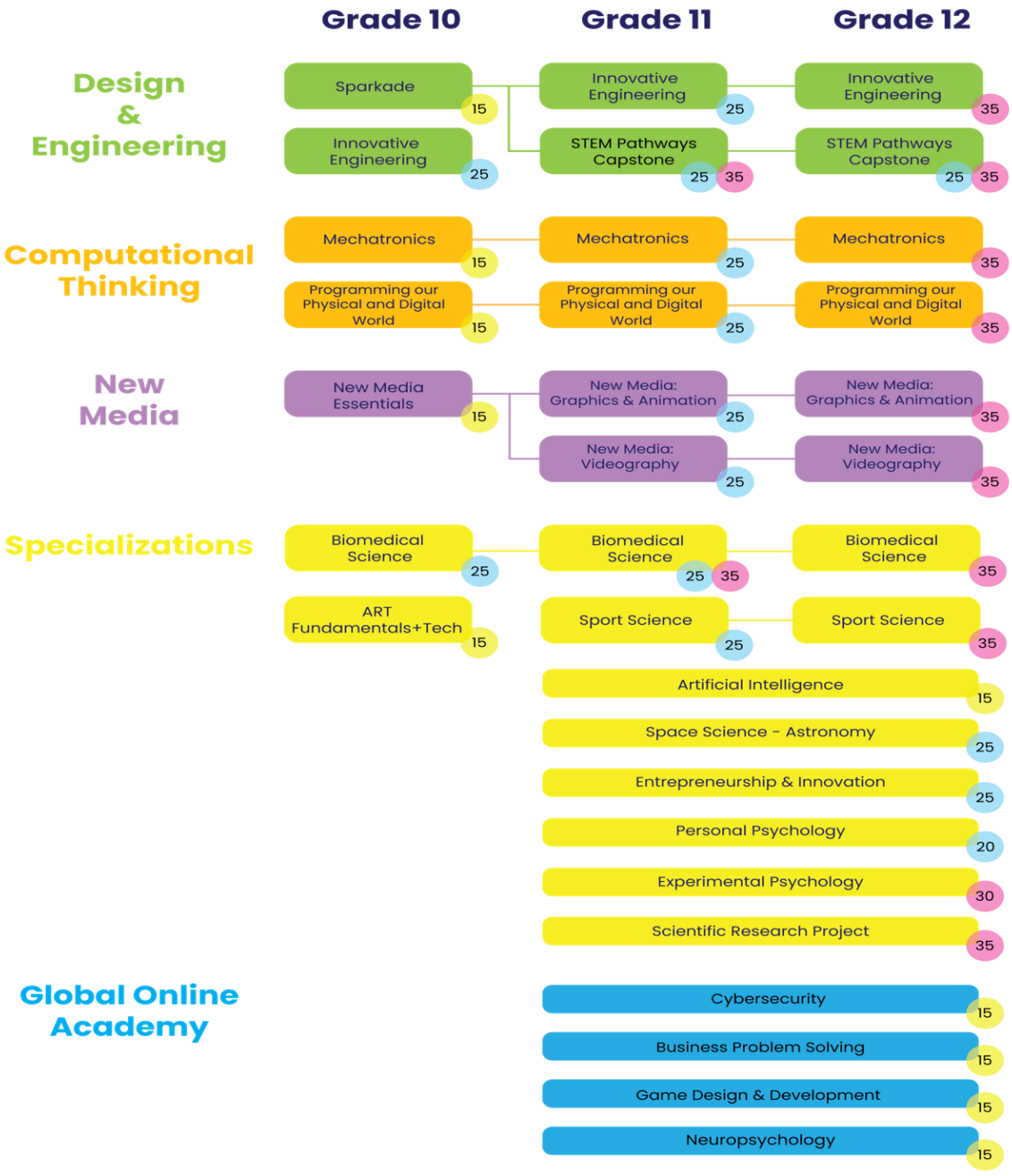
3. Option Courses

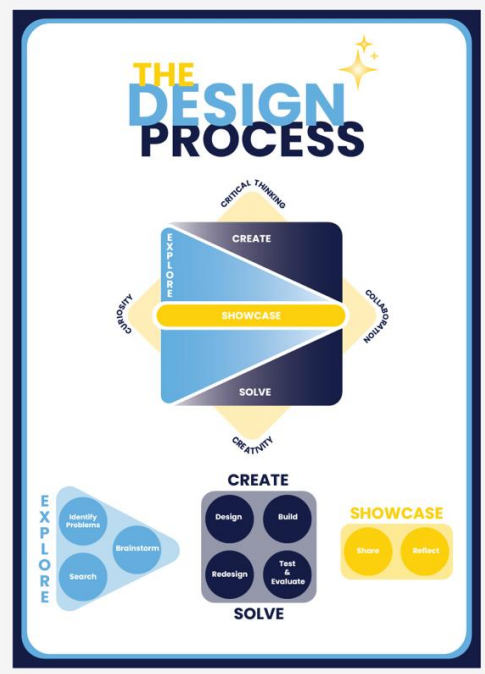
All our options both at the junior high and high school are organized into 4 course strands: Design and Engineering, Computational Thinking, New Media, and Specializations. At the grade 7 and Grade 10 level there are mandatory courses to build skills and knowledge of students new to STEM IA.

STEM Innovation Academy Junior High Option Courses

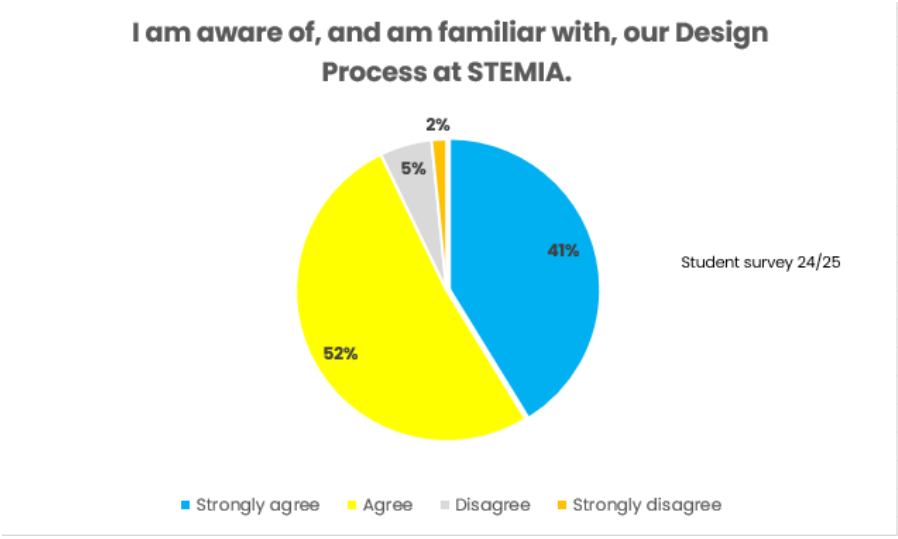
Strand	Grade 7	Grade 8 and 9
Design & Engineering	Introduction to Design & Engineering	Architectural Technologies Design and Fabrication Bio-medical Engineering
Computational Thinking	Introduction to Computational Thinking	Robotics Foundations of Video Game Design Creative Computing
New Media	Introduction to New Media	Digital Visual Design Animation Storytelling through Media
Specializations	STEM Communication	PC Remix Experimental Science Exploration

STEM Innovation Academy Option Courses



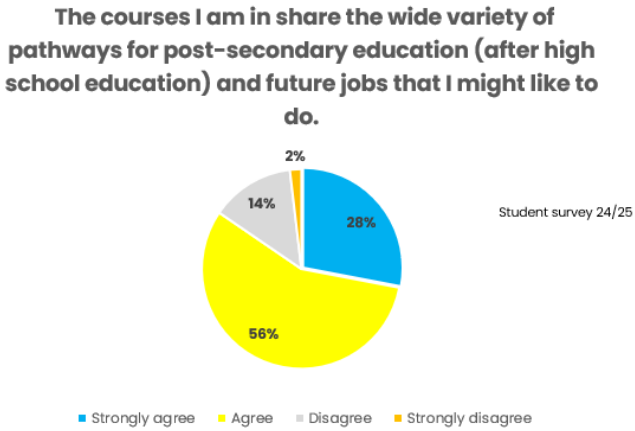


Student Survey (May 2025): Students were asked the question, "I am aware of, and familiar with, our Design Process at STEM IA? 86% of our students agreed with this statement.

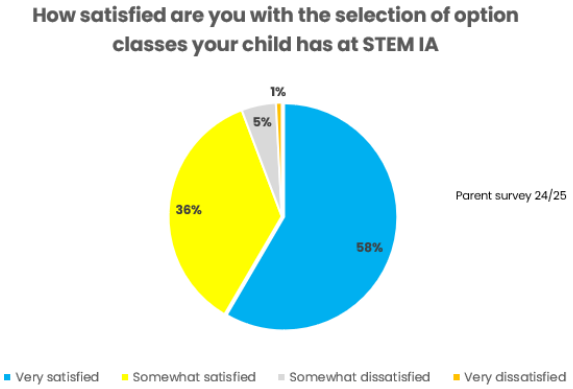


- **Curriculum Innovation and Course Development:**
    - Continued expansion and diversification of CTF and CTS courses, including Art 20, Psychology 20/30, Space Science 25, Biomedical Studies 35, Phys. Ed 30, Sports Science 35, Mechatronics Engineering 35, and Programming 35
    - The locally developed Biomedical Studies 35 course was officially accepted by the University of Calgary for admission consideration.
    - Collaborated with industry and post-secondary experts to offer Artificial Intelligence 15, updating course content to reflect rapid advances in AI and emerging technologies.

- **Applied Learning and Student Achievement:**
    - Students in Grades 7–12 developed design portfolios demonstrating application of the design process within their option courses.
    - Grade 9 students earned high school CTS credits through their option coursework, including DES 1020: Design Process, DES 1050: CAD 1, CSE 1110: Structured Programming 1
    - Partnered with Global Online Academy (GOA) to expand access to specialized online courses such as Cybersecurity, Neuropsychology, and Business Problem Solving, connecting students with international peers and perspectives.



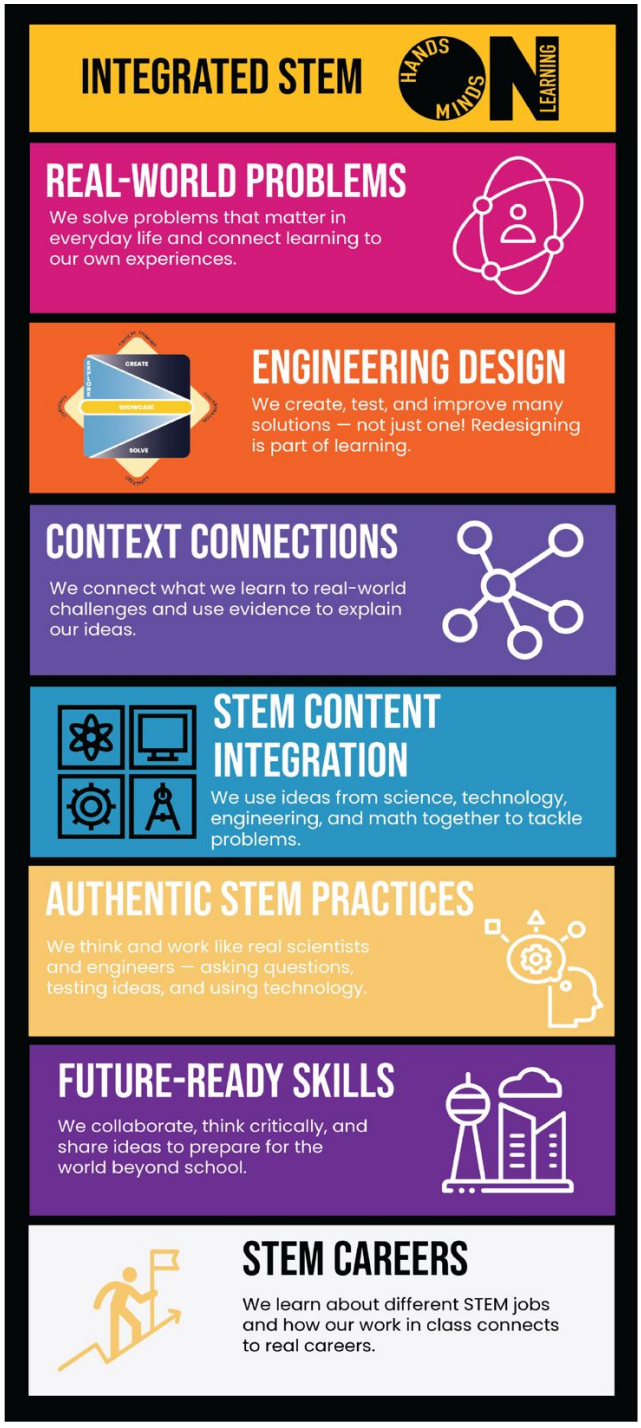
Student survey 24/25



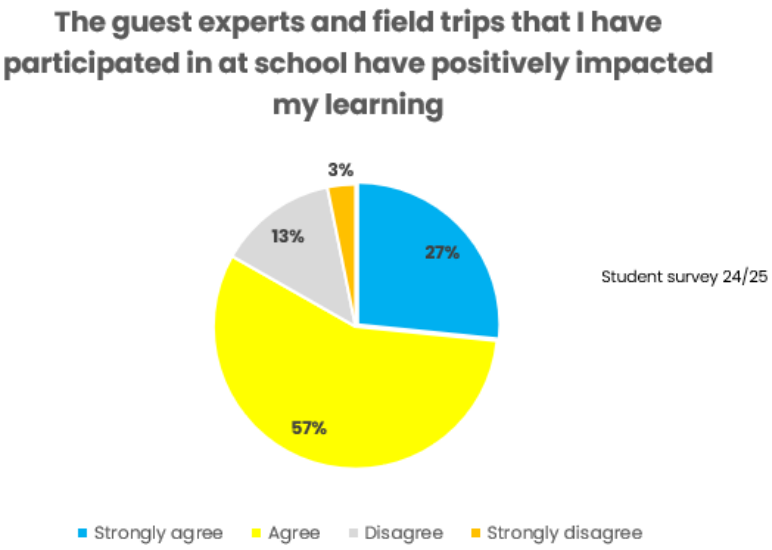
Parent survey 24/25

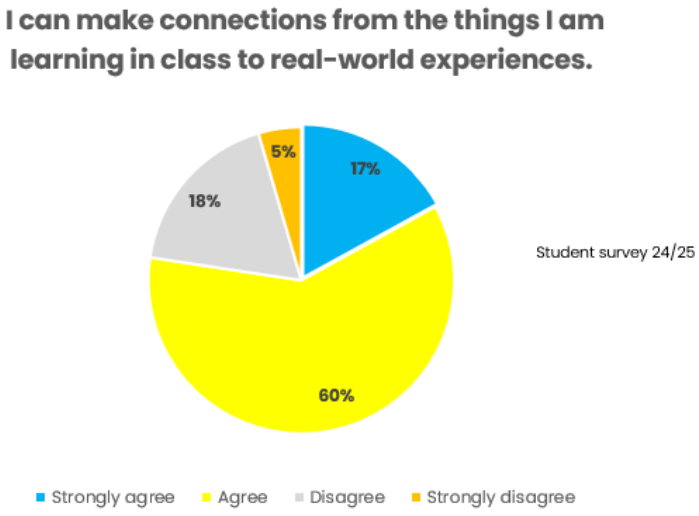
- **Professional Practice and Collaboration:**

    - Teachers designed and implemented the iSTEM Framework to reflect on and enhance instructional practices.



- **Community and Career Connections:**
    - The High School hosted seven Future Ready Speakers representing fields including medicine, engineering, technology, and environmental science, inspiring students to explore diverse career pathways and innovations.





Teaching and Leading Results

***Outcome**: Teachers and leaders will grow in their professional practice to ensure excellence in teaching and continuous improvement in student learning.*

Provincial Measures:

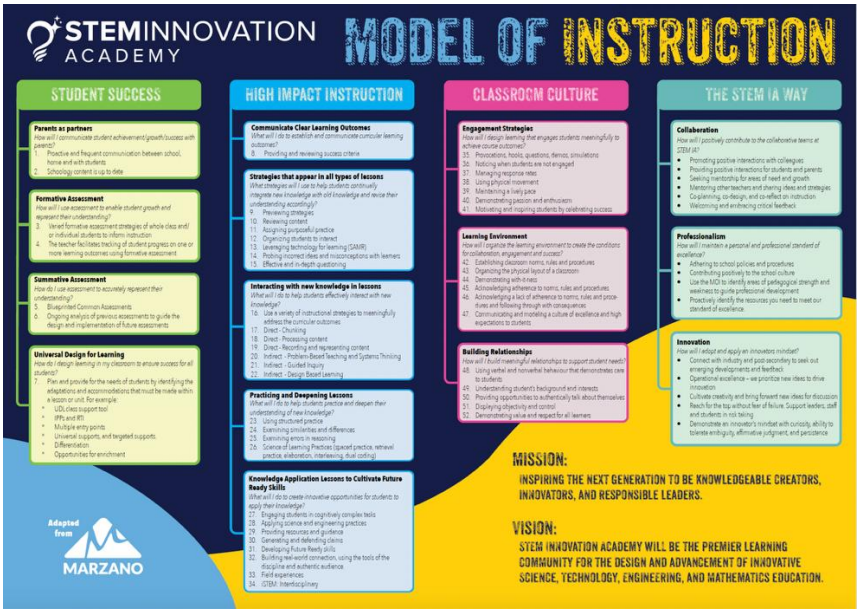
Provincial Measure – AEA Measure Results, Spring 2025	Results (in percentages)		
	STEM IA 2025	AB 2025	STEM IA 2024
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.1	87.7	93.2
Percentage of parents satisfied with the overall quality of basic education.	96.5	84.3	94.6
Percentage of students satisfied with the overall quality of basic education.	89.5	84.8	86.9
Percentage of teachers satisfied with the overall quality of basic education.	99.2	93.9	98.0

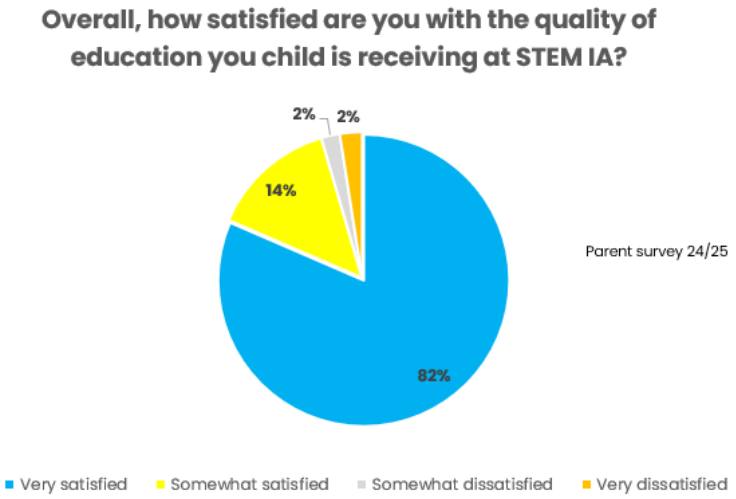
Provincial Measure – AEA Measure Results, Spring 2025	Results (in percentages)		
	STEM IA 2025	AB 2025	STEM IA 2024
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	91.9	81.7	82.1

Local Measures:

- **Staff Performance Reviews:** All teaching staff participated in performance reviews aligned with Alberta's *Teaching Quality Standards (TQS)*. Twenty-two formal evaluations were completed for teachers holding interim certification. School leaders also participated in evaluations based on the *Leadership Quality Standards (LQS)*.
- **Professional Growth Cycles:** Formal growth meetings were held with all staff in both fall and spring, emphasizing collaboration, instructional consistency, and alignment to the *STEM IA Model of Instruction (MOI)*.
- **Leadership Development:** Leadership capacity expanded across campuses with new subject and department leads. Administrators engaged in the *Charter School Leadership Network* and attended *Marzano's Instructional Coaching for Teacher Effectiveness* workshop (November 2024). Additionally, STEM IA had hired our first internal administrative hire as we are committed to growing capacity of our leaders.
- **High Reliability Schools Framework:** Implementation of *Marzano's High Reliability Schools (HRS)* framework continued, with 16 professional learning days dedicated to *Safe and Collaborative Cultures (Level 1)* and *Effective Teaching in Every Classroom (Level 2)*.

- **STEM IA Model of Instruction:** The finalized *Model of Instruction (MOI)* articulated a shared definition of effective teaching at STEM IA. Professional development and coaching were structured around its four pillars: High-Impact Instruction, Clear Learning Targets, Evidence of Learning, and Student Engagement.
- **Instructional Coherence and Alignment:** Ongoing professional development strengthened instructional leadership and curricular coherence through CRC leadership sessions, iSTEM workshops, standard setting workshops, and cross-campus collaboration. Vertical and horizontal alignment of curriculum and assessment remained a key focus area.
- **Data-Informed Improvement:** Teachers and leaders used evidence-based practices, including data analysis from common assessments and student surveys, to identify trends, inform planning, and drive continuous improvement across all campuses.





Q: Professionally speaking, what has gone well for you this year?
Staff Survey (Spring 2025)

A: “Our Humanities team has truly hit its stride this year, taking time to reflect on and refine our curriculum. The trust and collaboration we’ve built have led to a high level of consistency across classes, and we’re now focused on enhancing our curriculum approaches to further strengthen student learning experiences.”

A: “This year, our team has been exceptional benefiting from shared prep time that supports common assessments and consistent teaching practices. We’re maintaining strong alignment across grades, ensuring students feel well prepared for the next level, and the larger Humanities team continues to collaborate effectively, fostering a cohesive and supportive professional environment.”

A: “Student and Staff Relationships, Student Success, Innovative Incorporation. Honestly, this has been an incredible year, and I have had a memorable and/or fun day every workday.”

A: “My ability to take resources given to me and improve them for student success and for all my colleagues. Building relationships with my students has been an amazing success this year, and I have been surprised at how well students have taken to getting to know me and my style of teaching and relating.

Learning Supports Results

***Outcome*:** STEM IA will create a culture that supports wellness for students and staff. STEM IA is a safe, caring, welcoming, respectful, and inclusive learning community.

***Charter Goal*:** Students will be community-minded learners who demonstrate courage, resilience, respect, and caring for others.

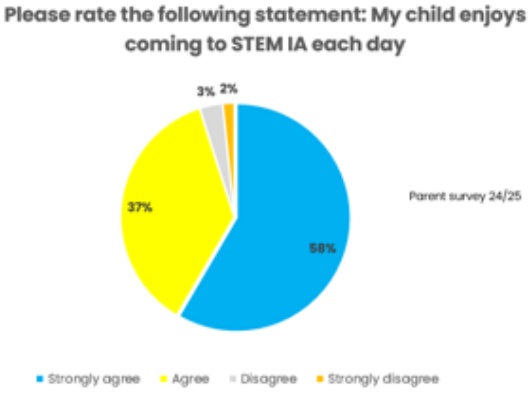
Provincial Measures:

Provincial Measure – AEA Measure Results, Spring 2025	Results (in percentages)		
	STEM IA 2025	AB 2025	STEM IA 2024
Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	91.1	84.4	90.1
Percentage of parents who agree that learning environments are welcoming, caring, respectful and safe.	92.3	85.2	93.3
Percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	86.4	75.7	81.6
Percentage of teachers who agree that their learning environments are welcoming, caring, respectful and safe.	94.7	92.3	95.4
Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	88.2	80.1	85.0
Percentage of parents who agree that students have access to the appropriate supports and services at school.	88.4	75.5	86.2
Percentage of students who agree that students have access to the appropriate supports and services at school.	82.3	78.7	80.2
Percentage of teachers who agree that students have access to the appropriate supports and services at school.	93.8	86.0	88.6
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.4	87.3	91.4
Percentage of parent agreement that: students are safe at school, are learning the Importance of caring for others, are learning respect for others and are treated fairly in school.	94.5	87.9	94.5
Percentage of student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.4	80.6	85.3
Percentage of teacher agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.4	93.4	94.4

Local Measures:

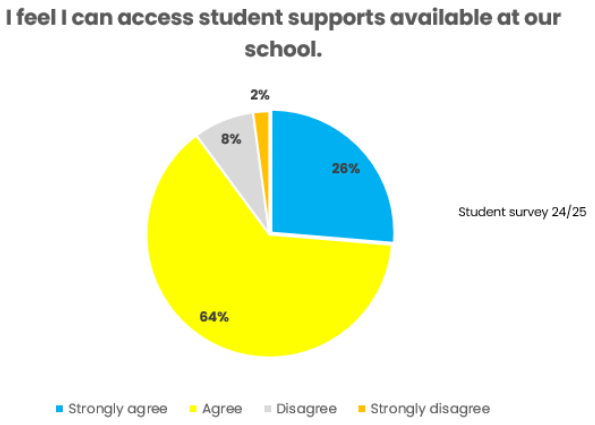
Full Student Community Highlights:

- **Increased Sense of Belonging:** Survey data showed a 15% increase in students who feel their peers treat one another with respect- evidence of stronger relationships and a more inclusive culture across campuses.
- **SPARK Program:** Daily SPARK homeroom groups connected every junior high student with a consistent adult mentor and peer group, supporting belonging, wellness, and character development.
- **Mental Health & Resilience:** A provincial mental health grant funded professional learning with psychologist *Sarah Bieber* and the implementation of the *Student Orientation to School Questionnaire (SOS-Q)*. Results confirmed strong external resilience and safety but highlighted the need to build internal resilience. As a result resources were developed and are now guiding next year's Spark program.
- **Targeted SEL Focus:** Next year's programming will emphasize emotional regulation, growth mindset, and self-management through homerooms and embedded teacher PD.
- **Continuum of Support:** Teachers and Student Services teams consistently used a tiered continuum of support to ensure students received timely classroom and individualized interventions.
- **High School Wellness & Guidance:** Launch Week, post-secondary visits, and academic/mental health workshops promoted goal-setting, resilience, and preparedness for life beyond high school.
- **Collaborative Student Services:** Regular SLT meetings at both campuses identified and supported students requiring academic or wellness interventions through data-informed strategies.
- **Clubs & Extracurriculars:** Over 300 students participated in extracurricular athletics and student-led groups such as the GSA and Leadership Club, promoting inclusion, leadership, and community pride.
- **Academic Tutorials:** High school teachers offered daily tutorial blocks before and after school, providing individualized academic and emotional support in a low-stress environment.
- **Culture of Connection:** Through shared initiatives - SPARK, SLTs, SEL programming, and inclusive activities - STEM IA continued to nurture a culture where every student feels known, supported, and connected.



Students with Learning or Social-Emotional Needs Highlights:

- **Comprehensive Student Support:** Approximately 21% of STEM IA students had identified exceptional learning needs, receiving individualized support through IPPs, accommodations, and differentiated instruction.
- **Collaborative Problem-Solving:** Monthly Student Learning Team (SLT) meetings at each campus identified and supported struggling students through coordinated academic and wellness interventions.
- **Individualized Programming:** All new and returning staff received training in IPP and goal writing, ensuring consistency and quality in student support planning.
- **HUB / Learning Resource Centres:** Each campus operated a HUB to provide small-group instruction, executive functioning coaching, math intervention, and assessment accommodations for students with mild to moderate needs.
- **Targeted Math Intervention:** Grade 9 students performing below grade level on MIPI and benchmark assessments participated in a year-long, data-driven math support program to strengthen foundational numeracy skills.
- **Transition Planning:** Junior and senior high Student Services and administration teams collaborated each spring to ensure smooth transitions for students with learning or social-emotional needs moving from Grade 9 to 10.
- **Mental Health and Wellness:** A mental health grant and SLS funding enabled targeted programming, staff training, and the addition of a junior high teacher to enhance mental health support and classroom capacity.
- **Specialized Staff Support:** Resource teachers and educational assistants worked collaboratively with classroom teachers to provide direct support to students on IPPs and those requiring additional scaffolding.
- **Professional Learning:** Ongoing professional development focused on supporting students with ADHD, ASD, anxiety, and diverse learning profiles to build staff capacity and understanding.
- **Culture of Care:** Regular success meetings, HUB check-ins, and a proactive approach to wellness reinforced STEM IA's safe, inclusive, and caring school culture across all campuses.



Governance Results

***Outcome*:** STEM Innovation Academy is well governed and well managed.

Provincial Measures:

Provincial Measure – AEA Measure Results, Spring 2025	Results (in percentages)		
	STEM IA 2025	AB 2025	STEM IA 2024
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.1	87.7	93.2
Percentage of parents satisfied with the overall quality of basic education.	96.5	84.3	94.6
Percentage of students satisfied with the overall quality of basic education.	89.5	84.8	86.9
Percentage of teachers satisfied with the overall quality of basic education.	99.2	93.9	98.0

Provincial Measure – AEA Measure Results, Spring 2025	Results (in percentages)		
	STEM IA 2025	AB 2025	STEM IA 2024
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.7	80.0	85.0
Percentage of parents satisfied with parental involvement in decisions about their child's education.	88.9	75.6	82.4
Percentage of teachers satisfied with parental involvement in decisions about their child's education.	86.5	84.3	87.7

Local Measures:

- As part of its three-year review cycle, the STEM IA Board Governance Committee reviewed and amended board policies as necessary.
- Superintendent reviewed and revised Administrative Procedures as necessary.
- In 2024-25, policies and guidelines were modified and implemented including Assessment Guide, Academic Integrity Policy, and Student Mobile Device Policy. All policies continued to support student learning and success and meet the legislative requirements outlined in the Education Act.
- Following the Board retreat held in June 2025, the board identified three major priorities to guide the next three years: teacher training, recruitment, development and retention; expansion of STEM IA; and stakeholder support and development.

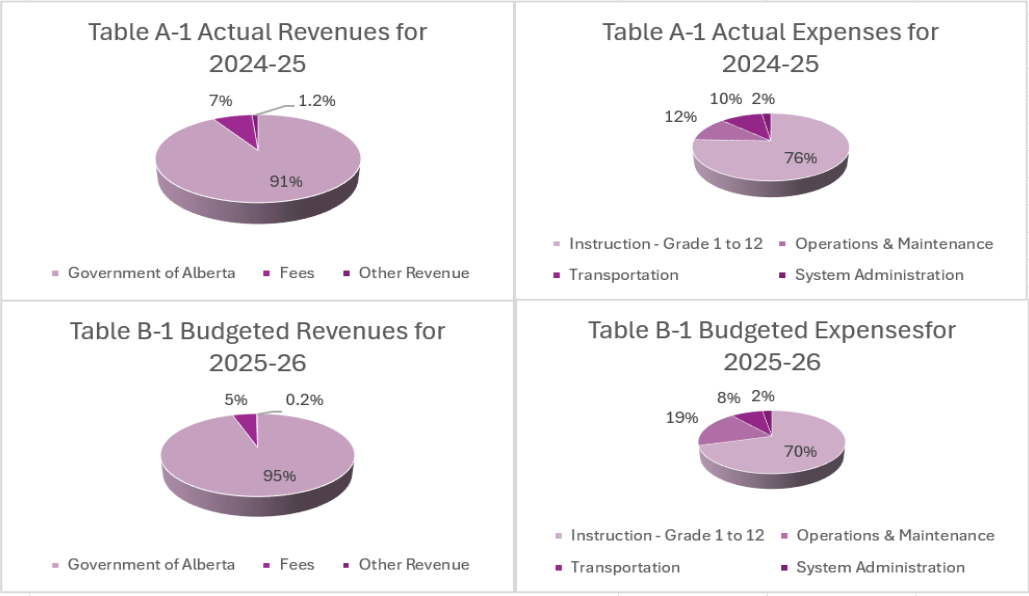
2024-25 Financial Summary

Annual Education Results Report Access, Budget Report
Multi-Year Financial Statements

STATEMENT OF OPERATIONS

	Comparable		
	2023-24 Actuals	2024-25 Actuals	2025-26 Budget
REVENUE			
Government of Alberta	11,877,546	14,360,390	20,416,504
Fees	744,686	1,163,328	1,016,295
Investment	95,245	102,518	52,500
Donations and Other Contributions	58,055	60,843	-
Other Revenue	113	17,713	-
TOTAL REVENUE	**12,775,645**	**15,704,792**	**21,485,299**
EXPENSES			
Instruction - Grade 1 to 12	8,004,835	11,518,707	15,028,213
Operations & Maintenance	3,014,557	1,798,199	4,014,350
Transportation	1,120,960	1,578,496	1,786,527
System Administration	311,476	334,320	529,295
TOTAL EXPENSES	**12,451,828**	**15,229,722**	**21,358,385**
ANNUAL SURPLUS	**323,817**	**475,070**	**126,914**

In accordance with the Variance Analysis schedule for the year ended August 31, 2025, the entity's actual expendires totalled $15,229,722 vs. budgeted expenditures of $14,587,053. The positive variance is primarily due to increase in furniture and equipment, which is offset with an increase in revenue.



Additional information on the financial statements and related schedules are available by contacting the Director of Finance and Operations at j.liu@stemia.ca or at (587)943-2499.

Local & Societal Context

***Outcome*:** STEM Innovation Academy is a meaningful and contributing member of Calgary's innovative ecosystem.

> *We are continuing to develop a network with students, parents, staff, and community members to inform our shared vision of continuing to be the premier learning community for the design and advancement of innovative Science, Technology, Engineering, and Mathematics Education.*

- **Community and Industry Engagement:**
  - Signed Memorandums of Understanding with MIT and the University of Calgary to expand post-secondary collaboration. Hosted Alberta school authorities to showcase STEM IA's programs and facilities.
  - Established a Technology Advisory Committee (TAC) with experts in Medical Innovation, Robotics, Energy Innovation, Business and Entrepreneurship, Quantum Computing, and Artificial Intelligence to guide curriculum, field experiences, and partnerships.
  - Organized four provincial robotics events, welcoming teams from across Alberta. First Robotics students led outreach workshops at Telus Spark and for incoming Grade 7 students.
  - One student was named a Dean's List Finalist for FRC, one of only two selected from a regional field of 50 teams.
  - Students placed Top 2 nationally in Samsung Solve for Tomorrow, earning technology funding for their project.

- **Student Leadership and Innovation:**
  - Published the STEM IA Learning Journal, reaching over 11,000 views and 3,600 unique visitors from 30 countries (stemiajournal.ca).
  - Introduced the first corporately funded scholarship for graduates, sponsored by Ascent Engineering.
  - Continued to celebrate student achievement through local and national competitions and awards.

- **Post-Secondary and Career Connections:**
  - Strengthened relationships with post-secondary institutions, including campus visits and student information sessions.
  - Partnered with SAIT to provide hands-on learning in the Drone Lab and Robotic Automation Lab.
  - Hosted the Future Ready Speaker Series, featuring seven professionals from medicine, engineering, technology, and environmental science.

- **Women in STEM Participation:**
  - Junior high girls attended CISCO's Women in STEM Technology Day, High School girls went to UCalgary's Women in STEM Day, Technovation Girls won national awards, and Sparkan robotics formed the first all-girls First Robotics Team, earning multiple awards at national and international events.

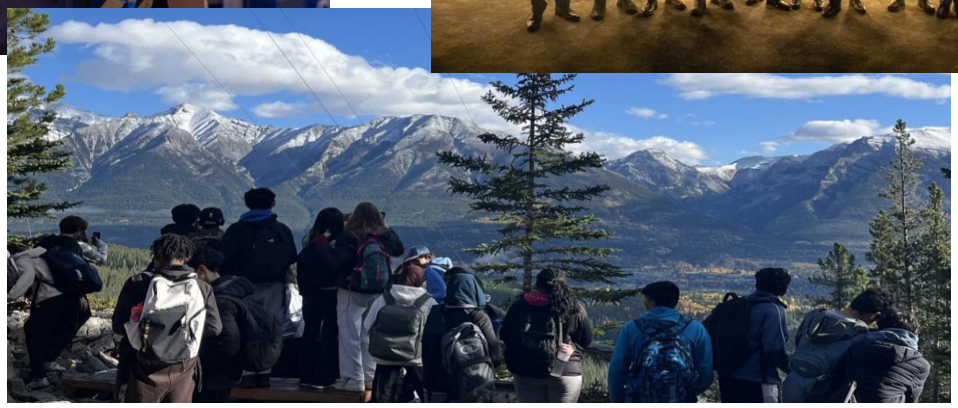
- **Parent and Community Engagement:**
  - Held 2,500+ parent-teacher-student conferences in both October 2024 and March 2025.
  - Hosted Grade 9 and post-secondary parent sessions to support academic planning.
  - Monthly School Council meetings engaged 25–50 parents, with volunteers supporting events, field trips, and "Healthy Hunger" lunches.
  - Welcomed 2,500+ prospective Calgary families across five open house event

Key Insights

Noted Strengths:

- As evidenced in this report, our results are outstanding when compared with the province.
- Our stakeholders including our students, parents, and staff report they have a high satisfaction with our program.
- We consistently receive positive feedback on a culture that is safe, caring, and collaborative.

The consistent and constructive use of data continues to underpin and advance our culture of excellence. As we continue to grow and expand to meet the increasing demand for our program, it is essential that we remain intentional in preserving this culture. With rapid increases in both staff and student populations, we must be thoughtful in how we support, connect, and align our growing community to ensure our high standards and shared values continue to thrive.



Priorities Moving Forward

As we look ahead to the 2025-2026 school year, we identify the following priorities for our program:

1. Successful Opening of Second Junior High Campus in NW Calgary

Opening a new campus has become one of our organization's top priorities, reflecting our continued commitment to growth, innovation, and expanded access to high-quality education. In Fall 2025**,** STEM Innovation Academy will open its second junior high campus at the Calgary Charter Hub**,** welcoming 310 new students into our learning community. This expansion will help meet the ongoing demand for our program while offering more students the opportunity to experience our distinctive, future-focused approach to STEM education.

In addition to integrating new students across all grades, the year will also focus on onboarding new staff into the STEM IA culture—what we call "the STEM IA way." Ensuring a consistent experience for all students will require strong alignment between the new Charter Hub campus and our established SW Junior High. Shared curricular frameworks, common collaborative structures, and aligned instructional practices will ensure that our Model of Instruction and culture of excellence remain evident across all campuses. This strategic expansion represents both an exciting milestone and a reaffirmation of our mission to deliver exceptional education and opportunity to Calgary families.

2. Ensuring Effective Teaching in Every Classroom

In 2025-26, a central focus will be ensuring our Model of Instruction (MOI) is evident in every aspect of our schools. Each element will be supported by curated resources and professional development opportunities to deepen instructional practice. Teacher Professional Growth Plans (TGPGs) will center on common elements, allowing staff to learn collaboratively within focused groups. Team Leads will play a key coaching role, guiding teachers within their departments to strengthen classroom instruction and overall teacher effectiveness.

We are committed to fostering a culture of continuous improvement through collaboration, observation, and research-based practices. Teachers will engage in peer observations to identify effective strategies and reflect on their own practice, while administrators and Team Leads will maintain regular coaching conversations to support individual growth. With many new educators joining both STEM IA and the profession, targeted workshops and mentorship opportunities will ensure all staff are equipped to deliver high-quality, engaging instruction aligned with our Model of Instruction.

3. Course Development & Curriculum Enrichment

For 2025–26 another key priority is Option course development and curriculum enrichment**.** We are undertaking a full review of all options courses, integrating feedback from students, parents, and post-secondary partners to ensure our programming remains innovative, relevant, and aligned with future pathways. New and enhanced courses such as a locally developed Quantum Computing course, and a Physics Honors course. Through our partnership with MIT's Beaver Works program**,** students will engage in advanced computational and engineering projects that connect directly to real-world challenges.

We continue to purposefully embed design thinking across disciplines, ensuring options courses promote creativity, problem-solving, and authentic application of STEM principles. Input from our Technology Advisory Committees guides these refinements, helping us provide deeper, hands-on learning experiences that reflect industry and academic expectations. As we enrich our science curriculum and highlight local and international innovations, we remain committed to offering students a future-ready education that inspires curiosity, excellence, and global-mindedness.

4. Post-Secondary & Industry Partnerships

Post-secondary and industry partnerships remain central to our charter and foundational to the continued growth of our program. To guide ongoing course development and high school programming, we are strengthening both formal and informal relationships with universities, colleges, and industry experts. These collaborations ensure our curriculum remains relevant, forward-looking, and directly connected to the skills and opportunities students need for success beyond high school.

In 2025–26, we will continue expanding partnerships that offer real-world experiences, internships, and research opportunities for our students. We will also enhance communication with our partners and community through a quarterly newsletter showcasing student achievements and learning innovations. In addition, we will leverage social media platforms such as LinkedIn to build connections with post-secondary faculty, industry professionals, alumni, and colleagues across the STEM IA network, strengthening our broader learning community and amplifying the impact of our students' work.

Stakeholder Engagement

The results in this report have been shared with all key stakeholders—including parents, students, teaching and support staff, and School Council—with multiple opportunities for input and discussion. Engagement has occurred through staff meetings, regular School Council sessions, surveys, and ongoing communication with families. Teachers and administrators maintain weekly contact with parents, sharing updates on student progress and school initiatives while inviting timely feedback. These ongoing touchpoints ensure families remain informed, engaged, and connected to our program, while enabling us to be responsive to emerging needs and perspectives. Administration also met regularly with the School Council chair to seek advice on program development and the preparation of the AERR. The data and feedback collected through these processes will continue to guide future planning, inform priorities, and shape upcoming education plans.

Public Interest Disclosures (Whistle Blower Protection)

The STEM IA Board of Directors believes that the principles of integrity, respect and care shall guide the activities undertaken at the school and expects all Board employees to demonstrate high ethical standards in their work. In return, employees should expect a positive, supportive environment, where they can seek advice and, if necessary, disclose wrongdoing without fear of reprisal, knowing that such disclosures will be taken seriously. STEM IA has in place an administrative procedure consistent with the *Public Interest Disclosure* (Whistleblower Protection) *Act*. This procedure outlines the process for reporting concerns to the Superintendent and the Board Chair, and details how these reports are reviewed and investigated while protecting the confidentially of the whistleblower.

During the 2024-2025 school year, the Designated Officer received no disclosure of wrongdoing under the Whistleblower Protection legislation.

Publications and Links

This report, as well as a summary report, is posted to the STEM Innovation Academy website at the following link: https://steminnovationacademy.com/about-us/documents-and-publications/

STEM Innovation Academy Audited Financial Statements

Alberta K-12 Education Financial Statements

Appendix A

First Nation, Metis, Inuit (FNMI) Course by Course Results

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2357 STEM Innovation Academy Middle School (FNMI)

		STEM Innovation Academy Middle (FNMI)							Alberta (FNMI)			
		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	n/a	n/a	3,434	43.7	4,444	47.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,434	7.9	4,444	6.9
English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	4,495	50.7	4,420	49.3
	Standard of Excellence	*	*	*	3	*	n/a	n/a	4,495	4.7	4,420	4.5
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	400	43.5	343	43.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	400	5.3	343	4.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	165	63.0	148	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	165	5.5	148	5.0
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	84.2	22	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	5.3	22	11.3
Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	4,390	27.4	4,279	28.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	4,390	4.7	4,279	4.3
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	508	41.5	463	46.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	508	8.5	463	8.7
Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	4,512	47.7	4,429	44.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	4,512	8.9	4,429	7.8
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	44.9	327	47.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	6.6	327	7.7
Social Studies 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	4,528	38.6	4,446	36.6
	Standard of Excellence	*	*	*	3	*	n/a	n/a	4,528	6.4	4,446	5.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	367	43.1	307	45.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	367	9.3	307	8.3

Student Growth and Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 2449 STEM Innovation Academy High School (FNMI)

		STEM Innovation Academy High S (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,632	80.6	1,344	80.0
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,632	5.3	1,344	6.5
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,182	88.6	1,922	86.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,182	9.3	1,922	10.4
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43	86.0	37	86.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43	2.3	37	1.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	100.0	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	25.0	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	690	67.8	600	62.5
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	690	23.2	600	16.0
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	932	71.6	764	65.3
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	932	11.5	764	11.1
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,264	77.5	1,029	76.1
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,264	9.1	1,029	9.6
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,325	72.1	2,012	72.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,325	5.7	2,012	6.0
Biology 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,112	74.0	972	72.7
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,112	20.3	972	18.0
Chemistry 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	700	75.6	582	74.1
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	6	83.3	n/a	n/a	700	22.9	582	23.7
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	353	76.5	265	76.2
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	353	30.3	265	25.0
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	507	77.9	475	76.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	507	18.5	475	18.6

English as Additional Language Learner (EAL) Course by Course Results

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2357 STEM Innovation Academy Middle School (EAL)

		STEM Innovation Academy Middle (EAL)							Alberta (EAL)			
		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	n/a	n/a	9,834	60.7	10,688	65.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,504	54.5	7,109	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,504	4.7	7,109	6.0
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	40.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	2.6	150	2.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	63.9	184	69.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	155	11.6	184	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	79.7	82	62.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	5.4	82	9.7
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,506	45.2	7,066	48.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,506	11.6	7,066	11.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	51.0	187	44.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	13.4	187	8.9
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,515	57.6	7,106	58.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,515	13.8	7,106	14.6
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	41.6	149	37.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	2.0	149	4.4
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,509	47.9	7,116	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,509	10.4	7,116	10.3
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	41.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	3.2	136	4.4

Student Growth and Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 2449 STEM Innovation Academy High School (EAL)

		STEM Innovation Academy High S (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	2,611	64.7	2,289	62.3
	Diploma Examination Standard of Excellence	*	*	*	1	*	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	*	*	*	1	*	n/a	n/a	1,977	67.6	1,629	62.6
	Diploma Examination Standard of Excellence	*	*	*	1	*	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	*	*	*	1	*	n/a	n/a	1,322	72.5	1,263	71.6
	Diploma Examination Standard of Excellence	*	*	*	1	*	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	*	*	*	1	*	n/a	n/a	1,803	69.2	1,650	71.3
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,803	25.3	1,650	24.1
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,600	74.7	1,422	73.3
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,600	33.1	1,422	29.8
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	771	75.0	680	73.5
	Diploma Examination Standard of Excellence	*	*	*	1	*	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