

*Student-Centred Personalized Integrated Learning Environment
within a Community of Learners*



Centre for Academic and Personal Excellence

**CHARTER SCHOOL ANNUAL EDUCATION RESULTS REPORT
(Report on Assurance)**

2019-2020

NOVEMBER 24, 2020

201 5 Street SW
Medicine Hat, AB
T1A 4G7
TEL: (403) 528-2983
FAX: (403) 528-3048
www.capeisgreat.org

Member of TAAPCS

Table of Contents

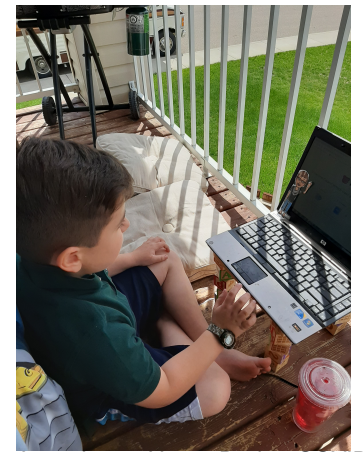
1. Accountability Statement	pg. 3
2. Assurance	pg. 3
3. CAPE Foundational Elements	pg. 4
4. Key Findings	pg. 4
5. Charter school Goals	
Charter School Goal 1	pg. 5
Charter School Goal 2	pg. 7
6. Provincial Goals	pg. 8
Assurance Domain: Student Growth & Achievement	pg. 8
Assurance Domain: Teaching & Leading	pg. 9
Assurance Domain: Learning Supports	pg.10
Assurance Domain: Governance	pg.12
Whistleblower Protection	pg.14
Assurance Domain: Local & Societal Context	pg.15
7. Our Story in Pictures	pg.16
8. Appendix A: 5-Year Data	pg.17
9. Appendix B: Additional Data	pg. 25



Community as the Classroom



MHHS Reading Buddies

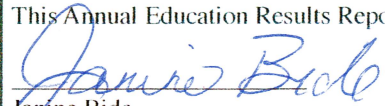


Learning at Home During COVID

Accountability Statement

The Annual Education Results Report for CAPE-Centre for Academic and Personal Excellence (CAPE) for the 2019/2020 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 2019/2020 was approved by the Board on November 24, 2020.


Jamie Bide
CAPE Board Chair

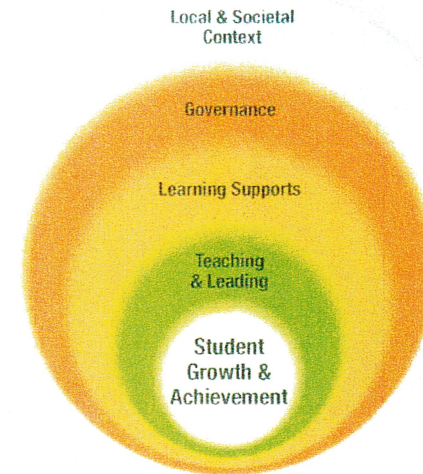

Teresa Di Ninno C.E.G.E.P., B.A., B. Ed., M.A.
Superintendent

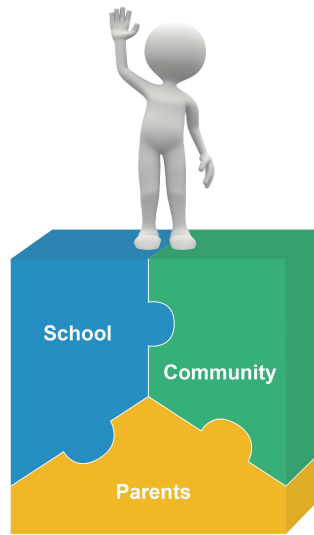
Assurance

This document is CAPE's Results Report for 2019-2020. CAPE develops its Education Plan and results report in alignment with the new assurance framework and planning/reporting requirements as outlined by Alberta Education.

"The priority of the K-12 education system is the success of every child in school. School authorities' delegated responsibilities is to provide education programs for Alberta's K-12 students. Therefore, school authorities are responsible for providing assurance to the Department, their local stakeholders and the public that they are fulfilling their responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, an evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners, and by creating and sustaining a culture of continuous improvement and collective responsibility. 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."

Our three-year cyclical planning process provides engagement opportunities within our school and wider community; across our diverse stakeholder groups to determine the trust and confidence our stakeholders have in our plan. Access our Board's engagement plan [here](#).



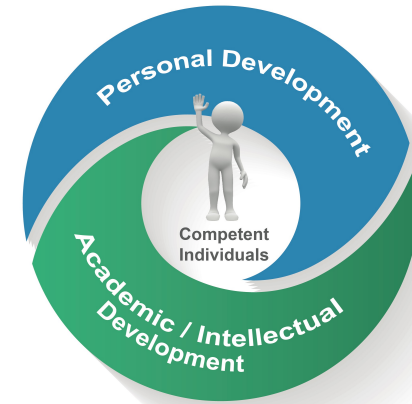


CAPE Foundational Elements

CAPE fosters the development of academic and personal skills through the provision of a personalized, integrated program so that each child or student may achieve success in the pursuit of personal and academic goals, strive for personal excellence, become engaged thinkers and ethical citizens with an entrepreneurial spirit, independent learners, and world citizens.

Foundational to achieving these goals are:

- collaborative decision-making governance model grounded in the belief that the school, parents, and community working together in support of student learning is the optimal structure to meeting student needs;
- collaborative instructional team that creates a shared learning atmosphere for all members to develop and maintain a student-centred learning environment;
- parents as partners in the learning community that provide valuable perspectives and support for their children and deserve to have a choice in an educational program which best supports individualized learning;
- community partnerships that provide the domain for opportunities and experiences which expand beyond the school, including leadership, collaboration, diversity, and resourcefulness;
- a student-centred learning environment within which each learner is provided opportunities for investigations and explorations within an open-ended curriculum.



Key Findings of Student Success

- Students achieve or actively work towards their academic and personal goals, work at their personal best, persevere, embrace risks and challenges, advocate for themselves and others, contribute to the community, respect diversity, and support one another.
- Community partnerships and supports remain strong.
- Parental support for the school, staff, and students and satisfaction with every aspect of our program has remained extremely high year after year.
- Our students acquire the skills to be successful in high school and beyond.
- Teachers demonstrate exemplary teaching practices as described in the Teaching Quality Standard, administrators exemplify the principles within the Leadership Quality Standards, and the elements of the Superintendent Leadership Quality Standard are applied and evident.
- We share what we do via publications, presentations, and collaborations.

CAPE Charter Goals

Goal 1: CAPE School is focused on achieving academic excellence.		
<p>Outcome 1: Student learning is improved so that students are working at their own personal best.</p>	<p>Outcome 2: Student progress shows above average growth.</p>	<p>Outcome 3: Students become well-rounded individuals with a broad knowledge base which they can apply in flexible contexts and have a greater awareness of the world around them through exposure to other cultures, ideas, and beliefs and integrate ideas from various disciplines.</p>
School Measures	School Measures	School Measures
<p>Percentage of kindergarten children with typical growth (35+ standard growth percentile or SGP) on the STAR EARLY LITERACY. 2019-20 Actual 81.2% Target 80%</p> <p>Percentage of grades 1-9 students with typical growth (35+ standard growth percentile or SGP) on the STAR READING. 2019-20 Actual 68.1% Target 65%</p> <p>Percentage of grades 1-9 students with typical growth (35+ SGP) on the STAR MATH. 2019-20 Actual 70.97% Target 65%</p> <p>Percentage of students in grades 1-9 that began the year below grade level and demonstrated at least a 1.0 Grade Equivalent (GE) growth at the end of the year as determined via the STAR READING. 2019-20 Actual 73.2% Target 86%</p> <p>Percentage of students in grades 1-9 who began the year below grade level and demonstrated at least a 1.0 GE growth at the end of the year as determined via the STAR MATH. 2019-20 Actual 75.2% Target 68%</p>	<p>Percentage of kindergarten children with Higher than Typical Growth (66-99+ standard growth percentile or SGP) on the STAR EARLY LITERACY. 2019-20 Actual 64.6% Target 40%</p> <p>Percentage of grades 1-9 students showing higher than typical growth (66-99 SGP) on the STAR READING. 2019-20 Actual 40.1% Target 50%</p> <p>Percentage of grades 1-9 students showing higher than typical growth (66-99 SGP) on the STAR MATH. 2019-20 Actual 40.5% Target 45%</p> <p>Percentage of grades 1-9 students who were below benchmark (below grade level) at the beginning of the year but moved closer to being at benchmark (at grade level) by the end of the year on the STAR READING. 2019-20 Actual 40.5% Target 45%</p>	<p>Percentage of students in grades 4-9, and their parents and teachers satisfied that the students have the skills to use information technology to more effectively and efficiently engage in task completion, research, explore, create, and generate opportunities for learning. 2019-20 Actual 88% Target 88%</p>

<p>Percentage of grades 1-9 students who are at benchmark (at grade level) at the end of the year on the STAR READING. 2019-20 Actual 66.3% Target 65%</p> <p>Percentage of grades 1-9 students who are at benchmark (at grade level) at the end of the year on the STAR MATH. 2019-20 Actual 62.7% Target 65%</p>	<p>Percentage of grades 1-9 students who were below benchmark (below grade level) at the beginning of the year but moved closer to being at benchmark (at grade level) by the end of the year on the STAR MATH. 2019-20 Actual 72.3% Target 70%</p>	<p><i>All data derived from standardized tests apply to September-end of February period.</i></p>
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Comments on charter school Goal 1 Outcomes 1 & 2 results:

- The sudden shift to online learning definitely affected our **school-generated data as we collected data to Mid March 2020**. Therefore, the hard data presented reports on student achievement and progress over a period of about six months. Literacy skills of our kindergarten students seem to be on track, Star Reading and Star Math scores seem to indicate that our grade 1-9 students are learning, growing, and working at or towards grade level.
- The purpose of the Literacy and Numeracy programs is to increase student competency to grade level and above. The scores suggest that our grade 1-9 students are learning, growing, and working at above grade level or moving towards grade level. Our defined literacy program combines reading and comprehending with writing and representing. Students investigate the four purposes of writing; read samples, discuss, and work to model their own writing from the examples. Numeracy blocks blend basic math skills that require daily practice with focused math work that can be applied to real world contexts.

Comments on charter school Goal 1 Outcome 3 results:

- Different platforms for meeting, teaching, and collecting work proved difficult for parents and students between March and June 2020. However, in addition to support of school staff, older siblings assisted younger ones, shared the technology, helped with homework, and sometimes helped parents with platforms. They adapted and demonstrated resiliency, altruism, citizenry, and caring. The satisfaction rates of parents and students has remained high even during these difficult times.

Parent thoughts of appreciation...

I would like to tell everyone how much the wonderful 5 full days of kindergarten has helped my son. He didn't know how to spell his name or how to print, he didn't even really know how to hold a pencil. Less than 6 months of full day kindergarten later, he can count to 100 and recognize every number, he can print and spell his name with no help. He knows all but 4 sounds and can now start to read. He is always very excited for library day so he can get a new book. He has learned how to use his own imagination to draw and create things, which is great for a shy little boy. He loves coming home and practicing on his own little white board. I am so thankful for the wonderful teachers that have taught him so much and for helping us as well. Without full day kindergarten I am very sure that he would have lost interest every other day.

I love that the program is tailored to the learner.

I really like that the teacher will try different things in class to make school a pleasant place to be for ALL.

Goal 2: CAPE School is focused on achieving personal excellence.	
Outcome 1: Students acquire personal and interpersonal skills so that they may become productive citizens of the world and life-long learners.	Outcome 2: Students learn the importance of caring for others, learn respect for others, and treat others fairly in both smaller and larger contexts.
School Measures	School Measures
<p>Percentage of students in grades 4-9 and their parents who are satisfied that the students have demonstrated an increased level of global citizenry and responsibility through support for world cultures, ideas, beliefs, and involvement with the local and broader communities. 2019-20 Actual 91.4% Target 85%</p> <p>Percentage of grades 4-9 students and their parents who are satisfied that the students are acquiring and demonstrating stronger social and personal skills such as resourcefulness, independence, self-reliance, problem solving, and decision making, and that these skills will serve the students well in their post-CAPE years. 2019-20 Actual 91.9% Target 80%</p>	<p>Percentage of parents, teachers, and students who are satisfied that students have increased their level of community awareness, social consciousness, social justice, and social responsibility and that students' social and emotional engagement has increased as demonstrated via volunteerism, acts of kindness, involvement within the school, and respectful behaviour. 2019-20 Actual 95.9% Target 87%</p>

Comments on charter school Goal 2 Outcomes 1 & 2 results:

- Parents and students are satisfied with the students' social development and personal growth. From September 2019-March 2020, students were heavily engaged in projects that involved community partnerships and the development of personal skills. The actions of overt social programming and students assisting other students are key factors in the expansion of social and personal skills. These practices laid the groundwork for skills to be applied in a greater context once the pandemic closure was mandated. Our students have assisted younger ones, shared the technology, helped with homework, and sometimes helped parents navigate apps and platforms. Some looked after siblings and extended family during the day, and addressed their own course load in the evenings. They demonstrated resiliency, altruism, responsibility, self-directed learning, and caring.

Parent thoughts of Appreciation...

I am very pleased with my kid's growth in CAPE school. It is working very well to encourage catching up on gaps and advancing over grade level. I am very grateful to have access to high quality education. Thank you !

Since registering at CAPE my son has been thriving! He enjoys school, and loves his teacher. My son's strengths are enriched, and weaknesses are supported. Student to teacher ratio allows for a success that I do not believe he would be achieving in another system.

Assurance

Assurance Domain: Student Growth & Achievement

Outcome: Alberta students are successful	
Provincial Measures	Local Measures
<p>Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (based on cohort). 2019-20 Actual N/A Target 66%</p> <p>Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). 2019-20 Actual N/A Target 26%</p> <p>Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship (Alberta Education Accountability Pillar Survey). 2019-20 Actual 89.6% Target 88%</p> <p>Achievement: VERY HIGH Improvement: MAINTAINED Overall: EXCELLENT</p> <p>The High School Completion data can be found at https://capeisgreat.org/pages/students</p>	<p>Percentage of grades 4-9 students who are satisfied that their academic knowledge and performance has improved at CAPE as determined by the school surveys. 2019-20 Actual 95.1% Target 87%</p> <p>Overall percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitude necessary for lifelong learning as determined by the school surveys. 2019-20 Actual 68.9% Target 75%</p> <p>Percentage of students offered opportunities to acquire and apply foundational knowledge of First Nations, Metis and Inuit experiences as determined by our school data collection. 2019-20 Actual 100% Target 100%</p> <p>Percentage of parents and students who believe that the level of student engagement has increased and that this engagement has resulted in greater achievement as determined by our school surveys. 2019-20 Actual 88.8% Target 89%</p>

Stakeholder comments on results:

- Despite having a challenging population, our students are doing well on Provincial Achievement Tests as indicated by the high level of excellence. Parents, teachers, and students are satisfied that the program supports citizenry, life long learning, resiliency, and engagement. Based on our High School Completion data, we know that the CAPE program prepares our students well for any and all future endeavours.
- Our students are provided with opportunities to become global citizens, to become aware of world cultures and to acquire foundational knowledge of indigenous culture.
- Our students acquire the skills, knowledge and attitudes that support them in their future endeavours. They also learn how they learn, what their needs are, and how to advocate for themselves. They accept challenges, persevere, respect diversity, demonstrate global citizenry, respect others, contribute to the community, and are life long learners.

Supporting documents:

- The Cumulative Outstanding Achievement document describes our students' efforts beyond the school that demonstrate achievement, and willingness to and take risks. Weblink: <https://capeisgreat.org/pages/students>
- CAPE follows its students as much as possible as they move through life. Some of our students post CAPE information can be found at: <https://capeisgreat.org/pages/students>
- Student Testimonials: <https://capeisgreat.org/pages/students>

Assurance Domain: Teaching & Leading

Outcome: Alberta has excellent teachers, school leaders, and school authority leaders

Provincial Measures	Local Measures
<p>Overall teacher, parent, and student satisfied with the overall quality of basic education as determined by the Accountability Pillar Survey.</p> <p>2019-20 Actual 94% Target 90%</p> <p>Achievement: VERY HIGH</p> <p>Improvement: MAINTAINED</p> <p>Overall: EXCELLENT</p>	<p>Number of collaborative activities (programming and professional development) hosted at the school and accessible to all staff as determined by our school data collection.</p> <p>2019-20 Actual 17 Target 22</p> <p>*All events scheduled between September 2019 and March 2020 were held. 5 events were cancelled due to school pandemic closure.</p> <p>Number of initiatives with a First Nations, Métis and Inuit focus to ensure all students, teachers, and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools as determined by our school data collection.</p> <p>2019-20 Actual 30 Target >10</p> <p>Number of collaborative activities between teachers, parents, and students to promote optimal learning as determined by our school data collection.</p> <p>2019-20 Actual 11 Target 14</p> <p>*All events scheduled between September 2019 and March 2020 were held. 3 events were cancelled due to school pandemic closure.</p> <p>Percentage of parents and students satisfied with the quality of instruction the students are receiving at CAPE as determined by the school surveys.</p> <p>2019-20 Actual 92.1% Target 90%</p> <p>Average number of Certificated Staff professional development activities per year as determined by our school data collection.</p> <p>2019-20 Actual 10.67 Target >2</p>

Stakeholder comments on results:

- Policy 6.07: The CAPE Charter Board encourages the ongoing professional development of teachers and support staff. The CAPE Charter Board will allocate funds in the annual budget to assist staff in participating in such professional development. The Board covers 1/3 of the cost of courses that any staff takes online or face-to-face in addition to all other PD costs.

- 6. Each teacher must be involved in at least two (2) professional activities per year.
- 7. Each educational assistant must be involved in at least one (1) professional activity per year.

These targets are routinely achieved and surpassed.

- Policy 6.03 Teacher Growth, Supervision and Evaluation Section 24 states that each teacher must develop, implement, and assess a Professional Growth Plan. The Superintendent guides this work, which most often takes the form of an Action Research. Some of these are posted on the CAPE website

<https://capeisgreat.org/pages/research-studies>

- Policy 6.03 Teacher Growth, Supervision and Evaluation Section 12 defines the purpose of the Teacher Growth, Supervision and Evaluation Program. Two of these purposes are to ensure that all teachers are knowledgeable about the Teaching Quality Standards and ensure the maintenance and improvement of quality instruction.
- The principal is actively involved in teacher supervision with multiple visits to classes weekly.
- Because of the very diverse challenging population, professional learning is absolutely necessary and it must respond to the needs of the students. CAPE is constantly developing staff capacity in areas that emerge as critical as we work with our students and parents.
- Teachers are encouraged to take part in professional learning outside of CAPE. This has included 2 teachers being members of the curriculum working groups.
- CAPE strives to build staff capacity in the use of laptops and iPads as teaching tools. Nonetheless, quickly adapting to online options has been a huge learning curve for everyone. Online learning increased teacher stress and significantly stretched administration capacity to support teachers but also built staff capacity in the use of a variety of online tools.

Assurance Domain: Learning Supports

Outcome: Alberta students are supported and are successful

Provincial Measures	Local Measures
<p>Overall 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 (Alberta Education Accountability Pillar Survey).</p> <p>2019-20 Actual 92.8% Target 89%</p> <p>Achievement: VERY HIGH</p> <p>Improvement: MAINTAINED</p> <p>Overall: EXCELLENT</p>	<p>Percentage of Board, parents, students and teachers satisfied that services and support for students such as academic support, counselling, and referrals are easy to access and timely at CAPE as determined by our school surveys.</p> <p>2019-20 Actual 90% Target 95%</p> <p>Percentage of parents who are satisfied that their student is receiving instruction targeted to their individual needs as determined by our school surveys.</p> <p>2019-20 Actual 82.9% Target 89%</p> <p>Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community as determined by our school surveys.</p> <p>2019-20 Actual 78.9% Target 80%</p>

Outcome: Alberta students are supported and are successful	
Provincial Measures	Local Measures
	<p>Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community as determined by our school surveys. 2019-20 Actual 78.9% Target 80%</p> <p>Percentage of Board, parents, students, and teachers who are satisfied that services and supports for students such as academic support, counselling, and referrals are easy to access and timely at CAPE as determined by our school surveys. 2019-20 Actual 90% Target 80%</p>

Stakeholder comments on results:

- CAPE’s personalized program (referred to as individualized program in the past) is a research-based, data-driven, purposeful, collaborative, and cyclical process where each student’s personalized program is developed, implemented, monitored, and re-evaluated to maximize the achievement of personal and academic goals through the acquisition of knowledge, skills, and attitudes. Development of the student’s personalized program begins with the collection of data through multiple means. The process culminates with the developed learning plan.
- Universal assessments include Star Reading, Math, and/or Star Early Literacy assessments, easy CBM for reading accuracy and fluency, the San Diego Quick Assessment of Reading Ability, and a site-developed math screen. Individual assessments include one-on-one assessments in the following areas: cognitive, general academic, math specific, reading specific, ADHD, behavioural, emotional, English Language Learning, and executive functioning. Additionally, we use assessments, reports, and recommendations from other health professionals such as psychiatrists, paediatricians, family doctors, Speech/Language Pathologists, Occupational Therapists, Physical Therapists, and Mental Health Workers.
- Every CAPE student has an IPP; 99% of CAPE students are either coded or require extra supports.
- This program is supported by external organizations and individuals such as AHS (Speech & Language, Occupational Therapy, Physical Therapy, Addictions and Mental Health), Big Brothers and Big Sisters In School Mentor Program, Addictions & Mental Health Clinic and Mental Health Groups, Fetal Alcohol Spectrum Disorder Clinic, Children’s Health and Developmental Services (CHADS) Behavioural Services and Behavioural & Developmental Diagnostic Clinic, Next Step, and Human Services: Family Support for Children with Disabilities (FSCD).
- Internally, the students are supported by administration, a full-time educational psychologist, educational assistants, and teachers. The ratio of instructional adults to students is 9.3:1 a very high level of adult supervision and support.
- The most impactful element of the Literacy and Numeracy programs are the structuring of fairly homogenous groups; not grade-level assigned, but current skill-level assigned. An aspect of great significance to students and parents is the flexibility within groups that allows for a student to move to another group once the student meets the benchmarks for one group. The groups, being fluid, allow for students to grow at their own pace.

- In 1994, CAPE began its one-on-one computing program for grades 6-9. Several years later, the school expanded the program to include grades 4 and 5 so that each student benefited from 24/7 access to an individually-assigned iPad for use during the full academic year.
- CAPE’s capped class size, grounded in research and Alberta Commission on Learning, is one factor that supports the school’s personalized program. The smaller class sizes allow for greater time for personalized supports and reasonable, responsive implementation of accommodations and recommendations from assessments and research. CAPE has continued to include foundational knowledge about First Nations, Métis and Inuit within core and projects at all grade levels.
- CAPE has acquired indigenous resources, print and visual, for both staff and students.
- CAPE has continued to support and encourage professional development opportunities for all staff including coursework.
- CAPE was working towards establishing a partnership with Mother Earth Charter Academy. COVID-19 made this work impossible to date but plans are underway to open a dialogue with Mother Earth Charter Academy. Through this partnership we are aiming to foster the building of relationships between our diverse student population and the Mother Earth Charter Academy First Nations students and staff.
- Past efforts to establish a successful and sustained partnership with area First Nations, Metis and Inuit peoples were minimally successful. Renewed efforts have led to a contact individual (Indigenous Student Specialist, Student Development, Student Engagement) in the area. CAPE is going to pursue this avenue in an effort to establish a relationship with First Nations, Metis and Inuit peoples. Work on this stalled in the early spring but we shall persevere.

Assurance Domain: Governance

Outcome: Alberta’s K–12 education system is well governed and managed	
Provincial Measures	Local Measures
<p>Overall teacher and parent satisfaction with parental involvement in decisions about their child's education (Alberta Education Accountability Pillar Survey).</p> <p>2019-20 Actual 95.5% Target 89%</p> <p>Achievement: VERY HIGH</p> <p>Improvement: MAINTAINED</p> <p>Overall: EXCELLENT</p>	<p>The percentage of parents involved in initiatives in support of the school as determined by our school data collection.</p> <p>2019-20 Actual 54% Target 50%</p> <p>Percentage of families participating in “face-to-face” communications as determined by our school data collection.</p> <p>2019-20 Actual 92.2% Target 89%</p> <p>Number of community organizations and individuals actively involved in support of the academic program at CAPE as determined by our school data collection.</p> <p>2019-20 Actual 109 Target 75 (Sept-mid to March)</p>

Engagement & Assurance:

- Teachers, support staff, administration, school psychologist, parents, students, and community agencies collaborate in the development of the Individual Program Plan for every student.
- CAPE has benefitted from our active membership in the Southeast RCSD. Our students accessed mental health, OT, PT, etc. supports but also contributed to addressing the needs of all southeastern Alberta students. These partnerships have continued as we address COVID-related mental health issues within the community.
- CAPE adopted a collaborative decision-making governance model since its inception in 1994 because of the belief that the school, parents, and community working together in support of student learning is the optimal structure to meeting student needs. This horizontal model of governance relies on collaboration and engagement and is anchored in CAPE’s bylaws, policies, and administrative procedures. The Board of Directors consists of elected members of the CAPE Society (i.e.parents), at least one elected community member, and an appointed or elected School Council representative. Senior and site administrators as well as a teacher representative attend all board meetings. The varied Board membership results in open, clear communication among stakeholder groups. Varied view points, divergent areas of expertise and experiences, and diverse areas of interest enrich conversations. The common factors are the shared vision and mission; the unwavering focus on the student, on aligning decisions with student needs and interests, and on supporting administration and staff.
- The CAPE School Council is also structured to facilitate communication and engagement. A School Council member sits as a voting member of the CAPE Board of Directors. This facilitates open and timely communication, feedback, and shared decision-making. Efforts to include community and students on the Council have not been successful but have not been completely abandoned.
- The Annual Education Results Report and the associated Education Plans are developed in consultation with and input from the Charter Board, the School Council, the administration, parents, the staff, and community. This collaborative process strives to ensure adequate time to discuss, critique, share, and reflect. It encourages engagement by facilitating involvement at any time during this process. All stakeholders can have their voices heard and be active members of our community. Please refer to the Engagement Plan at <https://capeisgreat.org/pages/communication-engagement-plans> for more complete information.
- Student feedback is sought in areas such as effectiveness of programs, projects, availability of supports, and more. Students from grade 4 through 9 complete an annual survey. Conversations with grades 6 through 9 students deepen our understanding of what is working and what is not. Suggestions and concerns are heard and considered as decisions are made.
- Parent Testimonials: <https://capeisgreat.org/pages/-what-do-parents-say>
- Why Parents Choose CAPE? Survey: <https://capeisgreat.org/pages/-what-do-parents-say>

Summary of Financial Results:

The Audited Financial Statement 2019-2020 is posted on the school’s website:
<http://www.capeisgreat.org/#!finance/c16dq>
 The provincial roll-up of the Audited Financial Statement (AFS) can be obtained at:
<https://education.alberta.ca/financial-statements/combined-statements>
 Comparative information is available in the provincial roll up of charter school AFS information:
<http://educatio>
 The Fall 2020
<http://www.ca>

For complete budget, expenditures, and school generated funds information, please contact:
 Carmen Ressler, CAPE School Secretary-Treasurer
 201 5 Street SW. Medicine Hat, AB. T1A 4G7
 Phone: 403-528-2983. Fax: 403-528-3048
 e-mail: cressler@capeisgreat.org

Whistleblower Protection

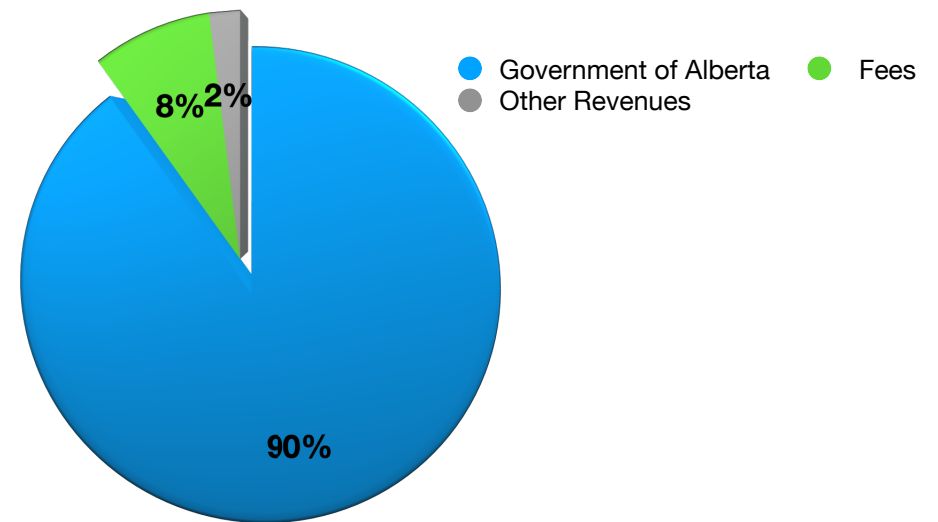
CAPE did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2019/2020 school term.

Summary of Financial Results 2019-20

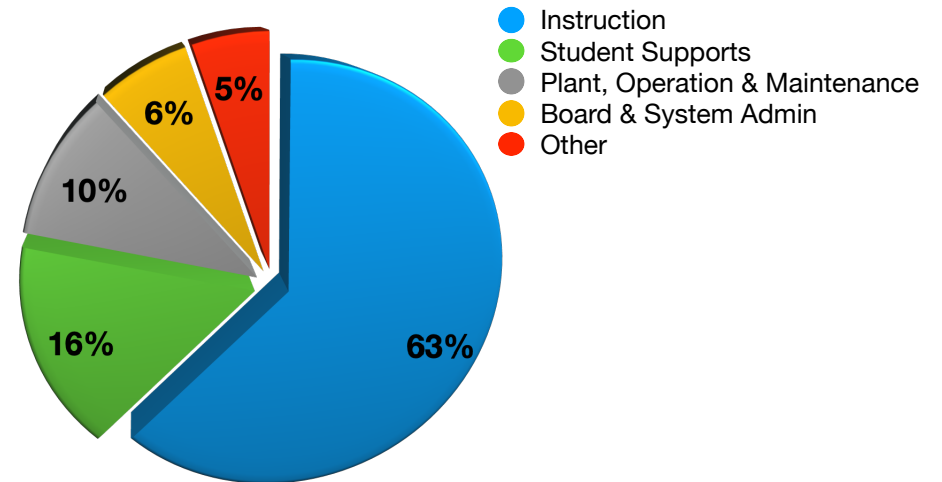
	Budget	Revenues	
Government of Alberta	\$2,569,081	\$2,532,073	90%
Fees	\$234,600	\$235,485	8%
Other Revenues	\$91,600	\$45,837	2%
	<u>\$2,895,281</u>	<u>\$2,813,395</u>	100%

	Budget	Expenses	
Instruction	\$2,348,148	\$1,745,135	63%
Student Supports		\$433,447	16%
Plant, Op & Maintenance	\$174,000	\$275,153	10%
Board & System Admin	\$160,581	\$163,413	6%
Other	\$202,480	\$143,409	5%
	<u>\$2,885,209</u>	<u>\$2,760,557</u>	100%
Surplus/(Deficit)	\$10,072	\$52,838	

2019-2020 Revenues



2019-2020 Expenses



Whistleblower Protection

CAPE did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2019-2020 school term.

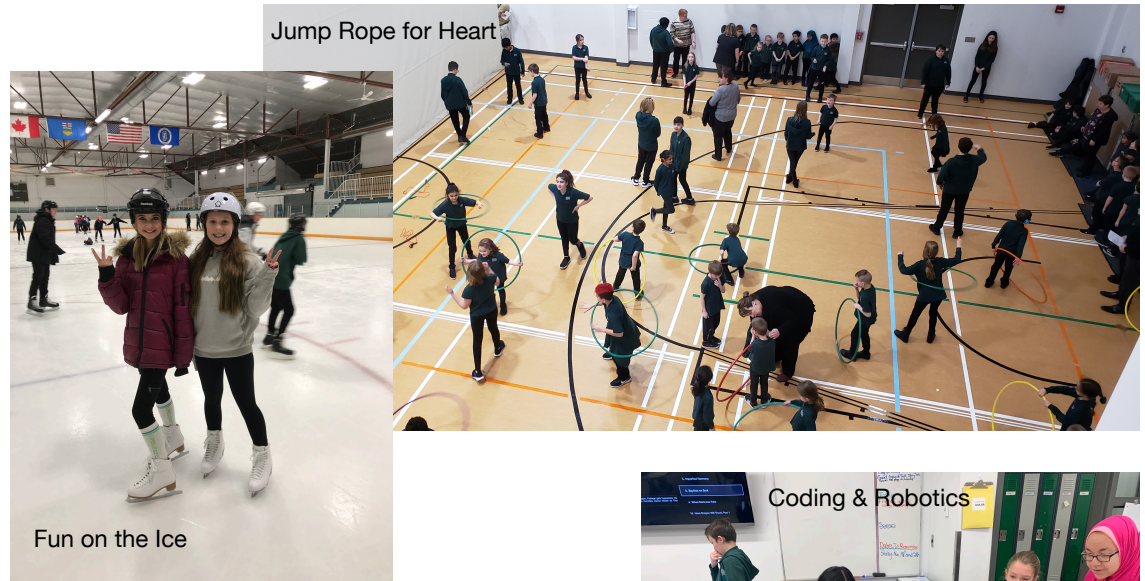
Assurance Domain: Local & Societal Context

Comments on Local Context & Demographic Information

- Classes are capped at 18 +/-1 for grades K-3, and at 22 +/-1 for grades 4-5, and 24 +/-1 for grades 6-9. Each K-3 class is supported by a certificated FTE teacher and a FTE educational assistant. Further supports are provided in response to the needs of each group. Grades 4-9 are supported by FTE teachers and, if the demographics of the group warrant, one or more FTE educational assistants.
 - CAPE provides a safe, caring, and supportive learning environment for each learner. The learning environment is purposely designed to support student engagement, the pursuit of personal best, capacity, and citizenship. School staff is understanding, accepting, and responsive to the distinct characteristics and needs of each student.
 - CAPE community partnerships are numerous and beneficial. These relationships foster and promote life-long learning, global ethical citizenry, and the entrepreneurial spirit. Collaboration within the community allows for learners-mentors and/or role model interactions and for opportunities to participate in experiences that support successful engagement.
 - Partnerships with community provide access to external services and environments that support both personalized learning and groups of learners.
 - Input from stakeholders is of great importance. For example, community representatives and parents were instrumental in the collaborative work that ultimately resulted in our revised charter 2016. Similarly, 2018-2019 saw parents and community work on the development of our digital citizenship policy. Input from parents is requested through our annual satisfaction surveys and is an integral part of the CAPE Board's decision-making. Feedback from parents and all stakeholders informs the work the Board and the administration from year to year.
 - A School Council member sits as a voting member of the CAPE Board of Directors. This facilitates open and timely communication, feedback, and shared decision-making.
 - The sudden school closure surely impacted the satisfaction rates of stakeholders with school improvement. With such a sudden closure, there were many lamentations of programs being cancelled, lack of programming for the arts, cancellation of community-school partnerships including extracurricular sports, science fair and heritage fair, as well as others. With over 30% of the school year transitioned into homes, many of the culminating activities and opportunities for input were postponed. CAPE's population is diverse and more and more challenging year over year. Word of mouth, referrals from community agencies and health professionals, school counsellors and teachers, and other students prompt parents to choose CAPE for their child. Therefore, the results described above are indeed quite acceptable.
 - As of September 30, 2019, CAPE has an enrolment of 251 students; 31 in Kindergarten, 92 in grades 1-3, and 128 in grades 4-9.
 - We support students with mild/moderate and severe needs, gifted/talented and gifted/disabled, English language Learner (ELL) and English as a Second Language (ESL), and Program Unit Funding (PUF) children as well as average students. Some of our students are hindered by emotional, social, and/or behavioural issues.
 - During the 2019-2020 academic year, 13% of our student population had mild/moderate codes, 3.0 % gifted/talented codes, 0.4% gifted/disabled codes, 3.2% severe disability codes, and 14% were English as a Second Language (ESL) codes.
 - 99% of our children/students were coded or required extra supports.
- 100% of our population has Individualized Program Plans (IPP). In addition, the Individualized Program Plan (IPP) is data-driven and based on standardized assessments as well as teacher observations and data collection. Our full-time educational psychologist/Director of Student Services assesses every student as quickly as possible and meets with parents first and then the education team to develop a plan. Each child and student's Individualized Program Plan (IPP) is then developed with input from the students, parents, and teachers, through goal setting meetings. Educational assistants, administration, Director of Student Services, and external services, parents and students are included in the conversations when applicable.
- The student-teacher ratio is at 14.71:1 (if one includes assistants: 9.1:1). Our staff consists of a full-time equivalent (FTE) teaching staff of 16.9, 10 FTE educational assistants, 0.25 FTE literacy support teachers, 1.4 FTE administrators, 1.0 FTE Director of Student Services (registered psychologist), and 3 FTE administrative assistants.

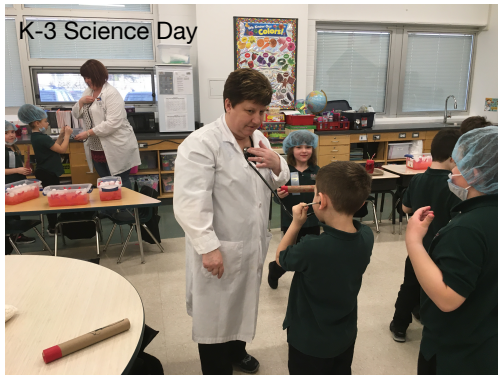


Science Fair



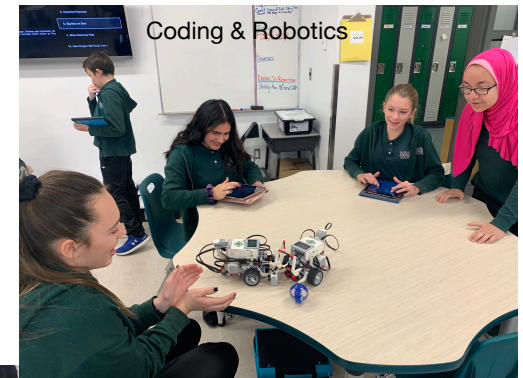
Jump Rope for Heart

Fun on the Ice



K-3 Science Day

OUR STORY IN PICTURES



Coding & Robotics



Youth Justice

Pop Culture Project



Technology at Work



Kindergarten Art



Math in the Classroom



APPENDIX A

5-Year Data

CAPE Charter School Goals

Goal 1: CAPE School is focused on achieving academic excellence.

Outcome 1: Student learning is improved so that students are working at their own personal best.	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 **(Sept.-Feb. Data/ COVID)
Percentage of kindergarten children with typical growth (35+ standard growth percentile or SGP) on the STAR EARLY LITERACY.	Standardized Tests	N/A	86.66%	N/A	N/A	**81.2%
Percentage of grades 1-9 students with typical growth (35+ standard growth percentile or SGP) on the STAR READING. * typical or higher	Standardized Tests	*62%	*84.9%	78.5%	80.4%	**68.1%
Percentage of grades 1-9 students with typical growth (35+ SGP) on the STAR MATH. * typical or higher	Standardized Tests	*66.7%	*85.9%	77.6%	73.8%	**70.97%
Percentage of students in grades 1-9 that began the year below grade level and demonstrated at least a 1.0 Grade Equivalent (GE) growth at the end of the year as determined via the STAR READING.	Standardized Tests	N/A	N/A	N/A	83% baseline	**73.2%
Percentage of students in grades 1-9 who began the year below grade level and demonstrated at least a 1.0 GE growth at the end of the year as determined via the STAR MATH.	Standardized Tests	N/A	N/A	N/A	66% baseline	**75.2%
Percentage of grades 1-9 students who are at benchmark (at grade level) at the end of the year on the STAR READING.	Standardized Tests	54%	73%	76.7%	82.5%	**66.3%
Percentage of grades 1-9 students who are at benchmark (at grade level) at the end of the year on the STAR MATH.	Standardized Tests	58%	76%	70.7%	72.7%	**62.7%

Outcome 2: Student progress shows above average growth.	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 **(Sept.-Feb. Data/ COVID)
Percentage of kindergarten children with Higher than Typical Growth (66-99+ standard growth percentile or SGP) on the STAR EARLY LITERACY.	Standardized Tests	35%	42.5%	N/A	N/A	**64.6%
Percentage of grades 1-9 students showing higher than typical growth (66-99 SGP) on the STAR READING.	Standardized Tests	35%	52.9%	52.3%	56%	**40.1%
Percentage of grades 1-9 students showing higher than typical growth (66-99 SGP) on the STAR MATH.	Standardized Tests	40.2%	47.7%	41%	56%	**40.5%
Percentage of grades 1-9 students who were below benchmark (below grade level) at the beginning of the year but moved closer to being at benchmark (at grade level) by the end of the year on the STAR READING.	Standardized Tests	59%	44%	75.7%	89.7%	**40.5%
Percentage of grades 1-9 students who were below benchmark (below grade level) at the beginning of the year but moved closer to being at benchmark (at grade level) by the end of the year on the STAR MATH.	Standardized Tests	55%	52%	85.7%	74%	**72.3%
Outcome 3: Students become well-rounded individuals with a broad knowledge base which they can apply in flexible contexts and have a greater awareness of the world around them through exposure to other cultures, ideas, and beliefs and integrate ideas from various disciplines.	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20
Percentage of students in grades 4-9, and their parents and teachers satisfied that the students have the skills to use information technology to more effectively and efficiently engage in task completion, research, explore, create, and generate opportunities for learning.	School Surveys	90.7%	89.6%	89.8%	91.4%	88% ^o

Goal 2: CAPE School is focused on achieving personal excellence.

Outcome 1: Students acquire personal and interpersonal skills so that they may become productive citizens of the world and life-long learners.	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20
Percentage of students in grades 4-9 and their parents who are satisfied that the students have demonstrated an increased level of global citizenry and responsibility through support for world cultures, ideas, beliefs, and involvement with the local and broader communities.	School Surveys	94.5%	94.6%	94.9%	89.5%	91.4%
Percentage of grades 4-9 students and their parents who are satisfied that the students are acquiring and demonstrating stronger social and personal skills such as resourcefulness, independence, self-reliance, problem solving, and decision making, and that these skills will serve the students well in their post-CAPE years.	School Surveys	90.3%	86.6%	90.1%	85%	91.9%

Outcome 2: Students learn the importance of caring for others, learn respect for others, and treat others fairly in both smaller and larger contexts.	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20
Percentage of parents, teachers, and students who are satisfied that students have increased their level of community awareness, social consciousness, social justice, and social responsibility and that students' social and emotional engagement has increased as demonstrated via volunteerism, acts of kindness, involvement within the school, and respectful behaviour.	School Surveys	90%	88.8%	94.5%	87%	95.9%

Assurance

Assurance Domain: Student Growth & Achievement

	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20
(Prov. Meas.) Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (based on cohort).	APORI	67.9%	64.1%	91.8%	84.9%	N/A (COVID)
(Prov. Meas.) Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).	APORI	15.5%	12%	42.7%	24.7%	N/A (COVID)
(Prov. Meas.) Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	APORI	87.6%	83.8%	85.5%	89.7%	89.6%
(CAPE. Meas.) Percentage of grades 4-9 students who are satisfied that their academic knowledge and performance has improved at CAPE.	School Survey	77.4%	84.9%	91.6%	95.1%	95.1%
(CAPE. Meas.) Overall percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitude necessary for lifelong learning.	School Survey	99.2%	93.2%	65.2%	74%	68.9%
(CAPE. Meas.) Percentage of parents and students who believe that the level of student engagement has increased and that this engagement has resulted in greater achievement.	School Survey	84.1%	83.5%	88%	91.3%	88.8%

Assurance Domain: Teaching & Leading

	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 **(Sept.-Feb. Data/ COVID)
(Prov. Meas.) Overall teacher, parent, and student satisfied with the overall quality of basic education as determined by the Accountability Pillar Survey.	Alberta Education Accountability Pillar Survey	94%	92.3%	92.4%	95.4%	94%
(CAPE. Meas.) Number of collaborative activities (programming and professional development) hosted at the school and accessible to all staff.	School Data	N/A	N/A	24	20	**17
(CAPE. Meas.) Percentage of students offered opportunities to acquire and apply foundational knowledge of First Nations, Metis and Inuit experiences as determined by specialized school course offerings.	School Data	N/A	N/A	100%	100%	100%
(CAPE. Meas.) Number of collaborative activities between teachers, parents, and students to promote optimal learning.	School Data	N/A	N/A	4	141	**11
(CAPE. Meas.) Percentage of parents and students satisfied with the quality of instruction the students are receiving at CAPE.	School Survey	N/A	79.2%	85.6%	92.7%	92.1%
(CAPE. Meas.) Average number of certificated staff professional development activities per year.	School Data	6.6	6.7	5.1	3.5	**10.67

Assurance Domain: Learning Supports

	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 **(Sept.-Feb. Data/ COVID)
(Prov. Meas.) Overall 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.	Accountability Pillar Survey	88.7%	88.1%	90.0%	93.8%	92.8%
(CAPE. Meas.) Number of initiatives with a First Nations, Métis and Inuit focus (integrations into core, consultants on site, school-wide events, and professional development initiatives, etc.) to ensure all students, teachers, and school leaders learn about First Nations, Metis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.	School Data	N/A	N/A	18	21	**30
(CAPE. Meas.) Percentage of Board, parents, students and teachers satisfied that services and support for students such as academic support, counselling, and referrals are easy to access and timely at CAPE.	School Data	82.8%	88.5%	84.5%	88.7%	90%
(CAPE. Meas.) Percentage of parents who are satisfied that their student is receiving instruction targeted to their individual needs.	School Surveys	92.1%	88%	86.8%	93.1%	82.9%
(CAPE. Meas.) Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	School Data	78.8%	87.1%	62.2%	76.3%	78.9%
(CAPE. Meas.) All students have access to a continuum of supports and services, including specialized supports and services with the principles of inclusive education: <ul style="list-style-type: none"> Percentage of coded and not-coded students who receive specialized supports. 	School Data	88.7%	86%	90%	85%	99%

Assurance Domain: Governance

	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 **(Sept.-Feb. Data/ COVID)
(Prov. Meas.) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Accountability Pillar Survey	92.7%	97.2%	90.5%	93.6%	95.5%
(CAPE. Meas.) The percentage of parents involved in initiatives in support of the school.	School Data	55%	66%	71%	79%	**54%
(CAPE. Meas.) Percentage of families participating in “face-to-face” communications	School Data	87.5%	98%	97.9%	58.7%	**92.2%



A word of thanks to all our stakeholders for your support, engagement, encouragement, constructive criticisms, and endless support of our students.

To our “lifers”, we could not do what we do without you!

APPENDIX B
ADDITIONAL DATA

Additional Data	Data Source	Education Report 2019-2020				
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 **(Sept.-Feb. Data/COVID)
Percentage of students in grades 4-9 who achieve the CAPE acceptable standard (cut score of 65%) in the core subjects year-end marks.	Formative Teacher Assessment	81.6%	80%	88.3%	85%	**88.2%
Percentage of students in grades 4-9 who achieve the CAPE standard of excellence (cut score of 80%) in the core subjects year-end marks.	Formative Teacher Assessment	40.8%	39.4%	43.7%	45.5%	**50.4%
Percentage of students in grades 4-9 who achieve the CAPE acceptable standard (cut score of 65%) in the core subjects final exam marks.	Summative Teacher Assessment	79.8%	73.5%	74.8%	71.5%	N/A (COVID)
Percentage of students in grades 4-9 who achieve the CAPE standard of excellence (cut score of 80%) in the core subjects final exam marks.	Summative Teacher Assessment	40.3%	36.2%	44.6%	39.1%	N/A (COVID)
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Accountability Survey	87.6%	83.8%	85.5%	89.7%	89.6%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Accountability Survey	95.5%	92.8%	89.3%	89.3%	87.6%
Percentage of parents that are satisfied that their student is receiving instruction targeted to their individual needs.	School Survey	92.1%	88%	86.8%	93.1%	82.9%
Percentage of grades 4-9 students that are satisfied that their academic knowledge and performance has improved at CAPE.	School Survey	77.4%	87.5%	91.6%	95.1%	95.1%
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	School Survey	89.7%	82%	80.1%	90.1%	78.8%
Percentage of Kindergarten children whose literacy skills are such as to make them ready for grade 1 as determined via 1) Star Early Literacy (reading comprehension) and 2) Easy CBM (reading fluency)	Standardized Tests	N/A	N/A	85% 67%	100% 60%	83.8% 58.1%
Percentage of parents that completed the school annual survey.	School Survey	56.2%	41.8%	49.3%	20%	44%
Percentage of students that completed the school annual survey	School Survey	96.1%	100%	97.1%	90.8%	98.4%
Percentage of CAPE students not involved in any severe discipline issues.	School Data Collection	91%	95.8%	97.6%	93.2%	98.4%

**CAPE September 30, 2017 Staff/Students Demographics
2017-2018**

Staff: 13.5 full-time equivalent teaching staff
8.0 full-time equivalent educational assistants
1.0 full-time literacy assistant
2.5 full-time equivalent administrators

Student Enrolment: 213 or 199.5 FTE students (about 166 families)
New to CAPE: 22% (47) of student body

Student-teacher ratio: 213/13.5=15.7:1
If EAs are included: 213/22.5=9.5:1

Codes: 16% (35/213) – mild/moderate codes
4.2% (9/213) – gifted/talented code
0.5% (1/213) – gifted/disabled codes
2.4% (5/213) – severe disability

Overall:
About 19% -- mild/moderate codes and severe codes
About 5% -- gifted (mild/moderate/full) & gifted/disabled
About 76% -- average

Qualify for ESL Services:
8.5% (18/213)

About 24% of our students were coded. However, some students do not meet the criteria for a code but still need supports. Assessment results indicate that about 90% of the 2018-2019 population required assessments, extra supports, modifications and/or adaptations to the program.

Universal assessments include Star Reading, Math, and/or Star Early Literacy assessments, easyCBM for reading accuracy and fluency, the San Diego Quick Assessment of Reading Ability, and a site-developed math screener. Individual assessments include one-one assessments in the following areas: cognitive, general academic, math specific, reading specific, ADHD, behavioural, emotional, English Language Learning, and executive functioning. Additionally, we use assessments, reports, and recommendations from other health professionals such as psychiatrists, paediatricians, family doctors, Speech/Language Pathologists, Occupational Therapists, Physical Therapists, and Mental Health Workers.

100% of the population on data-driven IPPs developed, monitored and revised collaboratively; **100%** are in the AR Reading and AR Math Programs.

**CAPE September 30, 2018 Staff/Students Demographics
2018-2019**

Staff: 16.9 full-time equivalent teaching staff
10.0 full-time equivalent educational assistants
0.25 full-time literacy support teacher
1.0 Full-time literacy support educational assistant
2.4 full-time equivalent administrators

Student Enrolment: 200 or 192.5 FTE students (about 166 families)

New to CAPE: 24% (48) of student body

Student-teacher ratio: 200/11.6 = 17:1

If EAs are included: 200/20.6 = 9.7:1

Codes: 18% (31/200) – mild/moderate codes

3.0% (6/200) – gifted/talented code

0.5% (1/200) – gifted/disabled codes

2.5% (5/200) – severe disability

Overall:

About 20.5% -- mild/moderate codes and severe codes

About 3.5% -- gifted & gifted/disabled

About 76% -- average

Qualify for ESL Services:

13.5% (27/200)

24% of our students were coded. However, some students do not meet the criteria for a code but still need supports. Assessment results indicate that about 85% of the 2018-2019 population required assessments, extra supports, modifications and/or adaptations to the program.

Universal assessments include Star Reading, Math, and/or Star Early Literacy assessments, easyCBM for reading accuracy and fluency, the San Diego Quick Assessment of Reading Ability, and a site-developed math screener. Individual assessments include one-one assessments in the following areas: cognitive, general academic, math specific, reading specific, ADHD, behavioural, emotional, English Language Learning, and executive functioning. Additionally, we use assessments, reports, and recommendations from other health professionals such as psychiatrists, paediatricians, family doctors, Speech/Language Pathologists, Occupational Therapists, Physical Therapists, and Mental Health Workers.

100% of the population on data-driven IPPs developed, monitored and revised collaboratively; **100%** are in the AR Reading and AR Math Programs.

**CAPE September 30, 2019 Staff/Students Demographics
2019-2020**

Staff: 16.9 full-time equivalent teaching staff
10.0 full-time equivalent educational assistants
0.25 full-time literacy support teacher
1.0 Full-time literacy support educational assistant
2.4 full-time equivalent administrators

Student Enrolment: 252 or 236.5 FTE students (about 166 families)

New to CAPE: 32% (79) of student body

Student-teacher ratio: $252/17.15 = 14.71:1$

If EAs are included: $252/28.15 = 9:1$

Codes:

12% (29/252) – mild/moderate codes
3% (7/252) – gifted/talented code
0.4% (1/252) – gifted/disabled codes
3.2% (8/252) – severe disability

Overall:

About 15% -- mild/moderate codes and severe codes
About 3.5% -- gifted & gifted/disabled
About 81.5% -- average

Qualify for ESL Services:

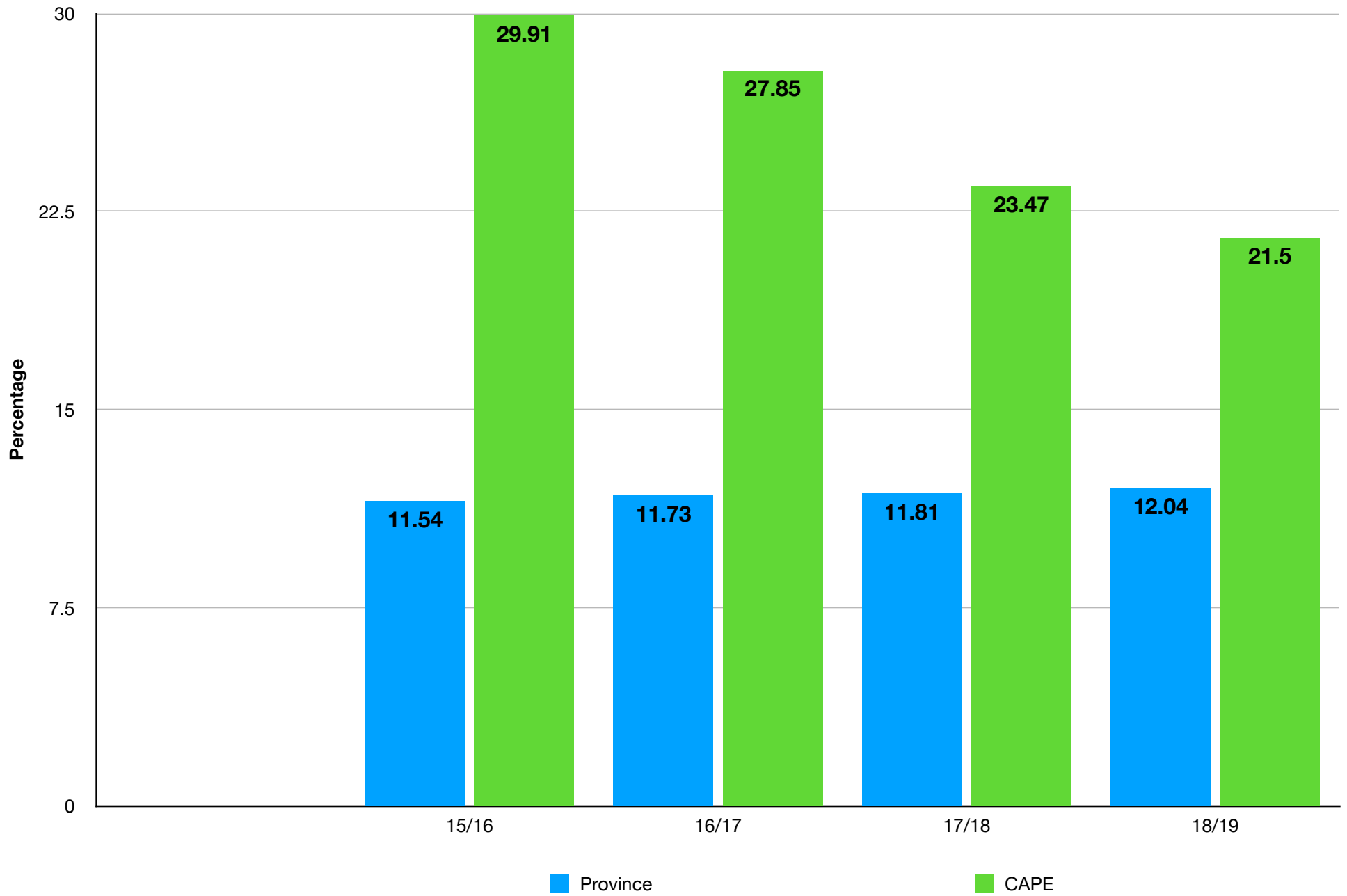
14% (36/252)

18.6% of our students were coded. However, some students do not meet the criteria for a code but still need supports. Assessment results indicate that about 99% of the 2019-2020 population required assessments, extra supports, modifications and/or adaptations to the program.

Universal assessments include Star Reading, Math, and/or Star Early Literacy assessments, easyCBM for reading accuracy and fluency, the San Diego Quick Assessment of Reading Ability, and a site-developed math screener. Individual assessments include one-one assessments in the following areas: cognitive, general academic, math specific, reading specific, ADHD, behavioural, emotional, English Language Learning, and executive functioning. Additionally, we use assessments, reports, and recommendations from other health professionals such as psychiatrists, paediatricians, family doctors, Speech/Language Pathologists, Occupational Therapists, Physical Therapists, and Mental Health Workers.

100% of the population on data-driven IPPs developed, monitored and revised collaboratively; **100%** are in the AR Reading and AR Math Programs.

Coded Students as a Percentage of Total Enrolment



Codes & Assessments

Academic Year	Health Referrals	Mild/Moderate Codes	Severe Disability Codes	Gifted Codes	Gifted/Disabled Codes	Psycho-educational/Educational Assessment Referrals
2001-02	16.4% (22)	15.3% (21)	0.7% (1) +(4?)	2.9% (4)	0.7% (1)	N/A
2002-03	16.3% (25)	14.7% (23)	1.28% (2)	3.2% (5)	0.64% (1)	N/A
2003-04	20.4% (32)	20.1% (32)	1.25% (2)	8.2% (13)	6.9% (11)	21% (33)
2004-05	17.3% (21)	13.7% (17)	2.7% (3)	11.6% (14)	5.5% (7)	14% (17)
2005-06	15.75% (19)	11.4% (14)	0.81% (1)	8.13% (10)	5.69% (7)	19% (23)
2006-07	13.03% (18)	10.87% (15)	1.45% (2)	9.42% (13)	8.70% (12)	7% (10)
2007-08	16.6% (24)	11.4% (16)	2.1% (3)	9.0% (13)	5.5% (8)	16% (23)
2008-09	24.6% (33)	13.4% (18)	4.2% (6)	7.0% (9)	7.8% (10)	25% (34)
2009-10	34.2% (36)	14.4% (7)	5.4% (6)	6.3% (9)	8.1% (8)	18% (19)
2010-11	26.7% (40)	12.3% (150)	2.0% (3)	6.8% (10)	4.1% (6)	16% (24)
2011-12	22.8% (42)	16.8% (29)	2.2% (3)	6.5% (11)	4.3% (8)	27% (50)
2012-13	10.6% (23)	13.8% (29)	2.3% (5)	5.5% (8)	3.6% (5)	18.7% (40)
2013-14	25.7% (55)	19.2% (29)	1.4% (3)	4.7% (10)	1.4% (30)	32.2% (69)
2014-15	25.7% (56)	21% (46)	4.1% (9)	4.1% (9)	3.2% (6)	33.0% (72)
2015-16	31.3% (67)	21% (44)	2.8% (6)	7.3% (9)	2.3% (5)	23.8% (51)
2016-17	39.7% (87)	21% (44)	1.8% (4)	5.0% (11)	0.9% (2)	23.3% (51)
2017-18	21.6% (46)	16% (35)	2.4% (5)	4.2% (9)	0.5% (1)	17.8% (38)
2018-19	23.8% (47)	18% (31)	2.5% (5)	3.0% (6)	0.5% (1)	23% (46)
2019-20	30% (75)	12% (29)	3.2% (8)	3% (7)	0.4% (1)	39% (98)

**Personalized Education
2017-2018**

Grade	Total # in Grade	Total # with Supports	Description of Needs within the Class
K	27	23	ESL funded, speech, speech sounds delay, mild/moderate speech/language, OT, social skills support mild/moderate speech/language, early numeracy support, early literacy support, enriched literacy social skills support.
1	27	23	Early literacy support, early numeracy support , speech/language, social skills support, Funded ESL, ESL non-funded, referral for speech, referred for OT, mental health support, social skills support, extended programming, vision Impaired, VI teacher, some one-one support, ADHD, OT, PT, enriched literacy, enriched numeracy.
2	19	17	Funded ESL, ESL non-funded, OT/speech therapy (language), social skills support , speech/language, exempt from 2 nd language, early literacy support, early numeracy support, occupational therapy/speech/physical therapy, enriched literacy, enriched numeracy.
3	25	19	Speech, funded ESL, ADHD, exempt from 2 nd Language, OT, social communication disorder, ADHD, iInattentive Type, Code 303: speech/language support, exempt from 2 nd language, emotional/behaviour, Child & Family Services involvement, mental health support , enriched literacy, enriched numeracy, literacy support, numeracy support.
4	24	23	Speech sounds, funded ESL, numeracy support, literacy support, ADHD, inattentive with anxiety, OT support, Social Communication Disorder, Speech/ language support, Social Communication Disorder with some Autistic Traits, generalized anxiety with panic attacks, enriched literacy, enriched numeracy
5	24	23	Enriched literacy, enriched numeracy, general enrichment , ESL funded, non-Funded ESL Literacy support, numeracy support, mental health support.
6	25	22	Learning disability based on processing, severe emotional/behaviour: ADHD/ODD, some one-one EA support, working memory, processing proficiency, ESL funded, anxiety, mental health support, numeracy support, literacy support, enriched literacy, enriched numeracy, general enrichment.
7	15	15	Learning disability – reading/processing, fine motor delays, earning disability (writing), ADHD – Inattentive type, physical/medical disability – Autism Spectrum Disorder, generalized anxiety disorder, ADHD, ESL non-funded , visual processing, enriched literacy, enriched numeracy, general enrichment, literacy support, numeracy support .
8	16	16	Verbal learning disability, borderline processing speed, mental health, Child & Family Services involvement, mental health support, exempt from 2 nd language, verbal learning disability, Trichotillomania/Auditory Processing/Exempt from 2 nd Language, verbal learning disability/processing speed, physical therapy, ASD, processing speed, fine motor ,mMild cognitive delay Literacy support, Seizure Disorder, Possible ADHD, Exempt from 2 nd language, mild/moderate Autism Spectrum Disorder, ADHD, anxiety, learning disability, general enrichment, literacy enrichment, numeracy enrichment, literacy support, numeracy support.
9	11	11	ASD, exempt from 2 nd language, mild cognitive delay, verbal learning disability, adapted programming: Math & LA & writing, anxiety, ADHD – Inattentive Type, family services involvement, mental health: Generalized Anxiety Disorder with Situational Test Anxiety, enriched literacy, enriched numeracy, general enrichment , literacy support, numeracy support.

K	27	37%	Mild/Moderate/Funded ESL
		3.7% (potential)	Severe Code
		85%	Additional Supports
1-9	186	27%	Mild/Moderate/Gifted/Funded ESL
		2%	Severe Code
		91%	Additional Supports
K-9	213	100%	AR Reading Program & AR Math Program
K-9	213	90%	Coded or requiring extra supports

**Personalized Education
2018-2019**

Grade	Total # in Grade	Total # with Supports	Description of Needs within the Class
K	15	6	ESL funded, early literacy support, PT
1	24	22	ESL funded, early literacy support, speech sound support, early numeracy support, OT support, severe receptive/expressive language delay, enriched literacy support
2	30	20	Literacy support, numeracy support, speech sounds, literacy enrichment numeracy enrichment, expressive/receptive language, ESL funded, ADHD, OT, small group literacy support,
3	14	12	Funded ESL, enriched numeracy, enriched literacy, OT/Speech Therapy (language), speech/language, early literacy support, early numeracy support, small group literacy support, mental health support, Occupational Therapy/Speech/Physical Therapy, Mild/Mixed Hearing loss,
4	24	23	Speech sounds, funded ESL, numeracy support, literacy support, ADHD, inattentive with anxiety, OT support, Social Communication Disorder, Speech/language support, Social Communication Disorder with some Autistic Traits, generalized anxiety with panic attacks, enriched literacy, enriched numeracy
5	29	28	Autism Spectrum Disorder, speech therapy (language), physical therapy, One-on-One EA, literacy support, numeracy support, Hearing Impaired/Vision impaired, VI Teacher, DHH Teacher, anxiety, speech/language support, mental health support, some one-one support, ADHD with generalized anxiety, ADHD with generalized anxiety, speech referral, funded ESL, enriched numeracy, ESL non-funded, enriched numeracy
6	18	17	ESL Funded, numeracy support, literacy support, s, mall group literacy support, enriched numeracy, general enrichment, general enrichment, Hearing impairment
7	19	18	Learning Disability – Processing Speed, general enrichment, Learning Disability based on processing proficiency - primarily working memory, Gifted & Talented, enriched literacy, enriched numeracy, Severe Emotional/behaviour: ADHD/ODD, some one-one EA support, Generalized Anxiety Disorder ADD Specific Learning Disability with impairment in Reading – moderate to severe in the areas of decoding, phonetic knowledge, word recognition, and comprehension, mental health support, literacy support, numeracy support, ESL funded, Anxiety, ADHD-combined type, significant sensory issues (very sound sensitive), some autistic behaviours, OT support
8	16	15	Learning Disability – reading/processing, Fine Motor Delays, literacy support, numeracy support, ODD/ADHD – Combined type, ESL funded, ESL non-funded, enriched numeracy, visual processing, enriched literacy, enriched numeracy, ADHD, Gifted & Talented, general enrichment, Gifted & Talented/ Learning Disability - Processing proficiency, Verbal learning disability enriched numeracy, general enrichment
9	14	13	Verbal Learning Disability, enriched numeracy, Child & Family Services involvement, FNMI, literacy support, numeracy support, adapted programming, Trichotillomania/Auditory Processing, Autism Spectrum, Learning Disability based on processing proficiency, Fine Motor, Mild Cognitive Delay Literacy support, Seizure Disorder, Possible ADHD, adapted programming, ESL funded, Borderline processing speed, enriched literacy, ODD/ADHD

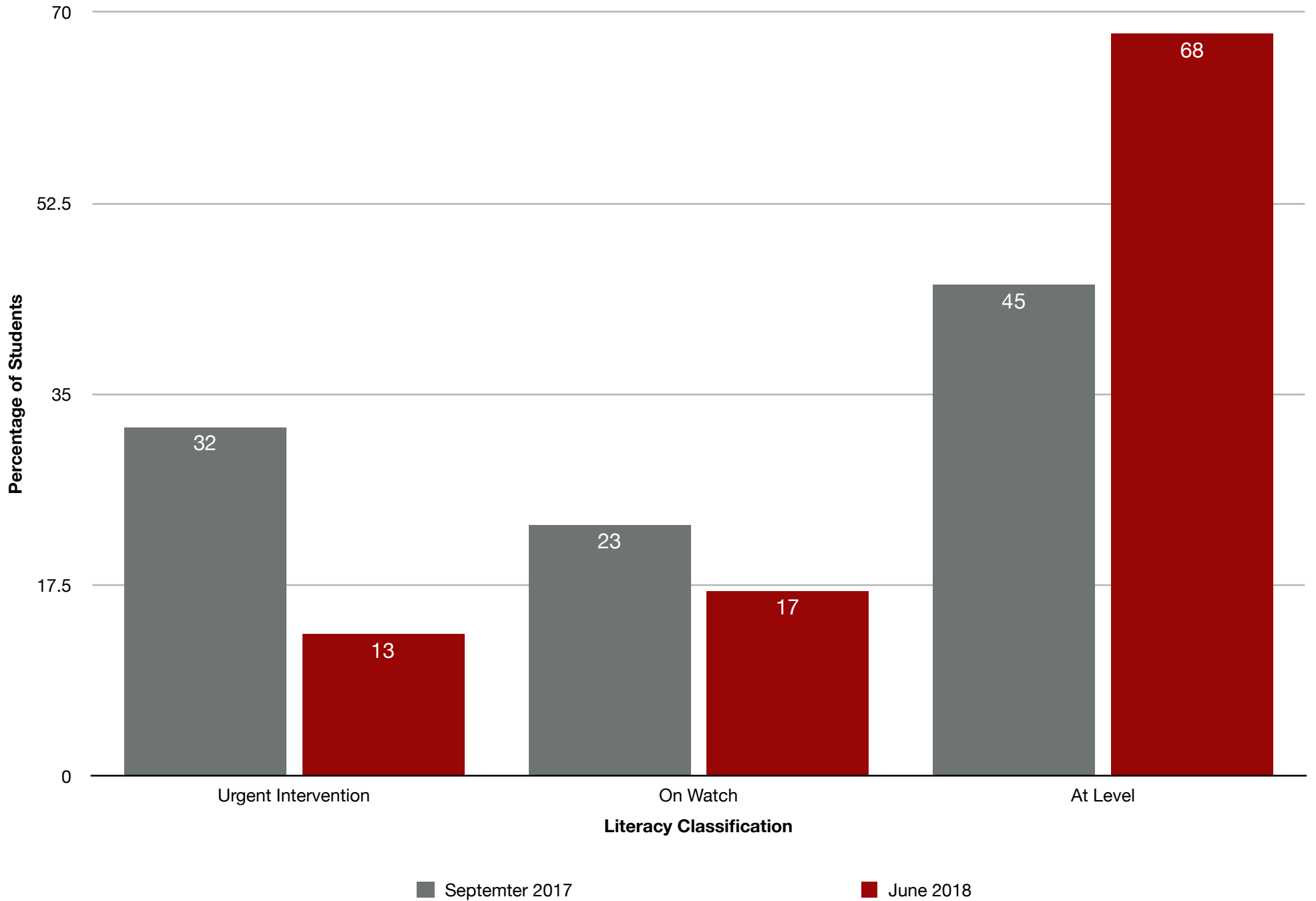
Grade	Total # in Grade	Total % with Supports	Descriptor
K	15	20%	Mild/Moderate/Funded ESL
		0	Severe Code
		20%	Additional Supports
1-9	188	33%	Mild/Moderate/Gifted/Funded ESL
		35%	Severe Code
		53%	Additional Supports
K-9	203	100%	AR Reading Program & AR Math Program
K-9	203	85%	Coded or requiring extra supports

**Personalized Education
2019-2020.**

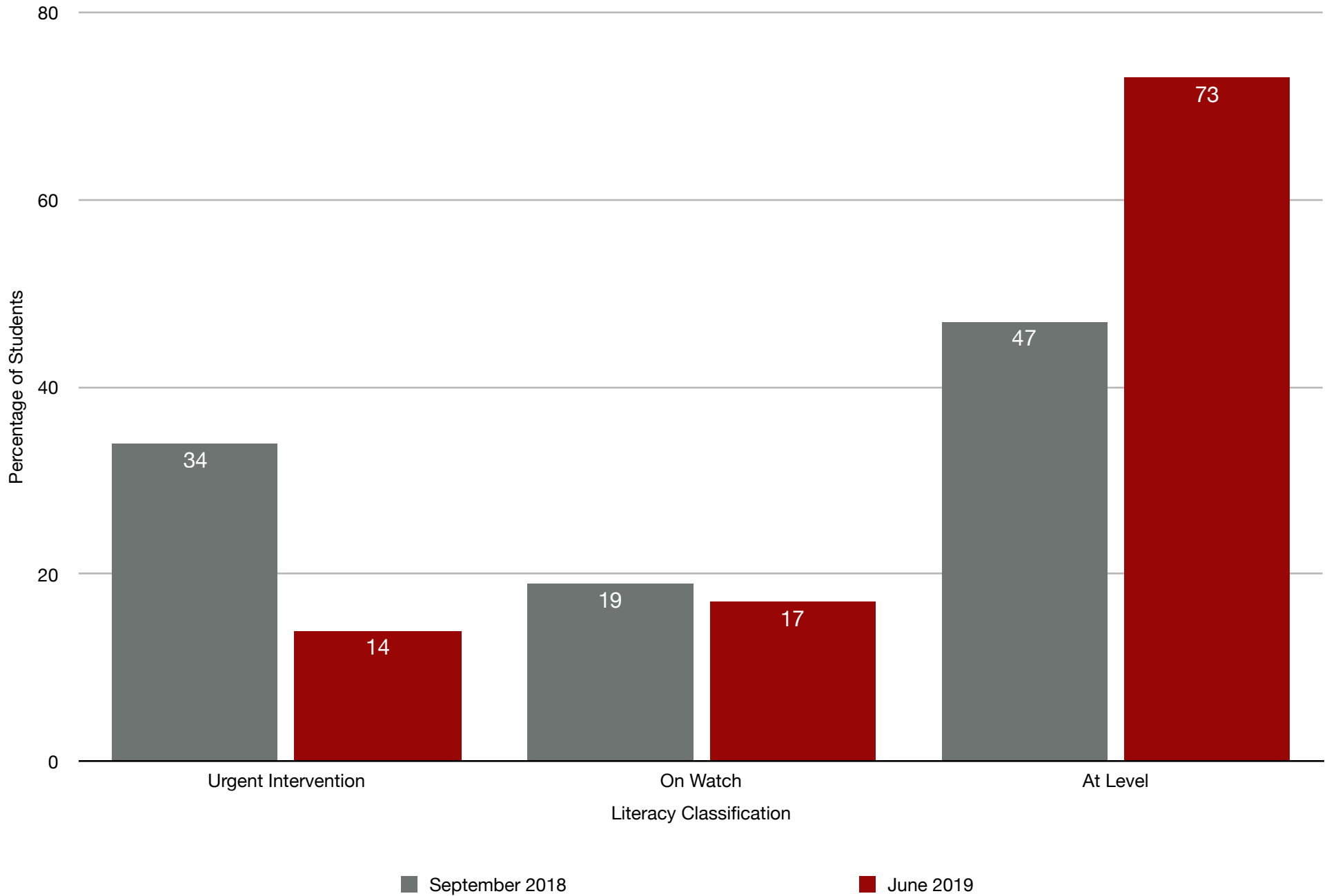
Grade	Total # in Grade	Total # with Supports	Description of Needs within the Class
K	31	27	ESL, early literacy support, numeracy support, Code 30 (speech), OT Support, PT support, literacy enrichment, numeracy enrichment, Children's Services involvement, mental health support, Code 47, Small group targeted literacy support
1	23	22	Literacy support, numeracy support, literacy support, small group targeted literacy support, mental health support, Code 57, OT support, ESL, literacy enrichment, numeracy enrichment, PT support
2	34	32	ESL small group targeted literacy support, OT support, literacy support, numeracy support, Code 58, Code 57 (speech), literacy enrichment, Sever receptive/ expressive language delay
3	35	32	ESL, literacy support, numeracy support, small group targeted literacy support, Code 57: Speech sounds, literacy support, OT support, mental health supports, PT support, Code 57 (expressive/receptive language), Code 44, some one-one support, enriched literacy, enriched numeracy, Code 46: Vision Impaired, VI teacher, some one-one support,
4	17	17	ESL, general enrichment, literacy support, enriched numeracy, Code 80, mild/mixed hearing loss, small group targeted literacy support, Code 58: PT/OT/Speech Therapy (language), Occupational Therapy/Speech/Physical Therapy, Learning Disability, mental health support, exempt from 2 nd language
5	24	23	General enrichment, literacy support, enriched numeracy, enriched literacy, Funded, mental health supports, Code 57 (speech sounds), Code 58: Social Communication Disorder, ADHD Inattentive Type, generalized anxiety with panic attacks, ADHD, inattentive with anxiety
6	33	33	General enrichment, enriched literacy, enriched numeracy, OT support, mental health support, Code 80, ESL, numeracy support, mental health support, small group targeted literacy support, Code 44: Autism Spectrum Disorder, physical therapy, One-on-One support, Code 43: Hearing Impaired/Vision impaired, VI Teacher, DHH Teacher, anxiety, speech/language support, ADHD with generalized anxiety,
7	19	18	Code 80: enriched numeracy, enriched literacy, general enrichment, ESL, Hearing impairment, Code 44: Autism Spectrum, literacy support, numeracy support, OT support, counselling support, small group targeted literacy support
8	22	20	General enrichment, enriched literacy, enriched numeracy, Code 80: Gifted & Talented, Learning Disability – Processing Speed, Learning Disability based on processing, especially in the area of working memory, Learning Disability based on processing - primarily working memory, small group targeted literacy support, ESL, Generalized Anxiety Disorder, ADD Specific Learning Disability with impairment in Reading – moderate to severe in the areas of decoding, phonetic knowledge, word recognition, and comprehension, mental health support, anxiety, Code 42 Severe Emotional/behaviour: ADHD/ODD, Learning Disability Based on Processing Proficiency some one-one EA support, Code 53: ADHD-combined type, significant sensory issues (very sound sensitive), some autistic behaviours, OT support
9	13	13	Code 80: Gifted & Talented, literacy enrichment, numeracy enrichment, general enrichment, Code 80/54: Gifted & Talented/Learning Disability - Processing proficiency, Code 54: Learning Disability – reading/processing, Fine Motor Delays, Code 53: ODD/ADHD – Combined type, ESL, literacy support, Visual Processing, ADHD

K	31	23%	Mild/Moderate/Funded ESL
		6%	Severe Code
		58%	Additional Supports
1-9	220	31%	Mild/Moderate/Gifted/Funded ESL
		2.7%	Severe Code
		65%	Additional Supports
K-9	251	100%	AR Reading Program & AR Math Program
K-9	251	99%	Coded or requiring extra supports

Literacy Classification Growth 2017-2018



Literacy Classification Growth 2018-2019



Literacy Classification Growth 2019-2020 (6.5 months/COVID)

