

**CHARTER SCHOOL ANNUAL EDUCATION RESULTS REPORT
(Report on Assurance)
2020-2021**

NOVEMBER 29, 2021

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

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Whistleblower Protection

CAPE did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2020-2021 school term.

Parent thoughts of Appreciation...

- After an impromptu fire drill (prompted by a fire alarm) a parent wanted the school to know that she was very impressed with how organized the situation on the field was, and how well behaved the students were, she marvelled that the staff could keep all the students in one area for the length of time it took.
- We like CAPE because of how it caters to every child's individual needs.
- I love that the program is tailored to the learner.
- 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 !

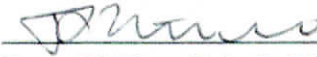
Accountability Statement

The Annual Education Results Report for CAPE-Centre for Academic and Personal Excellence for the 2020/2021 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 2020/2021 was approved by the Board on *November 29, 2021*.



Trampas Brown
CAPE Board Chair



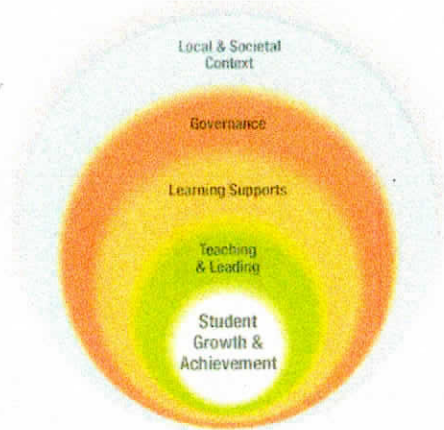
Teresa Di Ninno B.A., B. Ed., M.A.
Superintendent

Assurance

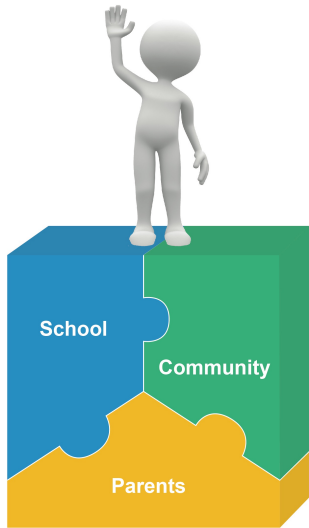
This document is CAPE's Results Report for 2020-2021. CAPE develops its Education Plan and results report in alignment with the assurance framework and planning/reporting requirements as outlined by Alberta Education.

“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, and 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 is grounded in engagement of our diverse stakeholder groups; parents, staff, students, community. Access our Board's Engagement Plan [here](#).



CAPE Foundational Elements



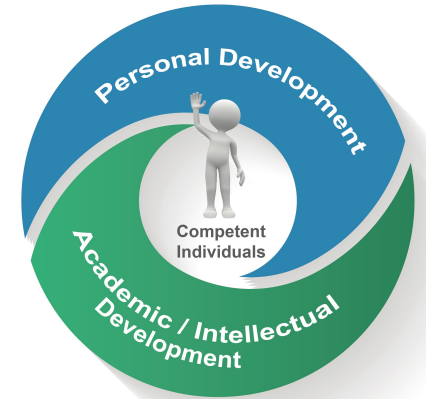
CAPE fosters the development of academic and personal skills through the provision of a personalized, integrated program so that each child or student may achieve success in the pursuit of personal and academic goals, strive for personal excellence, become engaged thinkers and ethical citizens with an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

Foundational to achieving these goals are:

- collaborative decision-making governance model;
- collaborative instructional team;
- parents as partners in the learning community;
- community partnerships;
- a student-centred learning environment.

CAPE Charter 2020

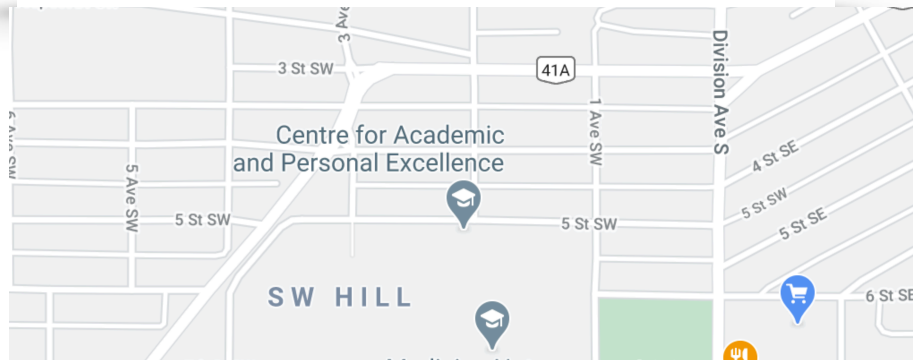
More in depth information can be found in our charter, [here](#).



Key Messages

- School surveys and the Alberta Education Assurance Measure Results indicate that CAPE continues to enjoy a very high level of stakeholder satisfaction, well above provincial averages,
- School surveys and the Alberta Education Assurance Measure Results indicate that satisfaction among stakeholders has been increasing steadily over the last five years.
- COVID-19 has hindered our community involvement significantly. However, community partnerships and supports remain strong.
- Parental support for the school, staff, and students and involvement in decisions about their child's education has remained extremely high, albeit limited by COVID-19.
- Learning disruptions during the last 1.5 years have affected all of our students, particularly the very young. However, 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.
- Our school community is engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences.
- Our students continue to acquire the skills to be successful in high school and beyond. High School Completion: [here](#)
- 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 continue share what we do via publications, presentations, and collaborations.

Local Context & Demographic Information



Student: 268
Families: 187



Student-teacher ratio: 16.75:1
If EAs are included: 9.9:1

Percentage of Students with Supports:
K: 33%
1-9: 66%
32.5% coded students receiving supports



Staff: 18.8 full-time equivalent teaching staff
11.8 full-time equivalent educational assistants
0.6 full-time literacy support teacher
1.0 Full-time literacy support educational assistant
2.6 full-time equivalent administrators
1.0 full-time educational psychologist

Our Vision

To promote the development of knowledge, skills, attitudes, and values that support 21st century citizenry and life-long learning within a holistic, personalized, integrated, flexible learning environment.

Our Mission

To foster 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.

Classes capped at:
K-3: 18 +/- 1
4-5: 22 +/- 1
6-9: 24 +/- 1

Educational Assistants:
K-3: 1 FTE in each class
6-9: as required

Comments on Local Context

Demographics & the Impact of COVID-19:

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 20-21 year, 8.6% of our student population had mild/moderate codes, 2.2 % gifted/talented codes, 0.4% gifted/disabled codes, 2.2% severe disability codes, and 16.8% were English as a Second Language/English Language Learners (ESL/ELL) codes. 68.6% of our children/students were coded or required extra supports. 100% of our population has Individualized Program Plans (IPP).

CAPE’s diverse K to 9 population has been adversely impacted by the COVID-19 pandemic and the resulting restrictions which disrupted learning during the last eighteen months. Repeated learning disruptions, the lack of access to a stable, supportive school environment, stress, isolation, trauma, anxiety, fear, lack of routine, reduction of intensive one-on-one, face-to-face support and intervention, among other factors led to monumental learning gaps. These deficits are particularly noticeable in literacy and numeracy. Students have been deprived of the rich project learning environment and of proven-effective literacy and numeracy learning opportunities within homogeneous groups than in previous years. Our K-3 literacy and numeracy assessments indicate that a significant percentage of our 2021-2022 population requires much more intensive and sustained support. For literacy, 84% of our K-3 students require intervention: 59% severe urgent and 25% mild/moderate. For numeracy, 85% of our K-3 students require intervention: 56% severe urgent and 29% mild/moderate. This is in stark contrast to our pre-COVID-19 June 2019 data that indicated that 19% of our K-9 students required severe urgent intervention in literacy and 6% require mild/moderate intervention. For numeracy, 28% of K-9 students required severe urgent intervention, while 19.6% required mild/moderate intervention. Staff has noted that the ability of students to function in a classroom has decreased significantly. Basic skills such as raising one’s hand to ask a question, walking in line, following directions, taking turns, demonstrating respectful behaviour, paying attention and having academic endurance have all decreased. Currently, 49.8% of our students require social/emotional/behavioural supports as opposed to 31% in June of 2019.

Learning Environment:

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, and more. 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 also provide access to external services and environments that support both personalized learning and groups of learners. Community and School Council representation on the Board of Directors is mandated by our ByLaws. The varied board membership results in open, clear communication

can or want, from being on the Board and the School Council, to providing input in the Education Plan, to activating as consultants and sharing their expertise, volunteering, and more. among stakeholder groups. Varied view points, divergent areas of expertise and experiences, diverse areas of interest and ‘passions’ come together and enrich conversations. Parents are vital partners in the education of their children and are encouraged to be involved in any other way that they

Stakeholder Engagement:

Our stakeholders include the community at large and more specifically our neighbours on the hill, parents and extended families, students, Board of Directors, School Council, and staff. Engagement of these stakeholders is foundational to the development of the Education Plan and the Annual Education Results Report, the Budget and our efforts towards continuous improvement. In addition to our annual satisfaction surveys and the Alberta Education Assurance Measure Results, spring 2021 saw CAPE engage in focus group conversations. Randomly selected Junior High students were quite open and shared opinions, ideas and suggestions. This group suggested including the younger groups in these conversations. We did. Their input resulted in the implementation of a physical education time in 2021-22 dedicated to team intramural sports for our very young. Each Friday morning, two of our younger classes play against each other. The desired outcome is physical activity, development of social and fair play skills, and having fun. Students bemoaned the loss of the Friday projects and pointed out that integration activities, especially art integration, seemed weak. Students felt that they had been deprived of the rich project learning environment for far too long and they were eager to resume these projects. CAPE resounded by developing a very strong safety plan and re-introducing these learning opportunities once again. In 2021-22 we capitalized on the knowledge and skills of one of our teachers to integrate art integration time within our time table for grades 1-6.

Our neighbours on the hill have been very supportive of the school and our students. They monitor traffic, work with police services and the school, suggest strategies for a collective approach to the traffic safety concerns. One neighbour, now a board member, suggested an AMA Safety Patrol team. We had looked at that in the past but it proved not an option. Now a staff member stepped up and, with support of another staff member with connections to the AMA, organized volunteer grade 4 and 5 students into an amazing group. The community responded with “I just wanted to tell you how pleased I was to look out my window to see the AMA Safety Patrol team from CAPE this week. They are a most diligent group of young folks – so serious about their work. It was a delight watching their efforts, especially given the sudden turn in the weather. Please convey my appreciation to their teacher supervisor. I know it is an increased responsibility, but she does a marvellous job looking after them. Hopefully, these young people will make a safer neighbourhood for all and have a positive effect on their peers, as well as the parents who bring their children to the school.” Plans are being developed for a committee comprised of CAPE, the two neighbouring schools, community, the City of Medicine Hat, and police services to address the many traffic concerns on the hill.

The three local high schools and CAPE work together to facilitate our students' transition into high school via our High School Transition Project, delivered in term 2. This project came about because of parent feedback and concerns, student requests, long-term staff suggestions, and our education manager's input. Feedback from past students and their parents are positive and encourage our work in this area.

The CAPE Board of Directors recognized the need to support students, parents and staff by allocating financial resources to the wellness of our community. Staff was encouraged to take wellness days as they saw fit. To facilitate this, subs were asked to prioritize CAPE and they graciously agreed. We always had substitute teachers and educational assistants when needed them. With Board approval, administration organized staff lunches, with appropriate measures of course. The number of professional development was reduced to the absolute minimum to provide staff with more time to look after their own needs or just take a breath. Mental health support was available on site and off site. Our school community supported our parents by providing instructional and technological support, food security, mental health supports, and prompt and accurate information about the latest information from AHS and Alberta Education. Our parents were involved with the development of our COVID-19 Safety Plan as well as the various reviews and revisions of it. CAPE provided each student with 3 masks in addition to those made available by Alberta Education so that each student always had a clean mask available.

Collaboration and mutual support were instrumental in keeping our community as safe as possible and to the maintenance of our learning environment as constant as possible.

Additional information can be found on our CAPE website.

Parent Testimonials & Why Parents Choose CAPE? Survey: [here](#)

Engagement Plan & Communication Plan: [here](#)

High School Completion information: [here](#)

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

CAPE Charter 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 2020-2021				
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)
Percentage of kindergarten children with typical growth (35+ standard growth percentile or SGP) on the STAR EARLY LITERACY.	Standardized Tests	86.66%	N/A	N/A	81.2%	70.83%
Percentage of grades 1-9 students with typical growth or higher (35+ standard growth percentile or SGP) on the STAR READING.	Standardized Tests	84.9%	78.5%	80.4%	68.1%	64.57%
Percentage of grades 1-9 students with typical growth or higher (35+ standard growth percentile or SGP) on the STAR MATH.	Standardized Tests	85.9%	77.6%	73.8%	70.97%	71.49%
Percentage of grades 1-9 students that 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	44%	75.7%	89.7%	40.5%	62.63%
Percentage of grades 1-9 students that 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	52%	85.7%	74%	72.3%	59.13%
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	73%	76.7%	82.5%	66.3%	64.17%
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	76%	70.7%	72.7%	62.7%	59.83%

Outcome 2: Student progress shows above average growth.	Data Source	Education Report 2020-2021				
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)
Percentage of kindergarten children with Higher than Typical Growth (66-99+ standard growth percentile or SGP) on the STAR EARLY LITERACY.	Standardized Tests	42.5%	N/A	N/A	64.6%	41.67%
Percentage of grades 1-9 students showing higher than typical growth (66-99 SGP) on the STAR READING.	Standardized Tests	52.9%	52.3%	56%	40.1%	42.6%
Percentage of grades 1-9 students showing higher than typical growth (66-99 SGP) on the STAR MATH.	Standardized Tests	47.7%	41%	56%	40.5%	34.21%
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	83% baseline	73.2%	64.65%
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	66% baseline	75.2%	63.48%

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 2020-2021				
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)
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	89.6%	89.8%	91.4%	88%	92.6%
Percentage of students in grades 6-9 who demonstrate that they have acquired a broad knowledge base and apply this knowledge within the school, the local community and global contexts as determined by the teachers.	School Data Collection	N/A	N/A	86.7%	75%	90%

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 2020-2021				
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)
Percentage of students in grades 4-9 and their parents who are satisfied that the students have demonstrate an increased level of global awareness, social conscience, and citizenry through support for world cultures, ideas, beliefs, and their involvement with the local and broader communities.	School Surveys	94.6%	94.9%	89.5%	91.4%	95%
Percentage of grades 4-9 students and their parents that are satisfied that the students are acquiring and demonstrating stronger 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 11	86.6%	90.1%	85%	91.9%	92.7%

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 2020-2021				
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)
Percentage of parents, teachers, and students who are satisfied that students' social/emotional engagement and level of community awareness, social consciousness, social justice, and social responsibility has increased as demonstrated through such community involvement as volunteerism, acts of kindness, and respectful behaviour.	School Surveys	88.8%	94.5%	87%	95.9%	82.97%

Comments:

While we hoped for a return to at least a near-normal environment in September 2020, we prepared for all contingencies and new planning gave rise to shifts in program delivery. Unfortunately, September's cohorting in a face-to-face environment forced serious alterations to modes of delivery in programs where previously student movement was key, literacy and numeracy in particular. Homogenous cross-grade grouping and seamless shifts between groupings were eliminated. Our student-choice projects had to be rebranded reducing student choice. Frequent hand washing and sanitizing eroded the teaching time and diminished the ability to facilitate groups in shared spaces. The more we attempted to address safety concerns, the more we diminished those effective practices that were central to programming for all of our students, but especially for those students that needed greater flexibility. Shifts from face-to-face to online learning and back again further disrupted the learning. Uncertainty was the one constant. As a result, the literacy and numeracy programs suffered. The data from standardized tests reported above seems to indicate that students did benefit from many levels of students in literacy and numeracy offered in homeroom cohorts. However, the multiyear data tells a difficult story and indicates a decrease in leaning in literacy and more so in numeracy. The numeracy program, although it parallels the literacy program, offered many greater challenges. Firstly, the relative lack of specialist teachers and teacher efficacy with mathematics processes and instruction amplified the challenges in providing multiple levels of instruction within diverse groups. With greater group diversity came the need for a wider variety of approaches. As result, we are engaging in a complete review of the numeracy program. The numeracy team is being strengthened to better support the teachers and the students; it has expanded to include four new staff members and under the leadership of teacher, Andrea Sanders, is facilitating all aspects of the implementation of this program. The team has also developed, piloted, and implemented an assessment tool to gather accurate meaningful information about our students' written numeracy skills. We have developed a written math assessment tool which is being used in 2021-2022. We have adopted the JUMPMath program school-wide and are engaged in staff capacity-building professional development in partnership with Gael James, our local JUMPMath Outreach Manager, and Dr. Lissa D'Amour, our guide through the Math Minds course.

In spite of the fact that we have had one-on-one computing for our grades 4-9 students and that staff has utilized the technology as a teaching tool for many years, quickly adapting to online options was a huge learning curve for everyone. Online learning increased teacher stress and significantly stretched administration capacity to support teachers but also build staff capacity in the use of a variety of online tools. Notable positive outcomes are the building of staff capacity in the use of a variety of online tools and the move to a much more cohesive and uniform system of platforms, apps, and tools. By using Zoom for online meetings, recording instructional lessons or developing videos and presentations in a flipped-model classroom and using Google Classroom for assignment tracking and collection teacher capacity has increased to offer learning regardless of time and space. Student learning has benefitted from the unrestricted access to instruction and resources, and parents are better equipped to support their children. Truly, the adage of working smarter and not harder has been put into practice through online learning.

Not only have the parent and student satisfaction rates stayed high but have increased year over year.

CAPE Annual Parent Satisfaction Survey [here](#)

CAPE Annual Student Satisfaction Survey [here](#)

AERR 2020-21 ADDENDUM B Photogallery [here](#)

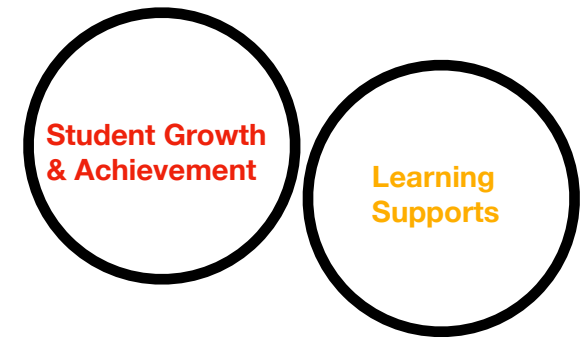
AERR 2020-21 ADDENDUM A Additional Demographics Information [here](#)

A story from the heart....

Man, it has been a tough slug over several years. Child #1: Before CAPE, I was unaware that she had been traumatized, picked on daily, sometimes physical abused. She went to CAPE afterwards, and temporarily healed in CAPE's environment. However, high school and life became tougher and tougher for her. As a mature student, she attended and was granted a high school equivalency. She took out a student loan, and enrolled in College, Education Assistant program. She graduated with a college Education Assistant Diploma. She has now gone from a high school drop out, to one with a College Diploma, having post-secondary education. Child #2: always hated school and education was an uphill battle year after year, struggled to graduate from Grade 12, left college twice but last August graduated from College/University with a BAA in Visual Communications. Life has been cruel to my children, they both have been traumatized. However, I truly believe that in the time they had been at CAPE School, they healed enough so that they had the "education bug" in their souls. my 2 children were surprised at how positive graduating has impacted them. They told me they no longer consider themselves "drop-outs" , "losers" , "lower class". They feel it in their souls now that they have "post-secondary education" and have "a university BAA or College diploma:, they are winners, and they now have a pride in themselves. Take care and THANKS! "You done good!" John

Assurance Framework

Goal: Student Growth & Achievement



Outcome: ALL Alberta students are successful.

Provincial Measures

Overall **percentage** of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (based on cohort). **N/A**

Overall **percentage** of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). **N/A**

Comments:

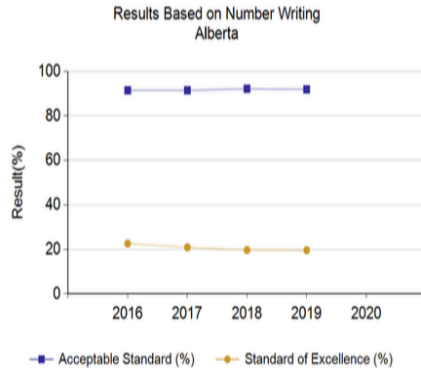
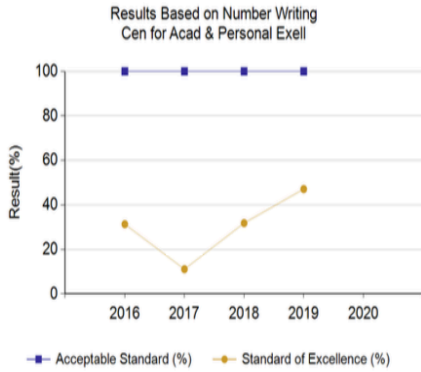
Provincial Achievement Tests were optional in 2020-2021. CAPE chose not to write and so data is not available. However, five-year data is available and included below in graph form.

Grade 6 results for students writing show 100% of the students in the acceptable standard in LA, mathematics, and science with social studies lagging somewhat below. These same subjects show an increase in percentage of students meeting the Standard of Excellence year over year. Most of CAPE's results were above the provincial results.

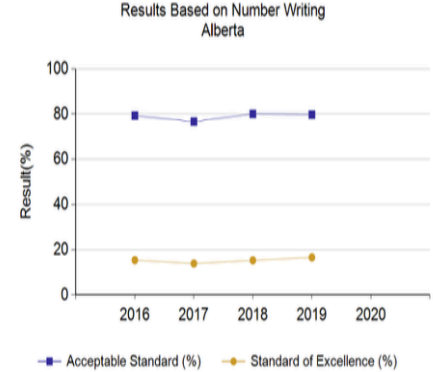
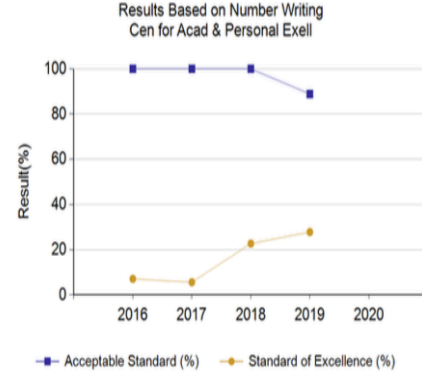
Grade 9 results for students writing show 100% of the students in the acceptable standard in LA with mathematics lagging somewhat below. Results fluctuate year or year. Social studies show an increase year over year in both the Acceptable Standard and the Standard of Excellence. The vast majority of CAPE's results were above the provincial averages.

Considering our demographics data has consistently indicated significant and greater than provincial numbers of coded students and also of students requiring and receiving supports the results are excellent.

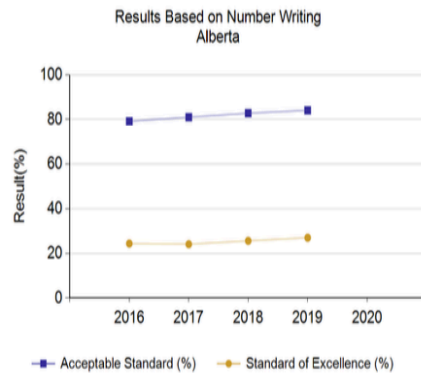
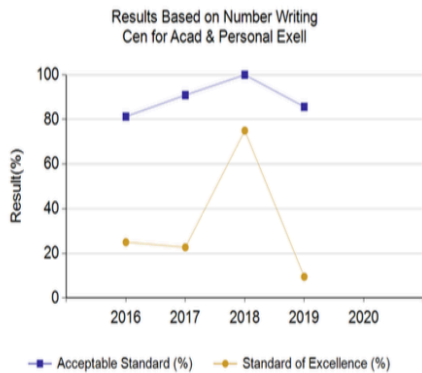
English Language Arts 6



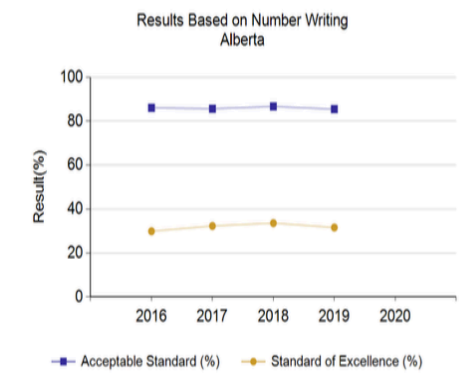
Mathematics 6



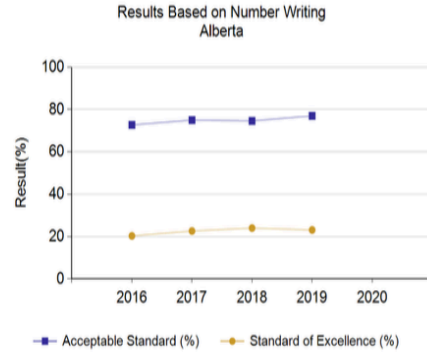
Science 6



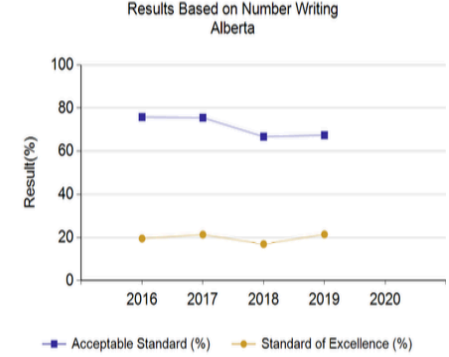
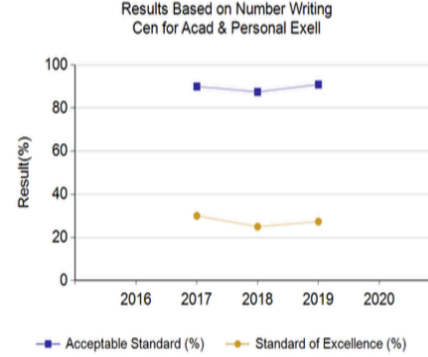
Social Studies 6



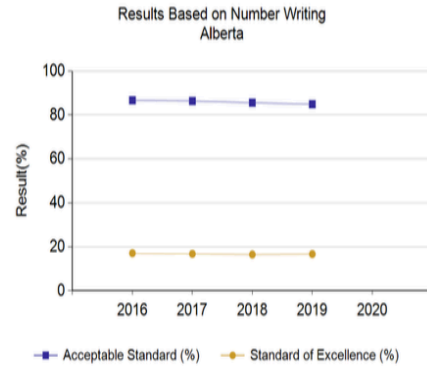
English Language Arts 9



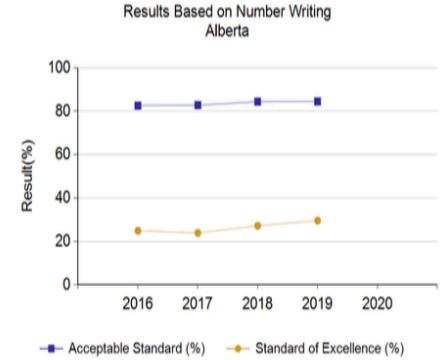
Mathematics 6



Science 9



Social Studies 9



Teacher, parent and student agreement that students model the characteristics of active citizenship. (Alberta Education Assurance Survey)

	Cen for Acad & Personal Exell										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	163	83.8	148	85.5	159	89.7	158	89.6	191	90.7	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	36	87.7	37	90.2	30	95.3	26	97.7	39	97.4	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	109	67.2	96	72.9	115	83.8	117	79.1	133	78.8	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	18	96.7	15	93.3	14	90.0	15	92.0	19	95.7	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Teacher, parent and student agreement that students are engaged in their learning at school. (Alberta Education Assurance Survey)

	Cen for Acad & Personal Exell										Measure Evaluation			Alberta										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	191	88.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	99.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	75.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	91.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe. (Alberta Education Assurance Survey)

	Cen for Acad & Personal Exell										Measure Evaluation			Alberta										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	191	93.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	98.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	85.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	96.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Teacher, parent and student agreement that students have access to the appropriate supports and services at school. (Alberta Education Assurance Survey)

	Cen for Acad & Personal Exell										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	191	92.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	95.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	86.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	93.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Comments:

Each of the data for each of the measures indicate high level of parent and teacher satisfaction while student satisfaction rates lag a bit behind. This is to be expected. For measures for which the data is available, there is a gradual increase in satisfaction rates over the five (5) years and these are consistently higher than the provincial results. In addition, the CAPE’s annual satisfaction survey results indicate similar levels of satisfaction with similar return rates.

CAPE Measures

	Data Source	Education Report 2020-2021				
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)
Percentage of grades 4-9 students who are satisfied that their academic knowledge and performance has improved at CAPE.	School Survey	84.9%	91.6%	95.1%	95.1%	95.1%
Overall percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitude necessary for lifelong learning.	School Survey	93.2%	65.2%	74%	68.9%	94.1%
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	83.5%	88%	91.3%	88.8%	92.4%

Percentage of students actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences as determined by specialized school course.	School Data Collection	N/A	N/A	N/A	N/A	99.26%
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 Survey	88.5%	84.5%	88.7%	90%	94.1%
Percentage of parents that are satisfied that their student is receiving instruction targeted to their individual needs.	School Data	88%	86.8%%	93.1%%	82.9%	93.9%

Comments:

Satisfaction Surveys: COVID-19 imposed a huge change on our community. Processes changed in response. What has remained the same is the foundational commitment to facilitate and support the wellness and well-being of each individual within the CAPE family and the relentless drive to support our students’ pursuit of their academic and personal goals. It is perhaps this that explains the continued extremely high stakeholder satisfaction reported through both the Alberta Education Assurance Measure Results (AEAMs) and our annual survey results. The comments that follow apply to all survey data. The number of parents and students that responded to the Alberta Education Assurance survey was slightly lower than the number that responded to our school survey. The opposite is true for the number of teacher respondents. Overall, the number of returns in the two surveys is comparable. The satisfaction rates for each of the measures are comparable, lending validity to the conclusions. Parent and teacher satisfaction rates in both of the surveys are generally higher than student satisfaction rates while the combined number of parent and teacher responses is about half of the student responses. Therefore, if one considers all of these factors, extremely high stakeholder satisfaction is evident. Furthermore, there has been a slight increase in stakeholder satisfaction year over year.

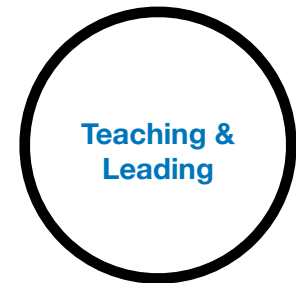
First Nations, Metis and Inuit: Our student population includes a very small group of First Nations, Metis and Inuit self identified students, a very small group. These students are successful learners and engaged. CAPE students at all grade levels are actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences. Students from grades 4 through 7 had the opportunity to participate in projects that focused on First Nations, Metis, and Inuit culture, history and experiences. Our Orange Shirt Day provided virtual and hands-on opportunities for all of our students. The school invested in orange shirts for each student and adult in the school and held a contest among the older students to select suitable designs to place on the shirts. The designs were place on the shirts at the beginning of September 2021. CAPE also developed and framed our land acknowledgement. It is now prominently and visibly hanging in our main entrance as a visual reminder of our commitment to reconciliation and our partnership with Mother Earth’s Children’s Charter School. This work was lead by our First Nations, Metis, and Inuit Team.

English as a Second Language and English Language Learners: The demographic data included in Appendix A speaks to our diverse population, from students with severe needs to the twice exceptional, from new immigrants to First Nations, from English as a Second Language and English Language Learners (ESL & ELL) to students struggling with anxiety. Our personalized program supports each student and our literacy program is proving quite effective in assisting our students in the development of English language competency. 60% of our ESL students showed typical growth while 37.14% showed higher than typical growth, 42.1% began the year below grade level but demonstrated at least 1.0 GE growth while 42.1% moved closer to grade level, 53.85% were at grade level at the end of the year.

Supporting documents:

- The Cumulative Outstanding Achievement document describes our students’ efforts beyond the school that demonstrate achievement, and willingness to take risks. Weblink: [here](#)
- CAPE follows its students as much as possible as they move through life. Some of our students post CAPE information can be found [here](#)
- Student Testimonials: [here](#)

Goal: Excellence in Teaching and Leading



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

Provincial Measure

Percentage of teacher, parent and student satisfaction with the overall quality of basic education. (Alberta Education Assurance Survey)

	Cen for Acad & Personal Exell										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	163	92.3	148	92.4	159	95.4	158	94.0	191	95.1	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	36	96.3	37	93.2	30	93.3	26	92.3	39	98.3	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	109	83.4	96	84.1	115	92.9	117	91.0	133	93.3	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	18	97.2	15	100.0	14	100.0	15	98.9	19	93.8	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

CAPE Measures

	Data Source	Education Report 2020-2021				
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)
Percentage of students, parents, teachers, board and the public who are satisfied with the opportunity of students to receive a solid grounding in core subjects.	School Survey	95.1%	93.8%	95.7%	97.2%	97.9%
Percentage of students, parents, teachers, board and the public who are satisfied with the opportunity of students to receive a broad program of studies.	School Survey	84.4%	84.8%	88.7%	89.2%	94.6%
Percentage of parents and students satisfied with the quality of instruction the students are receiving at CAPE.	School Survey	79.2%	85.6%	92.7%	92.1%	92.5%
Number of teachers, parents, and students collaborative activities to promote optimal learning.	School Data	N/A	N/A	N/A	N/A	15
The number of school-wide professional learning initiatives offered by the school in support of teaching and leadership.	School Data	6	4	3	9	6
Percentage of the teachers participated in school-wide or individual professional learning initiative offered.	School Data	100%	100%	100%	100%	100%

Comments:

CAPE’s charter speaks to partnerships among parents, teachers, and community in support of student learning. These partnerships are integral to the delivery of our integrated personalized program and address personal as well as academic development. COVID frustrated our community initiatives but did not eliminate them. 13 of our 15 classes engaged in collaborative initiatives. Among the lower grades we saw Safety City delivering their programs to several groups, several community members took time to speak with one group about their respective jobs as part of Community Helpers

Project, the Artist in the Community program was enjoyed by several groups, to name just a few. The older students held a Q&A with an elected official, participated in pen pals projects, indulged in foods from different parts of the world, explored various aspects of photography, listened to jazz during the Jazz Festival, explored Youth Justice, and enjoyed virtual field trips. These initiatives illustrate how CAPE’s program aims at providing broad community-focused learning experiences.

Professional development was integral to our ability to deliver a viable program in the time of COVID. All staff participated in several professional development activities while some also pursued their own professional development goals. Some of these professional development initiatives addressed mental health supports for staff and students, social and emotional learning, mindfulness and well-being for educators, relationship building with students, neuroscience-based tools to optimize self-regulation and joyful learning, and supporting students living with trauma, violence, and chronic stress.

It is worth noting that the 90.2% of teachers, parents and students indicating that CAPE school has improved or stayed the same the last three years according to the Alberta Education assurance Survey. This is an 11.4% increase over the previous year and about 9% higher than the provincial rate.

Goal: Well Governed & Managed Education System



Outcome: Alberta’s K-12 education system is well governed and managed.

Provincial Measures

Teacher and parent satisfaction with parental involvement in decisions about their child's education. (Alberta Education Assurance Survey)

	Cen for Acad & Personal Exell										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	54	97.2	51	90.5	44	93.6	41	95.5	58	95.8	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	36	95.6	36	87.9	30	90.0	26	92.2	39	92.7	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	18	98.9	15	93.2	14	97.1	15	98.7	19	98.9	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

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. (Alberta Education Assurance Survey)

	Cen for Acad & Personal Exell										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	52	92.8	49	86.4	42	89.3	41	87.6	54	90.7	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	35	91.4	34	79.4	29	86.2	26	88.5	35	97.1	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	17	94.1	15	93.3	13	92.3	15	86.7	19	84.2	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Comments:

The rate of parent and teacher satisfaction seem to fluctuate somewhat year over year. In general, there is a high degree of satisfaction over the five (5) years and these are consistently higher than the provincial results. In addition, the CAPE’s annual satisfaction survey results indicate similar levels of satisfaction with similar return rates.

CAPE Measures

	Data Source	Education Report 2020-2021				
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)
The percentage of parents involved in initiatives in support of the school.	School Data	66%	71%	79%	54%	14.97%
Percentage of families participating in “face-to-face” communications.	School Data	98%	97.9%	58.7%	92.2%	96.8%
Number of community organizations and individuals actively involved in support of the academic program at CAPE.	School Data	212	144	107	109	53

Comments:

Parental and community involvement with our CAPE program has declined drastically. This is directly related to COVID-19 and the restrictions that it brought about. One cannot underestimate the severity of the multifaceted negative effects of the pandemic on students, staff, parents, and community. Reversing these effects is going to require sustained efforts over time and significant allocation of resources.

Board support of the CAPE Safety Plan, developed in the spring of 2020 and adapted in response to changes in our COVID-19 local context, has proven instrumental in the school’s efforts to provide a supportive learning environment while addressing social issues such as stress, anxiety, food insecurity, work stressors, and much more. The careful and purposeful allocation of financial resources proved invaluable. Constant and open communication with all stakeholders, attention to and consideration of feedback, and collaboration within the CAPE community were instrumental in enlisting and maintaining the cooperation and trust of out stakeholders and therefore keeping everyone as safe as possible.

Summary of Financial Results

<p>Summary of Financial Results: The Audited Financial Statement 2020-2021 is posted on the school’s website: https://capeisgreat.org/wp-content/uploads/2021/12/CAPE-Final-Financial-Statements-2020-2021.pdf Comparative information is available in the provincial roll up of charter school AFS information: https://www.alberta.ca/k-12-education-financial-statements.aspx</p>	<p>The 2021 Budget is posted on the school’s website: https://capeisgreat.org/financial-reports/ The IMR/CMR information is posted on the school website: For complete budget, expenditures, and school generated funds information, please contact: Janice Ouellet, CAPE School Secretary-Treasurer 201 5 Street SW. Medicine Hat, AB. T1A 4G7 Phone: 403-528-2983. Fax: 403-528-3048 e-mail: jouillet@capeisgreat.org</p>
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	Instruction: K - Grade 12	Operations & Maintenance	Transportation	System Administration	External Services	TOTAL
TOTAL REVENUES	\$2,323,932	\$438,671	\$139,499	\$128,272	\$95,970	\$3,126,344
TOTAL EXPENSES	\$2,376,757	\$539,250	\$126,762	\$153,106	\$56,883	\$3,252,758
OPERATING SURPLUS (DEFICIT)	-\$52,825	-\$100,579	\$12,737	-\$24,834	\$39,087	-\$126,414

August 31, 2021					
	Budget	Revenues	Variance to Budget		
Government of Alberta	2,595,596	2,813,028	217,432	8%	
Fees	284,600	252,645	(31,955)	-11%	
Other Revenues	106,520	60,671	(45,849)	-43%	
Revenue Total	2,986,716	3,126,344	139,628	5%	
	Budget	Expenses			
Instruction	2,389,416	2,122,153	(267,263)	-11%	
Student Supports	-	254,604	254,604	-	
PO&M	270,508	539,250	268,742	99%	
Board & System Admin	127,549	153,106	25,557	20%	
Other	194,876	183,645	(11,231)	-6%	
Expense Total	2,982,349	3,252,758	270,409	9%	*
Suplus/(Deficit)	4,367	(126,414)	(130,781)		
*Total expenses for the year were 9% higher than budgeted due to amortization of the school building acquired the previous year, and also due to the transition of a full-time System Admin position to part-time.					