

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

**ADDENDUM A**

**Additional Demographics Information**

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

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 6005 Centre for Academic and Personal Excellence



Assurance Domain	Measure	CAPE			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	88.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	90.7	89.6	88.3	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	88.4	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	33.7	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	95.1	94.0	94.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	93.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	92.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	95.8	95.5	93.2	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Report Generated: Aug 13, 2021  
 Locked with Suppression for May 2021

Report Version 1.0  
 Data Current as of Mar 01, 2021

**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.

**CAPE September 30, 2020 Staff/Students Demographics  
2020-2021**

**Staff:** 16.0 full-time equivalent teaching staff  
10.0 full-time equivalent educational assistants  
0.5 full-time literacy support teacher  
1.0 Full-time literacy support educational assistant  
2.5 full-time equivalent administrators

**Student Enrolment:** 268 or 253 FTE students (about 166 families)

**New to CAPE:** 18% (49) of student body

**Student-teacher ratio:** 268/16 = 16.75:1

**If EAs are included:** 268/27 = 9.9:1

**Codes:**

8.6% (23/268) – mild/moderate  
2.2% (6/268) – gifted/talented  
0.4% (1/268) – gifted/ severe disability  
2.6% (7/268) – severe disability

**Overall:**

About 10% -- mild/moderate codes and severe codes  
About 3% -- gifted & gifted/disabled  
About 87% -- average

**Qualify for ESL Services:**

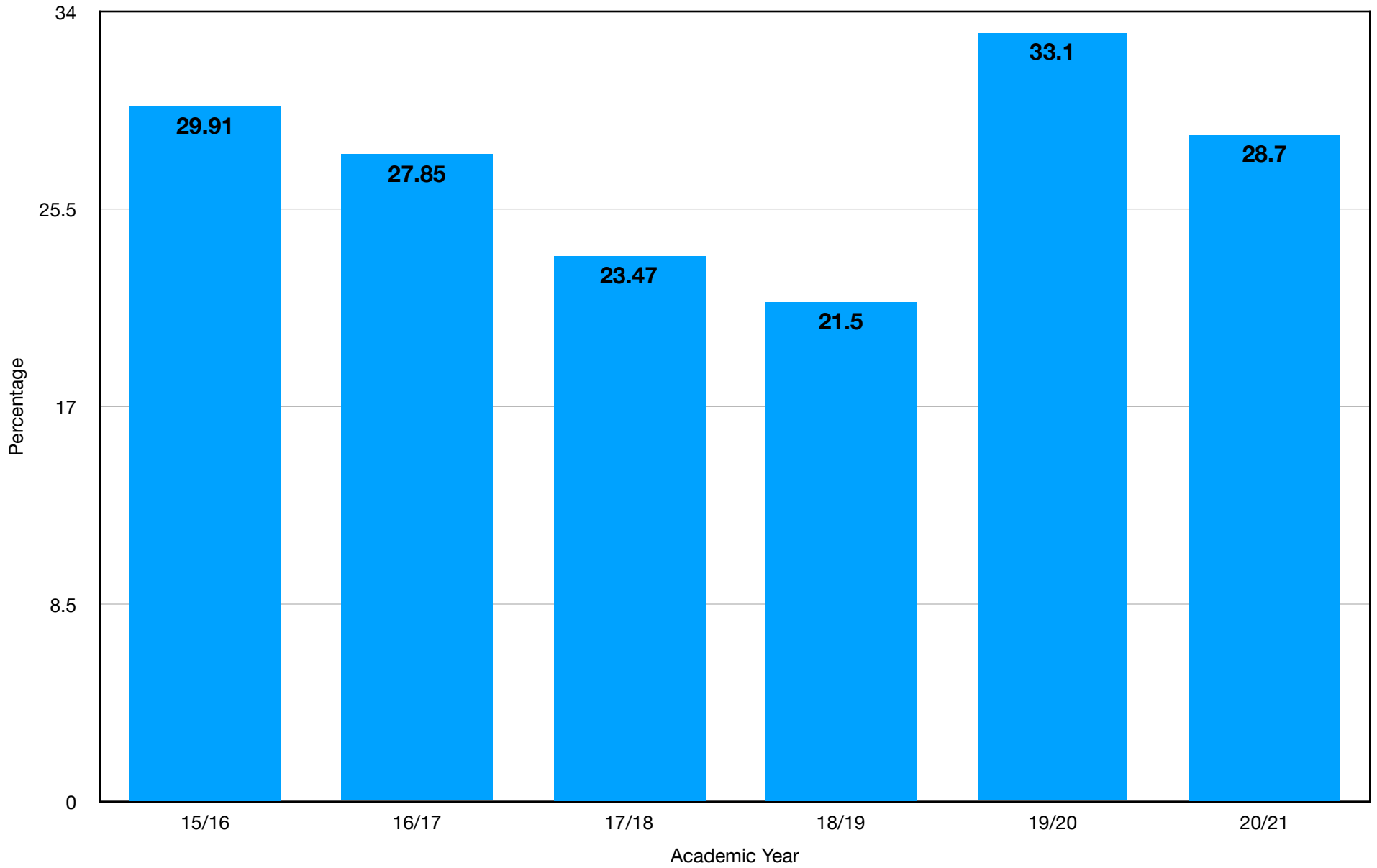
54% (40/268)

13.8% 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 62.2% of the 2020-2021 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**

<b>Academic Year</b>	<b>Health Referrals</b>	<b>Mild/Moderate Codes</b>	<b>Severe Disability Codes</b>	<b>Gifted Codes</b>	<b>Gifted/Disabled Codes</b>	<b>Psycho-educational/Educational Assessment Referrals</b>
2001-02	16.4%	15.3%	0.7%	2.9%	0.7%	N/A
2002-03	16.3%	14.7%	1.28%	3.2%	0.64%	N/A
2003-04	20.4%	20.1%	1.25%	8.2%	6.9%	21%
2004-05	17.3%	13.7%	2.7%	11.6%	5.5%	14%
2005-06	15.8%	11.4%	0.81%	8.13%	5.69%	19%
2006-07	13.03%	10.87%	1.45%	9.42%	8.70%	7%
2007-08	16.6%	11.4%	2.1%	9.0%	5.5%	16%
2008-09	24.6%	13.4%	4.2%	7.0%	7.8%	25%
2009-10	34.2%	14.4%	5.4%	6.3%	8.1%	18%
2010-11	26.7%	12.3%	2.0%	6.8%	4.1%	16%
2011-12	22.8%	16.8%	2.2%	6.5%	4.3%	27%
2012-13	10.6%	13.8%	2.3%	5.5%	3.6%	18.7%
2013-14	25.7%	19.2%	1.4%	4.7%	1.4%	32.2%
2014-15	25.7%	21%	4.1%	4.1%	3.2%	33.0%
2015-16	31.3%	21%	2.8%	7.3%	2.3%	23.8%
2016-17	39.7%	21%	1.8%	5.0%	0.9%	23.3%
2017-18	21.6%	16%	2.4%	4.2%	0.5%	17.8%
2018-19	23.8%	18%	2.5%	3.0%	0.5%	23%
2019-20	30%	12%	3.2%	3%	0.4%	39%
2020-21	18%	11%	3%	3%	0.4%	26%



## 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 <sup>nd</sup> 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 <sup>nd</sup> Language, OT, social communication disorder, ADHD, iInattentive Type, Code 303: speech/language support, exempt from 2 <sup>nd</sup> 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 <sup>nd</sup> language, verbal learning disability, Trichotillomania/Auditory Processing/Exempt from 2 <sup>nd</sup> 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 <sup>nd</sup> 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 <sup>nd</sup> 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%	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
<b>K</b>	15	6	ESL funded, early literacy support, PT
<b>1</b>	24	22	ESL funded, early literacy support, speech sound support, early numeracy support, OT support, severe receptive/expressive language delay, enriched literacy support
<b>2</b>	30	20	Literacy support, numeracy support, speech sounds, literacy enrichment numeracy enrichment, expressive/receptive language, ESL funded, ADHD, OT, small group literacy support,
<b>3</b>	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,
<b>4</b>	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
<b>5</b>	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
<b>6</b>	18	17	ESL Funded, numeracy support, literacy support, s, mall group literacy support, enriched numeracy, general enrichment, general enrichment, Hearing impairment
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>K</b>	15	20%	Mild/Moderate/Funded ESL
		20%	Additional Supports
1-9	188	33%	Mild/Moderate/Gifted/Funded ESL
		35%	Severe Code
		53%	Additional Supports
<b>K-9</b>	203	100%	AR Reading Program & AR Math Program
<b>K-9</b>	<b>203</b>	<b>85%</b>	<b>Coded or requiring extra supports</b>

**Personalized Education  
2019-2020.**

Grade	Total # in Grade	Total # with Supports	Description of Needs within the Class
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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,
<b>4</b>	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 <sup>nd</sup> language
<b>5</b>	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
<b>6</b>	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,
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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

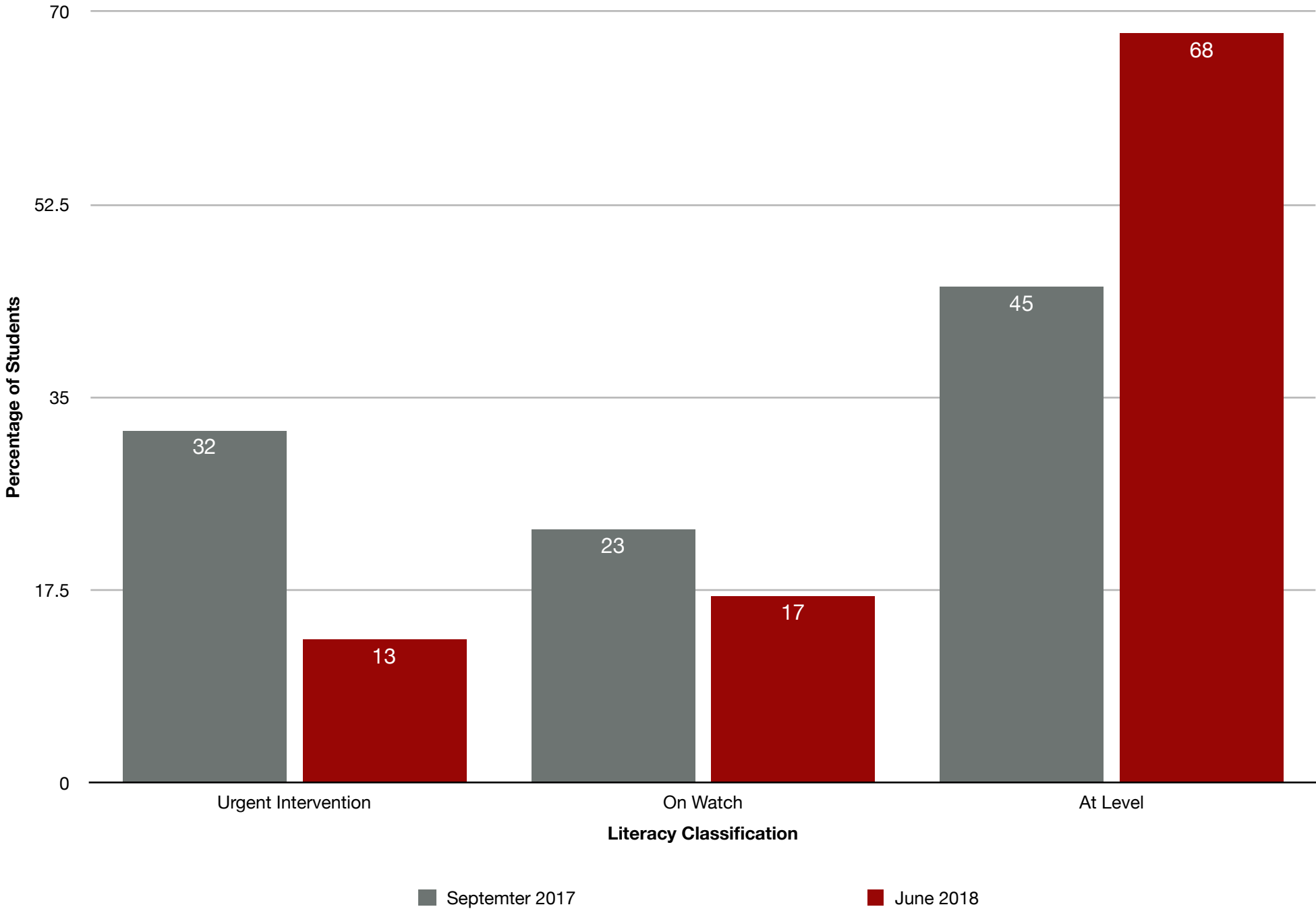
<b>K</b>	<b>31</b>	<b>23%</b>	<b>Mild/Moderate/Funded ESL</b>
		<b>6%</b>	<b>Severe Code</b>
		<b>58%</b>	<b>Additional Supports</b>
<b>1-9</b>	<b>220</b>	<b>31%</b>	<b>Mild/Moderate/Gifted/Funded ESL</b>
		<b>2.7%</b>	<b>Severe Code</b>
		<b>65%</b>	<b>Additional Supports</b>
<b>K-9</b>	<b>251</b>	<b>100%</b>	<b>AR Reading Program &amp; AR Math Program</b>
<b>K-9</b>	<b>251</b>	<b>99%</b>	<b>12 Coded or requiring extra supports</b>

**Personalized Education  
2020-2021.**

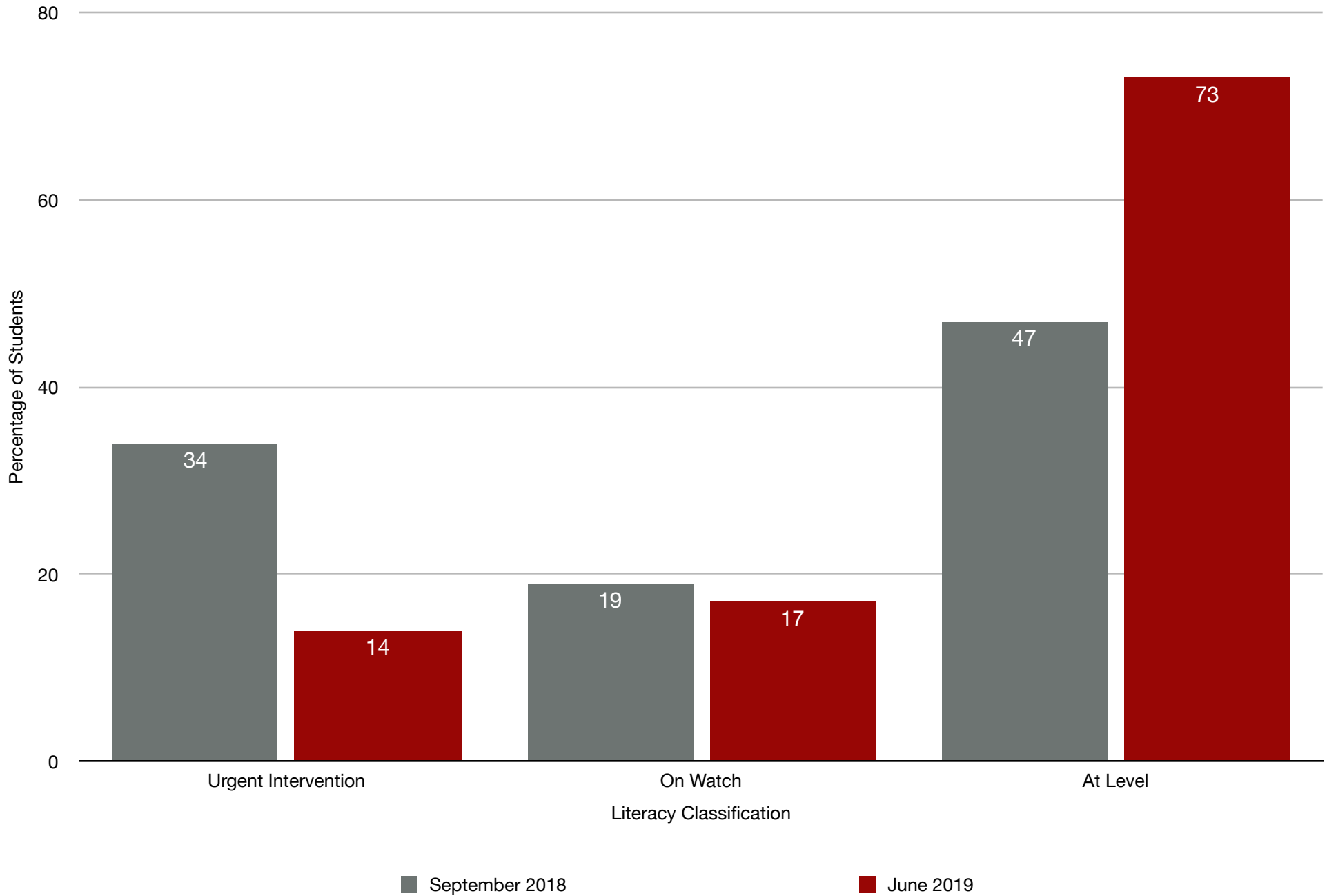
<b>Grade</b>	<b>Total # in Grade</b>	<b>Total # with Supports</b>	<b>Description of Needs within the Class</b>
<b>K</b>	30	10	ESL, early literacy support, numeracy support, literacy enrichment, numeracy enrichment, speech & language, Autism Spectrum Disorder
<b>1</b>	35	24	Literacy support, numeracy support, small group targeted literacy support, ESL, literacy enrichment, numeracy enrichment, speech & language, Children's Services involvement, Mental Health support, numeracy enrichment, Autism Spectrum Disorder
<b>2</b>	24	12	Learning disability (Reading, Writing, & Math), speech and language services, ESL support, mental health support
<b>3</b>	31	15	ESL, literacy support, numeracy support, enriched literacy, enriched numeracy, speech & language, (Learning Disability: Reading & Writing), targeted small group literacy intervention, Multiple Disability: Learning Disorder, ADHD, ODD, Social Pragmatic Communication Disorder), individual targeted literacy intervention, literacy enrichment, numeracy enrichment, Children's Services involvement
<b>4</b>	40	24	ESL, general enrichment, literacy support, small group targeted literacy support, OT, Speech & Language, mental health support, vision/low vision strategies/equipment, Autism Spectrum Disorder, Children's Services involvement, ADHD, Anxiety diagnosis and strategies, modified programming in all areas expressive/receptive language disorder, attendance concerns, sensory/OT support, literacy enrichment
<b>5</b>	15	9	literacy support, Learning Disability (reading & writing), literacy support individual targeted literacy intervention, adapted programming, Speech/OT/OTT supports, Speech Therapy (language), ESL supports, ADHD strategies, Mild/Mixed Hearing loss, numeracy support
<b>6</b>	17	10	ESL, numeracy support, literacy support, small group targeted intervention, Learning Disability (reading, spelling, math), Learning Disability (Math), Social Communication Disorder, ADHD (Inattentive Type), literacy support, individual targeted literacy intervention, mental health supports, school anxiety, generalized anxiety with panic attacks
<b>7</b>	18	12	Autism Spectrum, literacy support, numeracy support, severe behaviour (one-on-one support), ESL, Hearing Impaired/Vision impaired, VI Teacher, DHH Teacher, anxiety, speech/language support, mental health support, some one-one support, small group targeted literacy intervention
<b>8</b>	19	16	General enrichment, enriched numeracy, ESL, Gifted & Talented/ADHD, Depression, General enrichment, mental health support, general enrichment, Autism Spectrum (one-on-one support), Learning Disability (Reading & Writing), literacy support, OT support, numeracy support
<b>9</b>	16	11	Gifted/Talented, general enrichment, ESL, Learning Disability (Processing Speed, general enrichment, Anxiety), Learning Disability based on processing (especially in the area of working memory), Severe Behaviour, (one-one support), anxiety

<b>K</b>	<b>30</b>	<b>13%</b>	<b>Mild/Moderate/Funded ESL</b>
		<b>20%</b>	<b>Additional Supports</b>
<b>1-9</b>	<b>240</b>	<b>28%</b>	<b>Mild/Moderate/Gifted/Funded ESL</b>
		<b>2.5%</b>	<b>Severe Code</b>
		<b>35.4%</b>	<b>Additional Supports</b>
<b>K-9</b>	<b>268</b>	<b>100%</b>	<b>AR Reading Program &amp; AR Math Program</b>
<b>K-9</b>	<b>268</b>	<b>62.2%</b>	<b>Coded or requiring extra supports</b>

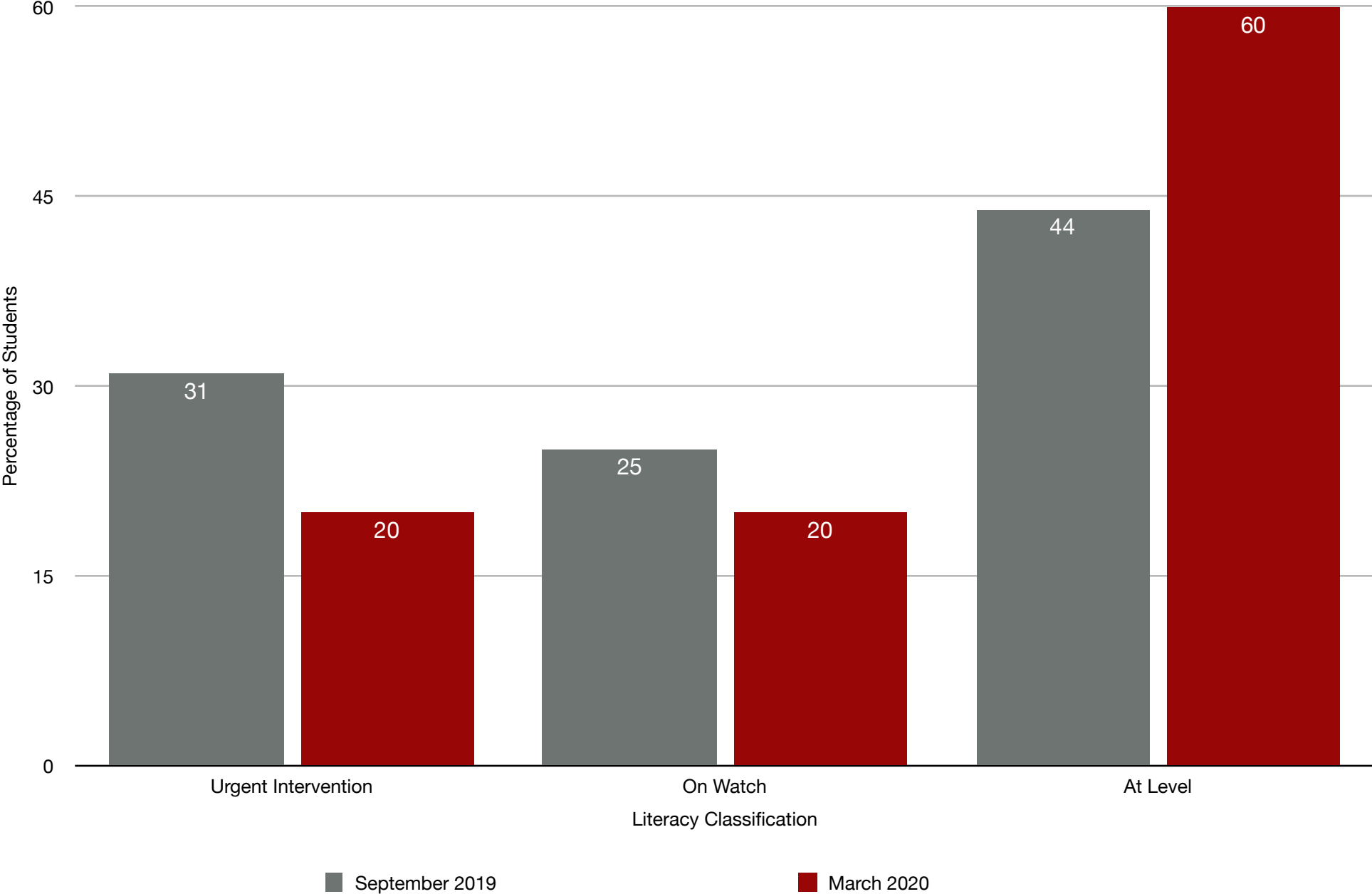
Literacy Classification Growth 2017-2018



### Literacy Classification Growth 2018-2019



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





### Literacy Classification Growth 2020-2021

