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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 2022-2023 school term.

- I love cartooning, cooking, geography, STEM, and volunteering. Cartooning is very fun and very helpful for drawing skills. Cooking helps with baking and precision skills. Geography helps us learn more about the world. STEM is fun for building and creating inventions. Volunteering helps people around Medicine Hat.
- Making small classroom sizes a priority and hiring teachers with great commitment to the mission of CAPE made the decision for us. Teachers can't do their best if the classroom environment isn't the priority. The community of a school is important. Students are spending as much time there as at home, so it was important to our family that our kids learn how to be members of a community that celebrates each of its members and asks their best of them.

Our stakeholders' commitment, engagement, encouragement, constructive criticisms, and endless support of our students, staff, and our school community is greatly appreciated. Thank you.

Accountability Statement

The Annual Education Results Report for CAPE Public Charter School for the 2022/2023 school year was prepared under the direction of the 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 2022/2023 was approved by the Board on November 29, 2023.

Sarah Chaudhary

Anh E Cluding

CAPE Board Chair

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

Superintendent

Assurance

This document is CAPE's Results Report for 2022-2023. CAPE develops its Education Plan and results report in alignment with the assurance framework and planning/reporting requirements as outlined by Alberta Education in the Funding Manual 2023-2024.

"In Alberta's K-12 education system, school authorities are accountable organizations. The Department of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K-12 students. This practice creates an accountability relationship between the department and the school authorities that requires transparency and the obligation to answer for, and publicly report on, the spending of public funds and results achieved by the accountable organization through the discharge of responsibilities. This accountability relationship is established in legislation and regulation...school authorities are also responsible for providing assurance to 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."

Local & Societal
Context

Governance

Learning Supports

Teaching
& Leading

Student
Growth &
Achievement

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 & Communication 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.

More in depth information can be found in our charter, here.

CAPE Charter Goals:

- 1. Academic Excellence
- 2. Personal Excellence

These have been addressed through the Assurance Domains on the following pages.

Key Messages

- School surveys (51.0% returns overall) and the Alberta Education Assurance Measure Results (65.6% returns overall) 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 remained consistent for the 2022-2023 academic year. A possible reason for this is our purposeful efforts to return to a 'normal' or 'near normal' program after the disruption created by COVID.
- Community partnerships and supports remain strong.
- Parental support for the school, staff, and students, as well as involvement in decisions about their child's education has remained extremely high.
- Students have achieved or have actively worked towards their academic and personal goals, worked at their personal best, persevered, embraced risks and challenges, advocated for themselves and others, contributed to the community, respected diversity, and supported one another.
- Led by our CAPE Indigenous Education Team (CIET), our school community has continued to engage in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences.
- Our students continued to acquire the skills to be successful in high school and beyond. High School Completion: <u>here</u>
- The certificated staff has demonstrated exemplary professional practices as described in the Teaching Quality Standard, the Leadership Quality Standards, and the Superintendent Leadership Quality Standard. Our supervision and evaluation practices are reviewed and revised annually in an effort to ensure adherence to the Quality Standards and to meet our goal of excellence in teaching and learning.
- We have continued to share what we do via publications, presentations, and collaborations.



Local Context & Demographic Information as of September 30, 2022



Student: 286 **Families:** 210



Local & Societal Context

Staff: 18.4 full-time equivalent teaching staff

10.5 full-time equivalent educational assistants

0.5 full-time literacy & numeracy support teacher(s)

1.0 Full-time literacy support educational assistant

3 full-time equivalent administrators

1.0 full-time educational psychologist

Student-teacher ratio: 15.5:1 If EAs are included: 9.6:1

Percentage of Students with Supports:

K: 61.9% 1-9: 96.5%

42.4% coded students receiving supports

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.

Classes capped at:

K-3: 18 +/- 1 4-5: 22 +/- 1

6-9: 24 +/- 1

Educational Assistants: K-3: 1 FTE in each class 4-9: as required

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.

Demographics & the Continued Impact of COVID-19:

We support students with mild moderate and severe needs, gifted/talented and gifted/disabled, English Language Learners (ELL) and English as a Second Language (ESL), Indigenous students, and Program Unit Funding (PUF) children as well as non-coded students. Some of our students are hindered by emotional, social, and/or behavioural issues. During the 2022-2023 year, 14% of our student population had mild/moderate codes, 3.1% gifted/talented codes, 0.6% gifted/disabled codes, 1.7% severe disability codes, and 9% qualified for English as an Additional Language (EAL) code while 9.4% are described as English Language Learners (ELL). 94% (4% increase over the previous year) of our children/students were coded or required extra supports. 100% of our population has Individualized Program Plans (IPP). Even though the 2022-2023 school year was less disrupted than the previous months, there is no question that CAPE's diverse K to 9 population has continued to struggle because of the COVID-19 pandemic and the resulting restrictions. In spite of the efforts of all CAPE staff, the students' struggles with literacy and numeracy, other aspects of our program, social and emotional issues as well as mental health issues were painfully evident. Literacy data from September 2022 indicate that 28% of our students required urgent intervention while 16% were on watch and 56% were at grade level. Numeracy data from September 2022 indicates that 31% required urgent intervention, 10% were on watch and 59% were at grade level. Through Alberta Education's financial support, CAPE instituted an intervention program that resulted in a 7.2% increase in students at grade level in literacy and 15.1% increase in students at grade level in numeracy. There was also a reduction of students on watch in both literacy and numeracy by the end of the year. More information on our here.

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, 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 learner-mentor 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. 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 choose.

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 response to feedback from School Council parents, our annual satisfaction surveys were expanded to include all parents of K-9 students in the 2022-23 year. Alberta Education Assurance Measure Results provide valuable information year over year. Spring 2023 once again saw CAPE engage in focus group conversations with staff, parents and

students. At the suggestion of the older students in May/June of 2022, focus groups were extended to include the younger students. Randomly selected students from grades 1 to 9 formed groups who were quite open and shared opinions, ideas, and suggestions. Collected input resulted in the identification of offered 2023-2024 projects and of the integration within core selections. We maintained the AMA Safety Patrol team and the Running Club. We renewed our efforts to increase extra-curricular team sports and intramural sports. In the 2022-2023 year, we had Girls Jr High volleyball, Jr High Badminton, boys and girls singles and doubles, as well as mixed doubles, and Junior High Track and Field. We did not offer Junior High Basketball due to the lack of a suitable coach. The search remains on going. 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 traffic safety concerns, and keep an eye on our students. The work of the stakeholder traffic committee resulted in a significant decrease in traffic issues. Our parents noticed and were appreciative of the efforts of our Board of Directors and the traffic committee. The four 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, staff suggestions, and our education manger's input and it seems to be achieving the desired outcomes. The 2023 graduates seemed more informed about, more prepared for, and more at ease with the transition into high school than in previous years. The 2023-2024 year will see the inclusion of a career component within the High School Transition Project.

The CAPE Board of Directors recognized the need to support students, parents and staff by allocating financial resources to the wellness of our community. This started with the development of a policy to safeguard work-life balance, which has now adopted this policy. An Administrative Procedure is also now in place. As of September 2023, our staff include a 0.5 FTE Student Support Coach. Our half-time vice principal's responsibilities continue to include wellness and wellbeing of staff and students and the work of the VP-Student Advisory group. The very popular Run Club, a staff member initiative, provides outdoor physical activity for students and staff, fitness and opportunities for socialization and emotional support continue. Staff lunches afford staff time to relax and re-connect. Out of school social events promote a culture of mutual support and collaboration. This collaboration and mutual support continue to be instrumental in keeping our community as safe as possible and maintaining a healthy and thriving learning environment.

CAPE School Council:

The CAPE School Council supports students, parents and the school through fundraising initiatives the most significant of which is the casino, an event that brings together parents and staff in support of the school. The School Council funded bounce castles for the year-end Fun Day, Christmas treat bags for all students and staff, and contributed very significantly to the bussing costs for year-end field trips. The Council also held a Cold Weather Clothing Drive in support of CAPE families, organized a Home Alone/Babysitting Course for students, sponsored Staff Appreciation Lunch at the end of year, and provided financial support for each classroom to purchase Teachers Convention resources. The group also researched and shared information with parents about parking safety and car seat safety and provided input to the Board of Directors in regards to traffic issues. Projects in discussion include a mural for the outside of the school building and a scoreboard for the gym.

			Educati	ion Report 2	2022-2023	
Outcome: All Alberta students are successful	Data Source	Actual 2018-19	Actual 2019-20 (COVID- disrupted)	Actual 2020-21 (COVID-disrupted)	Actual 2021-22	Actual 2022-23
Literacy Measures:						
(CAPE) Percentage of kindergarten children with (typical or) higher growth on the STAR EARLY LITERACY.	Standardized Tests	N/A	64.6%	41.67%	50%	76.2%
(CAPE) Percentage of grades 1-9 students showing higher than typical growth on the STAR READING.	Standardized Tests	56%	40.1%	42.6%	54.3%	43.3%
(CAPE) 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	82.5%	66.3%	64.17%	66.1%	73.3%
(CAPE) 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	83% baseline	73.2%	64.65%	71%	21%
Numeracy Measures:			:			
(CAPE) Percentage of grades 1-9 students showing higher than typical growth on the STAR MATH.	Standardized Tests	56%	40.5%	34.21%	43.3%	68.9%
(CAPE) 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	72.7%	62.7%	59.83%	60%	75.1%

			Educati	ion Report 2	2022-2023	
Outcome: All Alberta students are successful	Data Source	Actual 2018-19	Actual 2019-20 (COVID- disrupted)	Actual 2020-21 (COVID- disrupted)	Actual 2021-22	Actual 2022-23
(CAPE) 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	66% baseline	75.2%	63.48%	91.2%	29.3%
Other Academic Measures:						
(Province) Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (based on cohort).	Alberta Education Assurance Survey	84.9%	N/A	N/A	72.2%	74.2%
(Province) Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).	Alberta Education Assurance Survey	24.7%	N/A	N/A	29.3%	14.2%
(CAPE) 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 Satisfaction Survey	91.4%	88%	92.6%	86.6%	91.5%
(CAPE) 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.	School Data Collection	86.7%	75%	90%	90.9%	81.8%

			Educati	on Report 2	2022-2023	
Outcome: All Alberta students are successful	Data Source	Actual 2018-19	Actual 2019-20 (COVID- disrupted)	Actual 2020-21 (COVID-disrupted)	Actual 2021-22	Actual 2022-23
(CAPE) 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 offerings.	School Data Collection	N/A	N/A	99.26%	98.2%	98.6%
(CAPE) 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 Satisfaction Survey	88.7%	90%	94.1%	83.5%	83.6%
(CAPE) Percentage of parents that are satisfied that their student is receiving instruction targeted to their individual needs.	School Satisfaction Survey	93.1%	82.9%	93.9%	83.3%	84.3%
(CAPE) Percentage of teacher, parent, and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their school and broader community.	School Satisfaction Survey	88.1%	87.6%	92.7%	90.3%	91.1%
Personal Development Measures:						
(Province) 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 Assurance Survey	93.8%	92.8%	93.9%	90.6%	89%
(Province) Teacher, parent, student agreement that students have access to appropriate supports and services at school.	Alberta Education Assurance Survey	N/A	N/A	92.0%	82.8%	84.4%

			Educati	ion Report 2	2022-2023	
Outcome: All Alberta students are successful	Data Source	Actual 2018-19	Actual 2019-20 (COVID- disrupted)	Actual 2020-21 (COVID- disrupted)	Actual 2021-22	Actual 2022-23
(Province) Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Alberta Education Assurance Survey	89.7%	89.6%	90.7%	85.6%	95.8%
* (Province) The percentage of teachers, parents and students who agree that their learning environment is welcoming, caring, respectful and safe.	Alberta Education Assurance Survey	N/A	N/A	93.4%	89.1%	86.5%
(CAPE) Percentage of parents and students that believe that the level of student academic engagement has increased and that this engagement has resulted in greater achievement.	School Satisfaction Survey	91.3%	88.8%	92.4%	89.4%	90%
(CAPE) Overall percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitude necessary for lifelong learning.	School Satisfaction Survey	74%	68.9%	94.1%	92.4%	95.6%
(CAPE) 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 Satisfaction Survey	85%	91.9%	92.7%	92.3%	91.4%
(CAPE) Percentage of parents, teachers, and students who are satisfied that students' social/emotional engagement and level of local, provincial and global community awareness, citizenry, social consciousness, social justice, and social responsibility has increased as demonstrated by their involvement with local and broader communities.	School Satisfaction Survey	87%	95.9%	82.97%	86.4%	83.8%

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Literacy: summary of their numeracy results for students in grades one to three

Alberta Education approved screening assessments & Number of Students assessed:

- Castles & Coltheart 3 (CC3) Assessment English: Gr.1-32 Gr. 2-31 Gr.3-30
- Letter Name-Sound (LeNS) Assessments English: Gr.1-32 Gr. 2-31 Gr.3-30
- The total number of students identified as being at risk at the beginning of the school year at each grade level: 33/93 students (gr. 1:11/32, gr. 2: 12/31, gr. Gr. 3: 10/30)
- The total number of students identified as being at risk at the end of the school year at each grade level: 27/93 students (gr. 1:7/32, gr. 2: 12/31, gr. 3: 8/30)
- The average number of months behind grade level after the administration of the initial assessments for at risk students: 13.15 months
- The average number of months gained at grade level after the administration of the final assessments for at risk student: 12.83 months

Numeracy: summary of their numeracy results for students in grades one to three

• Alberta Education approved screening assessments & Number of Students assessed:

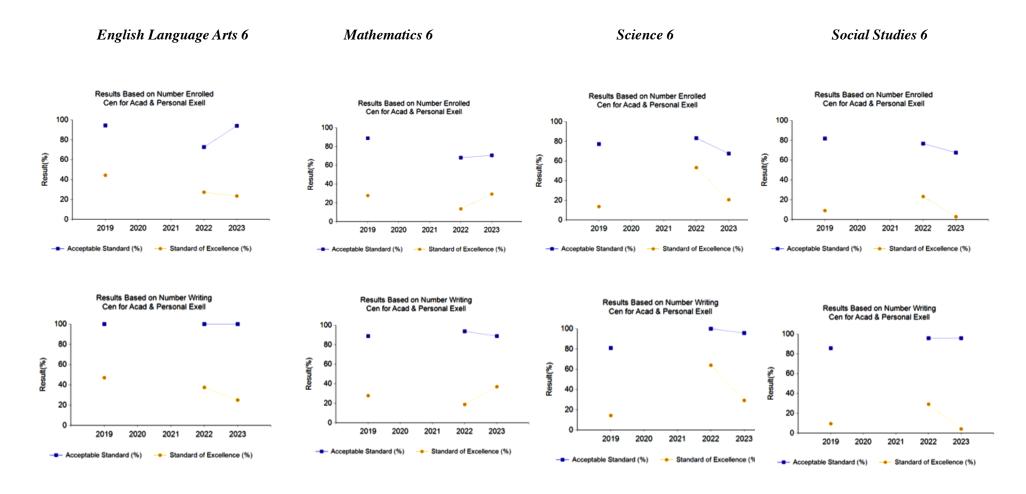
AB Ed Numeracy Screener (individual grades): Gr.1-32 Gr. 2-31 Gr.3-30

- The total number of students identified as being at risk at the beginning of the school year at each grade level: 29/93 students (gr. 1: 6/32, gr.2: 11/31, gr.3: 12/30)
- The total number of students identified as being at risk at the end of the school year at each grade level: 28/93 students (gr. 1: 5/32, gr.2: 13/31, gr.3: 10/30)
- The average number of months behind grade level after the administration of the initial assessments for at risk students: 12.83 months
- The average number of months gained at grade level after the administration of the final assessments for at risk students: 12.0 months

Strategies used:

- individual literacy support for coding and decoding, fluency, comprehension
- Heggerty phonemic awareness intervention
- small group pull out to target strategies with comprehension and fluency
- in-class fluency practice
- all teachers trained in the science of reading programs
- science of reading phonemic building boards
- science of reading blended programs for coding and decoding
- additional literacy time for focus skills
- regular targeted assessment to measure strategy effectiveness
- assessment by educational psychologist for research-based literacy programs delivered 1-1 for specific individual needs
- · research-based numeracy program and staff professional development on the building of numeracy skills
- literacy and numeracy team conferences to prioritize skills acquisition for students missing many skills
- divided reading and writing time daily within levelled literacy
- re-teaching and increased practice with foundational phonemic awareness skills using multi-faceted programs (visual, auditory, kinesthetic)

Provincial Achievement Results Desegregated Data



Demographics of the CAPE cohort grade 6: 34 students; 35% of the students have codes
Breakdown of Results for students writing: Between 24 and 32 students writing depending on subject
Of the 108 test scores, 95.1% were within the Acceptable Standard & 23.9% were within the Standard of Excellence
Trends: LA 6, Math 6, SC 6, and SS 6 Acceptable Standard - remained consistent or nearly consistent
Math 6 Standard of Excellence - increased

Science 9

Social Studies 9

Mathematics 9

-- Acceptable Standard (%)

English Language Arts 9

-- Acceptable Standard (%)

Standard of Excellence (%)

Demographics of the CAPE cohort grade 9: 26 students; 42% of the students have codes
Breakdown of Results for students writing: between 15 and 25 students writing depending on subject
Of the 76 test scores 85.7% were within the Acceptable Standard & 19.3% were within the Standard of Excellence
Trends: Math 9 & SC 9 Acceptable Standard - remained consistent or increased; LA 9 & Math 9 Standard of Excellence - remained consistent or increased

- Acceptable Standard (%)

Standard of Excellence (%)

- Standard of Excellence (%)

Comparing the excellence scores of the ISEE group vs the regular group...in these calculations the excellence standard is **not** included in the acceptable standard.

Subject	Acce	eptable Standard (%)	Excellence S	Standard (%)
	Regular Program	ISEE Program	Regular Program	ISEE Program
LA 6	78.3%	66.7%	21.7%	33.3%
Math 6	66.7%	77.8%	33.3%	22.2%
SC 6	91.7%	Grade 7 Program in a 6/7 split	29.2%	Grade 7 Program in a 6/7 split
SS 6	70.8%	Grade 7 Program in a 6/7 split	29.2%	Grade 7 Program in a 6/7 split
LA 9	87.5%	33.3%	12.5%	66.7%
Math 9	72.7%	33.3%	18.2%	66.7%
SC 9	86.7%	Grade 8 Program in an 8/9 split	6.7%	Grade 8 Program in an 8/9 split
SS 9	62.5%	Grade 8 Program in an 8/9 split	0%	Grade 8 Program in an 8/9 split

The impact of COVID and the resulting disruption to learning has significantly affected student knowledge especially within the science programs of both upper elementary and junior high students. These learners lack the knowledge, development and methodology required for success in the area of science and this area of need is being addressed through a coaching model in order to re-build teacher and student capacity. Instruction since the pandemic has focused primarily on the development of literacy and numeracy skills with the intention to get the students to grade level benchmarks. This focus may have had a direct influence in the slide witnessed in social studies skill development. With the small number of students in our population, our level of excellence appears to have reduced drastically. In both grades 6 and 9, challenges created by repeated social issues, inconsistent attendance and very late exam dates are reflected in the scores. CAPE encourages ALL students to write these exams, including those students who are below grade level by approximately one year.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 6019 CAPE - Centre for Academic and Personal Excellence Institute (FNMI)

		Cen for Aca	d & Persona	Exell (FNMI)		Alberta (FNN	II)		Measure Evaluation	
Assurance Domain	Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
Student Growth and	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
chievement	PAT: Acceptable	n/a	•	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	•	n/a	5.5	5.9	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
arriing Supports	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

School: 6005 Centre for Academic and Personal Excellence (FNMI) Province: Alberta (FNMI)

		С	APE (FNIV	11)		Me	asure Evaluation			Al	berta (FNI	AI)	
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	1	n/a.	n/a	1	n/a	n/a	n/a	n/a	7,791	n/a.	n/a	8,584	9,049
Acceptable Standard %		n/a	n/a		n/a	n/a	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	•	n/a	n/a	•	n/a	n/a	n/a	n/a	7.4	n/a	n/a	5.9	5.5

CAPE has been engaged in promoting excellence in leadership, excellence in teaching, and optimum learning through mentorship at all levels through the CAPE Indigenous Education Team (CIET). CIET works to build staff capacity for seamlessly embedding First Nations, Métis and Inuit concepts within mainstream education programming, actively seeks out community opportunities and bring their experiences and new information back to the school. Having this dedicated group reduces some of the workload for teachers allowing them to take more of an active learner role. These efforts have resulted in a coordination of leader education, streamlining the professional development of all CAPE staff. The team has curated and shared a list of written and visual/oral resources routinely updating it. Members of the CIET team have explored various avenues to expand and deepen their own understandings of indigenous culture and ways of learning. Some members have sought online courses, some have attended conferences, some conferred with local, and distant members of indigenous communities, and the team includes the south zone representative for the ATA Indigenous Education Committee. The result is a holistic approach to indigenous studies for both staff and students, a holistic and whole student learning with the indigenous teachings permeating into the daily school life.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 6019 CAPE - Centre for Academic and Personal Excellence Institute (EAL)

		Cen for Ac	ad & Persona	I Exell (EAL)		Alberta (EAL	L)		Measure Evaluation	
Assurance Domain	Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.8	78.5	77.1	n/a	n/a	n/a
Student Growth and	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
chievement E	PAT: Acceptable	86.7	•	n/a	57.9	59.7	n/a	Very High	n/a	n/a
	PAT: Excellence	6.7		n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a.
arriing Supports	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

School: 6005 Centre for Academic and Personal Excellence (EAL)

Province: Alberta (EAL)

		(CAPE (EAL	.)		Me	asure Evaluation			А	lberta (EA	L)	
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	7	n/a.	n/a	3	9	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	90.0	n/a	n/a		86.7	Very High	n/a	n/a	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	30.0	n/a	n/a		6.7	Very Low	n/a	n/a	15.6	n/a	n/a	13.7	12.2

Desegregated Data for this measure are not included since data values have been suppressed where the number of respondents is fewer than 6.

Assurance Measures: Desegregated Data & Discussion

CAPE Survey returns:

ASSURANCE Survey returns:

Parents: 22.97% (K-9 parents) Students: 39.6% (4-9 students) Parents: 11.38% (4-9 parents) Students: 88.8% (4-9 students)

Teachers: 90.5%

Teachers: 66.7%

Survey return numbers seem incongruous. However, allowing for a few discrepancies, the satisfaction rates align quite well. This alignment speaks to the reliability of the data. The evaluations seem satisfactory in spite of our pursuit of increased satisfaction rates year to year, a corollary to our pursuit of continuous improvement. Ranking the degree of satisfaction from highest to lowest, it seems that in general within both data sets parents rank highest while students rank the lowest. In the spring of 2023, we shifted from scheduled school survey times during class time to open surveys and this could account for a drop in returns. The drop in teacher returns on the Assurance Surveys could relate survey fatigue and/or correspondence with two very large school-wide events.

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

				Cen fo	r Acad &	Persona	al Exell											Albe	rta				
	201	9	202	<u>:</u> O	202	21	202	22	202	23	N	leasure Evaluatio	n	201	9	202	20	202	1	202	22	202	23
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	191	92.0	213	82.8	183	84.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	39	95.9	27	81.5	19	92.5	n/a	Improved	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	133	86.4	163	82.6	150	80.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	19	93.7	23	84.2	14	80.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

				Cen for	r Acad &	Persona	al Exell											Albe	rta				
	201	9	202	20	202	21	202	22	202	23	N	Measure Evaluatio	n	201	9	202	<u>:</u> 0	202	1	202	2	202	:3
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	159	93.8	158	92.8	191	93.9	213	90.6	183	89.0	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	30	96.0	26	98.5	39	98.9	27	92.9	19	93.5	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	115	89.7	117	86.7	133	87.2	163	82.3	150	82.4	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	14	95.7	15	93.3	19	95.7	23	96.4	14	91.0	Intermediate	Maintained	Acceptable	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Assurance Measures: Desegregated Data & Discussion (cont'd)

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

				Cen for	r Acad &	Persona	al Exell											Albe	rta				
	201	9	202	20	202	21	202	22	202	23	N	leasure Evaluatio	n	201	9	202	<u>'</u> 0	202	:1	202	22	202	:3
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	159	89.7	158	89.6	191	90.7	213	85.6	183	85.8	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	30	95.3	26	97.7	39	97.4	27	89.6	19	89.4	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	115	83.8	117	79.1	133	78.8	163	75.1	150	75.2	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	14	90.0	15	92.0	19	95.7	23	92.1	14	92.8	High	Maintained	Good	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

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

				Cen fo	r Acad &	Persona	al Exell							Alberta										
	201	9	202	20	202	21	202	22	202	23	N	Measure Evaluatio	n	201	9	202	20	202	1	202	22	202	23	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	191	93.4	213	89.1	183	86.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	
Parent	n/a	n/a	n/a	n/a	39	98.7	27	91.8	19	91.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	133	85.2	163	80.5	150	78.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	19	96.2	23	94.9	14	89.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	

Active citizenship has once again been demonstrated during the 22-23 school year with volunteerism efforts, leadership (a gr. 6 student reaching the Chief Gord Earl Leadership Legacy Scholarship), two silver and one bronze medal in the Run Club, and \$3,259.84 raised in support of local, provincial and national charitable organizations.

CAPE is continuing its work in support of student wellness. To this end, a 20-25 minute morning program has been instituted school-wide that focuses on social-emotional learning. This program uses designated grade appropriate text material addressing the social emotional learning (SEL) deficits that staff have been noticing, especially since the return to "normal" following COVID. A new position has been staffed, the Student Wellness Coach. This is a 0.5 FTE tier 2 level of targeted support under the supervision of the Director of Student Services. Targeted supports are those strategies and interventions designed for the approximately 5-to-15 percent of the student population who require additional supports or interventions to be successful. Students identified as being at risk for, or experiencing mental health problems that affect their functioning at some level (home, school and/ or community) may need targeted, short-term interventions focusing on skill-building in areas such as managing emotions, focusing attention, resolving conflict or problem-solving. There may be a need for referral to mental health supports or services that may be internal or external to the school. Targeted strategies are proactive in addressing mental health problems that are typically reactions to life circumstances or events. Responsibilities include enhance students' strengths and coping skills, implement skill-based and strength-based interventions for students (individual and small group) such as building resiliency, development of social skills, safety, problem-solving and communication skills, grief and loss, self-awareness, anxiety reduction, executive functioning, self-regulation, and recognition of strengths, and link students and families with other supports and agencies when appropriete.

Learning Supports: Individualization & Personalization is done based on assessment and input from key members of each student's team. Assessments include, in class assessments, and cognitive, academic, behavioural assessments. It may also include information from outside assessments such as Occupational Therapy, Speech Therapy, and Physical Therapy. Information is gathered from the various sources, including parents, and a formal individual program plan (IPP) is developed for each student with 1-4 goals that are targeted and tracked throughout the year. Goals may be academic, behavioural, social/emotional, or physical. They are adapted as needed. Assessments are also used to develop literacy and numeracy groups for students in K-8 where they received daily instruction at their individual level rather than where they should be based on the curriculum. This allows us to work with each student on their particular needs, fill in any gaps they might have, or accelerate their learning if they are ready for that. The groups are fluid and students move levels as needed. Students with greater literacy needs receive more targeted small group or individual instruction on a daily basis. While some of this involves pull-out, it also happens within the classroom. Students are referred for specific assessments as needed. The results from these assessments are integrated into the particular student's programming based on need. For more information please refer to AERR 2022-2023 ADDENDUM A ADDITIONAL DATA here.

CAPE Satisfaction Surveys:

- There seems to be a decrease in teacher satisfaction about student broad knowledge base and the application of this knowledge within the community. One possible reason for this decline could be the loss of social skills, emotional resilience, and sense of community and belonging that occurred during COVID and made evident during the last year.
- Parent satisfaction that their student is receiving instruction targeted to their individual needs has also decreased from 93.1% to 84.3% during the past five years. One possible factor is the sharp reduction of daily teacher-student, teacher-parent, assistant-student, and assistant-parent interactions that was established during COVID. We have some parents of grade 3 students who have yet to have a year of face-to-face opportunities to conference with school staff.
- Teacher and parent satisfaction with lifelong learning has seen an increase over the past five years from 74% to 95.6%. Teachers, parents and students have all identified an improvement in active citizenship among the student population, increasing from 89.7% to 95.8%.
- •Percentage of students demonstrating at least a 1.0 Grade Equivalent (GE) growth in reading saw a decline simply because some of the interventions in literacy are not measured by Star Reading which measures comprehension. Rather, there was noted growth in fluency using the timed CBM. Increase in fluency is linked to increase in comprehension.
- A decline was also seen in the percentage of students demonstrating at least a 1.0 Grade Equivalent (GE) growth in reading STAR Math. This is mainly due to the reduced number of students who are below grade level (lower total).
- The decline in the satisfaction with the acquisition of a broad knowledge base could be due to the fact that, with the return of field trips, the desire to learn outside the school is greater. However, program funding at the school level for some programs is lagging and so students may still feel they have limited opportunities to acquire a broad knowledge base.
- While COVID restrictions have been removed, there are still many remnants of the pandemic social separation. Many students are lacking the social skills that support respectful communications something we have identified and have addressed more intensely in the 23-24 year. Teachers, parents and students who agree that their learning environment is welcoming, respectful and safe has seen a decline.
- Not feeling that one belongs and not feeling supported could largely be due to lagging Social Emotional Learning (SEL) skills students report feelings of dissatisfaction due to social skills deficiencies manifesting outside of school and coming to a head at school. Parents have often expressed frustration with how to gain control of out-of-school drama and navigating online environments.

Assurance Goal: Excellence in Teaching and Leading



			Educati	ion Report 2	2022-2023	
Outcome: Alberta has excellent teachers, school leaders, and school authority leaders.	Data Source	Actual 2018-19	Actual 2019-20 (COVID- disrupted)	Actual 2020-21 (COVID-disrupted)	Actual 2021-22	Actual 2022-23
(Province) Percentage of students, parents, and teachers who agree that students feel like they belong and are supported to be successful in their learning.	Alberta Education Assurance Survey	N/A	N/A	93.4%	89.1%	81.1%
(Province) Percentage of students and parents who agree that students are engaged in their learning at school.	Alberta Education Assurance Survey	N/A	N/A	88.5%	84.1%	87.4%
(CAPE) 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	95.7%	97.2%	97.9%	94.8%	91.8%
(CAPE) 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	88.7%	89.2%	94.6%	89.9%	81.1%
(CAPE) Percentage of parents and students satisfied with the quality of instruction the students are receiving at CAPE.	School Survey	92.7%	92.1%	92.5%	88.5%	86%
(CAPE) Percentage of teachers that participated in individual professional learning initiative.	School Data	N/A	N/A	N/A	57.8%	90%

Professional Learning, Supervision and Evaluation:

- CAPE's charter board is keenly aware of its responsibility for supporting teaching and leadership quality through professional learning, supervision and evaluation processes. To this end it has developed a policy that integrates this component as part of the larger governance and accountability policy (Policy 2.01) and has caused the accompanying Administrative Procedure to be developed. The Superintendent, as the Chief Educational Officer (CEO), is entrusted with ensuring that the school adheres to the policy while the Principal is charged with the implementation of the policy and administrative procedure. Evidence of the on-going work in this area is the Leadership Program that has led to the structuring of the Numeracy team, the Literacy team, CIET (CAPE Indigenous Education Team) group, and the School-Wide Initiatives group; each led by a staff member. The team lead teacher or support staff serves as the one point of contact providing guidance, resources and support. The CIET team has taken this a step further sharing their knowledge and experiences provincially by presenting at the CASS Conference and the TAAPCS Conference in the fall of 2023 and coauthoring an article that appeared in the CASS magazine, again in the fall 2023. Several certificated staff members have acquired the Leadership Certification while a couple of others are interested. Graduate work has also attracted teachers; one has been accepted in a graduate program, one has started a graduate program in counselling while one is interested. Each academic year sees our staff engaged in Professional Development that is specific to the identified needs of of our student population. Technology is integral to our ability to offer training and in-service sessions as it eliminates the driving time, cost, and time away from family. We build these into our calendar but we can and do shift as the needs change.
- CAPE's certificated staff supervision and evaluation documents are modelled on the *Quality Standards* and those for the support staff are adapted to align with those for the certificated staff.
- To encourage collegial collaborative planning and delivery, and to support less experienced teachers or teachers new to CAPE, we adopted a team approach. So, less experienced teachers have a mentor teacher. Collaborative planning sessions are scheduled throughout the year.





Assurance Measures: Desegregated Data & Discussion

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

				Cen fo	r Acad &	Person	al Exell							Alberta									
	201	9	202	0	2021		202	22	202	23	N	leasure Evaluatio	n	201	9	202	20	202	:1	202	2	202	23
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	191	88.5	213	84.1	183	87.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	39	99.1	27	90.0	19	96.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	133	75.2	163	69.4	150	68.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	19	91.2	23	92.8	14	97.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

The CAPE Survey overall satisfaction rate is consistent with the Assurance satisfaction rate but the parent (83.5%) is significantly lower and the student (80.4%) is significantly higher. The teacher satisfaction of 100% is questionable and could be due to a bit of "wishful thinking".

Percentage of students, parents, and teachers who agree that students feel like they belong and are supported to be successful in their learning is difficult to desegregate as it does not seem to be included in the report as a measure. The following is however available by sifting through the individual questions.

Overall: 81.1%

Students: 81.2%

Teacher:s 89.5%

Parents: 90.5%

There has been a significant decrease in satisfaction over the last three years, from 93.4% to 81.1%. While the pandemic measures and restrictions have ended, the social-emotional impacts have far from ceased. There is still a lot of instability and movement of families which cause changes and a feeling of disconnectedness. This feeling of "not belonging" could possibly be due to the loss of social-emotional skills. To be more precise, it is more of a lack of growth in this area than an actual loss. It could also be directly related to the months of isolation and loss of community.

CAPE Satisfaction Surveys:

Satisfaction with the quality of instruction the students are receiving at CAPE has also seen a decrease over the last five years from 92.7% to 86%. There are two possible reasons for this. The first is the COVID-related loss of school-wide activities such as Science Fair, Heritage Fair, and Drama. While we returned to these initiatives during the 22-23 year, most of the students had not been involved during the previous three years and, those that were, had only one year of involvement three years before. In addition, three of the six teachers involved had no previous experience and one had only one year of experience, three years before. COVID also disrupted our established processes for introducing new teachers to our teaching and learning protocols and practices. Therefore, we are currently engaged in a school-wide mentoring program in which one master teacher is working with the humanities teachers and another with the sciences teachers to strengthen pedagogy within core programs. This is an optimal time to do so in light of the new curricula being implemented.



			Educati	ion Report 2	2022-2023	
Outcome: Alberta's K-12 education system is well governed and managed.	Data Source	Actual 2018-19	Actual 2019-20 (COVID- disrupted)	Actual 2020-21 (COVID- disrupted)	Actual 2021-22	Actual 2022-23
(Province) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Alberta Education Assurance Survey	93.6%	95.5%	95.8%	84.6%	87.3%
(Province) Percentage of students, parents and teachers who are satisfied with the quality of education at CAPE.	Alberta Education Assurance Survey	95.4%	94.0%	95.1%	91.7%	91.3%
(Province) Percentage of parents and teachers who are satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school.	Alberta Education Assurance Survey	89.3%	87.6%	90.7%	89.7%	97.2%
(CAPE) The percentage of parents involved in initiatives in support of the school.	School Data	79%	54%	15%	47.6%	41.2%
(CAPE) Percentage of families participating in "face-to-face" communications.	School Data	58.7%	92.2%	96.8%	94.2%	81.4%
(CAPE) Number of community organizations and individuals actively involved in support of the academic program at CAPE.	School Data	107	109	53	63	117

Assurance Measures: Desegregated Data & Discussion

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

				Cen for	Acad &	Persona	al Exell						Alberta										
	20	19	202	20	202	21	202	22	202	23	N	leasure Evaluatio	n	201	9	202	20	202	:1	202	22	202	23
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	44	93.6	41	95.5	58	95.8	50	84.6	33	87.3	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	30	90.0	26	92.2	39	92.7	27	79.1	19	76.1	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	14	97.1	15	98.7	19	98.9	23	90.1	14	98.6	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

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

				Cen for	r Acad &	Persona	al Exell							Alberta									
	201	19	202	20	202	21	202	22	202	23	N	feasure Evaluatio	n	201	9	202	.0	202	:1	202	2	202	23
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	159	95.4	158	94.0	191	95.1	212	91.7	183	91.3	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	30	93.3	26	92.3	39	98.3	27	90.1	19	91.2	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	115	92.9	117	91.0	133	93.3	162	90.2	150	87.6	High	Maintained	Good	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	14	100.0	15	98.9	19	93.8	23	94.9	14	95.2	Intermediate	Maintained	Acceptable	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

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.

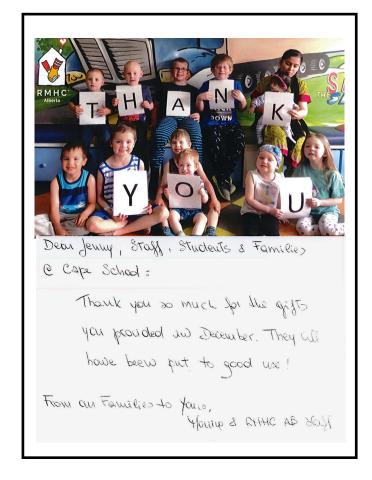
				Cen fo	r Acad &	Persona	al Exell							Alberta									
	20	19	202	20	2021		202	22	202	23	N	Measure Evaluatio	n	201	9	202	20	202	21	202	22	202	23
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	42	89.3	41	87.6	54	90.7	48	89.7	32	97.2	Very High	Improved	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	29	86.2	26	88.5	35	97.1	26	88.5	18	94.4	Very High	Maintained	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	13	92.3	15	86.7	19	84.2	22	90.9	14	100.0	Very High	Improved	Excellent	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

From the very high satisfaction rates it seems appropriate to conclude that parents feel included and a part of the decision-making about their children's education. Parents are still attending goal setting meetings and interviews (81.4%, a decrease from 94.2%) and are still engaged in initiatives in support of the school, albeit in fewer numbers. Work constrains, busy schedules, family commitments, and other factors have contributed to this decline. We also have had to guide new parents (those this children in grade 3 or lower) as to how they may become in engaged in their child's learning as they have been denied many opportunities because of COVID restrictions.

My name is Weston L., this year I am starting my career as a Youth Wellness Mentor. My journey toward providing support to youth and encouraging students wellness began when I myself was a student at CAPE. Before coming to CAPE, in grades 3 and 4, I was heavily bullied and felt unaccepted at school. I felt like the way I learned was different and I was struggling in other school systems. School was a place where I didn't want to be. During the summer before my 5th grade year my mother had heard about CAPE through her co-workers and decided to register me as a student for the following year. This proved to be a pivotal point in my life. At CAPE, the staff (most of which are still here to this day) were warm and welcoming. They were flexible in helping me learn in my own unique way. They helped me find techniques that worked for me and skills that helped me succeed later on in my academic career. The environment at CAPE was the polar opposite to my previous school, I felt welcomed and accepted. CAPE's staff encouraged an inclusive environment, in which I began to discover a stronger sense of self as well as a sense of belonging. I went from loathing going to school, to school being one of my favourite places to be. I enjoyed my time at CAPE so much I would end up crying when I graduated in grade 9. CAPE shaped me into the person I am today, CAPE encouraged me to become the best version of myself I could be.

After graduating from Medicine Hat College in the Child and Youth Care program, and having my practicum at CAPE, I was able to see how the process of working with our students worked. The process involves empathetic staff, working with our children's individual needs and seeing them as individuals, and encouraging the students to future success. After witnessing this and having seen how CAPE works as a student and as a part of the faculty, there was no other place for me to be. It became my ideal place to start my career. Luckily, I was able to begin my youth care career at the place that encouraged me and gave me the tools to succeed. CAPE school helped me become me.

CAPE was pivotal in my journey, and I am sure that it will be pivotal for other students as well. CAPE helps to create tomorrow's leaders today.



The following is the body of an e-mail I received not long ago, it speaks to CAPE's support of its students. "It is important to me that you know the impact attending CAPE School has had on my life. The way I was taught to speak confidently and clearly has always put me miles ahead of my peers. I also learned how to ask questions and how to investigate theories. CAPE made me a truly curious person with a love of learning who is described as a "go-getter" by all of her peers." Sidra A.

Relationships within the Educational Community

- Intra murals & extra curricular sports: Girls JH Volleyball, JH Badminton (boys & girls singles, doubles & mixed), JH Track & Field, AMA Youth Run Club; working on expanding to JH basketball in 23-24.
- We shorted 3 practicum students (Medicine Hat College, Queen's and York Universities as well as supported 2 Masters students from the American College of Education who needed to do research about alternative schools.
- Our chartered psychologist had two practicum students once again; Master of Counselling (Yorkville University) & Child & Youth Care Counsellor (Medicine Hat College).
- Our chartered psychologist continues to be on the committee of the Developmental & Behavioural Diagnostic Clinic.
- Partnership with Dr. L. D'Amour re the teaching of mathematics and MathMinds.
- The CAPE Board of Directors is working on becoming part of the Joint Use Agreement currently in existence between the City of Medicine Hat, the Medicine Hat College and the two urban jurisdictions.
- CAPE is represented on all TAAPCS committees.
- CAPE continues to publish through CASS (latest in the Fall 2023 edition) and CASSA.

Links to Documents

AERR 2022-2023 ADDENDUM A Additional Data: *here* AERR 2022-2023 ADDENDUM B Photo Gallery: *here*

Some of our students post CAPE information: <u>here</u>

Student Testimonials: <u>here</u>
Parent Testimonials: <u>here</u>

Outstanding Achievements: *here*

High School Completion information: here

CAPE Parent Satisfaction Survey 5-year Data <u>here</u> CAPE Student Satisfaction Survey 5-year Data <u>here</u>

Summary of Financial Results:

The Audited Financial Statement 2022-2023 is posted on the school's website:

https://capeisgreat.org/wp-content/uploads/2022/12/CAPE-2021-22-Financial-Statements.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

The 2022-2023 and the 2023-2024 Budgets are posted on the school's

website: https://capeisgreat.org/financial-reports/

The IMR/CMR information is posted on the school website:

https://capeisgreat.org/financial-reports/

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:joullet@capeisgreat.org

Summary of Financia	l Results						
	Instruction (ECS)	Instruction - Grades 1-12	Operations & Maintenance	Transportation	System Administration	External Services	TOTAL
TOTAL REVENUES	189,171	2,612,285	511,545	145,916	200,000	141,776	3,800,693
TOTAL EXPENSES OPERATING SURPLUS (DEFECIT)	247,548 -58,377	2,659,447 -47,162	578,951 -67,406	138,989 6,927	196,601 3,399	74,490 67,286	3,896,026 -95,333
August 31, 2023					Variance to		
		Budget	Actual		Budget		
Revenues							
Government of Alberta		\$3,365,107	\$3,350,206		-\$14,901	0%	
Fees		300,600	265,000		(35,600)	-12%	
Other Revenues		87,500	185,487		97,987	112%	
Revenue Total		3,753,207	3,800,693		47,486	1%	*
Expenses by							
Programs							
Instruction		\$2,422,528	\$2,491,412		\$68,884	3%	
Student Supports		427,302	415,583		(11,719)	-3%	
Operations & Maintenance		494,867	578,951		84,084	17%	
System Administration		201,545	196,601		(4,944)	-2%	
Other		205,916	213,479		7,563	4%	
Expense Total		3,752,158	3,896,026		143,868	4%	**
Operating Suplus (Deficit)		1,049	(95,333)		(96,382)		

^{*}Lower than budgeted student enrolment was off-set by higher than budgeted out of school care attendence, resulting in total revenue being slightly higher than budget.

In accordance to the Variance Analysis (for the year ending August 31, 2023), the total expenses for the Centre for Academic and Personal Excellence (CAPE) were: Actual was \$3,896,026, 2023 Budgeted was \$3,752,158, the variance amount was \$143,868, and variance percentage was 4%.

^{**}O&M expenses for the year were 17% higher than budgeted due to increase in custodial and utilities costs.