

CAPE
Centre for Academic and Personal Excellence
Public Charter School

ANNUAL EDUCATION RESULTS REPORT
2023-2024

Table of Contents

1. Whistleblower Protection	pg. 2
2. Accountability Statement	pg. 3
3. Assurance	pg. 3
4. CAPE Foundational Elements	pg. 4
5. Key Messages	pg. 4
6. Local Context & Demographics	pg. 5
7. The Continued Impact of COVID-19 & Learning Environment	pg. 6
8. Assurance Goal: Student Growth & Achievement	pg. 8
9. Assurance Goal: Excellence in Teaching and Leading	pg. 21
10. Assurance Goal: Well Governed and Managed Education System	pg. 23
11. Financial Summary	pg. 27

Whistleblower Protection

CAPE did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2023-2024 school term.

I was very fortunate to attend CAPE school for eight years. The class sizes really enhanced my relationship with each teacher and provided me the ability to ask questions without judgment. My education was enhanced because of the care and attention I received in each grade. Many of my lifelong friends were made because of CAPE school, and if I had to go back and do it all over again - I would still ask my parents to choose CAPE!

David J.

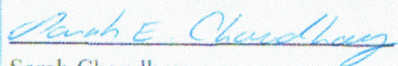
I attended CAPE school from Grade 1 to 8. The educators prioritized student success through individualized learning plans and creating an environment to bring out the best in students. Implementing the use of uniforms created a sense of unity and equality among peers. The skills gained from participating in annual Science and Heritage Fairs have aided me to educate, communicate, and relay evidence-based information in my career as a Registered Nurse. CAPE also introduced effective study skills early on in their curriculum; making my experience throughout high school and post-secondary more organized and structured. Passionate and dedicated educators are what allows this school to produce students who can not only recognize their strengths, but utilize them to make meaningful contributions to the community.

Vanessa J.

Accountability Statement

The Annual Education Results Report for CAPE Public Charter School for the 2023/2024 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 27, 2024.



Sarah Chaudhary
CAPE Board Chair



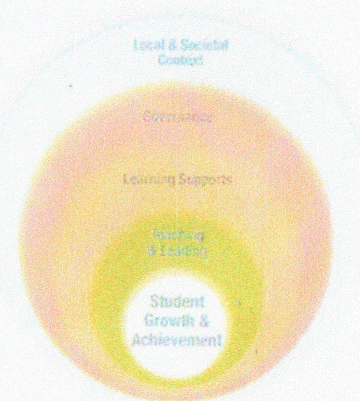
Teresa Di Ninno B.A., B. Ed., M.A.
Superintendent

Assurance

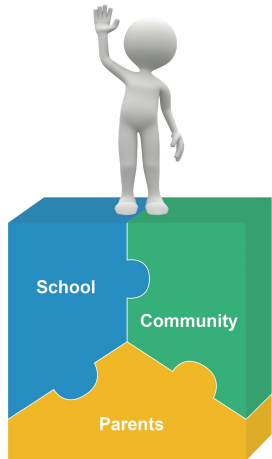
This document is CAPE's Results Report for 2022-2023. CAPE develops its Education Plan and results report in alignment with the assurance framework and planning/reporting requirements as outlined by Alberta Education in the Funding Manual 2023-2024.

"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."

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

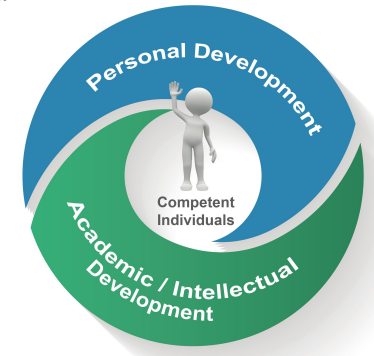


CAPE fosters the development of academic and personal skills through the provision of a personalized, integrated program so that each child or student may achieve success in the pursuit of personal and academic goals, strive for personal excellence, become engaged thinkers and ethical citizens with an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

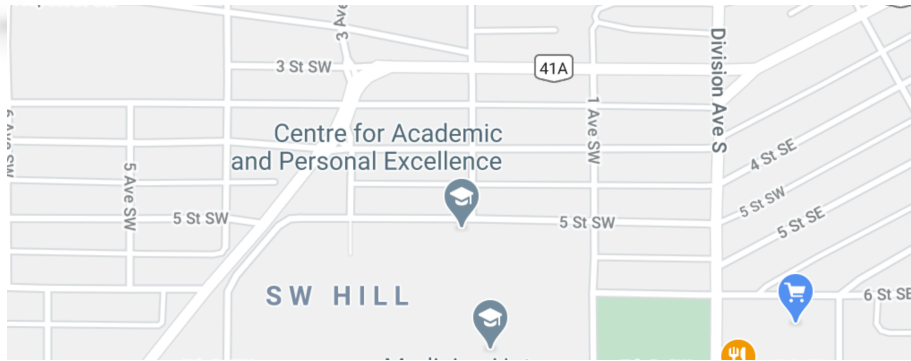
1. *Academic Excellence*
2. *Personal Excellence*

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

Key Messages

- *In spite of the declines, CAPE continues to enjoy a high rate of stakeholder satisfaction.*
- Community involvement, partnerships and supports not only remain strong but have seen an increase.
- Parental support for the school, staff, and students, as well as involvement regarding decisions about their child's education have remained extremely high.
- Students have achieved or have actively addressed academic and personal goals, at their personal best; persevered, embraced risks and challenges, learned to advocate for themselves and others, contributed to the community, respected diversity, and supported one another.
- Students have demonstrated growth in interpersonal skills benefitting from the implementation of daily social-emotional learning programming.
- 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: [here](#)
- 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, 2023



Student:
278
Families:
192



Staff:



- 17.7 full-time equivalent teaching staff
- 10.0 full-time equivalent educational assistants
- 0.55 full-time literacy & numeracy support teacher(s)
- 1.0 full-time literacy support educational assistant
- 2.75 full-time equivalent administrators
- 0.5 student Wellness Coach/Mentor
- 1.0 full-time educational psychologist

Student-teacher
ratio: 15.2:1
If EAs are included: 9.5:1

Percentage of Students with Supports:
K: 70%
1-9: 97%

34.6% 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.

Continued Impact of COVID-19:

This current year is the third year post COVID restrictions, yet the effects of the disruption are still being felt. 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 challenges. During the 2023-2024 year, 14.7% of our student population had mild/moderate codes, 4.7% gifted/talented codes, 0.7% gifted/disabled codes, 0.36% severe disability codes, and 13.4% qualified for English as an Additional Language (EAL) code. 94% of our children/students were coded or required extra supports. 100% of our population has an Individualized Program Plan (IPP). CAPE continues to support a diverse K to 9 population that is still struggling with the residual effects of the restrictions. In spite of the efforts of all CAPE staff, the students continue to struggle with literacy and numeracy, social and emotional issues as well as mental health issues. A comparison of literacy and numeracy data from September 2023 and June 2024 seems to indicate that limited growth has occurred. Several factors influence these results. Within the urgent intervention category, 6% have cognitive delays, 6% were flagged for intervention, but were impeded by inconsistent attendance, 5% were flagged for intervention but missed 4-8 weeks of school, and 3% had multiple, significant challenges. More information [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, the school council in particular, 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 once again included all parents of K-9 students for the 2023-24 year. Alberta Education Assurance Measure Results provide valuable information year over year. Spring 2024 saw CAPE engage in focus group conversations with staff, parents and students. Randomly selected staff members gathered to share feedback on various aspects of the school and the program. Parent

feedback was solicited through school council meetings. Student focus groups included Kindergarten/grade 1, grade 2, grade 4 and grade 6 classes. Collected input resulted in the identification of potential projects offered 2024-2025, many of which were implemented and in the integration of core classes. We maintained the AMA Safety Patrol team and the Run Club. We renewed our efforts to increase extra-curricular team sports and intramural sports. In the 2023-2024 year, we had junior high volleyball, boys basketball and junior high track and field, junior high badminton (boys and girls singles and doubles, as well as mixed doubles teams).

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 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. The 2024 graduates seemed more informed about, more prepared for, and more at ease with the transition into high school than in previous years.

The CAPE Board of Directors recognized the need to support students, parents and staff by allocating financial resources to the wellness of our community. As of September 2024, our staff now includes a 1.0 FTE Student Wellness Coach. One of our half-time vice principal's responsibilities continue to include the wellness and wellbeing of staff and students and the work of the VP-Student Advisory group. 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 in 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's efforts generated over \$10,000 which funded the purchase of a new scoreboard, basketball nets for the courtyard, the CAPE Medicine Hat College (MHC) Scholarship in collaboration with the CAPE Board, funded bounce castles and peddle tractors for the year-end Fun Day, and more. The Council also sponsored the Staff Appreciation Lunch at the end of year, and provided financial support for each classroom to purchase Teachers Convention resources.

I am a mother of four children, a 26 year old girl, and three boys ages 23, 16 and 11. Our three boys are on the Autism Spectrum. We were fortunate that our two boys and daughter attended CAPE. I call CAPE my second home. It had a great comfortable environment for my children. The teachers were always there to support us no matter if it was academic or a personal concern. As the African proverb goes, "it takes a whole village to raise a child". The whole school staff, the superintendent, the principal, the teachers, the psychologist, the receptionist, and the janitor were there to help and support my children. Our 16 year old son graduated two years ago from grade 9 and he still goes back to CAPE to see his teachers on a regular basis. He has a close bond with the teachers. They are very supportive and nurturing even after his graduation. There was no other better place for my kids. My daughter has become a teacher and is currently working in the UK. My 23 year son is enrolled in an IT program at the college and my 16 year old son is in grade 11. The teachers molded and nurtured them to become responsible and respectful and kind human beings. When we started this academic journey in 2004 we never knew we would last in CAPE for 19 wonderful years. Thank you very much CAPE school. Our children were honoured to be students of CAPE.

Tabinda and Family

Assurance Goal: Student Growth & Achievement



Outcome: All Alberta students are successful	Data Source	Education Report 2022-2023				
		Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)	Actual 2021-22	Actual 2022-23	Actual 2023-2024
Literacy Measures:						
(CAPE) Percentage of kindergarten children with (typical or) higher growth on the STAR EARLY LITERACY.	Standardized Tests	64.6%	41.67%	50%	76.2%	29.1%
(CAPE) Percentage of grades 1-9 students showing higher than typical growth on the STAR READING.	Standardized Tests	40.1%	42.6%	54.3%	43.3%	37.9%
(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	66.3%	64.17%	66.1%	73.3%	72.9%
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%	41%
(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	56%	62.7%	59.83%	60%	79.8%
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	N/A	N/A	72.2%	74.2%	86.7%

Outcome: All Alberta students are successful	Data Source	Education Report 2022-2023				
		Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)	Actual 2021-22	Actual 2022-23	Actual 2023-24
(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	N/A	N/A	29.3%	14.2%	36.5%
(Province) Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.	Alberta Education Assurance Survey	N/A	92.0%	82.8%	84.4%	75.7%
(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	75%	90%	90.9%	81.8%	80%
(CAPE) Percentage of students actively engaged in opportunities to acquire and apply foundational indigenous knowledge through hands-on experiences as determined by the annual school data collection.	School Data Collection	N/A	99.26%	98.2%	98.6%	78.9%
(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	90%	94.1%	83.5%	83.6%	83%
(CAPE) Percentage of parents that are satisfied that their student is receiving instruction targeted to their individual needs.	School Satisfaction Survey	82.9%	93.9%	83.3%	84.3%	85%

Outcome: All Alberta students are successful	Data Source	Education Report 2022-2023				
		Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)	Actual 2021-22	Actual 2022-23	Actual 2023-24
<i>Personal Development Measures:</i>						
(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%	87.5%
(Province) Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Alberta Education Assurance Survey	89.6%	90.7%	85.6%	95.8%	80.8%
(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	93.4%	89.1%	86.5%	83.8%
(CAPE) Percentage of parents and students that believe that the level of student academic engagement has increased	School Satisfaction Survey	88.8%	92.4%	89.4%	90%	83.5%
(CAPE) Overall percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitude necessary for lifelong learning.	School Satisfaction Survey	68.9%	94.1%	92.4%	95.6%	83%
(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	91.9%	92.7%	92.3%	91.4%	78%

Outcome: All Alberta students are successful	Data Source	Education Report 2022-2023				
		Actual 2019-20 (COVID- disrupted)	Actual 2020-21 (COVID- disrupted)	Actual 2021-22	Actual 2022-23	Actual 2023-24
(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	95.9%	82.97%	86.4%	83.8%	75.3%

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

**additional data*

Alberta Education approved screening assessments & Number of Students assessed:

- Letter Name-Sound (LeNS) Assessments English: Gr.1-26 Gr. 2-15 Gr.3-26
- Castles & Colheart 3 (CC3) Assessment English: Gr.1-26 Gr. 2-29 Gr.3-26 *Gr. 4-28
- The total number of students identified as being at risk at the beginning of the school year at each grade level: 19/109 students (gr. 1:8/26, gr. 2: 8/29, gr. Gr. 3: 4/27) *Gr. 4-5/28
- The total number of students identified as being at risk at the end of the school year at each grade level: 6/109 students (gr. 1:1/26, gr. 2: 0/29, gr. 3: 3/27) *Gr. 4-2/28
- The average number of months behind grade level after the administration of the initial assessments for at risk students: 13 months
- The average number of months gained at grade level after the administration of the final assessments for at risk student: 11 months

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

**additional data*

Alberta Education approved screening assessments & Number of Students assessed:

- AB Ed Numeracy Screener (individual grades): Gr.1-26 Gr. 2-29 Gr.3-26 *Gr. 4-27
- The total number of students identified as being at risk at the beginning of the school year at each grade level: 18/81 students (gr. 1: 8/26, gr.2: 8/29, gr.3: 2/27) *Gr. 4-5/28
 - The total number of students identified as being at risk at the end of the school year at each grade level: 7/81 students (gr. 1: 1/26, gr.2: 4/29, gr.3: 2/27) *Gr. 4-5/28
 - The average number of months behind grade level after the administration of the initial assessments for at risk students: 7 months
 - The average number of months gained at grade level after the administration of the final assessments for at risk students: 14 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)
- level B assessment intervention program review

I attended CAPE School from kindergarten through Grade 9, and now, as a second-year honours university student with a part-time research job, I can confidently say that CAPE provided the foundation for the skills that have supported my journey throughout high school and into university.

CAPE's small class sizes allowed for personalized attention, ensuring each student's needs were met. I felt seen by my teachers, who understood my learning style and worked with me to develop tailored strategies that maximized my learning and growth.

The bi-annual science fairs at CAPE gave me hands-on experience with the scientific research process, from conducting procedures and writing lab reports to presenting my findings. These projects equipped me with skills that later helped me win a medal at the national science fair and conduct university labs with confidence.

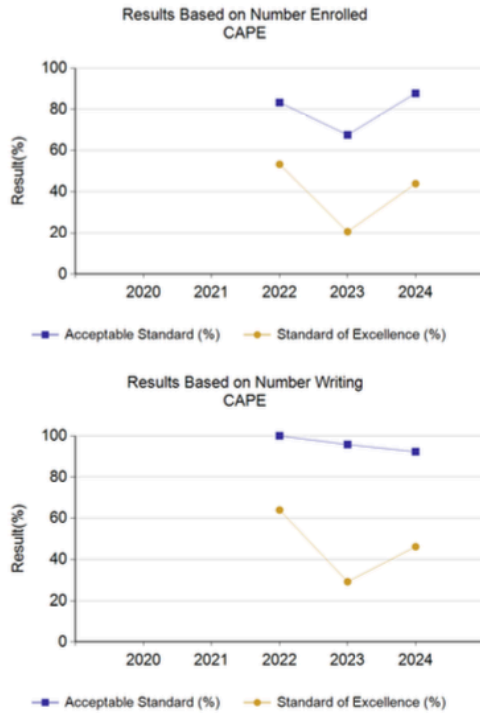
Above all, CAPE's culture of excellence inspired a personal standard I carry with me to this day. Surrounded by driven students and dedicated teachers, I learned the value of hard work, motivation, and pushing limits—all qualities essential for pursuing new achievements.

Debasri J.

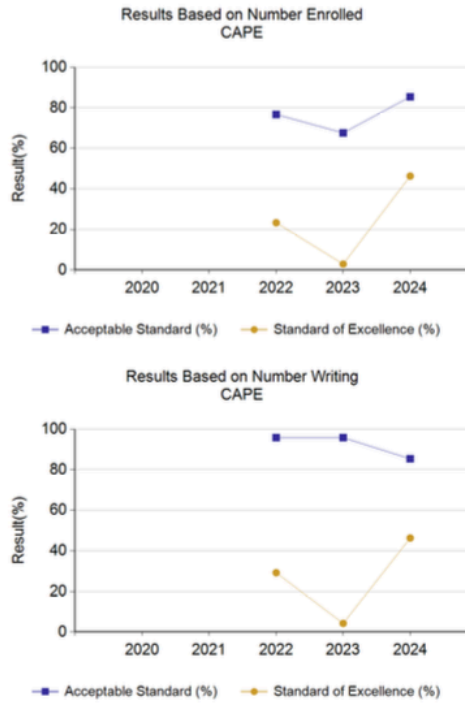


Provincial Achievement Results Desegregated Data

Science 6



Social Studies 6



Language Arts 6 and Mathematics 6
not written i.e. data not available

Demographics of the CAPE cohort 6: 41

26.8% of the students have codes: 9.2% decrease from the previous year and students performed better

Breakdown of Results for students writing:

Of the 80 test scores

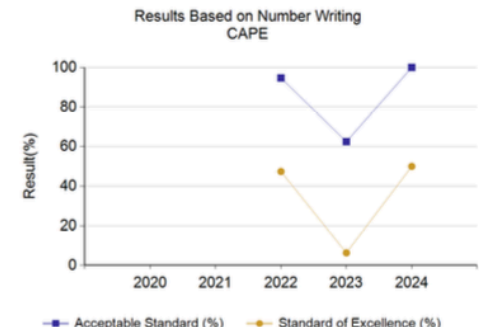
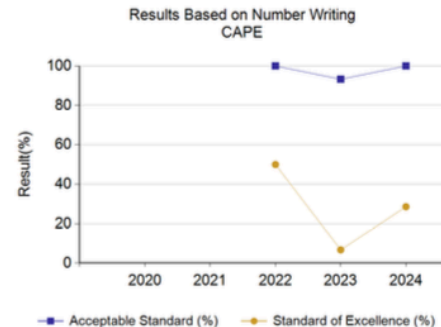
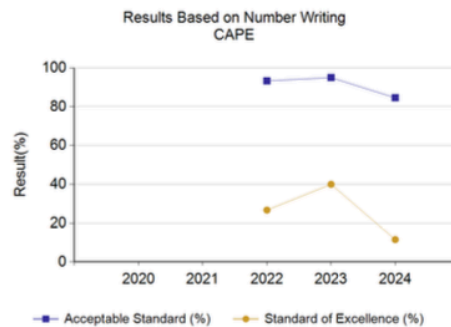
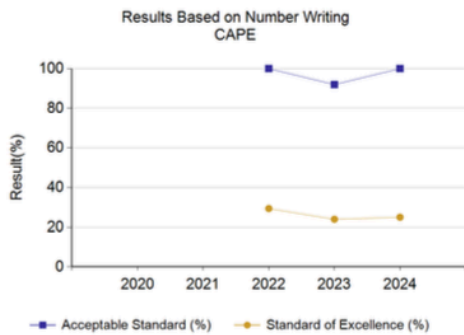
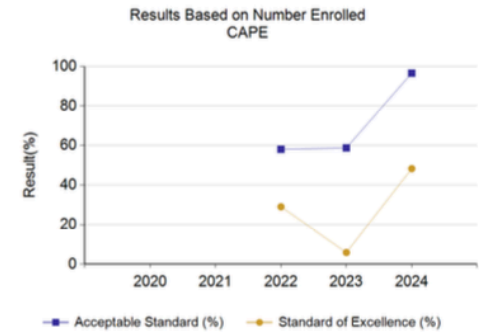
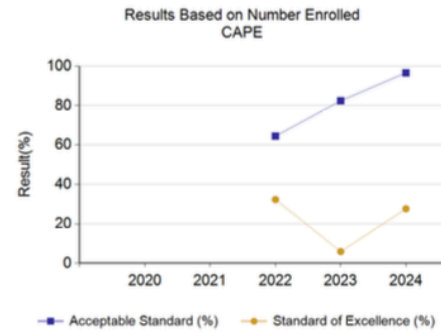
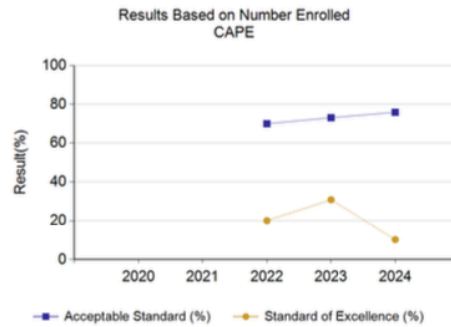
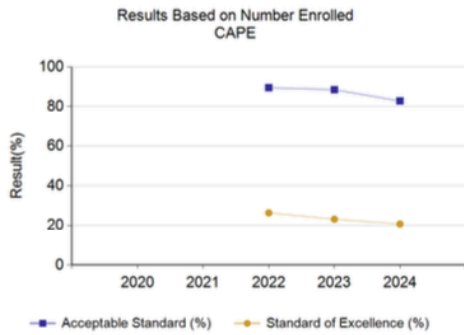
- 88.8% were within the acceptable standard
- 46.3% were within the standard of excellence: 29.5% increase from the previous year

English Language Arts 9

Mathematics 9

Science 9

Social Studies 9



Demographics of the CAPE cohort grade 9: 29

42% of the students have codes: 17.9% decrease from the previous year

Breakdown of Results for students writing:

Of the 106 test scores,

- 96.2% were within the acceptable standard: 9.4% increase from the previous year
- 29.2% were within the standard of excellence: 8.1% increase from the previous year

Trends: SS 6 acceptable and Math 9 acceptable and excellence standard have seen a decrease. Of the remaining, 2 have stayed the same (science 6 acceptable and LA 9 excellence) while the rest have increased.

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	Acceptable Standard (%)		Excellence Standard (%)	
	Regular Program	ISEE Program	Regular Program	ISEE Program
LA 6	N/A	N/A	N/A	N/A
Math 6	N/A	N/A	N/A	N/A
SC 6	90.5%	94.4%	23.8%	72.2%
SS 6	72.7%	100%	22.7%	68.4%
LA 9	100%	100%	12.5%	50%
Math 9	88.2%	87.5%	5.9%	25%
SC 9	100%	100%	16.7%	50%
SS 9	100%	100%	44.4%	50%

Cut off scores for acceptable were between 45% and 50%, cut off scores for excellence were between 81% and 86%, similar to other years.

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

	CAPE										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	191	92.0	213	82.8	183	84.4	180	75.7	n/a	Declined	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	39	95.9	27	81.5	19	92.5	14	74.6	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	133	86.4	163	82.6	150	80.8	156	70.5	n/a	Declined Significantly	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	19	93.7	23	84.2	14	80.0	10	82.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	Student Learning Engagement	83.5	87.4	85.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.8	85.8	85.7	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	85.4	67.6	67.6	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	46.3	2.9	2.9	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	87.9	76.7	76.7	62.5	62.6	62.6	Very High	Improved	Excellent
	PAT9: Excellence	26.7	18.6	18.6	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.9	91.3	91.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.8	86.5	87.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	75.7	84.4	83.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	95.8	87.3	86.0	79.5	79.1	78.9	Very High	Improved	Excellent

Grade 6 PAT Results By Students Enrolled - 3 Year Rolling Average

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

Province: Alberta (FNMI)

	CAPE (FNMI)			Alberta (FNMI)		
	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2022 - 2024 Avg
N	n/a	n/a	n/a	n/a	4,332	4,444
Acceptable Standard (%)	n/a	n/a	n/a	n/a	45.3	47.0
Standard of Excellence (%)	n/a	n/a	n/a	n/a	6.5	6.9

Desegregated Data for the grade 9 Provincial Achievement Tests are not included since data values have been suppressed where the number of respondents is fewer than 6.

Over the last three years, CAPE has been engaged in promoting excellence in leadership, excellence in teaching, and optimal learning through mentorship at all levels through the CAPE Indigenous Education Team (CIET). CIET works collaboratively to enhance staff skills for seamlessly embedding First Nations, Métis and Inuit concepts within mainstream education programming and actively seeks community opportunities to bring experiences and new information back to the school community. Having this dedicated group reduces some of the workload for teachers, allowing them to take on the role of active learner. These efforts have resulted in a coordination of leader education, streamlining the professional development of all CAPE staff in this area. The team has curated, shared and regularly updated a list of written and visual/oral resources. Members of the CIET team have explored various avenues to expand and deepen their own understandings of indigenous culture and ways of learning. Team members have completed online courses, attended conferences, conferred with local and distant members of indigenous communities. The CIET team includes the south zone representatives for the ATA Indigenous Education Committee. This is a holistic approach to indigenous studies for both staff and students, which allows for student learning with indigenous teachings permeating daily school life. In June, the classes worked collaboratively in curated groups, an older class with a younger class, to create a hallway mural representative of the Seven Sacred Teachings (honesty, courage, wisdom, humility, truth, love and respect) of the Indigenous Peoples of Canada which the groups learned about together.



Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

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



Course	Acceptable Standard	*	*	*	6	*	n/a	n/a	10,323	63.8	9,728	64.7
	Standard of Excellence	*	*	*	6	*	n/a	n/a	10,323	18.4	9,728	17.2
Science 6	Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	11,278	64.6	10,098	65.4
	Standard of Excellence	Very High	n/a	n/a	6	66.7	n/a	n/a	11,278	16.5	10,098	15.7

Language Arts 6 and Mathematics 6 not available.

	CAPE (EAL)					Measure Evaluation			Alberta (EAL)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	2	7	6	n/a	n/a	n/a	n/a	n/a	9,378	10,098	11,278
Acceptable Standard %	n/a	n/a	*	71.4	100.0	Very High	Improved	Excellent	n/a	n/a	68.4	65.4	64.6
Standard of Excellence %	n/a	n/a	*	14.3	66.7	Very High	Improved	Excellent	n/a	n/a	17.9	15.7	16.5

Teachers have engaged in professional development and collaborative planning to address significant deficits as a result of the COVID restrictions for our students in kindergarten through grade 9. In 2024, noticeable gains in skill acquisition and development were seen within our grades 6 and 9 students involved in the PATs. The improved results demonstrate that the efforts of each staff member at CAPE has brought about increased levels of knowledge and academic achievement in all students in our school community.

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.

	CAPE										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	158	92.8	191	93.9	213	90.6	183	89.0	180	87.5	High	Maintained	Good	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	26	98.5	39	98.9	27	92.9	19	93.5	14	94.2	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	117	86.7	133	87.2	163	82.3	150	82.4	156	74.6	Intermediate	Declined	Issue	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	15	93.3	19	95.7	23	96.4	14	91.0	10	93.8	Intermediate	Maintained	Acceptable	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

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

	CAPE										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	158	89.6	191	90.7	213	85.6	183	85.8	180	80.8	High	Declined	Acceptable	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	26	97.7	39	97.4	27	89.6	19	89.4	14	85.5	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	117	79.1	133	78.8	163	75.1	150	75.2	156	63.0	Intermediate	Declined Significantly	Issue	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	15	92.0	19	95.7	23	92.1	14	92.8	10	94.0	High	Maintained	Good	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

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

	CAPE										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	191	93.4	213	89.1	183	86.5	180	83.8	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	39	98.7	27	91.8	19	91.3	14	91.9	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	133	85.2	163	80.5	150	78.6	156	69.8	n/a	Declined Significantly	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	19	96.2	23	94.9	14	89.5	10	89.7	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Student and staff wellness continued to be a focal point of CAPE’s Education Plan for 2023-2024. A daily 30 minute morning routine focusing on social-emotional learning was implemented school-wide in the fall 2023-2024. This program uses carefully vetted, grade-appropriate material addressing the social emotional learning (SEL) deficits that staff have noted post-COVID. The regular practice of engaging students during SEL has provided students the opportunity to gain self-confidence, build knowledge and understanding about appropriate social interactions, and practice how to deal with challenging situations. Dysregulation within classrooms, exacerbated by a lack of social structure during the previous years, hindered classroom management and the focus on teaching. A new position of Student Wellness Coach was introduced in the fall of 2023; a 0.5 FTE, tier 2 level targeted support under the supervision of the Director of Student Services. The Student Wellness Coach works with students in several ways; one-on-one coaching, skills -focused small group interventions, and checks in with students as needed. The Vice Principal’s Student Advisory Council provides an opportunity for students in grades 6-9 to hone their leadership skills as they undertake tasks to make the school year enjoyable for the school community through activities such as dress-up days and dances. The Advisory Council organizes some school-wide fundraising opportunities through sales such as Candy-Gram sales, popsicle sales and our student legacy project in December, Stack the Sleigh, which collects money and food for the Root Cellar, along with needed items for the Women’s Shelter. Addressing school staff wellness has been done through social initiatives, regular opportunities for mingling, sharing meals, etc. For many years, our school ensured that food was available for our students through private donations and school-generated funds. The Root Cellar has provided sandwiches, fruits, vegetables and snacks for us weekly. In November 2023, CAPE received nutrition funding provided by Alberta Education. With this funding, we were able to expand our nutrition program to promote an open system for students who need meals or snacks to access food without issue.

Students feel safe at CAPE school and, as a result, they are demonstrating caring and respectful behaviours toward peers and staff members. When students feel valued and safe, they are showing an increase in excitement and engagement with activities that support the school and our community. In the 2023-2024 school year, students participated in fundraising activities for charities within our community including the SPCA, The Root Cellar, Women's Shelter and The Mustard Seed. Our school raised \$2, 772.20 for charity during the school year. In addition to fundraising efforts, students actively took part in regular volunteer opportunities such as spending time with the elderly at local seniors' homes and the Veiner Centre. Our grade 3 students were invited to take part in Can-struction in partnership with Methanex to create a city icon, Medicine Hat's Sunshine Trolley, using canned food for the Root Cellar's food drive event in the spring.

Learning Supports: Personalization is based on assessments and input from members of each student's educational team. Student evaluations may include in-class, cognitive, academic, and behavioural assessments. These assessments may also include information from outside services such as Occupational, Speech, and Physical Therapies. Information is gathered from various sources, including parents and students, and a formal Individual Program Plan (IPP) is developed for each student with 1-2 targeted goals which are tracked and documented throughout the year. Student goals may be academic, behavioural, social/emotional, or physical and are adapted as needed. Further assessments are utilized to develop literacy and numeracy groups for students in K-8, in which students receive daily instruction at their individual level rather than their chronological age. This allows instructional staff to work with each student on their particular needs, fill in gaps students might have, and pace learning as required. The groups are fluid and students move levels by term as growth is demonstrated. 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 atmosphere with classroom staff. Students are referred for specific assessments as needed and the results from these assessments are integrated into the particular student's program. For more information please refer to AERR 2023-2024 ADDENDUM A ADDITIONAL DATA [here](#).

Relationships within the Educational Community

- Intramurals and extra-curricular sports
- We supported 6 practicum students (Medicine Hat College, Queen's and York Universities as well as 2 Masters students from the American College of Education conducting research about alternative schools.
- Our registered psychologist had one practicum student from Child & Youth Care Counsellor (Medicine Hat College).
- Our registered psychologist continues to be on the committee of the Developmental & Behavioural Diagnostic Clinic.
- 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 school jurisdictions.
- CAPE continues to publish through CASS and CASSA (latest Winter 2025).

Assurance Goal: Excellence in Teaching and Leading



Outcome: Alberta has excellent teachers, school leaders, and school authority leaders.	Data Source	Education Report 2022-2023				
		Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)	Actual 2021-22	Actual 2022-23	Actual 2023-24
(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	93.4%	89.1%	81.1%	85.2%
(Province) Percentage of students and parents who agree that students are engaged in their learning at school.	Alberta Education Assurance Survey	N/A	88.5%	84.1%	87.4%	83.5%
(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	97.2%	97.9%	94.8%	91.8%	92.3%
(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	89.2%	94.6%	89.9%	81.1%	85.8%
(CAPE) Percentage of parents and students satisfied with the quality of instruction the students are receiving at CAPE.	School Survey	92.1%	92.5%	88.5%	86%	79.5%

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

	CAPE										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	191	88.5	213	84.1	183	87.4	180	83.5	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	39	99.1	27	90.0	19	96.5	14	90.2	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	133	75.2	163	69.4	150	68.0	156	63.7	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	19	91.2	23	92.8	14	97.6	10	96.7	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Professional Learning, Supervision and Evaluation: Discussion

CAPE's charter board, superintendent and administration are committed to providing quality professional learning opportunities throughout the school year. In the fall of 2023, all classroom staff took part in professional development before students returned for the new year. The topics included learning about and building strategies for working with students with ADHD, Autism and Trauma Informed Practice.

- 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 those new to CAPE, we have continued with a team approach; teachers are assigned a mentor teacher. Collaborative planning sessions are scheduled throughout the year.
- The principal provided strong guidance in the planning and implementation of new curricula by grade groups in May and June which ensured that staff was aware of and knowledgeable about new outcomes. In the process of planning for new curricula, the principal worked collaboratively with the teachers to provide support and opportunities to develop year plans and continue to be involved in curriculum groups.
- The pursuit of excellence is integral to our program as we focus on both instructional and learning excellence in our school community.
- In 2023-2024, members of the administration team provided four targeted book study learning opportunities for all classroom staff to learn theory/research, implement strategies and reflect on their impact to the students and their environment. These topics included classroom management, emotional connections and regulation, and gifted education.
- In the 2023-2024 school year, over 55% of our teaching staff were actively participating in additional individual professional development opportunities: masters courses, administrative training, formal collegial mentorship, literacy and numeracy support.

Assurance Goal: Well Governed & Managed Education System



Outcome: Alberta's K-12 education system is well governed and managed.	Data Source	Education Report 2023-2024				
		Actual 2019-20 (COVID-disrupted)	Actual 2020-21 (COVID-disrupted)	Actual 2021-22	Actual 2022-23	Actual 2023-24
(Province) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Alberta Education Assurance Survey	95.5%	95.8%	84.6%	87.3%	95.8%
(Province) Percentage of students, parents and teachers who are satisfied with the quality of education at CAPE.	Alberta Education Assurance Survey	94.0%	95.1%	91.7%	91.3%	89.9%
(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	87.6%	90.7%	89.7%	97.2%	73.5%
(CAPE) The percentage of parents involved in initiatives in support of the school.	School Data	54%	15%	47.6%	41.2%	30%
(CAPE) Percentage of families participating in "face-to-face" communications.	School Data	92.2%	96.8%	94.2%	81.4%	86.5%
(CAPE) Number of community organizations and individuals actively involved in support of the academic program at CAPE.	School Data	109	53	63	117	199

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

	CAPE										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	41	95.5	58	95.8	50	84.6	33	87.3	23	95.8	Very High	Improved	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	26	92.2	39	92.7	27	79.1	19	76.1	13	91.5	Very High	Improved	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	15	98.7	19	98.9	23	90.1	14	98.6	10	100.0	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

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

	CAPE										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	158	94.0	191	95.1	212	91.7	183	91.3	180	89.9	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	26	92.3	39	98.3	27	90.1	19	91.2	14	91.6	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	117	91.0	133	93.3	162	90.2	150	87.6	156	81.5	Low	Declined	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	15	98.9	19	93.8	23	94.9	14	95.2	10	96.7	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

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.

	CAPE										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	41	87.6	54	90.7	48	89.7	32	97.2	23	73.5	Intermediate	Declined Significantly	Issue	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	26	88.5	35	97.1	26	88.5	18	94.4	13	76.9	Very High	Declined	Good	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	15	86.7	19	84.2	22	90.9	14	100.0	10	70.0	Very Low	Declined	Concern	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Discussion of Governance & Related Satisfaction Measures:

The CAPE Charter Board’s focus on the charter, the provision of the personalized integrated program supporting both the academic and personal development of the students is undeniable. Our Board’s decisions are always based on the needs of our student population. Every effort is made to ensure a balanced budget while providing a high-degree of support for CAPE’s students. Even though the Assurance survey indicates parental satisfaction with the CAPE program has declined somewhat, the decline is not significant enough (1.5%) to be of concern. The satisfaction rate remains quite high. The same comment applies to the satisfaction rate from the CAPE survey. The CAPE Board is purposely engaging parents in decision-making at all levels; from input in the Individualized Program Plans to the student involvement in projects to school activities and events, to seeking feedback through surveys and focus groups. The extremely high satisfaction with parental involvement in both the Assurance and the CAPE survey indicates appreciation for the efforts of the Board, administration and staff. It is to be noted that the parental rate of returns in the Assurance survey and the CAPE survey has declined. Work constraints, busy schedules, family commitments, and other factors have contributed to this decline. New parents (those with children in grade 3 or lower) required guidance in how they could engage in their child’s learning as they have been denied many opportunities by the COVID restrictions. The percentage of parents involved in initiatives in support of the school has also seen a decline. However, the percentage of families participating in “face-to-face” communications has increased. As time is scarce, parents choose to focus on the children’s academic and personal pursuits rather than with the fundraising and other initiatives. This trend is similar to what was seen within economic recessions when families needed to refocus efforts in just providing for their households. The number of community organizations and individuals actively involved in support of the academic program at CAPE has bounced back and returned to the historic high levels of pre-COVID. This is encouraging as we strive to involve our students in the life of the community at large seeking to foster citizenry skills, volunteerism, and “giving back” while introducing our students to experiences that enrich and enhance the CAPE program.

Involvement with Assurance & CAPE Surveys: A Discussion

CAPE Survey returns:

Parents: 18.8% (K-9 parents)
Students: 71.3% (4-9 students)
Teachers: 100%

ASSURANCE Survey returns:

Parents: 4.1% (4-9 parents)
Students: 90.7% (4-9 students)
Teachers: 56.5%

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 2024, we again made engagement with the school satisfaction survey optional and the rate of returns has increased over the previous year. The student rate of returns for the Assurance survey was also quite high. This speaks very well about our students’ involvement with school improvement. The drop in teacher returns on the Assurance Surveys could relate to survey fatigue and/or correspondence with two very large school-wide events.

Assurance & CAPE Satisfaction Survey Results: Discussion

Parental satisfaction with the CAPE program, student academic preparation, and personal development has seen a slight decline, although not enough to be of concern, particularly since the parental rate of returns has declined considerably. Parent engagement and community involvement satisfaction rates have increased. A similar pattern is noticeable in the Assurance survey results.

While the rate of returns among parents has declined, student returns have remained strong in both surveys. Both surveys have seen a slight decline in student satisfaction, however it is not significant enough to be of concern, but worthy of attention in some areas such as basic education (Assurance: 2.9% difference; CAPE: 10.2% difference). Other areas such as the learning environment being welcoming, caring, respectful and safe (11.8% difference) have seen a significant decline. The same can be said of satisfaction with student supports (13.6% difference). On the CAPE survey there has been a decline as well (10.2% difference). As discussed, effects of the COVID disruptions are still being felt and CAPE is endeavouring to put in place interventions to support our students in areas that are proving problematic. This quantitative data does not provide a risk understanding of what students are looking for - this needs to be considered with future school surveys.

Links to Documents

AERR 2023-2024 ADDENDUM A Additional Data: [here](#)

AERR 2023-2024 ADDENDUM B Photo Gallery: [here](#)

Some of our students post CAPE information: [here](#)

Student Testimonials: [here](#)

Parent Testimonials: [here](#)

Outstanding Achievements: [here](#)

High School Completion information: [here](#)

CAPE Parent Satisfaction Survey 5-year Data [here](#)

CAPE Student Satisfaction Survey 5-year Data [here](#)

Summary of Financial Results:

The Audited Financial Statements 2023-2024 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: jouillet@capeisgreat.org

	Instruction (ECS)	Instruction - Grades 1-12	Operations & Maintenance	Transportation	System Administration	External Services	TOTAL
TOTAL REVENUES	185,126	2,791,062	482,694	172,235	200,000	129,848	3,960,965
TOTAL EXPENSES	186,532	2,775,399	507,602	169,343	193,859	80,969	3,913,704
OPERATING SURPLUS (DEFECIT)	-1,406	15,663	-24,908	2,892	6,141	48,879	47,261
August 31, 2024							
		Budget	Actual		Variance to Budget		
Revenues							
Government of Alberta		\$3,576,231	\$3,518,352		-\$57,879	-2%	
Fees		271,000	264,536		(6,464)	-2%	
Other Revenues		120,548	178,077		57,529	48%	
Revenue Total		3,967,779	3,960,965		(6,814)	0%	
Expenses by Programs							
Instruction		\$2,512,393	\$2,536,103		\$23,710	1%	
Student Supports		420,058	425,828		5,770	1%	
Operations & Maintenance		510,189	507,602		(2,587)	-1%	
System Administration		202,016	193,859		(8,157)	-4%	
Other		255,750	250,312		(5,438)	-2%	
Expense Total		3,900,406	3,913,704		13,298	0%	
Operating Suplus		67,373	47,261		(20,112)		

In accordance to the Variance Analysis (for the year ending August 31, 2024), the total expenses for the CAPE-Centre for Academic and Personal Excellence were: Actual was \$3,913,704, 2024 Budgeted was \$3,900,406, the variance amount was \$13,298, and variance percentage was 0.3%.