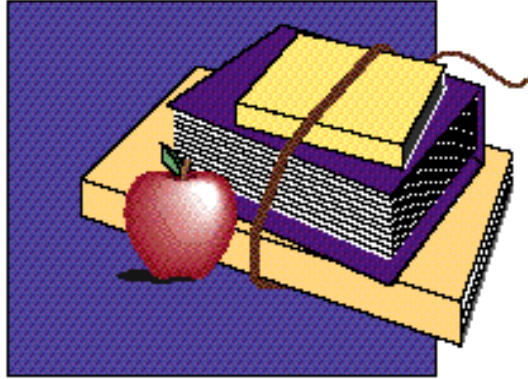


“to foster a desire to learn, to grow,
to explore, to excel,
to achieve”



CAPE

Centre for Academic and Personal Excellence

A BRIEF HISTORY

(February 2008)

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A BRIEF HISTORY of CAPE

CAPE School is located within the city of Medicine Hat, a city of 56 000 people in the Southeastern corner of Alberta. CAPE School:

- began operating in Sept. 1994 as a private school.
- was granted a CHARTER by MHSD #76 in June of 1995, becoming one of the first three Public Charter Schools in Alberta.
- was monitored and a report was submitted to Alberta Education in June 1996 and 1997.
- was fully evaluated by a 2-member Alberta Education team in April 1998.
- had its CHARTER was renewed for a 3-year term by the Minister of Education in June 1998.
- was monitored by Alberta Education personnel from Sept. 1998 to June 2001 and reports were filed.
- was evaluated by a 5-member Alberta Education team in April 1999.
- underwent an external evaluation in October 2000 and a report was filed with Alberta Education.
- had a five-year charter granted in May 2001.
- moved to new school site in September 2001, old St. Louis School (MHCBE).
- had an external evaluation in February 2004.
- was granted a five-year charter in February 2006.

Current square meters of CAPE is 2,053.60.

As of **May 23, 2005**, CAPE had an enrolment of 146 students (107 families), a full-time equivalent teaching staff of 11.84, 4.57 full-time equivalent aides, 2 one-on-one aides, 1 administrator (0.5 time), and 2 administrative assistants. The student-teacher ratio sat at 12.3:1.

As of **March 6, 2006**, CAPE had an enrolment of 123 students (91 families), 10.74 full-time equivalent teaching staff, 5.68 full-time equivalent classroom teacher assistants, 1 (0.5 time) administrator, 2 administrative assistants, 1 part time librarian, and 1 part time fitness instructor.

As of **June 30, 2007**, CAPE has an enrolment of 138 students (95 families), a full-time equivalent teaching staff of 11.89, 7.68 full-time equivalent aides, 0.9 administrators, 0.4 full-time equivalent special education coordinator, and 3 administrative assistants as well as 1 part time librarian. The student-teacher ratio is at 11.6:1 (If one includes assistants: 7.05:1).

As of **February 28, 2008**, CAPE has an enrolment of 147 students (103 families), a full-time equivalent teaching staff of 12.21, 6.60 full-time equivalent aides, 3.0 full-time equivalent special needs aides, 0.9 administrators, 0.4 full-time equivalent special education coordinator, and 3 administrative assistants as well as 1 part time librarian. The student-teacher ratio is at 12.04:1 (If one includes assistants: 6.74:1).

The school is presently offering **Kindergarten through 8**. French and Spanish are offered to all students as a second language. Complementary courses are offered in integrated project form. We have developed and implemented the Enrichment/Extended Language 1-3 Program. We also have in place the Precision Reading Program, a pull out reading program for specific students in grades 1-3. The Wellness Program includes the Bullying Program, Fitness and Nutrition Programs, as well as projects addressing citizenry, culture, politics, comparative religions, decision-making, anger management, environmental issues, and other global issues. We offer gifted education for grades 4-8.

The number of students new to CAPE remains at about 30%. The student body is returning to reflect our Charter mandate, the academically capable underachievers. Our students can be described as capable, bright, or very bright, but with motivational, social, moderate or mild learning difficulties, or medical conditions (such as ADD, autism, etc.). In other words, our students' cognitive abilities range from the low end of the average range to the full gifted range. The parents of our students see this school as being able to provide an educational program that will much more closely meet the needs of their children than their previous educational setting. Parents of our very bright view this school as providing their child with stimulation, challenges, structure, and a strong academic program necessary for the high academic achievement their profile suggest. Some parents want a safe, caring, and supportive environment within which their child will acquire the skills necessary for high school completion and the world of work. We seem to have a bipolar student body; a student body that includes fewer (than in standard public systems) students that one might place in the 'average' category both cognitively and in terms of academic performance, and a greater number of coded students (than in standard public systems).

Student Body Profile: 2003-2004

Grades 1-3

44.2% (23/52) - enrichment language program
55.8% (29/52) - remedial language program
3.8% (2/52) - full grade upward placement

Grades 4-9

5.6% (6/107) - vertical movement down (placed in a lower grade for one or two core subjects)
34.6% (36/107) - intensive study groups for language, mathematics, or both
9.3% (10/107) - extra study/homework time
20.6% (22/107) - intensive intervention program (project time pull-out)
18.7% (20/107) - classroom enrichment

Grades 6-8

21.3% (13/61) - gifted/talented program

Grades 1-9

1.26% (2/159) - one on one full-time assistance
56% (99/159) have IPPs

Codes:

20.1% (32/159) - coded as mild/moderate
10% (10/159) - possible mild/moderate codes
8.2% (13/159) - coded as gifted/talented (code 80)
6.9 % (11/159) - coded as gifted/disabled (code 80/54)
3.8% (6/159) - tested for possible gifted coding-results pending
7.5% (12/159) - to be tested for possible gifted coding in September 2004
1.25% (2/159) - severe disability (code 42/44)
1.9% (3/15) - tested for possible severe disability coding-results pending
46% (6/13) of grade 1 students were not ready for grade 1 in reading
4.4 % (7/159) referred for speech assessment (code 57)

Overall:

About 40% -- mild/moderate codes
About 30% -- gifted (mild/moderate/full) & gifted/disabled
About 30% -- average

Student Body Profile: 2004-2005

Grades 1-3

40% (21/52) --enrichment language program
60% (31/52) --remedial language program

Grades 4-8

2.1% (2/94)--intensive study groups for language
6.4% (6/94)--intensive study groups for mathematics
23.4% (22/94)--intensive study groups for language and mathematics
4.2% (4/94) – classroom enrichment

Grades 6-8

28.9% (13/45) – gifted/talented program

Grades 1-8

1.26% (2/159) - one on one full-time assistance
66% (95/144) have IPPs

Codes:

13.7% (20/146) - mild/moderate codes
2.7% (4/146) - possible mild/moderate codes-assessment in progress
10.3% (15/146) - possible mild/moderate codes (monitoring in progress)
11.6% (17/146) - gifted/talented code
13.7% (20/146) - possible gifted/talented code-assessment to follow a.s.a.p.
5.5% (8/146) - gifted/disabled codes
2.7% (4/146)- severe disability
5.5% (8/146) referred for speech assessment

Overall:

About 30% -- mild/moderate codes and severe codes
About 31% -- gifted (mild/moderate/full) & gifted/disabled
About 39% -- average

Student Body Profile: 2005-2006

Grades 1-3

48.9% (22/46) -- enrichment language program
52.2% (24/46) -- extended language program
28.89% (13/46) – Precision Reading Program

Grades 4-8

24.05% (19/77) -- intensive study groups for language
20.25% (16/77) -- intensive study groups for mathematics
4.2% (4/77) – classroom enrichment

Grades 6-8

27.5% (11/40) – gifted/talented program

Grades 1-8

0.6% (1/123) - one on one full-time assistance
51.6% (64/123) have IPPs

Codes:

11.4% (14/123) - mild/moderate codes
1.6% (2/123) - possible mild/moderate codes-assessment in progress
4.9% (6/123) - possible mild/moderate codes (monitoring in progress)
8.13% (10/123) - gifted/talented code
24.39%(30/123) - possible gifted/talented codes-assessment to follow
a.s.a.p.
5.69% (7/123) - gifted/disabled codes
0.81% (1/123) - severe disability
3.25% (4/123) - referred for speech assessment

Overall:

About 20% -- mild/moderate codes and severe codes
About 40% -- gifted (mild/moderate/full) & gifted/disabled
About 40% -- average

Student Body Profile: 2006-2007

Kindergarten

64.3% (9/14) – enrichment language program
35.7% (5/14) – extended language program
0.0% (0/14) – Precision Reading Program
7.0% (1/14) – Full time one-on-one aide (PUF funding)

Grades 1-3

60.0% (27/45) – enrichment language program
40.0% (18/45) – extended language program
28.2% (13/45) – Precision Reading Program

Grades 4-8

7.6% (6/79) – intensive study groups for language
3.8% (3/79) – intensive study groups for mathematics
6.3% (5/79) – intensive study groups for language and math
2.5% (2/79) – classroom enrichment

Grade 4-5

36.6% (15/41) – I.S.E.E.

Grades 6-8

44.7% (17/38) – gifted/talented program

Grades K-8

0.72% (1/138) – one-on-one full-time assistance
80.4% (111/138) have IPPs

Codes:

10.87% (15/138) – mild/moderate codes
2.17% (3/138) – possible mild/moderate codes – monitoring in progress
9.42% (13/138) – gifted/talented code
8.70% (12/138) – gifted/disabled codes
1.45% (2/138) – severe disability
6.52% (9/138) – referred for speech assessment
2.71% (3/138) – referred for occupational therapy assessment
0.00% (0/138) – referred for audiology assessment
0.00% (0/138) – referred for physical therapy assessment
3.80% (10/138) – referred for mental health services

Overall:

About 13% -- mild/moderate codes and severe codes
About 20% -- gifted (mild/moderate/full) & gifted/disabled
About 67% -- average

Class Sizes

Year	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4A	Gr. 4B	Gr. 5A	Gr. 5B	Gr. 6A	Gr. 6B	Gr. 7A	Gr. 7B	Gr. 8A	Gr. 8B	Gr. 9
00-01		12	16	13		18		17		17		15		11	7
01-02		17	10	15		16		21		20		20		17	9
02-03		16	18	16		18		21		21		19		16	11
03-04		13	18	22		17		19	4	17	5	14	4	18	10
04-05		14	20	18		21		19	5	11	5	18	3	12	N/A
05-06		10	17	19		19		18	3	10	5	8	3	11	N/A
06-07	14	14	16	15	8	13	7	13	8	15	3	6	6		

CAPE has met the class size targets for each of the grades. A request has therefore been submitted to utilize the class size funding for:

1. a part-time librarian
2. one 0.6FTE teacher assistant
3. student assessments