

## EDMONTON PUBLIC SCHOOLS

December 9, 2003

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Annual Education Results Review 2002-2003

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RESOURCE  
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### INFORMATION

Edmonton Public Schools' Annual Education Results Review 2002-2003 (Appendix I) is designed to highlight results and progress achieved by the district based on the district's annual results review process. A team of staff prepares the review and aggregates results already examined by trustee sub-committees. The review also serves as the annual education results report to Alberta Learning and includes information such as Student Achievement (Appendix II) and Home School Results (Appendix III) in response to provincial requirements.

Copies of the Edmonton Public Schools' Annual Education Results Review 2002-2003 will be made available to schools, school councils, and central services departments. The report will also be placed in public libraries and made available to the community through the district's Internet web site: <http://www.epsb.edmonton.ab.ca>.

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Appendix I - Edmonton Public Schools' Annual Education Results Review 2002-2003  
Appendix II - Student Achievement  
Appendix III - Home School Results

**Introduction**

The Edmonton Public Schools' Annual Education Results Review for 2002-2003 provides information about the district's results and accomplishments during the past year. This information has been developed by staff as a part of the district's budget planning process and reflects the input of parents, school council partners, community members, students and trustees.

Svend Hansen  
Chairman, Board of Trustees

Angus McBeath  
Superintendent of Schools

## **Mission**

The mission of Edmonton Public Schools, as an advocate of choice, is to ensure that all students achieve success in their individual programs of study.

It is the belief of Edmonton Public Schools that parents, students and community members are committed as partners and accept their respective responsibilities in education.

The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and decentralized decision making.

## **District Priorities 2002-2005**

The Board of Trustees is accountable to the public, responsible for determining direction, providing resources, monitoring, evaluating and reporting the results achieved in Edmonton Public Schools. In fulfilling that responsibility, the board is guided by Alberta Learning's *Goals for Alberta's Learning System*, Edmonton Public Schools' *District Standards, Indicators and Measures*, the *District Mission* and vision statement.

The success of schooling is largely dependent on high levels of public support and increased funding for public education and the co-operative efforts of staff, students, parents and the community in providing an appropriate learning experience for each student in a caring and safe environment that:

- promotes a broad view of student success
- develops the potential of each child
- promotes a well-rounded learning experience including the arts, music, and physical education
- respects individual differences
- strengthens program delivery for Aboriginal students
- nurtures self-worth and dignity
- ensures early literacy
- cultivates lifelong learning
- provides technology as an enabling tool
- values the worth of teaching
- values the contributions all staff make to support student achievement

In its continuing commitment to **excellence in public education**, the board has adopted the following priorities:

- **to improve achievement of all students with an emphasis on literacy and numeracy**
- **to ensure high quality teaching and learning through the exemplary service and leadership of all staff**
- **to achieve high standards of citizenship, conduct, safety and well-being of students and staff**

Our success is measured in many ways:

- student achievement, personal growth and satisfaction
- staff effectiveness and satisfaction
- parent and community involvement and support
- provision and maintenance of safe and well-kept facilities
- effective expenditure of resources

## **Profile**

Edmonton Public Schools served 82,154 students in 208 schools in 2002-2003. The district employed over 7200 staff members, including teachers, support staff, custodians, maintenance staff, and exempt staff.

## **Focus on Supporting Teaching and Learning**

The district continued its *Focus on Supporting Teaching and Learning* project. All schools identified an instructional focus based on their own achievement data and staff input. Collaborative and shared leadership was encouraged and each school established instructional leadership teams. The principal and all school staff members developed structured plans for improved student learning and assessment practices. Schools also took steps to involve parents and the wider community in the instructional focus work. Over the course of the school year, all principals and more than 600 school based staff received inservice training related to this work.

In addition, Central Services staff members were involved in special inservice training to establish improved methods for supporting school staff. Approximately 100 central staff members participated in these sessions. All central units are expected to develop mission statements and review all their practices so that all their work aligns with supporting teaching and learning.

## **Choices within Public Education**

Edmonton Public Schools continued to demonstrate leadership by providing 30 alternative programs of choice for families and students in the city. The programs of choice included bilingual and immersion language programs; arts core; an all-girls program; sports alternative programs; and Christian programs. In addition, the district offered transition programs for junior high and outreach programs for senior high students. The district continued to offer programs for students with special needs in a variety of settings ranging from full inclusion in regular classrooms in the neighbourhood school to schools that serve only students with specific special needs. In addition, the district offered, through the International Student Program, excellent educational opportunities for international students. In the past year 418 international student applications were processed and appropriate placements made.

## **Involvement and Input**

The district continued to implement an extensive number of mechanisms to involve and obtain input from staff, students, parents, and community members. The Superintendent visited a substantial number of classrooms and discussed educational issues with principals, teachers, and other school staff members. He also held monthly meetings with the district's principals and bi-weekly meetings with the Superintendent's Council, which includes a group of principals and central service department heads. A Teacher Advisory Group and a Student Advisory Team also meet with the Superintendent. A Key Communicators' Program is offered for parents, both to provide information and as a mechanism to receive input. In addition, parents provide input at the school level through school councils. The Superintendent also met with representatives from the business community.

### **Highlights of Achievements**

1. Crossing the finish line  
Our high school completion rate has increased for the past two years.
2. Meeting the challenge  
More Grades 10 and 11 students than ever have successfully completed their core courses.
3. Raising the bar  
Students who previously wrote Alberta achievement tests in Grade 3 and 6 have consistently done better on their Grade 6 and 9 Alberta achievement tests than was predicted.
4. Going the distance  
Highest Level of Achievement Tests results show that over 85% of students in Grades 1-9 are reading at or above grade level and 87% are writing at or above grade level.
5. Hitting the target  
We have moved towards achieving our reading targets.
6. Making the grade  
District measures show that our schools have made significant progress in implementing a school-wide instructional focus to improve student achievement.

### **Issues, Trends and Future Challenges**

This section identifies some of the opportunities and challenges that face the district and that need to be taken into account when planning, budgeting, assessing progress, and reporting. The following issues have influenced the results achieved in 2002-2003.

#### **Promoting High Levels of Literacy and Numeracy**

The focus on literacy – textual and mathematical, continues to be highly supported in the district. The *Reading Recovery*, *Balanced Literacy*, and *Literacy M.A.P.* programs expanded to more schools and have been shown to improve student achievement. Mathematical achievement is supported through ongoing teacher training and resource development. This was the culminating year of the three-year Alberta Initiative for School Improvement (AISI) projects. They related to literacy and mathematical improvement and results were generally very good.

#### **Promoting Success for Aboriginal Students**

There are currently over 5000 self-identified Aboriginal students in the district. The district believes that there are many more that do not self-identify. As a result, the district continues to place greater emphasis on providing educational programming that is responsive to the cultural and learning needs of Aboriginal children and their families. Services provided by Aboriginal Liaison staff to schools continue to expand as demand increases.

#### **Enhancing Second Language Programs**

The district has enhanced second language programming this past school year. The French Renewal Project achievements included the development of French as a Second Language (FSL) scope and sequence, FSL grade level outcomes, Highest Level of Achievement Tests (HLAT) for French Immersion, and a pilot of the Public Service Commission Exams. French Immersion enrolment at Kindergarten increased by 41% over one year, with an overall enrolment increase of 8%. In addition, curriculum implementation guides were produced for Ukrainian, German, and Mandarin bilingual programs.

#### **Career Focused Education**

Edmonton Public Schools continued to examine issues related to successful transition from school to work. The *Career Focused Education (CFE)* initiative is an innovative and flexible framework that is responsive to the needs and interests of each student. Through CFE, students can explore possible careers and set their own direction for the future. It is a framework for learning that allows students to pursue interests in a cluster of careers, as they complete their high school program, opening them to a wide range of educational and employment opportunities.

## **Provincial Priority Areas for Improvement**

### **Improving Early Literacy and Numeracy**

Edmonton Public Schools continued its focus on improving student achievement by emphasizing the importance of literacy and numeracy learning. Extensive training in *Balanced Literacy*, *Reading Recovery*, and *Literacy M.A.P* continued this past school year. In addition, through Alberta Initiative for School Improvement (AISi) projects, and the K-9 Numeracy project, mathematics achievement results continued to improve.

Each district school continues to develop its instructional focus. All schools have refined the alignment of resources, targeted their staff development, improved staff collaboration, and engaged parents and the community in their work.

### **Improving Coordination of Services for Children**

The district continued working with a range of organizations to access the health and social services required by students. Through the Edmonton Student Health Initiative Partnership (ESHIP), student health services were provided. Interagency work with other groups like Success by Six, Centre for Family Literacy, and Head Start programs also lead to a greater coordination of services for children.

### **Improving Learning Through Effective Use of Information and Communication Technology**

The Technology Skills Project focused on providing staff with training in a variety of software applications designed to support the implementation of the Information and Communication Technology curriculum. District Technology worked collaboratively with Consulting Services to develop 18 projects to support the implementation of the Information and Communication Technology curriculum.

### **Improving Secondary Student Achievement in Mathematics**

The district continued its focus on professional improvement as a critical means of improving mathematics achievement. The district developed courses (Ed SE 400/401 *Key Concepts in Junior and Senior High Math Curriculum*) continued to be accredited by the Faculty of Education at the University of Alberta. The district and the Faculty of Education continued its agreement, allowing teachers involved in the district's *Teacher Development Program* to have the opportunity to register in a *Graduate Diploma Program*. In addition, the district piloted a strategy to improve student numeracy, ensuring all students possess good mental and manual calculation skills. The pilot has been expanded and will continue into the next school year.

### **Increasing High School Completion Rates**

The district has placed a high priority on improving high school completion rates. High schools examined their achievement data and developed plans to address this issue. The district's high school completion rate improved to 69.0%. The rate of improvement was greater than that of the province. Core course completion for Grades 10 and 11 students also rose over last year.

### **Improving Community Satisfaction with Education**

Edmonton Public Schools did not conduct satisfaction surveys for the 2002-2003 school year. Based on the previous year's results, the district enjoyed high parent satisfaction with their child's education at a 92% satisfaction rate. Community satisfaction with education in the district was also high at 80% satisfaction. The district continued to provide various ways for community members to access district information and to provide input. All reviews of budget plans and results review meetings with trustee sub-committees were open to the public. Community members were also provided opportunities for input into the district priorities.

## **Results Achieved**

### **Provincial Goal 1**

#### *High Quality Learning Opportunities*

### **District Priorities**

- to ensure high quality teaching and learning through the exemplary service and leadership of all staff
- to achieve high standards of citizenship, conduct, safety and well-being of students and staff

## **Results Achieved**

### **Focus on Supporting Teaching and Learning**

District measures show that our schools have made significant progress in implementing a school-wide instructional focus to improve student achievement. This work affects every aspect of school and Central operations.

### **Alternative Programs**

As a district of choice, Edmonton Public Schools continued its commitment to offering a range of quality programs. The district offers 30 programs of choice. The district had ongoing discussions to develop additional programs of choice with various community groups. Some of these discussions will continue into the next school year.

### **Programming for Students with Special Needs**

The district developed teacher support documents identifying critical learning outcomes for a range of students with special needs. The documents help teachers identify appropriate learning goals as they develop individual program plans for each student. These booklets are available to district staff free of charge. An *Inclusion in Community Schools* brochure was developed and is available to staff and parents.

### **City Centre Education Project**

The City Centre Education Project (CCEP) is an innovative approach to building a network of professional learning communities. Collaboration across the seven campuses continued to be the strong thread that held this project together. Throughout the course of the year, leadership staff, teachers and support staff from the seven campuses met to develop projects and supports to meet the complex needs of the children they serve. A CCEP parent group with representation from all 7 campuses was formed and a wide array of after school programming was offered to all 1600 students. This was made possible through partnerships with a variety of government departments and agencies.

### **Professional Development**

The district provided a full range of professional development opportunities for all staff. The Consulting Services department provided an extensive range of professional development opportunities to all staff groups. Increasingly, the model for professional development sessions involved customized or individualized support to a school, including demonstration teaching and coaching for effective strategies. Opportunities for leadership development were made available through Leadership Services, providing sessions for those interested in pursuing positions of leadership or the principalship. Support staff and custodial staff were provided training opportunities to enhance their skills and knowledge related to their work.



### Resource Development

Resource Development Services (RDS) developed a range of resources in support of teaching and learning. Sample projects included the continued expansion of *Literature Arrangements Online* and the *Aboriginal Collection Online*, the development and completion of *Summer School Applied Mathematics 10-20-30*, continued development of French and Spanish translations of *Math to the Max*, completion of *Balanced Literacy Manual Division I* and *Division II*, and *Willa's New World: Novel Study*. Teachers were directly involved at critical developmental stages of resource development throughout the year.

### Enhanced Opportunity Funding and Program Enhancement Projects

Alberta learning provides additional funding to school jurisdictions to support the schools meeting the learning requirements of children in high needs areas of the city. The Enhanced Opportunity Funding (EOF) and the Program Enhancement Project (PEP) programs were allocated to the highest needs school in the district. For example, some funds were used to purchase tutorial services for students requiring additional assistance. For those children reading at grade level, an enrichment focus was adopted. In another example, a proportion of the grant was spent in developing and field-testing the Middle Years Literacy Intervention (MYLI) model with Consulting Services to address the needs of Division II students reading two years below grade level.

PEP funds were distributed to the high needs schools so that teachers could collaboratively purchase materials for homework packs, which are backpacks filled with various family literacy activities that include translation of instructions into other languages. In addition “author boxes” were developed and shared amongst several schools.

### Performance Measures

The district did not conduct parent and community surveys in 2003. These results are from the 2002 survey results.

A summary of measures regarding parent and community satisfaction as they relate to the provincial goal and district priorities is provided:

Percentage of parents and community satisfied with the quality of education received by students in the district.	
– Parents	92%
– Community	80%
Percentage of parents satisfied:	
– with programs and courses available in their child's school	90%
– with programs and courses available in EPS	91%
– with their opportunity for involvement	
in school decisions that affect their child	85%
– with the usefulness of the information they receive in their child's report card	84%
– with their child's teacher	90%
– with their child's principal	88%

## **Provincial Goal 2**

### *Excellence in Learner Achievement*

#### **District Priorities**

- to improve student achievement in the core subjects with an emphasis on language arts and mathematics
- to improve educational outcomes for disadvantaged students at risk of not completing their schooling
- to ensure high quality teaching and high quality leadership

#### **Focus on Supporting Teaching and Learning**

Edmonton Public Schools' *Focus on Supporting Teaching and Learning* initiative involved significant training for school principals, teacher leaders, other school staff and Central Services staff. Principals and teacher leaders from their respective schools engaged in training related to identifying an instructional focus based on student achievement data, developing staff collaboration, identifying, learning and using research-based effective instructional practices, aligning resources to achieve the instructional focus, engaging parents and the community in the instructional focus work, developing interim assessment measures to determine the effect the identified instructional practices were having on student learning, and increasing the amount of time principals spent in classrooms supporting and coaching their teaching staff. Extensive training sessions were provided to assistant principals, support staff and Central Services staff as well. In addition to the training, Central Services departments were challenged to align their work and resources to support schools in this initiative. A dedicated website regarding this work was developed, and regular communications to schools, parents and the community were distributed. Research based professional articles were summarized and posted to the *Focus Framework* website. In addition, Best Practices were identified and elaborated with illustrative examples to support instruction in classrooms. Each principal involved in the initiative was assigned a coaching colleague. This provided invaluable support as principals developed their expertise and capacity for instructional leadership. District measures show that our schools have made significant progress in implementing a school-wide instructional focus to improve student achievement.

#### **Focus on Literacy and Mathematics**

The district continued to emphasize the importance of literacy and numeracy. Extensive training opportunities in reading, writing and mathematics were offered for all levels of district teaching staff. In addition to formal training in *Balanced Literacy*, *Reading Recovery*, *Literacy M.A.P.* (meaningful applied phonics) and other early literacy strategies, Instructional Focus days were offered by Consulting Services in four main areas; reading, writing, thinking skills/ problem solving, and numeracy.

District AISI projects provided significant support for staff development in these areas, as well. The district achievement results confirm that these activities had a positive impact on student learning.

#### **Aboriginal Education**

The district Aboriginal Education Advisory Committee met twice to provide input from the Aboriginal community on issues affecting Aboriginal students. Aboriginal Education Liaison staff continued to provide a variety of supports and services to schools. More emphasis has been placed on educationally focused activities that support the district's focus on supporting teaching and learning and meet the Aboriginal students' learning needs. Aboriginal awareness training was suspended for the 2002-2003 school year, due to financial restrictions. The Aboriginal Achievement Committee continued to guide the district's long term planning and development of effective policies and practices for Aboriginal students. Several schools were identified for piloting *Literacy M.A.P.* to determine the effectiveness of

this program among Aboriginal learners and a University researcher has completed data collection for the first year of a three year longitudinal study on this project. The district coordinated a special Aboriginal Art Project, highlighting the talents of young artists and the *Aboriginal Collection Online* was expanded by adding 279 new titles and made available to more schools.

### **Performance Measures**

A summary is provided below regarding the 2002- 2003 student achievement results for the district. Detailed information regarding the results is provided in Appendix I.

#### **Alberta Learning Diploma Examinations Results and Participation Rates**

- The percentage of students meeting the acceptable standard was higher for the district than for the province for Pure and Applied Mathematics 30, equal to the province for Social Studies 30, but lower than the province for the remaining seven diploma examinations.
- The percentage of district students meeting the standard of excellence on diploma examinations was higher than for the province for all the diploma examinations except Social Studies 33 and Chemistry 30.
- The district exceeded the provincial standard of 85% of the students achieving the acceptable standard on diploma examinations for five of the ten diploma examination courses (English 30, Social Studies 30, Pure and Applied Math 30 and Science 30) but not for the remaining five courses.
- The district exceeded the provincial standard of 15% of the students achieving the standard of excellence for all diploma examinations except English 33, Social Studies 33 and Applied Math 30.
- District participation rates were higher for the district than for the province for six of the ten diploma examination courses and substantially higher for Biology 30 and Chemistry 30.

#### **Alberta Learning Grades 3, 6 and 9 Achievement Tests**

- District results from the 2002-2003 administration of the Alberta Learning Achievement tests show an increase in the percentage of students meeting the acceptable standard on eighteen of the nineteen tests administered relative to the previous year. The only test where there was a decrease was for grade 9 mathematics written in French.
- The percentage of students achieving the standard of excellence increased for sixteen of the nineteen tests administered. There was a substantial increase in the percentage of students meeting the standard of excellence for grade 6 social studies written in French and grade 9 French language arts.
- The district met or exceeded the provincial expectation of 85% of students meeting the acceptable standard for all achievement tests except grade 9 mathematics and grade 9 science Form A.
- The district met or exceeded the provincial expectation of 15% of students meeting the standard of excellence for all achievement tests.
- The district participation rates were higher than provincial rates for eleven of the nineteen achievement tests. District participation rates were lower than provincial rates for all grade 3 tests and all grade 6 tests written in English.

#### **Alberta Learning Achievement Test Results for Home Schoolers**

Appendix III provides results for home schoolers registered with the district. For home schoolers who wrote provincial achievement tests, the achievement test data has been included. For home schoolers who did not write the achievement tests, teacher judgments of whether students met grade level

expectations in reading, writing, and mathematics has been included. The vast majority of district home schoolers did not participate in the provincial achievement testing program.

### **Highest Level of Achievement Tests (HLAT's)**

- Results from the 2002-2003 administration of the HLAT reading test showed a slight increase in the percentage of students reading at or above grade level for students enrolled in all grades with the exception of grades 6 and 9 which both decreased by 0.7%. The overall district result showed an increase in the percentage of students reading at or above grade level of 0.5% relative to 2002 results.
- Results from the 2002-2003 administration of the HLAT writing task showed an increase in the percentage of students writing at or above grade level for enrolment grades 1, 2, 3 and 5. For grades 4, 6 and 8 there was a decrease in the percentage of students writing at or above grade level relative to the previous year. The percentage for grade 7 did not change and comparisons for grade 9 students cannot be made, as they did not do the writing portion of the HLAT in 2002. The overall district result was the same for the past two years at 87.1% writing at or above grade level.

### **Alexander Rutherford Scholarships**

- A total of 1321 district students qualified for Alexander Rutherford Scholarships in 2003. This number represents a decrease of 104 students relative to the previous year.
- The total value of the scholarships to the district was just over 2.6 million dollars.

### **International Baccalaureate Examinations**

- A total of 588 students from seven district high schools wrote 1791 I. B. examinations in May of 2003, representing an increase of 25 students and 88 examinations relative to the previous year.
- District averages were higher than world averages for all seven of the I. B. examinations which had at least fifty students participating.
- As well, 120 of the 127 I. B. diploma candidates (94.5%) were successful in obtaining their diploma.

### **Advanced Placement Examinations**

- A total of 323 district students from five high schools wrote 506 advanced placement examinations in the spring of 2003.
- District averages were higher than world averages in nine of the twelve courses in which district students participated.

### **Overall Performance**

The district continues to make improved student achievement its first priority. There was general improvement of results in the 2003 school year. As well, in 2002-2003, for the fourth year in a row, district results exceeded expectations on all four prior level of achievement comparisons undertaken with grade 3, 6 and 9 achievement test results. The district will continue to focus its efforts on achieving superb results from all students.

### **Provincial Goal 3**

*Well Prepared Learners for Lifelong Learning, World of Work, and Citizenship*

#### **District Priorities**

- to improve achievement of all students with an emphasis on literacy and numeracy
- to ensure high quality teaching and learning through the exemplary service and leadership of all staff
- to achieve high standards of citizenship, conduct, safety and well-being of students and staff

#### **Early Intervention**

Edmonton Public Schools continued to focus on developing a foundation for success for students in their early years by focusing on early literacy. All elementary schools continued to implement a range of early literacy strategies to enable students to achieve at grade level by their third year in school. The district maintained its alliance with the Centre for Family Literacy, which provides important pre-school literacy programs for identified families.

In addition, the Early Education programs, at various sites throughout the city provided significant support to children and their families so that these children would be better prepared for success when they entered Kindergarten.

#### **Character-based Citizenship Education**

The district provided inservice opportunities to develop or enhance a character-based citizenship program in schools. Fifty schools took advantage of this opportunity. This citizenship framework is being adopted in many schools across the district, with various levels of implementation evident.

Through the district's *Career Focused Education* framework, schools are becoming increasingly responsive to meeting the needs of learners who are making the transition from school completion to further education or the world of work.

#### **Metro Community College (CS)**

Metro achieved many significant results over the past year. Student achievement and the district's Focus on Supporting Teaching and Learning were in the forefront. With the support of new partners such as the Alberta Distance Learning Centre and continued collaboration with district schools and other decision units, Metro provided unique programs to help students complete high school and improve their achievement in school. Despite uncertainty about the future mandate for adult learning programs, Metro's continuing education team developed over 450 new courses to enhance the professional and personal lives of Edmontonians. The English Language Institute provided exemplary programs for new Canadians to learn English, develop academic skills, and to assist with the transition to the workforce. Metro consolidated its offices to one site at Metro on Ninth, a change which allowed the reduction of our overhead costs while providing better service to customers. An on-line registration feature on Metro's web site, developed in 2002-03, will be implemented this fall to further enhance efficiencies and provide anytime, anywhere customer registration service.

#### **Technology**

District Technology provided significant support to district staff in a number of areas. Online and in-person training opportunities helped staff gain expertise in the use of SIS, the use of the SIS individual program plan (IPP) component, and methods for incorporating the ICT curriculum in instruction. WebCT was supported and used by 75 teachers in 8 district schools.

District Technology was a partner with Communications, Curriculum and Consulting Services in the development and completion of the German and Spanish learning objects, which was a project

contracted by Alberta Learning. These learning objects were well received and will be promoted by Alberta Learning.

### **Registered Apprenticeship Program**

In 2002-03, 126 EPS students earned Registered Apprenticeship Program (RAP) credits. In addition, 108 students started RAP internships in the summer of 2003. Careers: the Next Generation and our district schools found it a challenge to provide job placements for the all of the new students. It is hoped that the development of the new Surmont Oil Sands Project in Fort McMurray will result in more job openings for our future RAP apprentices.

Finning Canada became a RAP employer for the first time this summer. The company provided internships for two students, one an aboriginal male and the other a female. Both students successfully completed a summer internship and were indentured as heavy-duty technicians. Feedback from the employer has been extremely positive.

In addition, the Edmonton Motor Dealers Association (EMDA) formed a partnership with CAREERS: the Next Generation, NAIT, and greater Edmonton School Districts. EMDA hopes to employ 125 RAP interns in the automotive industry by 2005. This new partnership will provide significant opportunities for students.

### **Centre High**

Centre High is concerned with the students who do not complete high school within three years and the school has modified programs and processes to help this group of students remain in school. Centre High addresses high school completion through several strategies, first by identifying with students as to why they enroll in a course and by discovering their intentions in relation to work or further education. Partnerships with NAIT, Lakeland College, and Grant MacEwan College provide opportunities to assist students whose goal is post-secondary programming. Partnerships with various industries, such as, The Fairmont Hotel MacDonald, and Xerox provide further opportunities for success for students.

### **Argyll Home Education Centre**

The Argyll Home Education Centre provided a range of services to over 2200 students and their parents. The services provided continue to meet the needs of parents who prefer to teach their children in the context of their home. Parents expressed very high degrees of satisfaction with the programming and support provided.

### **Performance Measures**

The district did not conduct parent and community surveys in 2003. These results are from the 2002 survey results.

These performance measures indicate community and parent levels of satisfaction with the district's work in preparing students for life-long learning, world of work and citizenship. The results show a need to improve community and parent perceptions regarding the district's effectiveness in preparing students for the world of work and citizenship.

Percentage of community who:	
– are satisfied with the availability of continuing education	90%
– feel that EPS is effective in preparing students for the world of work	59%
– feel that EPS is effective in preparing students to be responsible citizens	64%
Percentage of high school parents who are satisfied that the school is preparing their child to enter the world of work	73%

## Provincial Goal 4

### *Effective Working Relationships with Partners*

#### District Priority

- to increase levels of public support and funding for education.
- to achieve high standards of conduct, safety, and well-being of students and staff.

#### Interagency Collaboration

The district continued to build relationships and work collaboratively with other community agencies and organizations with responsibilities for children, youth and families. By working together the district was more successful in meeting various student needs and enabling more students to successfully complete school. The district maintained its relationships with the Edmonton Student Health Initiative Partnership, the Edmonton Planning Group, the Linkages Committee, and was involved with the Capital Region Children's Agenda. As well, the district maintained its formal alliances with the Edmonton YMCA and the Centre for Family Literacy. The district also continued to work with Edmonton Police Services so that police resource officers were available in high schools.

#### Partners with Business Organizations

District schools and Central Services have developed or maintained alliances or partnerships with various businesses and industry organizations the past year. These partnerships varied from formal to informal, but were established to address specific needs in relation to providing excellent service to students and parents. Examples of constructive partnerships include:

- Finning Canada and Edmonton Motor Dealers Association and their commitment to RAP,
- Various colleges and technical schools working with Metro, Centre High and Argyll
- Business advisory panel providing input into the *Career Focused Education* framework

These partnerships provided valuable resources and opportunities for our students.

#### Community University Partnership for the Study of Children, Youth, and Families (CUP)

CUP is a growing group of university and community people who are dedicated to reducing the gap between university research and practices in the community, and to promoting reciprocal, sustained and mutually beneficial interactions among researchers, practitioners, policy-makers and families. The district maintained its relationship with CUP, by working in collaboration to improve practice, inform policy and enhance the development of children, youth and families. Several research projects have been undertaken by CUP involving district students and staff. As results are published, information will be shared with in the district and beyond.

#### Performance Measures

The district did not conduct parent and community surveys in 2003. These results are from the 2002 survey results.

These performance measures indicate community satisfaction with the district's working relationships with partners.

Percentage of the community who:	
– Are supportive of partnerships (businesses or community organizations who share their resources, expertise and time with schools and students without any financial commitment	88%
– Feel that Edmonton Public Schools is effective in working with other agencies to help students (social services, health services, police services).	79%

## **Provincial Goal 5**

### *Responsible and Responsive Jurisdiction*

#### **District Priorities**

- to ensure high quality teaching and learning through the exemplary service and leadership of all staff
- to achieve high standards of citizenship, conduct, safety and well-being of students and staff

#### **Continuous Improvement**

The district maintained its focus on continuous improvement. The Focus on Supporting Teaching and Learning initiative provides a framework for continuous school improvement. Each school identified an instructional focus, established collaborative teams, and identified and implemented research-based strategies to improve student achievement. They monitored their progress regularly, and made adjustments as needed.

The district is also committed to a safe, secure work environment. Occupational health and safety guidelines were monitored and necessary action was taken at the school and district level to ensure a healthy and safe work environment.

#### **Responsiveness to the Community**

The district demonstrated its responsiveness to the community through its open budget planning and review process, staff, and the Key Communicators program. During the budget planning process, parents and community members, along with staff members were invited to provide input to the district and to schools. The Key Communicators program provided helpful input to the Trustees regarding issues of concern to Trustees and the participants. These processes provided the Trustees and district staff with important information regarding direction setting and accountability. Trustees initiated community based ‘town-hall’ style meetings to gather input as well.

#### **Effective and Facilitative Leadership**

The district demonstrated its commitment to the values of effective and facilitative leadership. Leadership Services provided ongoing support to principals and parents. Extensive training and coaching related to the Focus initiative served to build leadership capacity in all participating staff. Principals and unit managers monitored a variety of indicators, such as achievement results, financial statements, and surveys, and adjusted their actions accordingly.

#### **Performance Measures**

The district did not conduct parent and community surveys in 2003. These results are from the 2002 survey results.

Percentage of the community who are satisfied with the overall effectiveness of	
- the district's teaching staff	(78%)
- school principals	(78%)
- superintendent	(70%)
- and Trustees	(60%)
Percentage of the community who are satisfied with how Edmonton Public Schools spends its public money	(59%)
Percentage of parents who are satisfied with the courses or programs offered	(91%)
Percentage of parents who are satisfied with opportunities for involvement in school decisions that affect their children	(85%)
Percentage of parents who are satisfied with how money is being used	
- in their child's school	(82%)
- and in Edmonton Public Schools	(62%)



## Capital and Facilities Projects

Each school year, Edmonton Public Schools reviews its school facility capital priorities and submits a plan to the provincial government for funding approval. Needs are addressed for a three or four year period. Alberta Infrastructure considers the requests for capital funding and allocates dollars accordingly. Alberta Infrastructure may make decisions and announce capital funding approvals throughout the year.

Alberta Infrastructure has approval authority over capital funds for school jurisdictions. Capital projects fall into one of three capital funding categories – new construction, preservation and replacement, or relocation of space. New construction includes new schools and the provision of new portable classrooms. Renovations and replacement includes school upgrading projects and replacing obsolete school space. Relocation involves moving the district's existing inventory of free-standing portable classrooms from school to school.

The following provides the status of the district's capital projects, and identifies those projects that were completed during the 2002-03 school year as of August 31, 2003.

Terrace Heights Modernization	\$1,705,079
City Centre Education Project	
Eastwood Upgrade	\$ 153,192
Parkdale Upgrade	\$ 162,252
Spruce Avenue Upgrade	\$ 201,092
Meyonohk Permanent Addition	\$ 650,716
Michael Kostek Permanent Addition	\$ 698,128
Queen Elizabeth Upgrade	\$ 620,000
Idylwylde Upgrade	\$ 290,231
Jackson Heights New Construction	\$6,119,600
George P Nicholson New Construction	\$8,257,500
Amiskwaciy Academy Renovation and Gymnasium Addition	\$8,962,092
Grandview Heights Modernization and Addition	\$1,845,660

Alberta Infrastructure through the Building Quality Restoration Program funds the district's major maintenance projects annually. The funding is based on a block grant formula that considers total square meters of school space and approved student FTE enrolment.

The district's Major Maintenance Plan addressed component replacement on school buildings and sites. Various projects included:

re-roofing, energy management systems, washroom upgrades, heating and electrical system upgrades, security and intercom replacements, as well as floor replacement. The 2002-2003 Major Maintenance Plan projects commenced in May 2002.

## Self-Initiated Programs

The air systems maintenance program was completed in a number of schools. During the 2002-2003 budget year, the utilization of new technology resulted in improved indoor air quality and an 85% cost reduction in delivery of the service. The hazardous material management project completed the assessment phase and entered the management phase of the program. The project is designed to assess all buildings for the presence of asbestos, lead and mould and to implement a plan to manage these hazards. The relighting program, a joint venture with EPCOR, identified upgrades to be completed in twenty-two schools. As of

August 31 upgrades were completed in four of those schools. The energy retrofits included a major relighting project designed to improve classroom conditions and reduce energy consumption.

### **Financial Summary**

Student achievement continues to be the primary focus in every one of the district's schools. The district's priorities, budgeting process, and results review reflect this focus.

The district's operational expenditure for 2002-2003 was \$579,572,356. Of the total operating budget, the district does not have the discretion to allocate the revenue for debt, continuing education, or transportation. The operational expenditure does not include capital expenditure financed out of operating or capital funding.

The district's expenditure per student for 2002-03 was \$ 7,408 which includes instruction for students, kindergarten to grade 12, operations and maintenance of schools, transportation, and board and system administration. This figure does not include School Generated Funds or the costs for External Services. The expenditure on instruction represents 78.1% calculated on this basis.

Detailed information regarding the district's audited financial statements and expenditure can be obtained from Financial Services at 429-8139.

Early Childhood	\$23,116,506	3.99%
Instruction	\$414,653,567	71.54%
Operation& Maintenance	\$83,519,979	14.41%
Transportation	\$21,857,231	3.77%
Board Governance	\$473,645	0.08%
System Administration	\$16,089,379	2.78%
External Services	\$19,862,049	3.43%
<b>Total</b>	<b>\$579,572,356</b>	<b>100.00%</b>

**Performance Measures**  
**Appendix II**

**Student Achievement**  
**Alberta Learning Achievement Test Results**

*The table below shows a comparison of district performance on achievement tests over the past two years.*

**District Results on Alberta Learning Achievement Tests for 2002 and 2003 (Based on students writing)**

	<b>% Meeting Acceptable Standard</b>			<b>% Meeting Standard of Excellence</b>		
<b>TEST</b>	<b>2002</b>	<b>2003</b>	<b>DIFFERENCE</b>	<b>2002</b>	<b>2003</b>	<b>DIFFERENCE</b>
<b>GRADE 3</b>						
Language Arts	87.4	88.6	+1.2	15.8	16.9	+1.1
Mathematics	87.8	89.8	+2.0	28.2	34.6	+6.4
Mathematics (F)	88.0	93.2	+5.2	31.9	35.8	+3.9
<b>GRADE 6</b>						
Language Arts	88.7	89.0	+0.3	17.6	20.6	+3.0
Mathematics	86.5	88.4	+1.9	22.3	22.6	+0.3
Mathematics (F)	95.7	98.4	+2.7	29.0	35.0	+6.0
Science	89.9	90.9	+1.0	31.5	32.5	+1.0
Science (F)	93.0	97.8	+4.8	33.9	41.2	+7.3
Social Studies	88.2	89.3	+1.1	24.6	26.5	+1.9
Social Studies (F)	93.5	97.3	+3.8	26.3	38.3	+12.0
French Language Arts	91.3	94.5	+3.2	13.6	22.4	+8.8
<b>GRADE 9</b>						
Language Arts	88.9	89.2	+0.3	18.3	16.8	-1.5
Mathematics	74.3	76.5	+2.2	23.1	27.3	+4.2
Mathematics (F)	92.1	87.4	-4.7	34.5	31.8	-2.7
Science Form A	80.9	84.6	+3.7	16.9	20.6	+3.7
Science Form A (F)	87.1	96.0	+8.9	19.4	21.8	+2.4
Social Studies	84.1	86.0	+1.9	25.7	28.1	+2.4
Social Studies (F)	89.2	92.1	+2.9	27.3	23.8	-3.5
French Language Arts	88.9	94.7	+5.8	11.9	24.7	+12.8

**(F) Students who wrote achievement tests in French**

District results for 2003 show an increase in the percentage of students meeting the acceptable standard in all of the grades 3, 6 and 9 achievement tests, with the exception of grade 9 mathematics written in French. The percentage of students meeting the standard of excellence increased for all subjects in grades 3 and 6. For grade 9, the percentage of students meeting the standard of excellence increased in five of the eight subjects written.

# Student Achievement

## Participation Rates

The table below shows participation rates for students writing achievement tests over the past five years.

### District Participation Rates on Achievement Tests for the Past Five years

	1998-99		1999-00		2000-01		2001-02		2002-03	
TEST	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV
<b>GRADE 3</b>										
Language Arts	94.2	94.1	92.7	93.0	92.4	92.6	91.6	90.6	90.6	91.5
Mathematics	94.6	94.3	92.7	93.0	93.3	93.1	93.0	91.2	91.3	91.7
Mathematics (F)	100.0	99.4	97.8	98.7	99.0	98.2	99.0	96.2	97.2	97.6
<b>GRADE 6</b>										
Language Arts	92.9	93.1	92.1	93.0	91.1	92.1	91.5	91.2	89.5	91.0
Mathematics	92.9	92.9	92.5	93.4	92.1	92.6	92.3	91.6	89.6	91.1
Mathematics (F)	99.5	97.0	99.5	99.2	99.0	97.5	99.5	95.9	98.4	97.7
Science	93.6	93.1	92.3	92.8	92.6	92.8	92.0	91.4	89.7	90.7
Science (F)	99.1	97.1	99.5	98.5	99.5	98.9	99.5	95.5	97.8	96.7
Social Studies	93.0	92.8	93.1	93.2	92.3	92.5	91.8	90.9	89.9	91.0
Social Studies (F)	99.5	97.2	99.5	99.1	99.5	98.4	99.5	95.5	98.4	97.4
French Language Arts	98.6	94.8	98.5	96.1	99.0	96.1	98.4	93.1	98.4	94.9
<b>GRADE 9</b>										
Language Arts	89.8	89.7	90.0	89.6	88.0	88.3	88.3	87.5	86.7	87.4
Mathematics	90.2	88.6	91.6	89.5	89.7	88.0	89.0	87.0	87.8	86.8
Mathematics (F)	97.7	94.9	100.0	98.9	99.1	99.3	97.9	98.6	99.3	98.6
Science Form A	91.3	89.7	91.3	90.3	91.0	89.3	89.8	88.3	88.5	85.0
Science Form A (F)	98.9	99.2	100.0	98.9	100.0	99.2	97.9	97.9	99.0	98.7
Social Studies	92.0	89.8	92.2	90.3	90.7	88.8	89.8	88.2	87.7	87.3
Social Studies (F)	98.9	99.3	99.3	99.3	99.1	99.3	97.9	98.7	98.7	95.5
French Language Arts	98.9	98.6	98.0	98.1	95.7	97.4	93.8	95.4	98.0	96.8

District participation rates in 2002-03 were higher than for the province in eleven of the nineteen achievement tests.

# Student Achievement

## Grade 3 Alberta Learning Achievement Test Results

Based on Students Writing

*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*

### District and Provincial Results on Alberta Learning Achievement Tests for five years

	Grade 3 Language Arts		Grade 3 Mathematics	
	Acceptable	Excellence	Acceptable	Excellence
<b>1998-1999</b>				
District Targets	85.0	15.0	85.0	15.0
District % Meeting Standards	85.9	13.7	83.7	26.2
Provincial Targets	85.0	15.0	85.0	15.0
Province % Meeting Standards	88.7	15.8	84.8	25.2
<b>1999-2000</b>				
District Targets	85.0	15.0	85.0	15.0
District % Meeting Standards	88.3	17.3	87.1	26.6
Provincial Targets	85.0	15.0	85.0	15.0
Province % Meeting Standards	90.7	19.3	87.9	27.5
<b>2000-2001</b>				
District Targets	85.0	15.0	85.0	15.0
District % Meeting Standards	86.9	17.0	86.7	25.3
Provincial Targets	85.0	15.0	85.0	15.0
Province % Meeting Standards	89.4	17.4	87.8	25.4
<b>2001-2002</b>				
District Targets	85.0	15.0	85.0	15.0
District % Meeting Standards	87.4	15.8	87.8	28.4
Provincial Targets	85.0	15.0	85.0	15.0
Province % Meeting Standards	89.6	16.4	88.7	29.2
<b>2002-2003</b>				
District Targets	88.1	16.6	88.5	29.8
District % Meeting Standards	88.6	16.9	90.0	34.6
Provincial Targets	85.0	15.0	85.0	15.0
Province % Meeting Standards	90.1	17.2	89.3	32.4
<b>2003-2004</b>				
District Targets	89.1	17.8	90.5	36.4

# Student Achievement

## Grade 6 Alberta Learning Achievement Test Results

Based on Students Writing

*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*

### District and Provincial Results on Alberta Learning Achievement Tests for five years

Grade 6	Gr. 6 Lang. Arts		Gr. 6 Math		Gr. 6 Science		Gr. 6 Social		Gr. 6 French L.A.	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>1998-1999</b>										
District Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
District % Meeting Standards	81.3	16.8	83.5	18.8	84.0	27.7	81.3	18.9	90.1	16.4
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	84.4	17.4	83.2	17.2	84.4	24.1	81.9	17.3	88.5	11.3
<b>1999-2000</b>										
District Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
District % Meeting Standards	85.0	21.5	85.3	20.3	86.4	30.2	85.7	23.0	91.8	17.5
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	86.3	20.9	84.2	17.6	84.9	26.5	84.1	21.2	90.8	11.4
<b>2000-2001</b>										
District Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
District % Meeting Standards	85.3	17.4	88.1	22.2	90.1	30.3	87.4	23.6	93.3	15.0
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	85.4	16.2	85.4	19.3	88.0	27.2	84.7	20.2	88.9	8.3
<b>2001-2002</b>										
District Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
District % Meeting Standards	88.7	17.6	86.8	22.6	90.0	31.6	88.3	24.7	91.3	13.6
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	88.6	16.5	85.2	19.7	86.7	24.6	85.9	21.3	89.8	14.3
<b>2002-2003</b>										
District Targets	89.3	18.5	87.5	23.7	90.5	33.1	88.9	25.9	91.7	14.3
District % Meeting Standards	89.0	20.6	88.7	23.0	91.2	32.8	89.5	26.9	94.5	22.4
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	89.2	19.0	85.6	19.3	87.9	26.5	86.4	22.3	89.0	13.9
<b>2003-2004</b>										
District Targets	89.6	21.7	89.3	24.2	91.6	34.5	90.1	28.2	94.8	23.5

# Student Achievement

## Grade 9 Alberta Learning Achievement Test Results

Based on Students Writing

*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*

### District and Provincial Results on Alberta Learning Achievement Tests for five years

Grade 9	Gr. 9 Lang. Arts		Gr. 9 Math		Gr. 9 Science (A)		Gr. 9 Social		Gr. 9 French L.A.	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>1998-1999</b>										
District Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
District % Meeting Standards	85.0	12.5	71.6	19.2	77.7	17.4	79.7	21.9	90.4	24.3
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	87.6	12.1	72.4	15.5	78.5	14.8	80.5	17.7	87.1	14.1
<b>1999-2000</b>										
District Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
District % Meeting Standards	87.8	15.6	75.0	19.7	79.2	16.2	82.1	20.7	95.3	20.0
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	89.5	15.1	74.4	16.1	79.4	13.9	80.9	17.8	90.6	15.9
<b>2000-2001</b>										
District Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
District % Meeting Standards	88.0	14.8	75.4	22.2	80.7	17.3	83.0	21.8	96.8	18.2
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	89.2	14.9	75.2	18.4	79.9	13.3	81.5	17.9	89.2	16.8
<b>2001-2002</b>										
District Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
District % Meeting Standards	88.9	18.3	74.8	23.4	81.0	17.0	84.2	25.7	88.9	11.9
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	89.8	16.7	73.7	19.1	80.7	12.8	83.2	20.3	87.0	10.6
<b>2002-2003</b>										
District Targets	89.4	19.2	76.1	24.5	82.0	17.8	85.0	27.0	89.5	12.5
District % Meeting Standards	89.2	16.8	76.8	27.4	84.9	20.6	86.2	28.0	94.7	24.7
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	89.2	15.4	72.6	20.1	82.8	15.1	82.8	21.3	92.2	18.7
<b>2003-2004</b>										
District Targets	89.7	17.7	78.0	28.8	-	-	86.9	29.4	95.0	25.9

# Student Achievement

## Grade 3 Alberta Learning Achievement Test Results

Based on Cohort Group

*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*

### District and Provincial Results on Alberta Learning Achievement Tests for five years

	Grade 3 Language Arts		Grade 3 Mathematics	
	Acceptable	Excellence	Acceptable	Excellence
<b>1998-1999</b>				
District Targets				
District % Meeting Standards	80.9	12.9	79.4	24.9
Provincial Targets				
Province % Meeting Standards	83.5	14.9	80.2	23.8
<b>1999-2000</b>				
District Targets				
District % Meeting Standards	81.8	16.0	80.9	24.7
Provincial Targets				
Province % Meeting Standards	84.3	17.9	82.1	25.7
<b>2000-2001</b>				
District Targets				
District % Meeting Standards	80.4	15.7	81.0	23.6
Provincial Targets				
Province % Meeting Standards	82.8	16.1	81.8	23.8
<b>2001-2002</b>				
District Targets				
District % Meeting Standards	80.1	14.5	81.9	26.4
Provincial Targets				
Province % Meeting Standards	81.2	14.9	81.2	26.7
<b>2002-2003</b>				
District Targets	81.1	15.2	82.8	27.7
District % Meeting Standards	80.2	15.3	82.3	31.7
Provincial Targets	85.0	15.0	85.0	15.0
Province % Meeting Standards	82.4	15.7	82.3	29.8
<b>Targets for 2003-2004</b>	81.2	16.1	83.2	33.3



# Student Achievement

## Grade 6 Alberta Learning Achievement Test Results

Based on Cohort Group

*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*

### District and Provincial Results on Alberta Learning Achievement Tests for five years

Grade 6	Gr. 6 Lang. Arts		Gr. 6 Math		Gr. 6 Science		Gr. 6 Social		Gr. 6 French L.A.	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>1998-1999</b>										
District Targets										
District % Meeting Standards	75.5	15.6	77.8	17.5	78.8	25.9	75.8	17.6	88.9	16.2
Provincial Targets										
Province % Meeting Standards	78.6	16.2	77.5	16.0	78.8	22.5	76.2	16.1	83.9	10.7
<b>1999-2000</b>										
District Targets										
District % Meeting Standards	78.3	19.8	79.1	18.8	80.0	27.9	80.0	21.5	90.4	17.3
Provincial Targets										
Province % Meeting Standards	80.3	19.4	78.9	16.5	79.0	24.7	78.7	19.9	87.2	10.9
<b>2000-2001</b>										
District Targets										
District % Meeting Standards	77.7	15.8	81.3	20.5	83.6	28.1	80.8	21.8	92.3	14.9
Provincial Targets										
Province % Meeting Standards	78.7	14.9	79.3	17.9	82.0	25.3	78.6	18.7	85.4	8.0
<b>2001-2002</b>										
District Targets										
District % Meeting Standards	81.1	16.1	80.3	20.9	83.0	29.1	81.3	22.7	89.8	13.4
Provincial Targets										
Province % Meeting Standards	80.8	15.1	78.3	18.1	79.5	22.6	78.3	19.4	83.7	13.3
<b>2002-2003</b>										
District Targets	82.0	16.9	81.3	21.9	83.9	30.5	82.2	23.8		
District % Meeting Standards	79.7	18.5	79.8	20.7	82.0	29.5	80.7	24.2	93.0	22.0
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	81.2	17.3	78.3	17.7	80.0	24.1	79.0	20.3	84.5	13.2
<b>Targets for 2003-2004</b>	80.7	19.4	80.8	21.7	82.9	31.0	81.7	25.4		

# Student Achievement

## Grade 9 Alberta Learning Achievement Test Results

Based on Cohort Group

*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*

### District and Provincial Results on Alberta Learning Achievement Tests for five years

Grade 9	Gr. 9 Lang. Arts		Gr. 9 Math		Gr. 9 Science (A)		Gr. 9 Social		Gr. 9 French L.A.	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>1998-1999</b>										
District Targets										
District % Meeting Standards	76.4	11.2	64.7	17.3	71.1	15.9	73.5	20.2	89.4	24.0
Provincial Targets										
Province % Meeting Standards	78.5	10.8	64.4	13.8	70.8	13.3	72.7	16.0	85.8	13.9
<b>1999-2000</b>										
District Targets										
District % Meeting Standards	79.0	14.1	68.8	18.1	72.5	14.8	75.8	19.2	93.5	19.6
Provincial Targets										
Province % Meeting Standards	80.1	13.6	66.9	14.4	72.0	12.6	73.4	16.2	88.9	15.6
<b>2000-2001</b>										
District Targets										
District % Meeting Standards	77.4	13.0	67.8	19.9	73.6	15.8	75.5	19.8	92.5	17.4
Provincial Targets										
Province % Meeting Standards	78.8	13.1	66.5	16.3	71.7	11.9	72.8	16.0	86.9	16.3
<b>2001-2002</b>										
District Targets										
District % Meeting Standards	78.4	16.1	66.7	20.9	72.9	15.3	75.8	23.1	83.3	11.1
Provincial Targets										
Province % Meeting Standards	78.5	14.6	64.5	16.7	71.6	11.4	73.8	18.0	83.0	10.1
<b>2002-2003</b>										
District Targets	79.5	16.9	68.4	21.9	74.3	16.0	77.0	24.2		
District % Meeting Standards	77.3	14.6	67.7	24.2	75.3	18.3	75.8	24.6	92.8	24.2
Provincial Targets	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0	85.0	15.0
Province % Meeting Standards	78.0	13.5	63.5	17.6	71.1	13.0	72.6	18.7	89.2	18.1
<b>Targets for 2003-2004</b>	78.4	15.3	69.3	25.4		19.3	77.0	25.9		

# Student Achievement

## Diploma Examinations

The table below provides a five-year history of Alberta Learning diploma examination results for the district.

### District Five Year Results on Alberta Learning Diploma Examinations Based on Diploma Examination Marks

	1998-99	1999-00	2000-01	2001-02	2002-03
<b>ENGLISH 30</b>					
<b>Number Writing</b>	<b>3332</b>	<b>3593</b>	<b>3761</b>	<b>3929</b>	<b>4107</b>
% Acceptable	85.9	89.6	88.0	88.1	91.8
% Excellent	14.9	19.5	20.4	21.0	26.2
<b>ENGLISH 33</b>					
<b>Number Writing</b>	<b>1718</b>	<b>1809</b>	<b>1878</b>	<b>1786</b>	<b>1903</b>
% Acceptable	84.1	85.8	84.1	85.1	83.4
% Excellent	9.0	7.9	7.8	7.5	8.0
<b>SOCIAL STUDIES 30</b>					
<b>Number Writing</b>	<b>2947</b>	<b>3124</b>	<b>3230</b>	<b>3474</b>	<b>3630</b>
% Acceptable	86.1	85.5	86.8	86.3	86.6
% Excellent	19.3	18.5	21.2	23.8	23.7
<b>SOCIAL STUDIES 33</b>					
<b>Number Writing</b>	<b>1789</b>	<b>1882</b>	<b>1973</b>	<b>1970</b>	<b>1997</b>
% Acceptable	81.3	80.4	80.9	79.0	79.6
% Excellent	9.4	11.1	13.0	10.6	12.7
<b>APPLIED MATH 30</b>					
<b>Number Writing</b>	<b>N/A</b>	<b>N/A</b>	<b>93</b>	<b>265</b>	<b>1546</b>
% Acceptable	N/A	N/A	87.1	86.4	85.0
% Excellent	N/A	N/A	10.8	20.4	14.5
<b>PURE MATH 30</b>					
<b>Number Writing</b>	<b>N/A</b>	<b>N/A</b>	<b>2555</b>	<b>3122</b>	<b>3448</b>
% Acceptable	N/A	N/A	82.0	83.5	86.3
% Excellent	N/A	N/A	26.3	30.3	31.7

# Student Achievement

## District Five Year Results on Alberta Learning

### Diploma Examinations Based on Diploma Examination Marks

	1998-99	1999-00	2000-01	2001-02	2002-03
<b>BIOLOGY 30</b>					
<b>Number Writing</b>	<b>2918</b>	<b>3157</b>	<b>3338</b>	<b>3426</b>	<b>3605</b>
% Acceptable	82.3	82.1	81.3	83.5	79.1
% Excellent	26.6	24.7	29.0	26.2	22.4
<b>CHEMISTRY 30</b>					
<b>Number Writing</b>	<b>2874</b>	<b>3065</b>	<b>3015</b>	<b>3023</b>	<b>3156</b>
% Acceptable	79.6	80.1	76.9	78.7	82.2
% Excellent	18.3	21.7	21.6	21.9	24.3
<b>PHYSICS 30</b>					
<b>Number Writing</b>	<b>1667</b>	<b>1797</b>	<b>1749</b>	<b>1907</b>	<b>1827</b>
% Acceptable	85.4	80.2	80.8	85.2	81.4
% Excellent	30.4	26.9	25.9	32.7	27.0
<b>SCIENCE 30</b>					
<b>Number Writing</b>	<b>49</b>	<b>111</b>	<b>133</b>	<b>294</b>	<b>489</b>
% Acceptable	85.7	77.5	84.2	84.4	85.1
% Excellent	22.4	6.3	11.3	20.7	20.4

The information in the above table shows that for 2002-03, the district had a higher percentage of students meeting the acceptable standard on six of the ten diploma examination courses as compared to 2001-02. The percentage of students achieving the standard of excellence increased in five of the ten courses relative to 2000-01.

# Student Achievement

## Diploma Examinations

The table below shows district and provincial participation rates on diploma examination courses for the past five years.

### District and Provincial Participation Rates on Diploma Examinations for 1998/99 to 2002/03

	1998-99		1999-00		2000-01		2001-02		2002-03	
TEST	EPS	PROV.	EPS	PROV.	EPS	PROV.	EPS	PROV.	EPS	PROV.
English 30	51.9	55.0	54.3	55.0	52.0	55.0	54.3	56.9	55.5	58.1
English 33	26.2	29.1	25.6	29.0	26.6	27.9	25.0	26.5	26.3	26.1
Social Studies 30	49.2	49.4	50.9	48.8	48.7	48.6	51.7	50.5	52.7	52.6
Social Studies 33	29.3	34.1	30.0	35.3	29.1	34.1	28.8	33.3	29.5	33.1
Applied Math 30	N/A	N/A	N/A	N/A	1.5	6.9	3.8	10.0	20.1	21.5
Pure Math 30	N/A	N/A	N/A	N/A	24.7	32.6	44.3	42.0	44.2	43.7
Biology 30	43.1	38.6	44.2	38.2	44.5	39.0	46.5	40.7	47.4	42.6
Chemistry 30	42.1	36.7	43.9	36.1	39.4	35.2	41.6	36.3	41.0	38.0
Physics 30	26.8	22.1	27.1	22.0	24.2	21.5	27.0	22.5	26.4	24.1
Science 30	0.9	4.6	1.9	6.4	2.3	6.6	3.5	6.9	4.5	7.1

Alberta Learning implemented a new process for reporting on provincial and jurisdiction participation rates in 1999. The participation rate now reflects the percentage of students enrolled in their third year of high school in the district on September 30th of the reported school year and who completed the course by August 31 of the reported school year. Students may have completed the course in the reported year or in an earlier year.

For 2002-03, district participation rates were higher than provincial rates for six of the ten diploma examination courses. District participation rates increased relative to 2001-02 for seven of the ten diploma examination courses.

# Student Achievement

## Highest Level of Achievement Tests

The results for the June 2002 and 2003 HLAT results are summarized in the table below. This table shows the percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade for both the reading and writing components of HLAT.

### Percentages of Students Reading and Writing at or Above Grade Level on Highest Level of Achievement Tests Over the Past Two Years

Enrolment Grade Level	Percentage of Students Reading at or Above Grade Level		Percentage of Students Writing at or Above Grade Level	
	2002	2003	2002	2003
1	84.6	86.6	84.0	85.5
2	85.3	86.0	89.7	90.7
3	84.6	86.3	89.1	89.2
4	83.5	84.1	88.2	87.9
5	84.1	84.1	86.0	86.6
6	85.5	84.8	87.1	85.8
7	87.3	87.3	87.0	87.0
8	84.3	84.8	86.0	85.2
9	85.9	85.2	N/A	86.5

The data in the table above shows that the percentages of students reading at or above grade level increased or stayed the same in 2002-03 for all grades except grades 6 and 9. The percentages of students writing at or above grade level increased or stayed the same for enrolment grades 1, 2, 3, 5 and 8, but decreased for grades 4, 6 and 8.

## Student Achievement

### International Baccalaureate Examinations

The table below provides a comparison of district results to world results from the May 2003 examination administration.

#### Comparison of District to World Results on May 2003 I.B. Examinations

<b><i>SUBJECT</i></b>	<b><i>Average Score (Out of 7)</i></b>		<b><i>Number of District Students Writing</i></b>
	<b><i>E.P.S</i></b>	<b><i>World</i></b>	
English (HL)	5.19	4.92	270
History (HL)	5.17	5.03	258
Biology (HL)	5.11	4.41	286
Math Methods (SL)	5.41	4.91	291
Chemistry (SL)	5.01	4.27	239
Physics (SL)	5.31	4.39	104
French B (SL)	4.92	4.71	144
Mandarin B (SL)	5.63	5.40	41
Japanese AB (SL)	5.47	5.20	30
Visual Arts A (SL)	4.21	4.48	28

***HL*** - Higher Level

***SL*** - Standard Level

District averages were higher than world averages for all courses in which district students wrote I.B. examinations, with the exception of Visual Arts. As well, in 2003, 120 out of 127 (94.5%) district I.B. diploma candidates were successful in obtaining their diploma.

# Student Achievement

## Advanced Placement Examinations

The table below provides information on the administration of Advanced Placement examinations in May of 2003.

### Average Score (Out of 5) On Advanced Placement Examinations: May 2003

SUBJECT	EPS	CANADA	WORLD
Biology	4.13	3.77	2.98
Calculus AB	3.79	3.66	3.08
Calculus BC	4.38	3.39	3.69
Chemistry	2.67	3.25	2.80
Computer Science A	2.82	3.06	2.90
Computer Science AB	4.71	3.68	3.51
English Language & Comp.	3.08	3.17	2.86
English Literature & Comp.	3.14	3.14	2.93
European History	2.70	2.98	2.99
French Language	3.64	3.70	2.82
German Language	4.50	4.31	3.26
Physics B	3.13	3.63	2.83

*Caution must be used in making comparisons for Calculus BC, Computer Science AB, French and German since the number of district students participating in the exams is fifteen or less.*

District averages were higher than, or the same as, Canadian averages for six of the twelve examinations. District averages were higher than world averages with the exception of Chemistry, Computer Science A, and European History



## Student Achievement

### Alexander Rutherford Scholarships

The table below provides a comparison of the number of district students who have qualified for the scholarships for the past five years. A total of 1321 district students received Alexander Rutherford Scholarships in 2003, based on information that was available in September 2003. This is a decrease of 104 students from 2002.

#### Alexander Rutherford Scholarship Recipients: 1999 - 2003

Value of Scholarship	Number of Students Receiving Scholarships				
	1999	2000	2001	2002	2003
\$ 400 grade 10	77	71	95	123	96
\$ 800 grade 11	72	49	40	50	48
\$ 1300 grade 12	31	18	31	32	29
\$ 1200 grades 10, 11	249	268	318	392	342
\$ 1700 grades 10, 12	19	13	20	25	28
\$ 2100 grades 11, 12	22	28	32	35	27
\$ 2500 grades 10, 11, 12	537	602	624	768	751
<b>TOTAL</b>	1007	1049	1160	1425	1321
% OF SEPTEMBER 30 GRADE 12 POPULATION	14.6	14.6	14.6	17.0	15.3

# Student Achievement

Percentage of Special Needs Students Achieving at or Above Enrolment Grade on District Highest Level of Achievement Tests (HLAT) 1999-2003

	READING					WRITING				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
<b>ENGLISH AS A SECOND LANGUAGE</b>										
Canadian Born		77.8	81.4	77.4	82.4		81.8	85.2	84.9	86.4
Foreign Born		50.5	55.4	53.2	60.0		53.0	61.8	58.9	64.0
Undifferentiated ESL	51.0					61.8				
<b>SPECIAL NEEDS</b>										
Mild Mental Disability (Opportunity)	12.1	10.6	8.7	9.0	10.3	11.0	9.2	9.0	10.2	9.5
Moderate Academic Disability (Literacy)	4.4	4.5	5.7	9.5	9.0	2.7	0.5	3.5	6.0	8.9
Learning Disability (Learning Strategies)	53.7	52.9	54.9	54.7	56.3	33.8	39.4	44.4	45.4	47.3
Mild Academic Disability (Adaptation)	38.7	42.4	49.1	51.4	51.0	36.1	41.4	46.0	56.1	55.4
Multiple Disability				35.8	41.0				32.0	28.3
Physical Disability				52.7	55.8				46.5	49.7
<b>SEVERE SPECIAL NEEDS</b>										
Autism	13.4	18.1	20.0	16.9	17.7	13.3	9.5	18.1	15.1	15.6
Behaviour Disability	49.5	50.8	56.4	57.6	54.5	38.3	37.0	41.1	45.7	46.5
Hearing Disability	24.6	19.4	35.9	22.0	24.6	31.4	13.6	32.2	25.0	24.6
Multiple Disability				1.6	4.2				2.0	0.0
Physical Disability				37.9	45.6				34.9	38.2
<b>GIFTED AND TALENTED</b>										
Academic Challenge	99.9	100.0	99.9	99.9	99.9	99.8	99.7	99.9	99.7	99.9

## Home School Results

### Appendix III

#### Alberta Learning Achievement Test Results for Home Schoolers

*The table below shows the achievement of home -schooled students who either wrote or did not write the provincial achievement tests.*

#### 2003 District Results on Alberta Learning Achievement Tests for Home Schoolers

Test	Results for Students Who Wrote		Results for Students Who Did Not Write	
	N	% Meeting Acceptable Standard	N	% Meeting Acceptable Standard
Grade 3 Language Arts				
• Reading	30	90.0	75	74.7
• Writing	30	76.7	76	71.1
Grade 3 Mathematics	33	81.8	75	66.7
Grade 6 Language Arts				
• Reading	25	72.0	75	80.0
• Writing	25	80.0	76	73.7
Grade 6 Mathematics	44	81.8	74	67.6
Grade 9 Language Arts *				
• Reading			47	74.5
• Writing			47	72.3
Grade 9 Mathematics *			48	66.7

The results from the table above indicate that the majority of home-schooled students from the district did not write the provincial achievement tests at grades 3, 6 or 9 in the spring of 2003. The results for the few students who did write the achievement tests tend to show a higher percentage meeting the acceptable standard than the teacher-submitted results for students who did not write the tests.

\* Results for the Grade 9 achievement tests are not posted because fewer than six students wrote the tests.