

EDMONTON PUBLIC SCHOOLS

November 30, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Annual Education Results Report 2003-2004

ORIGINATOR: B. Holt, Executive Director, Instructional and Curricular Support Services

RESOURCE

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INFORMATION

Edmonton Public Schools' Annual Education Results Report 2003-2004 (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 report which aggregates results already examined by trustee sub-committees. The report is designed to meet the provincial requirements for the district's annual education results report to Alberta Learning.

Copies of the Edmonton Public Schools' Annual Education Results Report 2003-2004 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.ca/>

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Appendix I: Edmonton Public Schools' Annual Education Results Review 2003-2004
Appendix II: Performance Measures
Appendix III: Class Size Report



EDMONTON PUBLIC SCHOOLS

EDMONTON PUBLIC SCHOOLS'

ANNUAL EDUCATION RESULTS REPORT

2003 – 2004

Message from the board of trustees

The Edmonton Public Schools' Annual Education Results Review for 2003-2004 provides information about the district's results and accomplishments during the past year. The information reflects input of staff, parents, school council partners, community members, students and trustees through the district's results review process.

The report highlights successes, demonstrates that the district is committed to continuous improvement and has a clear and unswerving commitment to superb results for all students.

Svend Hansen
Board Chairman

Accountability statement

The *Annual Education Results Report* for Edmonton Public Schools for the 2003-2004 school year was prepared under the direction of the Board, in accordance with the responsibilities specified in the *School Act*, the *Government's Accountability Act*, and *Policy on Annual Education Results Reports* and the provincial government's accounting policies. The results are used to the best of our abilities to make continuous improvements by developing strategies for three-year education plans to ensure that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Angus McBeath
Superintendent of Schools

Svend Hansen
Board Chairman

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*.

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; and
- 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; and
- effective expenditure of resources.

Profile

In 2003-2004, Edmonton Public Schools served 81,501 students and their families in 202 schools within a site-based decision-making framework. The district employed over 7,600 staff members, including teachers, support staff, custodians, maintenance staff, and exempt staff.

Commitment to student achievement

The school district remained committed to achieving superb results from all students. The Supporting Teaching and Learning framework guided the work of schools and central service departments. Schools were expected to examine student achievement data and to implement a school-wide instructional focus to address the most pressing academic need among students. Under the guidance of the principal, schools were expected to make use of research-based best practices, train staff in their use through a targeted professional development plan, foster collaboration among staff and engage families and the community in supporting this work. Schools made use of interim measures throughout the year to monitor and make adjustments to instruction as needed.

Support for teaching and learning

Student achievement services co-ordinated monthly district-wide professional development for staff in schools and central service departments. Funding assistance for the district-wide professional development was provided through the Alberta Initiative for School Improvement (AIS). All schools were involved in professional development sessions that highlighted best practices while encouraging and assisting the development of professional learning communities. The district's Consulting Services and Metro Continuing Education provided assistance regarding professional development along with a variety of in-services, coaching sessions and mentoring opportunities for staff. The Principal Education Development and Leadership Education Development programs continued to be offered.

Provision of choice

The district offered 30 alternative programs, many in multiple locations to improve accessibility for students. The alternatives included bilingual and immersion language programs; Aboriginal programming; arts core and performing and visual arts; an all-girls program; sports alternative programs; various academic-and pedagogic programs and Christian programs. In addition, the district offered modified school calendars at several locations, as well as 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.

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, bi-weekly meetings with the Superintendent's Council, which includes a group of principals and central service department heads and periodically with a Teacher Advisory Group (TAG). The Key Communicators' Program continued to be offered for parents, both to provide information and as a mechanism to receive input. In addition, parents provided input at the school level through school councils. The Superintendent also met with representatives from the business community.

Highlights of achievements

As required, this section provides highlights of achievement on the provincial performance measures and on AISI Project results. In addition, it provides selected achievement results on local district measures.

On required measures

Highlights on the provincial performance measures include:

Percentage of students writing provincial achievement tests who achieved the acceptable standard and standard of excellence

- For 8 of 10 achievement tests, district results were higher than provincial results for the percentage of students meeting the acceptable standard and for 9 of 10 tests, district results exceeded provincial results for standard of excellence.

Percentage of cohort students meeting acceptable standard and standard of excellence

- When using student cohort data, district results exceeded provincial results for acceptable standard on 6 of 10 achievement tests. District results exceeded provincial results for standard of excellence on 9 out of 10 achievement tests.

Percentage of students achieving the acceptable standard or the standard of excellence on diploma examinations

- In 9 of 10 diploma examinations, the district had a higher percentage of students meeting the standard of excellence than was true for the province.

Participation rate of grade 12 students in diploma exams

- In 6 of 10 courses, the district participation rate was higher than the province.

Percentage of students who completed high school within 3 and 5 years

- Relative to four years ago, the district has seen an increase in the percentage of students who successfully complete high school within five years of starting grade 10.

Additional information regarding the analysis of performance measures is provided on pages 13 to 18.

In AISI projects

The 2003-2004 school year saw the beginning of the new three year AISI project cycle. The district has two projects funded through the AISI grant. The first of these is the Supporting Teaching and Learning initiative which impacts all schools in the district. The purpose of the initiative is to promote the achievement of all students through a framework for implementation and professional development focused on teaching and learning. The second project, Full Day Kindergarten in High Needs Schools, provides full day kindergarten programs for students in the top eighteen high needs district schools. In both of these projects, the year one results are positive. As part of the Supporting Teaching and Learning initiative, achievement targets were established in grades 3, 6 and 9 English Language Arts and Mathematics, as well as English 30-1, 30-2, and Pure and Applied Mathematics 30. Additional targets were also set in grades 1-9 Reading and Writing based on the district highest level of achievement test. A final target was established to reflect the percentage of the students successfully completing high school. Almost all of the targets established were met or exceeded. In the Full Day Kindergarten in High Needs Schools project, targets were set for concepts about print, hearing and recording sound in words, letter identification, word test and writing vocabulary. Although the targets were not met, students in the project demonstrated growth in each of these areas.

Of the district's professional development plan

During 2003-2004 the district provided staff with professional development opportunities to advance Board priorities and to support the district initiative, Supporting Teaching and Learning. Schools participated in an ongoing district program of professional development that is focused on promoting the achievement of all students. This professional development program assists staff in implementing research-based best practices

and creating professional learning communities, where collective inquiry, collaboration, and shared leadership support and influence classroom practice and improved student achievement.

In addition, school-specific professional development was provided through the district's consulting services. This included an extensive range of customized, school-based professional development, inservices, and training to schools to meet the Supporting Teaching and Learning expectations. The training focused particularly on literacy, numeracy and thinking skills for elementary, junior and senior high schools. In addition, there was an extensive range of training modules available for staff, in areas such as students at risk, students with special needs, second languages and immersion programs, leadership, curriculum, coaching and collaboration.

Central Services also participated in a year-long professional development program focused on providing support to schools. In addition, district staff had opportunities to both attend and present at local, provincial, national and international conferences on a wide range of curriculum areas and topics. In working on Alberta Learning committees and projects, staff participated in learning opportunities that extended their own expertise even as they shared their knowledge and skills with others.

Major areas of focus for 2004-05 include professional development in Board priority areas and the continuation of professional development associated with Supporting Teaching and Learning. This includes literacy, numeracy, exemplary teaching practice, professional learning communities, assessment for learning, and instructional leadership. The district will continue to focus on building the internal capacity of district staff to work as members of professional learning communities.

Reflection on the district's professional development plan's impact on teacher practice

The district professional development plan has supported the growth of reflective practice, inquiry-based learning, and the school and district as a professional learning community. Teachers are engaged in conversations about student work, principals and teachers are visiting classrooms, and coaching has been embedded into the way that staff learn, implement and refine teaching strategies. Through the provision of professional development that is based upon research, targeted to staff needs and the context of the school, and provided on an ongoing basis, teachers have gained a greater understanding of exemplary teaching practices that make a difference to student learning.

Comments related to teacher professional growth plans

District administrative regulation GGC.AR-Staff Performance addresses teacher professional growth plans. One section states: "Teachers with a probationary or a continuing contract are responsible for developing and implementing an annual professional growth plan." and another states that the annual professional growth plan shall "take into account the education plans of the school, the district and the government." As staff are aware of and expected to comply with district regulations, the district believes that a 100 per cent of teachers have a growth plan and that these plans are aligned to the school's improvement plan but also reflect other goals and objectives identified by the individual teacher.

In International Baccalaureate Programs (IB) and Advanced Placement Examinations

A total of 567 students from seven district high schools wrote 1733 IB examinations in twenty-eight IB courses. Table 10 provides district and world averages for the ten courses that had substantial enrolment. Of these ten courses, district averages were higher than world averages for all courses except English (Higher Level), History (Higher Level), and Mandarin B (Higher Level). As well, 92.4 per cent of district IB diploma candidates were successful in achieving their IB diploma.

A total of 336 students from five district high schools wrote 628 Advanced Placement examinations in May of 2004. For the twelve courses in which district students wrote examinations, district averages were higher than Canadian averages for all courses except Chemistry and Physics. District averages were higher than

world average for all examinations written with the exception of Chemistry. (For additional information see Tables 10 and 11, Appendix II)

With at-risk students

Student assessment identified all students in grades 1 to 9 who were performing below grade level on the district's highest level of achievement tests (HLATs) and provided this information to schools who served these students. Of the 1,925 students tracked using HLATs, 57 per cent of these students made two year's growth in one year. This means that 1,096 students are now at or above grade level. Adding students who achieved at least one year's growth to the former number, 1,800 students demonstrated one year's growth.

With high school core course completion rates

The district is committed to increasing high school course completion rates as one strategy in increasing high school completion. Last year, gains were made at all three high school grades levels. In 13 of 14 core courses at the grade 10 level, there was an increase in the successful completion rate relative to 2002-03. In 10 of 16 courses at the grade 11 level, there was an increase; in 6 of 12 courses at the grade 12 level, there was an increase.

With the City Centre Education Project (CCEP)

When the district established the City Centre Education Project, it committed to monitoring the results over a three-year period. Because educational research and experience indicates that long-term change takes more than three years, monitoring will continue over the next few years. At this time, based on a preliminary report on the CCEP undertaken by Professor Jose L. da Costa from the Department of Educational Policy Studies at the University of Alberta, there are positive trends emerging in the student achievement results. Actual numbers of students reaching the acceptable standard and the standard of excellence were compiled for the seven CCEP schools for two time periods; first, 1997-98 to 2000-01 school years – prior to the implementation of the CCEP, and second, from 2001-02 to 2002-03 school years – subsequent to the implementation of the CCEP. The data indicates that on provincial achievement test results in divisions one and two, there was an increase in the percentage of students achieving the acceptable standard in Language Arts and Mathematics in grade 3 and an increase in the percentage of students achieving the acceptable standard in Language Arts, Mathematics, Science and Social Studies. On the district's highest level of achievement tests (HLATs), a higher percentage of students in enrolment grades 1, 2, 5 and 6 were reading at or above grade level and a higher percentage of students in enrolment grades 1, 2, 4 and 5 were judged to be writing at or above grade level. HLATs in writing were not administered at the grade 3 and 6 level in 2000-01; therefore, a comparison could not be made.

With Character Education

In the 2003-2004 school year the district continued to in-service schools in the goals and expectations of the Character and Citizenship education framework. A total of 85 teachers and administrators from 44 schools were in-serviced during the school year. In April 2003, the district surveyed schools to determine what Character and Citizenship models were in use at their sites and to review the impact of Character and Citizenship education in the district. Survey results indicate that schools that have been in-serviced on the district framework are using it to frame their work in Character and Citizenship education as they work towards developing a school-wide culture of character at their sites. The focus of these schools has been to use the framework to address the Character and Citizenship education needs identified by staff, students and parents at the individual school site. Twenty-five per cent of the schools responding to the survey indicated a decrease in number of students late for class, 54 per cent reported a decrease in referrals for discipline and an increase in concerns about harassment due to more students stepping forward, 86 per cent reported increased use of the language of good character, 71 per cent reported an increase in number of volunteers for school

service, 43 per cent an increase in perception of school safety and respect for school and student-teacher interactions and 88 per cent noted that school signage contains language of character.

In resource development

During the 2003-2004 school year, Resource Development Services produced a variety of resources in support of teaching and learning. In direct response to our goal of achieving superb results from all students, two specific resources were developed for students with special needs. They are: *Critical Learnings for Students with Special Needs* defines a set of common curricular expectations for students, ensuring continuity and a common focus for staff from one classroom or grade level to another. These checklists of selected learner outcomes from programs of study are organized to provide teachers of students with special needs, particularly those in inclusive settings or those new to programs, a framework for setting instructional priorities and developing IPPs. *Success in Science-Grades 7, 8 & 9* which addresses the learning needs of a variety of special needs audiences including ESL, special needs students integrated in the regular class, as well as students at sites with special programming requirements. This resource is designed to address the essential outcomes of the junior high science curriculum. It contains a series of student study guides, teacher support material, and basic assessment materials. Each unit in the series includes content and teaching similar to that found in recommended texts and is written at a modified reading level.

With the Edmonton Student Health Initiative Partnership (ESHIP)

ESHIP delivered services to a total of 3,637 Edmonton Public students with mild, moderate and severe needs. Services were provided to 1,932 students by speech professionals and paraprofessionals. Occupational therapy (OT) and physical therapy (PT) was extended to 204 students. Emotional behavioral services were delivered for 871 students individually and through groups. Services for 630 students with severe needs included communications services for 172 students, occupational therapy service for 166 students and physical therapy service for 123 students. In addition 49 students with acquired brain injury received service through the BRIGHT program and 12 students attended the community mental health classrooms at Spruce Avenue School. A team of Nurse, Licensed Practical Nurse, OT and PT provided service to 108 students with severe cognitive disabilities and complex medical needs at two district programs and in inclusive classrooms.

Surveys extended to teachers throughout the system reflect high satisfaction with the referral process but concerns with regard to the response time for service. This directly relates to the resources available.

Reporting and Analysis of Performance Measures

As required, this section provides an analysis of provincial performance measures and provides results related to all measures identified by the district in the *2003-2006 Three Year Education Plan*. The required detailed student achievement performance measures are provided in Appendix II.

The district, with its emphasis on “superb results from all students” and the following priorities:

- To improve achievement of all students with an emphasis on literacy and numeracy.
- To ensure high-quality teaching and learning through exemplary service and leadership of all staff.
- To achieve high standards of citizenship, conduct, safety and well-being of students and staff is clearly aligned with the following provincial goals.

addressed the following provincial goals.

Provincial Goal 1

High Quality Learning Opportunities for All Outcomes

The learning system meets the needs of all learners, society, and the economy.

All Albertans can participate in quality learning.

The learning system is affordable.

Financial need is not a barrier to learners participating in learning opportunities.

Provincial Goal 2

Excellence in Learner Achievement

Outcomes

Learners demonstrate high standards.

Learners complete programs.

Learners are well prepared for lifelong learning.

Learners are well prepared for employment.

Learners are well prepared for citizenship.

Provincial Goal 3

Highly Responsive and Responsible Jurisdiction

Outcomes

Improved results through effective working relationships with partners and stakeholders.

The jurisdiction demonstrates leadership and continuous improvement.

Performance measures

Results achieved relative to the provincial and local measures identified in the district's 2003-04 plan are provided in this section and in Appendix II. As required, an analysis of the required provincial measures and specific local measures is included in this section. Quantitative and qualitative data available in the spring was used to develop plans for the 2004-05 school years. As the district supports continuous improvement, the following analysis will be taken into consideration at the school and district level as plans are implemented throughout the 2004-05 academic year.

Analysis of required provincial measures and percentage of students participating in provincial achievement tests:

Provincial measure – “Percentages of students writing provincial achievement tests who achieved the acceptable standard, and percentages who achieved the standard of excellence (five years of results) in relation to provincial results, and to jurisdiction and provincial targets for 2003/04.” (For results achieved see Tables 1A, 1B and 1C, Appendix II)

- The district achieved a slight increase in the percentage of students meeting the acceptable standard (0.2 percent relative to 2003) and the standard of excellence (0.2 per cent relative to 2003) on the Grade 3 Language Arts Achievement Test. However, the district did not meet its targets for either acceptable standard or standard of excellence. District results were below provincial results for acceptable standard by 1.4 per cent, but were above provincial results for standard of excellence by 0.4 per cent.
- The district experienced a decrease in the percentage of students meeting the acceptable standard (1.4 percent relative to 2003) and the standard of excellence (5.6 per cent relative to 2003) on the Grade 3 Mathematics Achievement Test. The district did not meet its targets for either acceptable standard or standard of excellence. District results were below provincial results for acceptable standard by 0.6 per cent, and below provincial results for standard of excellence by 0.9 per cent.
- The district experienced a decrease in the percentage of students meeting the acceptable standard (1.6 percent relative to 2003) and the standard of excellence (0.8 per cent relative to 2003) on the Grade 6 Language Arts Achievement Test. The district did not meet its targets for either the acceptable standard or the standard of excellence. District results were higher than provincial results for acceptable standard by 0.4 per cent, and higher than provincial results for standard of excellence by 2.8 per cent.
- The district experienced a decrease in the percentage of students meeting the acceptable standard (0.6 percent relative to 2003) but an increase in the percentage of students meeting the standard of excellence (4.0 per cent relative to 2003) on the Grade 6 Mathematics Achievement Test. The district did not meet its target for acceptable standard but exceeded its target for standard of excellence. District results were higher than provincial results for acceptable standard by 1.9 per cent, and higher than provincial results for standard of excellence by 3.7 per cent.
- The district achieved an increase in the percentage of students meeting the acceptable standard (0.6 percent relative to 2003) and an increase in the percentage of students meeting the standard of excellence (3.6 per cent relative to 2003) on the Grade 6 Science Achievement Test. The district exceeded its targets for both the acceptable standard and the standard of excellence for the grade 6 Science achievement test. District results were higher than provincial results for acceptable standard by 3.5 per cent, and higher than provincial results for standard of excellence by 7.6 per cent.
- The district achieved an increase in the percentage of students meeting the acceptable standard (0.1 percent relative to 2003) but a decrease in the percentage of students meeting the standard of excellence (0.2 per cent relative to 2003) on the Grade 6 Social Studies Achievement Test. The district did not meet either of its targets for the grade 6 Social Studies achievement test. District results were higher than provincial results for acceptable standard by 3.2 per cent, and higher than provincial results for standard of excellence by 5.0 per cent.

- The district achieved an increase in the percentage of students meeting the acceptable standard (0.8 per cent relative to 2003) but a decrease in the percentage of students meeting the standard of excellence (0.2 per cent relative to 2003) on the Grade 9 Language Arts Achievement Test. The district met its target for the acceptable standard but did not meet its target for the standard of excellence. District results were higher than provincial results for acceptable standard by 1.1 per cent, and higher than provincial results for standard of excellence by 2.4 per cent.
- The district achieved an increase in the percentage of students meeting the acceptable standard (3.7 per cent relative to 2003) and an increase in the percentage of students meeting the standard of excellence (0.4 per cent relative to 2003) on the Grade 9 Mathematics Achievement Test. The district exceeded its target for the acceptable standard but did not meet its target for the standard of excellence. District results were higher than provincial results for acceptable standard by 5.1 per cent, and higher than provincial results for standard of excellence by 6.3 per cent.
- District results show that 78.4 per cent of students met the acceptable standard and 19.4 per cent of students met the standard of excellence on the Grade 9 Science Achievement Test. Because this is the first year that all students were on the new program of studies, no comparisons to district targets are available. District results were higher than provincial results for acceptable standard by 3.2 per cent, and higher than provincial results for standard of excellence by 5.8 per cent.
- The district achieved an increase in the percentage of students meeting the acceptable standard (0.1 per cent relative to 2003) and an increase in the percentage of students meeting the standard of excellence (1.8 per cent relative to 2003) on the Grade 9 Social Studies Achievement Test. The district did not meet its target for the acceptable standard but exceeded its target for the standard of excellence. District results were higher than provincial results for acceptable standard by 3.7 per cent, and higher than provincial results for standard of excellence by 7.2 per cent.

Percentages of all students in grades 3, 6 and 9 (5 years of cohort results) who achieved the acceptable standard, and percentages who achieved the standard of excellence in relation to provincial results, and to jurisdiction and provincial targets for 2003/04. (For results achieved see Tables 2A, 2B, 2C, Appendix II)

- The district showed a decrease in the percentage of students meeting the acceptable standard (1.2 per cent relative to 2003) and the standard of excellence (0.1 per cent relative to 2003) on the Grade 3 Language Arts Achievement Test. The district did not meet its targets for either acceptable standard or standard of excellence for Grade 3 Language Arts. District results were below provincial results for acceptable standard by 2.7 per cent, but were above provincial results for standard of excellence by 0.1 per cent.
- The district experienced a decrease in the percentage of students meeting the acceptable standard (2.5 per cent relative to 2003) and the standard of excellence (5.6 per cent relative to 2003) on the Grade 3 Mathematics Achievement Test. The district did not meet its targets for either acceptable standard or standard of excellence. District results were below provincial results for acceptable standard by 2.0 per cent, and below provincial results for standard of excellence by 1.3 per cent.
- The district experienced a decrease in the percentage of students meeting the acceptable standard (2.1 per cent relative to 2003) and the standard of excellence (0.9 per cent relative to 2003) on the Grade 6 Language Arts Achievement Test. The district did not meet its targets for either the acceptable standard or the standard of excellence. District results were lower than provincial results for acceptable standard by 1.5 per cent, but higher than provincial results for standard of excellence by 2.1 per cent.
- The district experienced a decrease in the percentage of students meeting the acceptable standard (1.0 per cent relative to 2003) but an increase in the percentage of students meeting the standard of excellence (3.4 per cent relative to 2003) on the Grade 6 Mathematics Achievement Test. The district did not meet its targets for acceptable standard but exceeded its target for standard of

excellence. District results were higher than provincial results for acceptable standard by 0.3 per cent, and higher than provincial results for standard of excellence by 2.9 per cent.

- The district experienced a decrease in the percentage of students meeting the acceptable standard (0.5 percent relative to 2003) but an increase in the percentage of students meeting the standard of excellence (2.8 per cent relative to 2003) on the Grade 6 Science Achievement Test. The district did not meet its target for the acceptable standard but exceeded its target for the standard of excellence. District results were higher than provincial results for acceptable standard by 0.9 per cent, and higher than provincial results for standard of excellence by 6.1 per cent.
- The district showed a decrease in the percentage of students meeting the acceptable standard (1.1 percent relative to 2003) and in the percentage of students meeting the standard of excellence (0.5 per cent relative to 2003) on the Grade 6 Social Studies Achievement Test. The district did not meet either of its targets for the Grade 6 Social Studies achievement test. District results were higher than provincial results for acceptable standard by 1.0 per cent, and higher than provincial results for standard of excellence by 4.0 per cent.
- The district experienced a decrease in the percentage of students meeting the acceptable standard (0.4 percent relative to 2003) and a decrease in the percentage of students meeting the standard of excellence (0.4 per cent relative to 2003) on the Grade 9 Language Arts Achievement Test. The district did not meet its targets for either the acceptable standard or the standard of excellence. District results were lower than provincial results for acceptable standard by 0.7 per cent, but higher than provincial results for standard of excellence by 1.8 per cent.
- The district achieved an increase in the percentage of students meeting the acceptable standard (3.3 percent relative to 2003) and an increase in the percentage of students meeting the standard of excellence (0.4 per cent relative to 2003) on the Grade 9 Mathematics Achievement Test. The district exceeded its target for the acceptable standard but did not meet its target for the standard of excellence. District results were higher than provincial results for acceptable standard by 4.9 per cent, and higher than provincial results for standard of excellence by 5.7 per cent.
- District results show that 68.7 per cent of students met the acceptable standard and 17.0 per cent of students met the standard of excellence on the Grade 9 Science Achievement Test. Because this is the first year that all students were on the new program of studies, no comparisons to district targets are available. District results were higher than provincial results for acceptable standard by 2.1 per cent, and higher than provincial results for standard of excellence by 4.9 per cent.
- The district achieved an increase in the percentage of students meeting the acceptable standard (0.1 percent relative to 2003) and an increase in the percentage of students meeting the standard of excellence (1.6 per cent relative to 2003) on the Grade 9 Social Studies Achievement Test. The district did not meet its target for acceptable standard, but exceeded its target for the standard of excellence. District results were higher than provincial results for acceptable standard by 2.8 per cent, and higher than provincial results for standard of excellence by 6.2 per cent.

Percentage of students participating in provincial achievement tests (For results achieved see Table 3, Appendix II) (Additional local measure)

- District participation rates on provincial achievement tests were lower in 2004 relative to 2003, and were lower than provincial participation rates for all achievement tests except grades 6 and 9 French Language Arts, and grade 9 Mathematics. The percentages of students absent from achievement tests were lower for the district than for the province for all tests. However, the percentages of students who were declared exempt were higher for the district than for the province. This may reflect the higher percentages of moderate and severe special needs students that are served by the district relative to many other jurisdictions.

Percentages of students achieving the acceptable standard, and the percentages achieving the standard of excellence on diploma examinations (five years of jurisdiction and provincial results for each examination. (For results achieved see Tables 4A and 4B, Appendix II)

- District results indicate that 90.6 per cent of students met the acceptable standard on the English 30-1 Diploma Examination and 19.4 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 1.5 per cent lower than the provincial percentage; however district results are 0.6 per cent higher than provincial results for the standard of excellence.
- District results indicate that 82.6 per cent of students met the acceptable standard on the English 30-2 Diploma Examination and 7.6 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 2.6 per cent lower than the provincial percentage; however district results are 0.5 per cent higher than provincial results for the standard of excellence
- District results indicate that 85.8 per cent of students met the acceptable standard on the Social Studies 30 Diploma Examination and 26.9 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 0.1 per cent lower than the provincial percentage; however, for standard of excellence, the district results are 3.1 per cent higher.
- District results indicate that 81.2 per cent of students met the acceptable standard on the Social Studies 33 Diploma Examination and 14.5 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 1.8 per cent lower than the provincial percentage; and the percentage for standard of excellence is 0.6 per cent lower than for the provincial percentage.
- District results indicate that 87.8 per cent of students met the acceptable standard on the Pure Mathematics 30 Diploma Examination and 36.1 per cent met the standard of excellence. The percentage for acceptable standard is 4.0 per cent higher than the provincial percentage; and the percentage for standard of excellence is 4.1 per cent higher than for the provincial percentage.
- District results indicate that 84.4 per cent of students met the acceptable standard on the Applied Mathematics 30 Diploma Examination and 15.6 per cent met the standard of excellence. The percentage for acceptable standard is 1.1 per cent lower than the provincial percentage; however, the percentage for standard of excellence is 1.3 per cent higher than for the provincial percentage.
- District results indicate that 80.8 per cent of students met the acceptable standard on the Biology 30 Diploma Examination and 27.8 per cent met the standard of excellence. The percentage for acceptable standard is 1.1 per cent lower than the provincial percentage, and the percentage for standard of excellence is 1.2 per cent higher than for the provincial percentage.
- District results indicate that 86.4 per cent of students met the acceptable standard on the Chemistry 30 Diploma Examination and 29.4 per cent met the standard of excellence. The percentage for acceptable standard is 0.7 per cent higher than the provincial percentage, and the percentage for standard of excellence is 1.6 per cent higher than for the provincial percentage.
- District results indicate that 87.1 per cent of students met the acceptable standard on the Physics 30 Diploma Examination and 31.8 per cent met the standard of excellence. The percentage for acceptable standard is 0.5 per cent higher than the provincial percentage, and the percentage for standard of excellence is 2.0 per cent higher than for the provincial percentage.
- District results indicate that 83.6 per cent of students met the acceptable standard on the Science 30 Diploma Examination and 17.2 per cent met the standard of excellence. The percentage for acceptable standard is 0.7 per cent lower than the provincial percentage, however, the percentage for standard of excellence is 0.7 per cent higher than for the provincial percentage.

Participation rate of Grade 12 students in diploma examination courses (five years of jurisdiction and provincial rates for each course). (For results achieved see Table 5, Appendix II)

- Participation rates for English 30-1 and 30-2 cannot be compared to previous years because these are new programs of study and participation rates are not yet established. Relative to provincial data, the 2004 district participation rate in English 30-1 was 2.8 per cent below the provincial participation

rate. Relative to provincial data, the 2004 participation rate for English 30-2 was 0.6 per cent below the provincial participation rate

- The 2004 Social Studies 30 district participation rate showed an increase of 0.4 per cent over the 2003 participation rate. The district participation rate was 0.7 per cent above the provincial participation rate.
- The 2004 Social Studies 33 participation rate showed an increase of 0.7 per cent over the 2003 participation rate. The district participation rate was 3.5 per cent below the provincial participation rate.
- The 2004 Pure Mathematics 30 district participation rate showed an increase of 0.6 per cent over the 2003 participation rate. The district participation rate was 0.9 per cent above the provincial participation rate.
- The 2004 Applied Mathematics 30 district participation rate showed an increase of 1.5 per cent over the 2003 participation rate. The district participation rate was 0.6 per cent below the provincial participation rate.
- The 2004 Biology 30 district participation rate showed a 1.7 per cent decrease from the 2003 participation rate. The district participation rate was 3.1 per cent higher than the provincial participation rate.
- The 2004 Chemistry 30 district participation rate showed a 0.7 per cent decrease from the 2003 participation rate. The district participation rate was 2.6 per cent higher than the provincial participation rate.
- The 2004 Physics 30 district participation rate was identical to the 2003 participation rate. The district participation rate was 2.4 per cent higher than the provincial participation rate.
- The 2004 Science 30 district participation rate showed a 4.6 per cent increase over the 2003 participation rate. The district participation rate was 1.5 per cent higher than the provincial participation rate.

Percentages of students who completed high school within three and five years of entering Grade 10 (up to five years of jurisdiction and provincial results) in relation to provincial results, and jurisdiction and provincial targets for 2003/04. (For results achieved see Table 6, Appendix II)

- Between 1999-00 and 2002-03, the district saw an increase of 4.6 per cent in the percentage of students who successfully complete high school within five years of starting grade 10. During this same time frame, the provincial percentage increased by 2.5 per cent. The 2002-03 district per cent (68.0) continues to be below the provincial per cent (74.5) however, the district is making a concerted effort to have higher percentages of students successfully complete high school courses. These efforts will lead to higher completion rates.

Analysis of additional local achievement measures:

Percentage of students demonstrating one or more years of growth on the graded curriculum on reading and writing on the district's highest level of achievement tests. (For results achieved see Table 7, Appendix II)

- The results of the 2003-04 Highest Level of Achievement tests in reading and writing administered to all district students enrolled in grades 1 through 9 indicate modest increases in the percentages of students reading and writing at or above grade level. The percentage of students reading at or above grade level increased by 0.1 percent to 86.0 per cent overall. The percentage of students judged to be writing at or above grade level increased 0.8 per cent to 88.3 per cent overall. A total of 83.2 per cent of district students demonstrated a year's growth in reading between 2003 and 2004. In that same time frame, 93.5 per cent of district students demonstrated a year's growth in writing.

Percentage of students in a home education program achieving the acceptable standard in reading and writing and mathematics at the grade 3, 6 and 9 levels (For results achieved see Table 8, Appendix II)

- The results in Table 8 reveal that the vast majority of Home Schoolers registered with the district do not participate in the provincial achievement testing program. The number of students who did participate is too low to undertake any form of analysis.

Percentage of high school students successfully completing core courses. (For additional results see Table 9 Appendix II)

- In an effort to increase high school completion rates, the district has placed a great deal of emphasis on the successful completion of high school courses. The data on successful completion of grades 10, 11 and 12 core courses is located in Table 9, Appendix II. At the grade 10 level, of the fourteen courses tracked over a two year time frame, thirteen courses showed increased successful completion rates. Of particular note is that many of the most substantial increases occurred in the non-academic stream courses.
- At the grade 11 level, ten of the sixteen courses showed increased percentages of successful completion. Unlike the grade 10 pattern, many of the non-academic course completion rates at grade 11 showed declines in 2004 relative to the previous year.
- At the grade 12 level, six of the twelve courses showed increased percentages of successful completion relative to 2003. There was not a consistent pattern at the grade 12 level of particular courses streams showing increases or decreases.

Local satisfaction measures:

<i>Percentage of Parents satisfied with:</i>	% Satisfied
• the courses or programs offered	91
• the overall quality of education their child is receiving	95
• programs and courses available in their child's school	91
• the programs and courses available in Edmonton Public Schools	91
• their opportunity for involvement in school decisions that affect their child	90
• the usefulness of the information they receive in their child's report card	91
• safety of their children in school	93
• their child's teacher	92
• their child's principal	91
• how money is being used in their child's school	87
• how money is being used in Edmonton Public Schools	70

<i>Percentage of the Community satisfied with:</i>	% Satisfied
• the overall quality of education received by students attending EPS	82

<i>Percentage of the Community satisfied with the overall effectiveness of the district's teaching staff, school principals, superintendent and trustees:</i>	% Satisfied
• the overall effectiveness of the district's teaching staff	83
• the overall effectiveness of the school principal	81
• the overall effectiveness of the district's superintendent	69
• the overall effectiveness of the district's trustees	63

<i>Percentage of the Community satisfied with:</i>	% Satisfied
<ul style="list-style-type: none"> • how Edmonton Public Schools spends its public money 	62

<i>Percentage of the Community who are satisfied with</i>	% Satisfied
<ul style="list-style-type: none"> • the availability of continuing education from Edmonton Public Schools (courses for academic upgrading, skill development, general interest) 	91

<i>Percentage of the Community who feel that EPS is effective in:</i>	% Satisfied
<ul style="list-style-type: none"> • preparing students for the world of work 	58
<ul style="list-style-type: none"> • preparing students to be responsible citizens 	65

<i>Percentage of the Community who are supportive of partnerships:</i>	% Satisfied
<ul style="list-style-type: none"> • businesses or community organizations share their resources, expertise and time with schools and students without any financial commitment 	86

<i>Percentage of the Community who feel that Edmonton Public Schools is effective in:</i>	% Satisfied
<ul style="list-style-type: none"> • working with other agencies to help students (social services, health services, police services) 	79

<i>Percentage of high school parents who are satisfied that:</i>	% Satisfied
<ul style="list-style-type: none"> • the school is preparing their child to enter the world of work 	82

<i>Percentage of parents who feel that EPS is effective in:</i>	% Satisfied
<ul style="list-style-type: none"> • preparing their child to enter the world of work 	63

<i>Percentage of parents who are satisfied that:</i>	% Satisfied
<ul style="list-style-type: none"> • their children are safe 	93

<i>Percentage of students who:</i>	% Satisfied
<ul style="list-style-type: none"> • feel safe in school 	92
<ul style="list-style-type: none"> • feel they get the help they need from teachers 	91

<i>Percentage of staff who feel:</i>	% Satisfied
<ul style="list-style-type: none"> • their work responsibilities are reasonable 	78
<ul style="list-style-type: none"> • their work environment is safe 	90
<ul style="list-style-type: none"> • that the district is a good place to work 	90

Other local measures:*Number and range of alternative and special needs programs in the district.*

The district maintained and expanded its alternative offerings in 2003-04. It expanded the International Spanish Academy alternative program to grade 4 and the Child Study Centre to grade 6. It also held discussions with Meadowlark Christian School which resulted in the school being approved as an alternative program in the district for September 2004. Also, the district continues 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. It reviewed programming for students who are gifted which resulted in program redefinition. A Challenge program (K to 6) and an Extensions program (K to 9) for students who are gifted were developed for implementation in September 2004.

Number and range of business partnerships in schools.

Edmonton Public Schools had over 75 partnerships with business and industry organizations. Some are district-level while others are specific to schools, but each was created to enhance the learning environment by supporting the critical work of teaching and learning that goes on in the classroom. The partnerships assist students in making a smooth transition from school to post-secondary education and the world of work and offer our schools access to additional resources to ensure success for all students. For example:

- EPCOR offered our elementary schools access to free presentations, which have been developed to enhance the science curriculum and help students become more knowledgeable about electricity and water.
- Through a relationship with the University of Alberta Hospital, Strathcona high school students were provided with exposure to the latest research in medical science and technology.
- Shaw Communications contributed “state of the art” computer labs, expertise and broadband access to J. Percy Page so that students can have “global” classroom experiences that advance the development of critical thinking skills.

Percentage of jurisdiction spending on instruction and administration.

The district’s instruction expenditure was 75.4% and Administration expenditure including Board Governance was 3.1% of the total district operating expenditure for the year. For the complete financial statement please see page 26.

District ends fiscal year with a balanced budget.

Although the district budget plan was to end the year with no accumulated surplus or deficit, the district ended the 2003-04 year with a small accumulated uncommitted surplus of \$5.4 million.

Future challenges

As required, this section provides brief descriptions of major educational issues and priorities for the next few years based on the analysis of district assessment results and emerging trends in research.

Increasing High School Completion Rates

Improving high school completion rates remains a high priority for the district. Some of the major strategies for doing so include holding data retreats to examine achievement data and implications for programming, extending the Career-Focused Education framework to help students identify and reach learning goals, offering alternative models of instructional delivery (outreach, online, fast-track scheduling, etc.), developing teacher resources in mathematics and literacy and providing opportunities for students to review courses or acquire study skills. As well, the focus on literacy and numeracy in the early grades will in the longer term contribute to higher high school completion rates.

Developing and Sustaining Professional Learning Communities

The Supporting Teaching and Learning initiative continues to provide leadership and support in creating professional learning communities within the district. District-wide professional development has continued to be offered to schools' instructional leadership teams. The professional development has focused on the achievement of superb results from all students through the development and implementation of specific expectations, including teacher collaboration, best practices, targeted professional development, and principal as an instructional leader. Central services staff have also participated in year-long professional development that has focused on creating a professional learning community that supports the work of schools.

Improving academic success for at risk students

The district is committed to superb results from all students. All students in K to 9 who were not reading or writing at grade level on the district's highest level of achievement tests (HLATs) in reading and writing were identified and the names provided to the schools that serve these students. The schools were required to identify a strategy or strategies to enable these students to demonstrate a year or more growth in reading and writing as well as success in other academic areas. As indicated in the highlights section of this report, this strategy proved to be successful and will be continued in the 2004-05 academic year. Research regarding full-day kindergarten and on the City Centre Education Project (CCEP) will be continued and shared as available. In addition, the research conducted by the Community-University Partnership for the Study of Children, Youth and Families (CUP) on such things as literacy mentoring, the effectiveness of the Diagnosis Inventory for Screening Children (DISC) and strategies for *Critically Appraising Children's Health Web Resources* will be shared as it becomes available.

Promoting High Levels of Literacy and Numeracy

Literacy and numeracy continue to be priorities for the district. Extensive training in *Balanced Literacy*, *Reading Recovery*, and *Literacy M.A.P* will continue to be available. Within the district's framework for supporting teaching and learning, all schools have identified an area of focus and most fit under the umbrella of improving literacy and/or numeracy outcomes for all students. At the high school level, development of the Reading 15 course will support students who require differentiated programming to improve reading levels. As well, a district-wide numeracy initiative for kindergarten to Grade 9 students is well underway. Through this initiative, grade-level pilot resources that address the district expectations related to numeracy provide support, with illustrative examples of expectations and a mathematics glossary of terms.

Promoting Success for Aboriginal Students

The district is committed to the long-term expected outcomes for Aboriginal students identified in the First Nations, Metis and Inuit Education (FNMI) Policy Framework. In addition to providing Aboriginal liaison

support to schools and enhancing the Aboriginal resource collection online, the district will enhance and customize the provision of Aboriginal Awareness training. The district also will pilot, in co-operation with Alberta Learning, the work of the Aboriginal Infusion Project. Because of the importance of working with others, especially First Nations, Metis and Inuit communities, the district supports the creation of a northern Alberta Aboriginal Education consortium to collaboratively focus on Aboriginal student success.

Enhancing Second Language Programs

The district has begun to put in place supports to facilitate the implementation of Alberta Learning's coming language requirement. An implementation manual for schools has been created, as well as provision for staff development, teacher in-servicing and the development of district policy and regulations that will guide implementation. Simultaneously, the district continues to ensure that district students will have access to high quality second language programming. It has updated curricula for all seven bilingual and nine international language programs offered, developed seven manuals to support implementation of the bilingual curricula and is providing in-servicing on the use of these manuals.

Improving Secondary Student Achievement in Mathematics

To help shape instructional strategies and to improve student achievement, high school mathematics department heads and central staff meet regularly to analyze departmental and other assessment instruments and results. Teacher resources, including common assessment tools to improve consistency in instruction and higher rates of completion, are under development. The district continues to offer a teacher development program that provides reimbursement for tuition and registration to district mathematics teachers.

Expanding Career Focused Education

Due to the early implementation of Career Focused Education in pilot schools, many challenges are present. Firstly, as Alberta Learning's Individualized Career Learner Pathways model is rolled out, care must be taken to ensure the major goals of the Career Focused Education framework, both improving student achievement and increasing high school completion rates for all students, are reflected in implementation of the provincial initiative. Work is ongoing through consultation with various offices of Alberta Learning to parallel the implementation of Career Focused Education with the development of Individualized Career Learner Pathways including support of the provincial symposium on October 1, 2004. The second and third challenges are to ensure balance in the implementation of programs. There needs to be a balance between choice versus firm programs for students and schools. The other balance is between providing a well-rounded education versus career-specific training. These challenges will be addressed through the selection of pilots projects and sites to create successful models that demonstrate the necessary balance. The last major challenge is the incorporation of other issues such as success for Aboriginal students, enhancing second language and achievement in literacy and numeracy to ensure all strategies contribute to a strategic plan for Edmonton Public Schools. To address this challenge, staff within the district will work as professional learning organizations to provide coordinated services to schools and students.

Improving Learning Through Effective Use of Information and Communication Technology

With the anticipated district wide implementation of the Alberta Supernet scheduled for completion some time during the summer of 2005, Edmonton Public Schools is anxiously awaiting the benefits this initiative may provide in the support of teaching and learning. From a pedagogical perspective we see the Supernet possibly providing new learning opportunities for our students, greater audiences for education delivery and the ability to better deliver and share curriculum. From a technological perspective we see the Supernet enabling our schools with better broadband connectivity capabilities and -the possibility of faster and more reliable access to the Internet. Although the majority of the costs for the initial implementation and on-going minimal operation of the Supernet is subsidized by the Alberta Government, our challenge as a district is to keep the costs affordable and reasonable for our schools for enhanced Supernet services.

Improving Co-ordination of Services for Children

While the district continues to be represented on all major coordinating initiatives such as Success By 6, the Capital Region Joint Action for Children's Committee, the Capital Region Services to Children Linkages Committee, the Edmonton Student Health Initiative Partnership (ESHIP), the Community University Partnership for the Study of Children, Youth and Families (CUP) and the Community Mapping and Early Developmental Inventory Group, it is particularly committed to streamlining the co-ordination of services in the Capital Region and to improving the link between the region and the province, particularly with the Alberta Children and Youth Initiative (ACYI). To truly improve services for children, an effective and efficient process for co-ordinating services is required. As well, it continues to nurture its formal alliances with the Centre for Family Literacy and the Edmonton YMCA.

Improving Community Satisfaction with Education

The district gathers feedback from students, staff, parent and the community through a district survey. In addition, it now will receive provincial survey data. It utilizes such feedback to make improvements and to increase community satisfaction with education. Some strategies used by the district to involve community include an open budget planning and review process, a key communicator program, trustee ward meetings, periodic public consultations and community and business partnerships.

Capital and Facilities Projects

Edmonton Public Schools' capital plan, *Capital Priorities 2005 – 2008*, establishes the district's highest priority school facility needs for the forthcoming three-year period. They are the priorities that the district has identified within the context of the strategic and balanced framework provided within its ten-year facilities plan. The district's current ten-year facilities plan was approved by the board on May 11, 2004 (i.e. *Ten-Year Facilities Plan, 2005 – 2014*).

The district's ten-year facilities plan benefits students by providing clear direction throughout the capital planning process. This direction is focused on ensuring that capital priorities are appropriately identified so that the district's long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments and excellence in teaching and learning. The framework guiding the district in its annual identification of capital priorities for facilities is founded upon the following set of key planning principles:

Equitable Access to Quality Learning Environments and Choice of Programs

- (a) Students at all grade levels will have equity of access to high quality, modernized facilities wherever they live in the city.*
- (b) A balanced range of regular, alternative and special education programs will be provided within each sector.*
- (c) While district programs will be established and maintained to meet the needs of the public, their distribution will be intended primarily to accommodate students from within the particular sectors.*

Creative Re-Use of Surplus Space

- (a) Surplus school space that is viable and has value to the community should be identified for potential partnership use.*
- (b) Partnership agreements will be at no cost to the district.*

Efficient Sector Utilization and Retention of Small Schools

- (a) In low utilization sectors, modernization projects will consist of targeted preservation of the school's required instructional space and this may be combined with demolition of unused and unneeded space within the school.*
- (b) The process will lead to retention of smaller schools in neighbourhoods, although some consolidation or closure may be required where enrolment is no longer viable.*
- (c) In growth sectors, initiatives will be aimed at achieving a sector utilization rate of 85 per cent to enable construction of new schools where they are needed in developing communities.*
- (d) The process will reduce the dependency on designated receiving schools and long ride times.*
- (e) Consideration will be given to upgrading receiving schools identified as a result of school or program closure.*

Accommodation and Program Needs Met Within Sectors

- (a) Where possible, student needs for regular programming and major programs will be met within the student's resident sector.*
- (b) Consideration will be given to ensuring that there is sufficient space within the district so that students do not have to travel great distances to access basic programs.*
- (c) The need to provide new schools in growth areas of the city is affirmed.*

Each year, in response to the district's submission of its three-year capital plan, Alberta Infrastructure evaluates the merits of each project proposed for capital funding and then renders a decision on the allocation

of funds. Throughout the year, Alberta Infrastructure may also make decisions around other requests for funds to address special or emergent needs and then, accordingly, announce capital funding approvals.

Alberta Infrastructure maintains the authority for the approval and allocation of capital funds allocated to school jurisdictions throughout the province. Generally, capital priorities fall into one of three capital project categories – new construction, expansion & preservation and space reduction. New construction projects include new schools and the provision of new portable classrooms. Expansion & preservation projects include the general and essential upgrades to schools and the addition or replacement of school space. Space reduction initiatives are aimed at reducing surplus space within school facilities district-wide. Currently, the relocation of the district’s existing inventory of free-standing portable classrooms from school to school is also funded each year through the three-year capital plan.

The following list identifies the district’s capital projects that were funded through an Alberta Infrastructure allocation to Edmonton Public Schools in 2003. These projects were subsequently undertaken and/or completed during the 2003-04 school year ending August 31, 2004.

Victoria School	Major modernization and possible new construction (\$35.00 M) Prior new construction Concept Design (\$1.00M)
Jasper Place School	Modernization (\$3.00 M)
Eastglen School	Modernization (life, health and safety) and construction of barrier-free access (\$1.10 M)
Kenilworth School	Modernization (life, health and safety) (\$1.45 M)
Hazeldean School	Modernization and partial demolition (\$4.60M)
Westmount School	Modernization (life, health and safety) (\$2.30 M)
L.Y. Cairns School	Modernization (life, health and safety) (\$2.55 M)

Each year as well, Alberta Infrastructure, through the Infrastructure Maintenance Program (IMP), funds the district’s major maintenance projects. Funding for this purpose is based on a block grant formula that considers total square meters of district 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 2003-2004 Major Maintenance Plan projects commenced in May 2003.

Self-Initiated Programs

The air systems maintenance program was completed in a number of schools. During the 2003-2004 budget year, the program continued to deliver improved indoor air quality in classrooms. 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 the plan to manage these hazards is under way. The relighting program, a joint venture with EPCOR, identified upgrades to be completed in twenty-two schools. As of August 31, 2003 upgrades were completed in twenty-one of those schools. The energy retrofits included a major relighting component designed to improve classroom conditions and reduce energy consumption and are funded on a self-pay basis.

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 2003-04 was \$587,436,512. Of the total operating budget, the district does not have the discretion to allocate the revenue for debt, or continuing education. The operational expenditure does not include capital expenditure financed out of operating or capital funding.

The district's expenditure per student FTE for 2003-04 was \$ 7,293 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 78.7 % 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	\$21,572,937	3.67%
Instruction	\$421,312,448	71.72%
Operation& Maintenance	\$81,841,504	13.93%
Transportation	\$23,860,693	4.06%
Board Governance	\$354,086	0.06%
System Administration	\$17,948,374	3.06%
External Services	\$20,546,470	3.50%
Total	\$587,436,512	100.00%

Average Class Size

The appended AERR Class Size report (Appendix III) shows the unconfirmed average class sizes for 2003/04 and 2004/05 by school and grade division. The data summarizes class sizes for all classes, including special needs classes. In 2003/04 only core class sizes (i.e., Language Arts, Mathematics, Science and Social Studies), were reported to Alberta Learning, whereas all classes were reported for the 2004/05 school year.

The column labelled “2004/05 Comparable to 03/04” shows the average sizes for classes identified by Alberta Learning as core classes, allowing comparisons to be made between the 2004/05 and 2003/04 data. However, the column titled “2004/05 All Subjects” provides the data that Alberta Learning will use to track progress towards the Learning Commission recommended class sizes.

Edmonton Public Schools is committed to lowering average class sizes by the 2006/07 school year to the levels recommended by the Learning Commission. The table below summarizes the average class sizes from 2003/04 to 2006/07. The data for 2004/05 shows that the Learning Commission targets were met for the 4-6, 7-9, and 10-12 grade divisions. Significant progress was also made at the K-3 division, lowering the average class size from 22.0 in 2003/04 to 19.2 in 2004/05. Over the next two years all of the targeted class size reduction funding will be used to hire K-3 teachers, further reducing the average K-3 class size to 18.2 in 2005/06, and to 17.0 in 2006/07.

	2003/04 Class Size Average	2004/05 Jurisdiction Averages	2005/06 Jurisdiction Averages	2006/07 Jurisdiction Averages	2006/07 Commission Guidelines
K-3	22.0	19.2	18.2	17.0	17
Grades 4-6	22.9	21.6	21.6	21.6	23
Grades 7-9	27.2	23.4	23.4	23.4	25
Grades 10-12	28.0	25.0	25.0	25.0	27

Table 1A
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
1999-2000				
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
2000-2001				
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
2001-2002				
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
2002-2003				
District Targets	88.1	16.6	88.5	29.8
District % Meeting Standards	88.6	16.9	90.0	34.6
Provincial Targets	90	18	89	26
Province % Meeting Standards	90.1	17.2	89.3	32.4
2003-2004				
District Targets	89.1	17.8	90.5	36.4
District % Meeting Standards	88.8	17.1	88.6	29.0
Provincial Targets	91	18	89	30
Province % Meeting Standards	90.2	16.7	89.2	29.9

Table 1B 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
1999-2000										
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
2000-2001										
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
2001-2002										
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
2002-2003										
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	17	85	18	88	27	85	20		
Province % Meeting Standards	89.2	19.0	85.6	19.3	87.9	26.5	86.4	22.3	89.0	13.9

Standards										
2003-2004										
District Targets	89.6	21.7	89.3	24.2	91.6	34.5	90.1	28.2	94.8	23.5
District % Meeting Standards	87.4	19.8	88.1	27.0	91.8	36.4	89.6	26.7	94.1	20.7
Provincial Targets	88	17	86	20	88	26	86	22		
Province % Meeting Standards	87.0	17.0	86.2	23.3	88.3	28.8	86.4	21.7	92.3	13.4

Table 1C 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
1999-2000										
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
2000-2001										
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
2001-2002										
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
2002-2003										
District Targets	89.4	19.2	76.1	24.5	82.0	17.8	85.0	27.0		
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	90	15	77	17	79	14	81	18		
Province % Meeting Standards	89.2	15.4	72.6	20.1	82.8	15.1	82.8	21.3	92.2	18.7

Standards										
2003-2004										
District Targets	89.7	17.7	78.0	28.8	*	*	86.9	29.4		
District % Meeting Standards	90.0	16.6	80.5	27.8	78.4	19.4	86.3	29.8	96.4	24.0
Provincial Targets	91	17	75	19	*	*	83	20		
Province % Meeting Standards	88.9	14.2	75.4	21.5	75.2	13.6	82.6	22.6	87.8	12.3

* New Curriculum, therefore targets were not set.

Table 2A
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
1999-2000				
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
2000-2001				
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
2001-2002				
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
2002-2003				
District Targets	81.1	15.2	82.8	27.7
District % Meeting Standards	80.2	15.3	82.3	31.7
Provincial Targets	83	17	82	24
Province % Meeting Standards	82.4	15.7	82.3	29.8
2003-2004				
District Targets	81.2	16.1	83.2	33.3
District % Meeting Standards	79.0	15.2	79.8	26.1
Provincial Targets	83	17	82	27
Province % Meeting Standards	81.7	15.1	81.8	27.4

Table 2B
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
1999-2000										
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
2000-2001										
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
2001-2002										
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
2002-2003										
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	79	16	78	17	80	25	78	18		
Province % Meeting Standards	81.2	17.3	78.3	17.7	80.0	24.1	79.0	20.3	84.5	13.2
2003-2004										
District Targets	80.7	19.4	80.8	21.7	82.9	31.0	81.7	25.4		
District % Meeting Standards	77.6	17.6	78.8	24.1	81.5	32.3	79.6	23.7	93.7	20.6
Provincial Targets	81	16	79	19	81	25	78	20		
Province % Meeting Standards	79.1	15.5	78.5	21.2	80.6	26.2	78.6	19.7	88.5	12.8

Table 2C
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
1999-2000										
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
2000-2001										
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
2001-2002										
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
2002-2003										
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	80	13	70	15	72	12	73	16		
Province % Meeting Standards	78.0	13.5	63.5	17.6	71.1	13.0	72.6	18.7	89.2	18.1
2003-2004										
District Targets	78.4	15.3	69.3	25.4	*	*	77.0	25.9		
District % Meeting Standards	76.9	14.2	71.0	24.6	68.7	17.0	75.9	26.2	95.8	23.8
Provincial Targets	80	15	67	17	*	*	74	18		
Province % Meeting Standards	77.6	12.4	66.1	18.9	66.6	12.1	73.1	20.0	83.4	11.7

* New curriculum, therefore targets were not set.

Table 3 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

TEST	1999-00		2000-01		2001-02		2002-03		2003-04	
	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV
GRADE 3										
Language Arts	92.7	93.0	92.4	92.6	91.6	90.6	90.6	91.5	88.9	90.6
Mathematics	92.9	93.4	93.5	93.4	93.2	91.6	91.5	92.1	90.1	91.7
GRADE 6										
Language Arts	92.1	93.0	91.1	92.1	91.5	91.2	89.5	91.0	88.7	90.9
Mathematics	92.7	93.7	92.3	92.9	92.5	91.8	89.9	91.4	89.4	91.1
Science	92.5	93.1	92.8	93.1	92.2	91.6	89.9	91.0	88.7	91.2
Social Studies	93.3	93.6	92.5	92.8	92.0	91.2	90.2	91.4	88.8	91.0
French Language Arts	98.5	96.1	99.0	96.1	98.4	93.1	98.4	94.9	99.5	95.8
GRADE 9										
Language Arts	90.0	89.6	88.0	88.3	88.3	87.5	86.7	87.4	85.4	87.3
Mathematics	91.8	89.9	89.8	88.4	89.2	87.5	88.1	87.4	88.3	87.7
Science	91.5	90.7	91.2	89.7	90.0	88.7	88.7	85.9	87.7	88.6
Social Studies	92.4	90.7	90.9	89.3	90.0	88.7	87.9	87.7	87.9	88.6
French Language Arts	98.0	98.1	95.7	97.4	93.8	95.4	98.0	96.8	99.4	95.0

District participation rates in 2003-04 were lower than in 2002-03 for nine of the twelve achievement tests. District participation rates in 2003-04 were lower than provincial rates for nine of the twelve achievement tests.

Table 4A

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

	1999-2000		2000-01		2001-02		2002-03		2003-04	
	EPS	PROV.	EPS	PROV.	EPS	PROV.	EPS	PROV.	EPS	PROV.
ENGLISH 30-1										
Number Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4118	26,566
% Acceptable	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90.6	92.1
% Excellent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19.4	18.8
ENGLISH 30-2										
Number Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2011	12,381
% Acceptable	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82.6	85.2
% Excellent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	7.6	7.1
SOCIAL STUDIES 30										
Number Writing	3123	20,292	3230	21,121	3491	22,231	3686	23,209	3595	23,135
% Acceptable	85.5	84.0	86.8	85.2	86.3	86.1	86.4	86.6	85.8	85.9
% Excellent	18.5	16.1	21.2	18.6	23.7	20.9	23.4	22.0	26.9	23.8
SOCIAL STUDIES 33										
Number Writing	1882	15,255	1973	15,319	1987	15,209	2057	15,337	2179	15,475
% Acceptable	80.4	81.0	80.9	81.4	79.2	80.5	79.4	81.5	81.2	83.0
% Excellent	11.1	12.5	13.0	12.8	10.5	11.4	12.3	13.1	14.5	15.1
FRENCH LANGUAGE ARTS 30										
Number Writing	N/A	N/A	N/A	N/A	N/A	N/A	39	1000	44	993
% Acceptable	N/A	N/A	N/A	N/A	N/A	N/A	97.4	95.2	100.0	95.4
% Excellent	N/A	N/A	N/A	N/A	N/A	N/A	20.5	15.4	22.7	16.7

Table 4B

Student Achievement

Diploma Examinations

District Five Year Results on Alberta Learning

Diploma Examinations Based on Diploma Examination Marks

	1999-00		2000-01		2001-02		2002-03		2003-04	
	EPS	PROV.	EPS	PROV.	EPS	PROV.	EPS	PROV.	EPS	PROV.
APPLIED MATH 30										
Number Writing	N/A	N/A	93	2819	265	4394	1561	9838	1706	10,251
% Acceptable	N/A	N/A	87.1	81.7	86.4	85.1	85.0	85.0	84.4	85.5
% Excellent	N/A	N/A	10.8	10.7	20.4	14.0	14.3	14.0	15.6	14.3
PURE MATH 30										
Number Writing	N/A	N/A	2555	17,145	3138	19,171	3505	21,337	3482	21,114
% Acceptable	N/A	N/A	82.0	76.8	83.8	81.8	86.4	84.4	87.8	83.8
% Excellent	N/A	N/A	26.3	20.3	30.4	28.3	31.5	27.1	36.1	32.0
BIOLOGY 30										
Number Writing	3157	17,141	3338	17,931	3455	19,360	3705	20,467	3568	20,406
% Acceptable	82.1	81.0	81.3	80.8	83.3	83.5	79.1	80.8	80.8	81.9
% Excellent	24.7	23.2	29.0	27.1	26.0	25.5	21.9	21.9	27.8	26.6
CHEMISTRY 30										
Number Writing	3065	15,973	3015	16,031	3047	16,771	3210	17,904	3092	17,389
% Acceptable	80.1	84.2	76.9	79.1	78.8	82.1	82.1	84.5	86.4	85.7
% Excellent	21.7	24.2	21.6	22.0	21.8	24.0	24.0	24.6	29.4	27.8
PHYSICS 30										
Number Writing	1797	9503	1749	9761	1912	10,165	1848	10,834	1972	10,806
% Acceptable	80.2	82.8	80.8	78.5	85.3	84.4	81.5	81.5	87.1	86.6
% Excellent	26.9	27.8	25.9	24.3	32.6	32.6	26.8	25.1	31.8	29.8
SCIENCE 30										
Number Writing	111	2621	133	2820	296	3055	495	3245	697	3405
% Acceptable	77.5	78.0	84.2	82.5	84.5	81.6	85.1	88.2	83.6	84.3
% Excellent	6.3	11.4	11.3	14.4	20.9	12.2	20.2	19.7	17.2	16.5

The district had a higher percentage of students meeting the acceptable standard in 2003-04 than in 2002-03 on six of the nine diploma examination courses that have data to compare. The percentage of students achieving the standard of excellence increased in all courses relative to 2002-03 with the exception of Science 30.

Table 5

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 1999/00 to 2003/04

TEST	1999-00		2000-01		2001-02		2002-03		2003-04	
	EPS	PROV.	EPS	PROV.	EPS	PROV.	EPS	PROV.	EPS	PROV.
English 30	54.3	55.0	52.0	55.0	54.3	56.9	55.5	58.1		
English 33	25.6	29.0	26.6	27.9	25.0	26.5	26.3	26.1		
English 30-1									53.3	56.1
English 30-2									24.3	24.9
Social Studies 30	50.9	48.7	48.7	48.6	51.6	50.5	52.8	52.6	53.2	52.6
Social Studies 33	29.9	35.3	29.1	34.1	28.9	33.3	29.5	33.2	30.2	33.6
French L.A. 30							0.7	2.5	0.8	2.5
Applied Math 30	N/A	N/A	1.5	6.9	3.8	10.0	20.1	21.5	21.6	22.2
Pure Math 30	N/A	N/A	24.7	32.5	44.3	41.9	44.2	43.7	44.8	43.9
Biology 30	44.1	38.1	44.5	39.0	46.5	40.7	47.4	42.6	45.7	42.6
Chemistry 30	43.8	36.0	39.4	35.2	41.6	36.3	41.0	37.9	40.3	37.7
Physics 30	27.1	22.0	24.2	21.5	27.0	22.5	26.4	24.0	26.4	24.0
Science 30	1.9	6.4	2.3	6.6	3.5	6.9	4.5	7.1	9.1	7.6

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 2003-04, district participation rates were higher than provincial rates for six of the eleven diploma examination courses. District participation rates increased or stayed the same relative to 2002-03 for seven of the nine diploma examination courses that have data to compare.

Table 6

Student Achievement

High School Completion Rates – 3 and 5 Year

This table shows district and provincial completion rates. The data shown is the percentage of students who completed high school within five years of entering Grade 10 and the percentage of students who completed within three years.

High School Completion Rates	1998-99		1999-2000		2000-01		2001-02		2002-03	
	Jur	Prov	Jur	Prov	Jur	Prov	Jur	Prov	Jur	Prov
Five-Year Rate			63.4	72.0	66.2	73.0	69.0	74.4	68.0	74.5
Three-Year Rate	53.0	62.7	57.5	65.0	56.7	64.6	57.2	65.3	57.5	67.4

This table shows targets for the five-year completion rates.

<i>High School Completion Rate Targets</i>	2004-05 Targets		2005-06 Targets		2006-07 Targets	
	Jur	Prov	Jur	Prov	Jur	Prov
Five-Year Rate	71.0	75.0	72.0	76.0	73.0	

Table 7

Student Achievement

Highest Level of Achievement Tests

The results for the June 2003 and 2004 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. It also provides data on the percentages of students who achieved a year or more of growth in reading and writing between 200-03 and 2003-04.

Percentages of Students Reading and Writing at or Above Grade Level and Demonstrating One or More Year's Growth on Highest Level of Achievement Tests Over the Past Two Years

Enrolment Grade	Percentage of students Reading at or Above Grade Level		Percentage of Students Demonstrating Growth in Reading Between 2003 and 2004	Percentage of Students Writing at or Above Grade Level		Percentage of Students Demonstrating Growth in Writing Between 2003 and 2004
	2003	2004		2003	2004	
1	90.8	90.5	N/A	89.6	88.9	N/A
2	86.1	87.4	83.7	90.7	91.2	94.3
3	86.3	85.7	81.2	89.2	90.3	93.7
4	84.2	84.0	79.1	87.9	88.6	94.2
5	84.1	84.5	88.1	86.6	87.4	93.7
6	84.8	85.4	85.3	85.8	88.1	94.3
7	87.3	86.8	83.4	87.0	87.5	92.7
8	84.8	84.3	83.3	85.2	86.6	92.2
9	85.3	85.8	81.6	86.5	87.1	93.0
District Total	85.9	86.0	83.2	87.5	88.3	93.5

The data in the table above shows that the percentages of students reading at or above grade level increased for enrolment grades 2, 5, 6, and 9, but decreased for enrolment grades 1, 3, 4, 7, and 8. The percentages of students writing at or above grade level increased for all enrolment grades except grade 1.

Table 8

Home School Results

Alberta Learning Achievement Test Results for Home Schoolers

The table below shows the achievement of home-schooled students who wrote the provincial achievement tests.

2004 District Results on Alberta Learning Achievement Tests for Home Schoolers

Test	Results for Students Who Wrote	
	N	% Meeting Acceptable Standard
Grade 3 Language Arts		
• Reading	6	83.3
• Writing	6	66.7
Grade 3 Mathematics	12	91.7
Grade 6 Language Arts		
• Reading	7	85.7
• Writing	7	85.7
Grade 6 Mathematics	12	91.7
Grade 9 Language Arts		
• Reading	3	100.0
• Writing	3	100.0
Grade 9 Mathematics	3	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 2004.

Table 9
Change in Successful Course Completion For
Grade 10, 11 and 12 Core Courses

Course	Percentage of Students Successfully Completing the Course		Difference
	2003	2004	
Grade 10 Courses			
English 10-1	86.8	89.1	2.3
English 10-2	59.3	60.9	1.6
English 16	51.7	58.1	6.4
Applied Math 10	60.2	60.7	0.5
Math 10 Prep	46.4	60.1	13.7
Math 14	56.3	62.0	5.7
Math 16	62.9	61.7	-1.2
Pure Math 10	78.1	82.9	4.8
Science 10	74.8	79.3	4.5
Science 14	55.5	66.9	11.4
Science 16	56.0	61.0	5.0
Social Studies 10	86.8	90.8	4.0
Social Studies 13	59.1	65.1	6.0
Social Studies 16	59.3	59.5	0.2
Grade 11 Courses			
English 20-1	88.8	91.8	3.0
English 20-2	73.7	73.4	-0.3
English 26	71.9	64.6	-7.3
Applied Math 20	74.4	77.6	3.2
Math 24	66.9	64.6	-2.3
Math 26	54.8	52.5	-2.3
Pure Math 20	83.6	86.1	2.5
Biology 20	81.7	85.6	3.9
Chemistry 20	77.0	79.9	2.9
Physics 20	75.3	79.6	4.3
Science 20	72.2	73.8	1.6
Science 24	67.3	74.3	7.0
Science 26	81.8	61.9	-19.9
Social Studies 20	90.5	91.9	1.4
Social Studies 23	68.5	70.3	1.8
Social Studies 26	77.9	72.1	-5.8

Table 9 Continued

Course	Percentage of Students Successfully Completing the Course		Difference
	2003	2004	
Grade 12 Courses			
English 30/30-1	79.2	83.6	4.4
English 33/30-2	67.9	70.2	2.3
English 36	79.5	75.0	-4.5
Applied Math 30	76.1	73.1	-3.0
Pure Math 30	76.2	71.1	-5.1
Math 31	79.7	81.8	2.1
Biology 30	75.6	73.8	-1.8
Chemistry 30	70.4	72.4	2.0
Physics 30	74.1	79.0	4.9
Science 30	72.7	72.1	-0.6
Social Studies 30	80.8	80.1	-0.7
Social Studies 33	70.4	74.9	4.5

Table 10

Student Achievement

International Baccalaureate Examinations

The table below provides a comparison of district results to world results from the May 2004 examination administration.

Comparison of District to World Results on May 2004 I.B. Examinations

<i>SUBJECT</i>	<i>Average Score (Out of 7)</i>		<i>Number of District Students Writing</i>
	<i>E.P.S</i>	<i>World</i>	
English (HL)	4.83	4.86	260
History (HL)	5.05	5.06	238
Biology (HL)	4.86	4.09	264
Math Methods (SL)	5.36	4.90	271
Chemistry (SL)	5.60	4.50	228
Physics (SL)	5.23	4.21	129
French B (SL)	5.34	4.99	125
Mandarin B (HL)	5.59	6.11	27
Japanese AB (SL)	5.50	5.13	34
Visual Arts A (SL)	4.58	4.34	33

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 English (HL), History (HL), and Mandarin B (HL). As well, in 2004, 110 out of 119 (92.4%) district I.B. diploma candidates were successful in obtaining their diploma.

Table 11

Student Achievement

Advanced Placement Examinations

The table below provides information on the administration of Advanced Placement examinations in May of 2004.

Average Score (Out of 5) On Advanced Placement Examinations: May 2004

SUBJECT	EPS	CANADA	WORLD
Biology	3.91	3.76	3.05
Calculus AB	3.70	3.59	2.97
Calculus BC	4.30	3.66	3.65
Chemistry	2.68	3.30	2.83
Computer Science A	4.43	3.28	2.85
English Language & Comp.	3.18	3.05	2.85
English Literature & Comp.	3.20	3.05	2.97
European History	3.10	3.08	2.99
French Language	3.69	3.65	2.82
German Language	4.73	4.39	3.32
Physics B	3.08	3.59	2.70
Studio Art: Drawing	3.88	3.37	2.96

Caution must be used in making comparisons for Computer Science A, French, German, and Studio Art: Drawing since the number of district students participating in the exams is fifteen or less.

District averages were higher than Canadian averages for the examinations with the exception of Chemistry and Physics. District averages were higher than world averages with the exception of Chemistry.

Table 12
Student Achievement
Special Needs Students-Highest Level of Achievement Tests

**Percentage of Special Needs Students Achieving at or Above Enrolment Grade on District
Highest Level of Achievement Tests (HLAT) 2000-2004**

	READING					WRITING				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
ENGLISH AS A SECOND LANGUAGE										
Canadian Born	77.8	81.4	77.4	82.4	82.3	81.8	85.2	84.9	86.4	90.4
Foreign Born	50.5	55.4	53.2	60.0	61.5	53.0	61.8	58.9	64.0	67.8
Undifferentiated ESL										
SPECIAL NEEDS										
Mild Mental Disability (Opportunity)	10.6	8.7	9.0	10.3	10.3	9.2	9.0	10.2	9.5	11.0
Moderate Academic Disability (Literacy)	4.5	5.7	9.5	9.0	7.8	0.5	3.5	6.0	8.9	6.1
Learning Disability (Learning Strategies)	52.9	54.9	54.7	56.3	59.2	39.4	44.4	45.4	47.3	62.3
Mild Academic Disability (Adaptation)	42.4	49.1	51.4	51.0	56.1	41.4	46.0	56.1	55.4	63.0
Multiple Disability			35.8	41.0	48.4			32.0	28.3	40.0
Physical Disability			52.7	55.8	53.9			46.5	49.7	50.0
SEVERE SPECIAL NEEDS										
Autism	18.1	20.0	16.9	17.7	19.0	9.5	18.1	15.1	15.6	16.0
Behaviour Disability	50.8	56.4	57.6	54.5	56.9	37.0	41.1	45.7	46.5	49.6
Hearing Disability	19.4	35.9	22.0	24.6	23.9	13.6	32.2	25.0	24.6	25.4
Multiple Disability			1.6	4.2	0.0			2.0	0.0	0.0
Physical Disability			37.9	45.6	39.4			34.9	38.2	37.5
GIFTED AND TALENTED										
Academic Challenge	100.0	99.9	99.9	99.9	100.0	99.7	99.9	99.7	99.9	100.0