

EDMONTON PUBLIC SCHOOLS

November 30, 2010

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report

ORIGINATOR: T. Parker, Assistant Superintendent

RESOURCE
STAFF: Karen Bardy, Margaretha Ebbers, John Edey, Sandy Forster, Roland Labbe, Kathy McCabe, John Nicoll, Lorne Parker, Brian Smith, Jean Stiles, Helen Yee, Corrie Ziegler

RECOMMENDATION

That the Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report (Appendix I) be approved for forwarding to Alberta Education.

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On a yearly basis, Alberta Education requires school jurisdictions to submit a Three Year Education Plan (3YEP) and an Annual Education Results Report (AERR).

Previous to this school year, these documents were separate and submitted at different times to the Ministry. To gain efficiencies for jurisdictions and the Ministry and to allow school districts to review results prior to creating new plans, a combined 3YEP and AERR format was developed for submission for the first time this fall.

The 2010-2011 combined report highlights the results achieved in 2009-2010 as reported in the Accountability Pillar and lists some of the high leverage strategies undertaken by the District to achieve the results. Additionally, the "Strategies" section under each of these areas lists the new initiatives to be undertaken in each area to support continued improvement.

The report will be sent to school council chairs to share with parents and to principals to share with staff. It will be sent to all capital region school jurisdictions, major community partners and the public library. As well, a *Report to the Community*, based on this document is in development and will inform the community about the work of the District. Finally, as required, the Board approved document will be posted on the jurisdiction's website at: <http://epsb.ca/datafiles/CombinedThreeYearPlanandAnnualEdResultsReport.pdf>

TP:ja

APPENDIX I Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report

Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities

Message from the Board Chair

The Board of Trustees and Administration of Edmonton Public Schools believe that every one of our students is able to experience success in their schooling. It is our expectation that all staff will do their very best to ensure there is continual improvement in student achievement across the District.

One measure of how our District is doing in this work is provided by the provincial Accountability Pillar. For the 2009-2010 school year, the District is rated as Good or Excellent in 12 of the 15 categories for which a rating is available. We are pleased with these positive outcomes for our District, although we know we have more work to do in order to improve even further.

Trustees are committed to building on these positive results and to seeing ongoing success for our students and our District. Our Three Year Education Plan for 2010-2013 outlines the strategies and initiatives we will implement over the next three years to support and enhance the student learning that takes place in our schools and educational sites. The document details the specific steps we will take to ensure our students continue to learn, grow and thrive in the 21st century.

An important part of our District's approach is working in partnership with parents and community organizations. Together, we will provide our students with the best possible education, so that each of them can, to the greatest extent possible, become contributing members of society and enjoy healthy, active and rewarding lives.

Dave Colburn
Board Chair

Accountability Statement

The Annual Education Results Report for the 2009 school year and the Education Plan for the three years commencing September 1, 2010 for Edmonton Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in this document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2009-2010 school year and the three-year Education Plan for 2010-2013 on November 30, 2010.

Foundation Statements

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 studies.

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

Edmonton Public Schools' Board of Trustees is committed to excellence and to providing students with outstanding educational experiences that prepare them to be leaders in an evolving global society. We respect and embrace the diversity of our students' unique needs, interests and strengths. We believe education is a shared responsibility that requires the active engagement of students, staff, parents and the community.

Through an extensive consultation process with stakeholders, the Board has adopted the following priorities:

- > **To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.**
- > **To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well being and positive relationships.**
- > **To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.**

Our success is measured in many ways:

- > student achievement, personal growth, responsibility and satisfaction;
- > staff effectiveness and satisfaction;
- > exemplary leadership and service of all staff and the Board of Trustees;
- > parent satisfaction, involvement and partnerships;
- > community support, engagement and partnerships;
- > provision and maintenance of functional, safe and well-kept facilities; and
- > Alberta Education's mandated Accountability Pillar.

A Profile of the School Authority

Edmonton Public Schools serves about 80,000 students and their families in 197 schools located in a range of socio-economic neighborhoods. Additionally, it provides educational programming in hospitals, correctional institutions, non-profit social service agencies and in storefronts. District schools are typically organized as Kindergarten to Grade 6, Grades 7 to 9 and 10 to 12, but there are Kindergarten to Grade 9 sites, Kindergarten to Grade 12 sites, as well as Grades 7 to 12 sites. The District employs over 7,300 staff, including teachers, support staff, custodians, maintenance staff and exempt staff. Through site-based decision making, open boundaries and programs of choice, the District is responsive to the needs of families in the Edmonton community.

Trends and Issues

Across Canada, **poverty** is recognized as a growing issue that needs to be addressed. In Edmonton Public, poverty continues to be a reality for many children, youth and families served. A report on Child and Family Poverty recently released by the Edmonton Social Planning Council reveals that one in six children live below the poverty line, translating to potentially 13,000 students in Edmonton Public. It is well established that children who live in poverty face more challenges and are more likely to encounter serious problems in their lives than other children including: more chronic illness, emotional and behaviour problems, and difficulty in developing cognitive, emotional and social skills needed for success in school. The relationship between educational achievement of children and income levels is significant.

As a result of this issue and other issues related to students at risk, the District partners with municipal and provincial health and social services, as well as an extensive number of community organizations in order to provide the supports needed by students and their families. This work continues to profile the role of schools in communities as hubs of services for students and families.

With respect to **achievement**, the District is concerned with the percentage of students meeting the acceptable standard or the standard of excellence on diploma examinations and the achievement of our First Nations Métis Inuit (FNMI) students. Based on research and experience, the District developed a plan, which is reviewed and adapted annually to address these concerns.

Edmonton is experiencing **changing demographics**. The District, on an ongoing basis, tracks demographics using district student information, Statistics Canada data, Alberta Health Services data and through contacts with community groups, particularly Aboriginal and immigrant and refugee groups. The data indicates increased numbers of both self-identified Aboriginal students and district-identified English Language Learners (ELL) over the past years. The increase is particularly significant with respect to ELL where enrolment numbers rose from 3,709 in 2005-2006 to 11,216 in 2009-2010. Monitoring enables the District to develop and adjust plans to better respond to the changing needs.

The province's "Setting the Direction" initiative will impact how educational services to students with special needs is delivered to students in the District and across the province. The District has started to prepare for the implementation of the strategies contained in the document through staff development sessions and a "learning coach" type pilot.

Summary of Accomplishments

The District undertook a number of initiatives in 2009-2010 that will have both short and long term impact on student achievement:

- A K-12 Literacy Guiding Document was developed following consultation with district staff. Trustees were invited to participate. This document is in response to the need for a systemic strategies related to reading and writing to be developed and implemented as well as creating a broader view of literacy for the 21st century. This document is the framework for the development of a district wide literacy plan that will encompass the next two or three planning cycles.
- In response to the changing demographics of the student population in the District, the Board of Trustees approved a Multicultural Education policy in 2009. This was supported this past year with the development of a Multicultural Education administrative regulation which describes expectations for schools and central services, and the start of work on a district implementation plan.
- In response to the need to provide specialized programming for the increasing number of English Language Learners (ELL) with limited schooling experience and significant gaps in learning, approval for the development of a Transition Centre at Balwin and McCauley schools occurred. These programs are currently operating in partnership with the City of Edmonton, Citizenship and Immigration Canada, and an extensive range of community organizations that serve immigrant and refugee students and families.
- The province introduced a 2009 field test version of new K-12 ESL Proficiency Benchmarks to support consistency and accuracy in identification of ELL, and to support integrated language content programming for ELL. Implementation was initiated in the District in 2009-2010 and some district schools participated in official field testing and providing feedback to the province towards the development of a final version in 2010.
- The District also implemented the "High School Course and Career Planning Coach for Permanent Resident" project with funding from Citizenship and Immigration Canada. The primary outcome of this work was to ensure permanent resident ELL youth and parents have increased knowledge and understand of the course work needed to attain their objectives and of the course work required for entry into post secondary education and/or the work force. This is a two year project that will continue until August 2011. The work was carried out in five high schools and two junior high schools and consisted of coaching students directly, presentations to students and families through cultural groups. Fifty one students received individualized support as of June 2010.
- In relation to our continued work with our FNMI population, a Cree Extended program was successfully implemented at Abbott school. This program has seen an increase in enrolment for the 2010-2011 school year.
- An "Early Years" policy was developed in response to research indicating that additional support is required for at risk students prior to their formal entrance into school at age five. To support early learners, the District adopted an Early Years Evaluation Teacher Assessment that was completed by 98 per cent of our kindergarten teaches. This information assisted the Kindergarten Inclusive Development Services (KIDS) to provide support to kindergarten teachers in a more efficient and effective manner.
- In anticipation for the opening of six new K-9 schools, the District planned for the movement of approximately 3,000 students to these new schools. This work included implementation of new attendance boundaries and the creation of new transportation zones. All schools were completed and turned over to the District to operate on or ahead of schedule.
- The Board of Trustees developed a Stakeholder Engagement Policy which will provide direction for future work related to parent and greater community involvement. The policy is based on the International Association for Public Participation (IAP2) model.

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Good	Safe and Caring	87.3	87.5	86.0	87.6	86.9	85.4	High	Improved Significantly	Good
	Student Learning Opportunities	Excellent	Program of Studies	82.0	81.9	81.4	80.5	80.3	79.4	Very High	Improved	Excellent
			Education Quality	90.1	91.2	90.3	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	5.6	5.7	6.1	4.3	4.8	4.8	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	67.1	65.7	64.9	71.5	70.8	70.9	Intermediate	Improved Significantly	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	79.7	78.6	77.0	79.1	78.3	77.2	Intermediate	Improved Significantly	Good
			PAT: Excellence	22.5	21.1	20.8	19.4	18.3	18.2	Very High	Improved Significantly	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	81.5	83.1	83.2	83.4	84.3	84.3	Low	Declined Significantly	Concern
			Diploma: Excellence	19.9	19.5	20.3	19.0	18.5	19.2	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	57.6	54.9	55.3	53.5	53.3	53.6	High	Improved Significantly	Good
			Rutherford Scholarship Eligibility Rate (Revised)	57.1	56.2	55.2	56.9	57.3	56.7	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.1	59.6	58.3	59.8	59.2	58.7	High	Improved Significantly	Good
			Work Preparation	80.6	80.9	80.8	79.9	79.6	78.9	High	Maintained	Good
Citizenship			82.2	81.5	80.1	81.4	80.3	78.3	Very High	Improved Significantly	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	78.4	79.5	78.5	80.0	80.1	78.6	Intermediate	Maintained	Acceptable
	Continuous Improvement	Good	School Improvement	80.3	81.2	79.6	79.9	79.4	77.6	High	Improved	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Goal	Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Student Learning Opportunities	n/a	Drop Out Rate	13.5	12.8	13.0	11.2	11.0	10.9	Very Low	Maintained	Concern
			High School Completion Rate (3 yr)	21.7	26.3	21.2	34.1	35.6	35.2	Very Low	Maintained	Concern
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	57.9	55.1	53.4	59.1	56.3	54.5	Very Low	Improved Significantly	Acceptable
			PAT: Excellence	6.3	5.6	5.6	6.4	5.3	5.4	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	73.8	76.5	77.4	76.3	77.1	77.2	Very Low	Maintained	Concern
			Diploma: Excellence	9.5	8.5	10.2	8.7	8.2	9.3	Very Low	Maintained	Concern
			Diploma Exam Participation Rate (4+ Exams)	13.1	16.3	13.3	16.7	17.2	17.0	Very Low	Maintained	Concern
			Rutherford Scholarship Eligibility Rate (Revised)	27.6	30.8	29.4	27.5	29.0	27.4	Very Low	n/a	n/a
			Preparation for Lifelong Learning, World of Work, Citizenship	n/a	n/a	n/a	26.4	23.2	16.9	33.9	31.8	28.1

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.4	84.8	85.9	87.5	87.3		High	Improved Significantly	Good			

Comment on Results

Students, parents, and teachers are reporting high levels of satisfaction that schools in Edmonton Public are safe and caring environments.

This result is linked directly to the second Board Priority: "to instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships."

All schools are expected in their yearly educational plan, to identify actions that build in students these attributes. In 2009-2010, it was noted that more elementary schools were choosing to implement holistic character education programs. At the secondary level, schools were involved in community service activities that provided support locally i.e. "Backpacks for the Homeless", "Snow Angels" or global support "Pennies for Haiti".

All schools are also expected to have clear behaviour plans that are shared with parents and students on an annual basis. These plans identify appropriate behaviours and the progressive discipline steps that are put in place when required.

From the District level, the Critical Incident Response Team provides support to school staff and students in the event of a traumatic event such as the death of a child or staff member.

At the Board level, the Board of Trustee's Strategic Plan identified "Responsive Learning Culture" as one area of focus.

Strategies

The strategies above will continue and be enhanced for the 2010-2011 school year.

The Safe, Caring and Respectful Learning Environments Policy was approved in November 2010 and a corresponding administrative regulation and implementation plan will be developed to provide guidance and support to schools as they implement the policy.

The District is also a signatory to the "Racism Free Edmonton" program and will be providing training opportunities for senior leaders as an initial step in implementation.

The District is represented on the Out of School Table (OST) a multi-partner initiative that is working to support quality after-school and summer programming for immigrant and refugee children and youth.

The District is collaborating with the YMCA, through the Alternatives to Suspension pilot, to provide a safe alternative program for youth suspended from school.

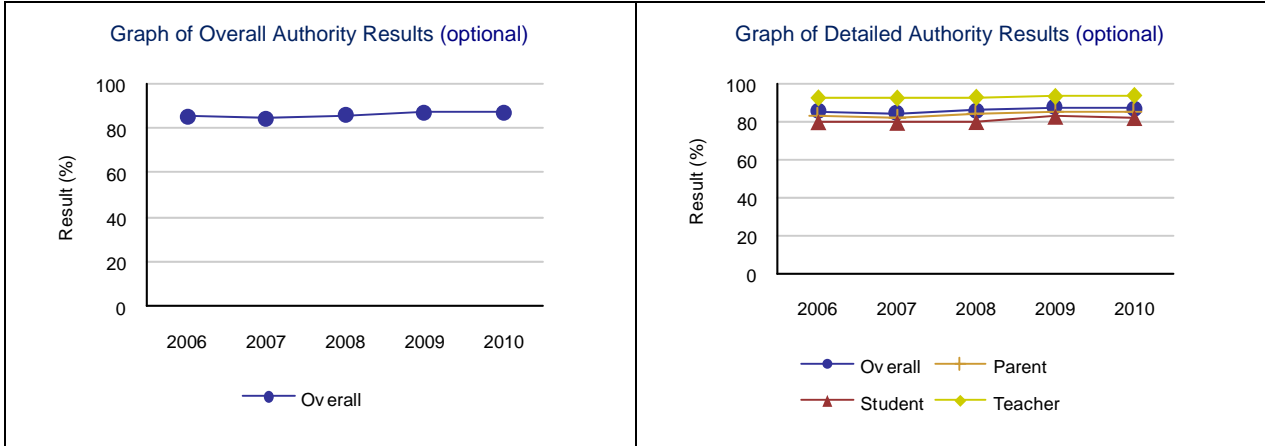
To support the implementation of a high quality character building program, Consulting Services is now able to provide training in "The Leader in Me". Additionally and in response to school demand, District level training for the Olweus anti-bullying prevention program is also being offered.

The capacity to train staff "in-house" reduces cost and increases access to these programs.

¹ If authority had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12., include it in the space provided for each required measure.

² Annual targets for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

Measure Details (OPTIONAL)										
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	85.4	84.8	85.9	87.5	87.3	84.4	84.2	85.1	86.9	87.6
Teacher	92.8	92.7	93.1	93.5	94.0	92.8	92.6	93.1	93.8	94.4
Parent	83.2	81.7	84.3	85.8	85.8	82.1	81.7	83.2	85.3	86.1
Student	80.1	79.8	80.2	83.0	82.3	78.4	78.5	79.1	81.7	82.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system meets the needs of all K–12 students and supports our society and the economy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.7	80.6	81.7	81.9	82.0		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	89.5	90.1	91.2	90.1		Very High	Maintained	Excellent			

Comment on Results

The philosophy of Edmonton Public schools states: “Choice is the foundation of our District’s approach to education.”

Parents and students are provided with a wide range of programs and programming offerings throughout the District.

To ensure equitable access of programs, the Board approved Sector Reviews to identify the programs offered in each sector of the District to ensure that all students have access to a wide range of programs.

In 2009-2010 the District opened the “Skill Centre” to assist in high school programming in the area of career and technology education. The Skill Center is a five-year pilot with NAIT. Forty-six students accessed this programming and this number has increased for the 2010-2011 school year.

In the area of health, continued implementation of the Health and Wellness of Staff and Students policy continued. School stores and vending machines transitioned from the “choose sometimes” to “choose more” often with the assistance of our food vendors and district consultants.

In 2009-2010 the Waldorf education alternative program was opened and the Board of Trustees approved the Sakinah Circle alternative program for 2010-2011.

Related to the quality of basic education, on-going staff development is assisting the District in enhancing the skills of teachers in the areas of instruction and assessment. Two specific initiatives, the development of the K-12 Literacy Guiding Document and Math 4 All, are targeted at improving literacy and numeracy achievement for all students.

The Alberta Initiative for School Improvement (AIS) project continued to provide funds for staff development and collaboration related to student engagement. All schools accessed AIS staff development sessions.

Strategies

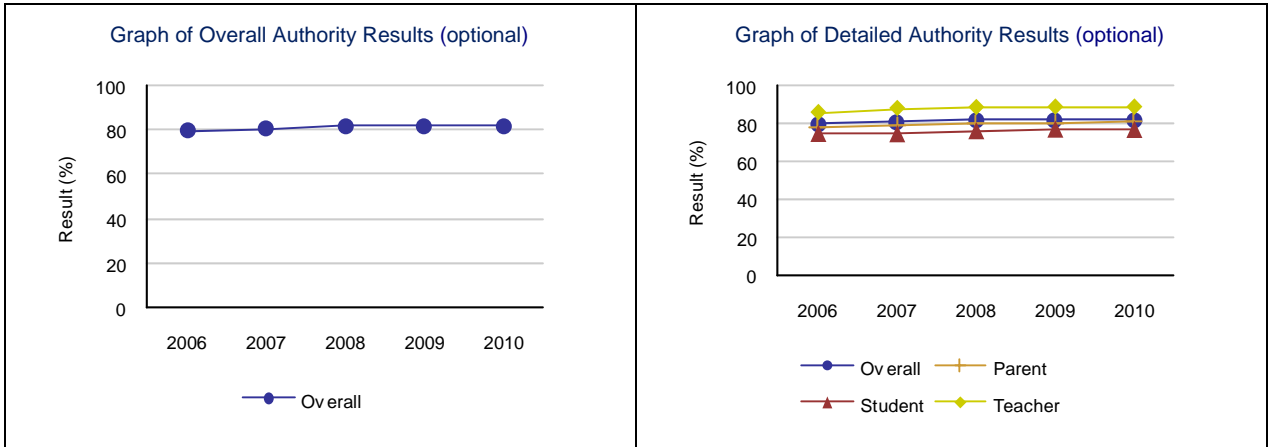
For the 2010-2011 year, district staff will continue to monitor and support the two new alternative programs and the Skill Center.

Continuation of sector reviews will assist in ensuring that students have equitable access to programs across the District where there is sufficient demand and interest.

A K-12 Literacy Plan will be developed from the Guiding Document for implementation across the District. Math 4 All and AIS staff development session will continue to be offered in 2010-2011.

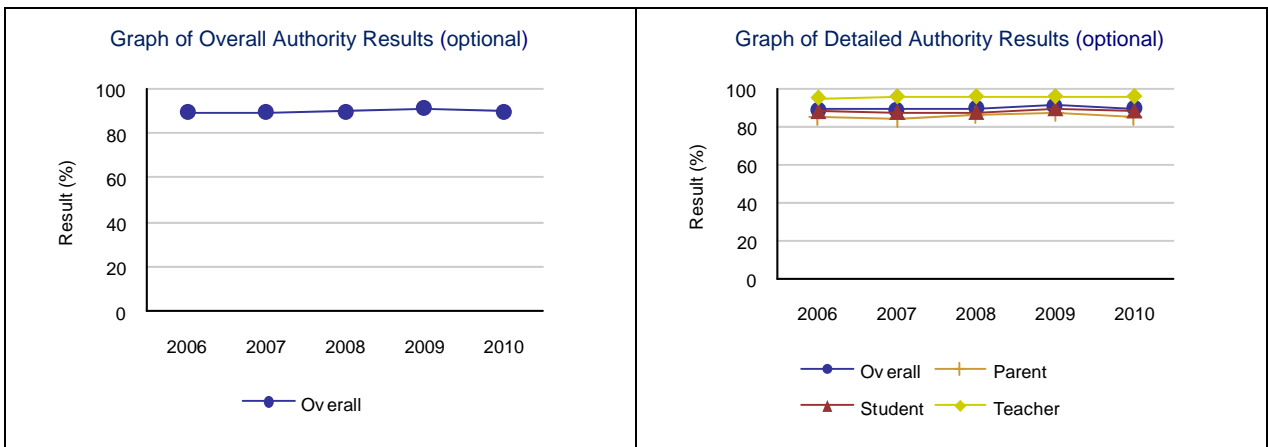
The District continues to implement an Inclusive Education pilot project.

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.7	80.6	81.7	81.9	82.0	78.1	78.5	79.4	80.3	80.5
Teacher	85.8	87.9	88.4	88.6	88.6	85.2	85.7	86.4	86.8	87.7
Parent	78.4	79.3	80.4	80.1	80.7	76.6	76.9	77.6	78.7	78.0
Student	74.9	74.7	76.2	77.0	76.8	72.6	72.9	74.1	75.3	75.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	89.5	89.5	90.1	91.2	90.1	87.7	87.6	88.2	89.3	89.2
Teacher	95.4	96.1	96.1	96.2	96.2	94.8	94.7	94.9	95.3	95.6
Parent	84.9	84.7	86.4	87.7	85.6	81.6	81.8	83.0	84.4	83.9
Student	88.1	87.7	87.7	89.6	88.4	86.6	86.4	86.6	88.3	88.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.1	6.3	6.3	5.7	5.6		Intermediate	Improved Significantly	Good			

Comment on Results

Lowering our dropout rate and increasing high school completion has been a focus of the District and in particular the staff in high schools for a number of years.

High school staff routinely review course completion data as a leading indicator of high school completion. Over the past four years, course completion at the high school level has been steadily increasing and this is now being realized in the decline in dropout rate.

Creating a stronger transition for at risk students from Grade 9 to Grade 10 is also occurring. Having success coaches from high schools contact at risk students prior to beginning high school is one strategy currently in use.

High schools are intentionally focusing at-risk students to attend summer school between Grade 9 and 10. These students would be completing CALM and Physical Education 10, prior to the start of their Grade 10 year; both of these courses are required for a high school diploma.

The “High School Course and Career Planning Coach for Permanent Residents” project provided coaching for 51 junior and high school students as well as information to the wider ELL parent community about the requirements for high school completion and transition to post secondary.

Specific consultants were hired to provide direct support to high schools.

Strategies

The District will continue to build on the success related to transition between Grade 9 and 10 as well as monitoring student attendance and course selections of students who are deemed to be at risk.

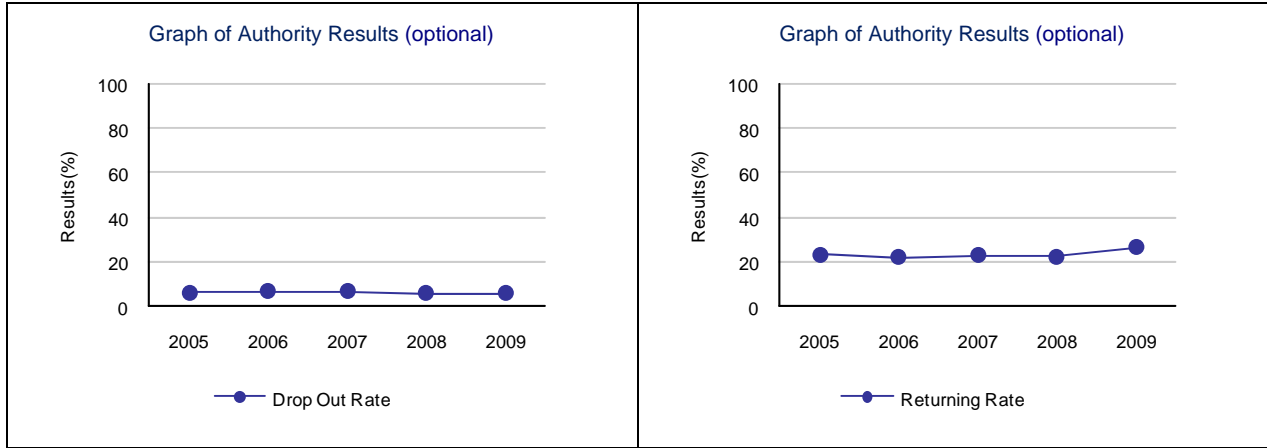
The “High School Course and Career Planning Coach for Permanent Residents” has been extended for the 2010-2011 school year.

The District is working with Canada Immigration through the In-School Settlement Project on developing and implementing an orientation to school week in late August for students with immigrant and refugee background and their families, new to schooling in Edmonton. It will be led by peer facilitators trained and supported by community partners and district staff.

The City Centre Education Partnership (CCEP) will continue to work on a resiliency framework that focuses on creating engaging learning environments for students.

The District continues to be a partner in the Out of School Time Strategy for Immigrant and Refugee Children and Youth in Edmonton in order to strengthen the resiliency and integration of immigrant and refugee newcomer children and out through the provision of quality and accessible out-of-school programs and services.

Measure Details (OPTIONAL)										
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	6.1	6.3	6.3	5.7	5.6	5.0	4.7	5.0	4.8	4.3
Returning Rate	23.4	21.7	22.6	22.1	26.2	21.3	21.2	21.3	19.8	23.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	64.0	64.0	65.0	65.7	67.1		Intermediate	Improved Significantly	Good			

Comment on Results

The District continues to make steady increases on our three and five year high school completion rates. High school staff are working to increase the retention of students from Grade 9 to 10 as research indicates that this is a crucial transition for students.

As well, new programs such as the Skill Centre provide additional choice for high school students.

Strategies

Creating supports for the systematic and consistent review of data between and among high schools will continue in 2010-2011.

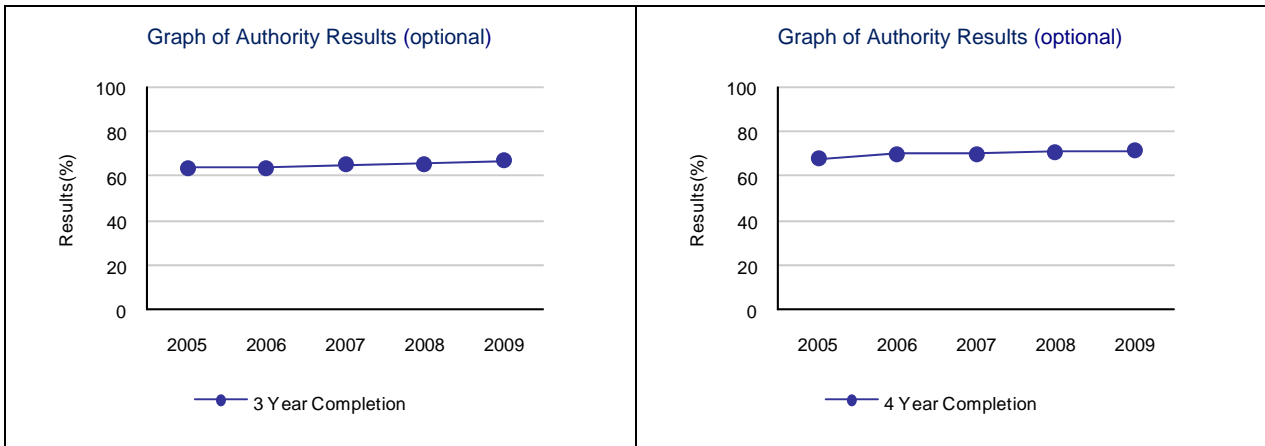
Monitoring course completion rates throughout high school provides the District with information related to how students are progressing up to Grade 12.

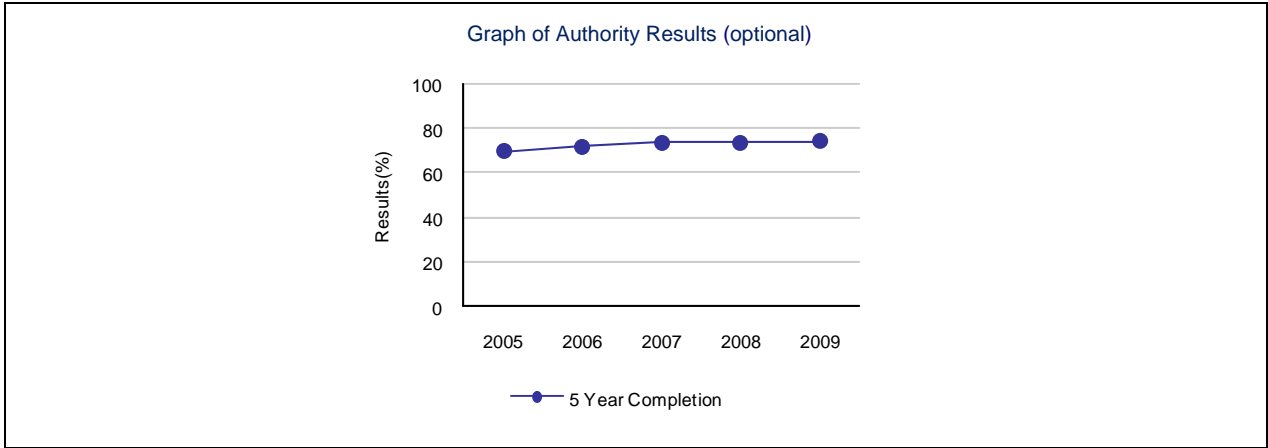
The “High School Course and Career Planning Coach for Permanent Residents” will continue for 2010-2011.

Measure Details (OPTIONAL)

High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	64.0	64.0	65.0	65.7	67.1	70.7	70.6	71.1	70.8	71.5
4 Year Completion	67.7	70.0	70.2	71.1	71.3	75.0	76.1	76.1	76.3	76.1
5 Year Completion	69.7	72.0	73.8	73.7	74.4	77.0	78.1	78.9	78.7	79.0





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Also report targets and results for all local authority measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	76.7	76.2	76.0	78.6	79.7		Intermediate	Improved Significantly	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	19.3	21.1	20.3	21.1	22.5		Very High	Improved Significantly	Excellent			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	83.7	83.7	82.9	83.1	81.5	84.0	Low	Declined Significantly	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	22.5	21.4	20.2	19.5	19.9		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	54.6	55.5	55.4	54.9	57.6		High	Improved Significantly	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	50.9	54.2	55.1	56.2	57.1		Intermediate	n/a	n/a			

Comment on Results

PAT acceptable and excellence

A number of factors are believed to have impacted the results in this area.

The Math 4 All program provided support for teachers related to pedagogy and curriculum for a second year.

Staff development supported through AISI, provided teachers opportunities to explore the concept of student engagement and identify strategies that were highly engaging for students.

Curriculum reviews for Grade 6 social studies and science, provided by the District, assisted students in reviewing and consolidating information from the entire year.

Participation rates on all PAT with the exemption of mathematics increased in 2009-2010. This was the second year that a more rigorous process was implemented related to the exemptions and accommodations of students on these tests. This resulted in more students challenging the tests and being successful.

Participation rates in mathematics could not be compared because of the new curriculum being in an optional implementation year.

The District is implementing year five of a six year process to ensure that all students in Grades 4-9 will study a second language.

School staff use differentiated instructional strategies and assessment for learning strategies to support student achievement in regular and alternative programs.

Diploma: acceptable and excellence

In 2009-2010, new curricula were tested for the first time in the following courses: Social Studies 30-1, 30-2, Physics 30 and Chemistry 30. The results for Social Studies 30 (old course) are substantially lower than in the previous year. However, only 244 students wrote this version of the exam. This lower number of participants could explain this decline and would impact the

overall diploma acceptable results. The “new” Social Studies 30-1 was written by 3,767 students with a result that is equal to that of the province.

As with the province, the District is experiencing a three year decline in results in English 30-1. To understand why this decline is occurring, a focus group of teachers is being struck and the identification of successful practices identified in these meetings will be shared across the District.

Course completion data is also indicating that more students are registering in and challenging exams in higher stream courses in high school.

Excellence rates on other diploma exams are showing a small decline, but are still in line with the provincial results.

Students writing four or more exams within three years of entering Grade 10

District high schools have changed a number of practices that would have impacted this result. Students are no longer allowed to repeat the same course in the same year if they have not written the diploma exam. This encourages students to commit to course completion in one semester.

High school staff closely monitor credits and courses in Grades 10 and 11 and assist students in taking full course loads and ensure they have the requirements for completing high school. This has resulted in more students completing in three years.

Strategies

Improved Significantly: PAT: acceptable and excellence.

The creation of a K-12 Literacy Plan in 2010-2011, will provide additional direction and support in the area of 21st century literacy's (reading, writing, math, digital literacy, problem solving etc.).

A pilot project is currently underway to examine the use of a new assessment tool to measure growth in reading at the elementary level; the Fountas and Pinnell benchmark assessment. These are assessments that are done by teachers throughout the year that provides programming information as well as growth in reading for all students.

In Grade 9 Science, the District, like the province has seen a steady increase in results. A focus group of science teachers is being held this year to see if commonalities in teaching approach can be identified at our most successful schools.

Regarding special populations at all levels, the District is completing an implementation plan for the Multicultural Policy and regulation for all district schools. The Transition Center at Balwin and McCauley schools are in their first year of operation and have been developed to support Kindergarten to Grade 12 ELL who are coming to school with limited schooling experience and significant gaps in learning.

To better support students who are required to have an Individualized Program Plan (IPP), staff development on creating inclusive classrooms and inclusive schools are planned for early in 2011. These will be developed in alignment with direction and recommendations from “Setting the Direction.” Currently a pilot project is underway through Consulting Services to explore a trans-disciplinary team approach to supporting schools’ diverse learners. Results from this pilot will also inform further practice.

Kindergarten Inclusive Developmental Services (KIDS), Edmonton Regional Educational Consulting Services (ERECS), Special Education Support Team (SEST) and Teaching and Learning Support Services (TLSS) will continue to work collaboratively within the Inclusion Pilot to support students in inclusive settings.

District psychologists, reading specialists, ELL consultants and Programs staff; along with community specialists, are evolving practice related to culturally sensitive assessment.

The District is increasing access to Reading Recovery, Leveled Literacy Intervention and Middle Years Literacy, through central funding supporting school-based budgeting.

The Board approved an early years policy that provides direction and coordination for the various district offerings and actions in the early years.

An additional full day kindergarten class was opened with funding support from the District Foundation.

The District is continuing to implement Firm Foundations, a preventative program implemented at the kindergarten level to provide students with intensive support in phonemic awareness and letter recognition within a play-based environment. A pilot of the program in 2009-2010 showed positive results.

The District will be continuing to participate in the provincial Early Child Development (ECD) Mapping Project. It now will become involved in the community information and development activity phase. This information will enable the District and other main providers of services to children and families to examine community factors that might influence the patterns of early childhood development.

Declined Significantly: Diploma Acceptable

As with the province, the District continues to experience decline at both the acceptable and excellence level in English 30-1. In response, a focus group of English 30-1 teachers will be meeting to identify specific areas of weakness in our results and then identify instructional strategies that have been successful to share across all high schools.

The District will host "Data Review Days" to assist school staff in analyzing diploma test data to identify curricular areas that need enhancement.

High School subject area consultants will continue to provide targeted support to teachers in high school.

Notes:

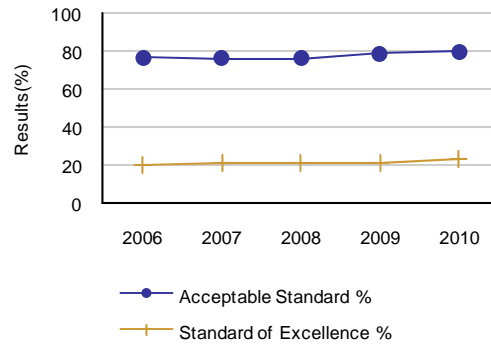
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	80.0	13.9	78.4	16.2	77.1	15.7	79.9	17.6	79.7	19.3		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	86.7	14.6	80.5	15.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	Authority	81.5	27.9	78.9	25.7	77.2	25.8	80.2	27.9	79.0	27.4		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	Authority	78.4	17.0	77.6	20.7	79.5	21.1	81.9	19.0	83.1	19.3		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	Authority	94.3	14.6	88.4	13.8	89.5	14.3	89.6	20.8	87.8	19.9		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	Authority	77.0	18.1	73.1	16.4	75.2	18.1	78.0	19.9	74.7	18.3		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	Authority	79.7	32.0	75.3	29.9	76.2	27.8	78.5	29.1	79.1	31.5		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.9	19.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	Authority	76.9	15.9	77.2	18.3	75.5	18.6	78.1	17.7	79.7	18.0		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59.7	7.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
French Language Arts 9	Authority	90.3	16.8	86.4	19.5	87.5	15.1	83.1	15.3	92.5	9.7		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	Authority	68.8	21.1	68.5	22.7	68.1	24.3	70.5	24.4	70.6	23.6		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.9	13.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	Authority	68.9	17.9	71.9	20.7	71.3	18.4	74.7	22.2	76.4	24.7		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.7	18.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.5	24.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.5	20.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

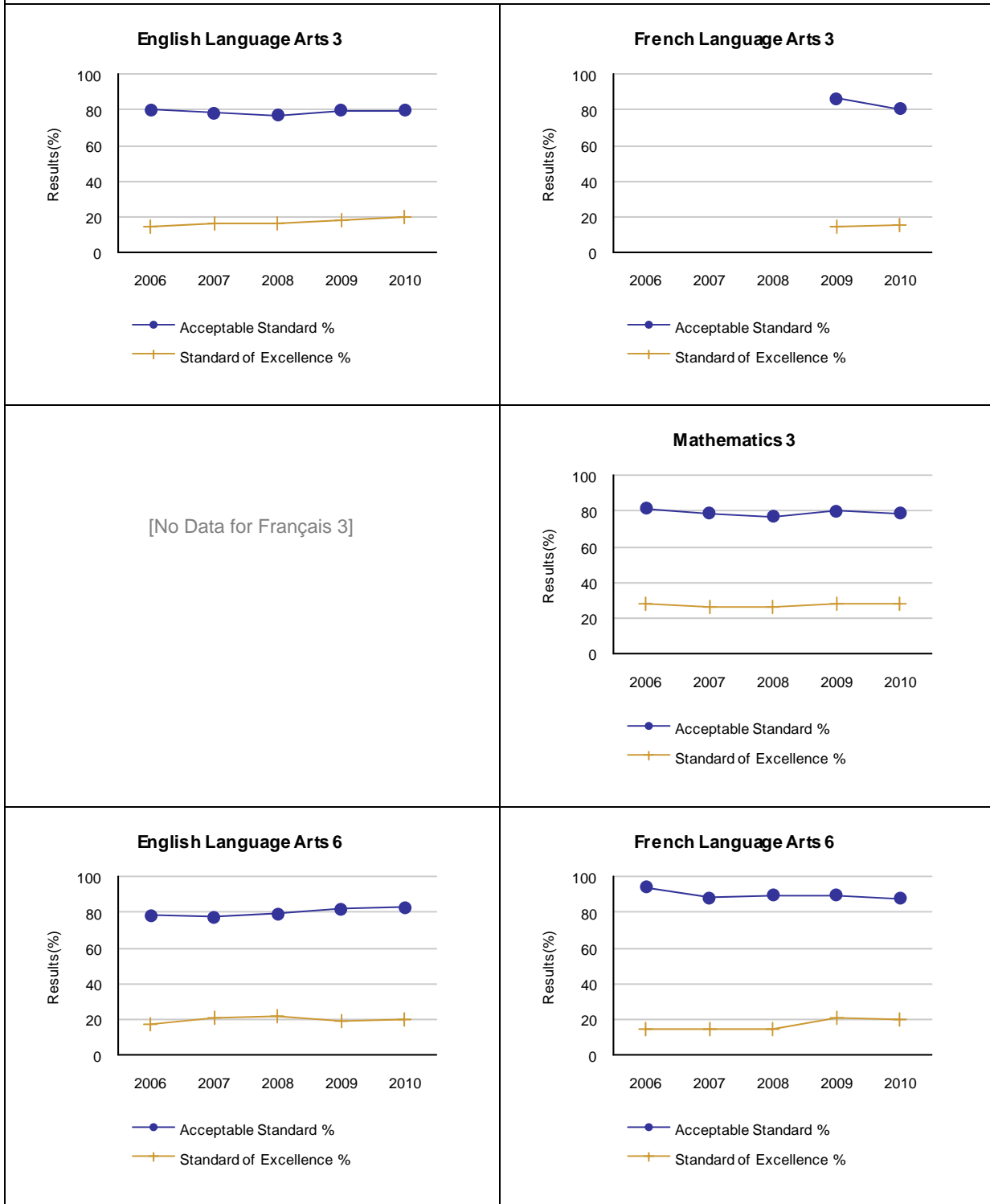
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Provincial Achievement Test Results (optional)

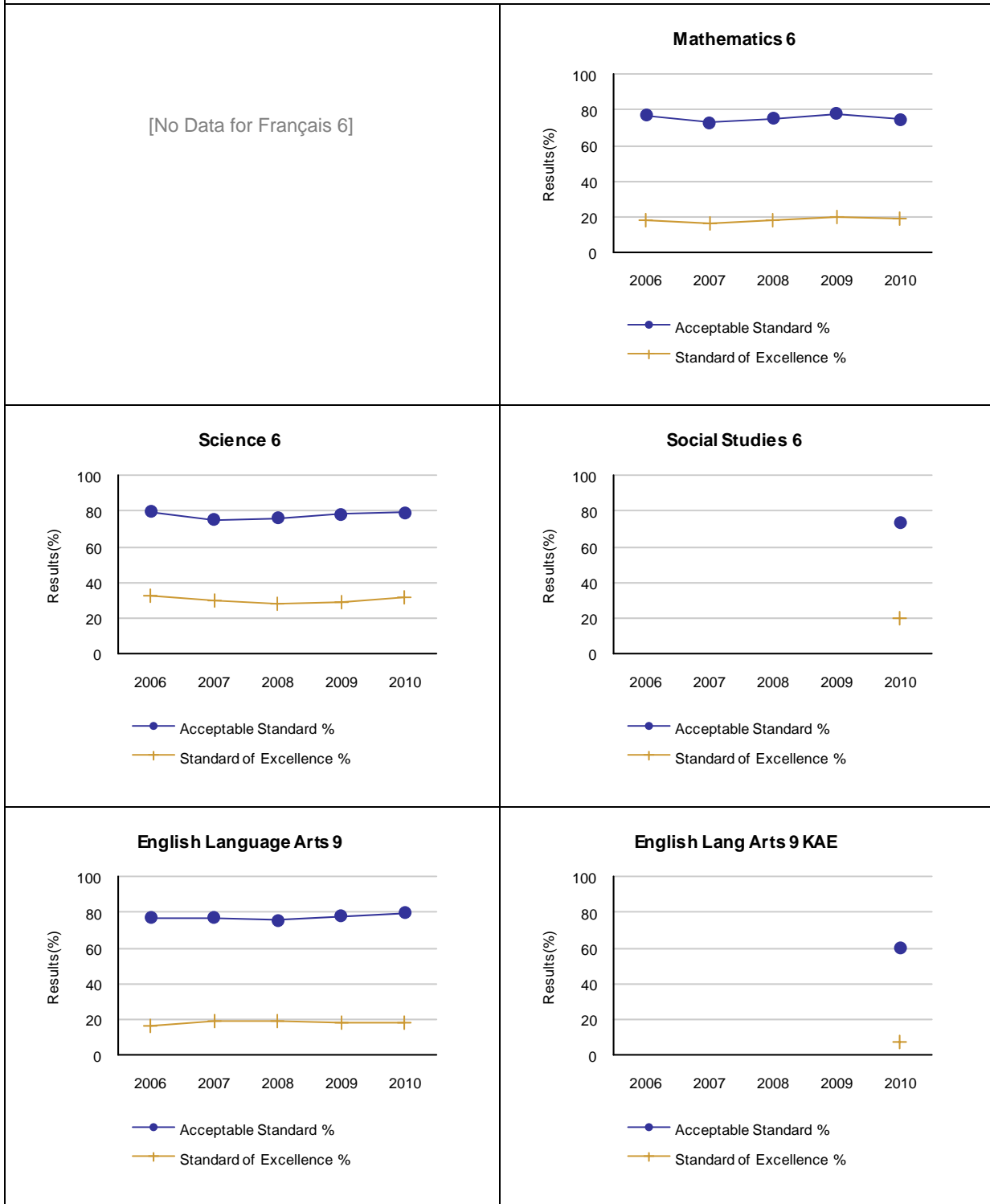


Graph of Provincial Achievement Test Results by Course (optional)



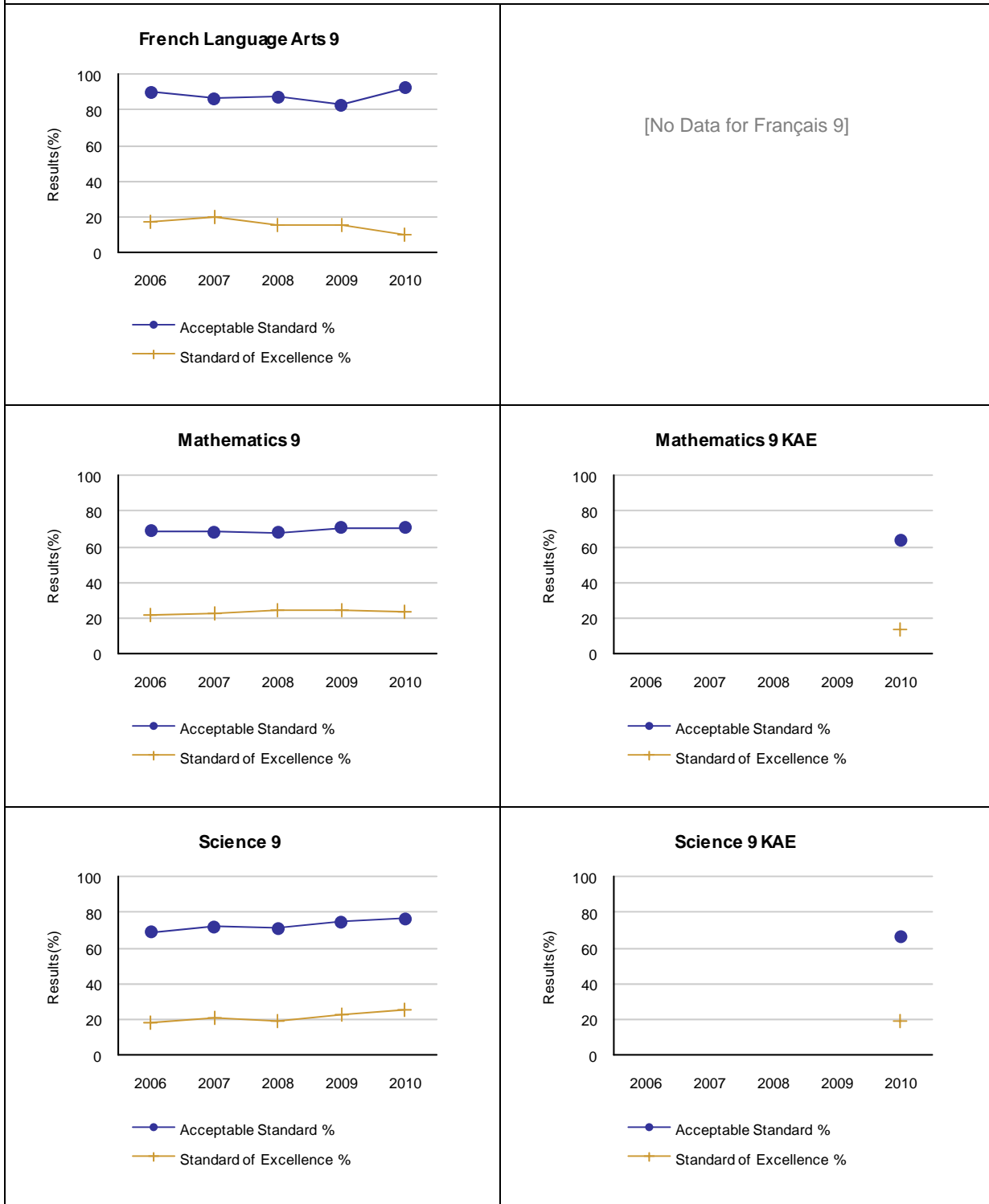
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Graph of Provincial Achievement Test Results by Course (optional)



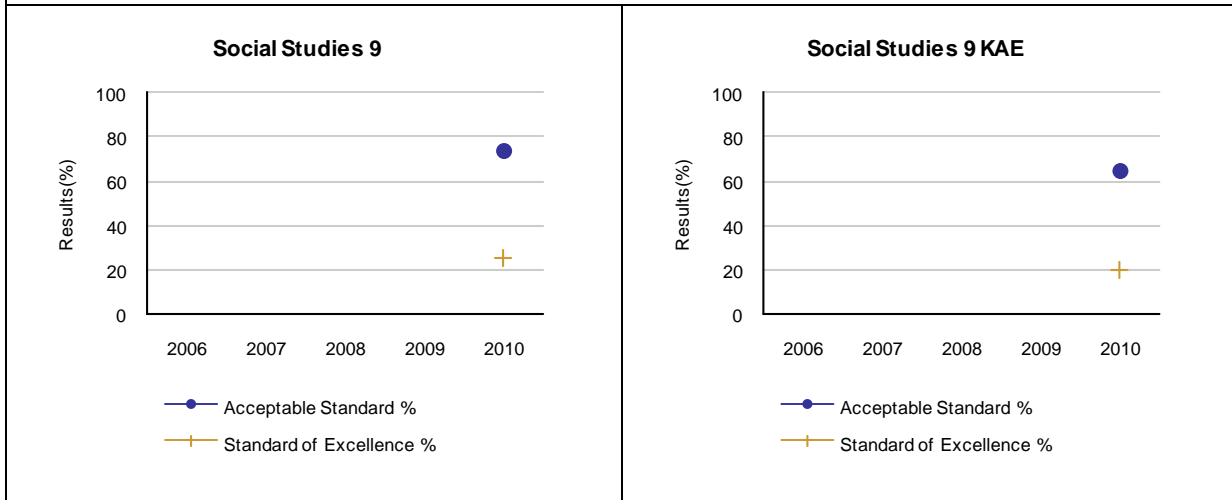
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Edmonton School District No. 7						Alberta				
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Low	Improved	Acceptable	5,357	79.7	5,374	78.5	42,061	81.6	42,181	80.6
	Standard of Excellence	High	Improved Significantly	Good	5,357	19.3	5,374	16.5	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,716	83.1	5,853	79.7	43,599	83.3	44,064	81.1
	Standard of Excellence	High	Declined	Acceptable	5,716	19.3	5,853	20.2	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	221	87.8	194	89.2	2,487	88.3	2,252	89.1
	Standard of Excellence	High	Maintained	Good	221	19.9	194	16.3	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,701	79.1	5,833	76.6	43,509	76.8	43,945	75.5
	Standard of Excellence	High	Improved Significantly	Good	5,701	31.5	5,833	28.9	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Intermediate	Improved Significantly	Good	6,043	79.7	6,160	76.9	43,651	79.3	44,250	77.6
	Standard of Excellence	High	Maintained	Good	6,043	18.0	6,160	18.2	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	High	Improved Significantly	Good	226	92.5	197	85.7	2,403	86.1	2,328	82.5
	Standard of Excellence	Intermediate	Declined Significantly	Issue	226	9.7	197	16.6	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	High	Improved Significantly	Good	6,013	76.4	6,124	72.7	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	6,013	24.7	6,124	20.4	43,372	17.7	44,075	14.5

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

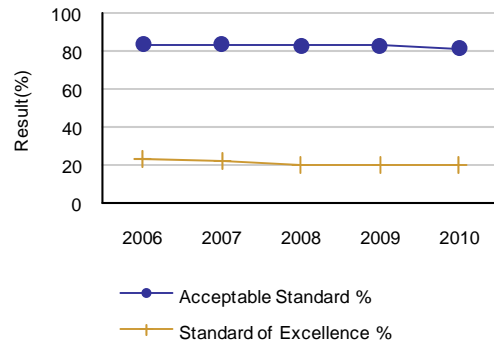
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Measure Details (OPTIONAL)													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	87.0	20.3	86.5	19.7	85.3	16.0	83.9	13.2	82.4	10.4		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	Authority	83.2	8.1	86.1	9.7	86.7	8.7	83.2	7.4	83.3	8.1		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	Authority	98.0	33.3	100.0	33.3	96.8	21.0	100.0	23.3	96.2	25.5		
	Province	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	Authority	84.9	31.0	82.2	25.8	80.4	27.3	81.7	26.9	82.3	28.8		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	Authority	73.1	10.8	71.7	10.8	72.0	8.2	75.9	12.2	69.7	9.1		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	Authority	87.0	28.2	87.3	26.2	84.2	23.7	84.6	22.4	69.7	10.2		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	17.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	Authority	81.9	17.4	84.9	19.8	83.4	17.3	82.4	17.0	71.3	14.7		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.1	10.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	Authority	83.3	29.7	84.6	29.6	83.5	28.1	85.5	27.0	82.3	29.7		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	Authority	89.0	38.4	89.5	39.1	88.2	39.4	77.3	27.3	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	77.9	27.9	78.7	30.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	Authority	84.2	31.5	87.8	31.5	84.7	30.5	69.2	23.1	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	80.3	25.9	74.2	20.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	Authority	82.2	17.9	86.1	18.3	87.7	21.6	84.8	24.0	83.4	28.0		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

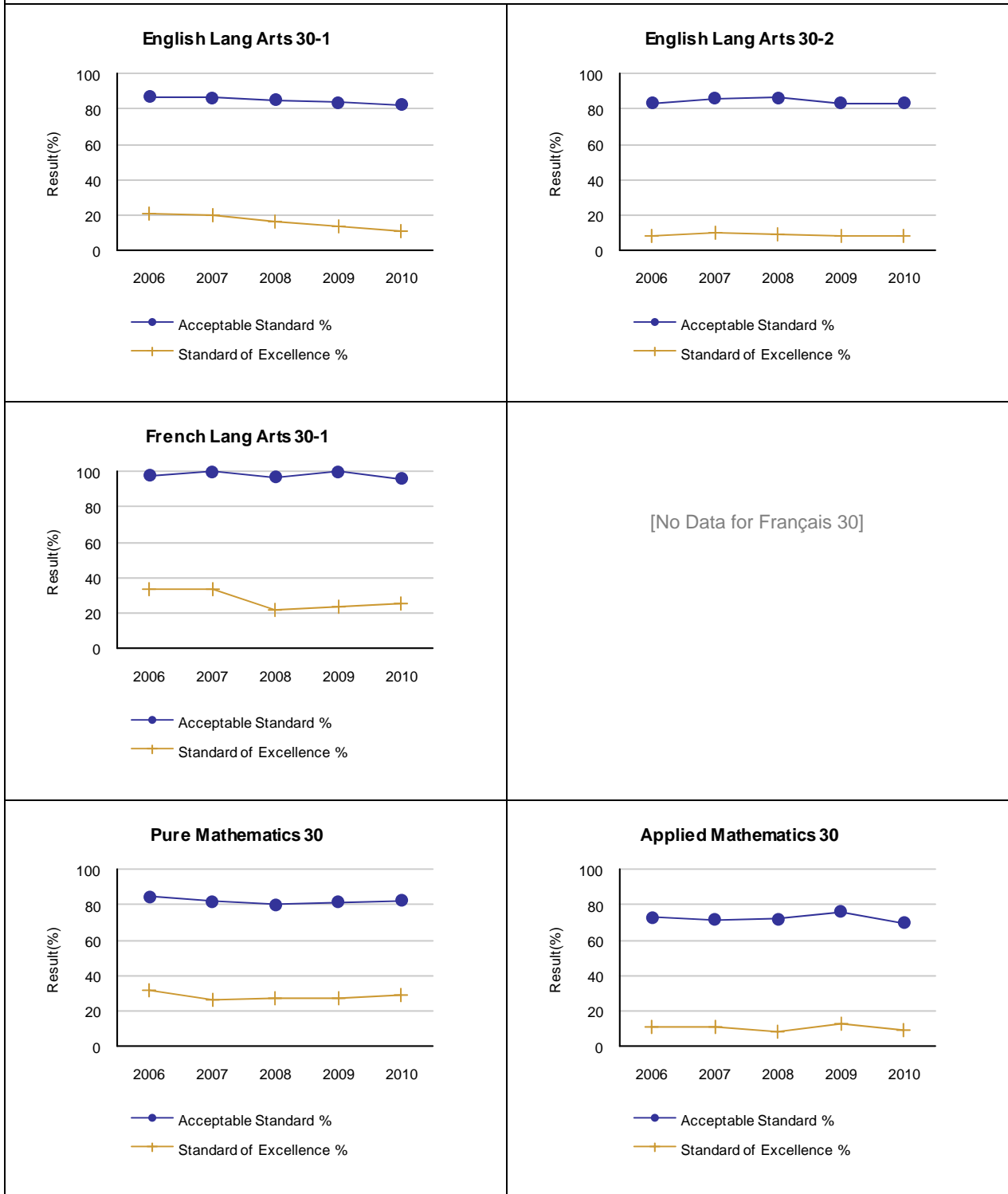
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall (optional)

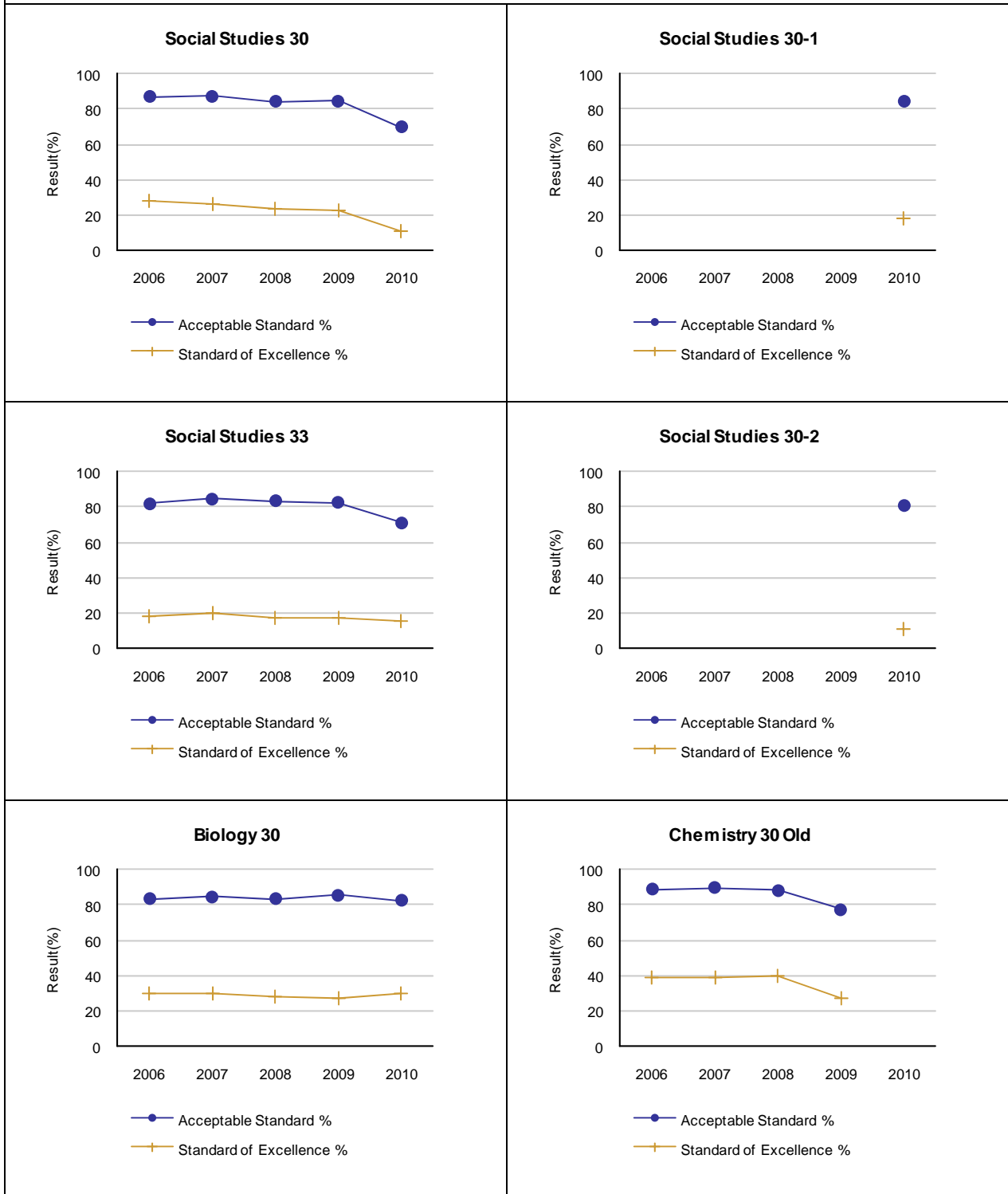


Diploma Examination Results by Course (optional)



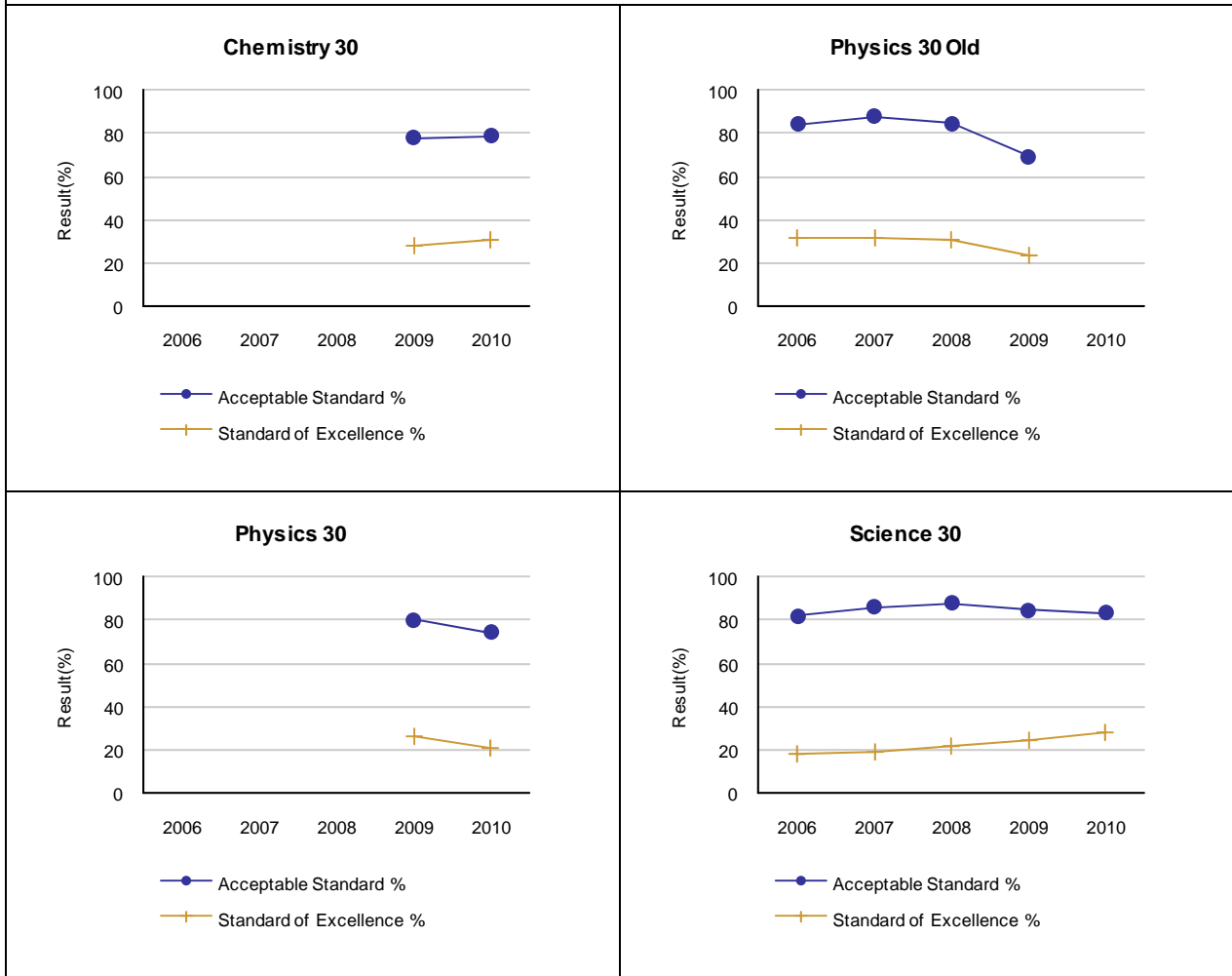
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Diploma Examination Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

		Edmonton School District No. 7							Alberta			
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	4,874	82.4	4,398	85.3	29,151	85.1	28,157	87.0
	Standard of Excellence	Low	Declined Significantly	Concern	4,874	10.4	4,398	16.3	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	1,993	83.3	1,859	85.3	14,314	88.8	13,150	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	1,993	8.1	1,859	8.6	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	Intermediate	Declined	Issue	106	96.2	78	98.9	1,324	93.7	1,224	95.2
	Standard of Excellence	High	Maintained	Good	106	25.5	78	25.9	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	Intermediate	Improved	Good	4,165	82.3	3,879	81.4	22,917	82.9	22,411	81.5
	Standard of Excellence	Intermediate	Improved Significantly	Good	4,165	28.8	3,879	26.6	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Very Low	Declined Significantly	Concern	1,543	69.7	1,462	73.2	10,639	77.3	10,191	77.8
	Standard of Excellence	Low	Declined	Issue	1,543	9.1	1,462	10.4	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Intermediate	Declined Significantly	Issue	3,859	82.3	3,549	84.5	22,345	81.4	20,946	82.9
	Standard of Excellence	High	Improved	Good	3,859	29.7	3,549	28.2	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	3,373	78.7	3,196	77.9	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Improved Significantly	n/a	3,373	30.4	3,196	27.9	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Declined Significantly	n/a	2,085	74.2	2,080	80.3	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Declined Significantly	n/a	2,085	20.2	2,080	25.9	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	Intermediate	Declined	Issue	1,244	83.4	986	86.2	4,941	80.1	4,004	87.3
	Standard of Excellence	High	Improved Significantly	Good	1,244	28.0	986	21.3	4,941	22.8	4,004	20.2

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High category, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

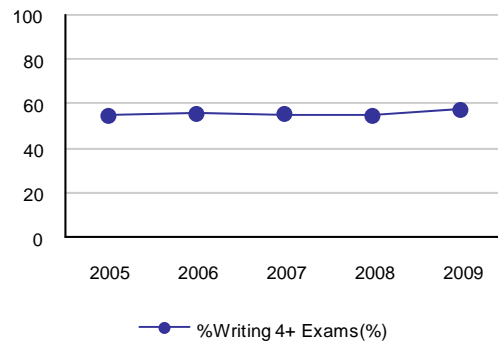
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Measure Details (OPTIONAL)										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	20.1	20.5	20.6	20.2	19.8	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	79.9	79.5	79.4	79.8	80.2	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	75.2	74.9	75.4	75.9	76.9	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	64.7	65.0	65.9	65.1	66.7	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	54.6	55.5	55.4	54.9	57.6	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	37.7	39.2	39.3	37.9	40.4	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	16.2	17.5	17.3	16.4	17.9	12.8	13.0	13.2	12.7	12.9

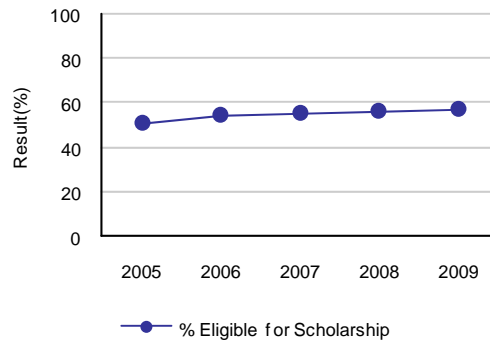
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	52.7	54.1	54.4	53.4	56.7	54.4	54.7	54.5	53.8	54.0
English 33/30-2	24.5	21.8	21.2	22.6	21.3	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	74.7	73.9	73.8	74.3	75.5	76.9	77.1	77.0	76.7	77.1
Social 30	50.1	50.6	51.9	49.8	52.3	49.1	49.5	49.3	48.1	48.1
Social 33	25.8	24.8	23.8	25.5	24.0	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	73.8	73.8	74.3	74.0	75.2	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	41.9	44.2	44.4	43.7	45.4	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	19.0	17.4	17.1	16.6	16.0	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	60.3	61.1	61.3	59.7	61.1	60.4	60.7	60.7	59.7	59.9
Biology 30	41.4	41.9	42.5	40.9	43.4	39.4	39.6	39.8	39.1	39.8
Chemistry 30	37.2	38.4	37.8	36.9	19.2	34.4	34.2	34.3	34.5	17.3
Physics 30	24.7	26.5	24.9	24.1	12.6	21.6	21.6	21.5	20.4	10.0
Science 30	9.2	9.0	10.2	10.9	13.5	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	58.2	59.0	59.1	58.5	60.7	56.6	56.7	56.5	56.1	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.6	0.8	1.3	1.0	1.3	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.6	0.8	1.3	1.0	1.3	2.6	2.9	2.9	2.9	2.9

Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	8,336	3,612	43.3	3,334	40.0	2,246	26.9	4,242	50.9
2006	8,286	3,762	45.4	3,587	43.3	2,453	29.6	4,488	54.2
2007	8,228	3,846	46.7	3,625	44.1	2,449	29.8	4,537	55.1
2008	8,105	3,861	47.6	3,605	44.5	2,409	29.7	4,556	56.2
2009	8,347	4,017	48.1	3,899	46.7	2,527	30.3	4,768	57.1

Graph of Diploma Examination Participation Rate (optional)



Graph of Rutherford Eligibility Rate (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students are well prepared for lifelong learning.*

Performance Measures	2005	2006	2007	2008	2009	Target 2010	Evaluation			Targets		
							Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	57.2	57.3	58.1	59.6	61.1		High	Improved Significantly	Good			

Comment on Results

School coaches from Centre High met with students from other high schools who did not have the prerequisite course to transition to post secondary. Students were then able to complete necessary courses at Centre High.

Strategies

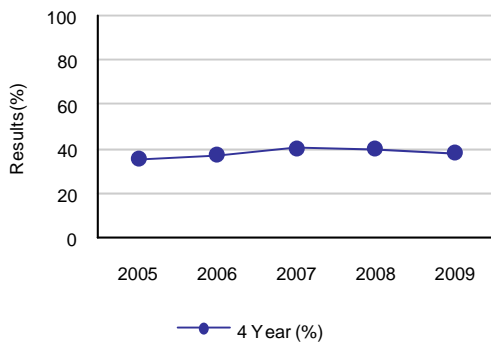
Continued improvements should be realized through the High School Course and Career Planning Coach for Permanent Residents pilot.

Measure Details (OPTIONAL)

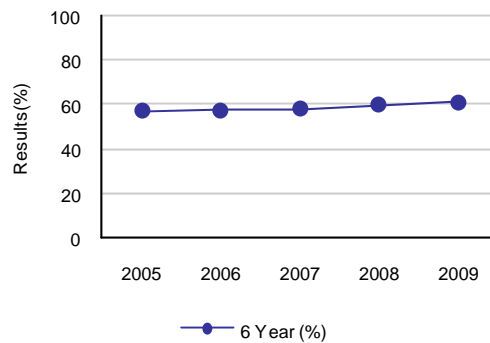
High school to post-secondary transition rate

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	57.2	57.3	58.1	59.6	61.1	56.6	58.1	58.8	59.2	59.8
4 year rate	35.3	37.4	40.4	39.9	37.9	35.6	37.7	38.7	38.9	37.5

Graph of Authority Results (optional)

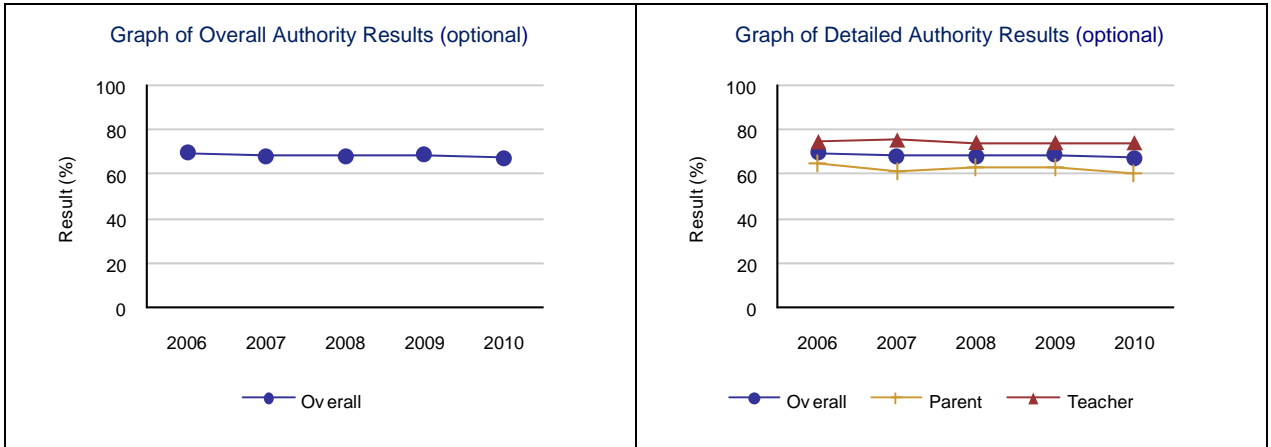


Graph of Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Measure Details (OPTIONAL)										
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	69.6	68.3	68.5	68.8	67.3	66.1	65.6	66.7	67.4	67.6
Teacher	74.6	75.4	74.3	74.2	74.1	74.2	74.1	73.8	74.0	75.4
Parent	64.5	61.2	62.7	63.4	60.4	57.9	57.1	59.5	60.8	59.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students are well prepared for employment.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.8	79.6	81.8	80.9	80.6		High	Maintained	Good			

Comment on Results

This survey is completed by parents, teachers and students enrolled in Grades 4, 7 and 10. Parents of students in Grade 10 demonstrated the highest level of satisfaction in this area. These high levels of satisfaction may have resulted from understanding how expectations for high school behaviours such as punctuality, attendance and diligence in work, are the same skills students will need to be successful after completing school.

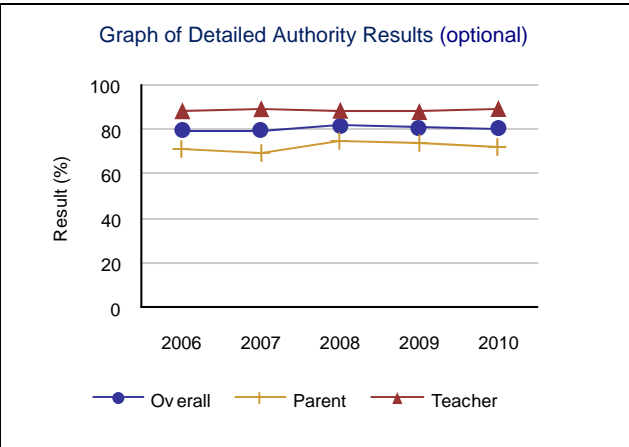
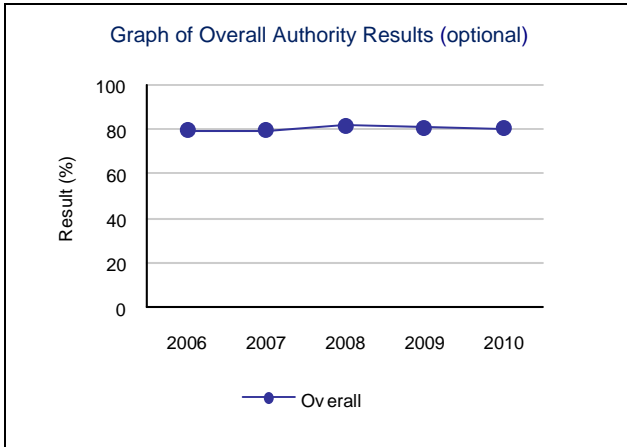
Strategies

Schools will be supported in implementation of programs and processes that encourage the development of skills required for success in the world of work. These skills include team work, problem solving, effective communication, district literacy and citizenship. These skills are aligned with the competencies of an educated Albertan as described in *Inspiring Action*. This document is being referenced at superintendent leadership meetings and is creating an understanding of Alberta Education’s view of the outcomes of the transformed education system.

Measure Details (OPTIONAL)

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.8	79.6	81.8	80.9	80.6	77.0	77.1	80.1	79.6	79.9
Teacher	88.4	89.3	88.6	88.1	89.4	89.4	89.2	89.3	88.9	90.0
Parent	71.2	69.9	75.0	73.7	71.8	64.6	65.1	70.9	70.2	69.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students model the characteristics of active citizenship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.0	78.7	80.2	81.5	82.2		Very High	Improved Significantly	Excellent			

Comment on Results

The Board of Trustees acknowledges the need to have well developed citizens with the following priority: To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well being and positive relationships.

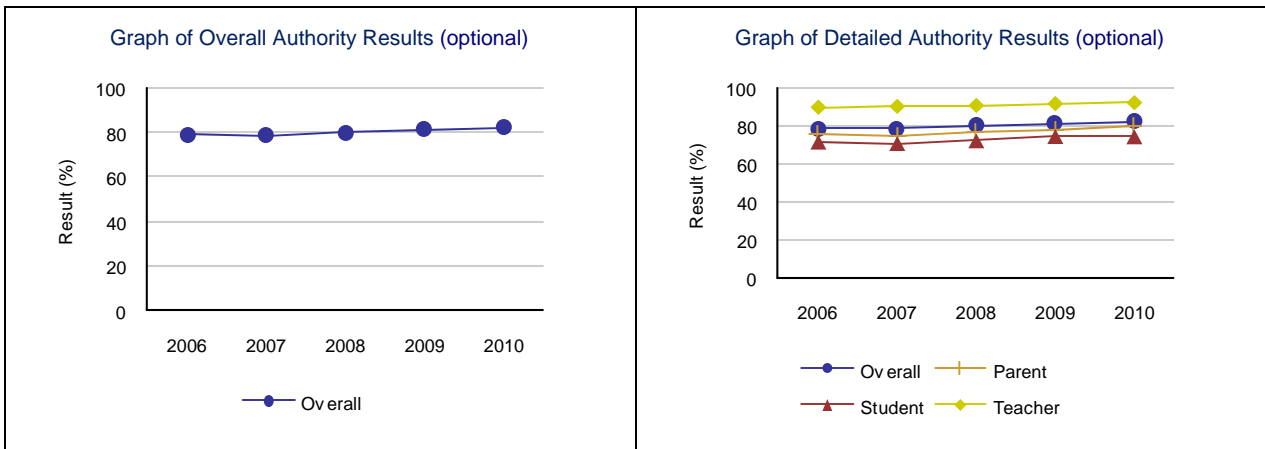
All schools are required to address this priority in their school plans. It has been noted that more schools are using comprehensive character development programs and have students actively involved in giving back to their local and global community through service projects.

District student awards recognize achievement as well as contributions to the larger community through volunteering and other activities in the community. Schools also recognize students who have contributed to school climate at school level awards ceremonies.

Strategies

Support for comprehensive character and citizenship programs such as The Leader in Me and Olweus anti-bullying programs will continue.

Measure Details (OPTIONAL)										
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.0	78.7	80.2	81.5	82.2	76.8	76.6	77.9	80.3	81.4
Teacher	90.0	90.5	91.0	92.0	92.5	90.3	89.9	90.6	91.8	93.0
Parent	75.5	74.9	77.4	77.8	79.6	72.4	72.6	74.7	77.4	78.5
Student	71.5	70.7	72.2	74.7	74.5	67.5	67.1	68.5	71.8	72.7



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Also report targets and results for all local authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: Key learning outcomes for FNMI students improve.

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18.	3.5	12.2	14.2	12.8	13.5	12.0	Very Low	Maintained	Concern	10.0	9.0	6.0
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	21.3	17.5	19.9	26.3	21.7	25.0	Very Low	Maintained	Concern	35.0	40.0	50.0
High school to post-secondary transition rate within six years of entering Grade 10.	15.8	16.7	10.9	23.2	26.4	28.0	Very Low	Improved	Issue	30.0	35.0	40.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	16.6	12.1	11.5	16.3	13.1	15.0	Very Low	Maintained	Concern	20.0	25.0	31.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	27.7	27.2	30.0	30.8	27.6	30.0	Very Low	n/a	n/a	32.0	40.0	43.5

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	52.7	52.5	52.6	55.1	57.9	60.0	Very Low	Improved Significantly	Acceptable	63.0	65.0	68.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	4.4	5.8	5.4	5.6	6.3	10.0	Very Low	Maintained	Concern	7.5	8.0	9.5
Overall percentage of students who achieved the acceptable standard on diploma examinations.	69.3	78.6	77.1	76.5	73.8	70.0	Very Low	Maintained	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	4.5	12.5	9.6	8.5	9.5	11.0	Very Low	Maintained	Concern			

Comment on Results FNMI

Although the overall achievement for FNMI students is not at an acceptable level, areas of strong achievement have been identified in a number of elementary and junior high schools. Currently staff from the district Aboriginal Education unit are contacting schools with higher than expected achievement to attempt to identify those practices that appear to have the greatest impact on achievement.

Note: the global high school strategies listed on pages 19-20 also apply for FNMI students in high school.

Strategies

All new district staff are now engaged in learning about FNMI students as part of their orientation to the District.

Development of an educational agreement with Enoch Cree First Nation will provide a framework for working across jurisdictions to provide enhanced services for students who access education at Enoch and the District.

Dropout rate

District staff from the Aboriginal education unit have been consolidated at select junior high schools with high populations of FNMI students (over 70). Work at these schools will center on connecting students with each other, with the staff and with the greater community to increase the feeling of belonging. Additional district staff will be working centrally to ensure that all students registered in Grade 10 do come to school and begin attending regularly.

Monitoring of attendance and course loads will occur, as with other students at the school level.

High school completion rate

Liaison staff working at junior high schools will begin the year at the high school in their catchment area, to ensure that all Grade 9 students have successfully transitioned into high school. Additional district staff will be tracking Grade 9 students as they enter Grade 10 to ensure that they are registered and attending high school.

High school to post-secondary transition rate within six years of entering Grade 10

District and school staff will be working with students, parents and school counselors from junior and senior high schools to ensure that academic planning includes competing sufficient English course credits for entrance into post secondary

Percentage of students writing four or more diploma exams within three years of entering Grade 10

District staff will be focusing attention on academic planning by working with students and school staff to build the high school timetable in Grade 9. They will follow up midway through semester 1 of Grade 10 to ensure that students are getting the credits that they intend and have options for when high school is completed.

Overall percentage of students in Grades 3, 6, and 9 who achieved the standard of excellence on provincial achievement tests

Increase the number of FNMI students who are identified as gifted and talented. Increase the number of student clubs at the elementary and junior high level so that emerging student leaders might be challenged to become academic role models.

Overall percentage of students who achieve the standard of excellence on diploma tests

Percentage of students writing four or more diploma exams within three years of entering Grade 10

District high schools have changed a number of practices that would have impacted this result. Students are no longer allowed to repeat the same course in the same year if they have not written the diploma exam. This encourages students to commit to course completion in one semester.

High school staff closely monitor credits and courses in Grades 10 and 11 and assist students in taking full course loads and ensure they have the requirements for completing high school. This has resulted in more students completing in three years.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.2	77.5	78.3	79.5	78.4		Intermediate	Maintained	Acceptable			

Comment on Results

Opportunities for Involvement in decisions about their children's education are provided in a number of ways including school councils, direct meeting with teachers and principals about students and at the District level.

The Board of Trustees hosted sessions called "Parents as Partners" as a venue to hear from parents.

During the development of the school plan and in the preparing of results, it is an expectation that school staff involve parents in the process so that they can provide input into the decisions that are being made.

Although the overall result has been maintained, the slight decline in parent satisfaction could be attributed to the Sector Review process that was undertaken in two communities in the District. This process resulted in the closure of five schools and some parents voiced concerns that the process removed parents from the decision related to what school their child would attend.

Strategies

For 2010-2011, creating more effective communication vehicles for parent input will be investigated for District and school use. Through the review of central services, reviewing internal and external district-wide communication vehicles will be concluded this year and appropriate changes to the District website will occur. Additionally, administrative regulations will be put in place to support the implementation of the Stakeholder Policy that was approved by Board in 2009-2010.

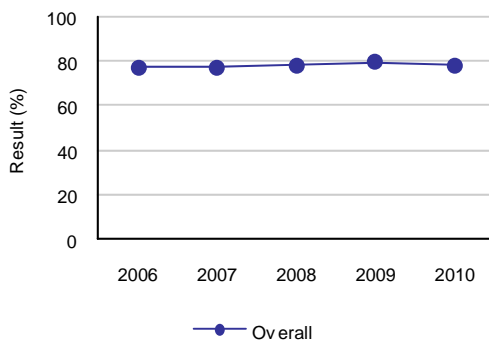
The District continues to implement an international student program that serves students from 25 countries.

Measure Details (OPTIONAL)

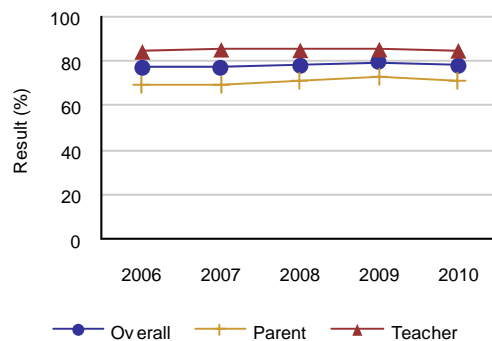
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	77.2	77.5	78.3	79.5	78.4	77.9	77.5	78.2	80.1	80.0
Teacher	84.6	85.6	85.3	85.7	85.1	87.6	87.1	87.5	88.0	88.6
Parent	69.8	69.4	71.4	73.3	71.6	68.1	67.9	69.0	72.2	71.3

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The jurisdiction demonstrates leadership, innovation and continuous improvement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.3	78.8	78.8	81.2	80.3		High	Improved	Good			

Comment on Results

District schools share results from Provincial Achievement Tests, Diploma exams, Accountability Pillars and district student staff and parent satisfaction survey results on a yearly basis. School staff have the opportunity to identify areas for growth and then address them in their school plan. Parents are also involved in the building of the school educational plan and the Results Review process on a yearly basis. Involvement in these processes assists parents in understanding how areas for improvement are identified and measured.

Strategies

Continue to review data and create school plans for improvement and share the process plans with parents.

Continue to support innovations which are resources to the District and beyond, such as the Skills Centre, Languages Centre, Bennett Centre and Archives and Museum.

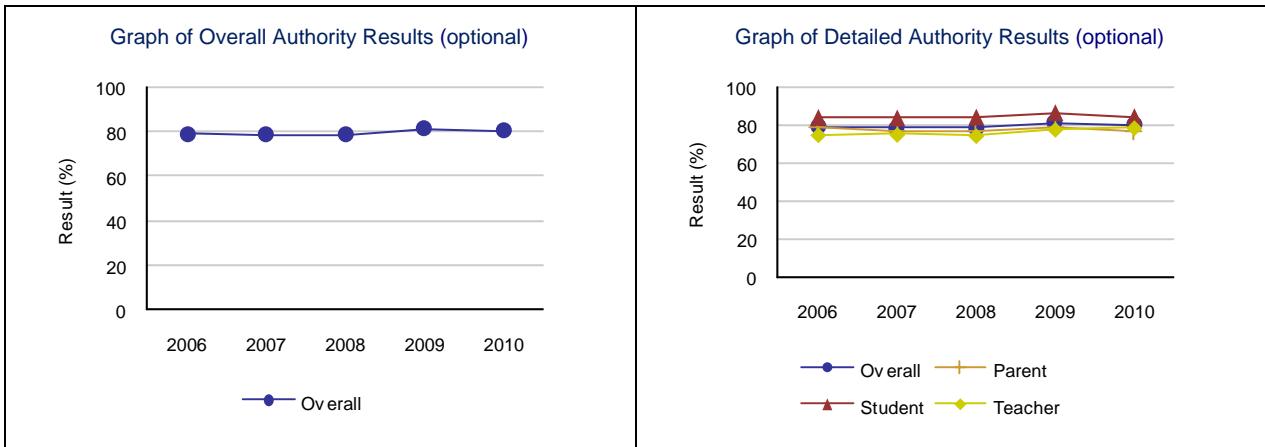
Continue to provide leadership through the development of a Transition Centre for ELL with limited schooling.

Second level central reorganization and clarification of core services in 2010-2011 are in place to improve quality and timeliness of service to schools.

Measure Details (OPTIONAL)

Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.3	78.8	78.8	81.2	80.3	76.8	76.3	77.0	79.4	79.9
Teacher	75.2	75.4	74.7	78.1	79.0	75.5	74.5	75.6	78.2	80.8
Parent	78.6	77.1	77.4	78.9	77.3	75.4	75.1	75.9	78.1	77.0
Student	84.2	84.0	84.4	86.6	84.6	79.4	79.3	79.5	81.8	81.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Future Challenges

City of Edmonton and District demographic information indicate that the numbers of English Language Learners, First Nations, Métis, Inuit, students will continue to increase in the foreseeable future. This will demand that district supports to schools will need to be increasingly more flexible and proactive to meet the needs of these learners.

Responding to “Setting the Direction” and “Inspiring Action” will challenge the District to develop and or adapt new ways of assessing growth in students. The District has been working with Alberta Education exploring how the goals and outcomes in the current Accountability Pillar will need to change to reflect competencies such as problem solving and critical thinking. Related to “Setting the Direction”, working with Alberta Education to redefine “one inclusive school district”, and creating support for students without the current coding system will be a challenge.

As the City of Edmonton continues to spread outward, the District is challenged with providing high quality educational opportunities to schools with low and declining enrolments. The current Sector Planning process provides a vehicle to review all district schools in relation to program distribution and school sustainability based on multiple factors including demographics, trends and current school size. The stress on the District will be impacted again in 2012 with the opening of three new schools and the potential movement of 1,500 students to the new schools.

Summary of Financial Results

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 2009-2010 was \$828,279,200. 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 expenditures financed out of operating or capital funding. The 2009-2010 annual operating deficit of 18.7 million reduced the District operating reserve and unrestricted net assets from \$52.8 million to \$34.1 million. In large part, the operating reserve consists of unspent surpluses held by schools and central administration. The capital reserve is maintained at \$6.5 million. The District's expenditure per student FTE for 2009-2010 was \$9,793 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. Information on the District's sources of school generated funds and their uses may be found in the audited annual financial statements. The expenditure on instruction (excluding school generated funds and external services) represents 76.8 per cent calculated on this basis. Detailed information regarding the District's audited financial statements can be obtained from Financial Services at 780-429-8139 or can be viewed at the District's website at:

<http://www.epsb.ca/datafiles/FinancialStatements.pdf>

The provincial roll up of jurisdictions' Audited Financial Statements is provided at:

<http://www.education.gov.ab.ca/funding/afs>

Early Childhood to Grade 12 Instruction	622,032,883	75.10%
Operation and Maintenance	124,762,455	15.06%
Transportation	31,890,975	3.85%
Board and System Administration	26,318,497	3.18%
External Services	23,274,390	2.81%
TOTAL	828,279,200	100.00%

Budget Summary

The 2010-2011 Budget is based on the premise that all resources should be distributed equitably in accordance with responsibilities for results. While most of the funding is directly linked to student populations, other resources are allocated based on environmental factors and the socio-economic dynamics of the school. Priority funding is also allocated based on Alberta Education guidelines.

This budget represents the third year of the 2008-2011 planning cycle. While the focus remains on student achievement and growth, the plans continue to highlight initiatives in support of the Board Priorities:

- To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.
- To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.
- To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.

The proposed expenditure budget is \$823 million for 2010-2011. This amount consists of anticipated revenue of \$800.7 million and \$22.3 million from the projected 2010-2011 operating reserve. The revenue reflects an enrolment of 79,799 students. This is a decrease of 95 students from the previous year.

Approximately 80 per cent of the District's budget is planned directly by the schools with input from staff, students, parents, and the community. Each school receives an allocation of dollars with which to plan the number of staff and the supplies, equipment, and services they need to provide the best possible programs for all students. The allocation is based primarily on the number of the students enrolled at the school.

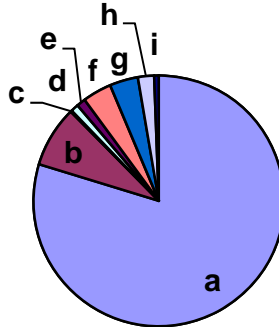
The remaining 20 per cent of the District's budget includes board and central services (9.7 per cent), Metro Continuing Education (1.1 per cent), Student Transportation (3.7 per cent), Debt Services (3.7 per cent), and External Revenue (2.1 per cent). Although board and central services represent 9.7 per cent of the budget, this includes some resources for instructional support services as well as building operations and maintenance.

Of the above, the District does not have the discretion to allocate the revenue for Debt, Metro Continuing Education, or Student Transportation. Therefore, when the revenue that is available to allocate is taken into consideration, 89 per cent of these dollars are in the schools. Of the remaining 11 per cent, only four per cent is allocated for administration and governance.

Detailed information regarding District and individual school budget and expenditure plans can be obtained from neighborhood schools in the District and from public libraries.

For additional information, please contact Budget Services at 429-8060 or view the District's website at www.epsb.ca.

2010-2011 Proposed Budget



	\$ (million)	%
a School Budgets	656.1	79.7%
b Board and Central	64.8	7.9%
c Professional Improvement	1.5	0.2%
d Supply Services	8.2	1.0%
e Metro Continuing Education	9.4	1.1%
f Transportation	30.8	3.7%
g Debt	30.1	3.7%
h External Revenue	17.2	2.1%
i District Level Expenditures	4.9	0.6%
	823.0	100%

Capital and Facilities Projects

Edmonton Public Schools' Ten-Year Facilities Plan provides overall direction to the District's capital planning process. As a planning framework and reference, the Ten-Year Facilities Plan helps ensure that the District maintains a balanced and consistent approach in all of its work around capital development, space utilization, facilities management and program distribution.

Edmonton Public Schools' Three-Year Capital Plan establishes the District's school facility priorities for the forthcoming three-year period, both for new construction and the modernization of existing schools. The District needs to provide new school facilities to meet emerging local needs in a growing number of new and rapidly developing neighbourhoods. The District also continues to have a backlog of deferred capital investment required to ensure modern, efficient and safe conditions are maintained to meet the learning requirements of students in aging buildings.

Prepared annually, the Ten-Year Facilities Plan and the Three-Year Capital Plan ensure that the District's long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments, excellence in teaching and learning and the responsible use of space district-wide.

Results from the District's Ten-Year Facilities Plan 2009-2018 and the Three-Year Capital Plan 2009-2012
Ten-Year Facilities Plan 2009-2018

Coronation and Grovenor schools were removed from the Continuation Review. The Continuation Review of Horse Hill School is ongoing, and a recommendation identifying the outcome will be presented to the Board of Trustees by January 2011.

- Capilano, Fulton Place, Eastwood, McCauley, and Parkdale schools were closed.
- Elementary program at Spruce Avenue was closed and the students redirected to John A. McDougall School.

Previously Funded Capital Projects Status

- The Victoria School of Performing and Visual Arts (Modernization/New Construction)
Construction of the new portion of the school and renovations to portions of the existing building was completed during 2009-2010. Demolition of the existing high school wing and site development will be completed in 2011.
- Balwin Elementary-Junior High School (Modernization)
Construction was ongoing during the current year and the project was completed in the spring of 2010.
- Holyrood Elementary School (Modernization)
Construction was completed in January of 2010.
- Strathcona Senior High School (Modernization)
Construction is underway and work at the school is scheduled for completion by the end of January 2011.
- Eastglen Senior High School (Phase 1 Modernization)
Construction is underway and work at the school is scheduled for completion by the end of January 2011.
- Eastglen Senior High School (Phase 2 Modernization)
Project is in design phase and will commence in the spring of 2011
- Prince Charles Elementary School (Modernization)
Construction was ongoing throughout the year and the project was completed in the fall of 2010.
- Prince Charles Elementary School (Phase 2-Student Safety Improvement Project)
Construction was started on this project in August 2010 and was completed in the fall of 2010.
- Forest Heights School (Modernization)
Construction was ongoing throughout the year and the project was completed in the fall of 2010.

Alberta School Alternative Procurement (ASAP) Schools

In June 2007, the Province announced the provision of 18 new schools in Edmonton and Calgary through the ASAP program. District staff provided technical input to the Province's ASAP program team specific to construction standards, program requirements, site requirements, as well as maintenance operations. Of the 18 new schools, six were identified for the District to serve suburban Edmonton neighborhoods.

The new public ASAP schools are located in the following communities:

- The Palisades K-9 school in northwest Edmonton (Elizabeth Finch School)
- The Lake District K-9 school in north central Edmonton (Florence Hallock School)
- The Pilot Sound K-9 school in northeast Edmonton (Dr. Donald Massey School)
- The Meadows K-9 school in southeast Edmonton (A. Blair McPherson School)
- The Heritage Valley K-9 school in southwest Edmonton (Johnny Bright School)
- The Terwillegar Heights K-9 School in southwest Edmonton (Esther Starkman School)

Specific site locations for the schools were selected, in cooperation with the Province and the City of Edmonton. The six schools opened in September 2010, and provide accommodation to more than 5,000 students who currently travel to schools outside their communities.

ASAP Schools (2012)

Another three new public ASAP schools for the District were announced by the Province in January 2008, which are scheduled to open in September 2012.

The new public ASAP schools are located in the following communities:

- Summerside-Knottwood Community League-K-9 school in south Edmonton
- Major General Griesbach-K-9 replacement school in north Edmonton
- The Hamptons-Glastonbury Community League in west Edmonton

Summary of Facility and Capital Plans

The District experienced a great deal of new building and modernization in 2009-2010.

The most significant of these being the completion of the six ASAP schools. These schools, built in the areas of the city with the fastest growing school-age population, provided opportunity for students to have access to schools within their own community. This repatriation of students back to their home communities has reduced the number of students being transported in the 2009-2010 school year. All six ASAP schools offer high quality regular programming. For students and parents wanting access to alternative programs are still being provided with opportunities for these programs at current sites.

The Victoria School of Performing Arts (Modernization/New Construction) created challenges with the accommodation of students during the year; however school administration and district staff worked to lessen the impact of student learning in a building that was in the process of being modernized.

The completion of the modernization at Balwin Elementary-Junior High and Holyrood Elementary signal a return to regular operations in both schools.

Parental Involvement

Parent and school council involvement in the creation of school plans and the sharing of school level results is a district-wide expectation. All principals are aware of this expectation and involve parents and school councils in a variety of ways. At both Budget Reviews in the spring and Results Reviews in the fall; principals are expected to report on the work that they undertook to involve parents and school councils.

In 2009-2010, the Board of Trustees hosted a Town Hall meeting at Jasper Place School for input into the budget process. Approximately 175 parents and community partners attended and participated in a discussion about the budget.

Deadlines and Communication

The Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report was developed in accordance with the requirements outlined in the Province's accountability statement for the Board of Trustees. Similarly, with regard to requirements for school principals, principals were informed about provincial expectations, including the requirement that school results and interpretation of Accountability Pillar measures be communicated to school councils and that school councils be involved in the schools AERR process, as well as the involvement of school councils in the updating of the schools' three year education plans. School administrators have indicated within their 2009-2010 results reviews how school councils have been involved.

Budget Services will post the results review documents for individual district schools. In addition, the District will develop a community report based on the information in the three year plan and results report.

The District's three year plan and results report and community report will be sent to school council chairs to share with parents and to principals to share with staff. As well, it will be sent to all capital region school jurisdictions, community partners and the public library.

Authority website report links:

School Results Review Documents: <http://www.epsb.ca/budget/schlRsltRevDoc.shtml>

Combined Three Year Education Plan and Annual Education Results Report (AERR): <http://epsb.ca/datafiles/CombinedThreeYearPlanandAnnualEdResultsReport.pdf>

AIISI Project Annual Report: <http://education.alberta.ca/admin/aisi/chouse.aspx>

Average Class Size Report: <http://www.epsb.ca/about/ClassSizeAverage.shtml>