

EDMONTON PUBLIC SCHOOLS

January 17, 2006

TO: Board of Trustees

FROM: E. Schmidt, Acting Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: D. Barrett, Executive Director
R. MacNeil, Executive Director
C. McCabe, Executive Director
T. Parker, Executive Director

RESOURCE

STAFF: Jenise Bidulock, Mike Falk, Anne Mulgrew, Dorothy Sombach, Kevin Stevenson

INFORMATION

TRUSTEE REQUEST #122, NOVEMBER 8, 2005 (TRUSTEE KEIVER): PROVIDE THE RESULTS OF THE ALBERTA ACHIEVEMENT TESTS FOR FRENCH IMMERSION STUDENTS BY GRADE AND SUBJECT: The attached graphs (Appendices I - 5) provide a five-year history of the percentage of students meeting standards on Alberta Education achievement tests **written in French** based on the cohort population for both the district and the province.

The following **DISTRICT** trends can be noted:

- grade 3 mathematics - the percentage of students meeting the *standard of excellence* and the *acceptable standard* shows an increasing trend up until 2002-03 but a decreasing trend over the past two years, although the percentage of students meeting the *standard of excellence* increased slightly from 2003-04 to 2004-05 (Appendix I)
- grade 6 French language arts – there is no discernible trend in the percentage of students meeting the *standard of excellence* or the *acceptable standard* over the five-year period, however, there were substantial decreases for both standards between 2003-04 and 2004-05 (Appendix II)
- grade 6 mathematics –the percentage of students meeting the *standard of excellence* shows an increasing trend from 2000-01 through 2003-04, followed by a substantial decrease in the 2004-05 school year, while the percentage of students meeting the *acceptable standard* has remained fairly constant (Appendix II)
- grade 6 science - the percentage of students meeting the *standard of excellence* shows an increasing trend from 2000-01 through 2003-04, followed by a substantial decrease in the 2004-05 school year; the percentage of students meeting the *acceptable standard* has remained fairly constant (Appendix III)
- grade 6 social studies – the percentage of students meeting the *standard of excellence* and the *acceptable standard* has remained fairly constant with the exception of the percentage of students meeting the *standard of excellence* in 2002-03 being substantially higher (Appendix III)

- grade 9 French language arts – there is no discernible trend in the percentage of students meeting the *acceptable standard* over the five-year period; the percentage of students meeting the *standard of excellence* was substantially lower in 2004-05 than in the previous two years (Appendix IV)
- grade 9 mathematics – there is no discernible trend in the percentage of students meeting the *standard of excellence* or the *acceptable standard* over the five-year period, however, there was a substantial increase for both standards in the 2003-04 school year, followed by a return to percentage similar to previous years in 2004-05 (Appendix IV)
- grade 9 science – because of the introduction of a new program of studies in grade 9 science, only two years of data are available. The percentage of students meeting both the *standard of excellence* and the *acceptable standard* decreased in 2004-05 relative to 2003-04 (Appendix V)
- grade 9 social studies –the percentage of students meeting the *standard of excellence* over the five-year period shows a decreasing trend, with a substantial decrease in 2004-05; there is no discernible trend in the percentage of students meeting the *acceptable standard* (Appendix V)

The following **PROVINCIAL** trends can be noted:

- grade 3 mathematics - the percentage of students meeting the *standard of excellence* and the *acceptable standard* shows an increasing trend up until 2002-03, but a decreasing trend is evident over the past two years (Appendix I)
- grade 6 French language arts –the percentage of students meeting the *standard of excellence* shows a slight decreasing trend beginning in 2001-02, while there is no discernible trend in the percentage of students meeting the *acceptable standard* over the five-year period (Appendix II)
- grade 6 mathematics – there is no discernible trend in the percentage of students meeting the *standard of excellence* or the *acceptable standard* over the five-year period; there was however a substantial decrease in the *standard of excellence* between 2003-04 and 2004-05 (Appendix II)
- grade 6 science - there is no discernible trend in the percentage of students meeting the *standard of excellence* or the *acceptable standard* over the five-year period, however, there has been a decrease for both standards when comparing 2003-04 to 2004-05 (Appendix III)
- grade 6 social studies – there is no discernible trend in the percentage of students meeting the *standard of excellence* or the *acceptable standard* over the five-year period, however, there has been a decrease for both standards when comparing 2000-01 to 2004-05 (Appendix III)
- grade 9 French language arts – there is no discernible trend in the percentage of students meeting the *standard of excellence* or the *acceptable standard* over the five-year period (Appendix IV)
- grade 9 mathematics – there is no discernible trend in the percentage of students meeting the *standard of excellence* or the *acceptable standard* over the five-year period (Appendix IV)
- grade 9 science – because of the introduction of a new program of studies in grade 9 science, only two years of data are available. The percentage of students meeting both the *standard of excellence* and the *acceptable standard* decreased in 2004-05 relative to 2003-04 (Appendix V)
- grade 9 social studies - the percentage of students meeting the *standard of excellence* shows a slight decreasing trend beginning in 2002-03, while there is no discernible trend in the percentage of students meeting the *acceptable standard* over the five-year period (Appendix V)

(A. Mulgrew)

TRUSTEE REQUEST #126, NOVEMBER 8, 2005 (TRUSTEE KEIVER) PROVIDE INFORMATION ON ALL OTHER DISTRICT PROGRAMS SUCH AS L.Y. CAIRNS AND TEVIE MILLER FOR WHICH WE CURRENTLY PROVIDE CITY-WIDE TRANSPORTATION EITHER BY PROVINCIAL REQUIREMENT OR DISTRICT POLICY (LOCATIONS, NUMBER OF STUDENTS TRANSPORTED, ETC.) Below is a chart outlining the district sites for which city-wide transportation is provided either by provincial requirement or district policy.

DISTRICT SITE	NUMBER OF STUDENTS TRANSPORTED	PROVINCIAL REQUIREMENT	DISTRICT POLICY REQUIREMENT
Academy at King Edward	60	X	
King Edward	11	X	
Alberta School for the Deaf	18	X	
Tevie Miller Heritage School – Early Education	42	X	
Tevie Miller Heritage School	112	X	
Glenrose	52	X	
L.Y. Cairns	262	X	
Victoria School of Performing and Visual Arts	183		X
Woodside	35	X	

(D. Sombach)

TRUSTEE REQUEST #145 NOVEMBER 29, 2005 (TRUSTEE COLBURN) PROVIDE A SAMPLING TO PUBLIC BOARD OF THE RESEARCH MENTIONED IN THE “PROMOTING HEALTHY LIFESTYLES FOR EDMONTON PUBLIC SCHOOL STUDENTS” BOARD REPORT WHICH INDICATES THAT STUDENTS WHO PARTICIPATE IN DAILY PHYSICAL ACTIVITY ATTEND SCHOOL MORE REGULARLY, HAVE MORE POSITIVE ATTITUDES TOWARD SCHOOL, AND EXPERIENCE BETTER ACADEMIC PERFORMANCE: Attached is a research article correlating daily physical activity with improved student achievement (Appendix VI), and an article relating academic performance with improved nutrition (Appendix VII).

Physical Activity

Action for Healthy Kids. (2004). *The learning connection: The value of improving nutrition and physical activity in our schools.*. Retrieved December 6, 2005, from http://www.actionforhealthykids.org/special_exclusive.php (Appendix VI)

“Studies show a direct link between nutritional intake and academic performance as well as between physical activity and academic achievement. A meta-analysis of nearly 200 studies of the effectiveness of exercise on cognitive functioning found that regular physical activity supports better learning.”

Nutrition

Kleinman, R. E., Hall, S., Green, H., Korzec-Ramirez, D., Patton, K., Pagano, M.E., et al. (2002). Diet, breakfast, and academic performance in children. *Annals of Nutrition and Metabolism*, 46(1), 24-30. (Appendix VII)
<http://content.karger.com/ProdukteDB/produkte.asp?Aktion=JournalHome&ProduktNr=223977&ContentOnly=false>

“Participation in school breakfast program enhances nutrient intake which was associated with significant improvements in academic performance and psychosocial functioning.”

A compilation of articles (Appendix VIII) is available in the Trustees Reading Room. (K. Stevenson)

RESPONSE TO TRUSTEE REQUEST #147, DECEMBER 13, 2005: (TRUSTEE COLBURN): PROVIDE INFORMATION ON THE NUMBER OF STUDENTS WITH MILD, MODERATE OR SEVERE SPECIAL NEEDS IN THE DISTRICT. The September 30 enrolment file, updated as of December 20, 2005, shows that there are 8571 students with mild, moderate, or severe special needs enrolled in the district. Of this total, 6013 students have mild/moderate special needs and 2558 students have severe special needs. (M. Falk)

TRUSTEE REQUEST #148, DECEMBER 13, 2005, (TRUSTEE KEIVER) PROVIDE A FINANCIAL REPORT FROM THE DESIGNATED SCHOOLS AS A RESULT OF THE SCHOOL CLOSURE PROCESS LAST SPRING WHO ARE NEEDING TO MOVE SUPPLIES AND EQUIPMENT FROM THE CLOSED SCHOOLS DETAILING THE COSTS INCURRED TO HAVE THE SUPPLIES AND EQUIPMENT MOVED TO THEIR SITE.: The following designated receiving schools have asked for supplies and equipment from closed schools. The chart below outlines the cost to move the materials, charged to the schools.

School	Cost Charged	Equipment Moved
Balwin School	\$20,714.08	Furniture from North Edmonton School
Dickinsfield School	\$ 1,197.00	BD Classroom from Wellington School
Forest Heights School	\$ 135.00	Phys. Ed. Equip. from Terrace Heights School
Holyrood School	\$ 1,140.00	Furniture from Strathearn School
Kenilworth School	\$ 1,529.36	Furniture from Strathearn School
Ottewell School	\$ 845.00	Misc. items from Strathearn School
Queen Elizabeth School	\$ 1,033.72	Items from Wellington School
Rosslyn School	\$13,806.42	Furniture and Equip. from Wellington School
Rutherford School	\$ 1,460.00	Boxes from Strathearn School

The following excerpt from Administration Regulation FLA.AR School Consolidation: equipment disposal outlines the procedures that were followed:

Purchasing and Contract Services shall submit an itemized inventory list of all materials, equipment and furniture to the principal and to the receiving schools (schools designated as receiving school for students following closure of a school or program).

Designated receiving schools shall have first opportunity to indicate:

- a. *the need for any community purchased equipment;*
- b. *the need for any additional materials, equipment and furniture required to provide program delivery for incoming students. The materials and equipment shall be supplied at no charge to the receiving school. Any costs for the transportation of materials and equipment shall be the responsibility of the receiving school.*

(J. Bidulock)

- APPENDIX I: Grade 3 Alberta Education Results Written in French Based on Cohort Population - Mathematics
- APPENDIX II: Grade 6 Alberta Education Results Written in French Based on Cohort Population – French Language Arts
- APPENDIX III: Grade 6 Alberta Education Results Written in French Based on Cohort Population – Science and Social Studies
- APPENDIX IV: Grade 9 Alberta Education Results Written in French Based on Cohort Population – French Language Arts and Mathematics
- APPENDIX V: Grade 9 Alberta Education Results Written in French Based on Cohort Population – Science and Social Studies

- APPENDIX VI: Action for Healthy Kids. (2004). *The learning connection: The value of improving nutrition and physical activity in our schools*. Retrieved December 6, 2005, http://www.actionforhealthykids.org/special_exclusive.php
- APPENDIX VII: Kleinman, R. E., Hall, S., Green, H., Korzec-Ramirez, D., Patton, K., Pagano, M.E., et al. (2002). Diet, breakfast, and academic performance in children. *Annals of Nutrition and Metabolism*, 46(1), 24-30. <http://content.karger.com/ProdukteDB/produkte.asp?Aktion=JournalHome&ProduktNr=223977&ContentOnly=false>
- APPENDIX VIII: Bibliography of Research Articles Related Physical Activity, Nutrition and Student Achievement

DB:RM:CMcC:TP:cg