

EDMONTON PUBLIC SCHOOLS

November 16, 2010

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Accountability Pillar and Student Achievement Results

ORIGINATOR: T. Parker, Assistant Superintendent

RESOURCE
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INFORMATION

This report provides information about student achievement results for the District based on data from the Accountability Pillar. The Accountability Pillar is a comprehensive document that focuses on three broad learning goals established by Alberta Education (Appendix I). Data is aggregated from a variety of sources (including data in Appendices II to VI) to give an overall report of district growth. Reporting district growth through the Accountability Pillar provides a consistent method of sharing achievement results across the province.

District level information highlights areas of strength and concern. Just as school-level results have implications for the school, district level results cause revisions and changes to district practice. To examine data for groups of students and for curriculum areas, district level data is disaggregated. Using this information, along with input from schools, decisions are made in relation to which practices need to be continued, enhanced or discontinued. The District analyzes student data, such as exemptions and absences on exams, and determines what strategies need to be put in place to ensure that as many students as possible are given the opportunity and support to successfully demonstrate standards. The District also examines curriculum areas and, subject by subject, determines what district supports need to be put in place to improve student achievement.

Results found in school level Accountability Pillars are best interpreted at the school level. Schools annually examine in detail their own Accountability Pillar to look for trends from year-to-year and to inform decision-making. Schools focus on the measures included in the Pillar that are most relevant to their context, while remaining grounded in how the measures impact the three broad learning goals. Schools analyze results related to specific outcomes in curricular areas and this guides instructional improvement. Assistant Superintendents work with school principals to monitor progress towards the improvement of student achievement in specific areas reported in the school's Accountability Pillar.

A more comprehensive analysis of other data in the Accountability Pillar (such as survey results, etc.) will be reported as part of the Annual Education Results Report, which will be shared at a subsequent public board meeting.

The major generalizations with respect to the information included in this report are as follows:

District 2009-2010 Accountability Pillar Results Compared to Previous Years

- The five year completion rate has increased by 4.7 per cent since 2005. Comparison to years prior to 2005 is no longer valid as the methodology for reporting has changed.
- There has been an increase in successful course completion in all Grades 10, 11 and 12 courses, with the exception of Grade 12 Science, from 2006-2010. (Appendix VII)
- The overall percentage of Grade 3, 6 and 9 district students achieving the acceptable standard on Provincial Achievement Tests is higher compared to the previous year, as well as compared to the previous three year average.
- The overall percentage of Grade 3, 6 and 9 district students achieving the standard of excellence on Provincial Achievement Tests increased compared to the previous year, and remains higher than the previous three year average for the District.
- The percentage of district students achieving the acceptable standard on diploma examinations is lower compared to the previous year and has decreased compared to the previous three year average. This decline has resulted in an Overall Measure Evaluation of “Concern.” (see page 6)
- The percentage of district students achieving the standard of excellence standard on diploma examinations has increased compared to the previous year, however the percentage is lower than the previous three year average for the District. (see page 6)

District 2009-2010 Accountability Pillar Results Compared to Province (Appendix II)

- For three of the six Measure Categories Evaluation for which a ranking is available, the District has the same rating as the province of “Good”. For two of the six Measure Categories Evaluation, where the province was “Good”, the District has a rating of “Excellent”.
- For the District and for the Province, Student Learning Achievement (Grades K-9) has an Overall rating of “Good”. This rating includes both the Acceptable Standard and the Standard of Excellence. Both measures have “Improved Significantly” for the District and for the Province.
- Student Learning Achievement (Grades 10-12) overall ratings are not available due to a change in the basis for Rutherford Scholarship eligibility.

ES:fm

APPENDIX I	- Accountability Pillar-Overall Summary Explanation (Pg. 3, 4)
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ACCOUNTABILITY PILLAR – OVERALL SUMMARY EXPLANATION

The Accountability Pillar is based on three learning goals:

- Goal 1 - High quality learning opportunities for all
- Goal 2 - Excellence in learner outcomes
- Goal 3 - Highly responsive and responsible jurisdiction (ministry)

Goal 1 has two measure categories that are assessed with five measures:

- Three of these measures are derived from the provincial attitude survey administered to students and parents at Grades 4, 7 and 10, and all teachers.
 - Percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly
 - Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career and technology studies and health and physical education
 - Percentage of teachers, parents and students satisfied with the overall quality of basic education
- Data for the remaining two measures for Goal 1 is provided by Alberta Education, and is one year older than the survey or achievement data.
 - Dropout rate – annual dropout rate of students aged 14 to 18
 - High school completion rate – percentages of students who completed school within three years of entering Grade 10

Goal 2 has three measure categories that are assessed with nine measures:

- Four of these measures are derived from provincial achievement tests and diploma examinations.
 - Percentage of students who achieve the acceptable standard on Grades 3, 6 and 9 provincial achievement tests
 - Percentage of students who achieve the standard of excellence on Grades 3, 6 and 9 provincial achievement tests
 - Percentage of students who achieve the acceptable standard on diploma examinations
 - Percentage of students who achieve the standard of excellence on diploma examinations
- Data for three of the measures for Goal 2 is provided by Alberta Education and is one year older than the survey or achievement data.
 - Diploma exam participation rate – Percentage of students who have written four or more diploma examinations by the end of their third year in high school
 - Rutherford eligibility rate – Percentage of Grade 12 students who meet the Rutherford scholarship eligibility criteria. An overall evaluation is not available in 2009 for Rutherford Scholarship eligibility because the basis for calculating this measure has changed
 - Transition rate – Percentage of students who have enrolled in a post secondary program within six years of entering Grade 10
- The final two measures for this goal are derived from the provincial attitude survey administered to students and/or parents at Grades 4, 7 and 10, and teachers.

- Work preparation – Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school
- Citizenship – Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship

Goal 3 (labeled Goal 4 on the chart) has two measure categories that are assessed with two measures:

- The two measures for this goal are derived from the provincial attitude survey administered to parents and teachers.
 - Parental involvement – Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education
 - School improvement - Percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved, or stayed the same for the past three years

Comparisons

Jurisdiction and school data for the above measures is subjected to two comparisons:

- The first (**Achievement**) is a comparison of current year data to a set of standards which remain constant over time. An explanation of how these standards were derived is provided on page nine.
- The second (**Improvement**) is a comparison of current year results with the previous three-year average.
- Finally, the Achievement Evaluation and Improvement Evaluation are combined to determine an **Overall** rating.

**ACCOUNTABILITY PILLAR 2009-2010 OVERALL SUMMARIES
DISTRICT AND PROVINCIAL RESULTS**

For Appendix II, refer to information pages 6 and 7.

- In the Measure Evaluation Overall category, the District and the Province both have “Acceptable” for two measures, “concern” for one measure and “Good” or “Excellent” for all other measures. The District had four “Excellent” measures whereas the province had only one measure deemed “Excellent”.
- The District and Province report summaries are similar, as they were for the October 2009 reporting period.
- For the 2008-2009 District Diploma: Acceptable was identified as an “Issue”; however, for 2009-2010 District Diploma: Acceptable has “Declined Significantly” for a rating of “Concern”. The provincial rating in this category has gone from “Acceptable” in 2008-2009 to a rating of “Concern” in 2009-2010.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2010
Authority: 3020 Edmonton School District No. 7

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
	Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	22.5	21.1	20.8	19.4	18.3	18.2	Very High	Improved Significantly	Excellent
			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) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2010
Province: Alberta

Goal	Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
				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	87.6	86.9	85.4	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	80.5	80.3	79.4	High	Improved Significantly	Good
			Education Quality	89.2	89.3	88.4	High	Improved Significantly	Good
			Drop Out Rate	4.3	4.8	4.8	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	71.5	70.8	70.9	Intermediate	Improved Significantly	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	79.1	78.3	77.2	Intermediate	Improved Significantly	Good
			PAT: Excellence	19.4	18.3	18.2	High	Improved Significantly	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.4	84.3	84.3	Low	Declined Significantly	Concern
			Diploma: Excellence	19.0	18.5	19.2	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	53.5	53.3	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	56.9	57.3	56.7	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.8	59.2	58.7	High	Improved Significantly	Good
			Work Preparation	79.9	79.6	78.9	High	Improved Significantly	Good
			Citizenship	81.4	80.3	78.3	Very High	Improved Significantly	Excellent
Goal 4: Highly responsive and responsible education system	Parental Involvement	Good	Parental Involvement	80.0	80.1	78.6	High	Improved Significantly	Good
	Continuous Improvement	Good	School Improvement	79.9	79.4	77.6	High	Improved Significantly	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) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

**ACCOUNTABILITY PILLAR 2009-2010 DATA REFERENCES
(DISTRICT RESULTS)**

For Appendix III, refer to information pages 9 to 11.

- The District's PAT Acceptable Standard has received an "Intermediate" rating for Achievement and has an Improvement rating of "Improved Significantly". This is rated "Intermediate" because the "Intermediate" category ranges from greater than or equal to 78.44 to less than 85.13. (see page 10)
- The District's PAT Acceptable Standard has an Overall rating of "Good". There were 79.7 per cent of students achieving the Acceptable Standard, which is an increase of 2.7 per cent from the previous three year average. (see page 9)
- The District's PAT Standard of Excellence has received a "Very High" rating for Achievement. This is rated "Very High" because the high category ranges from greater than or equal to 22.45 to less than 100.00. It has an Overall rating of "Excellent". There were 22.5 per cent of students achieving the Standard of Excellence, which is an increase of 1.7 per cent from the previous three year average. (see page 9)
- The Overall Measure Evaluation for Diploma: Acceptable is identified as "Concern" and Diploma: Excellence is identified as "Acceptable".
 - The percentage of district students at the Acceptable Standard for diploma examinations is 81.5, which is down 1.7 per cent from the previous three year average of 83.2 per cent, and has decreased 1.6 per cent compared to the previous year.
 - The percentage of district students at the Standard of Excellence for diploma examinations is 19.9, which is down 0.4 per cent from the previous three year average of 20.3 per cent, but has increased 0.4 per cent compared to the previous year.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2010
Authority: 3020 Edmonton School District No. 7

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

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2010

Authority: 3020 Edmonton School District No. 7

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.

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2010

Authority: 3020 Edmonton School District No. 7

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).

STUDENT LEARNING ACHIEVEMENT (GRADES K-9)

For Appendix IV, refer to information pages 13 to 15.

- Five out of seven Provincial Achievement Tests were assigned an Overall evaluation of “Good” for the Acceptable Standard.
- Four out of seven Provincial Achievement Tests were assigned an Overall evaluation of “Good” for the Standard of Excellence.
- One out of seven Provincial Achievement Tests was assigned an Overall evaluation of “Acceptable” for the Standard of Excellence: English Language Arts 6.
- One out of seven Provincial Achievement Tests was assigned an Overall evaluation of “Excellent” for the Standard of Excellence: Science 9.
- Two out of seven Provincial Achievement Tests were assigned an Overall evaluation of “Acceptable” for the Acceptable Standard.
- One out of seven Provincial Achievement Tests was assigned an Overall evaluation of “Issue” for the Standard of Excellence: French Language Arts 9.
- Course summaries for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not included due to the introduction of new curriculum. There is a need for three years of baseline data to establish trends for the Accountability Pillar.

Contributing or Responding Factors

- For two consecutive years, PAT participation rates have increased in part due to affording more students the opportunity to demonstrate standards.
- A focus group of Science 9 teachers will be asked to explore the reasons for the increase in the percentage of students achieving the standard of excellence on the PAT for Science 9.
- The K-12 Literacy Guiding Document is supporting teachers in embedding *assessment for*, *assessment of* and *assessment as learning* practices in their classes.

* Since 2008, the overall PAT Acceptable results have moved from “Concern” to “Good” in the Accountability Pillar.

Student Learning Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3020 Edmonton School District No. 7

		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

Notes: 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.

Student Learning Achievement (Grades K-9)

Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

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.

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

Students Learning Achievement (Grades K-9)

Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 3020 Edmonton School District No. 7

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

STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)

For Appendix V, refer to information pages 17 to 19.

- The percentage of students achieving the Acceptable Standard for Pure Mathematics 30 is 82.3 per cent, increasing 0.9 per cent from the previous three year average of 81.4 per cent. This accounts for the “Improved” rating.
- The Achievement at the Acceptable Standard was rated “Intermediate” for five of seven diploma examination courses reported. The Achievement at the Acceptable Standard for English Language Arts 30-1 was rated “Low” while Applied Mathematics 30 was rated “Very Low”. French Language Arts 30-1 was rated “Very High” at the Acceptable Standard.
- With the exception of English Language Arts 30-1 and Applied Mathematics 30, the Achievement at the Standard of Excellence ranged from ratings of “Intermediate” to “High”. Four of seven courses received an Overall rating of “Good”, while the remaining courses were rated “Concern,” “Issue,” and “Acceptable” as an Overall rating for the Standard of Excellence.
- The percentage of students achieving the Acceptable Standard for English Language Arts 30-1 is 82.4 per cent, declining 2.9 per cent from the previous three year average of 85.3 per cent. This accounts for the Overall rating of “Concern”.
- The percentage of students achieving the Standard of Excellence for English Language Arts 30-1 declined 5.9 per cent from the previous three year average of 16.3 per cent. This accounts for the Overall rating of “Concern”.

Contributing or Responding Factors

- A focus group of English 30-1 teachers will be asked to explore the reasons for the decrease in the percentage of students achieving the acceptable standard and the standard of excellence on the English 30-1 Diploma Examination.
- An emerging trend is that high schools are holding collaborative professional development days.
- A new high school consultant team is working with teachers to collaboratively create units using a “universal design build” model to standardize subject content and assessment among high schools.

* Provincially, both the Acceptable and Standard of Excellence in English 30-1 have declined each year for the past five years.

Student Learning Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3020 Edmonton School District No. 7

		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	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	4,874	82.4	4,398	85.3	29,151	85.1	28,157	87.0
	Diploma Examination 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	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	1,993	83.3	1,859	85.3	14,314	88.8	13,150	88.6
	Diploma Examination 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	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	106	96.2	78	98.9	1,324	93.7	1,224	95.2
	Diploma Examination Standard of Excellence	High	Maintained	Good	106	25.5	78	25.9	1,324	16.3	1,224	22.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Diploma Examination 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	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	4,165	82.3	3,879	81.4	22,917	82.9	22,411	81.5
	Diploma Examination 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	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	1,543	69.7	1,462	73.2	10,639	77.3	10,191	77.8
	Diploma Examination Standard of Excellence	Low	Declined	Issue	1,543	9.1	1,462	10.4	10,639	12.6	10,191	12.1
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Declined Significantly	Issue	3,859	82.3	3,549	84.5	22,345	81.4	20,946	82.9
	Diploma Examination Standard of Excellence	High	Improved	Good	3,859	29.7	3,549	28.2	22,345	28.1	20,946	26.8
Chemistry 30	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	3,373	78.7	3,196	77.9	18,933	79.0	17,370	76.3
	Diploma Examination 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	Diploma Examination Acceptable Standard	n/a	Declined Significantly	n/a	2,085	74.2	2,080	80.3	10,360	73.9	10,072	79.3
	Diploma Examination 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	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	1,244	83.4	986	86.2	4,941	80.1	4,004	87.3
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	1,244	28.0	986	21.3	4,941	22.8	4,004	20.2

Notes: 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.

Student Learning Achievement (Grades 10-12)

Measure Evaluation Reference - Achievement Evaluation

Authority: 3020 Edmonton School District No. 7

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 evaluation level, 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.

Students Learning Achievement (Grades 10-12)

Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 3020 Edmonton School District No. 7

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

**HIGH SCHOOL COMPLETION RATES AFTER FIVE YEARS:
DISTRICT AND PROVINCE**

- There is a 4.7 per cent increase in the District five year high school completion rate from 2004-2005 to 2008-2009. During this same period of time, the Province has realized an increase of 2.0 per cent.
- The District's three year high school completion rate received an Overall Evaluation of "Good" with an "Improved Significantly" for Improvement for 2008-2009. (see Appendix II, page 6)

Contributing or Responding Factors

- The District continues to work towards all students crossing the finish line.

High School Completion Rates after Five Years: District vs. Province

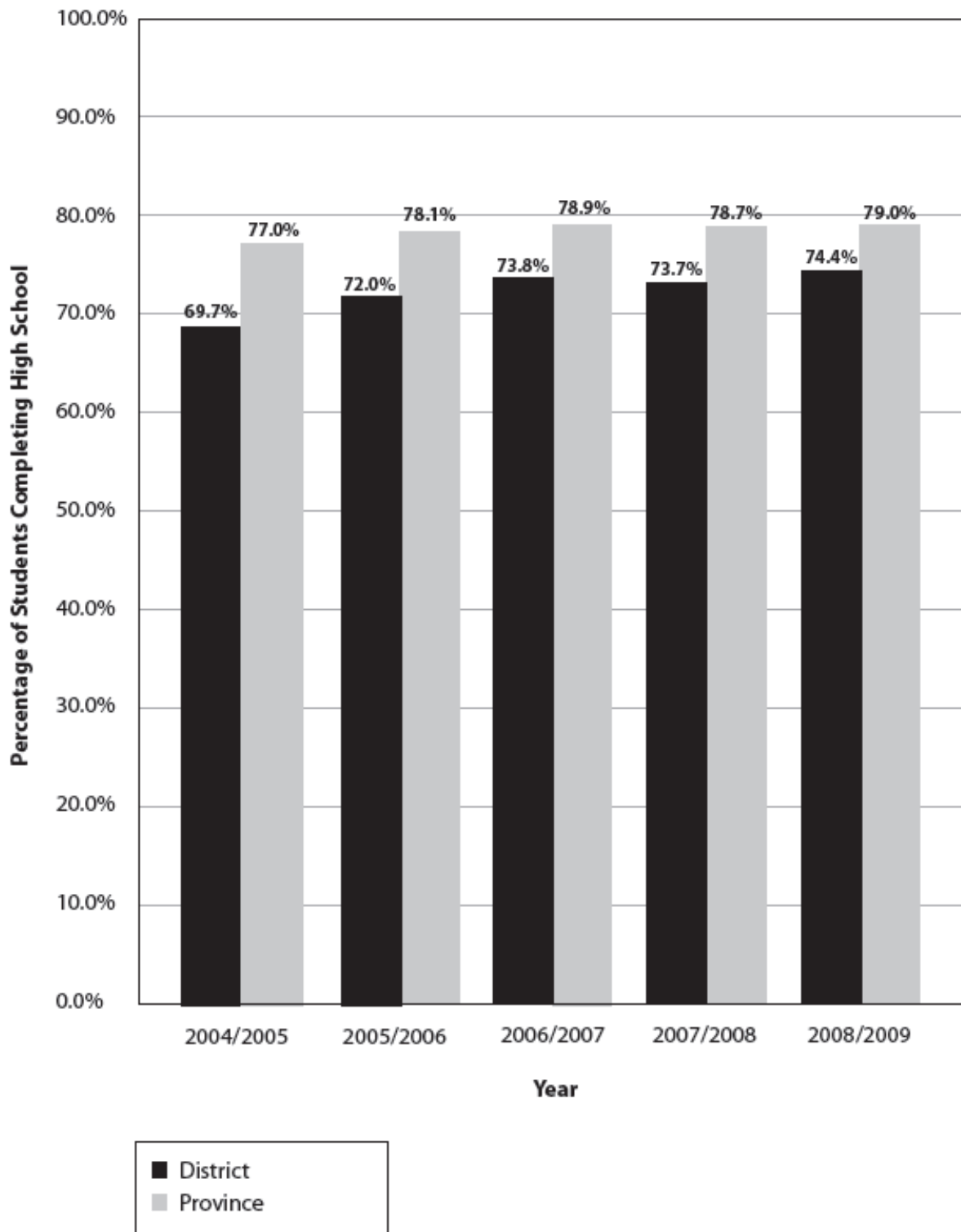


TABLE 1
DISTRICT HIGH SCHOOL COURSE COMPLETION RATES
TWO YEAR AND FIVE YEAR COMPARISON

Core Subject Areas	Percentage of Students Successfully Completing Courses			Percentage of Students Successfully Completing Courses		
	2008-09	2009-10	Difference	2005-06	2009-10	Difference
Grade 10 English	84.0	85.0	+1.0	80.5	85.0	+4.5
Grade 10 Mathematics	78.0	79.6	+1.6	75.0	79.6	+4.6
Grade 10 Science	83.3	83.2	-0.1	79.5	83.1	+3.6
Grade 10 Social Studies	86.1	85.9	-0.2	82.1	85.9	+3.8
Grade 11 English	87.8	88.4	+0.6	84.7	88.4	+3.7
Grade 11 Mathematics	81.9	82.8	+0.9	79.8	82.8	+3.0
Grade 11 Science	84.9	85.8	+0.9	83.2	85.8	+2.6
Grade 11 Social Studies	88.5	88.7	+0.2	85.8	88.7	+2.9
Grade 12 English	79.0	77.3	-1.7	75.6	77.3	+1.7
Grade 12 Mathematics	74.5	71.2	-3.3	73.4	71.2	-2.2
Grade 12 Science	79.5	76.8	-2.7	78.2	76.8	-1.4
Grade 12 Social Studies	82.7	88.3	+5.6	77.9	88.3	+10.4

Note: Successful completion represents the percentage of students initially enrolled in core courses who completed the course and achieved credits.

A course grouping includes all the core courses in a specific subject area at a specific grade level, e.g. Grade 10 English includes English 10-1, English 10-2 and English 10-4.

GENERALIZATIONS

- The two year comparisons are fairly positive. The percentage of students successfully completing high school core courses increased in all but five core subject areas compared to 2008-09. Of concern is the declining completion rate in three of four Grade 12 core courses.
 - Grade 12 English decreased by 1.7 per cent to 77.3 per cent.
 - Grade 12 Mathematics decreased by 3.3 per cent to 71.2 per cent.
 - Grade 12 Science decreased by 2.7 per cent to 76.8 per cent.
- The five-year comparisons are positive. There were substantial increases in successful completion rates for all Grade 10 subject areas, which has been a focus for high schools in the District for the last several years. There were also increases in all Grade 11 subjects and for two of the four Grade 12 subjects.

INTERNATIONAL BACCALAUREATE AND ADVANCED PLACEMENT 2009-2010 RESULTS

This appendix provides information related to the International Baccalaureate (IB) examination results. Table 1 provides a detailed analysis of the 2010 data.

This appendix also provides information related to the Advanced Placement (AP) examination results. Table 2 provides a detailed analysis of the 2010 data.

Detailed Results –IB program

Table 1 provides a comparison of district results to world results from the May 2010 IB test administration for courses in which a minimum of fifty students wrote the examination. Information on the total number of students in the world writing each examination is not available.

TABLE 1
COMPARISON OF DISTRICT INTERNATIONAL BACCALAUREATE
RESULTS TO WORLD RESULTS: 2010

Subject	Average Score (out of 7)		Number of District Students Writing
	E.P.S.	World	
English (HL)	4.80	4.71	358
History (HL)	4.55	4.72	318
Biology (HL)	4.37	4.18	404
Mathematics (SL)	5.01	4.48	337
Chemistry (SL)	4.56	3.92	380
Physics (SL)	4.59	4.07	75
French B (SL)	4.78	4.69	159
Physics (HL)	5.00	4.50	55

HL - Higher Level

SL - Standard Level

In the spring of 2010 students from seven district schools (Harry Ainlay, Jasper Place, M. E. LaZerte, McNally, Old Scona, Ross Shepherd and Victoria) wrote IB exams.

Results summary

The following highlights have been identified:

- In 2010, the District averages were higher than the world averages for all but one IB examination written (History). This was the same in 2009.
- The number of students writing any one IB examination varies from a low of two to a high of 404.

Detailed Results – AP Program

Table 2 provides district and world averages for the seven AP courses in which at least fifty district students participated.

TABLE 2
AVERAGE SCORE (OUT OF 5) ON
ADVANCED PLACEMENT EXAMINATIONS: MAY 2010

Subject	EPS	WORLD	Number of District students writing
Biology	3.6	2.6	89
Calculus AB	3.6	2.8	140
Chemistry	2.4	2.7	85
English Lang & Composition	3.1	2.9	165
English Lit & Composition	3.3	2.8	196
European History	2.5	2.9	250
Physics B	3.2	2.8	113

In May 2010, district students from five high schools (Eastglen, Jasper Place, Queen Elizabeth, Strathcona and W. P. Wagner) wrote AP examinations. District students also wrote examinations in the following courses: Calculus BC, Chinese Language and Culture, Computer Science A, French Language, German Language, Physics C, Studio Art: Drawing, and Studio Art: 2 Design. The number of students participating in any of these examinations ranged from a high of 250 students to a low of one student.

Results Summary

- District averages were higher than world averages in five of the seven courses for which there is sufficient data to report on results.