

EDMONTON PUBLIC SCHOOLS

November 27, 2007

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Annual Education Results Report 2006-07

ORIGINATOR: D. Barrett, Assistant Superintendent

RESOURCE
STAFF: Karen Bardy, Diane Brunton, Gloria Chalmers, Margaretha Ebbers,
Michael Ediger, Mike Falk, Anne Mulgrew, Lorne Parker, Nancy
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RECOMMENDATION

That the Edmonton Public Schools' Annual Education Results Report 2006-07 (Appendix I) be approved for forwarding to Alberta Education.

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Edmonton Public Schools' Annual Education Results Report 2006-07 (Appendix I) highlights results achieved and progress made by the District relative to the 2006-07 District plan. A team of staff prepared the report which aggregates results presented to trustees through the District's annual results review process. The content and format of the report meets Alberta Education requirements for District annual education results reports.

Copies of the Edmonton Public Schools' Annual Education Results Report (AERR) 2006-07 will be made available to schools, school councils and central services departments. The report will be sent to Capital Region school districts, community partners and the public library. It also will be made available to the public through the District's internet website at <http://www.epsb.ca/publications/index.shtml>.

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APPENDIX I: Edmonton Public Schools' Annual Education Results Report 2006-07



EDMONTON PUBLIC SCHOOLS

ANNUAL EDUCATION RESULTS REPORT

2006 – 2007

MESSAGE FROM THE BOARD CHAIR

The Board of Trustees, the Superintendent and staff of Edmonton Public Schools are committed to enabling all students to be successful academically and to become self-reliant, responsible, caring and contributing members of society. The Board understands that this commitment requires the District to work collaboratively with parents, community groups and organizations, and business. It also demands that the District be a learning organization dedicated to continuous improvement.

The Edmonton Public Schools' Annual Education Results Report for 2006-2007 highlights selected accomplishments, reports achievement on provincially required measures as well as on a number of local measures and describes planned responses to some of the challenges faced by the District. The report reflects input of trustees, staff, parents, school council partners, community members and students received throughout the year and during the District's results review process.

The results report will be posted on the District's website. It will be sent to school council chairs for sharing with parents and to principals for sharing with staff. As well, it will be sent to all Capital Region school jurisdictions, partner organizations and the public library. Specific school results are shared with parents and community through the Trustees' results review process.

Bev Esslinger
Board Chair

ACCOUNTABILITY STATEMENT

The annual education results report for Edmonton Public Schools for the 2006-2007 school year was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. The Board is committed to using the results in this report, to the best of our abilities, to improve the quality of education for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Bev Esslinger
Board Chair

MISSION

The mission of Edmonton Public Schools, as an advocate of choice, is to ensure that all students achieve success in their individual programs of study. It is the belief of Edmonton Public Schools that parents, students and community members are committed as partners and accept their respective responsibilities in education. The mission is being accomplished

through exemplary staff performance, program diversity, measured student achievement of outcomes and decentralized decision making.

BOARD PRIORITIES

At Edmonton Public Schools, we believe that every young person is capable of succeeding in school, and we are focused on achieving superb results from all students. We set our sights high and believe that all of our students should develop the fundamental skills they need to be successful in school and in life.

The Board of Trustees is responsible for advocating for public education and governing the education of young people in our District. As recognized leaders in public education and as part of our continuing commitment to excellence, the following priorities have been adopted:

- **To improve achievement of all students in core subjects with an emphasis on literacy and numeracy**
- **To ensure high quality teaching and learning**
- **To achieve high standards of citizenship, conduct, safety and well-being of students and staff**

Our priorities identify where we want to go as a District and provide direction to help us reach our destination. The Board of Trustees recognizes that every student has unique needs and interests, and deserves access to a public education system that:

- is safe and caring
- promotes a broad view of student success
- develops the potential of each student
- promotes a well-rounded learning experience including the arts, physical education and technology
- respects individual differences and cultural diversity
- strengthens program delivery for Aboriginal students
- responds to the linguistic and cultural needs of English language learners
- nurtures physical well-being, self-worth and dignity
- ensures early literacy cultivates life-long learning
- promotes development of productive global citizens
- promotes collaboration and supports professional development for all staff
- values the contributions of all staff

Results are very important and our success will be measured by:

- student achievement, personal growth, responsibility and satisfaction
- staff effectiveness and satisfaction
- exemplary leadership and service of all staff
- provision and maintenance of functional, safe and well-kept facilities
- effective expenditure of resources
- parent satisfaction, involvement and support
- community support, involvement and partnership

Accountability Pillar Overall Summary

October 1, 2007

3020 Edmonton School District No. 7

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			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 for All	Safe and Caring Schools	Good	Safe and Caring	84.8	85.4	83.7	84.2	84.4	82.7	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	80.6	79.7	78.2	78.5	78.1	76.9	High	Improved Significantly	Good
			Education Quality	89.5	89.5	87.8	87.6	87.7	86.0	High	Improved Significantly	Good
			Drop Out Rate	6.3	6.1	6.6	4.7	4.9	5.3	Intermediate	Improved	Good
			High School Completion Rate (3 yr)	63.5	63.6	60.6	70.4	70.4	69.1	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.6	77.4	77.7	75.9	76.9	77.1	Low	Declined Significantly	Concern
			PAT: Excellence	22.1	22.0	22.5	19.5	19.1	19.3	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	85.3	84.7	85.0	85.4	84.7	85.4	Intermediate	Maintained	Acceptable
			Diploma: Excellence	24.8	25.5	24.7	23.3	23.0	22.7	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	55.5	54.6	52.6	53.7	53.5	52.4	Intermediate	Improved Significantly	Good
			Rutherford Scholarship Eligibility Rate	34.5	31.5	30.6	37.2	35.3	33.9	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (4 yr)	40.9	38.8	35.3	39.5	37.0	34.6	High	Improved Significantly	Good
			Work Preparation	79.6	79.8	77.1	77.1	77.0	74.7	High	Improved Significantly	Good
			Citizenship	78.7	79.0	76.7	76.6	76.8	74.7	High	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	77.5	77.2	75.9	77.5	77.9	76.0	Intermediate	Improved Significantly	Good
	Continuous Improvement	Good	School Improvement	78.8	79.3	73.4	76.3	76.8	73.2	High	Improved Significantly	Good

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	69.9	69.4	68.7	68.2	68.5	67.8
		In-service Jurisdiction Needs	79.1	76.3	77.6	78.8	78.2	77.3

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of respondents is less than 6.

Accomplishments

Required measures

Highlights on the provincial performance measures include:

Percentage of students meeting acceptable standard and standard of excellence on provincial achievement tests

- Based on student cohort data, District results exceeded provincial results for acceptable standard for seven out of twelve achievement tests. District results exceeded provincial results for standard of excellence on eleven out of twelve achievement tests.
- However, the overall 2006-07 results showed a significant decline in the percentage of students meeting the acceptable standard for the provincial achievement tests relative to the previous three-year average. This decline shows up as a *concern* in the Overall Accountability Pillar.

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

- District results exceeded provincial results for acceptable standard on six out of ten diploma examinations. District results exceeded provincial results for standard of excellence for eight out of ten diploma examinations.
- In terms of the Overall Accountability Pillar, the District *maintained* with respect to the acceptable standard and the standard of excellence.

Participation rate of grade 12 students in diploma examinations

- District participation rates were higher than provincial rates for six out of ten diploma examinations.
- In terms of the Overall Accountability Pillar, the District *improved significantly* with respect to the percentage of students who write four or more diploma examinations.

Percentage of students who completed high school within 3, 4 and 5 years

- The percentage of students completing high school within 3, 4 and 5 years of entering grade 10 has increased over the past five years with the most substantial increase in the 3-year rate.
- In terms of the Overall Accountability Pillar, the District *improved significantly* with respect to the percentage of students who complete high school 3 years after starting grade 10.

AISI

District schools have completed their first year in one of five Alberta Initiative for School Improvement (AISI) projects: engaging all learners through differentiated instruction, using assessment to enhance student success, learning with technologies, deepening literacy instruction and community collaboration. All projects have the common goals of enhancing student achievement, increasing the number of students at risk who achieve at grade level and increasing high school completion rates. All projects base their work on the District Framework for Supporting Teaching and Learning, which continues to provide guidance and direction for affecting positive change in schools.

As 2006-07 was the introductory year for this cycle, it was a year of building common understanding and common language, as well as an opportunity to explore and implement new, researched-based strategies to enhance teaching and learning. Each project is led by a Project Leadership Team. These teams are dedicated to improving student achievement across the District. A vital component of these teams is that they draw their membership from the grassroots level. Staff members from schools and central departments collaborate to share the best teaching and intervention strategies.

Qualitative results achieved thus far include:

- building of positive relationships and networking across schools, with central staff, parents and the community
- a much broader and wider dissemination of knowledge and expertise
- a District wide culture of collaborative inquiry
- validation of the teacher voice
- building of leadership capacity within schools and across the District
- creation of a venue for bringing multiple perspectives to the planning and implementation of project work.

2006-2007 District teacher satisfaction survey results, one year after the implementation of PLTs, have demonstrated the following substantial increases:

- six per cent increase (78% to 84%) in teacher satisfaction with the opportunities they have had for professional development,
- three per cent increase (76% to 79%) in the number of staff who felt they had an opportunity for input into school level decisions that affect them and their work.

Although it is too early to make direct connections between the work of project leadership teams and student achievement results, student voice via student satisfaction survey results do indicate higher levels of satisfaction on the following questions:

- 1% increase (from 90% to 91%) at the junior and senior high level, in student satisfaction of their understanding of what they are expected to learn.
- a 2% increase (from 88% to 90%) at the junior high level, and a 1% increase (from 89% to 90%) at the high school level in student satisfaction in getting help from their teachers when they need it.

The District continues to see increases in the percentage of students completing high school. As noted previously, since the province began reporting five-year high school completion rates in 1999-2000, the District has seen an 8.5 per cent increase in the percentage of students completing high school, rising to 72.7 per cent from 64.2 per cent.

A full AISI Project report can be reviewed at: <http://education.alberta.ca/apps/aisi/cycle3/>

Class size requirement

Edmonton Public Schools is committed to lowering average class sizes as quickly as possible to reach the targets recommended by the Learning Commission. As shown in the table below, average class sizes in each of the grade groupings have fallen dramatically from the averages reported in the 2003/04 school year. In fact the Learning Commission targets were met for the 4-6, 7-9 and

10-12 grade divisions as of September, 2004. The K-3 average class sizes as defined by Alberta Education continue to be approximately 2 students per class above target, mainly due to pressures caused by lack of classroom space in high population growth areas.

	03-04	04-05	05-06	06-07	ACOL
	Average	Average	Average	Average	Size
	Size	Size	Size	Size	Targets
K-3	22.0	19.2	18.9	19.1	17
4-6	22.9	21.5	21.3	21.0	23
7-9	27.2	23.3	23.7	24.2	25
10-12	28.5	25.0	25.4	26.1	27

The school-by-school average class sizes by division for the 2004-05, 2005-06 and 2006-07 school years can be found at the following link <http://www.epsb.ca/about/ClassSizeAverage.shtml>

High school course completion results

In an effort to increase high school completion rates, the District has placed a great deal of emphasis on the successful completion of high school courses, particularly at the grade 10 level. Successful completion is defined as the percentage of students initially enrolled in a particular course who receive credits in that course. Successful completion rates for the past five years are provided on page 20. Over the past five years, there has been an increase in the percentage of students successfully completing courses for eleven of the fourteen grade 10 courses being tracked. When looking at course clusters, the increases ranged from 4.9 per cent for grade 10 English courses to 8.1 per cent for grade 10 science courses. It is expected that these increases in successful course completion will translate into increased high school completion.

International Baccalaureate (IB) and Advance Placement (AP) Programs

In 2007, 708 students from seven District high schools wrote a total of 2,198 International Baccalaureate examinations. This represents an increase of 31 students and 24 examinations relative to 2006. For the seven IB courses with enrolments of more than 50 students across the District (English HL, History HL, Biology HL, Chemistry SL, Physics SL, Mathematics Methods SL, and French B SL), District averages were higher than world averages. District students also wrote examinations in 15 other IB courses. The number of students participating in any of these examinations ranged from a high of 48 students in Mandarin B SL to a low of 1 student in Theatre Arts SL. It is not valid to compare District averages to world averages on these low enrolment courses.

As well in 2007, students from six District high schools wrote a total of 930 Advanced Placement examinations. For the seven AP courses with enrolments of more than 50 students across the District (English Language and Composition, English Literature and Composition, European History, Biology, Chemistry, Physics B, and Calculus AB), District averages were higher than world averages for all examinations with the exception of Chemistry. District students also wrote examinations in 7 other AP courses. The number of students participating in any of these examinations ranged from a high of 31 students in French Language to a low of 4 students in Computing Science A. It is not valid to compare District averages to world averages on these low enrolment courses.

Choice of programs and programming

The District's mission as an advocate of choice is supported in many ways. The open boundary policy ensures that all schools are schools of choice. The site-based decision making philosophy enables all schools to respond to the needs and aspirations of the families served. Over 30 alternative programs respond to community needs and interests. The District, by providing these options in more than 90 locations, renders programs more accessible to families. Based on demand new sites were identified for Arts Core, Cogito, International Baccalaureate Primary Years Program (PYP) and Pre-Advanced Placement. Special education programming is provided in a variety of settings, ranging from full inclusion in classrooms in the neighbourhood school to schools that serve only students with specific special needs. The District offers transition programs at the junior high level, outreach programs at senior high, grades one to 12 online instruction through LearnNet and supports to families who chose the home education option. It also has specialized offerings such as a program for young adults, 17 to 20 years of age, who require support and information to successfully transition to the workplace and community life and a program for pregnant and parenting teens in partnership with the Terra Association.

Aboriginal education

The Board of Trustees approved the establishment of a Trustee Aboriginal Education Task Force. The task force sought the wisdom of the Elders and input from Aboriginal parents and students, from District staff, as well as from a range of Aboriginal and non-Aboriginal community agencies and organizations that serve Aboriginal children, youth and families. All participants voiced their appreciation of the involvement of trustees and their willingness to reach out to the broad community. Prior to the meetings with trustees, participants were provided with a background document covering District practice regarding Aboriginal education from 1990 to the present. Subsequent to the meetings, all participants received copies of an interim board report and an invitation to provide input on a draft board Aboriginal Education Policy. A policy and an accompanying administrative regulation were developed based on the input received and a review of policies in other jurisdictions. The policy acknowledges the unique historic relationship Indigenous peoples of North America have with Canada, honours the ability of Aboriginal students, recognizes the need to strengthen program delivery for Aboriginal students and the need to develop and maintain mutually supportive relationships with Elders and the Aboriginal community. Both the policy and the regulation address respect and recognition, community involvement, staffing and professional development, student achievement, curriculum, programs and programming, assessment and enhanced supports for learning. Specific actions are referenced in the *Future Challenges* section of the report.

English Language Learners (ELL)

In response to trustee initiatives introduced in the Spring of 2007, the District realigned funding and provided an additional allocation to increase supports that will assist schools to better serve English Language Learners, including refugee and immigrant children and youth. The proposed approach builds on lessons learned in the City Centre Education Project and involves nine schools, grouped in clusters of three. The clustering of schools enables the realigning of resources and facilitates accessing community resources and providing coordinated services at the school sites. There is flexibility to tailor the nature of the District support to the needs of the particular cluster. The English Language Support Services Centre (ELSSC) and Programs will work collaboratively and in partnership with the schools and the community to implement and fine-tune the delivery approach. Recommendations for subsequent years will be made as a result of the

experience. Additionally, a decision was made to identify and make available to District schools additional funding for English Language Learners who have refugee experience, no English and minimal or no formal education and/or a three or four year lag in performance. To increase staff understanding of the changing demographics, a professional development session on cultural diversity and the needs of students and families with refugee experience was developed with several community partners and offered to central and school staff. As well, information sessions with these community partners were also offered at the Alberta Teachers' Convention. Numerous specific actions were undertaken and planned and are discussed in the *Future Challenges* section of the report.

Early intervention and prevention

The District recognizes that enabling all students to be successful requires a broad range of intervention and prevention strategies that are periodically revised and augmented based on research and experience. To provide a focus for this work, the District has developed a framework that identifies critical components of this work. The components, themes or areas included are pre-kindergarten and kindergarten programming, literacy and numeracy initiatives, alternative modes of delivery, targeted and enhanced resources, assessment practices and use of assessment data, parent involvement, partnerships and alliances with community, staff development and research. On a yearly basis strategies in each area are reviewed, resulting in expansion of some, revisions of others and introduction of new strategies. As District demographics change, it is important to seek new approaches responsive to emerging needs but it is also essential to maintain a focus on foundational skills. Literacy and numeracy continue to receive attention in schools throughout the District. Training in Balanced Literacy, Reading Recovery, Power of 10 and Middle Years Literacy Initiative is provided. District numeracy and mathematics resources are made available. Additional supports for literacy are provided through the Centre for Family Literacy, Big Brothers/Big Sisters mentoring and through our alliance with the Edmonton Public Library. Additional specific strategies are discussed in the *Future Challenges* section of the report.

Interagency collaboration

More District schools and community groups and organizations now realize the potential of collaboration to improve services to children, youth and families. Consequently, the need for a systemic look at collaboration in the District became apparent. To acquire a broader and more comprehensive picture of our community, the District partnered with the partnership enhancement group, funded by the Community Partnership Enhancement Fund. This group explores the use of community mapping as an effective tool for depicting significant aspects of the community and for engaging the community. Through this partnership, the District acquired maps that layer information about the location of our schools, the schools serving English Language Learners (ELL), Aboriginal students or students with special needs on a city map indicating high, moderate and low social vulnerability levels. Additionally, the District captured, in chart form, a snapshot of collaborative initiatives between a broad range of community groups and our District high needs schools. The maps and charts were presented to board and subsequently to major partners including Region 6 Child and Family Services, Capital Health, Big Brothers/Big Sisters, United Way, City of Edmonton and the Family Centre. This enabled the District to begin conversations regarding a District perspective on working collaboratively. Work with these partners is ongoing in various parts of the District. However, it is now viewed within a broader context and with the intent of eventually involving all schools. As part of this work, the first year of the AISI Community Collaboration Project was implemented and focused on providing supports to 18

schools that formed themselves into five clusters to work with key community partners. Clusters of schools identify common needs which may be more effectively met by community partners. Additional discussion on collaboration and coordination of services in support of student success is provided in the next item and in the *Future Challenges* section of the report. (Note: Number of schools involved expanded from 18 to 29 in 2007-08).

City Centre Education Project (CCEP)

The City Centre Education Project (CCEP) continues to deepen its understanding and its practice of collaboration and to provide an example for other District schools as they become involved in collaborative work. This past year, in addition to its ongoing work, CCEP invited key partners from community agencies to join them at their two-day principal retreat. The schools were joined by representatives from Region 6 Child and Family Services, Big Brothers/Big Sisters of Edmonton, The United Way's Partners for Kids and The Family Centre. During this time, partners committed to deliberate work around the philosophy and practice of resiliency and provided leadership in the AISI Interagency Collaborative project. For the betterment of the children, youth and families in the eight communities represented, the principals and their community partners committed to a working framework to guide the partnership work. The framework was a significant step forward in providing a supportive, multi-faceted, professional partnership that families are able to access through the CCEP schools. The schools serve as the hub or connecting point for families. Some schools in the project, along with Big Brothers/Big Sisters, The Family Centre and Region 6, worked with Resiliency Canada to develop teaching and learning practices and actions. The practices and actions enabled students to work from their point of strength and ability and resulted in significant signs of growth and engagement with specifically targeted children and youth. With the District's implementation of the AISI Interagency Collaboration Project, CCEP examined how their knowledge and experience could best support this work through-out the three year project and has provided leadership that will enable the development of multiple, sustainable collaborative models within our District. Some highlights of ongoing work include:

- strengthening support to Aboriginal students and families,
- *Success Coach* work with junior high youth,
- summer programming,
- individualized student support in the areas of literacy and math,
- use of assessment to refine programming to address the learning needs of all students, and
- provision of two early learning sites where 30 children from the CCEP communities accessed literacy, numeracy and social skills based programming prior to entering kindergarten.

Healthy living

In response to trustees' interest and leadership regarding the importance of health and wellness of students and staff, the District consulted with District staff on this topic and undertook a review of significant research and policies in other jurisdictions. This work resulted in the development and, ultimately, board approval of a holistic health and wellness policy that covers both students and employees. This policy aligns with a comprehensive school health approach. It links nutrition and physical and emotional well-being to the District's core business of teaching and learning. It acknowledges the Board's commitment to healthy eating and active living while recognizing that this is a shared responsibility with parents, government, community members and agencies. This policy provides direction to the District and will be augmented by an administrative regulation identifying key directives for action.

Second Languages

The District continues to implement a second language requirement for all students in grades 4 through 9, starting at grade 4 in 2006-07. The requirement along with other incentives such as international language credentials has resulted in language enrollments increasing from 22,000 to 36,000 in a few years, with a projection of 65,000 students taking a second language by 2012. Supporting this growth required a number of initiatives to enhance the District's capacity to provide quality second language programming. These include:

- Establishing Canada's largest corps of second language consultants to support instruction
- Providing a language proficiency assessment for all teachers of second language
- Providing professional development and post secondary course support to help teachers build both language and pedagogical skill
- Developing a formal second language literacy strategy called "Developing Fluency" to enhance student achievement in second language
- Providing support to administrators to help them successfully implement and administer second language offerings
- Developing research capacity to assess effectiveness of second language literacy strategies and research the appropriate use of technology for enhancing second language education
- Establishing Canada's first *Institute for Innovation in Second Language Education* to bring together all elements of support, and successfully partner with post secondary and international partners
- Creating performance assessment tasks for all language areas through Curriculum Services
- Developing and piloting of Canada's first "Language Passport" and "Language Portfolio"
- Establishing, in partnership with the Chinese Ministry of Education, a *Confucius Institute* to provide support for Chinese language education and to link the District with international language education agencies worldwide.

These steps will contribute to providing world class second language instruction, knowledge that can be shared with other Alberta districts, and support for quality second language instruction (known to improve student achievement across subject areas).

Resource development

The District's Resource Development Services assist teachers by developing resources in areas where existing publications have left gaps in curriculum or program coverage. Projects completed or started in 2006-07 and continuing in 2007-08 include:

- *Maximizing Math* (formerly Math to the Max) enabling teachers to deliver the revised provincial mathematics curriculum for K-9. (Resources are completed for K, 1 and 4, with grades 2, 5,
- 7 scheduled for completion in the spring of 2008. Grades 3, 6, 8 and 9 will be completed subsequently in accordance with the provincial implementation schedule. The resource provides 100% coverage of the new provincial curriculum.))
- Translations of a number of resources to support French immersion programs as well as the translation of math resources into four additional languages to support bilingual programming.
- Resources to support Physics 20.
- Alberta's first resource to support implementation of the junior high Knowledge and Employability courses.

- Numerous resources supporting literacy, physical education and other specific subject areas.

Development of history centre

The District has formally commenced operation of a new History Centre, located at Queen Alexandra School. This is a partnership with community organizations and the University of Alberta, which has as its goals to provide access to historical content and to enhance research skills. In 2007-08 the Centre will focus on providing students in grades 4, 5, 7 and 8 with historical content that will support and enhance the learning of specific topics in the Social Studies program. This will be content that would be difficult for a classroom teacher to provide, and is delivered through professional historians and archivists. Students are able to handle artifacts, work with primary documents and be led by experts in research technique. In the evenings, sessions are provided for teachers to enhance their historical knowledge of topics they will be teaching. This will enable them to provide necessary background as they work with students in their classrooms.

PERFORMANCE MEASURE RESULTS

Goal One: High Quality Learning Opportunities for All

Outcome 1.1

Schools provide a safe and caring environment for students.

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2006/07	
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 in school.	Overall					
	Jurisdiction	81.2	84.5	85.4	84.8	if set
	Province	80.7	83.1	84.4	84.2	
	Teachers					
	Jurisdiction	89.7	92.8	92.8	92.7	
	Province	90.6	92.3	92.8	92.6	
	Parents					
	Jurisdiction	79.1	81.9	83.2	81.7	
	Province	78.0	79.9	82.1	81.7	
	Students					
	Jurisdiction	74.6	78.7	80.1	79.8	
	Province	73.5	77.2	78.4	78.5	

Comment on Results

- The percentage of teachers, parents and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school has increased significantly compared to the previous three year average.
- However there was a decline, particularly for the parent respondents, for this measure compared to last year. More parents are concerned with their children's safety on the way to and from school and at school.
- This is aligned with the district priority: *To achieve high standards of citizenship, conduct, safety and well-being of students and staff.* Schools in the district have been working diligently to support this priority.

Graph of Overall Jurisdiction Results (optional)

Year	Overall	Parent	Student	Teacher
2003/2004	81.2	80.7	84.4	85.4
2004/2005	84.5	83.1	84.4	84.8
2005/2006	85.4	84.4	84.2	84.2
2006/2007	84.8	84.2	84.2	84.2

Local Measures for outcome 1.1

	Percentage (%)				
	2002	2004	2005	2006	2007
Parent satisfaction with the safety of their child in school.	92	93	92	93	94
Students who feel safe in school.	92	92	93	92	92
Community who believe EPS is effective in providing for the safety of students at school.	80	83	84	83	82

Outcome 1.2

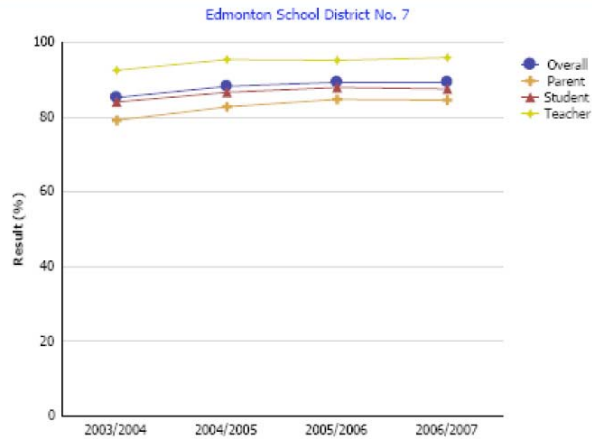
The education system meets the needs of all K – 12 students, society and the economy.

Performance Measure	Results				Target																									
	2003/04	2004/05	2005/06	2006/07	2006/07																									
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.	Overall					REQUIRED																								
	Jurisdiction	76.6	78.2	79.7	80.6		if set																							
	Province	75.8	76.7	78.1	78.5		OPTIONAL																							
	Teachers																													
	Jurisdiction	84.2	84.8	85.8	87.9																									
	Province	83.5	83.6	85.2	85.7																									
	Parents																													
	Jurisdiction	77.0	77.3	78.4	79.3																									
	Province	75.4	75.0	76.6	76.9																									
	Students																													
	Jurisdiction	68.6	72.6	74.9	74.7																									
	Province	68.5	71.5	72.6	72.9																									
Comment on Results																														
<ul style="list-style-type: none">Overall satisfaction with the opportunity for students to receive a broad program of studies has improved significantly in Edmonton Public compared to the previous three year average.The largest increase in satisfaction was expressed by teachers in Edmonton Public compared to the previous year.Overall the percentage of respondents from Edmonton Public satisfied with the opportunity for students to receive a broad program of studies was greater than the Province.																														
Graph of Overall Jurisdiction Results (optional)																														
<p>Edmonton School District No. 7</p> <table><thead><tr><th>Year</th><th>Overall (%)</th><th>Parent (%)</th><th>Student (%)</th><th>Teacher (%)</th></tr></thead><tbody><tr><td>2003/2004</td><td>77.0</td><td>75.4</td><td>69.0</td><td>84.2</td></tr><tr><td>2004/2005</td><td>77.3</td><td>75.0</td><td>71.5</td><td>84.8</td></tr><tr><td>2005/2006</td><td>78.4</td><td>76.6</td><td>72.6</td><td>85.8</td></tr><tr><td>2006/2007</td><td>79.3</td><td>76.9</td><td>72.9</td><td>87.9</td></tr></tbody></table>						Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)	2003/2004	77.0	75.4	69.0	84.2	2004/2005	77.3	75.0	71.5	84.8	2005/2006	78.4	76.6	72.6	85.8	2006/2007	79.3	76.9	72.9	87.9
Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)																										
2003/2004	77.0	75.4	69.0	84.2																										
2004/2005	77.3	75.0	71.5	84.8																										
2005/2006	78.4	76.6	72.6	85.8																										
2006/2007	79.3	76.9	72.9	87.9																										

Outcome 1.2

The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure	Results				Target																									
	2003/04	2004/05	2005/06	2006/07	2006/07																									
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall					REQUIRED																								
	Jurisdiction	85.4	88.4	89.5	89.5		if set																							
	Province	84.1	86.1	87.7	87.6																									
	Teachers					OPTIONAL																								
	Jurisdiction	92.7	95.6	95.4	96.1																									
	Province	92.6	93.9	94.8	94.7																									
	Parents																													
	Jurisdiction	79.3	82.9	84.9	84.7																									
	Province	76.6	78.9	81.6	81.8																									
	Students																													
	Jurisdiction	84.2	86.8	88.1	87.7																									
	Province	83.2	85.6	86.6	86.4																									
	Comment on Results																													
	<ul style="list-style-type: none">Satisfaction with the overall quality of basic education has improved significantly compared to the three year average for Edmonton Public.The largest increase in satisfaction was expressed by teachers in Edmonton Public compared to the previous year.Stakeholders have a very high level of satisfaction with the overall quality of education in Edmonton Public																													
	Graph of Overall Jurisdiction Results (optional)																													
<table border="1"><caption>Edmonton School District No. 7 - Satisfaction Data</caption><thead><tr><th>Year</th><th>Overall</th><th>Parent</th><th>Student</th><th>Teacher</th></tr></thead><tbody><tr><td>2003/04</td><td>85.4</td><td>79.3</td><td>84.2</td><td>92.7</td></tr><tr><td>2004/05</td><td>88.4</td><td>82.9</td><td>86.8</td><td>95.6</td></tr><tr><td>2005/06</td><td>89.5</td><td>84.9</td><td>88.1</td><td>95.4</td></tr><tr><td>2006/07</td><td>89.5</td><td>84.7</td><td>87.7</td><td>96.1</td></tr></tbody></table>						Year	Overall	Parent	Student	Teacher	2003/04	85.4	79.3	84.2	92.7	2004/05	88.4	82.9	86.8	95.6	2005/06	89.5	84.9	88.1	95.4	2006/07	89.5	84.7	87.7	96.1
Year	Overall	Parent	Student	Teacher																										
2003/04	85.4	79.3	84.2	92.7																										
2004/05	88.4	82.9	86.8	95.6																										
2005/06	89.5	84.9	88.1	95.4																										
2006/07	89.5	84.7	87.7	96.1																										



Outcome 1.2

The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure	Results				Target
	2003/04	2004/05	2005/06	2006/07	2006/07
Percentage of teachers, parents and students satisfied with access and timeliness of services for students in schools (e.g., academic counseling, career counseling, library services, supports for students with special needs).	Overall				
	Jurisdiction	68.0	69.4	69.9	if set
	Province	67.2	68.5	68.2	
	Teachers				
	Jurisdiction	69.5	70.3	73.0	
	Province	70.0	71.5	72.0	
	Parents				
	Jurisdiction	56.6	58.7	57.9	
	Province	54.9	56.9	55.9	
	Students				
	Jurisdiction	78.0	79.1	78.8	
	Province	76.7	77.1	76.8	

Comment on Results	Graph of Overall Jurisdiction Results (optional)																								
	<p>Edmonton School District No. 7</p> <table><caption>Graph Data (Jurisdiction Results)</caption><thead><tr><th>Year</th><th>Overall</th><th>Parent</th><th>Student</th><th>Teacher</th></tr></thead><tbody><tr><td>2003/2004</td><td>68.0</td><td>56.6</td><td>78.0</td><td>76.7</td></tr><tr><td>2004/2005</td><td>69.4</td><td>58.7</td><td>79.1</td><td>77.1</td></tr><tr><td>2005/2006</td><td>69.9</td><td>57.9</td><td>78.8</td><td>76.8</td></tr><tr><td>2006/2007</td><td>73.0</td><td>55.9</td><td>76.8</td><td>76.8</td></tr></tbody></table>	Year	Overall	Parent	Student	Teacher	2003/2004	68.0	56.6	78.0	76.7	2004/2005	69.4	58.7	79.1	77.1	2005/2006	69.9	57.9	78.8	76.8	2006/2007	73.0	55.9	76.8
Year	Overall	Parent	Student	Teacher																					
2003/2004	68.0	56.6	78.0	76.7																					
2004/2005	69.4	58.7	79.1	77.1																					
2005/2006	69.9	57.9	78.8	76.8																					
2006/2007	73.0	55.9	76.8	76.8																					

Local Measures for outcome 1.2

	Percentage (%)				
	2002	2004	2005	2006	2007
Parent satisfaction with overall quality of education received by their child	92	94	94	96	96
Community satisfaction with the overall quality of education received by students attending EPS.	80	82	86	87	87
Parent satisfaction with the programs and courses available in their child's school.	90	90	86	91	92
Parent satisfaction with the programs and courses available in EPS.	90	91	88	93	94

Outcome 1.3

Children at risk have their needs addressed through effective programs and supports.

Performance Measure		Results					Target
		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Annual dropout rate of students aged 14 to 18.	Jurisdiction	7.9	6.9	6.8	6.1	6.3	if set
	Province	6.3	5.5	5.3	4.9	4.7	

Comment on results

- There has been a decline in the annual dropout rate of students compared the previous three year average and a slight increase compared to last year.

Graph of Overall Jurisdiction Results (optional)

Authority Results

Year	Drop Out Rate (%)	Returning Rate (%)
2001/2002	7.9	22
2002/2003	6.9	22
2003/2004	6.8	24
2004/2005	6.1	22
2005/2006	4.7	22

Local Measures for outcome 1.3

Students who feel they get the help they need from teachers.

Percentage (%)				
2002	2004	2005	2006	2007
91	91	92	91	92

Outcome 1.4

Students complete programs.

Performance Measure		Results					Target
		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 years:						
	Jurisdiction	57.3	57.6	60.5	63.6	63.5	if set
	Province	65.6	67.8	69.3	70.4	70.4	
	Within 4 years:						
	Jurisdiction	64.5	65.0	64.3	68.0	70.1	if set
	Province	71.8	72.3	73.4	75.1	76.2	
	Within 5 years:						
	Jurisdiction	69.8	68.8	69.0	70.0	72.7	if set
	Province	75.1	75.2	75.5	77.4	78.6	

Comment on results	Graph of Overall Jurisdiction Results (optional)																																																						
<ul style="list-style-type: none">The percentage of students completing high school within 3, 4 and 5 years of entering grade 10 in Edmonton Public has increased over the past 5 years.The 3 year completion rate improved significantly compared to the previous three year average (60.3%) This is the rate that is included in the Accountability Pillar Measure.Edmonton Public School's completion rates remain below that of the Province. This continues to be an area of focus for the district.	<div><p>3 Year (%)</p><table><caption>3 Year (%) Data</caption><tr><th>Year</th><th>Auth (%)</th><th>Prov (%)</th></tr><tr><td>2001/2002</td><td>57.3</td><td>65.6</td></tr><tr><td>2002/2003</td><td>57.6</td><td>67.8</td></tr><tr><td>2003/2004</td><td>60.5</td><td>69.3</td></tr><tr><td>2004/2005</td><td>63.6</td><td>70.4</td></tr><tr><td>2005/2006</td><td>63.5</td><td>70.4</td></tr></table><p>4 Year (%)</p><table><caption>4 Year (%) Data</caption><tr><th>Year</th><th>Auth (%)</th><th>Prov (%)</th></tr><tr><td>2001/2002</td><td>64.5</td><td>71.8</td></tr><tr><td>2002/2003</td><td>65.0</td><td>72.3</td></tr><tr><td>2003/2004</td><td>64.3</td><td>73.4</td></tr><tr><td>2004/2005</td><td>68.0</td><td>75.1</td></tr><tr><td>2005/2006</td><td>70.1</td><td>76.2</td></tr></table><p>5 Year (%)</p><table><caption>5 Year (%) Data</caption><tr><th>Year</th><th>Auth (%)</th><th>Prov (%)</th></tr><tr><td>2001/2002</td><td>69.8</td><td>75.1</td></tr><tr><td>2002/2003</td><td>68.8</td><td>75.2</td></tr><tr><td>2003/2004</td><td>69.0</td><td>75.5</td></tr><tr><td>2004/2005</td><td>70.0</td><td>77.4</td></tr><tr><td>2005/2006</td><td>72.7</td><td>78.6</td></tr></table></div>	Year	Auth (%)	Prov (%)	2001/2002	57.3	65.6	2002/2003	57.6	67.8	2003/2004	60.5	69.3	2004/2005	63.6	70.4	2005/2006	63.5	70.4	Year	Auth (%)	Prov (%)	2001/2002	64.5	71.8	2002/2003	65.0	72.3	2003/2004	64.3	73.4	2004/2005	68.0	75.1	2005/2006	70.1	76.2	Year	Auth (%)	Prov (%)	2001/2002	69.8	75.1	2002/2003	68.8	75.2	2003/2004	69.0	75.5	2004/2005	70.0	77.4	2005/2006	72.7	78.6
Year	Auth (%)	Prov (%)																																																					
2001/2002	57.3	65.6																																																					
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2005/2006	72.7	78.6																																																					

Local Measure for Outcome 1.4 – Percentage of Students Successfully Completing Grade 10 Core Courses

In an effort to increase high school completion rates, the District has placed a great deal of emphasis on the successful completion of high school courses, particularly at the grade 10 level. Successful completion is defined as the percentage of students initially enrolled in a particular course who receive credits in that course. The table below provides information on successful completion rates of grade 10 courses for the past five years.

Courses	Percentage of Students Successfully Completing Grade 10 Core Courses					Change between 2002-03 and 2006-07
	2002-03	2003-04	2004-05	2005-06	2006-07	
English 10-1	86.8	89.1	91.1	89.0	88.5	1.8
English 10-2	59.3	60.9	65.9	64.2	67.7	8.4
English 16/10-4	51.7	58.1	60.9	62.1	60.2	8.6
Grade 10 English Total	76.2	78.5	81.6	80.5	81.1	4.9
Applied Math 10	60.2	60.7	63.8	65.9	66.0	5.8
Pure Math 10	78.1	82.9	85.4	84.3	82.7	4.5
Math 10 Prep	46.4	60.1	56.5	63.3	63.9	17.5
Math 14	56.3	62.0	63.8	61.4	64.1	7.8
Math 16/10-4	62.9	61.7	59.3	61.2	50.6	-12.3
Grade 10 Math Total	67.1	72.4	74.9	75.0	74.4	7.3
Science 10	74.8	79.3	80.9	83.6	81.9	7.1
Science 14	55.5	66.9	69.5	67.6	70.0	14.6
Science 16/10-4	56.0	61.0	65.0	61.4	47.1	-8.9
Grade 10 Science Total	70.1	76.1	77.8	79.5	78.2	8.1
Social Studies 10	86.8	90.8	91.3	90.3	91.1	4.3
Social Studies 13	59.1	65.1	67.7	64.5	68.4	9.3
Social Studies 16	59.3	59.5	63.2	62.5	58.4	-0.9
Grade 10 Social Studies Total	76.8	81.9	83.1	82.1	83.7	6.9

Over the past five years, there has been an increase in the percentage of students successfully completing courses for eleven of the fourteen grade 10 courses being tracked. When looking at course clusters, the increases ranged from 4.9 per cent for grade 10 English courses to 8.1 per cent for grade 10 science courses. It is expected that these increases in successful course completion will translate into increased high school completion rates over the next several years.

Goal Two: Excellence in Student Learning Outcomes

Outcome 2.1 *Students demonstrate high standards.*

Performance Measure		Results (in percentages)					Target
Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		A E [*] 2002/03	A E [*] 2003/04	A E [*] 2004/05	A E [*] 2005/06	A E [*] 2006/07	A E [*] 2006/07
Grade 3							
Language Arts	Jurisdiction	80.3/15.3	79.1/15.2	79.5/16.2	80.0/13.9	78.4/16.2	
	Province	82.4/15.7	81.7/15.1	82.2/16.2	81.3/14.1	80.3/17.7	
Mathematics	Jurisdiction	82.3/31.7	79.8/26.1	79.8/26.4	81.5/27.9	78.9/25.7	
	Province	82.3/29.8	81.8/27.4	80.3/26.1	82.0/26.9	79.9/23.5	
Grade 6							
Language Arts	Jurisdiction	79.7/18.4	77.6/17.6	76.6/17.4	78.4/17.0	77.6/20.7	
	Province	81.2/17.3	79.1/15.5	77.3/15.5	79.0/15.9	80.3/19.8	
Français	Jurisdiction						
	Province						
French Language Arts	Jurisdiction	93.0/22.0	93.7/20.6	87.7/8.0	94.3/14.6	88.4/13.8	
	Province	84.5/13.2	88.5/12.8	85.1/8.8	87.5/11.2	88.1/11.0	
Mathematics	Jurisdiction	79.8/20.6	78.9/24.1	79.5/21.5	77.0/18.1	73.1/16.4	
	Province	78.3/17.7	78.5/21.2	78.2/18.1	75.2/15.6	74.0/14.5	
Science	Jurisdiction	82.0/29.6	81.5/32.3	81.3/31.8	79.7/32.0	75.3/29.9	
	Province	80.0/24.1	80.6/26.2	79.8/26.0	78.1/27.7	75.2/26.6	
Social Studies	Jurisdiction	80.7/24.1	79.6/23.7	80.2/25.8	80.2/27.7	77.5/24.9	
	Province	79.0/20.3	78.6/19.7	78.4/21.5	78.6/22.9	77.4/22.3	
Grade 9							
Language Arts	Jurisdiction	77.3/14.7	77.0/14.2	77.8/16.4	76.9/15.9	77.2/18.3	
	Province	78.0/13.5	77.6/12.4	77.9/14.0	77.4/13.6	77.5/14.8	
Français	Jurisdiction						
	Province						
French Language Arts	Jurisdiction	92.8/24.2	95.8/23.8	91.9/12.2	90.3/16.8	86.4/19.5	
	Province	89.2/18.1	83.4/11.7	85.9/13.6	83.3/10.9	81.3/12.9	
Mathematics	Jurisdiction	67.7/24.1	71.1/24.6	72.4/26.2	68.8/21.1	68.5/22.7	
	Province	63.5/17.6	66.1/18.9	68.0/19.7	67.4/17.4	66.3/18.3	
Science	Jurisdiction	75.3/18.3	68.7/17.0	71.8/19.2	68.9/17.9	71.9/20.7	
	Province	71.1/13.0	66.6/12.1	67.5/12.8	67.4/13.3	69.6/14.7	
Social Studies	Jurisdiction	75.9/24.7	75.9/26.2	74.5/24.5	75.0/25.1	73.5/24.4	
	Province	72.6/18.7	73.1/20.0	71.3/18.3	72.5/18.9	71.4/18.7	
Overall							
	Jurisdiction	78.5/22.6	77.9/22.7	77.9/22.8	77.4/22.0	75.6/22.1	78.4
	Province	77.5/19.3	77.5/19.5	77.0/19.4	76.9/19.1	75.9/19.5	

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

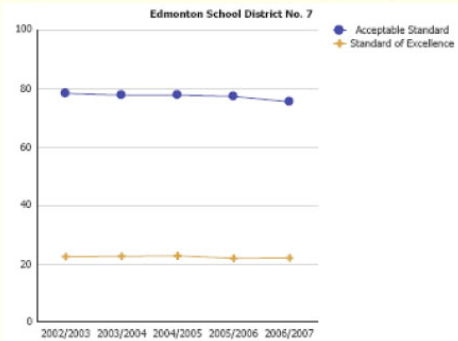
Comment on Results

- Overall the percentage of students meeting standards is lower for Edmonton Public than for the Province as a whole for the first time in 5 years.
- There was significant decline in the overall percentage of students meeting the acceptable standard compared to the previous three year average. This is an area of concern for the district.
- An area of strength is in English Language Arts at the standard of excellence for Grade 3, 6 and 9. In each case, achievement of this standard was intermediate or high and improved or improved significantly compared to the previous three year average and the previous year.
- Another area of strength is in grade 9 Science where the percentage of students meeting the acceptable standard and the standard of excellence has improved significantly compared to the three year average and the previous year.
- The percentage of Edmonton Public students in grade 3 achieving the acceptable standard declined significantly in both English Language Arts and Mathematics compared to the previous 3 year average.
- The percentage of Edmonton Public students in grade 6 achieving standards declined or declined significantly in Mathematics, Science and Social Studies compared to the previous 3 year average.
- The percentage of Edmonton Public students in grade 9 achieving the acceptable standard declined significantly in Mathematics and Social Studies compared to the previous 3 year average.

Comment on progress toward 2008/09 target (if applicable)

No progress was made toward the 2008-09 target of 78.8. In fact, district results for this measure declined significantly in 2006-07. This continues to be the major concern and actions that will be taken to improve results are described on pages 33 to 36.

Graph of Overall Jurisdiction Results (optional)



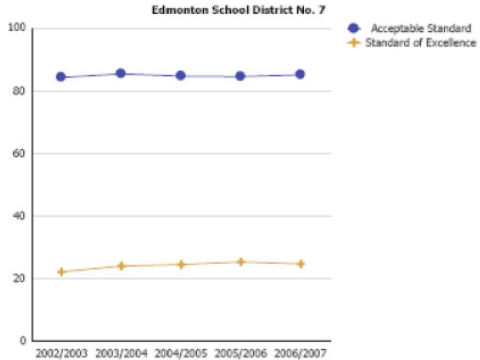
* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Outcome 2.1

Students demonstrate high standards. (continued)

Performance Measure		Results (in percentages)					Target
Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.		A E [*] 2002/03	A E [*] 2003/04	A E [*] 2004/05	A E [*] 2005/06	A E [*] 2006/07	A E [*] 2006/07
English 30-1	Jurisdiction		90.6/19.4	87.5/19.7	87.0/20.3	86.5/19.7	
	Province		92.0/18.8	89.1/17.8	88.0/19.3	87.7/19.0	
English 30-2	Jurisdiction		82.6/7.6	85.8/9.6	83.3/8.1	86.1/9.7	
	Province		85.2/7.1	89.4/10.1	86.1/8.1	88.7/9.7	
English 30	Jurisdiction	91.8/25.9	87.8/12.2				
	Province	92.3/24.1	81.8/9.6				
English 33	Jurisdiction	83.1/7.7	91.3/7.5				
	Province	85.1/6.5	89.0/9.8				
Français 30	Jurisdiction						
	Province						
French Language Arts 30	Jurisdiction	97.4/20.5	100.0/22.7	94.6/29.7	98.0/33.3	100/33.3	
	Province	95.2/15.4	95.4/16.7	95.1/19.1	95.0/21.8	95.6/23.1	
Social Studies 30	Jurisdiction	86.4/23.4	85.8/26.9	85.0/26.9	87.0/28.2	87.3/26.2	
	Province	86.6/22.0	85.9/23.8	85.2/24.3	85.5/23.9	86.1/24.6	
Social Studies 33	Jurisdiction	79.4/12.3	81.2/14.4	82.1/15.2	81.9/17.4	84.9/19.8	
	Province	81.5/13.1	82.9/15.0	85.0/17.6	83.5/19.0	84.8/19.6	
Pure Math 30	Jurisdiction	86.4/31.5	87.8/36.1	82.0/29.1	84.9/31.0	82.2/25.8	
	Province	84.4/27.1	83.7/32.0	80.6/25.7	82.8/26.5	81.1/24.6	
Applied Math 30	Jurisdiction	85.0/14.3	84.4/15.6	85.1/19.9	73.1/10.8	71.7/10.8	
	Province	85.0/14.0	85.5/14.3	87.6/21.8	77.5/11.8	77.6/12.1	
Math 30	Jurisdiction						
	Province						
Biology 30	Jurisdiction	79.1/21.9	80.8/27.8	82.1/29.2	83.3/29.7	84.6/29.6	
	Province	80.8/21.9	81.9/26.6	81.9/26.6	81.4/26.4	83.5/27.4	
Chemistry 30	Jurisdiction	82.1/24.0	86.4/29.4	88.2/34.8	88.9/38.3	89.5/39.1	
	Province	84.5/24.6	85.7/27.9	88.2/33.4	88.4/37.1	89.3/37.9	
Physics 30	Jurisdiction	81.5/26.8	87.1/31.8	85.4/28.5	84.2/31.5	87.8/31.5	
	Province	81.5/25.1	86.6/29.8	84.2/27.8	84.4/30.0	86.1/29.3	
Science 30	Jurisdiction	85.1/20.2	83.7/17.2	84.9/19.8	82.2/17.9	86.1/18.3	
	Province	88.2/19.7	84.3/16.5	88.1/22.1	82.8/17.3	87.1/18.0	
Overall	Jurisdiction	84.4/22.3	85.6/24.2	84.9/24.6	84.7/25.5	85.3/24.8	
	Province	85.3/20.8	85.8/22.2	85.7/23.0	84.7/23.0	85.4/23.3	

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

Comment on Results	Graph of Overall Jurisdiction Results (optional)																		
<ul style="list-style-type: none">Overall the percentage of students meeting the acceptable standard on diploma examinations has increased over the past 5 years. This is also the trend for the Province as a whole.Overall the percentage of students meeting the standard of excellence is higher for Edmonton Public than for the Province as a whole.	 <p>Edmonton School District No. 7</p> <p>Legend: Acceptable Standard (blue line with circles), Standard of Excellence (orange line with stars)</p> <table><tr><th>Year</th><th>Acceptable Standard (%)</th><th>Standard of Excellence (%)</th></tr><tr><td>2002/2003</td><td>85</td><td>22</td></tr><tr><td>2003/2004</td><td>86</td><td>24</td></tr><tr><td>2004/2005</td><td>85</td><td>25</td></tr><tr><td>2005/2006</td><td>85</td><td>26</td></tr><tr><td>2006/2007</td><td>86</td><td>25</td></tr></table>	Year	Acceptable Standard (%)	Standard of Excellence (%)	2002/2003	85	22	2003/2004	86	24	2004/2005	85	25	2005/2006	85	26	2006/2007	86	25
Year	Acceptable Standard (%)	Standard of Excellence (%)																	
2002/2003	85	22																	
2003/2004	86	24																	
2004/2005	85	25																	
2005/2006	85	26																	
2006/2007	86	25																	

Performance Measure		Results					Target
		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Jurisdiction	50.0	50.3	52.8	54.6	55.5	if set
	Province	50.1	51.4	52.4	53.5	53.5	
Comment on Results <ul style="list-style-type: none"> The percentage of Edmonton Public students who take four or more diploma examinations has increased steadily over the past 5 years. It is encouraging to note that participation rates for Edmonton Public students are increasing in conjunction with the percentage of students meeting standards. 		Graph of Overall Jurisdiction Results (optional) - no graph available					

Performance Measure		Results					Target
		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Percentages of Grade 12 students meeting the Rutherford Scholarship eligibility criteria.	Jurisdiction	30.8	29.4	30.9	31.5	34.5	if set
	Province	31.2	32.5	33.8	35.3	37.2	

Comment on Results

- The percentage of Edmonton Public students meeting the Rutherford Scholarship eligibility criteria has increased over the past 5 years.
- There was a substantial increase in the percentage of students meeting the Rutherford Scholarship eligibility criteria compared to last year.

Graph of Overall Jurisdiction Results (optional)

Year	Auth (%)	Prov (%)
2001/2002	30.8	31.2
2002/2003	29.4	32.5
2003/2004	30.9	33.8
2004/2005	31.5	35.3
2005/2006	34.5	37.2

Local measures for outcome 2.1 – Highest Level of Achievement Tests

The results for the June 2006 and 2007 HLAT administrations are summarized in the table below. This table shows the percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade for both the reading and writing components of HLAT for the past two years.

**PERCENTAGE OF STUDENTS ACHIEVING AT OR ABOVE GRADE LEVEL
ON HLAT READING AND WRITING**

Enrolment Grade	% of Students Reading at or Above Grade Level		% of Students Writing at or Above Grade Level	
	2006	2007	2006	2007
Grade 1	89.6	89.7	90.2	88.0
Grade 2	85.4	84.7	90.4	89.1
Grade 3	85.5	84.3	90.7	88.9
Grade 4	83.9	83.3	86.9	89.0
Grade 5	84.0	82.5	87.0	85.8
Grade 6	84.5	82.7	88.1	86.5
Grade 7	85.1	84.0	88.3	87.9
Grade 8	83.9	82.5	88.1	87.8
Grade 9	85.1	83.3	88.9	89.1
TOTAL	85.1	84.0	88.7	88.0

The results from the 2007 administration of Highest Level of Achievement tests to all District students enrolled in grades 1 through 9 indicate an overall decrease (1.1 per cent) in the percentage of students reading at or above grade level and a slight overall decrease (0.7 per cent) in the percentage of students writing at or above grade level. The change in the percentage of students reading at or above grade level ranged from an increase of 0.1 per cent at grade 1 to a decrease of 1.8 per cent at grades 6 and 9. The change in the percentage of students writing at or above grade level ranged from an increase of 2.1 per cent at grade 4 to a 2.2 per cent decrease at grade 1. A total of 82.1 per cent of District students demonstrated at least one year's growth in reading between 2006 and 2007. In that same time frame, 93.7 per cent of District students demonstrated at least one year's growth in writing.

Local measures for outcome 2.1 – Grade Level of Achievement

The District has required schools to indicate grade level of achievement for all courses for all students in grades 1 to 9 for a number of years. For the past three years, the District has analyzed the data and provided schools with summaries of GLA achievement in language arts and mathematics. Students were considered to be at grade level if the grade level of achievement submitted for a course of study was equal to or greater than enrolment grade, and the performance mark was a “pass”. Students were considered to not have met grade level expectations if their grade level of achievement in a course was lower than enrolment grade, if their grade level of achievement was equal to enrolment grade but they received a failing mark in the course, or if they were not registered in a specific language arts or mathematics course. The following table indicates the percentage of students at grade level in language arts and mathematics by enrolment grade for the 2004-05, 2005-06 and 2006-07 school years.

Enrolment Grade	Percentage of Students “At or Above” Grade Level in					
	Language Arts			Mathematics		
	2005	2006	2007	2005	2006	2007
Grade 1	85.9	86.3	86.6	92.3	92.6	92.3
Grade 2	87.5	85.4	85.6	92.6	92.0	91.9
Grade 3	85.9	86.3	84.4	90.4	91.3	89.7
Grade 4	85.2	84.8	85.3	89.4	88.9	89.9
Grade 5	84.8	83.9	83.9	88.6	87.6	88.1
Grade 6	85.4	85.0	84.2	88.2	88.2	86.5
Grade 7	90.4	87.3	86.8	88.2	85.6	86.5
Grade 8	88.3	86.8	86.0	85.1	83.9	83.1
Grade 9	89.8	86.8	87.3	84.6	80.8	81.4

For 2007, the percentage of students reported as being at or above grade level in language arts increased for grades 1, 2, 4 and 9, remained the same for grade 5, and showed a decrease for grades 3, 6, 7 and 8 relative to 2006 data. The percentage of students reported as being at or above grade level in mathematics increased for grades 4, 5, 7 and 9 but decreased for the other grade levels. Schools are indicating that they are becoming more proficient at determining grade level of achievement, and as this work continues, it is expected that the trends will stabilize.

Outcome 2.2

Students are well prepared for lifelong learning.

Performance Measure	Results					Target																																				
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07																																				
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 4 years:																																									
	Jurisdiction	30.7	33.8	33.4	38.8	40.9	if set																																			
	Province	32.0	32.8	34.0	37.0	39.5																																				
	Within 6 years:																																									
	Jurisdiction	51.3	53.7	55.0	59.2	59.8	if set																																			
	Province	51.2	51.5	54.4	57.5	59.5																																				
Comment on Results <ul style="list-style-type: none">The high school to post-secondary transition rates continue to improve as they have over the past four years. This year the rate improved significantly compared to the previous three year average.																																										
Graph of Overall Jurisdiction Results (optional) <div><p>4 Year Rate (%)</p><table border="1"><caption>4 Year Rate (%) Data</caption><thead><tr><th>Year</th><th>Auth (%)</th><th>Prov (%)</th></tr></thead><tbody><tr><td>2001/2002</td><td>30.7</td><td>32.0</td></tr><tr><td>2002/2003</td><td>33.8</td><td>32.8</td></tr><tr><td>2003/2004</td><td>33.4</td><td>34.0</td></tr><tr><td>2004/2005</td><td>38.8</td><td>37.0</td></tr><tr><td>2005/2006</td><td>40.9</td><td>39.5</td></tr></tbody></table></div> <div><p>6 Year Rate (%)</p><table border="1"><caption>6 Year Rate (%) Data</caption><thead><tr><th>Year</th><th>Auth (%)</th><th>Prov (%)</th></tr></thead><tbody><tr><td>2001/2002</td><td>51.3</td><td>51.2</td></tr><tr><td>2002/2003</td><td>53.7</td><td>51.5</td></tr><tr><td>2003/2004</td><td>55.0</td><td>54.4</td></tr><tr><td>2004/2005</td><td>59.2</td><td>57.5</td></tr><tr><td>2005/2006</td><td>59.8</td><td>59.5</td></tr></tbody></table></div>							Year	Auth (%)	Prov (%)	2001/2002	30.7	32.0	2002/2003	33.8	32.8	2003/2004	33.4	34.0	2004/2005	38.8	37.0	2005/2006	40.9	39.5	Year	Auth (%)	Prov (%)	2001/2002	51.3	51.2	2002/2003	53.7	51.5	2003/2004	55.0	54.4	2004/2005	59.2	57.5	2005/2006	59.8	59.5
Year	Auth (%)	Prov (%)																																								
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2005/2006	59.8	59.5																																								

Local Measures for outcome 2.2

Community satisfaction with the availability of continuing education from EPS.

Percentage (%)				
2002	2004	2005	2006	2007
90	91	93	92	92

Outcome 2.3 *Students are well prepared for employment.*

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2006/07	
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.	Overall					
	Jurisdiction	73.6	78.0	79.8	79.6	if set
	Province	72.2	74.9	77.0	77.1	
	Teachers					
	Jurisdiction	85.7	89.4	88.4	89.3	
	Province	87.3	89.1	89.4	89.2	
	Parents					
	Jurisdiction	61.5	66.6	71.2	69.9	
	Province	57.1	60.8	64.6	65.1	

<p>Comment on Results</p> <ul style="list-style-type: none">There has been an increase in the percentage of parents who indicate they “Don’t Know” in response to the statement “Your child is taught attitudes and behaviors to be successful work when he or she leaves school”. This accounts for the decline in this measure for parents when compared to the previous year.Overall, there has been a significant increase in the percentage of teachers and parents who indicate they are satisfied or very satisfied that students are taught attitudes and behaviours that will make them successful at work when they finish school compared to the previous three year average.	<p>Graph of Overall Jurisdiction Results (optional)</p> <p>Edmonton School District No. 7</p> <table border="1"><caption>Overall Jurisdiction Results Data</caption><thead><tr><th>Year</th><th>Overall (%)</th><th>Parent (%)</th><th>Teacher (%)</th></tr></thead><tbody><tr><td>2003/2004</td><td>73.6</td><td>61.5</td><td>72.2</td></tr><tr><td>2004/2005</td><td>78.0</td><td>66.6</td><td>74.9</td></tr><tr><td>2005/2006</td><td>79.8</td><td>71.2</td><td>77.0</td></tr><tr><td>2006/2007</td><td>79.6</td><td>69.9</td><td>77.1</td></tr></tbody></table>	Year	Overall (%)	Parent (%)	Teacher (%)	2003/2004	73.6	61.5	72.2	2004/2005	78.0	66.6	74.9	2005/2006	79.8	71.2	77.0	2006/2007	79.6	69.9	77.1
Year	Overall (%)	Parent (%)	Teacher (%)																		
2003/2004	73.6	61.5	72.2																		
2004/2005	78.0	66.6	74.9																		
2005/2006	79.8	71.2	77.0																		
2006/2007	79.6	69.9	77.1																		

Local Measures for outcome 2.3

	Percentage (%)				
	2002	2004	2005	2006	2007
High school parent satisfaction that school is preparing their child to enter the world of work.	73	82	86	84	85
High school parent satisfaction that school is preparing their child to enter post-secondary education.	80	86	86	87	85
Community who feel that EPS is preparing students for the world of work.	59	58	59	60	61
Community who feel that EPS is preparing students for entering post-secondary education.	77	77	77	78	79
Community who feel that EPS is effective in encouraging students for to stay in school until they graduate.	75	79	75	73	77

Outcome 2.4

Students model the characteristics of active citizenship.

Performance Measure	Results				Target																									
	2003/04	2004/05	2005/06	2006/07	2006/07																									
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall					REQUIRED																								
	Jurisdiction	73.5	77.8	79.0	78.7		if set																							
	Province	72.2	75.3	76.8	76.6		OPTIONAL																							
	Teachers																													
	Jurisdiction	85.9	90.5	90.0	90.5																									
	Province	86.1	89.5	90.3	89.9																									
	Parents																													
	Jurisdiction	69.4	73.3	75.5	74.9																									
	Province	67.5	70.3	72.4	72.6																									
	Students																													
	Jurisdiction	65.1	69.6	71.5	70.7																									
	Province	62.9	66.1	67.5	67.1																									
Comment on Results																														
<ul style="list-style-type: none">The percentage of teachers, students and parents that agree that students model the characteristics of active citizenship has improved significantly compared to the previous three year average.It is interesting to note to that teacher view their students much more favourably in this area than either students themselves or their parents.It is also interesting to note that while parents and teachers indicate that they are most concerned about students being encouraged to contribute in their community, a large percentage of students (approximately 1/3) indicate that students don't obey rules or respect each other.																														
Graph of Overall Jurisdiction Results (optional)																														
<p>Edmonton School District No. 7</p> <table border="1"><caption>Graph Data (Approximate Values)</caption><thead><tr><th>Year</th><th>Overall (%)</th><th>Parent (%)</th><th>Student (%)</th><th>Teacher (%)</th></tr></thead><tbody><tr><td>2003/2004</td><td>73.5</td><td>85.9</td><td>65.1</td><td>85.0</td></tr><tr><td>2004/2005</td><td>77.8</td><td>90.5</td><td>69.6</td><td>90.0</td></tr><tr><td>2005/2006</td><td>79.0</td><td>90.0</td><td>71.5</td><td>89.0</td></tr><tr><td>2006/2007</td><td>78.7</td><td>90.5</td><td>70.7</td><td>89.5</td></tr></tbody></table>						Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)	2003/2004	73.5	85.9	65.1	85.0	2004/2005	77.8	90.5	69.6	90.0	2005/2006	79.0	90.0	71.5	89.0	2006/2007	78.7	90.5	70.7	89.5
Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)																										
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2005/2006	79.0	90.0	71.5	89.0																										
2006/2007	78.7	90.5	70.7	89.5																										

Local Measures for outcome 2.4

Community who feel the EPS is preparing students to be responsible citizens.

Percentage (%)				
2002	2004	2005	2006	2007
64	65	65	65	65

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome 3.1

The jurisdiction demonstrates effective working relationships with partners and stakeholders.

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2006/07	
Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall					
	Jurisdiction	73.3	77.1	77.2	77.5	if set
	Province	74.1	76.1	77.9	77.5	
	Teachers					
	Jurisdiction	81.9	86.4	84.6	85.6	
	Province	85.4	87.0	87.6	87.1	
	Parents					
	Jurisdiction	64.7	67.8	69.8	69.4	
	Province	62.8	65.2	68.1	67.9	

Comment on Results	Graph of Overall Jurisdiction Results (optional)																			
	<p>Edmonton School District No. 7</p> <table><thead><tr><th>Year</th><th>Overall (%)</th><th>Parent (%)</th><th>Teacher (%)</th></tr></thead><tbody><tr><td>2003/2004</td><td>73.3</td><td>64.7</td><td>81.9</td></tr><tr><td>2004/2005</td><td>77.1</td><td>67.8</td><td>86.4</td></tr><tr><td>2005/2006</td><td>77.2</td><td>69.8</td><td>84.6</td></tr><tr><td>2006/2007</td><td>77.5</td><td>69.4</td><td>85.6</td></tr></tbody></table>	Year	Overall (%)	Parent (%)	Teacher (%)	2003/2004	73.3	64.7	81.9	2004/2005	77.1	67.8	86.4	2005/2006	77.2	69.8	84.6	2006/2007	77.5	69.4
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2003/2004	73.3	64.7	81.9																	
2004/2005	77.1	67.8	86.4																	
2005/2006	77.2	69.8	84.6																	
2006/2007	77.5	69.4	85.6																	

- Parental satisfaction with their involvement in decisions about their child's education has decreased slightly compared the previous year; this continues to be an area of concern for Edmonton Public Schools.
- Several programs are in place to provide opportunities for parents to become more directly involved in decision making that affects their child's education.
- There has been an increase in the percentage of parents who indicate they "Don't Know" in response to the statement s related to this measure. This accounts for the decline in this measure for parents when compared to the previous year.

Local Measures for outcome 3.1

Percentage (%)

2002 2004 2005 2006 2007

Parent satisfaction with their opportunity for involvement in school decisions that affect their child.

84 90 88 90 92

Community satisfaction that EPS is working With other agencies to help students.

79 79 79 81 81

Outcome 3.2

The jurisdiction demonstrates leadership and continuous improvement.

Performance Measure	Results				Target
	2003/04	2004/05	2005/06	2006/07	2006/07

Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Overall					
	Jurisdiction	59.2	72.8	76.9	76.3	if set
	Province	66.3	72.0	75.5	74.8	
	Teachers					
	Jurisdiction	58.0	73.1	75.2	75.4	
	Province	67.2	73.1	75.5	74.5	
	Parents					
	Jurisdiction	60.4	72.5	78.6	77.1	
	Province	65.3	70.9	75.4	75.1	

<p>Comment on Results</p> <ul style="list-style-type: none"> The results for Edmonton Public on this particular measure are very encouraging as the district has improved significantly compared to the previous three year average and has been engaged in a number of initiatives to support leadership that encourages continuous improvement. 	<p>Graph of Overall Jurisdiction Results (optional)</p> <table border="1"> <caption>Edmonton School District No. 7 - Result (%) Data</caption> <thead> <tr> <th>Year</th> <th>Overall</th> <th>Parent</th> <th>Student</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td>2003/2004</td> <td>65.3</td> <td>60.4</td> <td>78.6</td> <td>58.0</td> </tr> <tr> <td>2004/2005</td> <td>72.5</td> <td>73.1</td> <td>80.9</td> <td>70.9</td> </tr> <tr> <td>2005/2006</td> <td>78.6</td> <td>75.4</td> <td>84.5</td> <td>75.5</td> </tr> <tr> <td>2006/2007</td> <td>77.1</td> <td>75.1</td> <td>84.5</td> <td>74.5</td> </tr> </tbody> </table>					Year	Overall	Parent	Student	Teacher	2003/2004	65.3	60.4	78.6	58.0	2004/2005	72.5	73.1	80.9	70.9	2005/2006	78.6	75.4	84.5	75.5	2006/2007	77.1	75.1	84.5	74.5
	Year	Overall	Parent	Student	Teacher																									
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2004/2005	72.5	73.1	80.9	70.9																										
2005/2006	78.6	75.4	84.5	75.5																										
2006/2007	77.1	75.1	84.5	74.5																										

Outcome 3.2

The jurisdiction demonstrates leadership and continuous improvement. (continued)

Performance Measure	Results				Target
	2003/04	2004/05	2005/06	2006/07	2006/07
Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Teachers				
	Jurisdiction	78.9	76.3	79.1	if set
	Province	76.5	78.2	78.8	
Comment on Results <ul style="list-style-type: none"> There has been a substantial increase in teacher satisfaction related to their opportunities for professional development over the past year. In the first year of the new AISI cycle, a project leadership team approach to professional learning has been implemented. These teams include teachers, school and central office leadership staff, and consultants. This may have contributed to increased satisfaction on the part of teachers with their professional development opportunities. The largest increase in teacher satisfaction has been in regard to professional development meeting their personal learning needs and ongoing development. 					
Graph of Overall Jurisdiction Results (optional)					

Local Measures for outcome 3.2

Percentage (%)
2002 2004 2005 2006 2007

Staff who feel the district is a good place to work. 87 90 92 89 90

FUTURE CHALLENGES

Increasing high school completion rates

High school completion rates are increasing for the District and the gap between the District and the province is narrowing. A continued challenge will be to build on these successes as the District seeks to support an increasingly diverse and challenging high school population. The majority of District high schools are involved in the AISI project *Engaging All Learners through Differentiated Instruction*. As high school teachers become more competent and confident in supporting the diverse student population through differentiated instruction, it is anticipated that high school completion will be further positively impacted. The District will continue to focus on the successful completion of courses at the grade 10 level, particularly courses in the alternative stream where successful completion rates are substantially lower than the academic stream. It is heartening to note that a greater proportion of District students are challenging the more academic courses at high school and experiencing success. Further positive impact is anticipated, as the Aboriginal Board Policy and administrative regulations are implemented in the District.

Promoting success on provincial achievement tests PATs

The District's performance on the provincial achievement tests (PATs) is identified as a concern in the *Accountability Pillar Overall Summary*. The District is committed to enabling all students to be successful in school and in life, and it is responding to this challenge through a comprehensive framework of prevention and intervention strategies as well as strategies targeted to specific populations. Targeted strategies are described in the at-risk students, Aboriginal students, ELL students and interagency collaboration sections of this report. The following are sample strategies in each area of the framework:

- in early intervention - full-day kindergarten in 25 high needs schools, early learning opportunities for children with severe special needs, and subsidized space for Head Start programs
- in literacy and numeracy - Reading Recovery and mathematic resources for elementary and junior high
- in alternative modes of delivery - the City Centre Education Project, LearnNet and the Registered Apprenticeship Program
- in the area of targeted or enhanced resources - multilingual workers, speech therapists, physical therapists, occupational therapists and social workers
- in assessment and monitoring - data retreats and research of culturally sensitive, bias-free testing
- in partnerships and alliances with community organizations and groups - Edmonton School Lunch Program, Food for Thought and the *Eye See...Eye Learn* program
- with regard to family involvement - the - *Stepping into School, Learning Partnership's Welcome to Kindergarten* and *School Zone*, and
- in the research area - the CRYSTAL Project and the Community-University Partnership for the Study of Children, Youth and Families (CUP).

Improving academic success for at-risk students

Students not performing at grade level, particularly in Language Arts but also in other core subjects, are at risk of not completing high school. As the District demographics continue to change and increase in complexity, this focus on students at risk of not completing high school or students on the margin is critical. In this regard, the District continues to provide a range of professional development supports to schools in implementing strategies for all students but also

with a particular focus on those students who are at risk. This includes the ongoing professional development provided to all schools through the AISI projects, as well as targeted professional development provided to individual schools. In addition, each school has been asked to develop a list of students who are not performing at grade level in provincial achievement tests and the District's Highest Level of Achievement tests. This information is used by schools to develop and implement specific intervention strategies for students who are not successful in school. Assistant Superintendents provide support to the principals for this work. The District also provides a variety of flexible and transitional programming that assists students in making effective transitions between schools and from school to post-secondary education and employment. These include the early intervention approaches mentioned earlier in this report, the courses and programs offered at Metro Continuing Education, Centre High, and Argyll Centre, and the transition supports offered through partnerships with post-secondary organizations. As part of the District's work in cultural diversity and Aboriginal Education, there is an increasing focus on understanding how to involve all parents in their children's learning and in working more closely with community partners. Educational research in such areas as at risk students and resiliency has also been utilized by schools as important foundations for learning about the needs of students who are at risk.

Promoting success for Aboriginal students

We continue to see a disproportionate number of First Nations, Métis and Inuit Students in transitional, outreach, institutional and other specialized programs. A significant number of students are lost during the transition from junior to senior high school. In an effort to engage students and families in our educational system, the District is involved in a number of projects with external agencies and organizations that make up our District advisory committee on First Nations Métis and Inuit education. Monthly family cultural and supper nights are planned with Bent Arrow Traditional Healing society and eight schools in the West End. *Stepping into schools* is offered to a number of school clusters across the District to welcome preschool children into kindergarten. Interagency AISI projects in both the west-end and north-east sections of the city focus are developing collaborative approaches to supporting FNMI students in school. National Aboriginal Day was celebrated at a number of school locations during the month of June and highlighted at a Board meeting. The District continues to offer Alternative programs such as Amiskwaciy (7-17) Rites of Passage (7-9) and Awasis (K-6) which feature culture and language programs. A Cree Extended program beginning at kindergarten is being developed with implementation planned for 2008. To meet the need for additional literacy experiences, Aboriginal Head start is offered in two District schools. Planned projects with the Family Literacy Centre and the Aboriginal services librarian of the Edmonton Public Library include expanding the use of Aboriginal Storysacks and ensuring that school library collections are free of stereotypes and biased materials. In an effort to understand the school experience from a student point of view, research in conjunction with the Misericordia Community Pediatric Research group will be conducted in 2007-2008 with students in K-12. Aboriginal Education Consultants meet with youth that are in the process of disengaging from school and develop supports on a one-to one basis. Métis Child and Family Services has placed six youth workers in District schools to help ameliorate the social issues that prevent youth from achieving their educational goals. To increase cultural understanding and knowledge across the District, Aboriginal Education, Consulting Services, provides cost-free presentations to interested schools. Cultural liaison workers are placed directly in the schools with the highest number of FNMI students. Materials and supporting documents are being developed for the professional learning of staff new to the District (teaching, support, custodial and maintenance).

Responding to cultural diversity

The District's number of English Language Learners (ELL) increased last year and this year. It is anticipated that increases will continue to be seen over the next number of years, requiring supports for students and families and awareness training for staff regarding cultural diversity and English language learning. The District continues to support an internal and an external cultural diversity committee. The external committee provides significant and ongoing opportunities to work with a variety of community organizations and partners. Initiatives resulting from this work focuses on implementing effective school-based strategies, increased access to information for District staff, identification of effective strategies to work with parents and families and access to needed community support for more students. In addition, the work has increased District understanding of the need for a continuum of District and community supports for services and aspects of a continuum are being implemented. For instance at the early intervention stage, the *Welcome to Kindergarten* program, a program that provides an orientation to parents and young children, was implemented in three school sites where there are significant numbers of ELL students. A plan for an early learning program for immigrant and refugee pre-school aged children was developed and is being implemented this year. As part of the supports needed, the English Language Support Services Centre (ELSSC) continues to examine how it can meet the high demand for its services, including assessment of student needs, orientation for parents and families and professional development for staff. As noted in the *Accomplishment* section, the District has increased support to clusters of schools serving significant numbers of English Language Learners. At the high school and transition to work and post-secondary stage, transition supports for ELL students with complex needs, particularly those with refugee experience and limited schooling, were developed with community partners and are implemented at two high schools. Work was undertaken with Norquest, and is now underway with the Northern Alberta Institute of Technology (NAIT), to provide a smoother transition for ELL students to post-secondary training and education options. The District also recognizes the importance of understanding and implementing strategies that promote anti-racism. In this regard, it is involved in the Canadian Coalition of Municipalities Against Racism and Discrimination, an initiative that will assist in identifying effective resources and strategies. As well, the District is involved in a number of research studies that explore different aspects of cultural diversity, such as effective assessment of ELL students and the educational needs of African youth within Edmonton who have refugee experience and limited schooling.

Improving and Expanding Collaboration

Schools and other organizations in the city are serving an increasingly diverse population with needs compounded by poverty, cultural differences and language barriers. As a result, the District and these other organizations are recognizing the need to work differently and to work collaboratively to meet the needs of the children, youth and families served in common. The City Centre Education Project (CCEP) initiative began collaborative work about eight years ago. It has developed long-standing and sustainable partnerships among schools in the initiative and with a broad range of service providers. Through the community collaboration AISI project, the learnings from CCEP are being shared and nurtured with four additional clusters of schools. These new clusters have begun the hard work of determining shared needs across their schools and communities, identifying resources and interested partners available in their communities, agreeing on priorities and exploring different sustainable avenues of response. The Board Chair and Superintendent have initiated discussions with other board and authority chairs and chief executive officers. A trustee served as co-chair of the Capital Region Services to Children

Linkages Committee whose purpose is to share information, adopt strategic directions and facilitate collaboration that will reduce fiscal, attitudinal and organizational barriers. The District is represented on the Joint Action Committee for Children, Success By 6, the Student Health Initiative Partnership and the Regional Complex Needs Case Management Team. Formal alliances have been signed with the Edmonton YMCA, the Centre for Family Literacy and the Edmonton Public Library. The District supports the *Eye See...Eye Learn* initiative in all District kindergartens, the Medic Alert program in 14 schools, welcomes the provision of hot school lunches through the Edmonton City Centre Church Corporation, lunches and snacks through Food for Thought, and mentors in a growing number of District schools through collaboration with Big Brothers/ Big Sisters. Through sustained relationships with Bent Arrow Traditional Healing Society, Métis Child and Family Services, Ben Calf Robe Society and the Red Road Healing Society cultural, emotional and social supports are provided to Aboriginal families. Similarly, through strong links with the Multicultural Health Brokers, the Mennonite Centre, Catholic Social Services Settlement Services and the Edmonton Immigration Society, supports are provided to a diverse range of immigrants and refugee children, youth and families. The United Way and the Family Centre have provided strong leadership and resources in the city centre initiative and are committed to extending that in various ways to the new clusters. Through grassroots and organizational efforts and commitment, collaboration in support of children, youth and families is expanding and improving.

Reducing Class Size

The Alberta Commission on Learning recommended that the average class size for grades K-3 students District-wide should be 17. This is a major challenge for the District. Some factors include:

- Neighbourhoods outside the central core have experienced a growth over the past few years, while the number of classrooms in these neighbourhoods has not increased at the same rate which means that there is limited room at these schools to separate large classes.
- Although there is classroom space available in parts of the city, parents in growing areas do not wish to transport their students to these schools, nor will they pay to transport their children
- Most K-3 special needs students are actually in very small classes, but these are usually in 2/3/4 or 3/4 combinations and these classes are counted in the size averages at the 4 -6 grade level
- Many K – 3 students have the benefit of reading recovery teachers, who are not counted into the overall class size determination because they are not in front of a definite group of students on a regular basis. However, if we were able to count these teachers, the K-3 class size average would be approximately 0.2 students less.

Improving career development and transition

The District continues to place a high priority on enabling more students to prepare to successfully enter a career and to transition to post secondary programs.

- Detailed manuals have been created and distributed to all high schools and junior highs to guide implementation of RAP and Work Experience.
- The District continues to operate a District-wide database on worksite inspections ensuring that schools have a list of safe and inspected work placements for students
- Assistance is provided to all junior and senior high schools to assist in the development of career Portfolios and implement various career planning tools

- Extensive work is underway with NAIT and industry to standardize the use of CTS courses, and create three and five credit courses in each of several strands, the completion of which will be recognized by post secondary and industry for transition purposes. This will create consistency in programming, efficiency in tooling existing facilities and assist students to develop a better understanding of possible careers in technologies and trades. The work will result in post secondary recognition and assist in staffing and staff retention.
- At junior high efforts are being made to preserve the remaining lab facilities and to package courses around understandable goals and outcomes. This will assist students to make choices and ensure articulation with high school programs.

Revitalizing District student learning spaces

The city of Edmonton has recently undergone a population surge. The result has been an increase in student enrolment, especially in the outlying suburban areas of the city, with a corresponding decrease in student enrolment in more mature areas of the City. Learning space in the mature areas is in need of significant upgrading. Increasing numbers of students (almost 25%) live in new neighbourhoods without local schools and increasing numbers of students are requiring transportation to and from school. The District is experiencing a significant and growing backlog of school buildings in need of renovations. The District has prepared a comprehensive Ten-Year Facility Plan that will address the current oversupply of student learning spaces. The plan also outlines strategies to redistribute programs closer to where students live, and to ensure the appropriate revitalization of existing schools in mature areas of the city. The greatest challenge in this regard will be to secure provincial support for long term, sustainable, timely, and adequate funding for school renovation and new construction.

Improving transportation services for students

Driver shortages, while still an issue, are being addressed through the implementation of a minimum driver wage for all contracted school buses. Introduction of a minimum wage has resulted in a noticeable decrease in the number of routes operating without a permanent driver. The provincial government has approved a new funding formula for student transportation which will come into effect during the 2008-2009 school year. Ongoing work relating to this initiative will be undertaken during 2007-2008 to determine if the new formula accurately reflects the changing transportation environment and addresses current needs of metro boards in terms of equity and adequacy.

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 2006-07 was \$678,927,996. Of the total operating budget, the district does not have the discretion to allocate the revenue for debt, or continuing education. The operational expenditure does not include capital expenditure financed out of operating or capital funding. The district ended the 2006-07 school year with a \$36.1 million accumulated surplus. The amount of \$22.7 million of this surplus was transferred to an operating reserve representing schools and central services units' unspent budget allocations, leaving unrestricted net assets of \$13.4 million. The capital reserve increased from \$3.7 million to \$6.1 million. The district's expenditure per student FTE for 2006-07 was \$8,349 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 78.7% calculated on this basis.

Detailed information regarding the district's audited financial statements can be obtained from Financial Services at 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	520,734,922	76.70%
Operation and Maintenance	91,494,041	13.48%
Transportation	26,485,498	3.90%
Board and System Administration	19,438,384	2.86%
External Services	20,775,151	3.06%
TOTAL	678,927,996	100.00%

CAPITAL AND FACILITIES PROJECTS

Prepared annually, Edmonton Public Schools' Three-Year Capital Plan establishes the District's highest priority school facility needs for the forthcoming three-year period. The District has a growing backlog of facility needs, both modernizations and new construction. This backlog must be addressed in order to meet the learning requirements of students in aging buildings and to provide accommodation in growing or new areas not currently served by a neighbourhood school.

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 is also valuable in helping to 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. 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 and the Three-Year Capital Plan

Over the past year, the District has added an element to the Ten-Year Facilities Plan which will improve the way the District uses school facilities and identifies modernization projects for the Three-Year Capital Plan. The Ten-Year Facilities Plan now includes some practical planning tools such as school profiles and benchmarks. Schools that do not meet the benchmarks are referred to the Annual Implementation Plan which identifies schools for sustainability review or facility alteration. Those schools identified for facility alteration are placed in the Three-Year Capital Plan, and schools identified for sustainability review undergo a process of engagement with the District and community to determine a way to accommodate students in a viable manner. The District is currently working with five schools in this engagement process. These are Coronation, Grovenor, Horse Hill, Ritchie and Woodcroft Schools.

The province announced in June that they would fund six new public schools in suburban Edmonton neighbourhoods. These schools are included in the 18 schools in urban districts the province has committed to fund through the Alberta School Alternative Procurement (ASAP) initiative. The schools will be built on a standard core design to allow for future expansion according to need. The six schools will be located in the following areas; the Palisades in Northwest Edmonton, the Lake District in North central Edmonton, Pilot Sound in Northeast Edmonton, the Meadows in Southeast Edmonton, Heritage Valleys in Southwest Edmonton, and Terwillegar Heights in Southwest Edmonton. These schools have been included in the District's Three-Year Capital Plan for a number of years and each area has experienced significant growth in recent years. The schools are scheduled to open in September 2010, and will provide accommodation for approximately 3500 students who are currently transported to schools outside of their communities.

In August, the province announced \$100 million for modernization funding, of which \$35 million were allocated to Edmonton Public Schools. This funding will be used to address the District's top five capital priorities for modernization. These are: Ellerslie Campus, Strathcona School, Eastglen School, Prince Charles School and Forest Heights School. Ellerslie Campus requires extensive upgrading to the site to maintain safe access to adjacent major roadways. Strathcona and Eastglen Schools require replacement of essential elements such as mechanical and electrical systems to ensure they continue to serve students. Prince Charles and Forest Heights are both receiving schools for closed schools that require a general upgrade to ensure the facility is viable to accommodate the expanded programming available to these communities. Work on these modernizations is scheduled to commence immediately.

Ongoing Capital Projects

- Lillian Osbourne School in Southwest Edmonton – The school will be opened for September 2009.
- The Victoria School of Performing and Visual Arts – Construction of a new wing, renovation to portions of the existing building will be completed by September 2010. Demolition of the existing high school wing and annex and site development will be completed by 2011.
- Balwin School and Holyrood School – modernization (general upgrade) addition, and partial demolition will be completed by September 2009.
- Modernizations will occur at Strathcona School (essential upgrade), Eastglen School (essential upgrade), Prince Charles School (general upgrade) and Forest Heights School (general upgrade).

- Urban infrastructure upgrade (student drop-off improvements) will occur at Ellerslie North Campus.

Space Reduction Initiatives

- The District closed High Park and Newton Schools as a result of sustainability reviews. These buildings will be used either for other District uses or leased for community use.
- The disposition of Argyll School site to the City of Edmonton was completed.
- Sherbrooke School is being leased to Aurora Charter School to accommodate their program.
- Five portables have been disposed of, two from Mount Pleasant School and three from Delwood School.

The District will continue to look for practical opportunities to reduce space as they become available.

Major Maintenance Plan

Each year, Alberta Infrastructure and Transportation, through the Infrastructure Maintenance and Renewal Fund, funds the District's Major Maintenance Plan. Funding for this purpose is based on a block grant formula that considers total school space and approved FTE enrolment. This year's funding will be \$14.9 million.

The District's Major Maintenance Plan addressed component replacement on school buildings and sites. Various projects included: re-roofing, energy management systems, washroom upgrades, heating and electrical system upgrades, security and intercom replacements, as well as floor replacements. The 2007-08 Major Maintenance Plan projects commenced in September 2007. Project requests from schools and facilities continue to exceed available funding. The plan, therefore, reflects the highest District need.

Facilities Services Highlights

School appearance and other environmental factors greatly influence student performance and staff working conditions. To this end, the District has instituted an anti-graffiti program that addresses exterior graffiti within a 72 hour timeframe. Heating, ventilation and air conditioning (HVAC) system maintenance was completed in a number of schools. During the 2006-07 budget year, the program continued to improve indoor air quality in classrooms.

Facilities Services, in their drive to improve the general condition of the District's buildings, has initiated several programs this year. A program has been initiated in order to begin upgrading of parking lots and sidewalks at various schools. Another program has been set up to do modifications to accommodate barrier free access. Elevators and lifts are being assessed throughout the District to ensure they are well maintained. In the area of Occupational Health and Safety, confined space identification has also begun. The continuation of a program of facilities condition inspections will assist the District in managing current assets.

For additional information: Visit Edmonton Public Schools' Planning Department website at www.planning.epsb.ca or phone Planning at 429-8427