

## EDMONTON PUBLIC SCHOOLS

November 29, 2005

TO: Board of Trustees

FROM: E. Schmidt, Acting Superintendent of Schools

SUBJECT: Edmonton Public Schools' Annual Education Results Report 2004-05

ORIGINATOR: D. Barrett, Executive Director

RESOURCE  
STAFF: Karen Bardy, Jenise Bidulock, Diane Brunton, Gloria Chalmers,  
Margaretha Ebberts, Mike Falk, Sandy Forster, Randy Leal, Anne  
Mulgrew, Lorne Parker, Dean Power, Betty Tams, Stuart Wachowicz,  
Stephen Wright, Corrie Ziegler

### RECOMMENDATION

That the Edmonton Public Schools' Annual Education Results Report 2004-05 (Appendices I and II) be approved for forwarding to Alberta Education.

\* \* \* \* \*

Edmonton Public Schools' Annual Education Results Report 2004-05 (Appendices I and II) highlights results achieved and progress made by the district relative to the 2004-05 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) 2004-05 will be made available to schools, school councils and central services departments. The report also will be made available to Capital Region school districts and to the community through the district's Internet web site [www.epsb.ca](http://www.epsb.ca) and the public libraries.

GC:wb

APPENDIX I: Edmonton Public School Annual Education Results Report 2004-05  
APPENDIX II: Performance Measures



EDMONTON PUBLIC SCHOOLS

# **EDMONTON PUBLIC SCHOOLS'**

## **ANNUAL EDUCATION RESULTS REPORT**

**2004 – 2005**

## **Contents**

Message from the Board of Trustees  
Accountability Statement  
Mission  
District Priorities  
Highlights of Achievements  
Reporting and Analysis of Performance measures  
    required provincial measures  
    local measures  
Future Challenges  
Capital and Facilities Projects  
Financial Summary  
Appendices

### **Message from the Board of Trustees**

The Edmonton Public Schools' Annual Education Results Review for 2004-05 provides information about the district's results and accomplishments during the past year. The information reflects input of trustees, staff, parents, school council partners, community members and students through the district's results review process.

The report highlights achievements, demonstrates a dedication to continuous improvement and a clear and unswerving commitment to superb results from all students.

The results report will be posted on the jurisdiction'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 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 2004-05 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.

## District priorities 2002-05

The board of trustees is accountable to the public, responsible for determining direction, providing resources, monitoring, evaluating and reporting the results achieved in Edmonton Public Schools. In fulfilling that responsibility, the board is guided by Alberta Learning's *Goals for Alberta's Learning System*, Edmonton Public Schools' *District Standards, Indicators and Measures*, and the *District Mission*.

The success of schooling is largely dependent on high levels of public support and increased funding for public education and the co-operative efforts of staff, students, parents and the community in providing an appropriate learning experience for each student in a caring and safe environment that:

- promotes a broad view of student success;
- develops the potential of each child;
- promotes a well-rounded learning experience including the arts, music and physical education;
- respects individual differences;
- strengthens program delivery for Aboriginal students;
- nurtures self-worth and dignity;
- ensures early literacy;
- cultivates lifelong learning;
- provides technology as an enabling tool;
- values the worth of teaching; and
- values the contributions all staff make to support student achievement.

In its continuing commitment to excellence in public education, the board has adopted the following priorities:

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

Our success is measured in many ways:

- student achievement, personal growth and satisfaction;
- staff effectiveness and satisfaction;
- parent and community involvement and support;
- provision and maintenance of safe and well-kept facilities; and
- effective expenditure of resources.

## Highlights of Achievement

This section provides highlights of achievements on the provincial performance measures, on AISI Projects and information about class size. In addition, it describes achievements in other areas of the district's operations that were described in the district's plan for 2004-05.

### On required measures

Highlights on the provincial performance measures include:

*Percentage of cohort students meeting acceptable standard and standard of excellence*

- Based on student cohort data, district results exceeded provincial results for acceptable standard on 8 of 12 achievement tests. District results exceeded provincial results for standard of excellence on 9 out of 12 achievement tests.

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

- In 4 of 11 diploma examinations, the district had a higher percentage of students meeting the acceptable standard than was true for the province.
- In 7 of 11 diploma examinations, the district had a higher percentage of students meeting the standard of excellence than was true for the province.

*Participation rate of grade 12 students in diploma exams*

- In 7 of 11 courses, the district participation rate was higher than the province.
- In 7 of 11 courses, the district participation rate has increased in comparison to 2003-04.

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

- Relative to 1999-00, the district has seen an increase in the percentage of students who successfully complete high school within three and five years of starting grade 10.

Additional information regarding the analysis of performance measures is provided on pages 13 to 26.

### In AISI projects

The 2004-05 school year saw the continuation of the three year AISI project cycles. The district has two projects funded through the AISI grants. The first of these is the Supporting Teaching and Learning initiative which impacts all schools in the district. The purpose of this project is to promote the achievement of all students through a framework for implementation and professional development focused on teaching and learning. The second project, Full Day Kindergarten in High Needs Schools, provides full day kindergarten programs for students in the top eighteen high needs district schools. As part of the Supporting Teaching and Learning initiative, achievement targets were established in Language Arts and Mathematics, as well English Language Arts 30-1, 30-2, and Pure and Applied Mathematics 30. Additional targets were also set in grades 1 to 9 reading and writing based on the district Highest Level of Achievement Tests. A final target was established to reflect the percentage of students successfully completing high school. Targets were met or exceeded in some areas; targets were not met in other areas although growth was evident. Specifically, eight out of twelve targets were met for the Provincial Achievement Tests, four out of six targets were met for the Highest Level of Achievement Tests; four out of eight targets were met for English Language Arts and Mathematics, and the district did not meet the target set for successful high school completion. In the Full Day Kindergarten in High Needs Schools Project, targets were set for concepts about print, hearing and recording sound in words, letter identification, word test and writing vocabulary. All targets for the Full Day Kindergarten Project were met and the percentages reported in the previous year were exceeded.

The full report can be reviewed at:

<https://extranetapp.learning.gov.ab.ca/AISIClearingHouse/Forms/SearchProjects.aspx?CHFileAction=Search&SearchID=1#SearchResult>



### On class size requirement

The AERR Class Size report can be reviewed at: [http://www.epsb.ca/datafiles/AERR\\_AB\\_Ed.pdf](http://www.epsb.ca/datafiles/AERR_AB_Ed.pdf)

This report shows the confirmed average class sizes for 2003-04 and 2004-05 by school and grade division. The data summarizes class sizes for all classes, including special needs classes. In 2003-04 only core class sizes (i.e., English Language Arts, Mathematics, Science and Social Studies), were reported to Alberta Learning, whereas all classes were reported for the 2004-05 school year. The column labeled "2004-05 Comparable to 03-04" shows the average sizes for classes identified by Alberta Learning as core classes, allowing comparisons to be made between the 2004-05 and 2003-04 data. However, the column titled "2004-05 All Subjects" provides the data that Alberta Learning will use to track progress towards the Learning Commission recommended class sizes. Edmonton Public Schools is committed to lowering average class sizes by the 2006-07 school year to the levels recommended by the Learning Commission. The table below summarizes the district's average class sizes for 2003-04 and 2004-05. The data for 2004-05 shows that the Learning Commission targets were met for the 4-6, 7-9, and 10-12 grade divisions. Significant progress was also made at the K-3 division, lowering the average class size from 22.0 in 2003-04 to 19.2 in 2004-05.

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

### With high school core course completion results

The district is committed to increasing high school course completion rates as one strategy in increasing high school completion. Last year, gains were made at all three high school grades levels (see Table 8, p. 46). For the second year in a row, there was a substantial upward trend in the percentage of students successfully completing high school courses. There was an increase in 12 of 14 core courses at the grade 10 level, in 15 of 16 courses at the grade 11 level, and in 9 of 12 courses at the grade 12 level. The gains were most substantial at the grade 10 level, varying from 0.5 per cent in Social Studies 10 to 5.0 per cent in English 10-2. The two year trend of increasing core completion in almost all subject areas and grade levels is very encouraging.

### In International Baccalaureate Programs (IB) and Advanced Placement Examinations

In May 2005, a total of 641 students from seven district high schools wrote a total of 1915 IB examinations in twenty-nine IB courses. Table 9 provides district and world averages for the ten courses that had substantial enrolment. Of these ten courses, district averages were higher than world averages for all courses except Mandarin B (Higher Level). As well, 97.8 per cent of district IB diploma candidates were successful in achieving their IB diploma.

A total of 357 students from four district high schools wrote 651 Advanced Placement examinations in May of 2005. For the thirteen courses in which district students wrote examinations, district averages were higher than Canadian averages for four courses. District averages were higher than world average for all examinations written with the exception of Chemistry and Studio Art: Drawing. (For additional information see Table 10 Appendix II)

### **On professional learning communities in support of teaching and learning**

During 2004-05 the district provided staff with professional development opportunities to advance Board priorities and to support the district initiative, Supporting Teaching and Learning. Schools participated in an ongoing district program of professional development that is focused on promoting the achievement of all students. This professional development program assists staff in implementing research-based best practices and creating professional learning communities where collective inquiry, collaboration, and shared leadership support and influence classroom practice and improved student achievement.

In addition, school-specific professional development was provided through the district's Consulting Services unit. It was designed to support schools in meeting Supporting Teaching and Learning expectations. This included an extensive range of customized, school-based professional development in-services, an in-service series with coaching support, and a range of professional development days with keynote and breakout sessions in the areas of literacy, assessment, leadership, coaching, collaboration, and thinking skills.

Instructional walk-throughs are one way to help district staff acquire new knowledge and skills related to teaching and learning and facilitate positive change in schools. Throughout the school year, this collaborative model of instructional walk-throughs provided hosting schools feedback that was directly related to implementation of the school's best practices. This feedback assisted staff in assessing the impact of instructional strategies for achieving goals set. They provided one means of monitoring school-wide change in practice and identifying next steps to support continuous improvement.

Central Services also participated in a year-long professional development program focused on providing support to schools. In addition, district staff had opportunities to both attend and present at local, provincial, national and international conferences on a wide range of curriculum areas and various topics.

Major areas of focus for 2005-2006 include professional development in Board priority areas and the continuation of professional development associated with Supporting Teaching and Learning. This includes literacy, numeracy, exemplary teaching practice, professional learning communities, assessment for learning, and instructional leadership. The district will continue to focus on building the internal capacity of district staff to work as members of professional learning communities.

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

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

### *Comments related to teacher professional growth plans*

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

**In research support**

Research Support Services (RSS) provided a variety of services in support of teaching and learning. In the fall of 2004, the RSS website was launched for educators and researchers to access online resources, forms, professional journal articles, and listings of ongoing research. The unit continues to evaluate all proposals to conduct research within Edmonton Public Schools to ensure approved studies are relevant, timely and will contribute significantly to the body of knowledge relating to teaching and learning. Additionally, RSS provides a series of workshops in collaboration with groups such as TAG, principal leadership teams, schools, and other district groupings through the provision of information, guidance, resources, and professional development required to access, apply, and conduct research.

**On choice in the district**

As part of the district's continued effort to respond to community needs and interests and to improve accessibility to programs, new programs and sites were identified. The Community Christian Education Program at Meadowlark Christian School was introduced as an alternative program in the district. A Pre-Advanced Placement alternative and a revitalized Science alternative were also approved. In addition, the district continued to offer over 30 alternative programs, many in multiple locations, and special education programs in a variety of settings ranging from full inclusion in regular classrooms in the neighbourhood school to schools that serve only students with specific special needs. With the district's open boundaries policy, all schools in fact are schools of choice.

**On English Language Learners**

As part of the district's intent to provide enhanced support and services for district students for whom English is a second or other language, an English Language Support Services Centre was established in the summer of 2005. The new centre is located at John A. MacDougall School and provides initial reception, assessment, orientation and information to new district English Language Learners and their parents. Interpretative assistance is provided as well as information regarding the education system in Alberta, school expectations, and services and supports available for families. Although the centre has only recently opened, there is extensive demand for its services. In addition to the centre, the district is also increasing its actions to assist school staffs in creating learning environments that respect cultural diversity and promote cross-cultural understanding. As part of this work, the district is establishing an advisory group consisting of representatives from organizations and agencies that provide supports outside of school to students and their families. This group will focus on ways to communicate and work with agencies and organizations in providing supports to students and their families.

**In second language education**

The three year French Language Renewal Project was completed in 2004-05. The project was designed to end a decline in enrollment in French as a Second Language (FSL) as well as in French Immersion (FIM). In that time, FSL enrolment has increased 30 percent and FIM programming has experienced a 31 percent overall increase. Most encouraging has been the 85 percent increase in Grade 7 FIM enrollment and the 300 percent increase in grade 10 FIM. The other objective of the project was to enhance student proficiency in French language. The growth in student performance in the Public Service of Canada examination evidenced the outstanding level of education being provided in our FIM classes, with over three quarters of the students meeting the standard for Bilingual Imperative positions in the federal civil service. Work has been done to establish common assessment instruments for FSL, and support has been put in place for FSL teachers to upgrade language proficiency and skills in second language pedagogy. Curriculum supported over 200 teachers of second languages to take the district's Second Language Proficiency Assessment. This has permitted these teachers to use the profile of skills generated and to develop a professional growth plan that includes district supported courses in language pedagogy and language proficiency. Developing highly skilled teachers is the major factor in improving student second language achievement.

### **With Citizenship and Character Education**

The district continues to in-service schools in the goals and expectations of the EPSB Character and Citizenship Education Framework. The focus of these schools has been to use the Citizenship and Character Education Framework to address the education needs identified by staff, students and parents at the individual school site. Two types of in-servicing were provided: one series was provided to schools new to the framework. These in-services included school visits hosted by sites with exemplary best practices around Citizenship and Character Education. In addition, mentorship in-servicing was provided for schools that were familiar with the framework and were in the process of implementation.

District kindergarten to grade 12 students were invited to submit art depicting the district Citizenship and Character Education virtues of Respect, Diligence, Empathy, Optimism, Honesty, Loyalty, Responsibility, Courage, Forgiveness, Generosity and Fairness, for inclusion in sets of district Citizenship and Character Education posters. This poster set continues to be under development. In addition, the district web site at <http://charactered.epsb.ca/> was launched to support teachers, students and parents interested in research and support in this area.

### **In resource development**

Resource Development Services (RDS) produced a variety of resources in support of teaching and learning. In direct response to needs identified by district teachers, RDS developed and published Maximizing Junior High Math and Life Math - Math 24. In support of district initiatives relating to second language programming, RDS published Rude Journée pour Robin, a novel study for French immersion students; in collaboration with Curriculum, completed bilingual translations of Math to the Max in German, Ukrainian, Mandarin and Spanish, translated Balanced Literacy graphic organizers into French; and, is currently completing a French translation of our Success In Science resources. Additionally, RDS engaged in discussions with Alberta Education with respect to revising Math to the Max in response to the pending introduction of a revised provincial mathematics curriculum, conducted a variety of focus groups relating to the development of new resources, developed and implemented a marketing plan and attended several conferences and conventions in Western Canada.

### **With interagency efforts**

As part of the district's belief that serving students well requires collaboration among the major providers of services to children, youth and families, the district plays an active role in a number of partnerships, including the Joint Action Committee for Children (JACC), the Edmonton Student Health Initiative Partnership (ESHIP), Success By 6, and the Community-University Partnership for the Study of Children, Youth and Families (CUP). Through these efforts, the region has developed a Regional Integrated Case Management Team for children and youth with complex needs; delivered speech, occupational therapy, physical therapy, emotional and behavioural services to students with mild, moderate and severe needs; provided input to criteria for Parent Link Centres; introduced a residency-based addictions program; piloted an Early Childhood Development community mapping project and provided access to applied research in a variety of areas.

### **With the City Centre Education Project (CCEP)**

The CCEP received the Premier's Award for Innovation in Education – a significant external recognition of the project. As the work is focused on improving student achievement, it is satisfying to report that students in the CCEP achieved improved scores in 9 of the 10 Provincial Achievement Tests. The project added to its partnerships an Integrated Services Team established by Alberta Children's Services at McCauley School and continued to provide three pre-kindergarten programs. "*Summer at CCEP*" operated four days a week for five weeks over the summer. It engaged students in art, physical activity, cooking, drama and field trips. Staff in the seven CCEP schools continued to collaborate and met seven times during the year for professional development.

## **Reporting and Analysis of Performance Measures**

As required, this section provides an analysis of provincial performance measures and some local measures identified by the district in the 2004-2007 Three Year Education Plan. The required detailed student achievement performance measures are provided in Appendix II.

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

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

### **Provincial Goal 1**

#### **High quality learning opportunities for all**

- 1.1 The learning system meets the needs of all learners, society and the economy.
- 1.2 All Albertans can participate in quality learning.

### **Goal 2**

#### **Excellence in learner outcomes**

- 2.1 Learners demonstrate high standards.
- 2.2 Learners complete programs
- 2.3 Learners are well prepared for lifelong learning.
- 2.4 Learners are well prepared for employment.
- 2.5 Learners are well prepared for citizenship.

### **Goal 3**

#### **Highly responsive and responsible jurisdiction**

- 3.1 Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.
- 3.2 The jurisdiction demonstrates leadership and continuous improvement.

## Performance Measures

Results achieved relative to provincial measures and selected local measures identified in the district's 2004-05 plan, is provided in this section and in Appendix II. As required, an analysis of the required student achievement provincial measures is included in this section. Quantitative and qualitative data available in the spring was used to develop plans for the 2005-06 school year.

As the district is committed to continuous improvement, the following results and analysis will be taken into consideration at the school and district level as plans are implemented throughout the 2005-06 academic year.

### Provincial Goal 1: High quality learning opportunities for all

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

#### 1.1 Required accountability pillar measures:

Question	District/ Province	Overall Average	Parent Average	Student Average	Teacher Average
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.	district 2005	78.2	77.3	72.6	84.8
	province 2005	76.7	75.0	71.5	83.6
	district 2004	76.6	77.0	68.6	84.2
	province 2004	75.8	75.4	68.5	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	district 2005	88.4	82.9	86.8	95.6
	province 2005	86.1	78.9	85.6	93.9
	district 2004	85.4	79.3	84.2	92.7
	province 2004	84.1	76.6	83.2	92.6
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.	district 2005	84.5	81.9	78.7	92.8
	province 2005	83.1	79.9	77.2	92.3
	district 2004	81.2	79.1	74.6	89.7
	province 2004	80.7	78.0	73.5	90.6

### 1.1 Required accountability pillar measure (RCO):

Question: Percentage of teacher, parent and student agreement that the highest priority of the school jurisdiction is the success of the student

Respondent Group	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't Know %
Teachers	56.5	34.1	5.7	2.0	1.7
Parents	35.7	44.9	10.5	3.4	5.4
Students (Grade 10)	40.9	42.7	6.0	3.2	7.2
Students (Grade 7)	52.3	31.8	4.3	4.8	6.8

### 1.1 Required Alberta Commission on Learning (ACOL) measure:

Question: How satisfied or dissatisfied are you that your child/students can access the following services in a timely manner at school when needed:	Respondent	Very Satisfied %	Satisfied %	Dissatisfied %	Very dissatisfied %	Don't know %
Academic counselling?	Parent	11.0	39.8	9.8	2.6	36.8
	Teacher	29.8	41.6	10.4	3.7	14.5
Career counselling?	Parent	7.4	33.4	11.2	3.1	44.9
	Teacher	18.1	30.3	10.0	2.7	38.9
School library services	Parent	22.7	58.3	7.7	2.1	9.2
	Teacher	50.0	35.0	9.6	3.3	2.2
Services (beyond regular instruction) that help students to read and write?	Parent	10.3	34.4	12.5	5.3	37.5
	Teacher	21.5	41.3	20.4	5.5	11.2
How satisfied or dissatisfied are you with the special support your child has received at school?	Parent	38.2	45.7	11.0	3.9	1.1
How satisfied or dissatisfied are you that students at your school can access supports for students with special needs?	Teacher	35.7	39.6	14.7	5.8	4.2
How satisfied or dissatisfied are you that students at your school can access student assessment services for students with learning difficulties?	Teacher	29.7	43.0	15.1	5.0	7.3

Question	Respondent	Yes %	No %	Don't Know %
At school can you get the help you need with using the school library?	Grade 10 Students	79.6	12.5	7.9
	Grade 7 Students	82.6	12.7	4.7
	Grade 4 Students	87.9	5.9	6.2
At school can you get the help you need with reading and writing?	Grade 10 Students	76.5	9.8	13.7
	Grade 7 Students	84.6	8.6	6.8
	Grade 4 Students	89.8	4.5	5.7
At school can you get the help you need with deciding what courses you take?	Grade 10 Students	78.7	9.3	12.0
	Grade 7 Students	55.7	22.7	21.6
	Grade 4 Students	N/A	N/A	N/A
At school can you get the help you need with planning for a career?	Grade 10 Students	74.7	9.8	15.5
	Grade 7 Students	48.9	23.9	27.2
	Grade 4 Students	N/A	N/A	N/A

### 1.1 Local measures:

Question	Responses %
Parent satisfaction with the overall quality of education received by their child.	94
Community satisfaction with the overall quality of education received by students attending Edmonton Public Schools.	86
Parent satisfaction with the programs and courses available in their child's school.	86
Parent satisfaction with the programs and courses available in Edmonton Public Schools.	88
Parent satisfaction with the safety of their child in school.	92
Students who feel safe in school.	93
Community who believe Edmonton Public Schools is effective in providing for the safety of students at school.	84

1.2 All Albertans can participate in quality learning.

### 1.2 Required accountability pillar measure:

Question	District/ Province	Overall Average	Parent Average	Student Average	Teacher Average
Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.	district 2005	77.6	65.7	76.9	90.1
	province 2005	76.9	63.8	76.1	90.6
	district 2004	74.9	62.4	73.4	89.0
	province 2004	75.2	61.6	73.2	90.8



### 1.2 Required accountability pillar measure:

#### Annual Dropout Rates of students aged 14 to 18

	1999-00	2000-01	2001-02	2002-03	2003-04	2000-01 to 2002-03 Average
Jurisdiction	6.8	6.9	7.9	6.9	6.8	7.2
Jurisdiction Targets						
Provincial	5.8	6.1	6.3	5.5	5.3	6.0
Provincial Targets						

The table above provides dropout information only up to the 2003-04 school year as that is the most current data available to jurisdictions on the Alberta Education extranet site. Current year data associated with high school completion, Rutherford scholarships, and dropout rates are not made available to jurisdictions until the following spring.

Jurisdiction dropout rates continue to be higher than provincial rates, however they have demonstrated a decreasing trend between 2001-02 and 2003-04. Targets for this measure were not established for the 2003-04 school year, but were established for future years.

### 1.2 Local measure:

Question	Responses %
Students who feel they get the help they need from teachers.	92

## Goal 2

### Excellence in learner outcomes

#### 2.1 Learners demonstrate high standards.

#### Analysis of required provincial measures for 2.1 and percentage of students participating in provincial achievement tests:

*Provincial measure – “Percentages of all students in grades 3, 6 and 9 (5 years of cohort results) who achieved the acceptable standard, and percentages who achieved the standard of excellence in relation to provincial results, and to jurisdiction and provincial targets for 2004-05. (For results achieved see Tables 1A, 1B and 1C, Appendix II)*

- On the Grade 3 Language Arts Achievement Test, the district achieved a slight increase in the percentage of students meeting the acceptable standard (0.4 per cent relative to 2004) and the standard of excellence (1.0 per cent relative to 2004). The district did not meet its target for the acceptable standard, but we exceeded our target by 0.2 per cent for the standard of excellence. District results were below provincial results for acceptable standard by 2.7 per cent, but equal to the province with 16.2 per cent of students achieving the standard of excellence.
- On the Grade 3 Mathematics Achievement Test, the district results have been consistent over the past two years with 79.8 per cent of students achieving the acceptable standard. The number of students meeting the standard of excellence increased slightly (0.3 per cent relative to 2004). The district did not meet its targets for either acceptable standard or standard of excellence. District results were below provincial results for acceptable standard by 0.5 per cent, and above provincial results for standard of excellence by 0.3 per cent.

- On the Grade 6 Language Arts Achievement Test, the district experienced a decrease in the percentage of students meeting the acceptable standard (1.0 per cent relative to 2004) and the standard of excellence (0.2 per cent relative to 2004). The district did not meet its targets for either the acceptable standard or the standard of excellence. District results were lower than provincial results for acceptable standard by 0.7 per cent, and higher than provincial results for standard of excellence by 1.9 per cent.
- On the Grade 6 Mathematics Achievement Test, the district achieved an increase in the percentage of students meeting the acceptable standard (0.6 percent relative to 2004) but a decrease in the percentage of students meeting the standard of excellence (2.6 per cent relative to 2004). The district did not meet its targets for acceptable standard or for standard of excellence. District results were higher than provincial results for acceptable standard by 1.3 per cent, and higher than provincial results for standard of excellence by 3.4 per cent.
- On the Grade 6 Science Achievement Test, the district experienced a decrease in the percentage of students meeting the acceptable standard (0.2 per cent relative to 2004) and a decrease in the percentage of students meeting the standard of excellence (0.5 per cent relative to 2004). The district did not meet its targets for the acceptable standard, but exceeded its target for the standard of excellence. District results were higher than provincial results for acceptable standard by 1.5 per cent, and higher than provincial results for standard of excellence by 5.8 per cent.
- On the Grade 6 Social Studies Achievement Test, the district achieved an increase in the percentage of students meeting the acceptable standard (0.6 per cent relative to 2004) and an increase in the percentage of students meeting the standard of excellence (2.1 per cent relative to 2004). The district did not meet its target for the acceptable standard, but exceeded its target for the standard of excellence. District results were higher than provincial results for acceptable standard by 1.8 per cent, and higher than provincial results for standard of excellence by 4.3 per cent.
- On the Grade 9 Language Arts Achievement Test, the district achieved an increase in the percentage of students meeting the acceptable standard (0.8 percent relative to 2004) and an increase in the percentage of students meeting the standard of excellence (2.2 per cent relative to 2004). The district was slightly below its target for the acceptable standard but exceeded its target for the standard of excellence. District results were lower than provincial results for acceptable standard by 0.1 per cent, and higher than provincial results for standard of excellence by 2.4 per cent.
- On the Grade 9 Mathematics Achievement Test, the district achieved an increase in the percentage of students meeting the acceptable standard (1.3 percent relative to 2004) and an increase in the percentage of students meeting the standard of excellence (1.6 per cent relative to 2004). The district exceeded its targets for both the acceptable standard and for the standard of excellence. District results were higher than provincial results for acceptable standard by 4.4 per cent, and higher than provincial results for standard of excellence by 6.5 per cent.
- On the Grade 9 Science Achievement Test, the district results showed an increase in the percentage of students meeting the acceptable standard (3.1 per cent relative to 2004) and an increase in the percentage of students meeting the standard of excellence (2.2 percent relative to 2004). Because this is only the second year that all students were on the new program of studies, no comparisons to district targets are available. District results were higher than provincial results for acceptable standard by 4.3 per cent, and higher than provincial results for standard of excellence by 6.4 per cent.
- On the Grade 9 Social Studies Achievement Test, the district showed a decrease in the percentage of students meeting the acceptable standard (1.4 per cent relative to 2004) and a decrease in the percentage of students meeting the standard of excellence (1.7 per cent relative to 2004). The district did not meet its target for the acceptable standard or for the standard of excellence. District results were higher than provincial results for acceptable standard by 3.2 per cent, and higher than provincial results for standard of excellence by 6.2 per cent.

*Percentages of students writing grades 3, 6 and 9 provincial achievement tests who achieved the acceptable standard and percentages who achieved the standard of excellence. (Not required. For results achieved see Tables 1D, 1E and 1F, Appendix II.)*

*Percentage of students participating in provincial achievement tests (For results achieved see Table 2, Appendix II) (Additional local measure)*

- District participation rates on provincial achievement tests were lower in 2005 relative to 2004 for all achievement tests at the grades 3 and 6 levels, and grade 9 Social Studies. District participation rates were lower than provincial participation rates for seven of twelve achievement tests. The percentage of students absent from achievement tests was lower for the district than for the province for nine of the 12 tests. The percentage of students who were declared exempt was higher for the district than for the province for six of the twelve tests, equal to the province for two tests, and lower than the province for four of the tests.

*Percentages of students achieving the acceptable standard, and the percentages achieving the standard of excellence on diploma examinations (five years of jurisdiction and provincial results for each examination). (For results achieved see Tables 3A and 3B, Appendix II)*

- District results indicate that 87.5 per cent of students met the acceptable standard on the English 30-1 Diploma Examination and 19.7 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 1.6 per cent lower than the provincial percentage; however district results are 1.9 per cent higher than provincial results for the standard of excellence.
- District results indicate that 85.8 per cent of students met the acceptable standard on the English 30-2 Diploma Examination and 9.6 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 3.6 per cent lower than the provincial percentage, and 0.5 per cent lower than provincial results for the standard of excellence.
- District results indicate that 94.6 per cent of students met the acceptable standard on the French Language Arts 30 Diploma Examination and 29.7 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 0.5 per cent lower than the provincial percentage; however, for standard of excellence, the district results are 10.5 per cent higher.
- District results indicate that 85.0 per cent of students met the acceptable standard on the Social Studies 30 Diploma Examination and 26.9 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 0.2 per cent lower than the provincial percentage; however, for standard of excellence, the district results are 2.6 per cent higher.
- District results indicate that 82.2 per cent of students met the acceptable standard on the Social Studies 33 Diploma Examination and 15.2 per cent met the standard of excellence. The percentage of students meeting the acceptable standard is 2.9 per cent lower than the provincial percentage; and the percentage for standard of excellence is 2.4 per cent lower than for the provincial percentage.
- District results indicate that 81.9 per cent of students met the acceptable standard on the Pure Mathematics 30 Diploma Examination and 29.0 per cent met the standard of excellence. The percentage for acceptable standard is 1.3 per cent higher than the provincial percentage; and the percentage for standard of excellence is 3.4 per cent higher than for the provincial percentage.
- District results indicate that 85.1 per cent of students met the acceptable standard on the Applied Mathematics 30 Diploma Examination and 19.9 per cent met the standard of excellence. The percentage for acceptable standard is 2.5 per cent lower than the provincial percentage and the percentage for standard of excellence is 1.9 per cent lower than the provincial percentage.
- District results indicate that 82.0 per cent of students met the acceptable standard on the Biology 30 Diploma Examination and 29.2 per cent met the standard of excellence. The percentage for acceptable standard is 0.1 per cent higher than the provincial percentage, and the percentage for standard of excellence is 2.6 per cent higher than for the provincial percentage.

- District results indicate that 88.1 per cent of students met the acceptable standard on the Chemistry 30 Diploma Examination and 34.8 per cent met the standard of excellence. The percentage for acceptable standard is exactly equal to the provincial percentage, and the percentage for standard of excellence is 1.4 per cent higher than the provincial percentage.
- District results indicate that 85.4 per cent of students met the acceptable standard on the Physics 30 Diploma Examination and 28.4 per cent met the standard of excellence. The percentage for acceptable standard is 1.2 per cent higher than the provincial percentage, and the percentage for standard of excellence is 0.6 per cent higher than for the provincial percentage.
- District results indicate that 84.9 per cent of students met the acceptable standard on the Science 30 Diploma Examination and 19.8 per cent met the standard of excellence. The percentage for acceptable standard is 3.2 per cent lower than the provincial percentage; and the percentage for standard of excellence is 2.2 per cent lower than the provincial percentage.

*Participation rate of Grade 12 students in diploma examination courses (five years of jurisdiction and provincial rates for each course). (For results achieved see Table 4, Appendix II)*

- The 2005 English 30-1 district participation rate showed an increase of 4.0 per cent over the 2004 participation rate. The district participation rate was 2.2 per cent below the provincial participation rate.
- The 2005 English 30-2 district participation rate showed an increase of 3.0 percent over the 2004 participation rate. The district participation rate was 1.3 per cent higher than the provincial participation rate.
- The 2005 Social Studies 30 district participation rate showed an increase of 1.6 per cent over the 2004 participation rate. The district participation rate was 1.1 per cent above the provincial participation rate.
- The 2005 Social Studies 33 participation rate showed a decrease of 1.0 per cent over the 2004 participation rate. The district participation rate was 3.1 per cent below the provincial participation rate.
- The 2005 Pure Mathematics 30 district participation rate showed an increase of 1.5 per cent over the 2004 participation rate. The district participation rate was 0.7 per cent above the provincial participation rate.
- The 2005 Applied Mathematics 30 district participation rate showed a decrease of 0.5 per cent over the 2004 participation rate. The district participation rate was 0.9 per cent below the provincial participation rate.
- The 2005 Biology 30 district participation rate showed a 0.4 per cent decrease from the 2004 participation rate. The district participation rate was 2.0 per cent higher than the provincial participation rate.
- The 2005 Chemistry 30 district participation rate showed a 1.0 per cent increase from the 2004 participation rate. The district participation rate was 2.8 per cent higher than the provincial participation rate.
- The 2005 Physics 30 district participation rate was showed a 1.1 per cent increase from the 2004 participation rate. The district participation rate was 3.5 per cent higher than the provincial participation rate.
- The 2005 Science 30 district participation rate showed a 1.2 per cent increase over the 2004 participation rate. The district participation rate was 2.4 per cent higher than the provincial participation rate.

## 2.1 Accountability Pillar measure:

*Percentage of Grade 12 students eligible for Rutherford Scholarships.*

Percentage of Grade 12 Students Eligible for the Rutherford Scholarship						
	1999-00	2000-01	2001-02	2002-03	2003-04	2000-01 to 2002-03 Average
	26.0	26.4	30.8	29.4	30.9	28.9
Jurisdiction Targets						
Provincial	26.8	28.6	31.2	32.5	33.8	30.8
Provincial Targets						

The table above provides Rutherford eligibility information only up to the 2003-04 school year as that is the most current data available to jurisdictions on the Alberta Education extranet site. Current year data associated with high school completion, Rutherford scholarships, and dropout rates is not made available to jurisdictions until the following spring.

The percentage of students in the jurisdiction who are eligible for Rutherford scholarships has increased 4.9 per cent since 1999-2000. The district data is lower than the provincial data for the most current data by 2.9 per cent.

### Analysis of additional local achievement measures for 2.1:

*Percentage of students reading and writing at or above grade level and the percentage of students demonstrating one or more years of growth based on the district's Highest Level of Achievement Tests. (For results achieved see Table 6, Appendix II)*

- The results of the 2004-05 Highest Level of Achievement Tests in reading and writing administered to all district students enrolled in grades 1 through 9, indicate a slight overall decrease (0.5 per cent) in the percentage of students reading at grade level and a 0.9 per cent increase in the percentage of students writing at or above grade level. The percentage of students reading at or above grade level increased for enrolment grades 3 and 7, but decreased for all of the other enrolment grades. The percentage of students judged to be writing at or above grade level increased for all enrolment grades. A total of 82.7 per cent of district students demonstrated a year's growth in reading between 2004 and 2005. In that same time frame, 93.9 per cent of district students demonstrated a year's growth in writing.

*Percentage of students enrolled in grades 1-9 judged to be at grade level in language arts and mathematics.*

- The district has required schools to indicate grade level of achievement for all students in grades 1 to 9 for a number of years. This year, for the first time, the district analyzed the data and provided schools with summaries. Students were considered to be "at grade level" if they were enrolled in a course at grade level, the grade level of achievement was equal to or above the 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 the specific course at all. The following table indicates the percentage of students at grade level in language arts and mathematics by enrolment grade for the 2004-05 school year.

Enrolment Grade	Percentage of Students “At or Above Grade Level” In June 2005	
	Language Arts	Mathematics
Grade 1	85.9	92.3
Grade 2	87.5	92.6
Grade 3	85.9	90.4
Grade 4	85.2	89.4
Grade 5	84.8	88.6
Grade 6	85.4	88.2
Grade 7	90.4	88.2
Grade 8	88.3	85.1
Grade 9	89.8	84.6

Since this is the first year that the data has been analyzed and provided back to schools, it should be considered as preliminary baseline data. District staff development has been undertaken to assist school staff in determining grade level of achievement. One trend that is definitely apparent in the preliminary data is that the percentage of student “at grade level” in mathematics tends to decrease as enrolment grade increases. This same pattern is not evident for language arts. Through analysis of grade level of achievement data, district staff are deepening their understanding of the standards embedded within provincial curriculum.

*Percentage of students in a home education program achieving the acceptable standard in reading and writing and mathematics at the grade 3, 6 and 9 levels (For results achieved see Table 7, Appendix II)*

- The results in Table 7 reveal that the vast majority of Home Schoolers registered with the district do not participate in the provincial achievement testing program. The number of students who did participate is too low to undertake any form of analysis.

## 2.2 Learners complete programs.

### Analysis of required measure for 2.2:

*Percentages of students who completed high school within three and five years of entering Grade 10 (up to five years of jurisdiction and provincial results) in relation to provincial results, and jurisdiction and provincial targets for 2003-04. (For results achieved see Table 5, Appendix II)*

- Between 1999-2000 and 2003-04, the percentage of district students who completed high school within five years of starting grade 10 increased by 4.8 per cent. During this same time frame, the provincial percentage increased by 2.6 per cent. The 2003-04 district per cent (68.9) continues to be below the provincial per cent (75.4) however, the district is making a concerted effort to have higher percentages of students successfully complete high school courses.
- After remaining relatively stable between 1999-2000 and 2002-03, the percentage of district students who completed high school within three years of starting grade 10 increased by 2.8 per cent between 2002-03 and 2003-04. During the past three years, the district has focused its efforts on having higher percentages of students successfully complete high school courses, and expects to see the impact of this ongoing focus in higher completion rates in the future.

**Analysis of local measure for 2.2:**

*Percentage of high school students successfully completing core courses. (For additional results see Table 8 Appendix II)*

- In an effort to increase high school completion rates, the district has placed a great deal of emphasis on the successful completion of high school courses. The data on successful completion of grades 10, 11 and 12 core courses is located in Table 8, Appendix II. At the grade 10 level, of the fourteen courses tracked over a two year time frame, twelve courses showed increased successful completion rates. Of particular note is that many of the most substantial increases occurred in the non-academic stream courses.
- At the grade 11 level, fifteen of the sixteen courses showed increased percentages of successful completion.
- At the grade 12 level, nine of the twelve courses showed increased percentages of successful completion relative to 2004.
- Since the district started tracking course completion in 2002-03, the number of courses showing increases and the percentage of increase demonstrated is showing a positive three-year upward trend.

2.3 Learners are well prepared for lifelong learning.

**2.3 Required accountability pillar measure:**

Question	District/ Province	Overall Average	Parent Average	Student Average	Teacher Average
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	district 2005	67.1	60.0	N/A	74.2
	province 2005	64.4	55.1	N/A	73.7
	district 2004	64.2	56.6	N/A	71.9
	province 2004	64.5	53.2	N/A	75.9

**2.3 Local measure:**

Question	Responses %
Community satisfaction with the availability of continuing education from Edmonton Public Schools.	93

2.4 Learners are well prepared for employment.

**2.4 Required accountability pillar measure:**

Question	District/ Province	Overall Average	Parent Average	Student Average	Teacher Average
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish.	district 2005	78.0	66.6	N/A	89.4
	province 2005	74.9	60.8	N/A	89.1
	district 2004	73.6	61.5	N/A	85.7
	province 2004	72.2	57.1	N/A	87.3

**2.4 Local measures:**

Question	Responses %
High school parent satisfaction that school is preparing their child to enter the world of work.	86
High school parent satisfaction that school is preparing their child to enter post-secondary education.	86
Community who feel that EPS is preparing students for the world of work.	59
Community who feel that EPS is preparing students for entering post-secondary education.	77
Community who feel that EPS is effective in encouraging students to stay in school until they graduate.	75

2.5 Learners are well prepared for citizenship.

**2.5 Required accountability pillar measure:**

Question	District/ Province	Overall Average	Parent Average	Student Average	Teacher Average
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	district 2005	77.8	73.3	69.9	90.5
	province 2005	75.3	70.3	66.1	89.5
	district 2004	73.5	69.4	65.1	85.9
	province 2004	72.2	67.5	62.9	86.1



**2.5 Local measure:**

Question	Responses %
Community who feel that EPS is preparing students to be responsible citizens.	65

**Goal 3: Highly responsive and responsible jurisdiction**

3.1 Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.

**3.1 Required accountability measure:**

Question	District/ Province	Overall Average	Parent Average	Student Average	Teacher Average
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	district 2005	77.1	67.8	N/A	86.4
	province 2005	76.1	65.2	N/A	87.0
	district 2004	73.3	64.7	N/A	81.9
	province 2004	74.1	62.8	N/A	85.4

**3.1 Local measures:**

Question	Responses %
Parent satisfaction with their opportunity for involvement in school decisions that affect their child.	88
Community satisfaction that EPS is working with other agencies to help students.	79

3.2 The jurisdiction demonstrates leadership and continuous improvement.

**3.2 Required accountability pillar measure:**

Question	District/ Province	Overall Average	Parent Average	Student Average	Teacher Average
Percentages of teachers, students and parents indicating that their schools and schools in their jurisdiction have improved or stayed the same the last three years.	district 2005	75.7	72.5	81.6	73.1
	province 2005	73.9	70.9	77.9	73.1
	district 2004	65.3	60.4	77.4	58.0
	province 2004	68.8	65.3	73.9	67.2

### 3.2 Required Alberta Commission on Learning (ACOL) measure:

Question for teachers: Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have:	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %
effectively addressed your professional development needs?	25.2	48.5	15.7	6.8	3.8
significantly contributed to your on-going professional development?	27.2	47.0	16.2	5.6	4.0
been focused on the priorities of the jurisdiction?	42.1	46.9	3.4	1.1	6.5

### 3.2 Local measure:

Question	Responses %
Staff who feel the district is a good place to work.	93

## **Future Challenges**

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

### **Increasing high school completion rates**

The district is committed to increasing high school completion by focusing on enhancing the achievement of all students throughout the grades and at each division level. As a result of the work undertaken in the district, the five-year high school completion rate has increased to 68.9% and the high school course completion rate has increased substantially for 11 of 12 core course groupings. However, the district recognizes that further work is needed to increase these percentages. As a result, the district continues to concentrate efforts particularly at the grade ten level on increasing course completion. This work includes providing supports to high school staffs in analyzing course completion data and in identifying best practices to promote successful course completion. The district is also working at all grade levels to promote achievement and therefore, high school completion. This includes setting achievement targets at each grade level, and developing and implementing intervention plans for each student who is not at grade level. The Supporting Teaching and Learning framework continues to support schools in this work by providing training in data analysis, intervention planning, and best practices within a professional learning community.

### **Promoting high levels of literacy and numeracy**

The district is united in its dedication towards promoting higher levels of literacy and numeracy with its SMARTe targets for the upcoming year which focus on the improvement of reading, writing, and mathematics. Experts in the field will be brought in during the year to provide central staff, administrators and selected teaching staff the opportunity to become familiar with current research in literacy. Intensive training in different literacy and numeracy strategies will continue to be made available to all staff, most of it available at no cost to schools through AISI funding. There is more support available to our at-risk students who are closely monitored and sustained in these areas. This support includes individual intervention plans, increased consulting staff in aboriginal education, and targeting successful techniques during data days at the high school level. The district is also entering into a partnership with the Edmonton Public Library so that together we can work on items such as creating a life-long love of reading, tackling gender issues and equipping students with research strategies.

### **Improving academic success for at risk students**

The district is committed to superb results from all students, including those who are identified as being at-risk. At-risk students include those who suffer from negative effects of poverty, those who are beginning to learn English, those with attendance problems or major health issues. Some are Aboriginal students and the refugee component of new immigrants may also be in this category. The district-wide strategy of identifying kindergarten to grade 9 students who are below grade on the district's Highest Level of Achievement Tests (HLATS) and developing and implementing intervention plans for each such student proved to be a successful approach and will be continued in the 2005-06 year. Additional district supports are also being introduced. For instance, the English Language Support Centre at John A. McDougall opened in the summer of 2005 and provides quick and accurate assessment of the English language proficiency of a student, which is then shared with schools and teachers. Consulting Services offers increased in-services to assist teachers in working with English language learners. The internal Aboriginal planning group will identify the best practices used in schools and classrooms where the learning needs of Aboriginal students are being met. These will then be shared with all district schools. The Aboriginal support group has been augmented by an additional Aboriginal Educational Consultant and an Aboriginal Social Worker to enhance the support to teachers and to address the needs of Aboriginal students and families. These Aboriginal services are

available at no charge to all schools. As well, relevant research conducted by the Community-University Partnership for the Study of Children, Youth and Families (CUP), and the Alberta Centre for Child, Family and Community Research is disseminated as quickly as possible.

### **Promoting success for Aboriginal students**

Based on census data and predications, Edmonton has the second largest urban Aboriginal population in the country and potentially will have the largest within a decade. District enrolment data shows a steady yearly increase in the number of self-identified Aboriginal students in the district, with a total of 6,973 in September 2005. The district plans to develop guiding principles for the promotion of achievement for Aboriginal students, strengthen the relationship among schools serving high percentages of Aboriginal students, use innovative approaches to involve parents in their children's learning, increase the number of Aboriginal staff in schools, continue to provide staff with professional development regarding Aboriginal peoples and their cultures, and reintroduce internal and external Aboriginal committees. The external committee is seen as essential for the district to develop and maintain an on-going dialogue with the community and partnerships in support of student achievement.

### **Enhancing second languages**

Plans have been developed, with some implementation already in place, to support district schools in the implementation of the province's Second Language Requirement. Support will be available through in-services, classroom visits by consultants, and courses in second language pedagogy and second language proficiency. There will also be support provided for teachers in classrooms, where special needs students, not exempted under Board policy, have chosen to study a second language. Teachers will have access to both curriculum and district developed Scope and Sequence documents, as well as new assessment instruments and processes. EPSB second language teachers will be well supported in implementing the second language requirement, and in realizing superb results for all students in this important area.

As well, the district is taking a leadership role in developing standards for language proficiency for school based language programs. In partnership with the Second Language Education Centre (SLEC) of the University of New Brunswick and representatives of the Council of Europe's language Division, EPSB's Curriculum Unit will undertake the development of a pilot "Language Portfolio" instrument, which will serve to measure student growth in second language as they move through the school system. It will be modeled after the very successful European Language Portfolio, and will be eligible for accreditation by the Council of Europe's Language Division. The ministries of education in several provinces, including Alberta, will be observers and will have input into the process. EPSB students will have a unique opportunity to acquire international recognition for their language proficiency, as will their teachers. There will also be involvement from some European educational institutions and ministries of education from Spain, Germany, France and Ukraine.

### **Expanding career focused education**

Career Focused Education (CFE) continues with many diverse projects supporting the teaching and learning in schools. The primary challenge identified last year, lack of information about the Individual Learner Career Pathway Model from Alberta Education, remains the primary challenge. CFE projects are thus pilots to enable schools to address the needs of students. Locally developed courses and a 'sequence' of CTS courses have been developed for high school students and to aid in transition after high school. One of the major directions of the CFE project has been the involvement with community stakeholders. A one-stop contact point for business/industry that is also a management tool for all schools has been developed in the Community Resource Database. The database was originally created for Work Experience and RAP placements in high school, but has expanded to include speakers/presenters and teacher professional development opportunities for any grade levels. Work continues on further projects with input of

stakeholders from participation of the Curriculum Unit on various boards and in discussions on curriculum and policy with Alberta Education.

### **Responding to diversity**

As the multicultural nature of the city continues to evolve, there are increasing numbers of students from a variety of cultural backgrounds coming to district schools. In addition, the range of cultural backgrounds is different than in the past, and some of the new students coming to district schools are refugees with complex needs. In response, the district is making available to staff professional development to promote achievement for students who are at risk, some of whom are English Language Learners or Aboriginal. The district is also developing and implementing actions to respect cultural diversity and to promote cross-cultural understanding throughout the district. These include making professional development and resources available in the district and the community. As well, the district is establishing an advisory group of representatives from organizations and agencies such as the Multicultural Health Brokers, the Mennonite Centre for Newcomers and the Northern Alberta Alliance on Race Relations (NAARR) that serve students and families from diverse cultural backgrounds.

### **Improving coordination of services for children**

The district is serving an increasing number of immigrant and refugee children and youth, as well as children with more profound special needs. It is anticipated that these trends will continue over the next several years. Because many of these students require significant health and mental health assistance and educational interventions, coordination of services is critical. In addition to being active in all the major coordinating initiatives in the city such as Capital Region Services for Children Linkages Committee, the Joint Action Committee for Children, Success By 6 and the Edmonton Student Health Initiative, the district is increasing links with multicultural groups in the city. As well, involvement in the development of Parent Centres, serving on the Families First Initiative Advisory Committee and maintaining alliances with the Centre for Family Literacy and the Edmonton YMCA as well as forging a new alliance with the Edmonton Public Library assists us in coordinating services with others. There continues to be a need for greater policy and financial support from the province to enable truly effective and efficient processes to be developed.

### **Revitalizing district student learning spaces**

Despite construction of many new homes and the growing population in the City of Edmonton, overall student enrolment is projected to decline until 2015 and is not projected to return to 2000 numbers until 2025. All Federal and City census information confirm this, including the City Census conducted earlier this year. As a result, while the district may be seen as having sufficient space, much of this space is in need of significant upgrading and it is in mature neighbourhoods experiencing declining enrolments rather than in growth areas. Increasing numbers of students are residing in new neighbourhoods without local schools causing more students to travel to school by bus or car. This trend will continue as long as new schools are not built. There is a capital funding shortfall for renovations and for new schools and funding for school operations on a per student basis will result in a decline in funds available to the district for the operation and maintenance of schools. These factors present significant challenges to the district. In response, the district is preparing a comprehensive Ten Year Facility Plan that will address the overall reduction of student learning spaces, the redistribution of learning spaces closer to where students live and the revitalization of existing schools. The plan will include, but will not be limited to, the following strategies: partial demolitions, consolidation, grade reconfiguration, program distribution and redistribution, receiving school designations, changing attendance boundaries, replacement schools, school closure and partnerships with other service providers who serve children, youth and families.

**Improving transportation services for students**

Student Transportation is faced with a substantial challenge of attempting to maintain the current level of bus service in a time of decreasing enrolments and increased demand for service. The district is undertaking a thorough review of all aspects of the transportation system including reviewing district policy and practices, consulting with schools on adjusting school hours of operation to improve on efficiencies, and addressing wages as well as the scope of a bus driver's work. At the same time, discussions are in progress with the provincial government to examine the current student transportation funding formula which is outdated and does not accurately reflect the changing environment or needs of Metro boards.

## Capital and Facilities Projects

### Rationalizing District Space

Edmonton Public Schools' *Capital Plan 2006 – 2009*, establishes the district's highest priority school facility needs for the forthcoming three-year period. These are priorities that the district has identified within the context of the strategic and balanced framework provided within its current long-range plan, *Ten-Year Facilities Plan, 2006 – 2015*.

The district's ten-year facilities plan is intended to benefit students by strategically guiding the district throughout the capital planning process. This is to ensure that capital priorities are appropriately identified and that the district's long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments and excellence in teaching and learning. The key planning principles embedded within the ten-year facilities plan provide the framework upon which the district's annual identification of capital priorities is based.

During the 2004-05 school year, Edmonton Public Schools responded proactively to a number of significant challenges including a declining enrolment, a student population becoming more widely dispersed across the city, excess space and an aging infrastructure. Guided by its key planning principles, the district undertook the redistribution of several of its programs, focused planning for new schools and the location of new alternative programs with added attention to where it is that students reside, and completed the closure of four district schools with low and declining enrolments. Through these measures, the district is progressing toward change in the distribution of programs and the accommodation of students with the aim of enhancing support for successful outcomes in both teaching and learning.

### Capital Planning

Alberta Infrastructure and Transportation maintains the authority for the approval and allocation of capital funds allocated to school jurisdictions throughout the province. Each year, in response to the district's submission of its three-year capital plan, Alberta Infrastructure and Transportation evaluates the merits of each project proposed for capital funding and then renders a decision on the allocation of funds. Throughout the year, they may also make decisions around other requests from school districts for funds to address special or emergent needs.

Generally, capital priorities fall into three different project categories – new construction, preservation, and space reduction. New construction projects include new schools and the provision of new portable classrooms. Preservation projects include general and essential upgrades to schools and may also include the addition or replacement of school space. Space reduction initiatives are aimed at reducing surplus space that may exist within schools. Currently, the relocation of the district's existing inventory of free-standing portable classrooms from school to school is also funded each year through the three-year capital plan.

During the 2004-05 school year, no projects proposed within Edmonton Public Schools' three-year capital plan, *Capital Priorities 2005 – 2008* received provincial funding. Projects currently underway from funds received in response to earlier district capital submissions include:

Victoria School of Performing and Visual Arts	- General upgrade and new construction (\$35.00 M) - Prior Concept Design (\$1.00 M)
Jasper Place School	- Essential upgrade (\$3.00 M)
Eastglen School	- Essential upgrade and construction of barrier-free access (\$1.10 M)
Kenilworth School	- Essential upgrade (\$1.45 M)
Hazeldean School	- Essential upgrade and partial demolition (\$4.60 M)

### **Major Maintenance Plan**

Each year as well, 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.

The district's Major Maintenance Plan addressed component replacement on school buildings and sites. Various projects included: re-roofing, energy management systems, washroom upgrades, heating and electrical system upgrades, security and intercom replacements, as well as floor replacement. The 2004-05 Major Maintenance Plan projects commenced in April 2004. Project requests from schools and facilities continue to exceed available funding. The Plan, therefore, reflects the highest district need.

### **Self-Initiated Programs**

The air systems maintenance program was completed in a number of schools. During the 2004-05 budget year, the program continued to deliver improved indoor air quality in classrooms. The hazardous material management program will enhance safe work procedures for district staff and assist administrators with hazardous materials strategies related to on going inspection, monitoring and training. The initiation of a program of facilities inspections will assist the district in managing current assets. The relighting program, a joint venture with EPCOR, identified upgrades to be completed in twenty-nine schools. The energy retrofits included a major relighting component designed to improve classroom conditions and reduce energy consumption and are funded on a self-pay basis.



## Financial Summary

Student achievement continues to be the primary focus in every one of the district's schools. The district's priorities, budgeting process, and results review reflect this focus.

The district's operational expenditure for 2004-05 was \$640,176,407. 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 2004-05 school year with a \$1.7 million accumulated deficit. The capital reserve decreased from \$1.8 million to \$1.7 million.

The district's expenditure per student FTE for 2004-05 was 7,921 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 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	491,215,740	76.73%
Operation and Maintenance	83,924,781	13.11%
Transportation	24,893,958	3.89%
Board and System Administration	20,275,156	3.17%
External Services	19,866,772	3.10%
TOTAL:	640,176,407	100.00%

## PERFORMANCE MEASURES

**Table 1A**  
**Student Achievement**

## Grade 3 Alberta Education Achievement Test Results

Based on Cohort Group

*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*

**District and Provincial Results on Alberta Education Achievement Tests for five years**

	Grade 3 Language Arts		Grade 3 Mathematics	
	Acceptable	Excellence	Acceptable	Excellence
<b>2000-2001</b>				
District Targets				
District % Meeting Standards	80.4	15.8	81.1	23.7
Provincial Targets				
Province % Meeting Standards	82.8	16.1	81.8	23.8
<b>2001-2002</b>				
District Targets				
District % Meeting Standards	80.1	14.5	81.9	26.6
Provincial Targets				
Province % Meeting Standards	81.2	14.9	81.2	26.7
<b>2002-2003</b>				
District Targets	81.1	15.2	82.8	27.7
District % Meeting Standards	80.3	15.3	82.3	31.7
Provincial Targets	83	17	82	24
Province % Meeting Standards	82.4	15.7	82.3	29.8
<b>2003-2004</b>				
District Targets	81.2	16.1	83.2	33.3
District % Meeting Standards	79.1	15.2	79.8	26.1
Provincial Targets	83	17	82	27
Province % Meeting Standards	81.7	15.1	81.8	27.4
<b>2004-05</b>				
District Targets	81	16	83	33
District % Meeting Standards	79.5	16.2	79.8	26.4
Provincial Targets	83	18	83	31
Province % Meeting Standards	82.2	16.2	80.3	26.1
<b>District Prev 3 Yr Average</b>	79.8	15.0	81.3	28.1
<b>Provincial Prev 3 Yr Average</b>	81.8	15.2	81.8	28.0

**Table 1B**  
**Student Achievement**  
**Grade 6 Alberta Education Achievement Test Results**  
Based on Cohort Group  
*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*  
**District and Provincial Results on Alberta Education Achievement Tests for five years**

<b>Grade 6</b>	<b>Gr. 6 Lang. Arts</b>		<b>Gr. 6 Math</b>		<b>Gr. 6 Science</b>		<b>Gr. 6 Social</b>		<b>Gr. 6 French L.A.</b>	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>2000-2001</b>										
District Targets										
District % Meeting Standards	77.7	15.8	81.2	20.4	83.6	28.1	80.8	21.8	92.3	14.9
Provincial Targets										
Province % Meeting Standards	78.7	14.9	79.3	17.9	82.0	25.3	78.6	18.7	85.4	8.0
<b>2001-2002</b>										
District Targets										
District % Meeting Standards	81.2	16.1	80.3	20.9	83.0	29.1	81.3	22.7	89.8	13.4
Provincial Targets										
Province % Meeting Standards	80.8	15.1	78.3	18.1	79.5	22.6	78.3	19.4	83.7	13.3
<b>2002-2003</b>										
District Targets										
District % Meeting Standards	82.0	16.9	81.3	21.9	83.9	30.5	82.2	23.8		
District % Meeting Standards	79.7	18.4	79.8	20.6	82.0	29.6	80.7	24.1	93.0	22.0
Provincial Targets	79	16	78	17	80	25	78	18		
Province % Meeting Standards	81.2	17.3	78.3	17.7	80.0	24.1	79.0	20.3	84.5	13.2
<b>2003-2004</b>										
District Targets	80.7	19.4	80.8	21.7	82.9	31.0	81.7	25.4		
District % Meeting Standards	77.6	17.6	78.9	24.1	81.5	32.3	79.6	23.7	93.7	20.6
Provincial Targets	81	16	79	19	81	25	78	20		
Province % Meeting Standards	79.1	15.5	78.5	21.2	80.6	26.2	78.6	19.7	88.5	12.8
<b>2004-05</b>										
District Targets	81	19	81	22	83	31	82	25		
District % Meeting Standards	76.6	17.4	79.5	21.5	81.3	31.8	80.2	25.8	87.7	8.0
Provincial Targets	82	18	80	19	81	25	80	21		
Province % Meeting Standards	77.3	15.5	78.2	18.1	79.8	26.0	78.4	21.5	85.1	8.8
<b>District Prev 3 Yr Average</b>	79.5	17.4	79.7	21.9	82.2	30.3	80.5	23.5	92.2	18.7
<b>Provincial Prev 3 Yr Average</b>	80.4	16.0	78.4	19.0	80.0	24.3	78.6	19.8	85.6	13.1

**Table 1C**  
**Student Achievement**  
**Grade 9 Alberta Education Achievement Test Results**  
Based on Cohort Group  
*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*  
**District and Provincial Results on Alberta Education Achievement Tests for five years**

<b>Grade 9</b>	<b>Gr. 9 Lang. Arts</b>		<b>Gr. 9 Math</b>		<b>Gr. 9 Science (A)</b>		<b>Gr. 9 Social</b>		<b>Gr. 9 French L.A.</b>	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>2000-2001</b>										
District Targets										
District % Meeting Standards	77.5	13.1	67.8	19.9	73.6	15.8	75.5	19.8	92.5	17.4
Provincial Targets										
Province % Meeting Standards	78.8	13.1	66.5	16.3	71.7	11.9	72.8	16.0	86.9	16.3
<b>2001-2002</b>										
District Targets										
District % Meeting Standards	78.5	16.2	66.8	20.8	73.0	15.3	75.9	23.1	83.3	11.1
Provincial Targets										
Province % Meeting Standards	78.5	14.6	64.5	16.7	71.6	11.4	73.8	18.0	83.0	10.1
<b>2002-2003</b>										
District Targets										
District % Meeting Standards	79.5	16.9	68.4	21.9	74.3	16.0	77.0	24.2		
District % Meeting Standards	77.3	14.7	67.7	24.1	75.3	18.3	75.9	24.7	92.8	24.2
Provincial Targets	80	13	70	15	72	12	73	16		
Province % Meeting Standards	78.0	13.5	63.5	17.6	71.1	13.0	72.6	18.7	89.2	18.1
<b>2003-2004</b>										
District Targets	78.4	15.3	69.3	25.4	*	*	77.0	25.9		
District % Meeting Standards	77.0	14.2	71.1	24.6	68.7	17.0	75.9	26.2	95.8	23.8
Provincial Targets	80	15	67	17	*	*	74	18		
Province % Meeting Standards	77.6	12.4	66.1	18.9	66.6	12.1	73.1	20.0	83.4	11.7
<b>2004-05</b>										
District Targets	78	15	69	25			77	26		
District % Meeting Standards	77.8	16.4	72.4	26.2	71.8	19.2	74.5	24.5	91.9	12.2
Provincial Targets	80	15	68	19			75	20		
Province % Meeting Standards	77.9	14.0	68.0	19.7	67.5	12.8	71.3	18.3	85.9	13.6
<b>District Prev 3 Yr Average</b>	77.6	15.0	68.5	23.2	72.3	16.9	75.9	24.7	90.6	19.7
<b>Provincial Prev 3 Yr Average</b>	78.0	13.5	64.7	17.7	69.8	12.2	73.2	18.9	85.2	13.3

\* New curriculum, therefore targets were not set

**Table 1D**  
**Student Achievement**  
**Grade 3 Alberta Education Achievement Test Results**  
Based on Students Writing  
*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*  
**District and Provincial Results on Alberta Education Achievement Tests for five years**

	Grade 3 Language Arts		Grade 3 Mathematics	
	Acceptable	Excellence	Acceptable	Excellence
<b>2000-2001</b>				
District % Meeting Standards	87.0	17.1	86.7	25.3
Province % Meeting Standards	89.4	17.4	87.6	25.4
<b>2001-2002</b>				
District % Meeting Standards	87.5	15.9	87.8	28.5
Province % Meeting Standards	89.6	16.4	88.7	29.2
<b>2002-2003</b>				
District % Meeting Standards	88.6	16.9	89.9	34.6
Province % Meeting Standards	90.1	17.2	89.3	32.4
<b>2003-2004</b>				
District % Meeting Standards	88.8	17.1	88.6	29.0
Province % Meeting Standards	90.2	16.7	89.2	29.9
<b>2004-05</b>				
District % Meeting Standards	90.6	18.4	90.0	29.8
Province % Meeting Standards	91.1	18.0	88.5	28.8

**Table 1E**  
**Student Achievement**  
**Grade 6 Alberta Education Achievement Test Results**  
**Based on Students Writing**  
*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*  
**District and Provincial Results on Alberta Education Achievement Tests for five years**

Grade 6	Gr. 6 Lang. Arts		Gr. 6 Math		Gr. 6 Science		Gr. 6 Social		Gr. 6 French L.A.	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>2000-2001</b>										
District % Meeting Standards	85.3	17.4	88.0	22.1	90.0	30.2	87.3	23.5	93.3	15.0
Province % Meeting Standards	85.4	16.2	85.4	19.3	88.0	27.2	84.7	20.2	88.9	8.3
<b>2001-2002</b>										
District % Meeting Standards	88.7	17.6	86.7	22.6	90.0	31.5	88.3	24.7	91.3	13.6
Province % Meeting Standards	88.6	16.5	85.2	19.7	86.7	24.6	85.9	21.3	89.8	14.3
<b>2002-2003</b>										
District % Meeting Standards	89.0	20.6	88.7	22.9	91.1	32.9	89.5	26.8	94.5	22.4
Province % Meeting Standards	89.2	19.0	85.6	19.3	87.9	26.5	86.4	22.3	89.0	13.9
<b>2003-2004</b>										
District % Meeting Standards	87.4	19.8	88.2	26.9	91.8	36.4	89.6	26.7	94.1	20.7
Province % Meeting Standards	87.0	17.0	86.2	23.3	88.3	28.8	86.4	21.7	92.3	13.4
<b>2004-05</b>										
District % Meeting Standards	87.2	19.8	89.2	24.2	91.6	35.8	91.0	29.3	89.9	8.2
Province % Meeting Standards	85.9	17.2	86.0	20.0	88.0	28.6	87.0	23.9	88.5	9.1

# Table 1F

## Student Achievement

### Grade 9 Alberta Education Achievement Test Results

#### Based on Students Writing

*The table below shows a comparison of district and provincial performance on achievement tests over the past five years.*

#### District and Provincial Results on Alberta Education Achievement Tests for five years

Grade 9	Gr. 9 Lang. Arts		Gr. 9 Math		Gr. 9 Science (A)		Gr. 9 Social		Gr. 9 French L.A.	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>2000-2001</b>										
District % Meeting Standards	88.0	14.8	75.4	22.1	80.7	17.3	83.1	21.8	96.8	18.2
Province % Meeting Standards	89.2	14.9	75.2	18.4	79.9	13.3	81.5	17.9	89.2	16.8
<b>2001-2002</b>										
District % Meeting Standards	88.9	18.4	74.8	23.3	81.1	16.9	84.3	25.6	88.9	11.9
Province % Meeting Standards	89.8	16.7	73.7	19.1	80.7	12.8	83.2	20.3	87.0	10.6
<b>2002-2003</b>										
District % Meeting Standards	89.2	16.9	76.8	27.4	84.9	20.6	86.3	28.1	94.7	24.7
Province % Meeting Standards	89.2	15.4	72.6	20.1	82.8	15.1	82.8	21.3	92.2	18.7
<b>2003-2004</b>										
District % Meeting Standards	90.0	16.6	80.4	27.8	78.3	19.4	86.3	29.8	96.4	24.0
Province % Meeting Standards	88.9	14.2	75.4	21.5	75.2	13.6	82.6	22.6	87.8	12.3
<b>2004-05</b>										
District % Meeting Standards	89.9	19.0	81.7	29.5	81.2	21.8	84.8	27.9	91.9	12.2
Province % Meeting Standards	89.1	16.1	77.7	22.5	76.5	14.5	81.1	20.8	88.4	14.0

## Table 2

### Student Achievement

### Participation Rates

*The table below shows participation rates for students writing achievement tests over the past five years.*

#### District Participation Rates on Achievement Tests for the Past Five years

	2000-01		2001-02		2002-03		2003-04		2004-05		Prev 3 Yr Average	
TEST	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV
<b>GRADE 3</b>												
Language Arts	92.5	92.6	91.6	90.6	90.6	91.5	89.0	90.6	87.8	90.2	90.4	90.9
Mathematics	93.5	93.4	93.2	91.6	91.5	92.1	90.1	91.7	88.7	90.8	91.6	91.8
<b>GRADE 6</b>												
Language Arts	91.1	92.1	91.5	91.2	89.6	91.0	88.8	90.9	87.8	89.9	90.0	91.0
Mathematics	92.3	92.9	92.6	91.8	90.0	91.4	89.5	91.1	89.0	90.9	90.7	91.4
Science	92.9	93.1	92.3	91.6	90.0	91.0	88.8	91.2	88.7	90.6	90.4	91.3
Social Studies	92.5	92.8	92.1	91.2	90.2	91.4	88.9	91.0	88.2	90.0	90.4	91.2
Fr. Lang. Arts	99.0	96.1	98.4	93.1	98.4	94.9	99.5	95.8	97.5	96.1	98.8	94.6
<b>GRADE 9</b>												
Language Arts	88.1	88.3	88.3	87.5	86.7	87.4	85.5	87.3	86.5	87.4	86.8	87.4
Mathematics	89.9	88.4	89.3	87.5	88.2	87.4	88.4	87.7	88.7	87.6	88.6	87.5
Science	91.2	89.7	90.1	88.7	88.7	85.9	87.7	88.6	88.4	88.2	88.8	87.7
Social Studies	90.9	89.3	90.1	88.7	88.0	87.7	88.0	88.6	87.8	87.8	88.7	88.3
Fr. Lang. Arts	95.7	97.4	93.8	95.4	98.0	96.8	99.4	95.0	100.0	97.1	97.1	95.7

District participation rates in 2004-05 were lower than in 2003-04 for eight of the twelve achievement tests.

District participation rates in 2004-05 were lower than provincial rates for seven of the twelve achievement tests.



# Table 3A

## Student Achievement

### Diploma Examinations

*The table below provides a five-year history of Alberta Education diploma examination results for the district.*

#### District Five Year Results on Alberta Education

#### Diploma Examinations Based on Diploma Examination Marks

	2000-01		2001-02		2002-03		2003-04		2004-05		Prev 3 Yr Average	
	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV
<b>ENGLISH 30-1</b>												
Number Writing	N/A	N/A	N/A	N/A	N/A	N/A	4121	26,590	4254	27,486	N/A	N/A
% Acceptable	N/A	N/A	N/A	N/A	N/A	N/A	90.6	92.0	87.5	89.1	N/A	N/A
% Excellent	N/A	N/A	N/A	N/A	N/A	N/A	19.4	18.8	19.7	17.8	N/A	N/A
<b>ENGLISH 30-2</b>												
Number Writing	N/A	N/A	N/A	N/A	N/A	N/A	2013	12,422	1938	12,452	N/A	N/A
% Acceptable	N/A	N/A	N/A	N/A	N/A	N/A	82.6	85.2	85.8	89.4	N/A	N/A
% Excellent	N/A	N/A	N/A	N/A	N/A	N/A	7.6	7.1	9.6	10.1	N/A	N/A
<b>SOCIAL STUDIES 30</b>												
Number Writing	3230	21,121	3491	22,231	3686	23,208	3593	23,157	3612	23,516	3590	22865
% Acceptable	86.8	85.2	86.3	86.1	86.4	86.6	85.8	85.9	85.0	85.2	86.2	86.2
% Excellent	21.2	18.6	23.7	20.9	23.4	22.0	26.9	23.8	26.9	24.3	24.7	22.2
<b>SOCIAL STUDIES 33</b>												
Number Writing	1973	15,318	1987	15,211	2058	15,340	2185	15,519	2027	14,658	2077	15,357
% Acceptable	80.9	81.4	79.2	80.5	79.4	81.5	81.2	82.9	82.2	85.1	79.9	81.6
% Excellent	13.0	12.8	10.5	11.4	12.3	13.1	14.4	15.0	15.2	17.6	12.4	13.2
<b>FR. LANGUAGE ARTS 30</b>												
Number Writing	N/A	N/A	N/A	N/A	39	1000	44	993	37	1086	N/A	N/A
% Acceptable	N/A	N/A	N/A	N/A	97.4	95.2	100.0	95.4	94.6	95.1	N/A	N/A
% Excellent	N/A	N/A	N/A	N/A	20.5	15.4	22.7	16.7	29.7	19.2	N/A	N/A

# Table 3B

## Student Achievement

### Diploma Examinations

District Five Year Results on Alberta Education  
Diploma Examinations Based on Diploma Examination Marks

	2000-01		2001-02		2002-03		2003-04		2004-05		Prev 3 Yr Average	
	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV
<b>APPLIED MATH 30</b>												
Number Writing	93	2891	265	4394	1561	9840	1706	10,256	1621	10,062	1177	8163
% Acceptable	87.1	81.7	86.4	85.1	85.0	85.0	84.4	85.5	85.1	87.6	85.3	85.2
% Excellent	10.8	10.7	20.4	14.0	14.3	14.0	15.6	14.3	19.9	21.8	16.8	14.1
<b>PURE MATH 30</b>												
Number Writing	2555	17,145	3138	19,171	3506	21,338	3481	21,139	3637	22,048	3375	20,549
% Acceptable	82.0	76.8	83.8	81.8	86.4	84.4	87.8	83.7	81.9	80.6	86.0	83.3
% Excellent	26.3	20.3	30.4	28.3	31.5	27.1	36.1	32.0	29.0	25.6	32.7	29.1
<b>BIOLOGY 30</b>												
Number Writing	3338	17,932	3454	19,359	3705	20,467	3568	20,414	3544	20,510	3576	20,080
% Acceptable	81.3	80.8	83.4	83.5	79.1	80.8	80.8	81.9	82.0	81.9	81.1	82.1
% Excellent	29.0	27.1	26.0	25.5	21.9	21.9	27.8	26.6	29.2	26.6	25.2	24.7
<b>CHEMISTRY 30</b>												
Number Writing	3015	16,031	3047	16,771	3210	17,904	3092	17,388	3119	17,508	3116	17,354
% Acceptable	76.9	79.1	78.8	82.1	82.1	84.5	86.4	85.7	88.1	88.1	82.4	84.1
% Excellent	21.6	22.0	21.8	24.0	24.0	24.6	29.4	27.9	34.8	33.4	25.1	25.5
<b>PHYSICS 30</b>												
Number Writing	1749	9761	1912	10,165	1848	10,834	1972	10,811	1967	10,873	1911	10,603
% Acceptable	80.8	78.5	85.3	84.4	81.5	81.5	87.1	86.6	85.4	84.2	84.6	84.2
% Excellent	25.9	24.3	32.6	32.6	26.8	25.1	31.8	29.8	28.4	27.8	30.4	29.2
<b>SCIENCE 30</b>												
Number Writing	133	2820	296	3055	495	3245	698	3406	762	3465	496	3235
% Acceptable	84.2	82.5	84.5	81.6	85.1	88.2	83.7	84.3	84.9	88.1	84.4	84.7
% Excellent	11.3	14.4	20.9	12.2	20.2	19.7	17.2	16.5	19.8	22.0	19.4	16.1

The district had a higher percentage of students meeting the acceptable standard in 2004-05 than in 2003-04 on six of the eleven diploma examination courses that have data to compare. The percentage of students achieving the standard of excellence increased in all courses relative to 2003-04 with the exception of Pure Math 30, and Physics 30. For Social Studies 30 the percentage achieving the standard of excellence was the same for both years.

## Table 4

### Student Achievement

### Diploma Examinations

*The table below shows district and provincial participation rates on diploma examination courses for the past five years.*

**District and Provincial Participation Rates on Diploma Examinations for 2000-01 to 2004-05**

	2000-01		2001-02		2002-03		2003-04		2004-05		Prev 3 Yr Average	
	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV	EPS	PROV
English 30-1	N/A	N/A	N/A	N/A	N/A	N/A	53.2	56.1	57.2	59.4	N/A	N/A
English 30-2	N/A	N/A	N/A	N/A	N/A	N/A	24.4	25.0	27.4	26.1	N/A	N/A
Social Studies 30	48.7	48.6	51.6	50.5	52.8	52.6	53.2	52.5	54.8	53.7	52.5	51.9
Social Studies 33	29.1	34.1	28.9	33.3	29.5	33.2	30.2	33.7	29.2	32.3	29.5	33.4
French L.A. 30	N/A	N/A	N/A	N/A	0.7	2.5	0.8	2.5	0.6	2.7	N/A	N/A
Applied Math 30	1.5	6.9	3.8	10.0	20.1	21.5	21.6	22.2	21.1	22.0	15.2	17.9
Pure Math 30	24.7	32.4	44.3	41.9	44.2	43.7	44.8	43.9	46.3	45.6	44.4	43.2
Biology 30	44.5	39.0	46.5	40.7	47.4	42.6	45.7	42.6	45.3	43.3	46.5	42.0
Chemistry 30	39.4	35.2	41.6	36.3	41.0	37.9	40.3	37.7	41.3	38.5	41.0	37.3
Physics 30	24.2	21.5	27.0	22.5	26.4	24.0	26.4	24.0	27.5	24.0	26.6	23.5
Science 30	2.3	6.6	3.5	6.9	4.5	7.1	9.0	7.6	10.2	7.8	5.7	7.2

Alberta Education implemented a new process for reporting on provincial and jurisdiction participation rates in 1999. The participation rate now reflects the percentage of students enrolled in their third year of high school in the district on September 30th of the reported school year and who completed the course by August 31 of the reported school year. Students may have completed the course in the reported year or in an earlier year.

For 2004-05, district participation rates were higher than provincial rates for seven of the twelve diploma examination courses for which comparative data is available. District participation rates increased or stayed the same relative to 2003-04 for seven of the twelve diploma examination courses that have data to compare.

## Table 5

### Student Achievement

#### High School Completion Rates – 3 and 5 Year

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

High School Completion Rates	1999-2000		2000-01		2001-02		2002-03		2003-04		Prev 3 Yr Average	
	Jur	Prov	Jur	Prov	Jur	Prov	Jur	Prov	Jur	Prov	Jur	Prov
Five-Year Rate	64.1	72.8	67.0	73.8	69.7	75.1	68.7	75.1	68.9	75.4	68.4	74.7
Three-Year Rate	57.4	65.0	56.7	65.0	57.2	65.5	57.5	67.3	60.3	68.9	57.1	65.9

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

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

## Table 6 Student Achievement

### Highest Level of Achievement Tests

*The results for the June 2004 and 2005 HLAT results are summarized in the table below. This table shows the percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade for both the reading and writing components of HLAT. It also provides data on the percentages of students who achieved a year or more of growth in reading and writing between 2003-04 and 2004-05.*

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

Enrolment Grade	Percentage of students Reading at or Above Grade Level		Percentage of Students Demonstrating Growth in Reading Between 2004 and 2005	Percentage of Students Writing at or Above Grade Level		Percentage of Students Demonstrating Growth in Writing Between 2004 and 2005
	2004	2005		2004	2005	
<b>1</b>	90.5	89.7	N/A	88.9	90.1	N/A
<b>2</b>	87.4	87.3	81.4	91.2	93.0	95.7
<b>3</b>	85.7	86.3	80.9	90.3	91.0	95.0
<b>4</b>	84.0	83.0	79.1	88.6	88.9	93.2
<b>5</b>	84.5	83.9	87.9	87.4	88.0	93.4
<b>6</b>	85.4	84.3	84.3	88.1	88.4	93.7
<b>7</b>	86.8	87.0	84.3	87.5	87.9	92.6
<b>8</b>	84.3	83.4	83.3	86.6	87.8	94.4
<b>9</b>	85.8	85.4	80.8	87.1	88.2	93.9
<b>District Total</b>	<b>86.0</b>	<b>85.5</b>	<b>82.7</b>	<b>88.3</b>	<b>89.2</b>	<b>93.9</b>

The data in the table above shows that the percentages of students reading at or above grade level increased for enrolment grades 3 and 7, but decreased for all of the other enrolment grades. The percentages of students writing at or above grade level increased for all enrolment grades.

## Table 7 Home School Results

### Alberta Education Achievement Test Results for Home Schoolers

*The table below shows the achievement of home-schooled students with respect to the provincial achievement tests.*

**2005 District Results on Alberta Education Achievement Tests for Home Schoolers**

Test	Total N	Number Absent	% Meeting Acceptable Standard Based on Cohort
Grade 3 Language Arts	36	29	13.9
Grade 3 Mathematics	36	28	19.4
Grade 6 Language Arts	46	44	4.3
Grade 6 Mathematics	46	43	6.5
Grade 6 Science	46	46	0.0
Grade 6 Social Studies	46	46	0.0
Grade 9 Language Arts	28	22	21.4
Grade 9 Mathematics	27	22	14.8
Grade 9 Science	28	24	10.7
Grade 9 Social Studies	29	24	17.2

The results from the table above indicate that the majority of home-schooled students from the district did not write the provincial achievement tests at grades 3, 6 or 9 in the spring of 2005. Most home schoolers are declared absent from the achievement tests.

**Table 8**  
**Change in Successful Course Completion For**  
**Grade 10, 11 and 12 Core Courses**

Course	Percentage of Students Successfully Completing the Course		Difference
	2004	2005	
<b>Grade 10 Courses</b>			
English 10-1	89.1	91.1	2.0
English 10-2	60.9	65.9	5.0
English 16	58.1	60.9	2.8
Applied Math 10	60.7	63.8	3.1
Math 10 Prep	60.1	56.5	-3.6
Math 14	62.0	63.8	1.8
Math 16	61.7	59.3	-2.4
Pure Math 10	82.9	85.4	2.5
Science 10	79.3	80.9	1.6
Science 14	66.9	69.5	2.6
Science 16	61.0	65.0	4.0
Social Studies 10	90.8	91.3	0.5
Social Studies 13	65.1	67.7	2.6
Social Studies 16	59.5	63.2	3.7
<b>Grade 11 Courses</b>			
English 20-1	91.8	93.1	1.3
English 20-2	73.4	75.4	2.0
English 26	64.6	71.7	7.1
Applied Math 20	77.6	78.0	0.4
Math 24	64.6	66.9	2.3
Math 26	52.5	66.1	13.6
Pure Math 20	86.1	86.6	0.5
Biology 20	85.6	86.2	0.6
Chemistry 20	79.9	84.4	4.5
Physics 20	79.6	82.5	2.9
Science 20	73.8	74.2	0.4
Science 24	74.3	77.0	2.7
Science 26	61.9	68.1	6.2
Social Studies 20	91.9	92.9	1.0
Social Studies 23	70.3	73.8	3.5
Social Studies 26	72.1	68.2	-3.9

**Table 8, Cont'd.**

<b>Course</b>	<b>Percentage of Students Successfully Completing the Course</b>		<b>Difference</b>
	<b>2004</b>	<b>2005</b>	
<b>Grade 12 Courses</b>			
English 30/30-1	83.6	82.1	-1.5
English 33/30-2	70.2	71.3	1.1
English 36	75.0	59.5	-15.5
Applied Math 30	73.1	74.2	1.1
Pure Math 30	71.1	73.3	2.2
Math 31	81.8	82.3	0.5
Biology 30	73.8	76.4	2.6
Chemistry 30	72.4	77.8	5.4
Physics 30	79.0	78.3	-0.7
Science 30	72.1	72.7	0.6
Social Studies 30	80.1	81.3	1.2
Social Studies 33	74.9	75.3	0.4



## Table 9

### Student Achievement

### International Baccalaureate Examinations

*The table below provides a comparison of district results to world results from the May 2005 examination administration.*  
**Comparison of District to World Results on May 2005 I.B. Examinations**

<b><i>SUBJECT</i></b>	<b><i>Average Score (Out of 7)</i></b>		<b><i>Number of District Students Writing</i></b>
	<b><i>E.P.S</i></b>	<b><i>World</i></b>	
English (HL)	5.23	4.84	311
History (HL)	5.18	4.96	262
Biology (HL)	4.84	4.16	311
Math Methods (SL)	5.64	4.86	291
Chemistry (SL)	5.38	4.32	269
Physics (SL)	5.10	4.13	129
French B (SL)	5.53	5.00	135
Mandarin B (HL)	5.72	6.19	25
Japanese AB (SL)	5.41	5.03	37
Visual Arts A (SL)	4.71	4.38	28

***HL*** - Higher Level

***SL*** - Standard Level

District averages were higher than world averages for all courses in which district students wrote I.B. examinations, with the exception of Mandarin B (HL). As well, in 2005, 133 out of 136 (97.8%) district I.B. diploma candidates were successful in obtaining their diploma.

## Table 10

### Student Achievement

### Advanced Placement Examinations

*The table below provides information on the administration of Advanced Placement examinations in May of 2005.*

**Average Score (Out of 5) On Advanced Placement Examinations: May 2005**

SUBJECT	EPS	CANADA	WORLD
Biology	3.90	3.75	3.02
Calculus AB	3.54	3.61	2.94
Calculus BC	4.86	3.85	3.73
Chemistry	2.56	3.29	2.80
Computer Science A	3.67	2.98	2.81
English Language & Comp.	3.14	3.20	2.78
English Literature & Comp.	3.35	3.12	2.90
European History	3.01	3.02	2.97
French Language	3.19	3.78	2.87
German Language	4.18	4.24	3.24
Physics B	3.42	3.76	2.81
Studio Art: Drawing	2.80	3.48	3.02
Studio Art: 2-D Design	3.25	3.39	2.97

*Caution must be used in making comparisons for Calculus BC, Computer Science A, Studio Art: Drawing and Studio Art: 2-D Design since the number of district students participating in the exams is fifteen or less.*

District averages were lower than Canadian averages for the examinations with the exception of Biology, Calculus BC, Computer Science A, and Language Literature and Composition. District averages were higher than world averages with the exception of Chemistry and Studio Art: Drawing.

**Table 11**  
**Student Achievement**

**Special Needs Students-Highest Level of Achievement Tests**

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

	READING					WRITING				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
<b>ENGLISH AS A SECOND LANGUAGE</b>										
Canadian Born	81.4	77.4	82.4	82.3	81.4	85.2	84.9	86.4	90.4	91.5
Foreign Born	55.4	53.2	60.0	61.5	60.9	61.8	58.9	64.0	67.8	72.8
Undifferentiated ESL										
<b>SPECIAL NEEDS</b>										
Mild Mental Disability (Opportunity)	8.7	9.0	10.3	10.3	11.3	9.0	10.2	9.5	11.0	14.9
Moderate Academic Disability (Literacy)	5.7	9.5	9.0	7.8	10.3	3.5	6.0	8.9	6.1	11.1
Learning Disability (Learning Strategies)	54.9	54.7	56.3	59.2	55.1	44.4	45.4	47.3	62.3	63.6
Mild Academic Disability (Adaptation)	49.1	51.4	51.0	56.1	50.0	46.0	56.1	55.4	63.0	67.8
Multiple Disability		35.8	41.0	48.4	46.1		32.0	28.3	40.0	50.4
Physical Disability		52.7	55.8	53.9	55.2		46.5	49.7	50.0	54.3
<b>SEVERE SPECIAL NEEDS</b>										
Autism	20.0	16.9	17.7	19.0	18.2	18.1	15.1	15.6	16.0	14.6
Behaviour Disability	56.4	57.6	54.5	56.9	55.1	41.1	45.7	46.5	49.6	54.2
Deafness	35.9	22.0	24.6	23.9	22.7	32.2	25.0	24.6	25.4	24.6
Multiple Disability		1.6	4.2	0.0	8.6		2.0	0.0	0.0	5.6
Physical Disability		37.9	45.6	39.4	38.8		34.9	38.2	37.5	35.8
<b>GIFTED AND TALENTED</b>										
Academic Challenge	99.9	99.9	99.9	100.0	99.9	99.9	99.7	99.9	100.0	100.0