

## EDMONTON PUBLIC SCHOOLS

October 28, 2008

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Accountability Pillar and Student Achievement Results

ORIGINATOR: J. Bidulock, Assistant Superintendent

### RESOURCE

STAFF: Joanne Aldridge, John Edey, Carol Anne Inglis, Carolyn Mathew, Kathy McCabe, Lorie Welk, Colin Woelfle, Corrie Ziegler

### INFORMATION

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

District level information highlights areas of strength and concern. Just as school level results have implications for the school, District level results cause us to revise and change district practice as well. At the district level, we disaggregate data to examine data for groups of students and for curriculum areas. Using this information, along with input from schools, we determine what district-wide practices we need to employ or improve. The District analyzes student data, such as exemptions and absences on exams, and determines what measures need to be put in place to ensure as many students as possible are given the opportunity and support to successfully demonstrate standards. The District also examines curriculum areas and, subject by subject, what district supports need to be put in place to improve student achievement.

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

At the public board meeting on October 28<sup>th</sup>, there will be an on-line extranet demonstration of the achievement data only from the Accountability Pillar. This demonstration will also assist trustees in understanding the complexity of this document, including formulas and processes that result in the 'ratings' achieved.

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

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

### **District Compared to Previous Years**

- Since the province began reporting five-year high school course completion rates in 1999-2000, the District has seen a 10.1 per cent increase in the percentage of students who are completing high school, rising to 74.3 per cent from 64.2 per cent. (Appendix VI)
- There has been an increase in successful course completion in all Grade 10 and 11 courses from 2004-2008. (Appendix VII)
- The percentage of district students (Grades 3, 6, 9, and 12) achieving the standard of excellence continues to be high as compared to the province. However, the accountability pillar shows a slight decline at the standard of excellence over time.

### **District Compared to Province (Appendix II)**

- For all seven measure categories the District has the same rating as the province.
- Student Learning Achievement (Grades K-9) is flagged as an 'Issue' for both the District and the Province on the Accountability Pillar.
- For Provincial Achievement Test (PAT) data, both the District and the province have the same measure category rating of 'Issue'. However, for the standard of excellence, the District has an Achievement rating of 'High' while the province is rated 'Intermediate'. With respect to the improvement measure evaluation for the standard of excellence, the District has a rating of 'Maintained' while the province is rated as 'Improved'.

ES:fm

- APPENDIX I - Accountability Pillar-Overall Summary Explanation
- APPENDIX II - Accountability Pillar Overall Summaries (District and Provincial Results)
- APPENDIX III - Accountability Pillar-Data References (District Results)
- APPENDIX IV - Student Learning Achievement (Grades K-9)
- APPENDIX V - Student Learning Achievement (Grades 10-12)
- APPENDIX VI - High School Completion Rates after Five Years: District and Province
- APPENDIX VII - Comparison of Successful Course Completions from 2004-2008
- APPENDIX VIII - International Baccalaureate and Advanced Placement Results: District

**ACCOUNTABILITY PILLAR – OVERALL SUMMARY EXPLANATION**

The Accountability Pillar is based on three learning goals:

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

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

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

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

- Four of these measures are derived from provincial achievement tests and diploma examinations.
  - Percentage of students who achieve the acceptable standard on Grades 3, 6 and 9 provincial achievement tests
  - Percentage of students who achieve the standard of excellence on Grades 3, 6 and 9 provincial achievement tests
  - Percentage of students who achieve the acceptable standard on diploma examinations
  - Percentage of students who achieve the standard of excellence on diploma examinations
- Data for three of the measures for Goal 2 is provided by Alberta Education and is one year older than the survey or achievement data.
  - Diploma exam participation rate—Percentage of students who have written four or more diploma examinations by the end of their third year in high school
  - Rutherford eligibility rate—Percentage of Grade 12 students who meet the Rutherford scholarship eligibility criteria
  - Transition rate—Percentage of students who have enrolled in a post secondary program within six years of entering Grade 10

- The final two measures for this goal are derived from the provincial attitude survey administered to students and/or parents at Grades 4, 7 and 10, and teachers.
  - Work preparation–Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school
  - Citizenship–Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship

**Goal 3 has two measure categories that are assessed with two measures:**

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

**Alberta Commission on Learning (ACOL) Measures**

Two additional measures are included in this summary. Data for these measures is derived from the provincial attitude survey administered to students and/or parents at Grades 4, 7 and 10, and teachers.

- Satisfaction with program access–Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community
- In-service jurisdiction needs–Percentage of teachers reporting that in the past three to five years, the professional development and in-servicing received from the school authority has been focused, systematic, and contributed significantly to their ongoing professional growth

**Comparisons**

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

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

**ACCOUNTABILITY PILLAR OVERALL SUMMARIES  
DISTRICT AND PROVINCIAL RESULTS**

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

- With respect to the Achievement, Improvement and Overall Evaluation, the District and the province are very similar with ratings of ‘High’, ‘Improved Significantly’, and ‘Good’ for six of the Student Learning Achievement measures. One difference was in the ‘Improvement’ rating for Diploma Exam Acceptable Standard, where the District was rated as ‘Declined Significantly’ while the province was rated as ‘Declined’.



Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2008  
Province: Alberta



Goal	Measure Category	Measure Category Evaluation	Measure	Province			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	<a href="#">Safe and Caring</a>	85.1	84.2	83.9	High	Improved Significantly	Good
	Student Learning Opportunities	Good	<a href="#">Program of Studies</a>	79.4	78.5	77.8	High	Improved Significantly	Good
			<a href="#">Education Quality</a>	88.2	87.6	87.1	High	Improved Significantly	Good
			<a href="#">Drop Out Rate</a>	5.0	4.7	5.0	Intermediate	Maintained	Acceptable
			<a href="#">High School Completion Rate (3 yr)</a>	71.0	70.4	70.0	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	<a href="#">PAT: Acceptable</a>	75.8	75.9	76.7	Low	Declined Significantly	Concern
	Student Learning Achievement (Grades 10-12)	Acceptable	<a href="#">PAT: Excellence</a>	19.6	19.4	19.3	Intermediate	Improved	Good
			<a href="#">Diploma: Acceptable</a>	85.0	85.4	85.2	Intermediate	Declined	Issue
			<a href="#">Diploma: Excellence</a>	22.3	23.3	23.1	High	Declined Significantly	Issue
			<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	53.6	53.7	53.2	Intermediate	Improved	Good
			<a href="#">Rutherford Scholarship Eligibility Rate</a>	38.2	37.2	35.4	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	<a href="#">Transition Rate (6 yr)</a>	60.3	59.5	57.1	High	Improved Significantly	Good
			<a href="#">Work Preparation</a>	80.1	77.1	76.4	High	Improved Significantly	Good
			<a href="#">Citizenship</a>	77.9	76.6	76.2	High	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	<a href="#">Parental Involvement</a>	78.2	77.5	77.2	Intermediate	Improved Significantly	Good
	Continuous Improvement	Good	<a href="#">School Improvement</a>	77.0	76.3	75.7	High	Improved Significantly	Good

Goal	Measure Category	Measure	Province		
			Current Result	Prev Year Result	Prev 3 yr Average
ACOL Measure	ACOL Measure	<a href="#">Satisfaction with Program Access</a>	69.2	68.2	68.0
		<a href="#">In-service jurisdiction Needs</a>	80.4	78.8	77.8

Notes:

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

**ACCOUNTABILITY PILLAR – DATA REFERENCES  
(DISTRICT RESULTS)**

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

- The District's PAT acceptable standard has received a 'Low' rating for achievement and has a rating of 'Declined Significantly' when compared to the previous three year average. There are 75.7 per cent of students achieving the acceptable standard. This is rated 'Low' because the 'Low' category ranges from greater than or equal to 64.03 to less than 75.85. The District missed the 'Intermediate' achievement category rating by 0.15 per cent.
- The District's PAT acceptable standard is identified as 'Concern' in the overall measure evaluation even though the percentage of students in Edmonton Public Schools meeting the PAT acceptable standard has increased slightly from the previous year, from 75.6 per cent to 75.7 per cent. However, it was lower than the previous 3-year average.
- The overall measure evaluation for both Diploma Acceptable and Diploma Excellence is identified as 'Issue' even though high numbers of students are meeting standards.
  - The percentage of District students at the acceptable standard for diploma examinations (83.8) is down 1.1 per cent from the 3-year average of 84.9 per cent.
  - The percentage of District students at the standard of excellence for diploma examinations (23.4) is down 1.6 per cent from the 3-year average of 25.0 per cent.



Accountability Pillar Overall Summary  
 Annual Education Results Reports - Oct 2008  
 Authority: 3020 Edmonton School District No. 7



Goal	Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Province			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	<a href="#">Safe and Caring</a>	85.9	84.8	84.9	85.1	84.2	83.9	High	Improved Significantly	Good
	Student Learning Opportunities	Good	<a href="#">Program of Studies</a>	81.7	80.6	79.5	79.4	78.5	77.8	Very High	Improved Significantly	Excellent
			<a href="#">Education Quality</a>	90.1	89.5	89.1	88.2	87.6	87.1	Very High	Improved Significantly	Excellent
			<a href="#">Drop Out Rate</a>	6.3	6.3	6.4	5.0	4.7	5.0	Intermediate	Maintained	Acceptable
			<a href="#">High School Completion Rate (3 yr)</a>	64.6	63.5	62.6	71.0	70.4	70.0	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	<a href="#">PAT: Acceptable</a>	75.7	75.6	77.0	75.8	75.9	76.7	Low	Declined Significantly	Concern
			<a href="#">PAT: Excellence</a>	22.6	22.1	22.3	19.6	19.4	19.3	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	Acceptable	<a href="#">Diploma: Acceptable</a>	83.8	85.3	84.9	85.0	85.4	85.2	Intermediate	Declined Significantly	Issue
			<a href="#">Diploma: Excellence</a>	23.4	24.8	25.0	22.3	23.3	23.1	High	Declined Significantly	Issue
			<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	55.4	55.5	54.3	53.6	53.7	53.2	Intermediate	Improved	Good
			<a href="#">Rutherford Scholarship Eligibility Rate</a>	36.4	34.5	32.3	38.2	37.2	35.4	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	<a href="#">Transition Rate (6 yr)</a>	61.3	59.8	58.0	60.3	59.5	57.1	High	Improved Significantly	Good
			<a href="#">Work Preparation</a>	81.8	79.6	79.1	80.1	77.1	76.4	High	Improved Significantly	Good
			<a href="#">Citizenship</a>	80.2	78.7	78.5	77.9	76.6	76.2	High	Improved Significantly	Good
	Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	<a href="#">Parental involvement</a>	78.3	77.5	77.3	78.2	77.5	77.2	Intermediate	Improved
Continuous Improvement		Good	<a href="#">School Improvement</a>	78.8	78.8	78.0	77.0	76.3	75.7	High	Improved Significantly	Good

Goal	Measure Category	Measure	Edmonton School District No. 7			Province		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL Measure	ACOL Measure	<a href="#">Satisfaction with Program Access</a>	71.2	69.9	69.1	69.2	68.2	68.0
		<a href="#">In-service jurisdiction Needs</a>	81.6	79.1	78.1	80.4	78.8	77.8

Notes:

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

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## Accountability Pillar Overall Summary

### Measure Evaluation Reference

Annual Education Results Reports - Oct 2008

Authority: 3020 Edmonton School District No. 7



### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 20.69	20.69 - 26.29	26.29 - 33.96	33.96 - 46.47	46.47 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" value to 100%.

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

# Accountability Pillar Overall Summary

## Measure Evaluation Reference

Annual Education Results Reports - Oct 2008  
 Authority: 3020 Edmonton School District No. 7



### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

### Category Evaluation

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

**STUDENT LEARNING ACHIEVEMENT (GRADES K-9)**

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

- There were four courses rated as ‘Concern’ for the overall acceptable standard: English Language Arts 3 and 9, Mathematics 3 and Science 6. These courses would account for, to a great extent, the overall rating of ‘Issue’ for District PATs.
- When looking at the Achievement Measure ratings for these four courses, most of the percentages at the acceptable standard are in the middle to high end of the ‘Low’ achievement range.
- In English Language Arts 9, 75.5 per cent of the students achieved the acceptable standard and this was deemed ‘Low’. The interval for the ‘Low’ category for this course, is greater than or equal to 63.55 and less than 75.66 per cent. The measure missed being ranked ‘Intermediate’ by 0.16 per cent, representing approximately 10 students.
- Results are rated ‘Low’ in Grade 6 Mathematics and Science for the acceptable standard, however, the percentage of students meeting the standard is higher than the province.
- All Grade 9 PAT results are rated ‘High’ or ‘Very High’ at the standard of excellence with the exception of French Language Arts 9.

# Student Learning Achievement (Grades K-9)



## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 3020 Edmonton School District No. 7

Course	Measure	Edmonton School District No. 7						Province				
		Achievement	Improvement	Overall	2008		Prev 3 Yr Avg		2008		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Low	Declined Significantly	Concern	5,272	77.1	5,455	79.3	42,375	80.1	41,848	81.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	5,272	15.7	5,455	15.4	42,375	16.1	41,848	16.0
Mathematics 3	Acceptable Standard	Low	Declined Significantly	Concern	5,273	77.2	5,454	80.1	42,392	78.7	41,860	80.7
	Standard of Excellence	Intermediate	Declined	Issue	5,273	25.8	5,454	26.7	42,392	23.9	41,860	25.5
English Language Arts 6	Acceptable Standard	Intermediate	Improved Significantly	Good	5,814	79.5	5,908	77.5	44,011	81.1	44,197	78.9
	Standard of Excellence	High	Improved Significantly	Good	5,814	21.1	5,908	18.4	44,011	21.0	44,197	17.1
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	210	89.5	169	90.1	2,252	87.7	2,153	86.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	210	14.3	169	12.1	2,252	14.2	2,153	10.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	457	94.3	367	93.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	457	17.1	367	20.2
Mathematics 6	Acceptable Standard	Low	Declined	Issue	5,815	75.2	5,907	76.5	44,012	74.6	44,212	75.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	5,815	18.1	5,907	18.7	44,012	15.9	44,212	16.1
Science 6	Acceptable Standard	Low	Declined Significantly	Concern	5,794	76.2	5,893	78.8	43,878	74.8	44,115	77.7
	Standard of Excellence	High	Declined Significantly	Issue	5,794	27.8	5,893	31.2	43,878	24.1	44,115	26.7
Social Studies 6	Acceptable Standard	Intermediate	Declined	Issue	5,796	78.5	5,894	79.3	43,460	77.9	43,975	78.1
	Standard of Excellence	High	Maintained	Good	5,796	26.6	5,894	26.2	43,460	23.8	43,975	22.2
English Language Arts 9	Acceptable Standard	Low	Declined Significantly	Concern	6,131	75.5	6,367	77.3	43,962	76.5	45,266	77.6
	Standard of Excellence	High	Improved Significantly	Good	6,131	18.6	6,367	16.9	43,962	14.8	45,266	14.2
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	192	87.5	185	89.5	2,307	84.5	2,217	83.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	192	15.1	185	16.1	2,307	12.4	2,217	12.5
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	316	84.8	258	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	316	11.7	258	14.9
Mathematics 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	6,078	68.1	6,335	69.9	43,465	65.7	45,006	67.3
	Standard of Excellence	Very High	Improved	Excellent	6,078	24.3	6,335	23.3	43,465	18.5	45,006	18.4
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	6,082	71.3	6,338	70.9	43,727	69.3	45,153	68.2
	Standard of Excellence	Very High	Declined	Good	6,082	18.4	6,338	19.3	43,727	13.0	45,153	13.6
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	6,035	74.2	6,316	74.3	43,395	71.7	44,983	71.7
	Standard of Excellence	Very High	Improved	Excellent	6,035	25.8	6,316	24.7	43,395	18.9	44,983	18.6

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

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

# Student Learning Achievement (Grades K-9)



## Measure Evaluation Reference - Achievement Evaluation

### Authority: 3020 Edmonton School District No. 7

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 59.22	59.22 - 77.09	77.09 - 85.44	85.44 - 89.15	89.15 - 100.00
	Standard of Excellence	0.00 - 7.81	7.81 - 14.67	14.67 - 20.59	20.59 - 28.12	28.12 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 100.00
Science 9	Acceptable Standard	0.00 - 55.16	55.16 - 64.99	64.99 - 75.89	75.89 - 80.43	80.43 - 100.00
	Standard of Excellence	0.00 - 6.10	6.10 - 7.54	7.54 - 12.59	12.59 - 16.19	16.19 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 57.88	57.88 - 68.58	68.58 - 79.36	79.36 - 87.82	87.82 - 100.00
	Standard of Excellence	0.00 - 9.39	9.39 - 13.53	13.53 - 19.67	19.67 - 24.12	24.12 - 100.00

**Notes:**

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

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

# Students Learning Achievement (Grades K-9)



## Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 3020 Edmonton School District No. 7

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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

**STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)**

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

- The achievement at the acceptable standard was rated ‘Intermediate’ for most diploma examination courses with the exception of the rating of ‘Low’ for English Language Arts 30-1, ‘Very Low’ for Applied Mathematics 30 and ‘High’ for Chemistry 30.
- Overall results at the acceptable standard are rated ‘Concern’ in English Language Arts 30-1 and Applied Mathematics 30. The percentage of students achieving the acceptable standard for English Language Arts 30-1 (85.3) has declined 1.7 per cent from the previous three year average (87.0). The percentage of students achieving the acceptable standard for Applied Mathematics 30 (72.0) has declined 4.6 per cent from the previous three year average (76.6).
- With the exception of Applied Mathematics 30, the achievement at the standard of excellence ranged from ratings of ‘Intermediate’ to ‘Very High’. For Applied Mathematics 30, the percentage of students achieving the standard of excellence is rated as a ‘Concern’, declining to 8.2 per cent from the previous three year average of 13.8 percent (-5.6).



# Student Learning Achievement (Grades 10-12)



## Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3020 Edmonton School District No. 7

Course	Measure	Edmonton School District No. 7							Province			
		Achievement	Improvement	Overall	2008		Prev 3 Yr Avg		2008		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Acceptable Standard	Low	Declined Significantly	Concern	4,245	85.3	4,267	87.0	28,024	87.1	27,854	88.3
	Standard of Excellence	Intermediate	Declined Significantly	Issue	4,245	16.0	4,267	19.9	28,024	15.5	27,854	18.7
<a href="#">English Lang Arts 30-2</a>	Acceptable Standard	Intermediate	Improved	Good	1,875	86.7	1,848	85.0	13,241	88.9	12,609	88.1
	Standard of Excellence	High	Maintained	Good	1,875	8.7	1,848	9.1	13,241	8.8	12,609	9.3
<a href="#">French Lang Arts 30</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	62	96.8	56	97.5	1,218	94.9	1,163	95.3
	Standard of Excellence	High	Declined	Acceptable	62	21.0	56	32.1	1,218	24.5	1,163	21.3
<a href="#">Français 30</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	130	98.5	106	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	130	25.4	106	23.0
<a href="#">Pure Mathematics 30</a>	Acceptable Standard	Intermediate	Declined Significantly	Issue	3,886	80.4	3,687	83.0	22,529	81.3	22,284	81.5
	Standard of Excellence	Intermediate	Declined	Issue	3,886	27.3	3,687	28.6	22,529	25.8	22,284	25.6
<a href="#">Applied Mathematics 30</a>	Acceptable Standard	Very Low	Declined Significantly	Concern	1,406	72.0	1,528	76.6	10,045	76.3	10,004	80.9
	Standard of Excellence	Low	Declined Significantly	Concern	1,406	8.2	1,528	13.8	10,045	10.7	10,004	15.2
<a href="#">Social Studies 30</a>	Acceptable Standard	Intermediate	Declined Significantly	Issue	3,434	84.2	3,631	86.5	23,287	84.7	23,840	85.6
	Standard of Excellence	High	Declined Significantly	Issue	3,434	23.7	3,631	27.1	23,287	21.5	23,840	24.3
<a href="#">Social Studies 33</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	2,018	83.4	1,959	83.0	15,365	85.3	14,815	84.4
	Standard of Excellence	High	Maintained	Good	2,018	17.3	1,959	17.5	15,365	18.9	14,815	18.7
<a href="#">Biology 30</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	3,370	83.5	3,536	83.3	20,683	82.3	20,786	82.3
	Standard of Excellence	High	Declined	Acceptable	3,370	28.1	3,536	29.5	20,683	26.3	20,786	26.8
<a href="#">Chemistry 30</a>	Acceptable Standard	High	Maintained	Good	2,977	88.1	3,123	88.9	17,838	89.2	17,625	88.6
	Standard of Excellence	Very High	Improved	Excellent	2,977	39.4	3,123	37.4	17,838	39.2	17,625	36.1
<a href="#">Physics 30</a>	Acceptable Standard	Intermediate	Declined	Issue	2,006	84.7	1,988	85.8	10,509	85.7	10,881	84.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	2,006	30.5	1,988	30.5	10,509	32.0	10,881	29.0
<a href="#">Science 30</a>	Acceptable Standard	Intermediate	Improved Significantly	Good	911	87.7	807	84.4	3,932	88.6	3,566	86.0
	Standard of Excellence	Intermediate	Improved	Good	911	21.6	807	18.7	3,932	21.6	3,566	19.1

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

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

# Student Learning Achievement (Grades 10-12)



## Measure Evaluation Reference - Achievement Evaluation

### Authority: 3020 Edmonton School District No. 7

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 68.78	68.78 - 80.00	80.00 - 87.31	87.31 - 92.42	92.42 - 100.00
	Standard of Excellence	0.00 - 11.21	11.21 - 17.73	17.73 - 25.71	25.71 - 34.24	34.24 - 100.00
Physics 30	Acceptable Standard	0.00 - 61.09	61.09 - 78.70	78.70 - 88.79	88.79 - 91.84	91.84 - 100.00
	Standard of Excellence	0.00 - 7.64	7.64 - 20.50	20.50 - 30.74	30.74 - 42.50	42.50 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

**Notes:**

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

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

# Students Learning Achievement (Grades 10-12)



## Measure Evaluation Reference - Improvement and Overall Evaluation Table

Authority: 3020 Edmonton School District No. 7

### Improvement Table

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

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

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

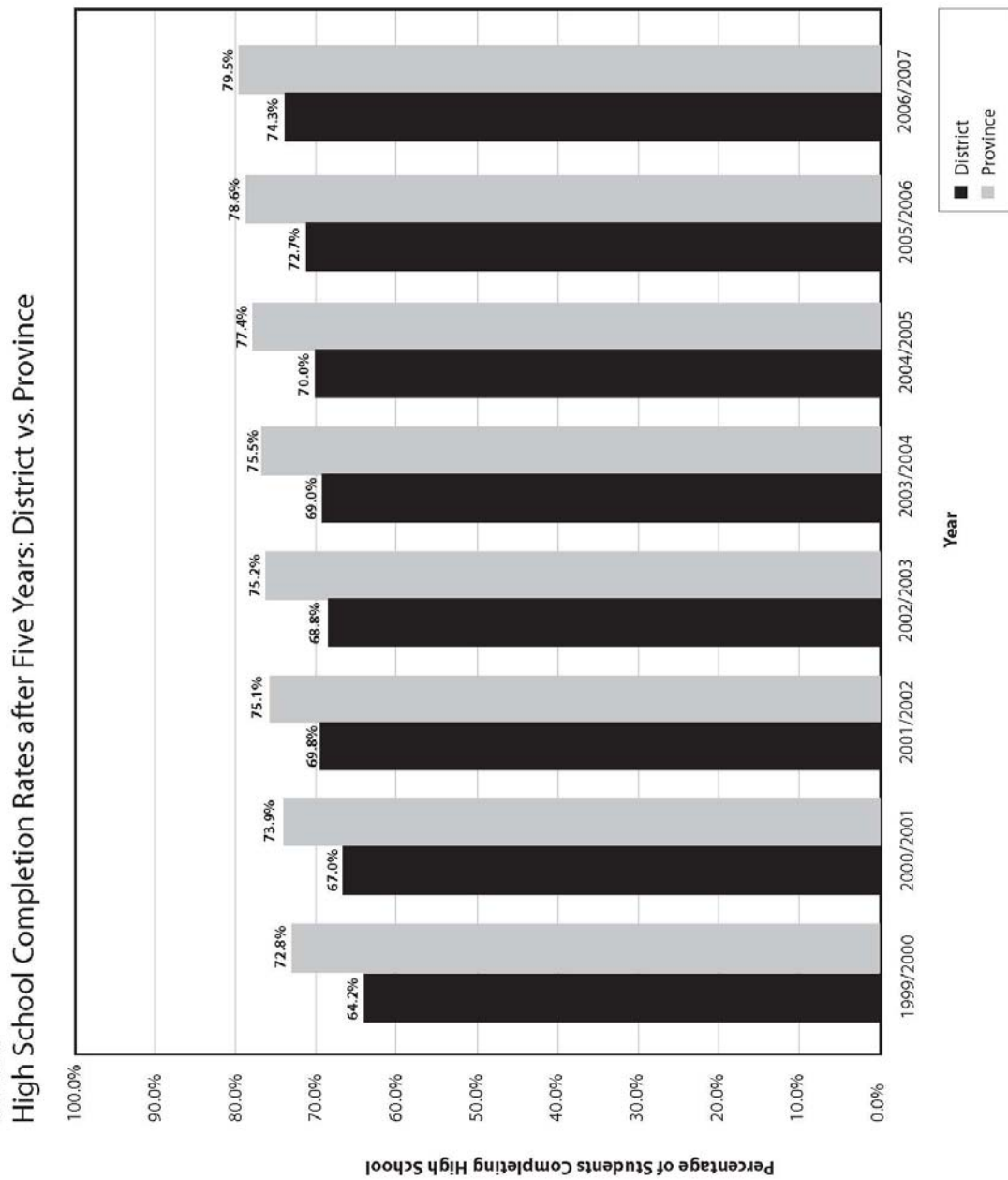
### Overall Evaluation Table

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

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

HIGH SCHOOL COMPLETION RATES AFTER FIVE YEARS:  
DISTRICT AND PROVINCE

- There is a 10.1 per cent increase in the District five year high school completion rate from 1999-2000 to 2006-2007.
- The accountability pillar overall summary indicates there has been a “Significant Improvement” in Edmonton Public Schools’ three year completion rate. (see page 6, Appendix II)



**COMPARISON OF SUCCESSFUL COURSE COMPLETIONS  
FROM 2004 TO 2008**

Course	% Successful Completions					
	2004	2005	2006	2007	2008	Difference 2004-2008
Gr.10 English	78.5	81.6	80.5	81.1	81.2	2.7
Gr. 11 English	84.0	85.9	84.7	84.0	86.5	2.5
Gr. 12 English	79.0	78.5	75.6	76.0	77.9	-1.1
Gr. 10 Math	72.4	74.9	75.0	74.4	76.3	3.9
Gr. 11 Math	79.5	80.8	79.8	79.3	82.0	2.5
Gr. 12 Math	73.7	75.3	73.4	73.6	73.4	-0.3
Gr. 10 Science	76.1	77.8	79.5	78.2	81.2	5.1
Gr. 11 Science	80.5	82.9	83.2	82.7	83.9	3.4
Gr. 12 Science	74.2	76.9	78.2	78.5	79.0	4.8
Gr. 10 Social Studies	81.9	83.1	82.1	83.7	85.4	3.5
Gr. 11 Social Studies	83.0	85.3	85.8	85.4	86.2	3.2
Gr. 12 Social Studies	78.2	79.1	77.9	79.9	79.3	1.1

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

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

### GENERALIZATIONS

- There was a higher percentage of students completing courses in 2008 as compared to 2004 in all Grade 10 and 11 course groups.
- There was a higher percentage of students completing Grade 12 Science and Grade 12 Social Studies courses in 2008 as compared to 2004.
- There was a slight decline in the percentage of students completing Grade 12 English and Grade 12 Mathematics courses in 2008 as compared to 2004.

**INTERNATIONAL BACCALAUREATE AND  
ADVANCED PLACEMENT RESULTS**

This appendix provides information related to the International Baccalaureate (IB) examination results. Table 1 provides a detailed analysis of the 2008 data.

This appendix also provides information related to the Advanced Placement (AP) examination results. Table 2 provides a detailed analysis of the 2008 data.

**Detailed Results –IB program**

Table 1 provides a comparison of district results to world results from the May 2008 IB test administration for courses in which a minimum of fifty students wrote the examination. Information on the total number of students in the world writing each examination is not available.

**TABLE 1  
COMPARISON OF DISTRICT INTERNATIONAL BACCALAUREATE  
RESULTS TO WORLD RESULTS: 2008**

Subject	Average Score (out of 7)		Number of District Students Writing
	District	World	
English (HL)	5.15	4.76	291
History (HL)	4.95	5.00	293
Biology (HL)	4.65	4.14	323
Math Methods (SL)	4.76	4.53	313
Chemistry (SL)	4.92	4.03	294
Physics (SL)	5.48	4.13	120
French B (SL)	5.14	4.78	133

HL - Higher Level

SL - Standard Level

**Results summary**

The following highlights have been identified:

- In 2008, the district averages were higher than the world averages for all of the IB examinations with the exception of History (HL).
- The number of District students writing IB examinations varies from a low of one to a high of 323.

## Detailed Results – AP Program

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

**TABLE 2  
COMPARISON OF DISTRICT ADVANCED PLACEMENT  
RESULTS TO WORLD RESULTS: MAY 2008**

Subject	Average Score (out of 5)		Number of District Students Writing
	District	World	
Biology	3.82	2.68	77
Calculus AB	3.65	3.03	132
Chemistry	2.52	2.80	71
English Lang & Composition	2.99	2.80	209
English Lit & Composition	3.16	2.64	186
European History	2.66	2.70	162
Physics B	3.28	2.88	120

### Results Summary

- In 2008, the average score for students in the district was higher than the world average for five of seven courses, the exceptions being Chemistry and European History.
- The number of District students writing Advanced Placement examinations varies from a low of one to a high of 209.