

EDMONTON PUBLIC SCHOOLS

September 24, 2002

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Alberta Learning Achievement Test Results: June 2002

ORIGINATOR: Bob Holt, Executive Director

RESOURCE

STAFF: Anne Mulgrew, Lorie Welk

INFORMATION

In June 2002, all students enrolled in grades 3, 6 and 9 wrote achievement tests in language arts and mathematics. Students enrolled in grades 6 and 9 also wrote achievement test in science and social studies. Students enrolled in grades 6 and 9 French Immersion wrote French language arts tests.

Table 1 provides a comparison of district performance in 2002 and 2001. These results include both students who wrote achievement tests in English and in French.

TABLE 1
DISTRICT RESULTS ON ALBERTA LEARNING
ACHIEVEMENT TESTS FOR 2002 AND 2001

Test	% Meeting Acceptable Standard			% Meeting Standard of Excellence		
	2002	2001	Difference	2002	2001	Difference
Grade 3						
Language Arts	87.4	86.9	+0.5	15.8	17.0	-1.2
Mathematics*	87.9	86.7	+1.2	28.3	25.3	+3.0
Grade 6						
Language Arts	88.7	85.3	+3.4	17.6	17.4	+0.2
Mathematics*	86.8	88.1	-1.3	22.6	22.2	+0.4
Science*	90.0	90.1	-0.1	31.6	30.3	+1.3
Social Studies*	88.3	87.4	+0.9	24.7	23.6	+1.1
Fr. Lang Arts	91.3	93.3	-2.0	13.6	15.0	-1.4
Grade 9						
Language Arts	88.9	88.0	+0.9	18.3	14.8	+3.5
Mathematics*	74.8	75.4	-0.6	23.4	22.2	+1.2
Science*	80.9	80.7	+0.2	16.8	17.3	-0.5
Social Studies*	84.2	83.0	+1.2	25.7	21.8	+3.9
Fr. Lang Arts	88.9	96.8	-7.9	11.9	18.2	-6.3

*Includes results for students who wrote French translations of the tests.

The information in Table 1 indicates that the percentage of students meeting the acceptable standard increased for both grade 3 achievement tests, grade 6 language arts and social studies and grade 9 language arts, science and social studies. The percentage of students meeting the acceptable standard decreased for five of the achievement tests with a substantial decrease for grade 9 French language arts. The percentage of district students meeting the standard of excellence increased for all tests except grade 3 language arts, grade 6 French language arts, grade 9 science and French language arts. There was a substantial increase in the percentage of students meeting the standard of excellence for grade 9 language arts, but a substantial decrease for Grade 9 French language arts.

Alberta Learning expects 85 per cent of students who write achievement tests to meet the acceptable standard, and 15 per cent to meet the standard of excellence. District results exceed the provincial expectation for acceptable standard for all achievement tests except grade 9 mathematics, science and social studies. District results exceed provincial expectations for standard of excellence for all achievement tests except grades 6 and 9 French language arts.

Appendix I provides a five-year history of the percentages of students meeting standards on Alberta Learning achievement tests. The information on these graphs indicates a general improvement in the percentage of students achieving standards over the time frame shown.

Table 2 provides information for the district and province with respect to participation rates, and percentages of students meeting the acceptable standard and the standard of excellence for each of the eighteen June 2002 achievement tests. Alberta learning provides results for students who write achievement tests in French separately from those who write in English. Therefore, the results in Table 2 are reported in this way.

TABLE 2
DISTRICT AND PROVINCIAL RESULTS ON THE
JUNE 2002 ACHIEVEMENT TESTS

Achievement Test	Percentage of Eligible Students Writing		Percentage of Students Meeting			
			Acceptable Standard		Standard of Excellence	
	Province	EPS	Province	EPS	Province	EPS
Grade 3						
Language Arts	90.6	91.6	89.6	87.4	16.4	15.8
Mathematics	91.2	93.0	88.5	87.8	29.2	28.2
Mathematics (Fr)	96.2	99.0	90.3	88.0	28.5	31.9
Grade 6						
Language Arts	91.2	91.5	88.6	88.7	16.5	17.6
Mathematics	91.6	92.3	84.8	86.5	19.3	22.3
Mathematics (Fr)	95.9	99.5	93.5	95.7	26.0	29.0
Science	91.4	91.9	86.6	89.9	24.6	31.5
Science (Fr)	95.5	99.5	88.9	93.0	24.9	33.9
Social Studies	90.9	91.8	85.7	88.2	21.4	24.6
Social Studies (Fr)	95.5	99.5	89.6	93.5	19.3	26.3
French Lang Arts	93.1	98.4	89.8	91.3	14.3	13.6
Grade 9						
Language Arts	87.5	88.3	89.8	88.9	16.7	18.3
Mathematics	87.0	89.0	73.0	74.3	18.6	23.1
Mathematics (Fr)	98.6	97.9	88.1	92.1	27.8	34.5
Science	88.3	89.8	80.5	80.8	12.7	16.7
Science (Fr)	97.9	97.9	84.9	87.1	16.2	19.4
Social Studies	88.2	89.8	82.8	84.1	20.2	25.6
Social Studies (Fr)	98.7	97.9	90.2	89.2	23.1	27.3
French Lang Arts	95.4	93.8	87.0	88.9	10.6	11.9

The percentage of eligible students writing each test was higher for the district than for the province for all achievement tests except for grade 9 tests mathematics, science and social studies written in French, and grade 9 French Language arts. In-depth analysis of participation rates reveals that although the district tends to have slightly higher percentages of students who are exempted from the tests, substantially fewer students are declared absent from achievement tests.

The percentage of students meeting the acceptable standard was higher for the district than for the province for all achievement tests except grades 3 and 9 language arts, grade 3 mathematics written in English and French, and grade 9 social studies written in French.

The percentage of students meeting the standard of excellence was higher for the district than for the province for all achievement tests except grade 3 language arts, grade 3 mathematics written in English, and grade 6 French language arts.

The provincial achievement tests are primarily designed to provide the province and jurisdictions with information about the status of particular aspects of curricula that can be measured by paper and pencil tests. The results do not provide information about other knowledge, skills and attitudes students are acquiring as they progress through school.

Further, the results do not tell us why students performed as they did. District schools have accessed their results for the June 2002 achievement tests. Principals, in collaboration with school staff, will examine their school results to determine if curriculum is being implemented effectively. Detailed analysis of the data at a school level can assist in identifying areas of curriculum where student performance is different than expected.

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APPENDIX I - Student Achievement Report 1998-2002