

EDMONTON PUBLIC SCHOOLS

November 9, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Alberta Learning Achievement Test Results: June 2004

ORIGINATOR: B. Holt, Executive Director Curricular and Instructional Support Services

RESOURCE

STAFF: Anne Mulgrew, Lorie Welk

INFORMATION

In June 2004, 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 tests in science and social studies. In addition to writing achievement tests in the core courses, students enrolled in grades 6 and 9 French Immersion wrote a French language arts test.

Table 1 provides a comparison of district performance on achievement tests over the past two years. These results include both students who wrote achievement tests in English and in French.

**TABLE 1
DISTRICT RESULTS ON ALBERTA LEARNING
ACHIEVEMENT TESTS FOR 2003 AND 2004**

Test	% Meeting Acceptable Standard			% Meeting Standard of Excellence		
	2003	2004	Difference	2003	2004	Difference
Grade 3						
Language Arts	88.6	88.8	+0.2	16.9	17.1	+0.2
Mathematics	90.0	88.6	-1.4	34.6	29.0	-5.6
Grade 6						
Language Arts	89.0	87.4	-1.6	20.6	19.8	-0.8
Mathematics	88.7	88.1	-0.6	23.0	27.0	+4.0
Science	91.2	91.8	+0.6	32.8	36.4	+3.6
Social Studies	89.5	89.6	+0.1	26.9	26.7	-0.2
Fr. Lang. Arts	94.5	94.1	-0.4	22.4	20.7	-1.7
Grade 9						
Language Arts	89.2	90.0	+0.8	16.8	16.6	-0.2
Mathematics	76.8	80.5	+3.7	27.4	27.8	+0.4
Science *	NA	78.4	NA	NA	19.4	NA
Social Studies	86.2	86.3	+0.1	28.0	29.8	+1.8
Fr. Lang. Arts	94.7	96.4	+1.7	24.7	24.0	-0.7

*The Grade 9 Science Test which was based on a new curriculum was administered to grade 9 students for the first time in 2004. Therefore, previous comparisons are not possible.

The information in Table 1 indicates that, relative to the previous year, the percentage of district students meeting the acceptable standard increased for seven of the twelve

achievement tests in 2003-2004, and decreased for four of the twelve achievement tests. Comparisons to previous years are not possible for grade 9 science. This was the first year that all students in the province were administered this test which is based on the new junior high science program of studies. The increases and decreases observed were of a small magnitude with the exception of grade 9 mathematics where there was a substantial increase in the percentage of students meeting the acceptable standard.

The percentage of district students meeting the standard of excellence increased for five of the twelve achievement tests and decreased for six tests. There were substantial increases in the percentage of students meeting the standard of excellence for grade 6 mathematics and science, but a substantial decrease for grade 3 mathematics.

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 that for most of the achievement tests there has been a sustained improvement in the percentage of students achieving both the acceptable standard and the standard of excellence over the time frame shown.

Table 2 provides comparative information for the district and province with respect to participation rates for the June 2004 achievement tests. The data includes students who wrote the achievement tests in both English and in French.

**TABLE 2
DISTRICT AND PROVINCIAL PARTICIPATION RATES
ON THE JUNE 2004 ACHIEVEMENT TESTS**

Achievement Test	Percentage of Eligible Students Writing		
	Prov.	EPS	Diff.
GRADE 3			
Language Arts	90.6	88.9	-1.7
Mathematics	91.7	90.1	-1.6
GRADE 6			
Language Arts	90.9	88.7	-2.2
Mathematics	91.1	89.4	-1.7
Science	91.2	88.7	-2.5
Social Studies	91.0	88.8	-2.2
French Lang. Arts	95.8	99.5	+3.7
GRADE 9			
Language Arts	87.3	85.4	-1.9
Mathematics	87.7	88.3	+0.6
Science	88.6	87.7	-0.9
Social Studies	88.6	87.9	-0.7
French Lang. Arts	95.0	99.4	+4.4

The percentage of eligible students writing the achievement tests was lower for the district than for the province for all achievement tests written in English with the exception of grade 9 mathematics. The percentage of eligible students writing the grades 6 and 9 French Language Arts Achievement Tests was higher for the district than for the province.

**TABLE 3
DISTRICT AND PROVINCIAL RESULTS FOR THE
JUNE 2004 ACHIEVEMENT TESTS**

Achievement Test	Percentage of Students Meeting the Acceptable Standard			Percentage of Students Meeting the Standard of Excellence		
	Prov.	EPS	Diff.	Prov.	EPS	Diff.
GRADE 3						
Language Arts	90.2	88.8	-1.4	16.7	17.1	+0.4
Mathematics	89.2	88.6	-0.6	29.9	29.0	-0.9
GRADE 6						
Language Arts	87.0	87.4	+0.4	17.0	19.8	+2.8
Mathematics	86.2	88.1	+1.9	23.3	27.0	+3.7
Science	88.3	91.8	+3.5	28.8	36.4	+7.6
Social Studies	86.4	89.6	+3.2	21.7	26.7	+5.0
French Lang Arts	92.3	94.1	+1.8	13.4	20.7	+7.3
GRADE 9						
Language Arts	88.9	90.0	+1.1	14.2	16.6	+2.4
Mathematics	75.4	80.5	+5.1	21.5	27.8	+6.3
Science	75.2	78.4	+3.2	13.6	19.4	+5.8
Social Studies	82.6	86.3	+3.7	22.6	29.8	+7.2
French Lang Arts	87.8	96.4	+8.6	12.3	24.0	+11.7

The percentage of students meeting the acceptable standard was higher for the district than for the province for all achievement tests at grades 6 and 9, but lower than the province for the achievement tests written at the grade 3 level. At the grade 9 level, with the exception of language arts, the percentages of district students meeting the acceptable standard was substantially higher than was true for the province.

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 mathematics. The percentage of district students at both grades 6 and 9 meeting the standard of excellence was substantially higher than for the province for all courses except 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. 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 – 2000-2004