

EDMONTON PUBLIC SCHOOLS

November 13, 2001

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Alberta Learning Achievement Test Results: June 2001

ORIGINATOR: Marion de Man, Department Head

RESOURCE

STAFF: Anne Mulgrew, Lorie Welk

INFORMATION

In June 2001, 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. Students enrolled in grades 6 and 9 French immersion wrote French language arts tests.

Table 1 provides a comparison of district performance in 2001 and 2000. These results include both students who wrote in English and students who wrote in French.

**TABLE 1
DISTRICT RESULTS ON ALBERTA LEARNING
ACHIEVEMENT TESTS FOR 2000 AND 2001**

Test	% Meeting Acceptable Standard			% Meeting Standard of Excellence		
	2001	2000	Difference	2001	2000	Difference
Grade 3						
Language Arts	86.9	88.2	-1.3	17.0	17.3	-0.3
Mathematics*	86.7	87.0	-0.3	25.3	26.6	-1.3
Grade 6						
Language Arts	85.3	85.0	+0.3	17.4	21.5	-4.1
Mathematics*	88.1	85.3	+2.8	22.2	20.4	+1.8
Science*	90.1	86.4	+3.7	30.3	30.2	+0.1
Social Studies*	87.4	85.7	+1.7	23.6	23.0	+0.6
Fr. Lang Arts	93.3	91.8	+1.5	15.0	17.5	-2.5
Grade 9						
Language Arts	88.0	87.8	+0.2	14.8	15.7	-0.9
Mathematics*	75.4	75.0	+0.4	22.2	19.8	+2.4
Science*	80.7	79.2	+1.5	17.3	16.2	+1.1
Social Studies*	83.0	82.1	+0.9	21.8	20.7	+1.1
Fr. Lang Arts	96.8	95.3	+1.5	18.2	20.0	-1.8

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

Alberta Learning expects 85 percent of students who write the achievement tests to meet the acceptable standard, and 15 percent to meet the standard of excellence. The district has set a standard of meeting and exceeding the provincial expectations.

District results for 2001 show an increase in the percentage of students meeting the acceptable standard for all of the achievement tests except the two tests at grade 3 where the percentage of students meeting the acceptable standard decreased relative to the previous year. The percentage of students meeting the standard of excellence increased for grades 6 and 9 mathematics, science and social studies, but decreased for grade 3 language arts and mathematics and for both English and French language arts at grades 6 and 9. The June 2001 results indicate that the district exceeded the expectation of 85 per cent meeting the acceptable standard for all achievement tests except grade 9 mathematics, science, and social studies. The district exceeded the expectation that 15 per cent of students would meet the standard of excellence for all tests except grade 9 language arts.

Appendix I provides a five-year history of the percentages of students meeting standards on the Alberta Learning achievement tests. Results for mathematics are only provided for four years as the new curriculum was implemented in 1997-98, and new achievement standards were introduced. The information on these graphs indicates general improvement in the percentage of students achieving the acceptable standard 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 June 2001 achievement tests. Alberta Learning provides results for students who write the achievement tests in French separately from those who write in English. Therefore, the results in Table 2 are also reported in this way.

TABLE 2
District and Provincial Results on the June 2001 Achievement Tests

Achievement Test	Percentage of Eligible Students Writing		Percentage of Students Meeting			
	Province	EPS	Acceptable Standard		Standard of Excellence	
	Province	EPS	Province	EPS	Province	EPS
Grade 3						
Language Arts	92.6	92.4	89.4	86.9	17.4	17.0
Mathematics	93.1	93.3	87.5	86.7	25.7	25.1
Mathematics (Fr)	98.2	99.0	88.3	85.4	21.8	29.1
Grade 6						
Language Arts	92.1	91.1	85.4	85.3	16.2	17.4
Mathematics	92.6	92.1	84.9	87.8	19.2	22.1
Mathematics (Fr)	97.5	99.0	93.6	95.8	20.8	25.7
Science	92.8	92.6	87.8	89.9	27.3	30.4
Science (Fr)	98.9	99.5	91.5	94.3	23.7	28.1
Social Studies	92.5	92.3	84.4	87.1	20.3	23.4
Social Studies (Fr)	98.4	99.5	89.6	93.8	18.2	28.6
Fr. Lang Arts	96.1	99.0	88.9	93.3	8.3	15.0
Grade 9						
Language Arts	88.3	88.0	89.2	88.0	14.9	14.8
Mathematics	88.0	89.7	74.5	75.1	18.0	22.0
Mathematics (Fr)	99.3	99.1	89.6	93.4	27.8	33.0
Science	89.3	91.0	79.7	80.5	13.2	17.1
Science (Fr)	99.2	100.0	85.0	92.9	14.1	27.7
Social Studies	88.8	90.7	81.1	82.8	17.8	21.7
Social Studies (Fr)	99.3	99.1	88.9	96.4	21.2	27.0
Fr. Lang Arts	97.4	95.7	89.2	96.8	16.8	18.2

The percentage of eligible students writing the test was higher for the district than for the province for grade 3 mathematics written in English and French, for the four grade 6 tests that were written in French, and for grade 9 mathematics, science (both written in English and French) and social studies. The district participation rate was lower than for the province on grade 3 language arts, all grade 6 tests written in English, and for grade 9 language arts, mathematics and social studies written in French, and French language arts.

The percentage of students meeting the acceptable standard was higher for the district than for the province for all achievement tests except grade 3 language arts and mathematics (both written in English and in French), grade 6 language arts, and grade 9 language arts. 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 and mathematics written in English, and the grade 9 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 2001 achievement tests. Principals 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 – Measures of Performance