

EDMONTON PUBLIC SCHOOLS

October 10, 2000

TO: Board of Trustees

FROM: E. Dossdall, Superintendent of Schools

SUBJECT: Alberta Learning Achievement Test Results: June 2000

ORIGINATOR: G. Reynolds, Department Head

RESOURCE

STAFF: Anne Mulgrew, Lorie Welk

INFORMATION

In June 2000, 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 2000 and 1999. 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 1999 AND 2000**

Test	% Meeting Acceptable Standard			% Meeting Standard of Excellence		
	2000	1999	Difference	2000	1999	Difference
<b>Grade 3</b>						
Language Arts	88.2	85.9	+2.3	17.3	13.8	+3.5
Mathematics*	87.0	83.7	+3.3	26.6	26.2	+0.4
<b>Grade 6</b>						
Language Arts	85.0	81.3	+3.7	21.5	16.8	+4.7
Mathematics*	85.3	83.5	+1.8	20.4	18.8	+1.6
Science*	86.4	84.0	+2.4	30.2	27.6	+2.6
Social Studies*	85.7	81.3	+4.4	23.0	18.9	+4.1
Fr. Lang Arts	91.8	90.1	+1.7	17.5	16.4	+1.1
<b>Grade 9</b>						
Language Arts	87.8	85.0	+2.8	15.7	12.5	+3.2
Mathematics*	75.0	71.6	+3.4	19.8	19.2	+0.6
Science*	79.2	77.6	+1.6	16.2	17.4	-1.2
Social Studies*	82.1	79.7	+2.4	20.7	21.9	-1.2
Fr. Lang Arts	95.3	90.4	+4.9	20.0	24.3	-4.3

\* 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 2000 show an increase in the percentage of students meeting the acceptable standard for all ten achievement tests written in comparison to 1999 results. The percentage of students meeting the standard of excellence increased for all achievement tests except for grade 9 science, social studies and French language arts. The June 2000 results indicate that the district met or exceeded the expectation of 85 per cent meeting the acceptable standard for all tests except for 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.

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 three 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 2000 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 2000 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
<b>Grade 3</b>						
Language Arts	93.0	92.7	90.7	88.2	19.3	17.3
Mathematics	93.0	92.7	87.9	87.0	27.6	26.5
Mathematics (Fr)	98.7	97.8	87.1	87.5	26.3	29.5
<b>Grade 6</b>						
Language Arts	93.0	92.1	86.3	85.0	20.9	21.5
Mathematics	93.4	92.4	83.7	84.9	17.3	19.8
Mathematics (Fr)	99.2	99.5	92.2	94.9	22.0	34.2
Science	92.8	92.3	84.8	86.3	26.7	30.0
Science (Fr)	98.5	99.5	86.0	90.3	23.6	35.2
Social Studies	93.2	93.1	84.0	85.5	21.5	22.9
Social Studies (Fr)	99.1	99.5	85.5	89.3	16.8	26.5
Fr. Lang Arts	96.1	98.5	90.8	91.8	11.4	17.5
<b>Grade 9</b>						
Language Arts	89.6	90.0	89.5	87.8	15.1	15.7
Mathematics	89.5	91.5	73.6	74.5	15.7	19.7
Mathematics (Fr)	98.9	100.0	89.6	96.4	23.3	23.0
Science	90.3	91.3	79.1	79.0	13.9	16.4
Science (Fr)	98.9	100.0	84.9	87.5	13.8	9.7
Social Studies	90.3	92.2	80.5	81.9	17.7	20.9
Social Studies (Fr)	99.3	99.3	88.8	90.1	20.7	15.8
Fr. Lang Arts	98.1	98.0	90.6	95.3	15.9	20.0

The percentage of eligible students writing the test was higher for the district than for the province for all grade 9 achievement tests except for French language arts. At grade 6, the participation rate was higher for French language arts and the grade 6 French translations of mathematics, science and social studies. The district participation rate was lower than for the province on all tests, and for the four core area grade 6 tests written in English. For all tests where the district participation rate was lower than the provincial rate, it was because the district excused a higher percentage of students from writing than was true province-wide.

The percentage of students meeting the acceptable standard was lower for the district than for the province in grade 3 language arts and mathematics written in English, grade 6 language arts, and grade 9 language arts and science written in English. The percentage of district students meeting the acceptable standard was equal to or higher than for the province for the remaining 14 tests. 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 French translations of mathematics, science and social studies.

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 2000 achievement tests. Principals will examine their school results to determine if the curriculum is being implemented effectively. Detailed analysis of the data at a school level can assist in identifying areas of the curriculum where student performance is different than expected.

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APPENDIX I - Measures of Performance