

EDMONTON PUBLIC SCHOOLS

September 30 2003

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Alberta Learning Achievement Test Results: June 2003

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

RESOURCE

STAFF: Anne Mulgrew, Lorie Welk

INFORMATION

In June 2003, 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 tests.

Table 1 provides a comparison of district performance in 2003 and 2002. 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 2002**

Test	% Meeting Acceptable Standard			% Meeting Standard of Excellence		
	2003	2002	Difference	2003	2002	Difference
<b>Grade 3</b>						
Language Arts	88.6	87.4	+1.2	16.9	15.8	+1.1
Mathematics	90.0	87.8	+2.2	34.6	28.4	+6.2
<b>Grade 6</b>						
Language Arts	89.0	88.7	+0.3	20.6	17.6	+3.0
Mathematics	88.7	86.8	+1.9	23.0	22.6	+0.4
Science	91.2	90.0	+1.2	32.8	31.6	+1.2
Social Studies	89.5	88.3	+1.2	26.9	24.7	+2.2
Fr. Lang. Arts	94.5	91.3	+3.2	22.4	13.6	+8.8
<b>Grade 9</b>						
Language Arts	89.2	88.9	+0.3	16.8	18.3	-1.5
Mathematics	76.8	74.8	+2.0	27.4	23.4	+4.0
Science A (Old)	84.9	81.0	+3.9	20.6	17.0	+3.6
Science B (New)*	82.1	NA	NA	20.9	NA	NA
Social Studies	86.2	84.2	+2.0	28.0	25.7	+2.3
Fr. Lang. Arts	94.7	88.9	+5.8	24.7	11.9	+12.8

\*Grade 9 Science B is a new achievement test so previous comparisons are not possible..

The information in Table 1 indicates that the percentage of district students meeting the acceptable standard increased for every achievement test in 2002-2003 relative to the previous year. The percentage of district students meeting the standard of excellence increased for all tests except grade 9 language arts. There was a substantial increase in the percentage of students meeting the standard of excellence for grades 3 and 9 mathematics and in grades 6 and 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 and science. District results exceed provincial expectations for standard of excellence for all achievement tests. For grade 3 mathematics and grade 6 science approximately one out of every three district students writing the test achieved the standard of excellence.

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 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, and percentages of students meeting the acceptable standard and the standard of excellence for each of the eighteen June 2003 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 2003 ACHIEVEMENT TESTS**

Achievement Test	Percentage of Eligible Students Writing		Percentage of Students Meeting			
	Prov.	EPS	Acceptable Standard		Standard of Excellence	
	Prov.	EPS	Prov.	EPS	Prov.	EPS
<b>Grade 3</b>						
Language Arts	91.5	90.6	90.1	88.6	17.2	16.9
Mathematics	91.7	91.3	89.2	89.8	32.3	34.6
Mathematics (Fr)	97.6	97.2	90.8	93.2	33.5	35.8
<b>Grade 6</b>						
Language Arts	91.0	89.5	89.2	89.0	19.0	20.6
Mathematics	91.1	89.6	85.3	88.4	19.2	22.6
Mathematics (Fr)	97.7	98.4	92.0	98.4	21.9	35.0
Science	90.7	89.7	87.8	90.9	26.7	32.5
Science (Fr)	96.7	97.8	89.5	97.8	22.9	41.2
Social Studies	91.0	89.9	86.2	89.3	22.6	26.5
Social Studies (Fr)	97.4	98.4	90.4	97.3	16.6	38.3
French Lang Arts	94.9	98.4	89.0	94.5	13.9	22.4
<b>Grade 9</b>						
Language Arts	87.4	86.7	89.2	89.2	15.4	16.8
Mathematics	86.8	87.8	71.8	76.5	19.4	27.3
Mathematics (Fr)	98.6	99.3	88.3	87.4	32.5	31.8
Science A	85.0	88.5	82.4	84.6	15.1	20.6
Science A (Fr)	98.7	99.0	87.8	96.0	14.7	21.8
Science B	90.4	89.5	75.6	82.3	12.6	21.4
Science B (Fr)	99.2	100.0	81.3	76.5	10.0	7.8
Social Studies	87.3	87.7	82.4	86.0	21.4	28.1
Social Studies (Fr)	95.5	98.7	90.0	92.1	19.3	23.8
French Lang Arts	96.8	98.0	92.2	94.7	18.7	24.7

For students enrolled in grades 3 and 6, the percentage of eligible students writing the achievement tests was higher for the province than for the district with the exception of tests written in French at the grade 6 level. For grade 9, district participation rates were higher than provincial rates for all tests except language arts, and science-form B written in English.

The percentage of district students meeting the acceptable standard was equal to or higher than for the province for all achievement tests except grades 3 and 6 language arts, and grade 9 mathematics and science-B 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, and grade 9 mathematics and science-form B written in French. At the grade 6 level, the percentage of district students achieving both the acceptable standard and the standard of excellence was substantially higher than provincial results for students writing exams in French.

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 schools.

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 – 1999-2003