

**Yukon Achievement Tests 2003-04**  
**Means by School**  
where number of students writing >5

SCHOOL	Math 3 #	Math 3 %	Math 6 #	Math 6 %	Math 9 #	Math 9 %	LA 3 #	LA 3 %	LA 6 #	LA 6 %	LA 9 #	LA 9 %
<b>Alberta</b>		<b>76.0%</b>		<b>70.9%</b>		<b>67.6%</b>		<b>69.9%</b>		<b>68.4%</b>		<b>67.6%</b>
<b>Yukon</b>	<b>260</b>	<b>77.1%</b>	<b>325</b>	<b>63.5%</b>	<b>339</b>	<b>59.2%</b>	<b>266</b>	<b>67.9%</b>	<b>361</b>	<b>65.7%</b>	<b>384</b>	<b>60.2%</b>
Beaver Creek												
Carcross									7	52.9%		
Christ the King	31	82.9%	41	70.6%			30	74.6%	41	70.3%		
Del van Gorder												
École Émilie Tremblay-EN												
École Émilie Tremblay-FR	9	93.1%	8	75.2%					12	72.5%		
Elijah Smith	17	71.0%	22	57.4%			18	63.6%	24	59.4%		
Eliza van Bibber												
FH Collins-EN					75	57.6%					79	64.3%
FH Collins-FR					19	72.8%					21	62.3%
Golden Horn	24	88.6%	37	81.1%			25	78.9%	39	75.9%		
Grey Mountain	17	91.7%					18	79.6%				
Hidden Valley	13	86.4%	19	70.0%			13	75.6%	19	64.1%		
Holy Family	18	86.0%	32	72.0%			18	79.0%	33	72.6%		
Jack Hulland	31	72.1%	52	61.5%			32	67.8%	52	67.4%		
Johnson Elementary	9	75.2%	14	50.7%			8	66.4%	14	56.8%		
JV Clark			8	65.0%					8	64.3%	9	50.0%
Kluane Lake												
Old Crow	6	31.7%					7	36.0%				
Porter Creek Sec.					138	57.2%					134	58.2%
Robert Service	17	72.4%	16	43.1%	19	75.8%	5	58.1%	16	59.4%	22	56.7%
Ross River												
Selkirk	17	74.0%	31	67.0%			19	63.5%	32	66.7%		
St. Elias	13	74.8%	8	51.7%	10	70.8%	13	61.6%	8	64.6%	13	57.6%
Takhini	15	77.4%	23	58.1%			16	61.0%	23	57.5%		
Tantalus												
Teslin	8	61.0%					8	62.3%				
Vanier Catholic Sec.					65	64.2%					67	64.1%
Watson Lake Sec.					16	37.6%					15	52.3%
Whitehorse Elem.-EN									26	73.5%		
Whitehorse Elem.-FR	38	60.0%	24	78.0%					24	60.8%		
Results for a school shall not be reported publicly where there are fewer than 6 students in a particular subject writing.												
This is to protect the privacy of individual students. These results have been blacked out for the purpose of this report.												

## **Guidelines for Interpreting the School-based Yukon Achievement Test Results**

The school reports describe the results achieved by students who were in grades 3, 6, and 9. There is a separate result for each test based on the language of the test.

Yukon Department of Education and schools are responsible for ensuring that the highest possible quality of education is provided to students. The results from territorial assessments enable the Department, Directors of Learning, principals, teachers, school councils, parents, and community members to examine territorial and school results in relation to territorial goals and standards. Careful interpretation of results should lead to decisions about how to improve student learning. The reporting on and analysis of results achieved, together with the identification of improvement strategies, are key components of a school's planning and reporting processes. Achievement test results provide only part of the overall picture of the territory's, or a school's performance.

Although territorial assessments are designed to assess the achievement of territorial standards, many important learning outcomes cannot be measured by time-limited, paper-and-pencil tests. In addition, many factors contribute to student achievement. The school is in the best position to accurately interpret, use, and communicate achievement results for the school. For this reason, information about school results should be obtained from the school. The Yukon Department of Education does not endorse the production or publication of rank order lists of results.

Detailed reports are useful to school staff for in-depth analysis of areas of strength in a course, areas needing improvement, and the progress being made toward achievement of goals. In addition to summary School Reports, the Department of Education also provides to schools a breakdown of results by curricular objective, to assist in identifying areas of strength and weakness.

Every student who was in grade 3, 6 or 9 in Mathematics or Language Arts was expected to write the achievement tests unless it was not possible for the student to respond to the tests or if participation would be harmful to the student.

If a student wrote only one part of the test but was absent for the other part, his or her results are not calculated in the total mean for the school.

Some students with special needs can complete the achievement tests without the use of writing accommodations, others can complete the tests with accommodations, and a few are unable to complete the achievement tests. Students who are unable to complete the achievement tests because they are not capable of responding to the test in its original or approved modified form, or if participation would be harmful to them, should be excused from writing by the school.

Results for an achievement test shall not be reported to the public when there are fewer than six students who wrote the test. This is to protect the privacy of individual students.

Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years.

The report provides school average scores (means) for the total test. Evaluating the importance of and reasons for differences between school and territorial results requires careful consideration of the practical significance of differences. Also, it is important to consider local targets for student achievement relative to territorial achievement standards.

### **SCHOOL FACTORS THAT AFFECT STUDENT ACHIEVEMENT**

Research in education has identified key aspects of school effectiveness that affect student achievement.

#### **Productive School Climate and Culture**

- There is a shared and articulated focus on achievement.
- There is a shared belief that all students can achieve.
- Staff is cohesive, collaborates, and makes decisions by consensus.
- There is a safe orderly environment that is conducive to teaching and learning.

#### **Focus on Student Acquisition of Central Learning Skills**

- Teachers know what students are to learn and emphasize mastery of key concepts.
- Students know what is expected of them.
- Learning time is maximized.

#### **Frequent Monitoring of Student Progress**

- Student progress is monitored, reported, and used for planning improvements.
- Students can show what they have learned.
- Parents know what their child has achieved.
- A variety of assessments are used.

#### **Instructional Leadership**

- Effective instructional leadership is provided.

#### **Parent-School Partnerships**

- High levels of school and home cooperation are evident.

#### **Effective Instruction**

- Grouping and organizational arrangements are appropriate.
- Pacing is appropriate.
- Curriculum and learning are aligned.
- Teachers use a variety of strategies.
- Students are actively involved.

#### **High Expectations and Requirements for Students**

- Students are held responsible for learning.
- Higher-order learning is emphasized.

Many other factors can be considered in interpreting results and planning for improved learning. These include students' abilities, attitudes, motivations, aspirations, academic backgrounds, and learning styles. They also include students' family circumstances, socioeconomic backgrounds, and community environments. Educators can use achievement test results as one part of an overall plan to improve the quality of learning. Such planning should involve teachers, parents, and community members in the analysis of test results.