



Medicine Hat Public School Division

*Developing Tomorrow's Citizens Through Improved
Learning, Living and Relationships*

Crescent Heights Middle School

Provincial Achievement Test Summary Report
November 2024



Division Comments:

This year marked the third year of reportable data since the 2020-2021 school year. Our data analysis includes the 2022/2023 and 2023/2024 Provincial Achievement Test results. The school's 2024 results are compared to the school's 2022 – 2024 3 Year Rolling Average (when available), or the school's 2024 results with the province's 2024 results.

It is important to note a few key items:

- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Security breaches occurred over last few days of the 2021-22 PAT administration window. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort. However, all students have been included in school and school authority reporting and, therefore, caution should be exercised when interpreting these results.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

School Comments:

- The province as a whole seems to be struggling with Math 9. Although we saw improvement from last year, it continues to be an area of focus for both English and Math programs.
- We saw improvement in the Social Studies scores but we are still further below the provincial average than we would like. We have shifted a lead teacher into the JH Social studies lead position to look at the data and help support improvement.
- Science is an area of celebration. More vertical alignment and collaboration with High School seems to be helping.
- French Immersion has seen a lot of transition with teachers. We are working to support the new teachers in their roles and connecting our French teachers with their English counterparts to share best practices.
- Our K&E group is a small group so it's challenging to analyze data. For the most part we are on par with the province reaching the acceptable standard and above the province in the excellence standard.

PROVINCIAL ACHIEVEMENT TESTS

Subject	ENGLISH LANGUAGE ARTS 9		
	Alberta	Med Hat Public	School Results

Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 22-24 Avg.
Acceptable	70.4	71.4	69.5	62.6	62.3	62.9	65.1	67.7	62.4	-2.7
Excellence	12.6	13.4	11.8	9.8	10.9	8.7	11.1	13.8	8.3	-2.8

Subject	MATHEMATICS 9									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 22-24 Avg.
Acceptable	53.5	53.2	51.4	40.3	39.8	38.4	42.6	34.8	43.5	+0.9
Excellence	13.7	13.0	13.7	6.5	7.1	5.8	5.9	4.3	6.8	+0.9

Subject	SCIENCE 9									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 22-24 Avg.
Acceptable	66.9	65.5	66.8	61.5	59.7	61.7	68.3	65.9	68.3	0.0
Excellence	20.5	20.1	20.9	11.9	13.4	10.3	16.1	17.1	16.1	0.0

Subject	SOCIAL STUDIES 9									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 22-24 Avg.
Acceptable	59.4	57.6	60.0	48.4	46.9	49.9	44.2	40.5	46.4	+2.2
Excellence	15.8	15.9	15.9	8.0	10.0	6.3	7.1	8.0	6.6	-0.5

Subject	French Language Arts 9 année									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 22-24 Avg.

Acceptable	76.4	76.1	76.6	64.4	69.7	59.1	64.4	69.7	59.1	-5.3
Excellence	10.7	10.9	10.6	6.8	9.1	4.5	6.8	9.1	4.5	-2.3

Subject	MATHEMATICS 9 (Fr)									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 2024 Prov Result
Acceptable	N/A	71.7	72.5	N/A	68.8	54.5	N/A	68.8	54.5	-18.0
Excellence	N/A	20.8	18.9	N/A	12.5	0.0	N/A	12.5	0.0	-18.9

Subject	SCIENCE 9 (Fr)									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 2024 Prov Result
Acceptable	N/A	78.7	79.6	N/A	78.1	72.7	N/A	78.1	72.7	-6.9
Excellence	N/A	20.3	19.3	N/A	18.8	4.5	N/A	18.8	4.5	-14.8

Subject	SOCIAL STUDIES 9 (Fr)									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 2024 Prov Result
Acceptable	N/A	69.5	67.9	N/A	59.4	31.8	N/A	59.4	31.8	-36.1
Excellence	N/A	15.7	14.5	N/A	9.4	0.0	N/A	9.4	0.0	-14.5

Subject	K & E ENGLISH LANGUAGE ARTS 9									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/-

										2024 Prov Result
Acceptable	49.9	50.2	49.6	N/A	N/A	55.3	N/A	*	35.7	-13.9
Excellence	5.6	5.7	5.6	N/A	N/A	7.9	N/A	*	7.1	+1.5

Subject	K & E Math 9									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 22-24 Avg.
Acceptable	52.4	52.7	52.2	38.0	25.0	51.1	37.5	25.0	50.0	+12.5
Excellence	10.6	11.3	9.9	8.4	8.3	8.5	9.2	8.3	10.0	+0.8

Subject	K & E Science 9									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 2024 Prov Result
Acceptable	52.6	53.1	52.3	N/A	N/A	57.1	N/A	N/A	55.6	+3.3
Excellence	9.9	11.1	9.0	N/A	N/A	11.9	N/A	N/A	22.2	+13.2

Subject	K & E Social Studies 9									
	Alberta			Med Hat Public			School Results			
Standard	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	22-24 Avg.	2023 Result	2024 Result	+/- 2024 Prov Result
Acceptable	50.0	49.6	50.4	N/A	N/A	59.0	N/A	N/A	46.7	-3.7
Excellence	10.9	10.6	11.3	N/A	N/A	30.8	N/A	N/A	13.3	+2.0

English	
Celebrations: For the Part A Written Response (essay/narrative), students showed strength in vocabulary and in general performed at the satisfactory level on average for sentence structure and conventions. For Part A Written Response (Functional),	

students were slightly stronger in their performance for organizing details. For Part B (Reading Comprehension), the average scores in Narrative/Poetic text-based questions, Synthesizing Details, and Identifying and Interpreting Ideas & Details were within 60-65% range, with all categories of questions above 50%. In these categories, students showed strength in drawing conclusions and integrating information across passages and with identifying specific text details.

Items to address:

Written Response (essay/narrative): The majority of students scored on the satisfactory range on average for both content and organization, which means that although many students were able to meet the criteria, there is room for improvement to support the development of ideas and organizing writing logically. Continued intentional instruction for sentence variety and complexity, grammar, and conventions will also ensure continued improvement in these categories.

Written Response (functional): Although the students competently managed content, the discrepancy between content and content management suggests they had a better command over organization and language usage than over content depth or precision. Again, continued work with interacting with prompts, making inferences, and developing ideas should bring greater success. Connecting points to evidence and explanation to fully develop ideas should continue to be a focus.

Reading Comprehension - In general, student scores clustered in the 50-65% range, showing strength in some areas as noted; however the lowest performance was seen in interpreting text organization, where students are expected to identify and analyze the author's choice of form, organizational structure, style, literary techniques, text features, and conventions.

In general, there is a relationship between consistent attendance and performance on both the Part A and B of the English Language Arts PAT. Consistent attendance allows students to engage in a range of opportunities for practice and skill development throughout the school year in grades 7 to 9.

Wonderings: In what ways might continuing an intentional focus on the follow through grades 7 to 9 foster competency in both reading and writing for our students:

1. Strengthening Text Organization Understanding (Reading):

- **Strategy:** Introduce explicit lessons and thinking routines focused on text structure and author's choices for effects (e.g., cause-effect, chronological order, compare-contrast) using diverse text examples. Encourage students to identify organizational patterns within passages and to create visual outlines or graphic organizers to reinforce structural recognition.
- **Implementation:** Continue to use a variety of fiction and nonfiction mentor texts across genres and guide students in mapping text structures as a class, then in pairs or individually for reinforcement. Thinking routines that emphasize not only comprehension but the analysis of the impression or purpose of organizing and communicating texts in specific ways could be beneficial.

2. Enhancing Skills in Associating Meaning (Reading):

- **Strategy:** Continue to integrate focused exercises on figurative language and vocabulary in context. Continue to create activities that help students infer meanings based on context clues and identify figurative language, enhancing their ability to associate meaning effectively.
- **Implementation:** Continue to focus on explicit literacy instruction, using sentence stems or cloze exercises where students fill in missing words based on context or interpret phrases that use similes, metaphors, and symbolism. Encourage students to create visual representations or explain meaning in their own words. Continue to emphasize thinking routines including the signposts of fiction and nonfiction and explicit annotation strategies.

3. Developing Writing Organization Skills (all genres):

- **Strategy:** Emphasize the structure of narrative and expository essays by using a problem-based writing instruction process (Slomp, 2019), where students explore and develop an understanding of a variety of formats/genres for writing using mentor text/exemplars to support the development of a clear framework (introduction, body paragraphs, conclusion). Provide graphic organizers for students to plan their work as a scaffolding technique and ensure they include cohesive introductions, transitions, and conclusions.
- **Implementation:** Conduct writing workshops where students are able to explore a variety of writing genres, then focus on creating outlines or maps of their essay ideas before writing. Continue to emphasize purpose, audience, and form and both self and peer feedback opportunities focused on structure and organization. Peer feedback should include explicit instruction and practice first. Exposure to the writing of others is another form of developing a broader understanding of how to format text and develop ideas, as is not over scaffolding writing tasks with fill in the blanks organizers.

4. Building Detail and Evidence Skills (Writing):

- **Strategy:** Focus on supporting ideas with detailed evidence by teaching students how to select and integrate textual examples or personal experiences into their writing.
- **Implementation:** Use activities and thinking routines, both in collaborative teams and later individually that students develop competence in finding and connecting text evidence that supports a given point, prompt, or theme, then practice weaving these examples into their own paragraphs. For functional writing, highlight how specific details add clarity and credibility using examples/mentor texts across a range of proficiency levels.

5. Encouraging Synthesis and Interpretation (Reading & Writing):

- **Strategy:** Promote critical thinking by practicing synthesis and interpretation across multiple sources or ideas. Encourage students to draw connections between texts

and real-life experiences, themes, or current events. Continue to focus on text-to-self, text-to-text, and text-to-real world thinking routines.

- **Implementation:** Assign paired readings with discussion prompts, thinking routines, and/ or inquiry and project-based learning tasks that require students to integrate ideas from multiple sources. In writing, prompt students to express their unique interpretations and connect them to broader themes or issues with explicit connections to evidence and explanation.

Social

Celebrations:

The Social PAT analysis highlights some strengths in the area of Individual and Collective Rights, where students demonstrated balanced performance in both Knowledge & Understanding and Skills & Processes, showcasing a good foundational grasp of these important concepts. Similarly, students performed reasonably well in Economic Decision Making, excelling in Knowledge & Understanding, which reflects effective teaching of core economic principles. These results underscore areas where instructional strategies are positively impacting student learning and provide a strong foundation to build upon.

- **Individual and Collective Rights:** This was the strongest area for the school, with relatively balanced performance across both Knowledge & Understanding (59.6%) and Skills & Processes (56.0%). Despite the gaps with provincial averages (9% and 8% respectively), the students demonstrated a good foundational understanding of these topics.
- **Economic Decision Making:** The school showed good conceptual understanding in this area (68.5% in Knowledge & Understanding, 6.5% below the provincial average), indicating success in teaching core economic concepts.

Items to address:

The most significant area for improvement lies in Political and Judicial Systems, where large gaps exist between school and provincial averages, especially in Knowledge & Understanding. Across all topics, students consistently underperformed in Skills & Processes, highlighting a need to emphasize critical thinking and real-world application.

Topics like Immigration and Consumerism also revealed notable conceptual gaps, suggesting a need for enhanced instructional focus on bridging these divides. Addressing these areas will help bring performance closer to provincial standards.

- **Political and Judicial Systems:** This was the weakest area, with significant gaps compared to provincial averages (12.1% lower in Knowledge & Understanding and 7.4% lower in Skills & Processes). This indicates a need for targeted intervention in both conceptual understanding and application.
- **Skills & Processes:** Across all topics, Skills & Processes scores consistently lag behind Knowledge & Understanding, with gaps ranging from 5% to 15%. Students need more opportunities to develop critical thinking, analysis, and problem-solving skills.

- **Immigration and Consumerism:** Both topics showed significant gaps in Knowledge & Understanding (11.8% and 7% below provincial averages, respectively). Bridging these gaps requires enhanced focus on foundational concepts and practical application.
- **Students Below Acceptable Standard:** There are a significant number of students at the school who are not currently meeting the acceptable standard, representing 43.2% of the 148 students who wrote the exam. This is noticeably higher than the provincial numbers, which show that 28.9% of total writers did not meet the acceptable standard.

Wonderings:

A few questions arise from this analysis:

- *How can teaching strategies be adjusted to better engage students in critical thinking and problem-solving tasks?*
 - How can teachers create more engaging activities to foster critical thinking?
 - Could case studies, debates, or real-world scenarios be implemented effectively to help close the gap in Skills & Processes?
- *Are there specific subtopics within weaker areas like Political and Judicial Systems or Immigration that are presenting recurring challenges for students?*
 - Would a detailed diagnostic test help to identify these weaknesses?
 - How can we better integrate opportunities for applying knowledge to real-world problems, particularly in areas like Economics and Consumerism?
- *Could aligning classroom assessments more closely with provincial exam formats help to better prepare students?*
 - Are the classroom assessments aligned with provincial exam standards?
 - Could any existing discrepancies in school-based assessments be contributing to gaps in student performance?
- *There is a higher percentage of students who are being excused at the school level compared with the rest of the province (14.4% and 5.4% respectively). Is this a practice or approach at our school that might warrant further reflection?*
 - Is this having an impact on student performance and the general perception of the value of the Social Studies PAT?

Actionable Next Steps:

1. **Focus on Weak Areas:** Develop targeted lessons and review sessions for Political and Judicial Systems and Skills & Processes.
2. **Enhance Active Learning:** Incorporate interactive methods like simulations, mock trials, or policy-making activities to improve engagement and application.
3. **Diagnostic Testing:** Use detailed assessments to pinpoint conceptual weaknesses in key areas. We are exploring the use of Field Testing as a way to provide additional insight and practice for students as part of their study and preparation. We are also looking at ways to compare Unit Exams across classes to look for larger trends.

4. **Build on Strengths:** Leverage strong conceptual understanding in areas like Economic Decision Making to build confidence and transition students into higher-level critical thinking exercises.

Math

Celebrations:

- Our Schools results for Acceptable Standard and Standard of Excellence for Part A & Part B increased by 9% & 2.5 % respectively, from last year. While the province's & district's acceptable standards decreased from 2023 to 2024.
- Our school increased proficiency in every strand on the Part A & Part B from 2023 to 2024. While the province experience an overall drop in each strand on the Part B

Items to Address:

- Increasing students' mental math skills starting in grade 7.
- Continue to focus on ways to increase our acceptable standard and standard of excellence.

Wonderings:

There was an increase in the number of students that were exempt from writing, how is this impacting our overall achievement?

Could we have a couple of no-calculator assessments throughout the school year for grade 7-9's to help students work on the skill of mental math?

How do results from semester-based Science 9 courses compare to those of year-round courses?

Science

Celebrations:

- Students who wrote our results show that we are slightly above the average in the acceptable standards. We also were on par with the province with the below acceptable standards
- The results for all five units were on par with the provincial averages, demonstrating consistent achievement across the curriculum.
- More students are achieving acceptable and excellence standards in Science vs. other subjects.

Items to Address:

Instructional Focus

- **Data Analysis:** Students experienced challenges analyzing data tables. Greater emphasis on practicing example questions in class could help address this area.

• Graph Interpretation: Incorporate more opportunities for students to work with graphs, particularly focusing on interpreting and drawing lines of best fit. • Law of Conservation of Mass: Develop additional practice questions that focus on calculating the mass of reactants and products to reinforce understanding.
Wonderings: Assessment and Participation • Would our results improve if more of the students recommended not to write the PAT actually did not participate? • What ways can we change/tweak both formative and summative assessments to help better student understand curricular outcomes that moves our standards of excellence up a bit more. Course Structure • How do results from semester-based Science 9 courses compare to those of yearround courses?
French Language Arts (FI)
• Celebrations: New teachers have been integrated into the program and make big strides in understanding the deficiencies of students and focused on literacy skills to help close the comprehension gaps. • A commitment to writing skills with a focus on conjugation and vocabulary.
Items to Address: • Results are not where we want them to be. We need to focus on curriculum and better prepare students for writing the PATs. • Need a bigger focus on comprehension and literacy skills in general
Wonderings: • I wonder how teachers having more experience in the classroom and with understanding curriculum might impact results in the next couple of years.
Math (9FI)
Celebrations: • FI students had a higher average on the Part A than English learners.
Items to Address:

- Our acceptable standard and level of excellence dropped by 12-14%, this will be a focus for next year
- One area students struggled on was the patterns and relations sections on both part A and Part B, this will be an area of focus for the coming year.

Wonderings:

This year's class was less engaged in their learning compared to last year's. Many had intentions of leaving CHHS in grade 10 and the attitude that came with it was that they didn't care about the PATs and weren't going to study or try because it didn't matter.

- How can we engage students and parents so we don't face this challenge again?
- Could prioritizing outcomes to work on rather than trying to change everything lead to more sustainable growth in achievement?

Science (9FI)

- **Celebrations:** More students are achieving acceptable and excellence standards in Science vs other subjects.
- Each unit had fairly similar achievement levels, meaning students had a consistent level of understanding throughout the course.

Items to Address:

- Lower achievement than the province and 2023 results in all areas (each unit, knowledge and skills).

Wonderings:

This year's class was less engaged in their learning compared to last year's. Many had intentions of leaving CHHS in grade 10 and the attitude that came with it was that they didn't care about the PATs and weren't going to study or try because it didn't matter.

- How can we engage students and parents so we don't face this challenge again?
- Could prioritizing outcomes to work on rather than trying to change everything lead to more sustainable growth in achievement?