

# RAUMATI BEACH SCHOOL

## PAT AND STAR DATA SUMMARY, MAY-JUNE 2010

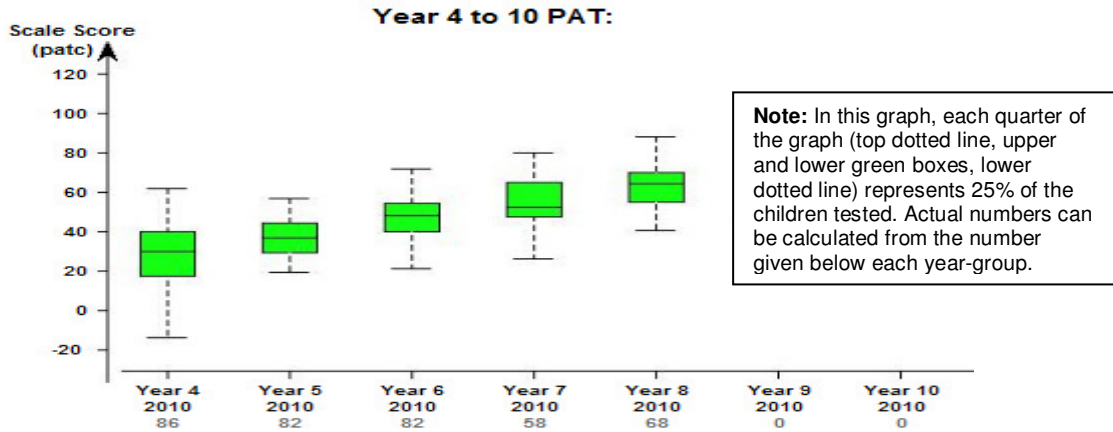
This report covers the data gathered from the February-March PAT (Progressive Achievement Tests) and March STAR (Supplementary Test of Reading) Test 2010.

In general terms, these test results show the same overall pattern of achievement as similar tests in previous years, with an upward trend in performance compared with national norms, for each succeeding year-group. At each level however, there are specific groups that emerge as needing further investigation and possible targeted teaching programmes.

PAT tests are electronically marked by an outside agency and results posted on a secure website; STAR is internally marked and the results recorded on a custom-designed Excel spreadsheet.

### Year Group Report

#### Progressive Achievement Test of Reading Comprehension Raumati Beach School All Year Levels

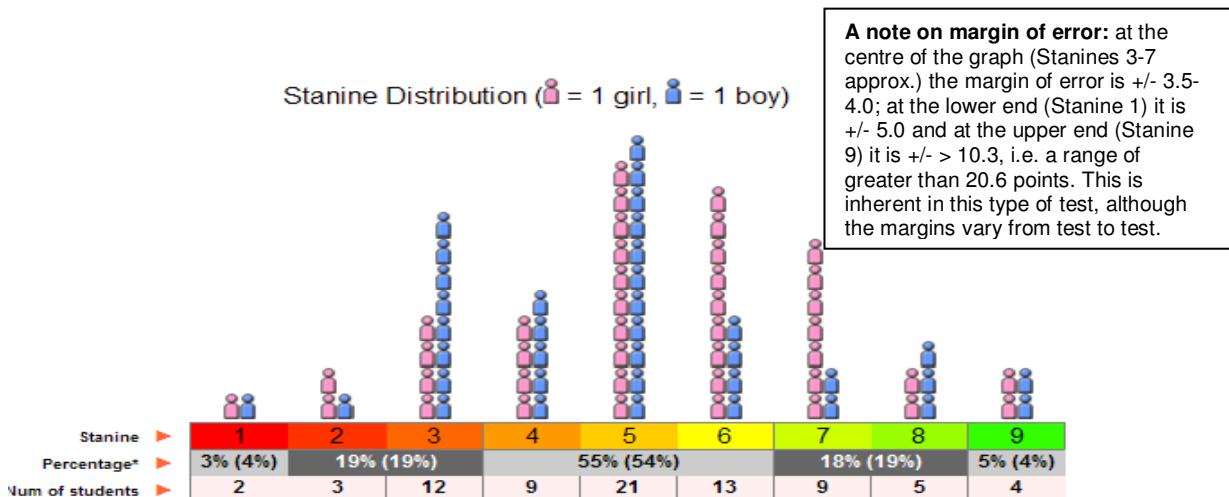


As can be seen, there is a steady trend upwards from year to year. Also significant is the long “tail” in Year 4 –in the lower quartile- and a much smaller tail in succeeding years. This indicates that 1/. There is a group requiring further investigation in Year 4; and 2/. programmes targeting these children (a similar group was targeted in 2009, i.e. this year’s Year 5’s) have been successful.

The Year 4 graph shows the following:

Number of students	Mean stanine	Reference year	Time of year
78	5.2 (5)	4	Term 1

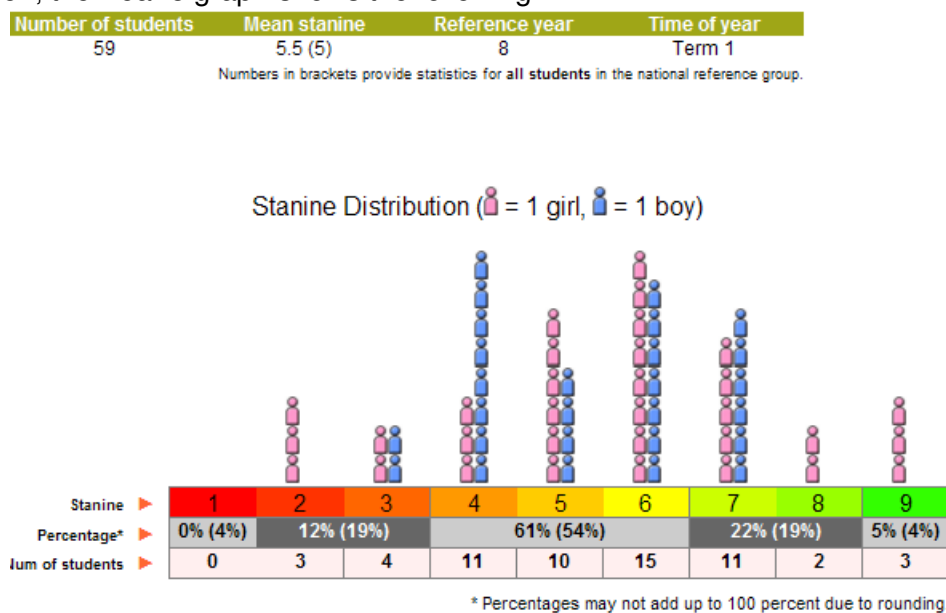
Numbers in brackets provide statistics for all students in the national reference group.



\* Percentages may not add up to 100 percent due to rounding.

The number of children performing at a low level is not large, but there is a significant group of boys in particular at Stanine 3. Analysis of these can be compared with STAR data for the same children to confirm what action is required.

By comparison, the Year 8 graph shows the following:



There are now no children performing at a very low level (Stanine 1) and only three at Stanine 2. Apart from this, the boys are clustered quite closely in Stanines 4 to 7, with a small group of girls performing at a very high level. This is often the case with this year-group.

Across all the Year-groups, teachers have identified the children defined as being “At risk” (Stanines 2, 3 and 4), and compared their results with their Reading Vocabulary and STAR scores. Analysis of this has enabled teachers to target their programmes towards raising these children’s performance; where there are clearly identified weaknesses, these can be addressed.

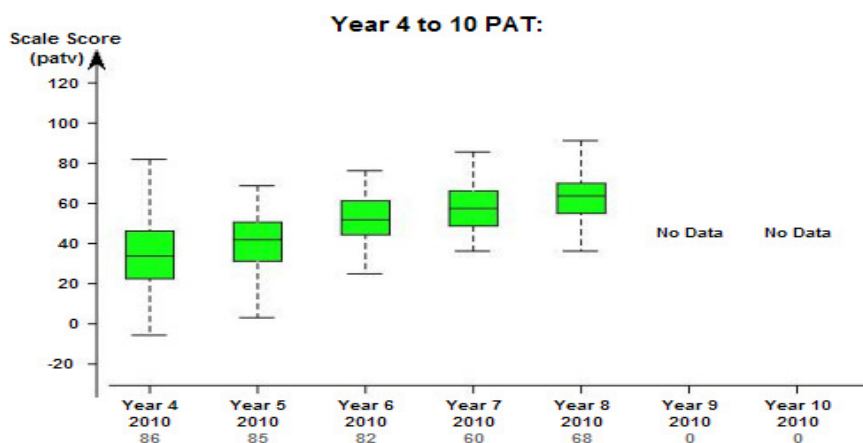
### PAT Reading Vocabulary

This test examines children’s working vocabulary and their ability to recognise for example synonyms and antonyms. The value of the Vocabulary test is primarily in comparison with their Reading Comprehension result –it helps the teacher to identify where some of the possible weaknesses lie. For example, a child with a high Vocabulary score but a low Comprehension score may be able to decode words but not understand their meaning (“barking at print”).

### Year Group Report

#### Progressive Achievement Test of Reading Vocabulary Raumati Beach School All Year Levels

Filters



This shows the usual ascending level of achievement through the school; features however are the extremely wide range in Year 4 (c.f. the Comprehension graph above) which shows that some children have an extensive vocabulary but are not necessarily able to use it effectively; and the longer tail in Year 5 (last year's target group), where although the programme has improved their overall reading performance it has not necessarily extended their vocabulary.

### STAR (Supplementary Test of Achievement in Reading)

This test provides a comparison with the data shown in PAT Reading comprehension. It tests children across a range of reading skills and seeks to pinpoint aspects of reading where weaknesses may lie. Because it involves a different type of response, it helps to overcome the limitations of multiple-choice testing such as PAT –although like any test it has its own limitations. It is in the comparison of data –either to confirm or contradict PAT- that its value lies. The role of the teacher is to make this comparison, include information from other sources such as running records and in-class observations, and develop a detailed picture of each child's learning needs.

The test covers the following aspects of Reading:

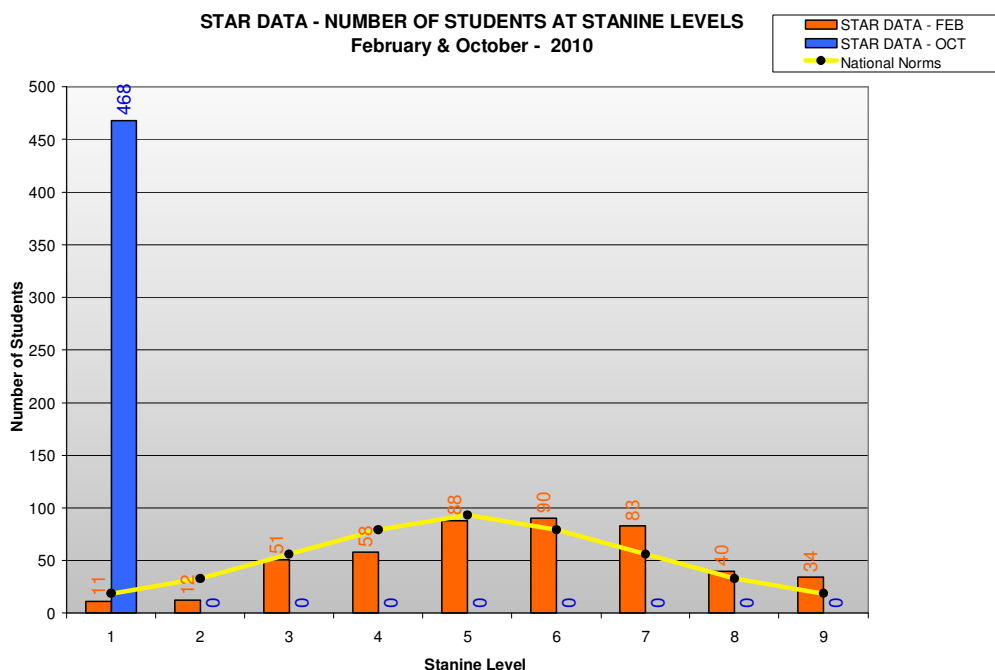
- 1 Word Recognition
- 2 Sentence Comprehension
- 3 Paragraph Comprehension
- 4 Vocabulary

For Year 7 and 8 the following are added:

- 5 Advertising Language
- 6 Writing Style

Children are scored in each of these, and the data are analysed by the program to rank children in each area and overall. The ranking is then categorised to allow teachers to group children from any cohort –class, gender, year-level etc.

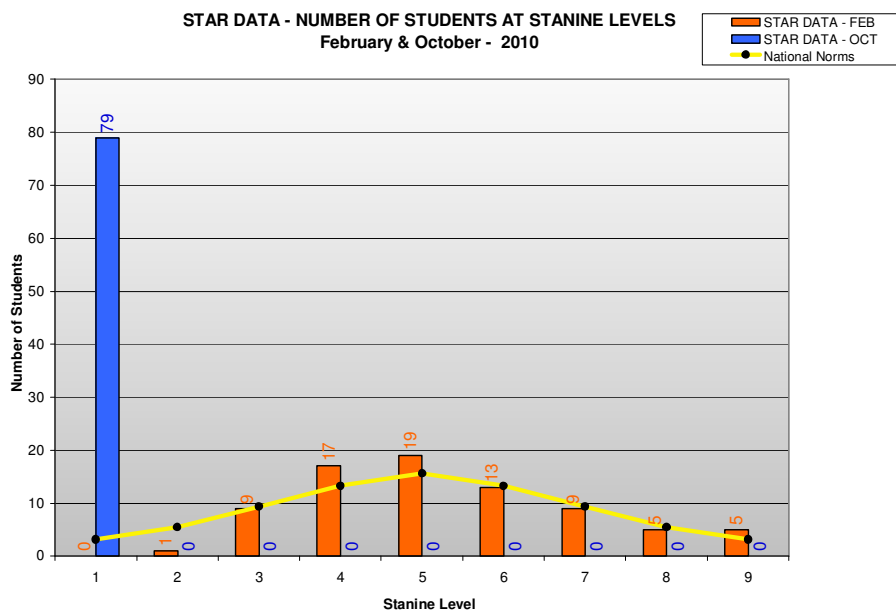
The following graph shows the numbers of children at each Stanine level. Note that the blue column refers to the October 2010 results, which will be entered at that time.



The yellow line allows us to compare our results to national norms. As a Decile 9 school we could expect our results to be better than national norms, and the graph confirms this; there is only a small number of children in Stanines 1 and 2 (23 in total), and a slight bulge at Stanine 3. By comparison we are significantly above national norms in Stanines 7 and 9. Almost without exception, the children on low Stanines have long since been identified and special programmes initiated.

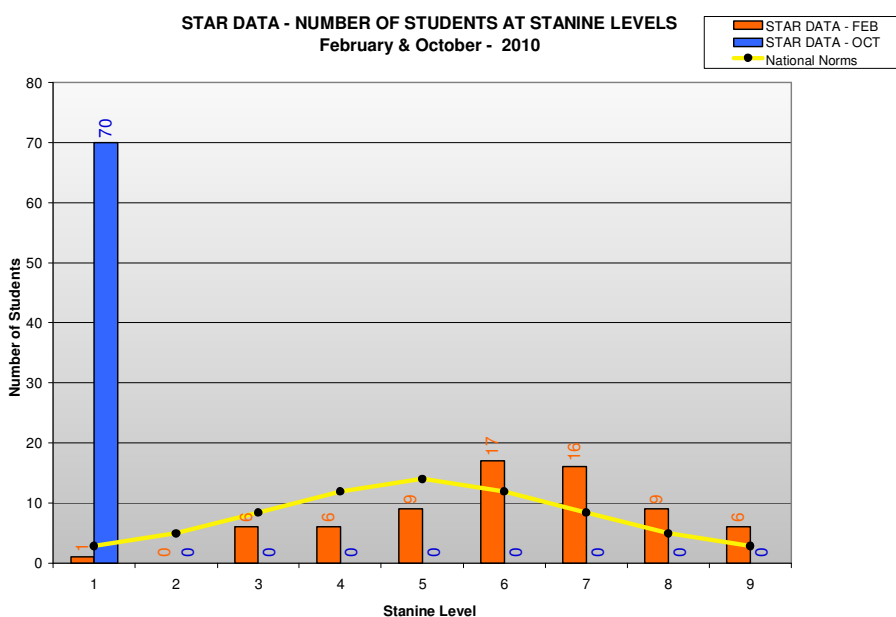
The group of greatest concern to us is in Stanines 3 and 4; these children are “At Risk”. Many (but not all) of the children in this group are those who appeared in the same Stanines on PAT results. Having been so identified, they have provision made for them either in class or through programmes in the Language Lab. Where children appear on one list but not the other, further observation is undertaken by teachers to ascertain which set of data is more accurate.

The Year 3/4 graph is as follows:



The at-risk group is again on Stanines 3 and 4. There is a pleasing lack (only one child) in the Critical (Stanines 1 and 2) area.

In comparison, the graph for Year 8:



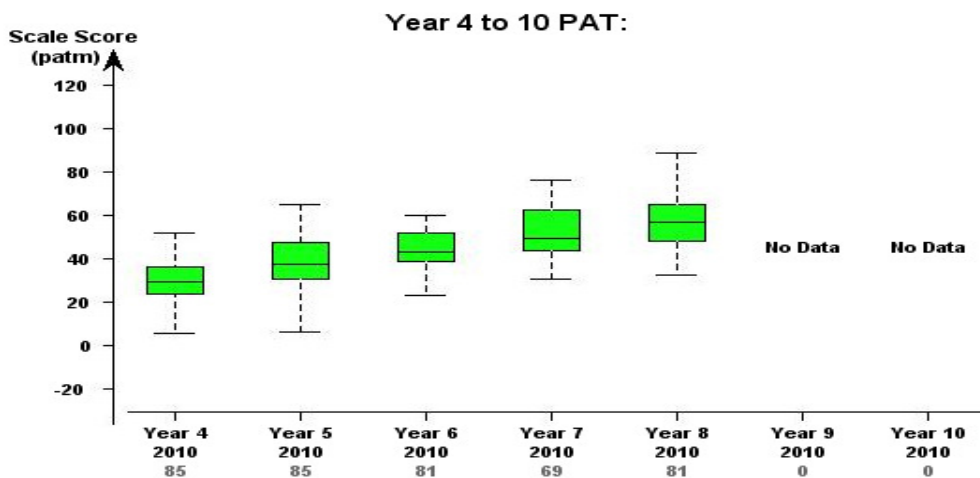
Again, there is only one child in the Critical area; numbers on Stanines 3-5 are now well below national norms, and the bulge is now in the Stanine 6 (upper Typical) and 7-9 (Advanced) areas. This indicates that this group has a high level of preparedness for the transition to college; and that the Professional Development programmes and classroom teaching are effective (this represents teaching at all levels –these results reflect a continuum of teaching, not merely their current class).

### PAT Mathematics

This test was run at the same time as other PAT tests, during Term 1. It therefore represents children’s achievement at the start of the year rather than the effect of this year’s work.

## Year Group Report

### Progressive Achievement Test of Mathematics Raumati Beach School All Year Levels



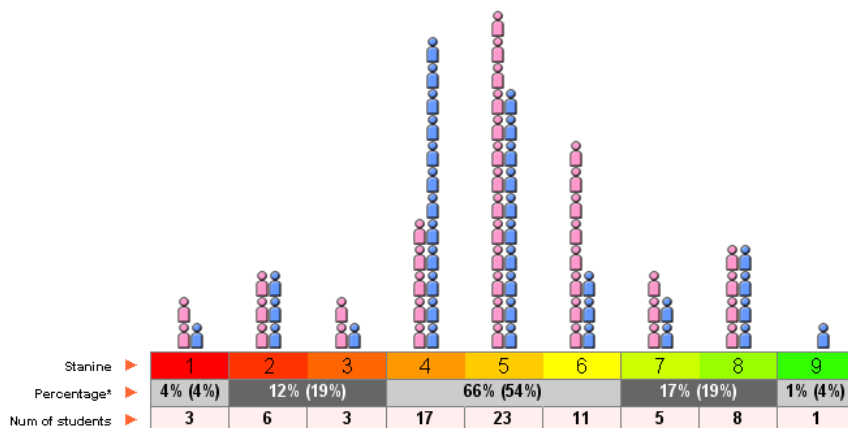
The Year 4 results show an unusual spread –there are groups scattered at both the high and low ends of the spectrum (see next page):

The mean Stanine (4.9 c.f. a national mean of 5.0) while a concern, is consistent with the position held by most RBS groups at Year 4. Teachers have compared these results with data from the Numeracy Project 1:1 testing at the end of 2009 to identify teaching needs for this group.

Number of students	Mean stanine	Reference year	Time of year
77	4.9 (5)	4	Term 1

Numbers in brackets provide statistics for all students in the national reference group.

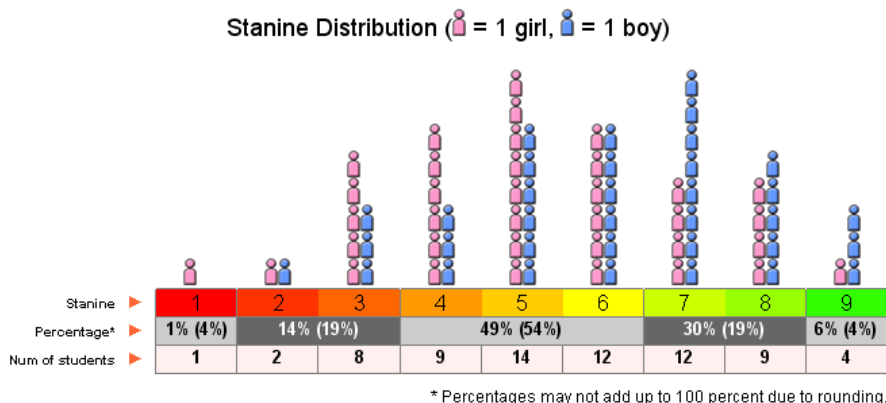
Stanine Distribution (♀ = 1 girl, ♂ = 1 boy)



By comparison, the Year 8 results are as follows:

Number of students	Mean stanine	Reference year	Time of year
71	5.6 (5)	8	Term 2

Numbers in brackets provide statistics for all students in the national reference group.



Once again, the graph shows a much reduced number of children at very low (1 and 2) Stanines, and a much larger number –more than a third- in the high (7-9) Stanines. The mean Stanine is now 5.6 c.f. the national mean of 5.0. This reflects the continuum of improved teaching of Numeracy over the last few years. The large number of high results is also the principal reason why the school has for the last three years run an accelerate class in Mathematics for Year 7 and 8 students. This has led to an extremely high level of skill in these children.

### Maori Children

There are too few Maori children at each level for their data to be graphed separately in the PAT database. Accordingly their results are aggregated as follows:

<b>Reading Vocabulary</b>	1	4	7	8	9	12	8	3	1	Upper 5
<b>Reading Comprehension</b>	1	5	4	8	9	11	9	5	0	Upper 5
<b>Mathematics</b>	1	2	10	11	13	9	3	1	0	Lower 5
<b>Stanine</b>	1	2	3	4	5	6	7	8	9	Median

As can be seen, the higher numbers in Vocabulary and Comprehension appear in Stanines 5-7. Mathematics numbers are somewhat lower, with the larger numbers in Stanines 3-6. This grouping is a new identification –further work will need to be done to try to ascertain reasons why Maori children follow this pattern.

### Pasifika Children

The number of listed Pasifika children (10) in the school is so low that the PAT data system is unable to separate them into a statistically significant cohort; in addition, separation of their data would make them easily identifiable as individuals. A look at their individual data shows that as a group they fit well within our overall pattern, with only one child on Stanine 2 and two on Stanine 4 on the STAR test. Three children rank as Advanced (Stanines 7-9). Their rankings in PAT are similar.