

## RAUMATI BEACH SCHOOL

### ASSESSMENT SUMMARY, FEBRUARY 2011

This document is a summary of the findings of the major assessment tools used by teachers at Raumati Beach School during 2010.

Some of the data summarised have been published in detail on the school website or in previous reports to the Board of Trustees.

The testing may be divided into the key areas of Reading/Writing and Mathematics; while all teachers have used a range of tools in other learning areas, they are not nationally normed and the data are therefore not aggregated to ascertain school-wide trends. Data from these tests are however extensively used in classrooms and at team level to inform teaching programmes.

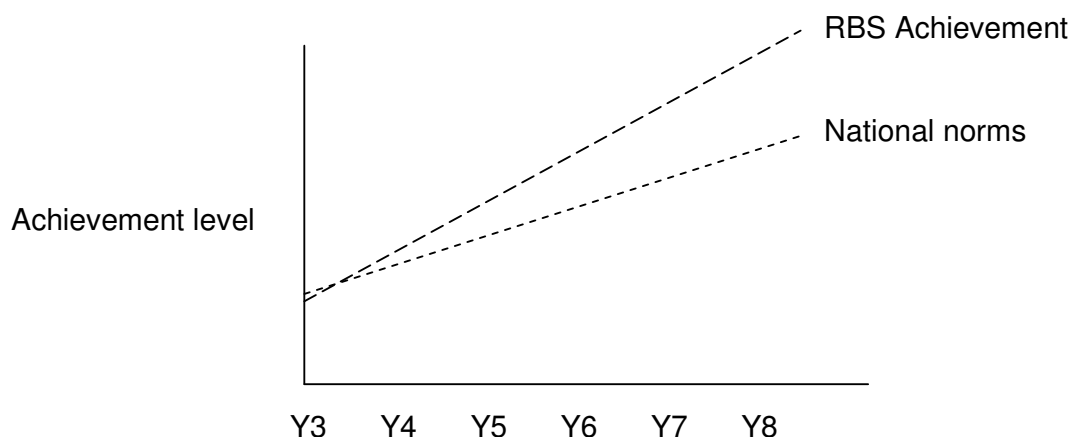
#### **Focus: Curriculum (NAG 1 Curriculum)**

**As a result of curriculum content and delivery, students at Raumati Beach School, will achieve at a high level and will be challenged in their learning to succeed. There will be emphasis on Literacy / Numeracy which will continue to be the “core focus,” in the school.**

**NB:** Targets are initially set from expectations and beliefs of senior staff. These may need to be refined and adjusted as 2010 data becomes available. 2010 Focus will be to get quality base line data across the school in Literacy, so that this can be tracked in future years.

#### **General Observations**

Over the time I have been at the school, there has been a consistency of data across all assessment tools and results in core curriculum areas that shows an upward trend in pupil achievement through the levels from Year 3 (the youngest cohort generally tested nationally) to Year 8, as here:



Generally speaking, the Y3 level is at or slightly below national norms and climbs steadily through all the succeeding years.

Within this there are variations and cohorts that do not fully fit the trend, but in vertical (i.e. year-to-year) analysis these tend to cancel one another out.

## Reading/Writing

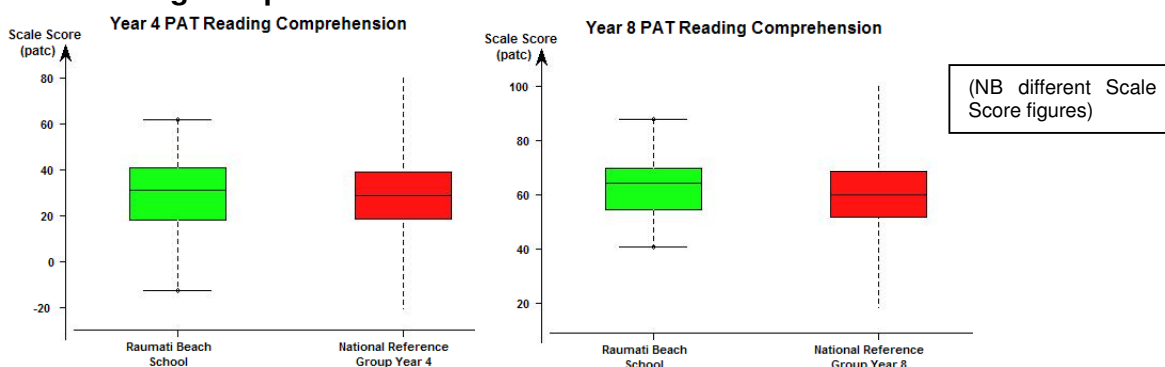
### 2010 Focus : Literacy Goals

#### Overall Targets in Reading

- ❖ 80% of students in each year group will be reading at or above their chronological age and/or achieving Stanine 5 or above.
  - We will use STAR in T1 to collect information for school wide data and set teaching and learning goals. STAR will also be collected in T3 to review and compare goals
  - We will use PAT Reading Comprehension & Vocab to assess reading skills in Term 1 to gather baseline data and set goals for students who score Stanine 4 or below.

With the exception of PAT Listening Comprehension, all PAT tests are sent away for electronic marking and the data are uploaded to a secure site for teacher access. Listening is due to join this in 2011.

#### PAT Reading Comprehension



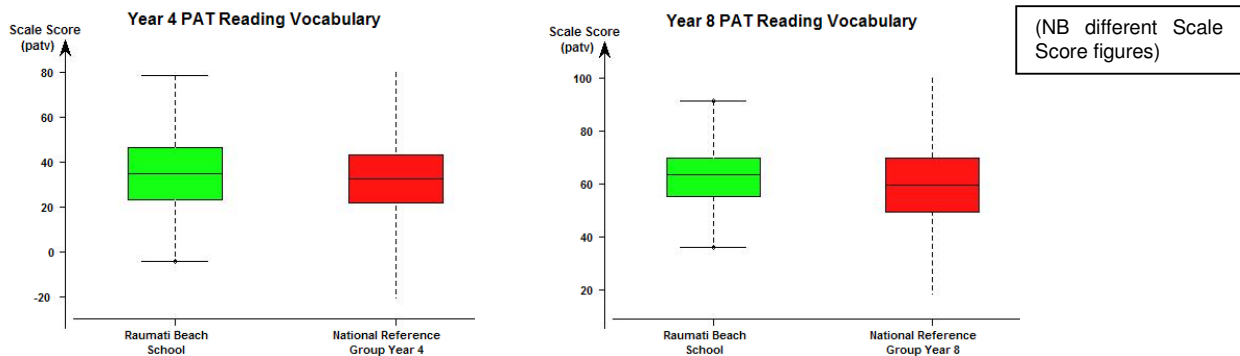
As can be seen, the Year 4 cohort is approximately on a par with national norms. By Year 8 however, the Raumati Beach graph (green) shows that the lower quartile (inverted "T") has climbed to a minimum PATC score of 40 and the second and third quartiles are significantly above the national equivalent (NB the different Scale Score levels on the two graphs). The narrow upper (green) box indicates a concentration of children in this area; the compacted lower quartile shows that programmes to raise the performance of children having difficulty, have largely been successful.

A more detailed breakdown of the data, showing gender breakdown, was posted to the school website in mid-2010.

**Note** that because of the limited number of Maori children in the school, there is insufficient data to be able to provide separate box graphs to indicate their performance. A separate report, analysing their data in detail, shows that they are performing within a range similar to that of non-Maori. There is a very small group (<5 children) who are performing at a low level; in spite of considerable extra resourcing they continue to make only very slow progress.

There are too few Pasifika children in the school to be able to provide any meaningful aggregated data. Like Maori however, their results fall within the same range as other groups, and detailed analysis shows children performing at all levels of success.

## PAT Reading Vocabulary



The value of PAT vocabulary lies less in the results of the test itself than in comparison with the results of the PAT Reading Comprehension test (above). As can be seen, RBS children already rank marginally above national norms in terms of their working vocabulary. This indicates that while our children already have a reasonably wide vocabulary at Year 4, they are not necessarily fluent in understanding its meaning. This provides a focus for the classroom Reading programmes –to examine (“interrogate”) text and develop greater skill at extracting its meaning and purpose. Both PAT and STAR may be analysed in detail to show specific strengths and deficits of individuals and groups of children.

It is significant in all the above graphs that we have no children who score extremely low in any area (represented in the graphs by the dashed line extending below the boxes).

What is also significant is that although all the above graphs represent different cohorts at each level, the results are very close to those of the previous year. This consistency illustrates the results shown in the line graph in “General Observations” above.

## STAR (Supplementary Test of Achievement in Reading)

As in the previous year, this was administered in March and October. An analysis of the March results was made, and teachers were asked to identify the children in their classes that fell into the At Risk and Critical categories. The data were compared with those from PAT Comprehension Tests. After the October STAR tests, teachers were required to report back on the results of targeting these children.

Comparison of the two STAR datasets shows the following (percentages rounded):

Level	March #/chn	March %	October #/chn	October %
Critical	7	2%	6	2%
At Risk	64	14%	25	5%
Typical	228	50%	211	46%
Advanced	155	34%	212	46%

As can be seen, there is an overall shift upward. Particularly pleasing are the numbers of children who have progressed from At Risk to Typical, and from Typical to Advanced.

Analyses of rates of progress are as follows:

FEB	OCT	# of chn	
Stanine	Stanine	82 (18%)	Regressed (lower stanine)
Average	Average	158 (35%)	Expected Progress (same stanine)
5.6	6.2	214 (47%)	Accelerated Progress (higher stanine)

Of the 82 children who have shown as “regressed”, almost all have done so by one Stanine level. They are spread across all Stanines, e.g. 4 to 3, 6 to 5, 9 to 8. Comparison of subtest scores reveals that they may have “regressed” as the result of a single response in one subtest. In these cases, small progress may have been made, but not enough to maintain their stanine. A number of these are still rated “advanced” in their actual level. A very small number of children (<10) have significantly regressed, and these have been followed up by teachers to ascertain the reasons.

Overall, the results show a very significant improvement in the achievement levels of our children. Specifically targeting groups of children who are “At Risk” in particular, have helped raise the overall standard.

## **PAT Mathematics**

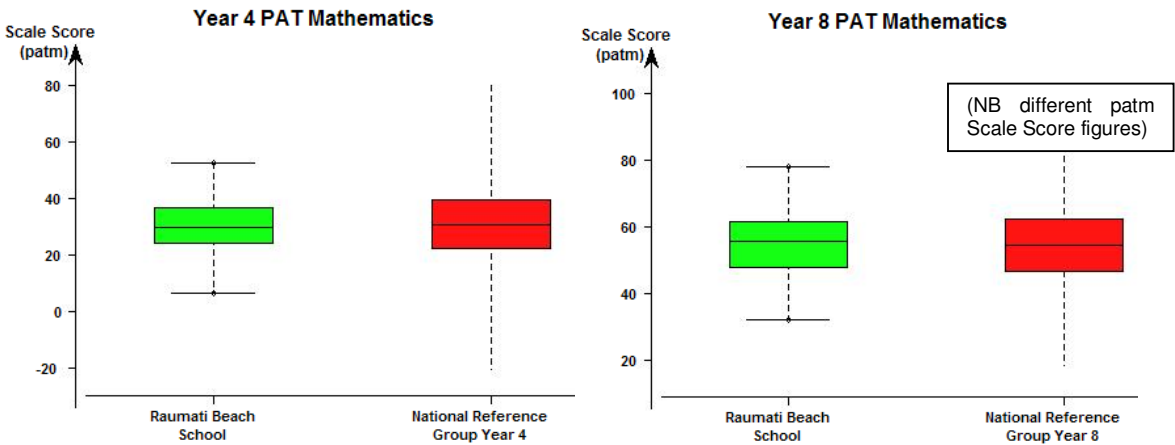
### **2009 Focus: Numeracy Goals**

- We will continue to ensure best practice in teaching and learning of Numeracy, with a focus on the Number and Statistics Strands for 2010. This will be done through in-school observations / observations of successful practitioners locally and at identified schools (Schools recommended by advisors etc).
- School wide data will be collected against Strategy Levels from the Numeracy Project / or Stanine levels from PAT.
- We will ensure students and staff are making the most of the Numeracy resources, which are available at school. (These will be used as part of the assessment tools for Numeracy) These will include – NZ Maths Exemplars, Internet Web sites for staff & students’ / MOE support material / Existing reference books / BSM Materials.
- We will raise all students understanding in Number, to meet expected national bench marked norms and the newly introduced “National Standards.”

## **PAT Mathematics**

This test is similar to that of the Reading tests in that it is machine-marked, freeing the teachers to spend time analysing the results and using them to inform teaching.

This illustrates the same trend as the above graphs –Year 4 is very similar to national norms, albeit without the long tail or very high achievers; Year 8 has climbed slightly above national norms, and the compacted layout of the RBS graphs indicates a consistency of achievement across both levels.



For each of the last four years, the 24 (approx –depending on data) highest-achieving Year 7 and 8 students have been taught as an accelerate Maths group. Specific testing and data collecting has been used to analyse the participants’ needs and develop learning directions.

All are AM/AP in Numeracy level; PAT Mathematics Test 6A has been used to benchmark the group.

**Numeracy Project Data**

Testing for the Numeracy Project is done on a 1:1 basis –each child is tested individually by the teacher. While this process is lengthy, it allows the teacher to question the child as they respond to tasks and delve deeper into their strategies and ways of thinking. It therefore provides very rich data for teachers to use.

The introduction of National Standards has required that the data be analysed and presented on a different basis to that of previous years –for this reason it is not possible to directly compare 2010 data with 2005-2009 data.

An approximation of broad results however is as follows (whole school data):

	Nov 2005	Nov 2006	Nov 2007	Nov 2008	Nov 2009	Nov 2010*	National norm	Nat Decile 8-10
<b>% at risk</b>	13	6.5	2.0	1.75	1.25	1.5	7.4	5.0
<b>% not at risk</b>	87	93.5	98	98.25	98.75	98.5	92.6	95.0

\*2010 figures based on Addition-Subtraction data rather than on all Numeracy Strands.

The Numeracy Curriculum leaders (Karen McKay and Kath Bradley) note specifically that the data on our students follow the broad trend described in “General Observations: “Once students reach Year 4 we then move ahead of the national data considerably.”

Detailed analysis at each level has shown specific groups at some levels where achievement, while still ahead of national norms, falls below the overall RBS pattern. These groups are being targeted in 2011 programmes to raise their achievement.

## Year 4 and Year 8 Comparisons: Raumati Beach cf. National Norms

This table illustrates the difference between children at Year 4 and Year 8 at RBS, and the national cohort at the same class levels.

	Year 4		Year 8	
	RBS Nov 2010	Nat. Norm	RBS Nov 2010	Nat. Norm
% above level	26	15	34	10
% at level	40	32	40	29
5 below level	30	46	18	27
% well below level	3	2	7	30

(For RBS, 1% = 0.6 students approx.)

### Maori and Pasifika Results

As noted in PAT results (above) there are too few students at a given level for it to be possible to provide statistically useful achievement data. The following table therefore shows aggregated data across all levels (NB: data based on Addition-Subtraction strand).

Nov 2010 %	Maori		Pasifika	
	RBS	National norm	RBS	National norm
% not at risk	98.75	89	100	87.4
% at risk (well below norm)	1.25	11.0	0	12.6

### Summary

As noted in the "General Observations", data from all nationally-normed testing tools indicate a strong "value added" dimension to the delivery of learning at Raumati Beach School –as children progress through the class levels, their achievement climbs steadily from figures approximately at national norms in junior classes, to well above norms at Year 8.

An enduring goal across the curriculum is to maintain this pattern while using detailed analysis of data to cater for identified groups with specific learning needs.

*Bruce Henderson*

08.03.2011.