

PAT (Progress and Achievement Test) – Term 1, 2015

PATs are multiple-choice tests designed to help teachers determine achievement levels of Year 4-10 students in Mathematics, Reading Comprehension, Reading Vocabulary, and Listening Comprehension. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students. PATs are also important because they identify the progress a student is making from year to year. School wide the results can be used to identify trends and achievement patterns and to make school wide comparisons to national norms.

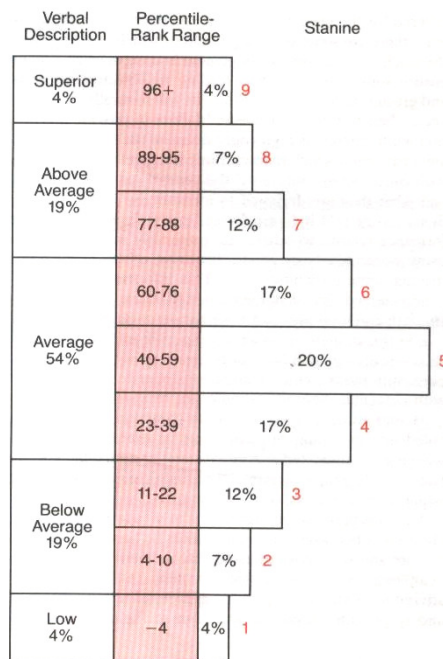


FIGURE 2: Interrelationship Among Percentile Ranks and Stanines

PAT:Reading Comprehension assesses how well students understand the text they are reading. Each test is organised around several extended pieces of writing which include stories, poems and other kinds such as reports or explanations.

PAT:Reading Vocabulary assesses students' ability to understand the words they read. Each question is based around a key word that is embedded in a short sentence. Students are asked to choose a synonym that best represents the meaning of this word from a list of five possible alternatives.

PAT:Listening Comprehension measures a child's ability to understand spoken material. Students listen to a passage and then answer questions. It helps teachers detect children with poor listening skills and is also useful in identifying those children whose listening comprehension performance is significantly different from their ability to comprehend written material.

PAT:Mathematics covers number knowledge, number strategies, algebra, geometry and measurement, and statistics.

PAT enables a student's achievement to be compared against National Norms.

PAT Stanines and their associated test scores are scaled and normed to fit the Bell Curve of Normal Distribution.

Scaled Scores

Students receive a raw test score which is converted onto a scale. There are three separate PAT scales: the PAT: Mathematics scale, the PAT: Reading Comprehension scale and the PAT:Reading Vocabulary scale.

Each scale covers Years 4-10 so an individual student's progress can be tracked over time. As students learn more and move through the year levels, they should move up the scale.

Stanines

Scale scores at each year level nationally are divided into nine levels of achievement, called stanines, with the lowest performance level being stanine one and the highest stanine nine.

Reporting on Maori and Pacific Groups – NZCER makes the following point - *Schools with small numbers of students at a particular year level (20 or less) should take care when comparing their students' achievement with that of a national reference group. Statistics for small-sized cohorts are more likely to be affected by factors such as measurement error and extreme values, meaning the distribution of achievement could look different if the assessment were to be repeated.*

Results for Pacific students are on the whole not reported separately for the above reason and doing so may breach confidentiality. Results for Maori students are included but any group data is to be treated with care and is not conclusive evidence. Individual information is however useful and used by classroom teachers.

Kapanui PAT 2015 Reading Comprehension

Overall performance

% Average, Above Average or Superior – table 1 / graph 1

NZ Norm students at or above Stanine 4 =77% (average, above average, superior)

2015 Kapanui at or above Stanine 4 Whole School = 87% (+10%), Boys 83% (+6%) and girls 92%, (+15%)

2014 Kapanui at or above Stanine 4 Whole School = 87% (+10%), Boys 83% (+6%) and girls 91%, (+14%)

2013 Kapanui at or above Stanine 4 Whole School = 89% (+12%), Boys 83% (+6%) and girls 93%, (+16%)

2012 Kapanui at or above Stanine 4 Whole School = 86% (+9%), Boys 83% (+6%) and girls 89%, (+12.1%)

2011 Kapanui at or above Stanine 4 Whole School = 84.8% (+7.8%), Boys 80.3% (+3.3%) and girls 89%, (+12.1%)

Kapanui School has a satisfactory level of performance in 2015 PAT Reading Comprehension with 87% of students in the average, above average or superior range compared with the NZ norm of 77%. This high level is maintained from Y4 through to Y8 (graph 3) indicating that the students continue to make satisfactory progress each year as they progress through the school.

2015 - % Above Average or Superior – table 1 / 7

Kapanui exceeded the NZ norms (23%) for % of students at stanines 7, 8 and 9 by +6, 29%, 96 students (2014 +9 % 32%, 102 students), Boys met the norm 23% (2014 +5%, 28%) and girls by +13%, 36% (2014 +14 % 37%).

2015 - % Low, Below Average – table 1 / 7

Kapanui below or low - Stanines 1, 2, 3 – Whole School = 13% 40 students -10% (2014 12%, 41 students (-11%) – Boys = 17%, 26 students (-6%) (2014 19% (-4%), Girls = 8%, 14 students – 15% (2014 9% (-14%))

Kapanui School has a satisfactory level of performance in PAT Reading Comprehension with only 13% of students in the below average, or low range compared with the NZ norm of 23%.

Kapanui School has a wide range of interventions directed at reducing this group by early identification, early intervention and accelerating their progress.

2015 - Mean Stanines / Mean Scaled Scores

PAT	Rdg comp	NZ Norm	School	Female	Male
Mean Stanine		5.0	5.54	5.88	5.16

Kapanui School mean stanines and mean scaled scores are positive against NZ norms in all year groups and particularly in Y6 with a mean stanine of 6.07.

Gender Comparisons

2015 PAT Reading Comprehension - Mean stanine Boys 5.16 (2014 5.26), Girls 5.88 (2014 5.98)

Overall girls' performance is better than boys. Girls' mean scores are more positive than boys in all year groups. It is pleasing to note the positive result for Y5, 6, 7 girls which are all one stanine greater than the NZ norm. Of note are the Y6 girls with 46% in the stanine 7-9 level.

Two year levels for boys have a mean stanine lower than the NZ norm Y5 4.48 and Y8 4.94.

Maori and Pacific Comparisons

The number of Maori students in Y4-8 is small, (41), so any conclusions are to be treated with caution. Maori students make up 12.8% of the school.

Maori students Y4-8 have a mean stanine of 5.11 (2014 4.93) compared to Kapanui All 5.54 (2014 5.63) and NZ All 5. The mean for Maori students continues to be lower than for all therefore Maori students remain a priority at Kapanui School.

Average, above average and superior – 84% (2014 79%, 83.3% in 2012 (NZ 7737

Above average and superior – 13% (2014 16%, 16.6% in 2012 (NZ 23%)

Low or below average – 16% (2014 20% 16.6% in 2012 (NZ 23%)

Kapanui School since 2011 has noted a need to raise the achievement of Maori at both the national and local level. The MOE strategy Ka Hikitia has been used as a resource to assist the school review and develop goals and actions to raise the achievement of Maori students. The Board should continue to set specific targets to increase the % of Maori students achieving at the higher stanine levels for Reading Comprehension.

Pacific Students

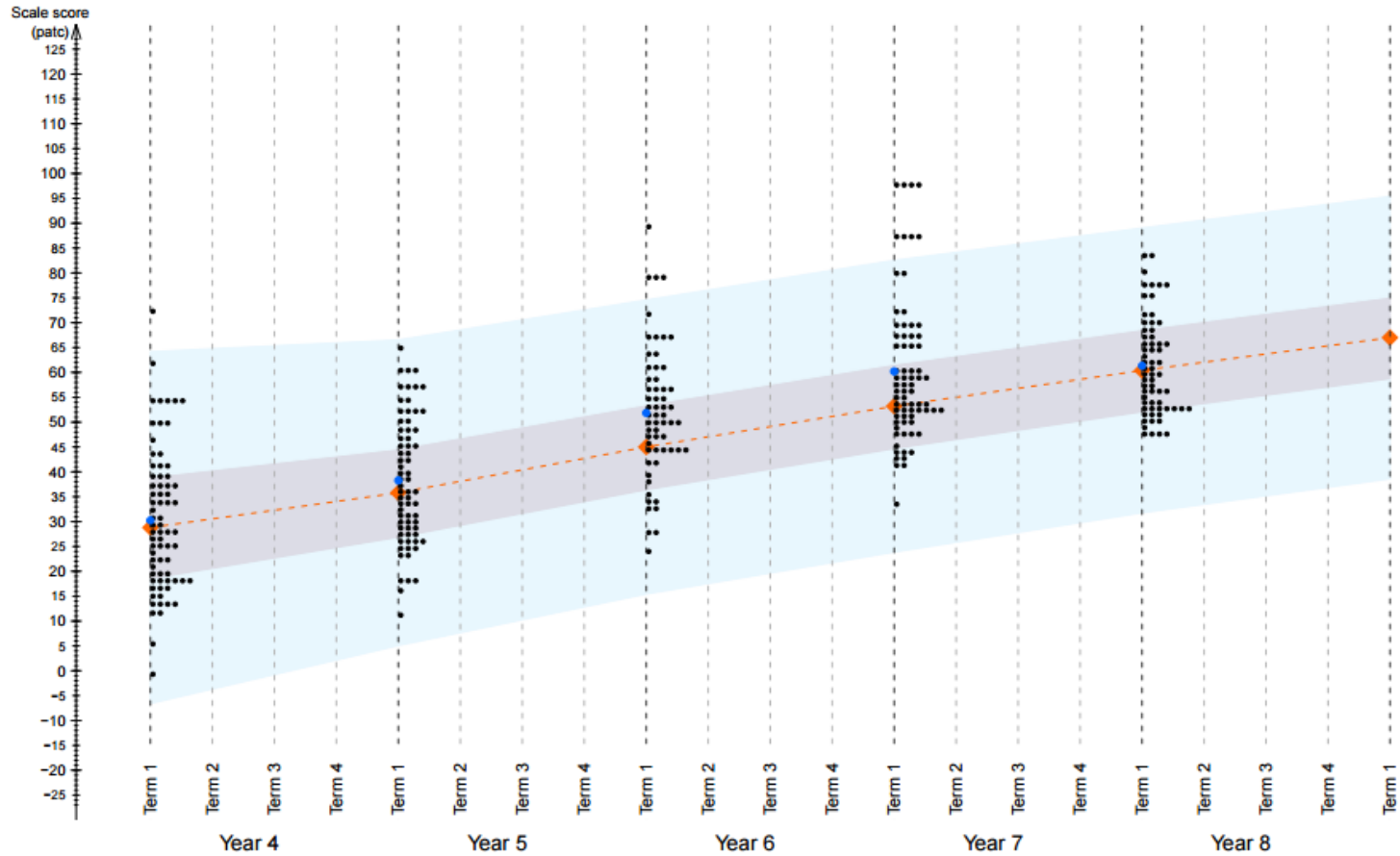
Kapanui has 3 students in the Y4-8 level who identify as Pacific. Pacific comparisons are not made as numbers are too small to be of use and may identify individual students.

School Report (2015 data)

PAT: COMPREHENSION

Kapanui School, Years 4 to 8

- ◆ Norms
- Year group progress
- Individual students
- Middle 50% (Norm reference)
- Upper & lower quartile groups (Norm reference)



2015 /14 PAT Reading Comprehension Whole School Stanine % Year 4-8 / year Group Average Stanine

Year level										
2015 Reading Comprehension Reading Comprehension Test 5: Y7, Y8 ,Y9 2015 Reading Comprehension Reading Comprehension Test 4: Y6, Y7 ,Y8 2015 Reading Comprehension Reading Comprehension Test 3: Y5, Y6 ,Y7 2015 Reading Comprehension Reading Comprehension Test 2: Y4, Y5 ,Y6 2015 Reading Comprehension Reading Comprehension Test 1: Y4 ,Y5,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y4	1%(1)	1%(1)	15%(10)	18%(12)	22%(15)	19%(13)	9%(6)	12%(8)	3%(2)	5.26
Y5	2%(1)	5%(3)	8%(5)	25%(16)	17%(11)	15%(10)	14%(9)	9%(6)	6%(4)	5.35
Y6		4%(2)	7%(4)	7%(4)	18%(10)	25%(14)	16%(9)	16%(9)	9%(5)	6.07
Y7		1%(1)	6%(4)	17%(12)	28%(20)	15%(11)	11%(8)	8%(6)	14%(10)	5.86
Y8			13%(8)	31%(20)	17%(11)	17%(11)	11%(7)	8%(5)	3%(2)	5.19
#Pupils	1%(2)	2%(7)	10%(31)	20%(64)	21%(67)	18%(59)	12%(39)	10%(34)	7%(23)	(326)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	12%		58%			22%		7%	

Year level										
2014 Reading Comprehension Reading Comprehension Test 4: Y6, Y7 ,Y8 2014 Reading Comprehension Reading Comprehension Test 5: Y7, Y8 ,Y9 2014 Reading Comprehension Reading Comprehension Test 1: Y4 ,Y5,Y6 2014 Reading Comprehension Reading Comprehension Test 3: Y5, Y6 ,Y7 2014 Reading Comprehension Reading Comprehension Test 2: Y4, Y5 ,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y4		6%(4)	10%(7)	9%(6)	27%(18)	15%(10)	12%(8)	13%(9)	7%(5)	5.61
Y5	2%(1)	2%(1)	3%(2)	19%(11)	12%(7)	22%(13)	22%(13)	8%(5)	10%(6)	5.95
Y6		3%(2)	14%(10)	10%(7)	19%(13)	20%(14)	14%(10)	16%(11)	4%(3)	5.66
Y7			13%(8)	13%(8)	28%(17)	16%(10)	16%(10)	5%(3)	8%(5)	5.57
Y8			10%(6)	24%(14)	21%(12)	21%(12)	17%(10)	2%(1)	5%(3)	5.36
#Pupils	0%(1)	2%(7)	10%(33)	15%(46)	21%(67)	19%(59)	16%(51)	9%(29)	7%(22)	(315)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	0%	12%		55%			25%		7%	

2015 / 14 PAT Reading Gender Stanine % Year 4-8 / year Group Average Stanine

Gender										
2015 Reading Comprehension Reading Comprehension Test 5: Y7, Y8 ,Y9 2015 Reading Comprehension Reading Comprehension Test 4: Y6, Y7 ,Y8 2015 Reading Comprehension Reading Comprehension Test 3: Y5, Y6 ,Y7 2015 Reading Comprehension Reading Comprehension Test 2: Y4, Y5 ,Y6 2015 Reading Comprehension Reading Comprehension Test 1: Y4 ,Y5,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Female		2%(4)	6%(10)	16%(28)	21%(36)	19%(33)	13%(22)	13%(22)	10%(17)	5.88
Male	1%(2)	2%(3)	14%(21)	23%(36)	20%(31)	17%(26)	11%(17)	8%(12)	4%(6)	5.16
#Pupils	1%(2)	2%(7)	10%(31)	20%(64)	21%(67)	18%(59)	12%(39)	10%(34)	7%(23)	(326)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	12%		58%			22%		7%	

Gender										
2014 Reading Comprehension Reading Comprehension Test 4: Y6, Y7 ,Y8 2014 Reading Comprehension Reading Comprehension Test 5: Y7, Y8 ,Y9 2014 Reading Comprehension Reading Comprehension Test 1: Y4 ,Y5,Y6 2014 Reading Comprehension Reading Comprehension Test 3: Y5, Y6 ,Y7 2014 Reading Comprehension Reading Comprehension Test 2: Y4, Y5 ,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Female		2%(3)	7%(11)	12%(20)	22%(36)	20%(33)	14%(23)	12%(20)	11%(18)	5.98
Male	1%(1)	3%(4)	15%(22)	17%(26)	21%(31)	17%(26)	19%(28)	6%(9)	3%(4)	5.26
#Pupils	0%(1)	2%(7)	10%(33)	15%(46)	21%(67)	19%(59)	16%(51)	9%(29)	7%(22)	(315)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	0%	12%		55%			25%		7%	

2015 / 14 PAT Reading Gender Stanine BOYS% Year 4-8 / year Group Average Stanine

Year level										
2015 Reading Comprehension Reading Comprehension Test 5: Y7, Y8 ,Y9 2015 Reading Comprehension Reading Comprehension Test 4: Y6, Y7 ,Y8 2015 Reading Comprehension Reading Comprehension Test 3: Y5, Y6 ,Y7 2015 Reading Comprehension Reading Comprehension Test 2: Y4, Y5 ,Y6 2015 Reading Comprehension Reading Comprehension Test 1: Y4 ,Y5,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y4	3%(1)		18%(6)	15%(5)	27%(9)	18%(6)	6%(2)	12%(4)		5.03
Y5	3%(1)	10%(3)	17%(5)	31%(9)	10%(3)	7%(2)	14%(4)	3%(1)	3%(1)	4.48
Y6			11%(3)	11%(3)	15%(4)	30%(8)	19%(5)	11%(3)	4%(1)	5.81
Y7			3%(1)	29%(9)	32%(10)	6%(2)	10%(3)	6%(2)	13%(4)	5.61
Y8			18%(6)	29%(10)	15%(5)	24%(8)	9%(3)	6%(2)		4.94
#Pupils	1%(2)	2%(3)	14%(21)	23%(36)	20%(31)	17%(26)	11%(17)	8%(12)	4%(6)	(154)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	16%		60%			19%		4%	

Year level										
2014 Reading Comprehension Reading Comprehension Test 4: Y6, Y7 ,Y8 2014 Reading Comprehension Reading Comprehension Test 5: Y7, Y8 ,Y9 2014 Reading Comprehension Reading Comprehension Test 1: Y4 ,Y5,Y6 2014 Reading Comprehension Reading Comprehension Test 3: Y5, Y6 ,Y7 2014 Reading Comprehension Reading Comprehension Test 2: Y4, Y5 ,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y4		7%(2)	21%(6)	17%(5)	24%(7)	7%(2)	10%(3)	7%(2)	7%(2)	4.97
Y5	3%(1)	3%(1)	3%(1)	24%(7)	14%(4)	24%(7)	21%(6)	3%(1)	3%(1)	5.34
Y6		3%(1)	18%(6)	9%(3)	18%(6)	27%(9)	12%(4)	12%(4)		5.33
Y7			13%(4)	13%(4)	28%(9)	16%(5)	22%(7)	6%(2)	3%(1)	5.53
Y8			18%(5)	25%(7)	18%(5)	11%(3)	29%(8)			5.07
#Pupils	1%(1)	3%(4)	15%(22)	17%(26)	21%(31)	17%(26)	19%(28)	6%(9)	3%(4)	(151)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	18%		55%			25%		3%	

2014 PAT Reading Gender Stanine GIRLS % Year 4-8 / year Group Average Stanine

Year level										
2015 Reading Comprehension Reading Comprehension Test 4: Y6, Y7 ,Y8 2015 Reading Comprehension Reading Comprehension Test 5: Y7, Y8 ,Y9 2015 Reading Comprehension Reading Comprehension Test 2: Y4, Y5 ,Y6 2015 Reading Comprehension Reading Comprehension Test 3: Y5, Y6 ,Y7 2015 Reading Comprehension Reading Comprehension Test 1: Y4 ,Y5,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y4		3%(1)	11%(4)	20%(7)	17%(6)	20%(7)	11%(4)	11%(4)	6%(2)	5.49
Y5				19%(7)	22%(8)	22%(8)	14%(5)	14%(5)	8%(3)	6.06
Y6		7%(2)	3%(1)	3%(1)	20%(6)	20%(6)	13%(4)	20%(6)	13%(4)	6.30
Y7		2%(1)	7%(3)	7%(3)	24%(10)	22%(9)	12%(5)	10%(4)	15%(6)	6.05
Y8			7%(2)	33%(10)	20%(6)	10%(3)	13%(4)	10%(3)	7%(2)	5.47
#Pupils	0%(0)	2%(4)	6%(10)	16%(28)	21%(36)	19%(33)	13%(22)	13%(22)	10%(17)	(172)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	0%	8%		56%			26%		10%	

Year level										
2014 Reading Comprehension Reading Comprehension Test 5: Y7, Y8 ,Y9 2014 Reading Comprehension Reading Comprehension Test 4: Y6, Y7 ,Y8 2014 Reading Comprehension Reading Comprehension Test 1: Y4 ,Y5,Y6 2014 Reading Comprehension Reading Comprehension Test 3: Y5, Y6 ,Y7 2014 Reading Comprehension Reading Comprehension Test 2: Y4, Y5 ,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y4		5%(2)	3%(1)	3%(1)	29%(11)	21%(8)	13%(5)	18%(7)	8%(3)	6.11
Y5			3%(1)	13%(4)	10%(3)	20%(6)	23%(7)	13%(4)	17%(5)	6.53
Y6		3%(1)	11%(4)	11%(4)	19%(7)	14%(5)	16%(6)	19%(7)	8%(3)	5.95
Y7			14%(4)	14%(4)	28%(8)	17%(5)	10%(3)	3%(1)	14%(4)	5.62
Y8			3%(1)	23%(7)	23%(7)	30%(9)	7%(2)	3%(1)	10%(3)	5.63
#Pupils	0%(0)	2%(3)	7%(11)	12%(20)	22%(36)	20%(33)	14%(23)	12%(20)	11%(18)	(164)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	0%	9%		54%			26%		11%	

Number of pupils at Kapanui on 2015-05-13

Form Ethnic 1	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
NZ Maori		<u>1</u>	<u>4</u>	<u>1</u>	<u>9</u>	<u>6</u>	<u>8</u>	<u>4</u>	<u>3</u>	<u>6</u>	<u>7</u>	<u>5</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>4</u>		<u>4</u>	35	35	<u>70</u>
Other European					<u>1</u>		<u>1</u>	<u>2</u>			<u>3</u>			<u>2</u>		<u>1</u>	<u>1</u>		6	5	<u>11</u>
Vietnamese									<u>1</u>						<u>1</u>				2	0	<u>2</u>
African/African Origins				<u>1</u>					<u>2</u>								<u>1</u>		2	2	<u>4</u>
Australian						<u>1</u>											<u>1</u>	<u>1</u>	1	2	<u>3</u>
German														<u>1</u>			<u>2</u>	<u>1</u>	2	2	<u>4</u>
Samoan			<u>2</u>		<u>1</u>				<u>1</u>					<u>1</u>					4	1	<u>5</u>
Chinese				<u>1</u>			<u>1</u>												1	1	<u>2</u>
NZ European			<u>24</u>	<u>28</u>	<u>36</u>	<u>22</u>	<u>22</u>	<u>29</u>	<u>27</u>	<u>26</u>	<u>19</u>	<u>29</u>	<u>23</u>	<u>18</u>	<u>28</u>	<u>31</u>	<u>27</u>	<u>23</u>	206	206	<u>412</u>
Filipino									<u>1</u>					<u>1</u>					0	2	<u>2</u>
Other Pacific Isl Group				<u>1</u>		<u>1</u>													0	2	<u>2</u>
British / Irish				<u>1</u>	<u>1</u>		<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>		<u>2</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>		8	13	<u>21</u>
Dutch																			0	0	0
Cook Isl Maori														<u>1</u>	<u>1</u>				1	1	<u>2</u>
Other Groups			<u>1</u>													<u>1</u>	<u>1</u>		1	2	<u>3</u>
Indian				<u>1</u>								<u>1</u>							0	2	<u>2</u>
TOTALS		1	31	34	48	30	33	37	35	35	29	37	27	30	32	41	34	31	269	276	545

2015 / 14 PAT Reading Comprehension Ethnicity Stanine % Year 4-8

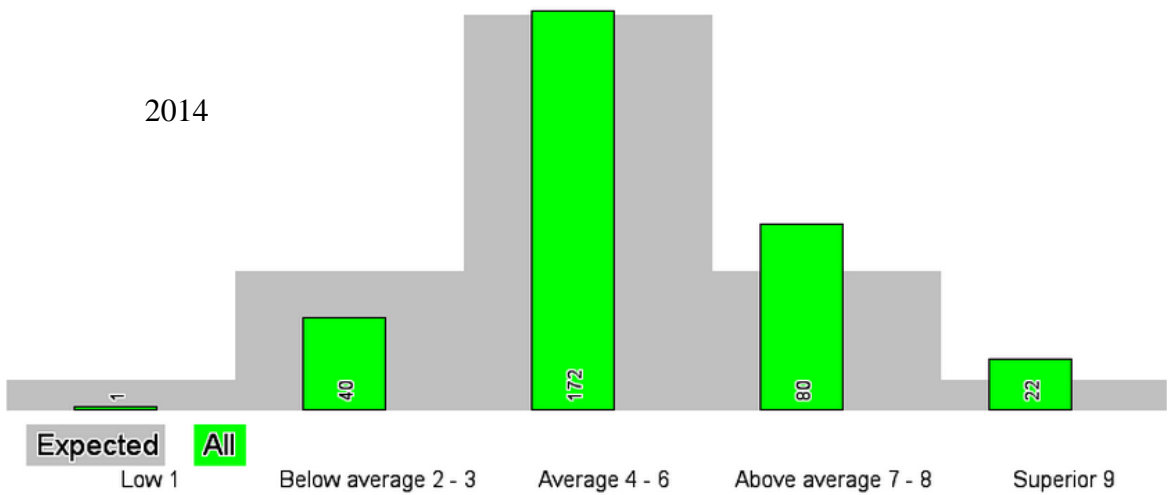
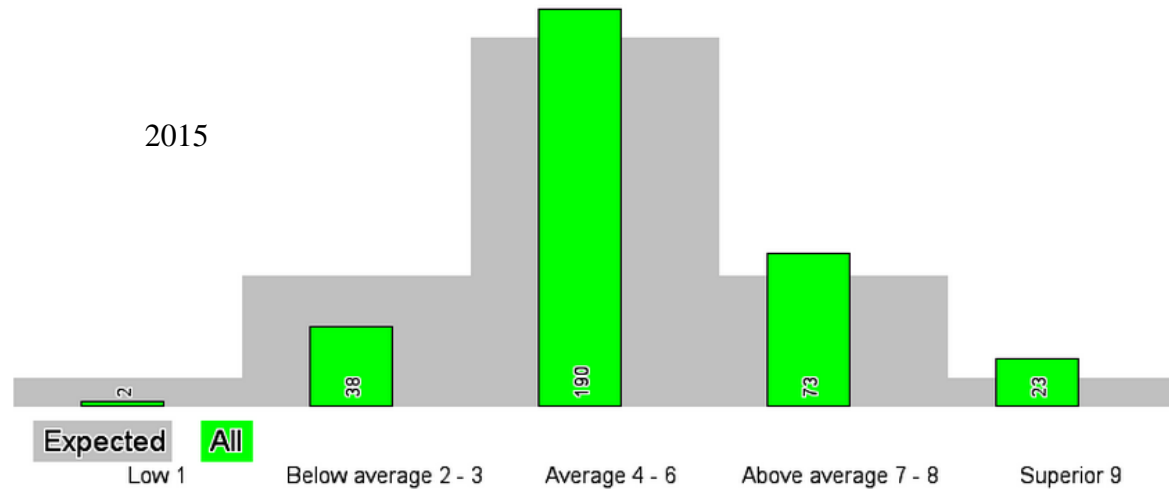
Ethnicity										
2015 Reading Comprehension Reading Comprehension Test 5: Y7, Y8, Y9 2015 Reading Comprehension Reading Comprehension Test 4: Y6, Y7, Y8 2015 Reading Comprehension Reading Comprehension Test 3: Y5, Y6, Y7 2015 Reading Comprehension Reading Comprehension Test 2: Y4, Y5, Y6 2015 Reading Comprehension Reading Comprehension Test 1: Y4, Y5, Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
African/African Origins					33%(1)	33%(1)	33%(1)			6.00
Australian				50%(1)	50%(1)					4.50
British / Irish				13%(2)	38%(6)	19%(3)	13%(2)	13%(2)	6%(1)	5.94
Cook Isl Maori								50%(1)	50%(1)	8.50
Filipino					50%(1)	50%(1)				5.50
German				50%(2)	50%(2)					4.50
Indian					100%(1)					5.00
NZ European	1%(2)	1%(3)	10%(25)	21%(51)	19%(46)	17%(41)	13%(33)	12%(29)	7%(17)	5.58
NZ Maori		8%(3)	8%(3)	19%(7)	22%(8)	30%(11)	5%(2)	3%(1)	5%(2)	5.11
Other European		14%(1)	14%(1)	14%(1)		14%(1)	14%(1)	14%(1)	14%(1)	5.57
Other Groups			50%(1)			50%(1)				4.50
Samoan			50%(1)		50%(1)					4.00
Vietnamese									100%(1)	9.00
#Pupils	1%(2)	2%(7)	10%(31)	20%(64)	21%(67)	18%(59)	12%(39)	10%(34)	7%(23)	(326)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	12%		58%			22%		7%	

Ethnicity

2014 Reading Comprehension Reading Comprehension Test 4: Y6,**Y7**,Y8
 2014 Reading Comprehension Reading Comprehension Test 5: Y7,**Y8**,Y9
 2014 Reading Comprehension Reading Comprehension Test 1: **Y4**,Y5,Y6
 2014 Reading Comprehension Reading Comprehension Test 3: Y5,**Y6**,Y7
 2014 Reading Comprehension Reading Comprehension Test 2: Y4,**Y5**,Y6

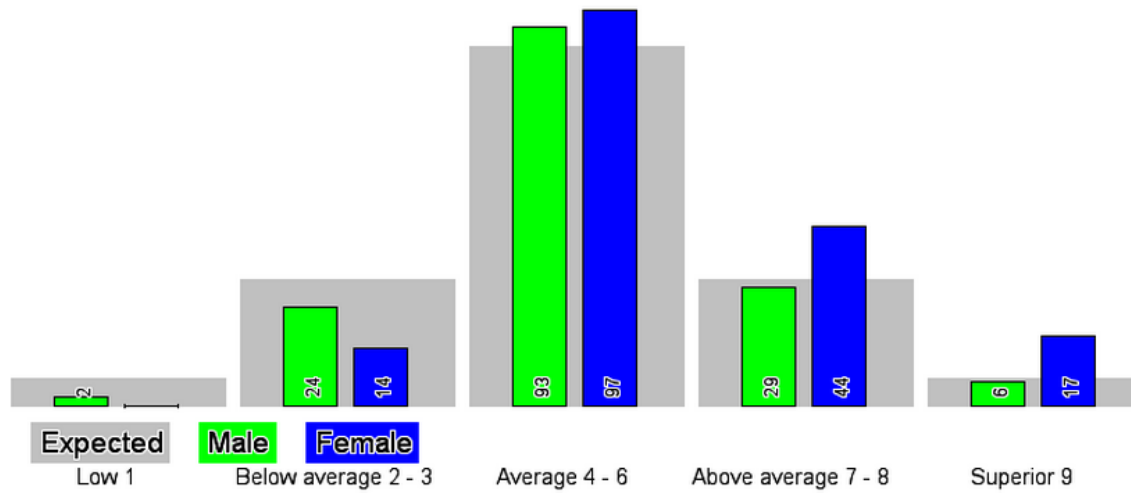
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
African/African Origins									100%(1)	9.00
Australian					50%(1)	50%(1)				5.50
British / Irish			5%(1)	11%(2)	21%(4)	21%(4)	11%(2)	11%(2)	21%(4)	6.37
Cook Isl Maori				50%(2)				25%(1)	25%(1)	6.25
Filipino					50%(2)	50%(2)				5.50
German			25%(1)		50%(2)	25%(1)				4.75
Indian						100%(1)				6.00
NZ European	0%(1)	2%(6)	10%(25)	15%(36)	20%(48)	18%(44)	17%(42)	10%(24)	6%(15)	5.63
NZ Maori		3%(1)	17%(5)	20%(6)	30%(9)	13%(4)	10%(3)	3%(1)	3%(1)	4.93
Other European			17%(1)		17%(1)	33%(2)	17%(1)	17%(1)		5.83
Other Pacific Isl Group							100%(1)			7.00
Samoan							100%(1)			7.00
Vietnamese							100%(1)			7.00
#Pupils	0%(1)	2%(7)	10%(33)	15%(46)	21%(67)	19%(59)	16%(51)	9%(29)	7%(22)	(315)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	0%	12%		55%			25%		7%	

2015 / 14 PAT Reading Comprehension Whole School Stanine Numbers Comparison to National Norms



Graph 2 – 2015 / 14 PAT Reading Comprehension Whole School Stanine Gender Numbers Comparison to National Norms

2015 -



2014 -

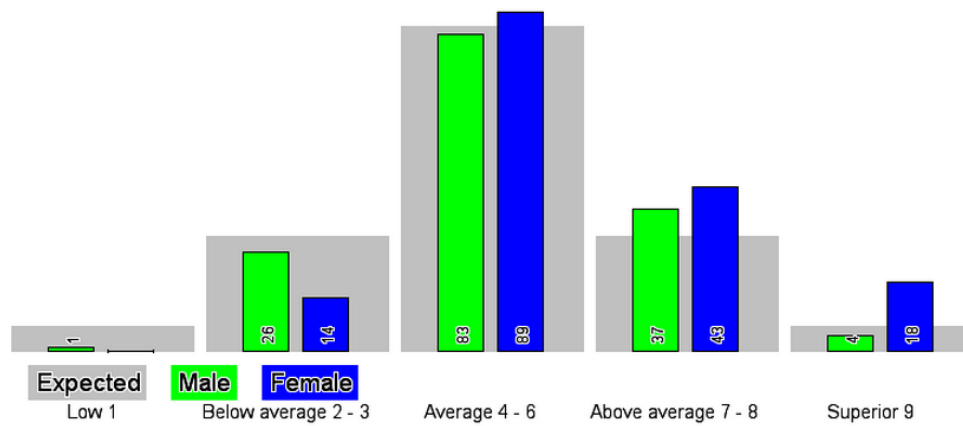
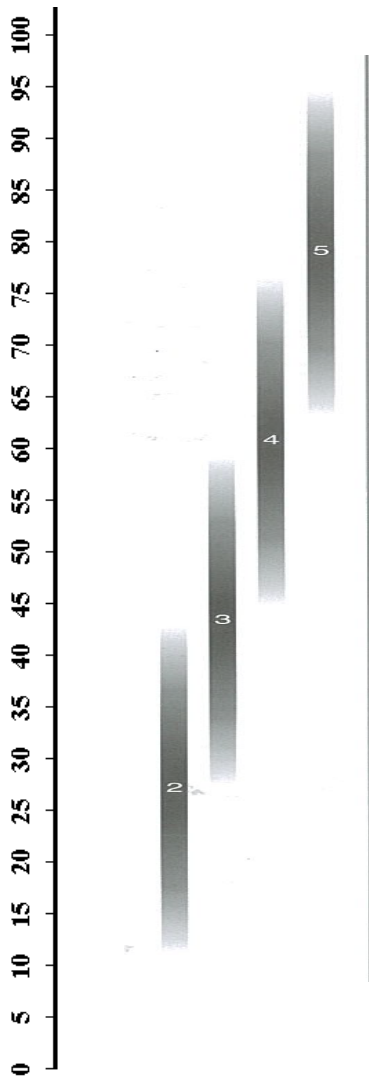


Table 7 – 2010 – 15 PAT Reading Comprehension Year Group Performance –% stanine
 Green – areas of strength / Red – areas of concern

Stanine	2010		2011		2012		2013		2014		2015		2010		2011		2012		2013		2014		2015	
	4-9	dif	4-9	dif	4-9	dif	4-9	dif	4-9	dif	4-9	dif	7-9	dif	7-9	dif	7-9	dif	7-9	dif	7-9	dif	7-9	dif
NZ Norm	77		77		77		77		77		77		23		23		23		23		23		23	
Kapanui					86	9	89	12	87	10	87	10					33	10	29	6	32	9	29	6
Y4	90	13	90	13	91	14	89	12	83	6	83	6	10	-13	10	-13	40	17	38	9	32	9	24	1
Y5	85	8	86	9	85	8	90	13	93	16	86	9	15	-8	14	-7	34	11	28	5	40	17	29	6
Y6	81	4	79	2	82	5	88	11	83	6	91	14	19	-4	21	-2	34	11	22	-1	34	11	41	18
Y7	89	12	79	2	84	7	87	10	86	9	93	16	11	-12	21	-2	33	10	27	4	29	6	33	10
Y8	80	3	90	13	88	11	89	12	90	13	87	10	20	-3	10	-13	21	-2	29	6	32	9	22	-1



2015 / 2014 / 12 PATC Curriculum Levels - Mean Scale Scores comparison to NZ Curriculum Levels

This diagram indicates the relationship between PAT Reading Comprehension scaled scores and NZ curriculum levels. An indication of the relationship between points on the PATC scale and the national curriculum levels is provided by the shaded bands on the right of the PATC scale.

The Kapanui School mean scale score for PAT Reading Comprehension performance indicates that most Kapanui students are achieving within their expected NZ curriculum levels.

- Kapanui Y4 30.4 (36.5, 33.5, NZ 28.8) - Level 2 beginning Level 3
- Kapanui Y5 38.3 (39.4, 42.2, NZ 35.8) - Level 3
- Kapanui Y6 51.9 (48.3, 49.6, NZ 45.0) - end Level 3
- Kapanui Y7 60.2 (57.1, 56.3, NZ 53.2) - beginning Level 4
- Kapanui Y8 61.3 (61.8, 62.7 – NZ 60.4) - Level 4

The diagram below indicates the relationship between year levels and the NZ curriculum levels.

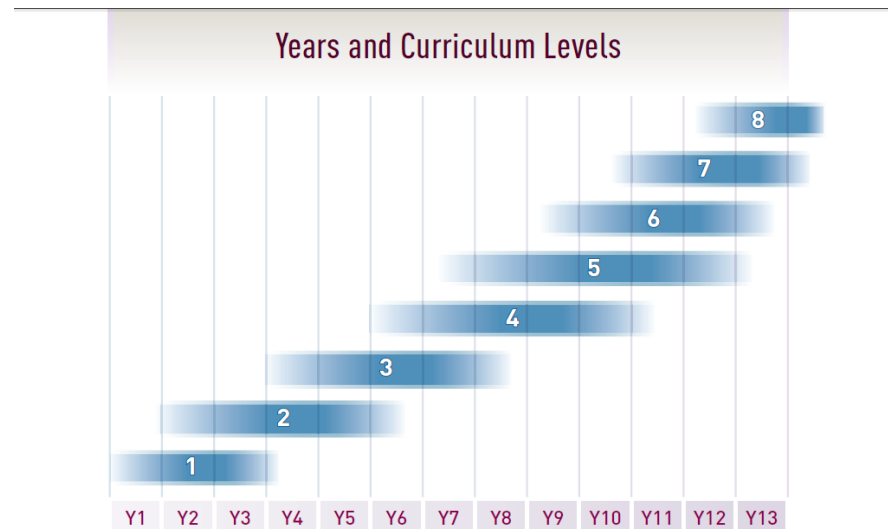


Table 8 - PAT Reading Comprehension - Progress Over Time – Matched Cohorts

Measuring progress over time allows teachers and schools examine individual and group rates of progress against national norms.

For example, the mean score, nationally, in Year 5 for PAT Reading Comprehension is 35.8 and the mean score on the same test in Year 6 is 45. Expected progress is then a gain of 9.2 on the PAT Reading Comprehension scale. Therefore, a student or group of students gaining more than 9.2 from Year 5 to Year 6 has progressed more than expected.

The chart below shows data at two points in time for matched cohorts. – 2014 and 2015 data.

Green indicates where Kapanui means exceed the NZ norms

Red indicates where Kapanui means or progress rates are lower than NZ norms. However in each case Kapanui starts higher than the national norm and stays higher each year.

In annual planning and annual target setting it will be important that the school sets targets and actions to accelerate the progress of identified groups.

2014

Mean Score	Y4			Y8		
	2011	2014	Diff	2010	2014	Diff
NZ	28.8	53.2	24.4	28.8	60.4	31.6
Kapiti	31.4	57.2	25.8	31.7	63.5	31.8
Kapanui	34.1	57.5	23.4	32.4	62.4	30

2015

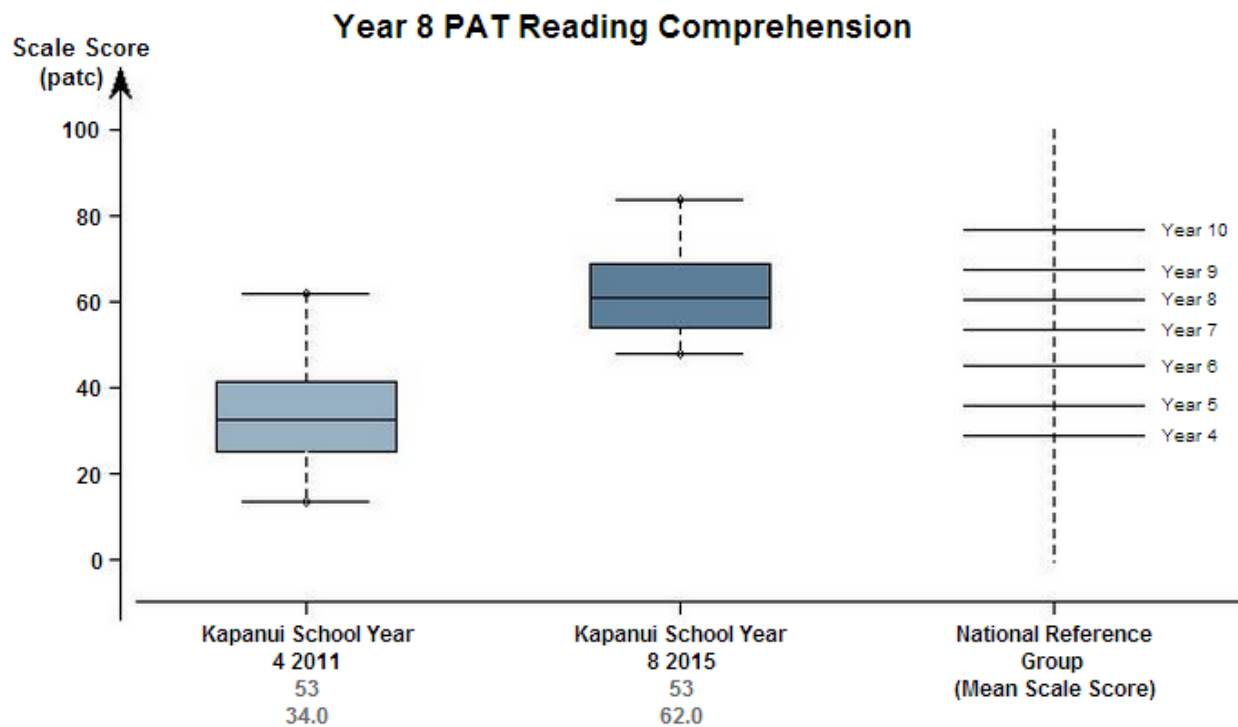
Mean Score	Y4			Y8		
	2011	2014	Diff	2011	2015	Diff
NZ	28.8	53.2	24.4	28.8	60.4	31.6
Kapiti	34.6	60.5	25.9	31.9	62.6	30.7
Kapanui	36.6	59.9	23.3	34	62	28

* Current year

Filtered by All Gender, All Ethnicities, Match Only, 2011 Term 1, 2015 Term 1

	Number of Students	Mean Scale Score (patc)	Standard Deviation Scale Score (patc)	Median (patc)	Lower Quartile (patc)	Upper Quartile (patc)	Lowest Score (patc)	Highest Score (patc)	Mean Stanine
Time 1	53	34.0 (28.8)	14.7 (15.2)	32.3 (28.8)	25.1 (18.5)	41.2 (39.1)	-0.7	72.3	5.6 (5.0)
Time 2	53	62.0 (60.4)	9.4 (12.3)	60.8 (60.4)	53.9 (52.1)	68.5 (68.7)	47.6	83.5	5.3 (5.0)

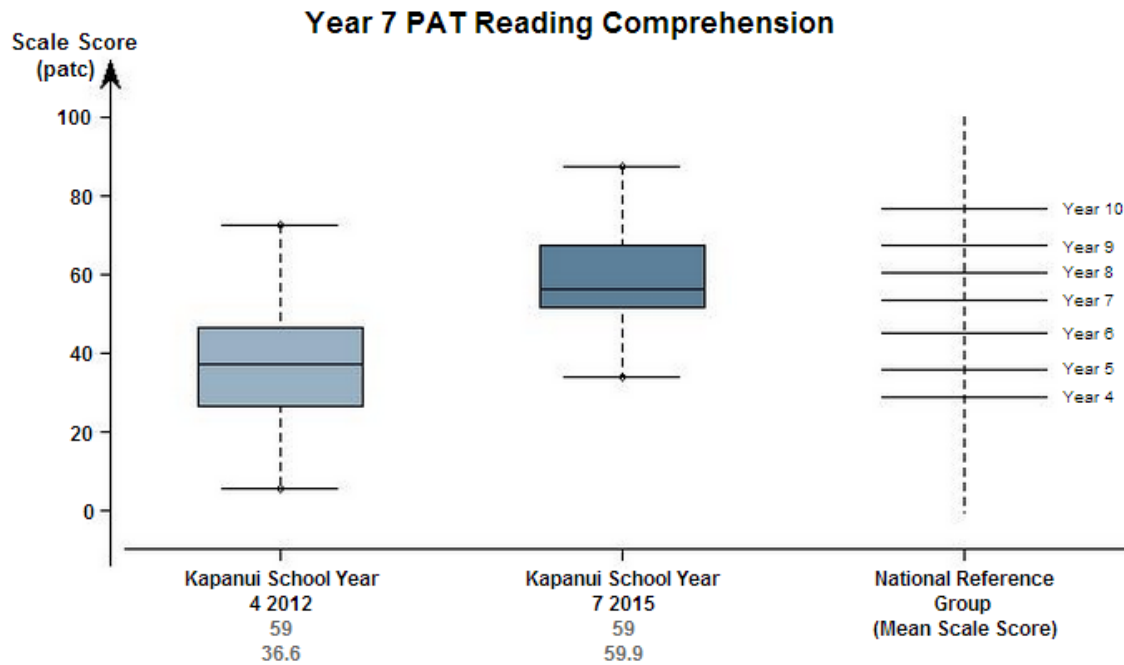
Numbers in brackets provide statistics for **all students** in the national reference group.



Filtered by All Gender, All Ethnicities, Match Only, 2012 Term 1, 2015 Term 1

	Number of Students	Mean Scale Score (patc)	Standard Deviation Scale Score (patc)	Median (patc)	Lower Quartile (patc)	Upper Quartile (patc)	Lowest Score (patc)	Highest Score (patc)	Mean Stanine
Time 1	59	36.6 (28.8)	16.0 (15.2)	37.2 (28.8)	26.5 (18.5)	46.4 (39.1)	5.4	72.3	5.9 (5.0)
Time 2	59	59.9 (53.2)	14.8 (12.6)	56.2 (53.2)	51.2 (44.7)	67.3 (61.7)	33.5	97.7	5.8 (5.0)

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



Recommendations Reading Comprehension – 2016

1. The Board continue to include goals and actions in 2016 annual plan to address the overall lower results for boys in reading.
2. The Board should consider setting specific targets in 2016 to increase the % of Maori students achieving at the higher stanine levels in PAT Reading Comprehension.
3. Despite remaining ahead of NZ scaled score means in all Reading Comprehension tests Kapanui progress rates for cohorts are less than NZ expected progress rates. In the 2016 annual planning and target setting it will be important that the school sets targets and actions to maintain or accelerate the progress of identified groups in reading comprehension.

2015 PAT Mathematics

Overall performance – Mean Stanine / Stanine %

PAT - 2015	Maths	School	Female	Male
Mean Stanine		5.48 (2014 5.24)	5.45 (2014 5.27)	5.52 (2014 5.21)

Kapanui has satisfactory performance in PAT maths. The mean stanine is above the NZ mean for all students, for boys and for girls.

Kapanui School has mean stanines greater than NZ means in all year levels.

Kapanui School has a satisfactory level of performance in PAT Mathematics with 88%, +11% (2014 - 83% (+6%)) of students in the average, above average or superior range compared with the NZ norm of 77%. Kapanui boys 87%, +10% (2014 79% (+2%)) and girls 88%, +11% (2014 86%, (+9%)).

In the above average and superior range Kapanui exceed the NZ norms (23%) for % of students at stanines 7, 8 and 9 with 27% (2014 - 25%). Boys exceeded this by + 9, 31% (2014 +3% (26%)). Girls met the NZ norm achieving 23% (2014 24%, +1%).

In the below average, or low range stanines Kapanui has 11% (2014 - 17 %, -6%) compared with the NZ norm of 23%. Boys 13% (2014 20%), girls 12% (2014 14%), Maori 23% (2014 25%).

Male and Female

2015 results indicate that overall girls have results close to or slightly exceeding boys. However boys continue to have slightly higher percentages in stanines 7, 8 and 9. Girls exceed the NZ mean stanine in all year levels. Boys exceed the NZ mean stanines in all levels except Y5. The school should continue to set annual goals and actions to raise the percentage of girls' students achieving in the 7, 8 and 9 stanine levels.

Maori

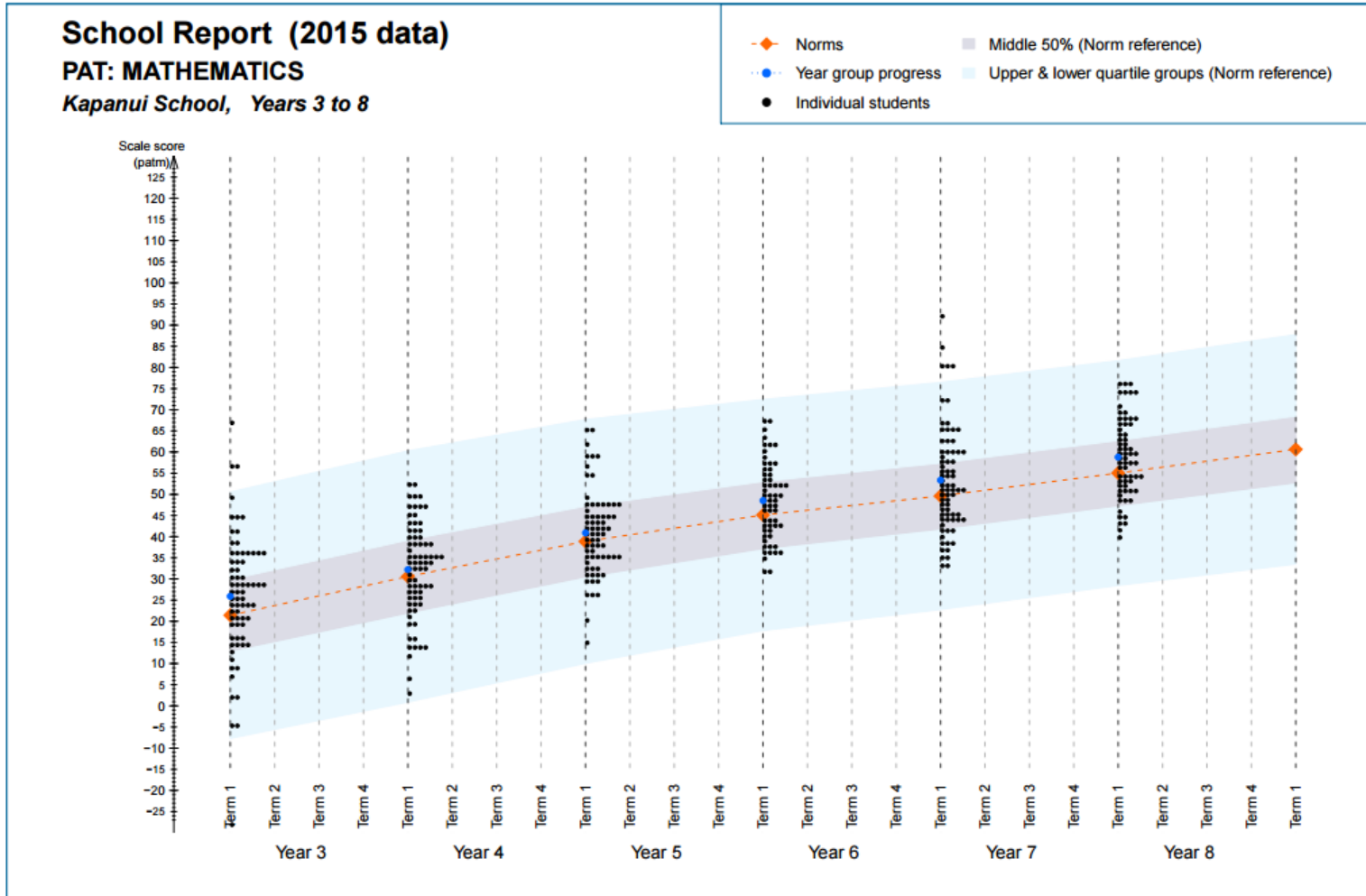
2015 results indicate a lower % of Maori students 16% (2014 - 11%, 4) achieving at the stanine 7-9 levels compared to NZ (23%) and Kapanui School 27% (2014 - 26%) results. Only 8/48 16% (2014 - 4/36 (11%)) Maori students achieved in the stanine 7-9 groups (Kapanui 27%, NZ 23%). 37/48, 77% (2014 - 27/36 (75%)) achieved in stanines 4-9 compared to the NZ norm of 77%. Overall Kapanui achieved 87% in stanines 4-9.

The school should continue to set goals to increase the % of Maori students achieving in the 7-9, above average or superior range.

Pacific

Pacific comparisons are not made as numbers are too small to be of use - 4 students

2015 - Kapanui School Y3-8 PAT Mathematics – Scale Scores



PAT Mathematics 2015 / 14 Year Levels Stanine

Year level										
2015 Mathematics Mathematics Test 5: Y7, Y8 ,Y9										
2015 Mathematics Mathematics Test 4: Y6, Y7 ,Y8										
2015 Mathematics Mathematics Test 3: Y5, Y6 ,Y7										
2015 Mathematics Mathematics Test 2: Y4, Y5 ,Y6										
2015 Mathematics Mathematics Test 1: Y4 ,Y5,Y6										
2015 Mathematics Mathematics Test 1A: Y3 ,Y4,Y5										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y3	4%(3)	3%(2)	6%(4)	12%(8)	19%(13)	23%(16)	17%(12)	6%(4)	10%(7)	5.67
Y4	1%(1)	7%(5)	6%(4)	16%(11)	24%(16)	22%(15)	12%(8)	12%(8)		5.25
Y5	2%(1)	2%(1)	9%(6)	22%(14)	25%(16)	25%(16)	2%(1)	9%(6)	5%(3)	5.23
Y6			11%(6)	12%(7)	23%(13)	26%(15)	14%(8)	11%(6)	4%(2)	5.67
Y7		6%(4)	8%(6)	21%(15)	19%(14)	15%(11)	13%(9)	8%(6)	10%(7)	5.50
Y8		2%(1)	10%(6)	16%(10)	22%(14)	21%(13)	16%(10)	10%(6)	5%(3)	5.60
#Pupils	1%(5)	3%(13)	8%(32)	17%(65)	22%(86)	22%(86)	12%(48)	9%(36)	6%(22)	(393)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	11%		60%			21%		6%	

Year level										
2014 Mathematics Mathematics Test 4: Y6, Y7 ,Y8										
2014 Mathematics Mathematics Test 5: Y7, Y8 ,Y9										
2014 Mathematics Mathematics Test 1A: Y3 ,Y4,Y5										
2014 Mathematics Mathematics Test 1: Y4 ,Y5,Y6										
2014 Mathematics Mathematics Test 3: Y5, Y6 ,Y7										
2014 Mathematics Mathematics Test 2: Y4, Y5 ,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y3	7%(5)	7%(5)	10%(7)	16%(11)	16%(11)	18%(12)	15%(10)	9%(6)	1%(1)	4.91
Y4	3%(2)	5%(3)	5%(3)	22%(14)	30%(19)	13%(8)	11%(7)	6%(4)	6%(4)	5.20
Y5		8%(5)	10%(6)	14%(8)	22%(13)	20%(12)	14%(8)	7%(4)	5%(3)	5.29
Y6	1%(1)	3%(2)	14%(10)	7%(5)	17%(12)	29%(20)	12%(8)	10%(7)	6%(4)	5.55
Y7		3%(2)	15%(9)	20%(12)	17%(10)	22%(13)	15%(9)	5%(3)	3%(2)	5.20
Y8			9%(5)	29%(17)	24%(14)	14%(8)	12%(7)	9%(5)	3%(2)	5.31
#Pupils	2%(8)	4%(17)	11%(40)	18%(67)	21%(79)	19%(73)	13%(48)	8%(29)	4%(16)	(378)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	2%	15%		58%			21%		4%	

PAT Mathematics 2015 / 14 Year Levels Stanine Percentages - Gender

Gender 2015 Mathematics Mathematics Test 5: Y7, Y8 ,Y9 2015 Mathematics Mathematics Test 4: Y6, Y7 ,Y8 2015 Mathematics Mathematics Test 3: Y5, Y6 ,Y7 2015 Mathematics Mathematics Test 2: Y4, Y5 ,Y6 2015 Mathematics Mathematics Test 1: Y4 ,Y5,Y6 2015 Mathematics Mathematics Test 1A: Y3 ,Y4,Y5										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Female	1%(3)	2%(5)	9%(18)	17%(35)	23%(48)	25%(51)	6%(13)	12%(25)	5%(10)	5.45
Male	1%(2)	4%(8)	8%(14)	16%(30)	21%(38)	19%(35)	19%(35)	6%(11)	6%(12)	5.52
#Pupils	1%(5)	3%(13)	8%(32)	17%(65)	22%(86)	22%(86)	12%(48)	9%(36)	6%(22)	(393)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	11%		60%			21%		6%	

Gender 2014 Mathematics Mathematics Test 4: Y6, Y7 ,Y8 2014 Mathematics Mathematics Test 5: Y7, Y8 ,Y9 2014 Mathematics Mathematics Test 1A: Y3 ,Y4,Y5 2014 Mathematics Mathematics Test 1: Y4 ,Y5,Y6 2014 Mathematics Mathematics Test 3: Y5, Y6 ,Y7 2014 Mathematics Mathematics Test 2: Y4, Y5 ,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Female	1%(2)	3%(6)	10%(20)	21%(42)	23%(46)	18%(35)	11%(22)	9%(17)	4%(8)	5.27
Male	3%(6)	6%(11)	11%(20)	14%(25)	18%(33)	21%(38)	15%(27)	7%(12)	4%(8)	5.21
#Pupils	2%(8)	4%(17)	11%(40)	18%(67)	21%(79)	19%(73)	13%(49)	8%(29)	4%(16)	(378)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	2%	15%		58%			21%		4%	

PAT Mathematics 2015 /14 Year Levels Stanine Percentages – Boys

Year level										
2015 Mathematics Mathematics Test 5: Y7, Y8 ,Y9										
2015 Mathematics Mathematics Test 4: Y6, Y7 ,Y8										
2015 Mathematics Mathematics Test 3: Y5, Y6 ,Y7										
2015 Mathematics Mathematics Test 2: Y4, Y5 ,Y6										
2015 Mathematics Mathematics Test 1: Y4 ,Y5,Y6										
2015 Mathematics Mathematics Test 1A: Y3 ,Y4,Y5										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y3	3%(1)	3%(1)	6%(2)	9%(3)	19%(6)	19%(6)	22%(7)	6%(2)	13%(4)	5.88
Y4		9%(3)	6%(2)	21%(7)	21%(7)	18%(6)	15%(5)	9%(3)		5.15
Y5	4%(1)	4%(1)	14%(4)	21%(6)	25%(7)	25%(7)		4%(1)	4%(1)	4.75
Y6			7%(2)	11%(3)	22%(6)	30%(8)	19%(5)	7%(2)	4%(1)	5.78
Y7		6%(2)	10%(3)	19%(6)	16%(5)	6%(2)	29%(9)		13%(4)	5.58
Y8		3%(1)	3%(1)	15%(5)	21%(7)	18%(6)	26%(9)	9%(3)	6%(2)	5.91
#Pupils	1%(2)	4%(8)	8%(14)	16%(30)	21%(38)	19%(35)	19%(35)	6%(11)	6%(12)	(185)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	12%		56%			25%		6%	

Year level										
2014 Mathematics Mathematics Test 4: Y6, Y7 ,Y8										
2014 Mathematics Mathematics Test 5: Y7, Y8 ,Y9										
2014 Mathematics Mathematics Test 1A: Y3 ,Y4,Y5										
2014 Mathematics Mathematics Test 1: Y4 ,Y5,Y6										
2014 Mathematics Mathematics Test 3: Y5, Y6 ,Y7										
2014 Mathematics Mathematics Test 2: Y4, Y5 ,Y6										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y3	9%(3)	9%(3)	13%(4)	9%(3)	22%(7)	16%(5)	19%(6)		3%(1)	4.66
Y4	7%(2)	11%(3)	4%(1)	22%(6)	30%(8)	7%(2)	11%(3)	4%(1)	4%(1)	4.63
Y5		10%(3)	14%(4)	3%(1)	17%(5)	24%(7)	17%(5)	7%(2)	7%(2)	5.45
Y6	3%(1)	3%(1)	19%(6)	3%(1)	13%(4)	31%(10)	9%(3)	16%(5)	3%(1)	5.47
Y7		3%(1)	6%(2)	19%(6)	22%(7)	28%(9)	13%(4)	6%(2)	3%(1)	5.44
Y8			11%(3)	29%(8)	7%(2)	18%(5)	21%(6)	7%(2)	7%(2)	5.61
#Pupils	3%(6)	6%(11)	11%(20)	14%(25)	18%(33)	21%(38)	15%(27)	7%(12)	4%(8)	(180)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	3%	17%		53%			22%		4%	

PAT Mathematics 2015 / 14 Year Levels Stanine Percentages – Girls

Year level										
2015 Mathematics Mathematics Test 4: Y6, Y7 ,Y8 2015 Mathematics Mathematics Test 5: Y7, Y8 ,Y9 2015 Mathematics Mathematics Test 2: Y4, Y5 ,Y6 2015 Mathematics Mathematics Test 3: Y5, Y6 ,Y7 2015 Mathematics Mathematics Test 1: Y4 ,Y5,Y6 2015 Mathematics Mathematics Test 1A: Y3 ,Y4,Y5										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y3	5%(2)	3%(1)	5%(2)	14%(5)	19%(7)	27%(10)	14%(5)	5%(2)	8%(3)	5.49
Y4	3%(1)	6%(2)	6%(2)	11%(4)	26%(9)	26%(9)	9%(3)	14%(5)		5.34
Y5			6%(2)	22%(8)	25%(9)	25%(9)	3%(1)	14%(5)	6%(2)	5.61
Y6			13%(4)	13%(4)	23%(7)	23%(7)	10%(3)	13%(4)	3%(1)	5.57
Y7		5%(2)	7%(3)	22%(9)	22%(9)	22%(9)		15%(6)	7%(3)	5.44
Y8			17%(5)	17%(5)	24%(7)	24%(7)	3%(1)	10%(3)	3%(1)	5.24
#Pupils	1%(3)	2%(5)	9%(18)	17%(35)	23%(48)	25%(51)	6%(13)	12%(25)	5%(10)	(208)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	11%		64%			18%		5%	

Year level										
2014 Mathematics Mathematics Test 5: Y7, Y8 ,Y9 2014 Mathematics Mathematics Test 4: Y6, Y7 ,Y8 2014 Mathematics Mathematics Test 1: Y4 ,Y5,Y6 2014 Mathematics Mathematics Test 3: Y5, Y6 ,Y7 2014 Mathematics Mathematics Test 2: Y4, Y5 ,Y6 2014 Mathematics Mathematics Test 1A: Y3 ,Y4,Y5										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Y3	6%(2)	6%(2)	8%(3)	22%(8)	11%(4)	19%(7)	11%(4)	17%(6)		5.14
Y4			5%(2)	22%(8)	30%(11)	16%(6)	11%(4)	8%(3)	8%(3)	5.62
Y5		7%(2)	7%(2)	23%(7)	27%(8)	17%(5)	10%(3)	7%(2)	3%(1)	5.13
Y6		3%(1)	11%(4)	11%(4)	22%(8)	27%(10)	14%(5)	5%(2)	8%(3)	5.62
Y7		4%(1)	25%(7)	21%(6)	11%(3)	14%(4)	18%(5)	4%(1)	4%(1)	4.93
Y8			7%(2)	30%(9)	40%(12)	10%(3)	3%(1)	10%(3)		5.03
#Pupils	1%(2)	3%(6)	10%(20)	21%(42)	23%(46)	18%(35)	11%(22)	9%(17)	4%(8)	(198)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	13%		62%			20%		4%	

PAT Mathematics 2015 / 14 Stanine Percentages Ethnicity

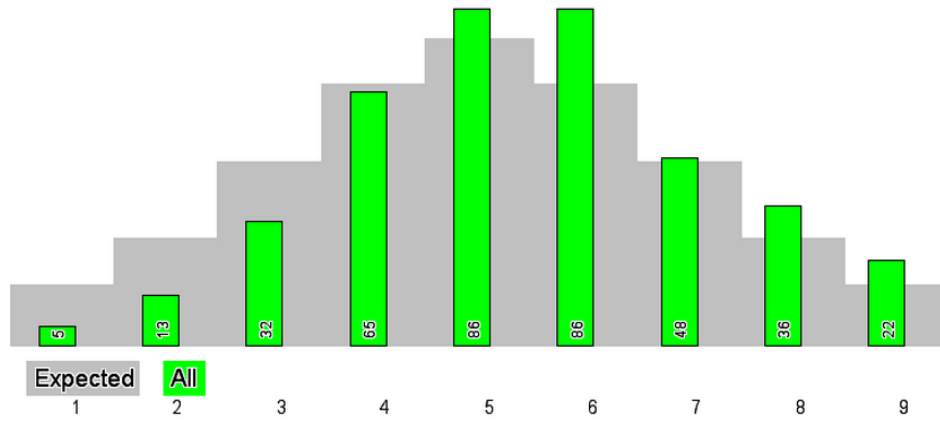
Ethnicity 2015 Mathematics Mathematics Test 5: Y7, Y8, Y9 2015 Mathematics Mathematics Test 4: Y6, Y7, Y8 2015 Mathematics Mathematics Test 3: Y5, Y6, Y7 2015 Mathematics Mathematics Test 2: Y4, Y5, Y6 2015 Mathematics Mathematics Test 1: Y4, Y5, Y6 2015 Mathematics Mathematics Test 1A: Y3, Y4, Y5										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
African/African Origins							67%(2)	33%(1)		7.33
Australian				50%(1)	50%(1)					4.50
British / Irish				16%(3)	21%(4)	42%(8)	5%(1)	11%(2)	5%(1)	5.89
Chinese					100%(1)					5.00
Cook Isl Maori							50%(1)	50%(1)		7.50
Filipino				50%(1)	50%(1)					4.50
German					50%(2)	50%(2)				5.50
Indian					100%(1)					5.00
NZ European	1%(4)	4%(13)	7%(21)	16%(49)	21%(61)	22%(65)	13%(38)	9%(28)	6%(18)	5.51
NZ Maori	2%(1)		21%(10)	17%(8)	27%(13)	17%(8)	10%(5)	4%(2)	2%(1)	4.92
Other European				11%(1)	22%(2)	22%(2)	11%(1)	22%(2)	11%(1)	6.44
Other Groups			50%(1)	50%(1)						3.50
Samoan				50%(1)		50%(1)				5.00
Vietnamese									100%(1)	9.00
#Pupils	1%(5)	3%(13)	8%(32)	17%(65)	22%(86)	22%(86)	12%(48)	9%(36)	6%(22)	(393)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	1%	11%		60%			21%		6%	

Ethnicity

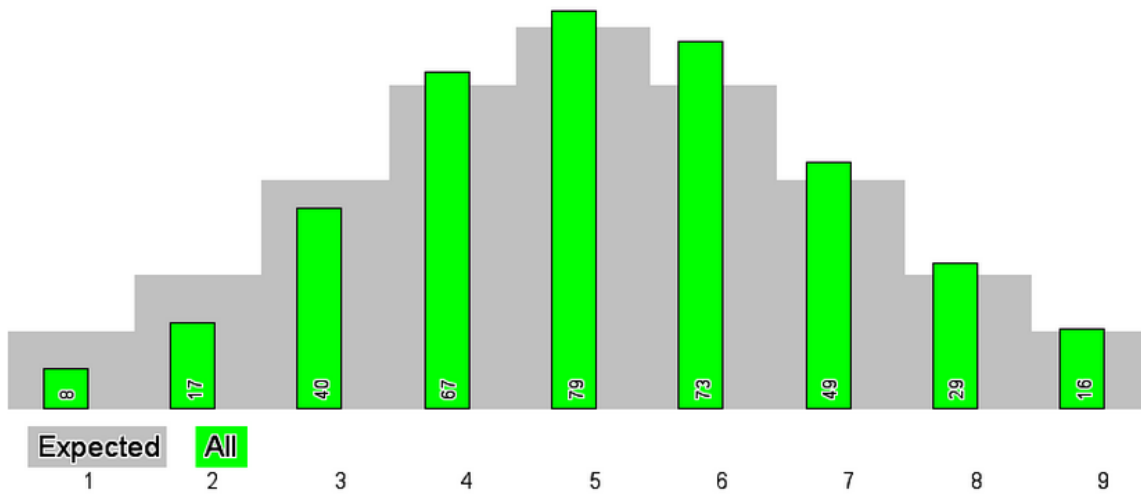
2014 Mathematics Mathematics Test 4: Y6,**Y7**,Y8
 2014 Mathematics Mathematics Test 5: Y7,**Y8**,Y9
 2014 Mathematics Mathematics Test 1A: **Y3**,Y4,Y5
 2014 Mathematics Mathematics Test 1: **Y4**,Y5,Y6
 2014 Mathematics Mathematics Test 3: Y5,**Y6**,Y7
 2014 Mathematics Mathematics Test 2: Y4,**Y5**,Y6

Graph key	1	2	3	4	5	6	7	8	9	Average stanine
African/African Origins					33%(1)	33%(1)	33%(1)			6.00
Australian			50%(1)			50%(1)				4.50
British / Irish				26%(6)	13%(3)	22%(5)	13%(3)	22%(5)	4%(1)	6.04
Cook Isl Maori			25%(1)		50%(2)	25%(1)				4.75
Filipino				25%(1)	25%(1)	25%(1)	25%(1)			5.50
German				25%(1)	75%(3)					4.75
Indian						100%(1)				6.00
NZ European	2%(6)	4%(13)	11%(32)	16%(48)	20%(59)	20%(58)	13%(39)	8%(23)	5%(14)	5.29
NZ Maori	3%(1)	11%(4)	11%(4)	28%(10)	22%(8)	14%(5)	8%(3)	3%(1)		4.44
Other European	17%(1)		17%(1)	17%(1)	17%(1)		33%(2)			4.50
Other Pacific Isl Group			100%(1)							3.00
Samoan					100%(1)					5.00
Vietnamese									100%(1)	9.00
#Pupils	2%(8)	4%(17)	11%(40)	18%(67)	21%(79)	19%(73)	13%(49)	8%(29)	4%(16)	(378)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	2%	15%		58%			21%		4%	

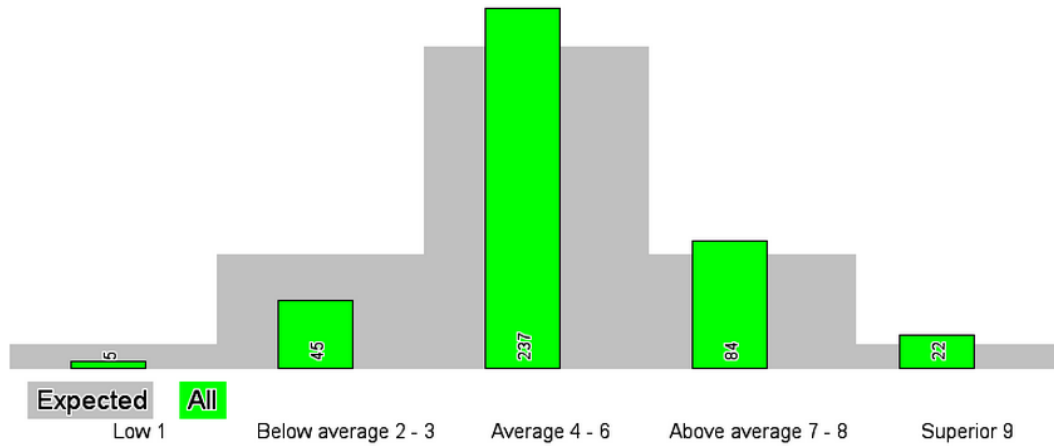
2015 – PAT Mathematics All Stanines - Kapanui Comparison to National Norms



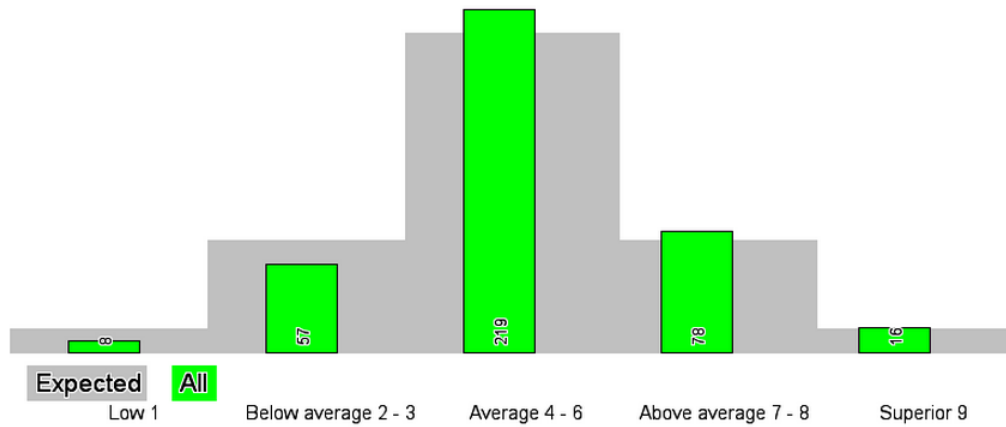
2014 - PAT Mathematics All Stanine - Kapanui Comparison to National Norms



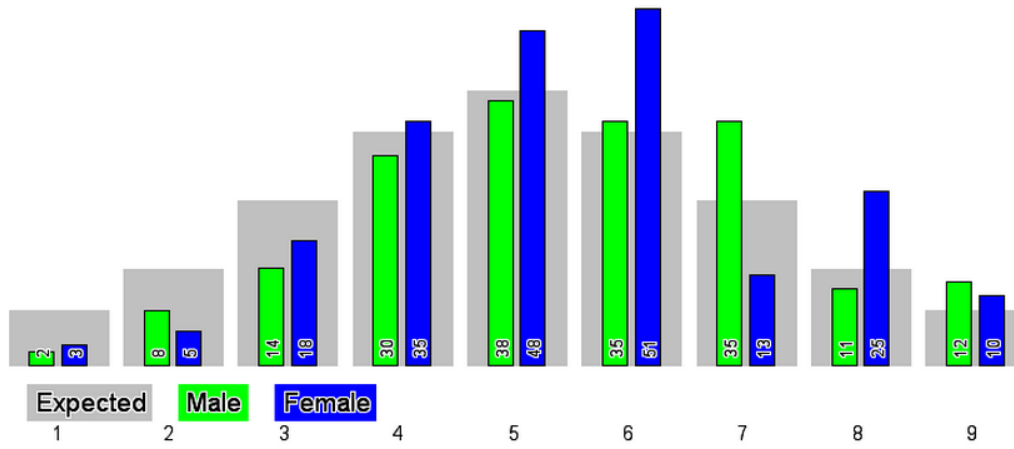
2015 - PAT Mathematics All Stanine - Kapanui Comparison to National Norms – Low - Superior



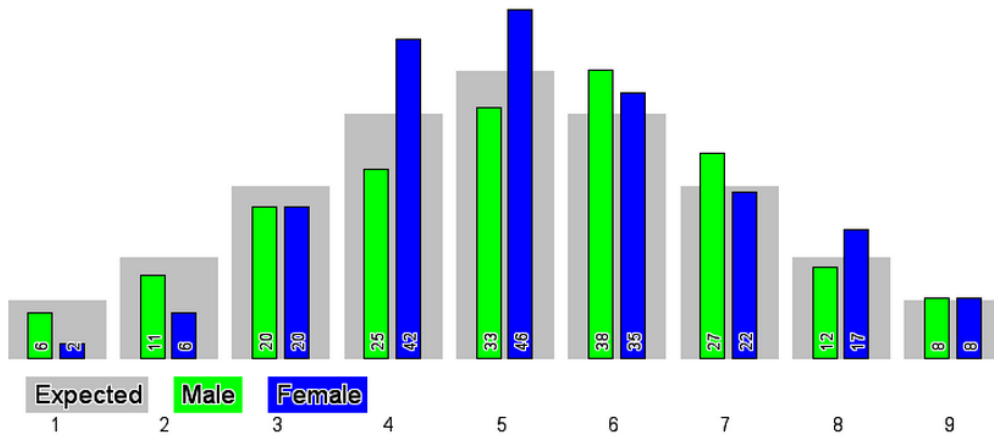
2014 - PAT Mathematics All Stanine - Kapanui Comparison to National Norms – Low - Superior



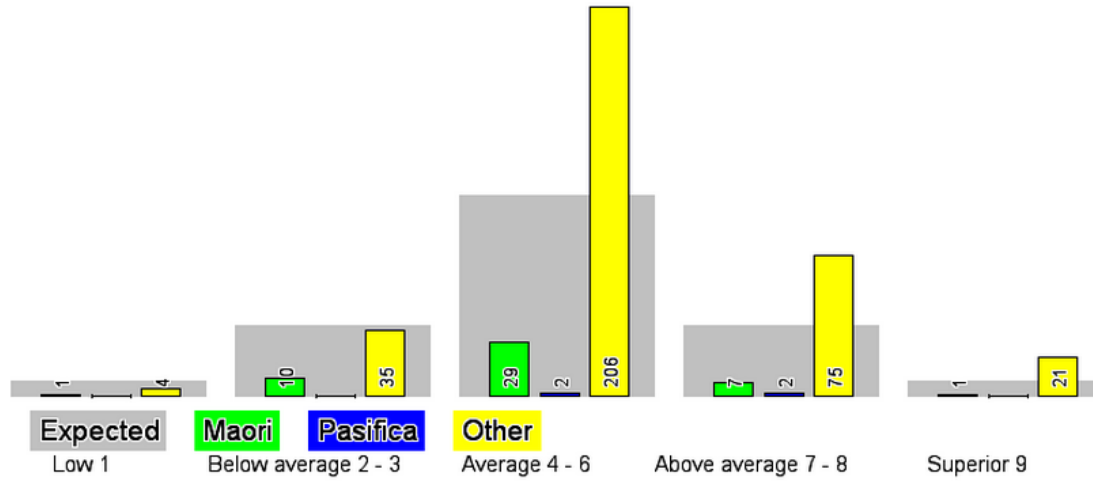
2015 - PAT Mathematics Gender Stanine - Kapanui Comparison to National Norms



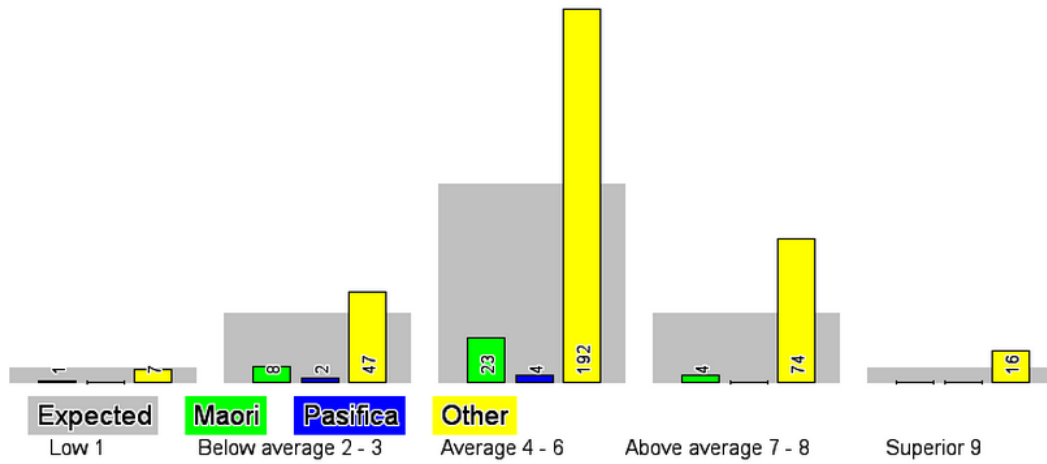
2014 - PAT Mathematics Gender Stanine - Kapanui Comparison to National Norms



2015 - PAT Mathematics Ethnicity Stanine - Kapanui Comparison to National Norms



2014 - PAT Mathematics Ethnicity Stanine - Kapanui Comparison to National Norms



PAT Mathematics - Progress Over Time – Matched Cohorts

Measuring progress over time allows teachers and schools examine individual and group rates of progress against national norms.

The charts below shows data at two points in time for two matched cohorts, current 2015 Kapanui and Kapiti Y8 and Y7 students and 2014 Kapanui and Kapiti Y8 and Y7 students

Green indicates where Kapanui means exceed the NZ norms.

Red indicates where Kapanui means or progress rates are lower than NZ norms. In each case Kapanui starts higher than the national norm and maintains a rate to finish higher in the current year. 2015 progress rates exceed when compared with the Kapiti cluster.

Of note is the Y7 group from 2014 which is the Y8 group in 2015 moved from a progress rate just on the NZ norm to a higher than the NZ norm by 3.2 points during their Y7.

In annual planning and annual target setting it will be important that the school sets targets and actions to accelerate the progress of identified groups.

2014 Results

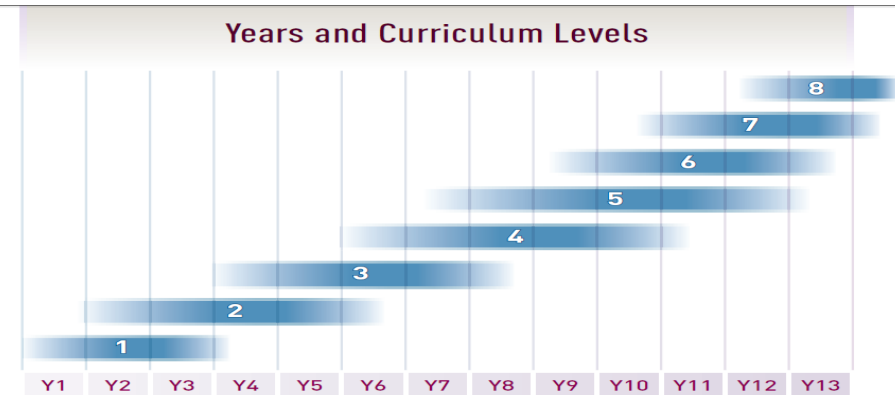
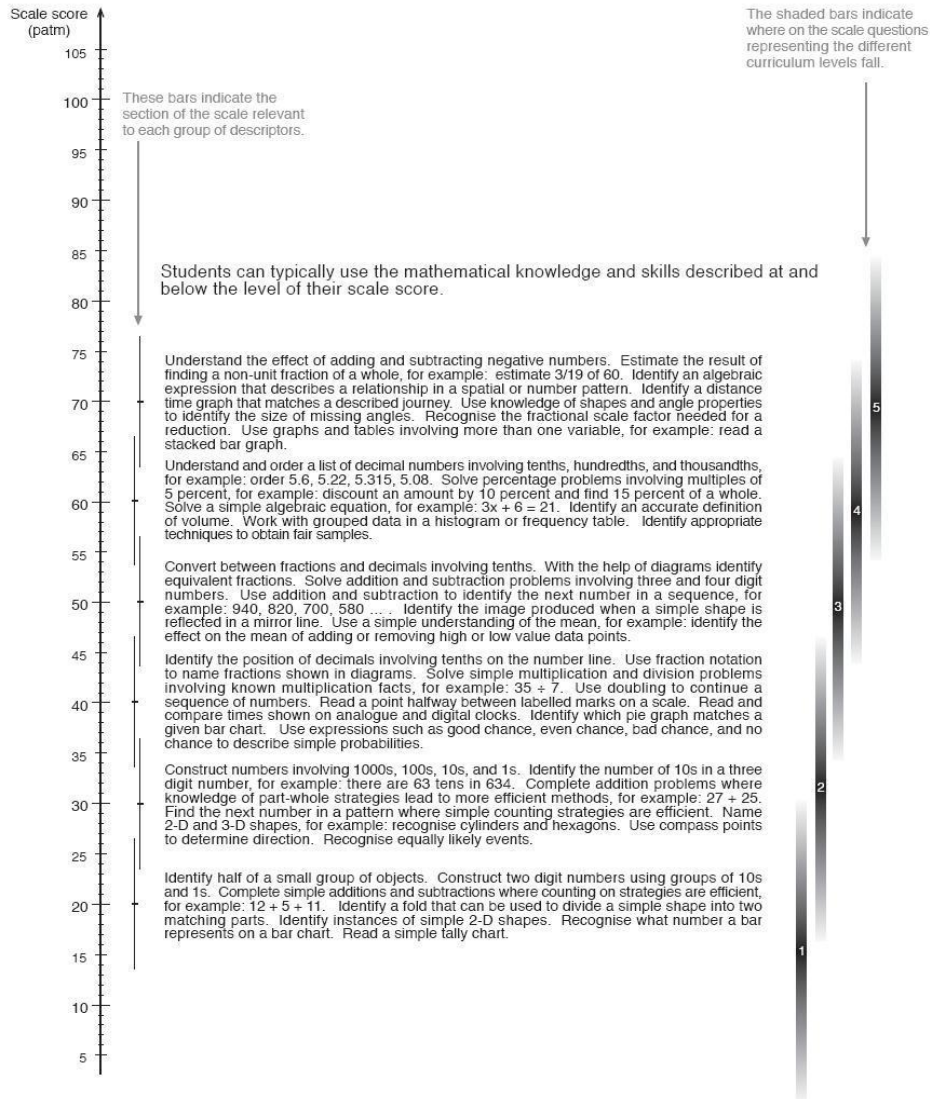
Mean Score	Y4			Y7		
	2011	2014	Diff	2010	2014	Diff
NZ	30.6	49.6	19.0	30.6	55.0	24.4
Kapiti	31.1	51.3	20.2	31.1	56.9	25.8
Kapanui	31.9	51.7	19.8	31.9	57.2	25.3

2015 Results

Mean Score	Y4			Y7*		
	2012	2015	Diff	2011	2015	Diff
NZ	30.6	49.6	19.0	30.6	55.0	24.4
Kapiti	33.2	53.1	19.9	31.2	57.2	26
Kapanui	34.6	54.8	20.2	31.9	59.5	27.6

* Current year

PATM and NZ Curriculum Levels – Kapanui Mean Scale Scores comparison to NZ Curriculum Levels



The diagram above indicates the relationship between year levels and NZ curriculum levels. For example most Y6 students will be working at Level 3. The diagram to the left indicates the relationship between PAT Mathematics scaled scores and NZ curriculum levels. An indication of the relationship between points on the PATM scale and the national curriculum levels is provided by the shaded bands on the right of the PATM scale.

The 2015 Kapanui School mean scale score for PAT mathematics performance taken at the beginning of the year indicates that most Kapanui students are achieving within their expected NZ curriculum levels –

- Y3 - 25.9 (2014 - 20.3, NZ 21.4) – End Level 1 Beginning L2
- Y4 - 32.2 (2014 - 32.0, NZ 30.6) - Level 2
- Y5 - 40.8 (2014 - 40.3, NZ 38.9) – End L2 Beginning L3
- Y6 - 48.5 (2014 - 48.5, NZ 45.1) – Level 3
- Y7 - 53.3 (2014 - 51.4, NZ 49.6) - Level 3
- Y8 - 58.8 (2014 - 56.9, NZ 55.0) – Level 4

Of note if matched students are used, that is students who are not new to Kapanui the mean scale score increases e.g. Y8 matched 59.5, all 58.8, Y7 matched 54.8 all 53.3, Y6 matched 49.5 all 48.5.

2015 PAT Mathematics Item analysis

Item analysis of the tests Y4 – 8 indicates that in all year groups the percentage correct against national percentages was very positive with most percentages close to or above national norms.

Investigation of items where Kapanui % norms fall below NZ % norms indicates possible weaknesses are similar to 2014 with aspects of geometry / measurement, statistics and calculating in word problems and items involving number strategy. To raise the achievement in these areas Kapanui School has been involved in a mathematics staff development focus 2014 and 2015. As part of this the staff are working to integrate these areas on a more consistent basis.

Team leaders and class teachers use results to pin point any areas of weakness within their groups to inform teaching.

Recommendations Mathematics – 2016

1. The Board should set specific targets in 2015 to increase the % of Maori students achieving at the higher stanine levels in PAT Mathematics.
2. School wide staff should integrate geometry, measurement and statistics in way that includes strategy, knowledge within rich tasks and problem solving.